



**Syllabus of  
MBA**

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**Name of School:** School of Business

**Department:** Management

**Year:** 2016-2017

Employability

Entrepreneurship

Skill Development

SEMESTER I					
Course Code	Course Title	L	T	P	C
MBA511	Marketing Management – I	3	0	0	3

MBA512	Quantitative Techniques	3	0	0	3
MBA513	Basics of Spreadsheets	2	0	0	2
MBA514	Managerial Economics	3	0	0	3
MBA515	Organization Behaviour	3	0	0	3
MBA 516	Financial Accounting & Reporting	3	0	0	3
MBA 517	Legal Aspects of Business	3	0	0	3
LLL 515	Corporate Communication	3	0	0	3
	<b>Total Credits</b>				<b>23</b>

<b>SEMESTER II</b>					
<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
MBA521	Marketing Management – II	3	0	0	3
MBA522	International Business Environment	3	0	0	3
MBA523	Management Information System	2	0	0	2
MBA524	Corporate Finance	3	0	0	3
MBA525	Management Science	3	0	0	3
MBA526	Human Resource Management	3	0	0	3
MBA527	Business Research Methodology	3	0	0	3
MBA 528	Introduction to Business Analytics	2	0	0	2
FIN529/	Management Accounting /	3	0	0	3

MKT529 (* )	Digital Marketing				
		<b>Total Credits</b>			<b>25</b>

SEMESTER III					
Course Code	Course Title	L	T	P	C
MBA 610	Summer Internship	0	0	6	6
MBA 611	Logistic and Supply Chain Management	3	0	0	3
MBA 612	Strategic Management	3	0	0	3
LLL 622	Personality Development	0	0	4	2
	Elective -1 (Major)	3	0	0	3
	Elective- 2 (Major)	3	0	0	3
	Elective -3 (Major)	3	0	0	3
	Elective – 4 (Minor)	3	0	0	3
		<b>Total Credits</b>			<b>26</b>

SEMESTER IV (**)					
Course Code	Course Title	L	T	P	C
MBA 620	Research Project	0	0	9	9
MBA 621	Services Marketing	3	0	0	3
	Elective -1 (Major)	3	0	0	3
	Elective- 2 (Major)	3	0	0	3
	Elective -3 (Minor)	3	0	0	3
	Elective – 4 (Minor)	3	0	0	3
		<b>Total Credits</b>			<b>24</b>

<b>Total Core Course Credits</b>				<b>59</b>
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<b>Total Elective Credits</b>				<b>24</b>
<b>Summer Internship &amp; Research Project Credits</b>				<b>15</b>
<b>Total Credits</b>				<b>98</b>

**(\*\*) (i) Semester IV will start immediately after the end of Semester III End Term Examinations.**

**(ii) There will be 6 classes scheduled for each course in a week.**

**(iii) In Semester IV, only one CAT examination will be scheduled.**

**(\*) Students have to opt either Management Accounting or Digital Marketing as a core course in Semester II.**

SEMESTER III							SEMESTER IV					
Course Code	Course Title	L	T	P	C		Course Code	Course Title	L	T	P	C
<b>HR ELECTIVES</b>												
		3	0	0	3		HRM 671	Leadership & Team Building	3	0	0	3
HRM 662	Competency Mapping & Performance Management	3	0	0	3		HRM 672	Organizational Change & Development	3	0	0	3
HRM 663	Compensation & Reward Management	3	0	0	3		HRM 673	Negotiation & Counselling Skills	3	0	0	3

HRM 664	Training & Development	3	0	0	3		HRM 675	Talent Management	3	0	0	3
HRM 665	Industrial Relations & Labour Laws	3	0	0	3		HRM 674	Cross Cultural Management	3	0	0	3
<b>MARKETING ELECTIVES</b>												
MKT 661	Sales & Distribution Management	3	0	0	3		MKT 672	International Marketing	3	0	0	3
MKT 662	Marketing Research	3	0	0	3		MKT 675	Consumer Behaviour	3	0	0	3
MKT 663	Retail Management	3	0	0	3		MKT 676	Rural Marketing	3	0	0	3
MKT 664	Integrated Marketing Communication	3	0	0	3		MKT 671	Brand Management	3	0	0	3
MKT 665	B2B Marketing	3	0	0	3							
<b>FINANCE ELECTIVES</b>												
FIN 662	Financial Institutions, Markets & Services	3	0	0	3		FIN 671	Advance Corporate Finance	3	0	0	3

FIN 663	Securities Analysis & Portfolio Management	3	0	0	3		FIN 672	Mergers, Acquisitions & Corporate Restructuring	3	0	0	3
FIN 664	Financial Derivatives	3	0	0	3		FIN 673	Financial Management for International Business	3	0	0	3
FIN 665	Stock & Commodity Markets Operations	3	0	0	3		FIN 674	Project Financing	3	0	0	3
FIN 666	Wealth Management	3	0	0	3		FIN 676	Corporate Taxation	3	0	0	3
<b>SYSTEM ELECTIVES</b>												
SYS 661	Relational Database Management System	3	0	0	3		SYS 671	Big Data Analytics	3	0	0	3
SYS 662	Enterprise Resource Planning (with a SAP package as Practical)	3	0	0	3		SYS 672	Web Analytics	3	0	0	3

SYS 663	Business Intelligence & Cognos	3	0	0	3		SYS 673	Application of Cloud in Management	3	0	0	3
SYS 664	E-Governance	3	0	0	3		SYS 674	Software Project Management	3	0	0	3
<b>INTERNATIONAL BUSINESS (IB) ELECTIVES</b>												
IBS 661	Global Business Strategy	3	0	0	3		IBS 671	International Business Law	3	0	0	3
IBS 662	International Economics	3	0	0	3		IBS 672	Global Outsourcing	3	0	0	3
IBS 663	Entrepreneurship	3	0	0	3							
IBS 664	Trade Documentation & Procedures	3	0	0	3							
<b>OPERATIONS ELECTIVES</b>												
OPS 661	Management of Service Operations	3	0	0	3		OPS 671	Management of Physical Assets	3	0	0	3
OPS 663	Project Management	3	0	0	3		OPS 672	Procurement Management	3	0	0	3
OPS 664	Material Management & Inventory Control	3	0	0	3		OPS 673	TQM & Six Sigma	3	0	0	3

**HOSPITAL & HEALTHCARE MANAGEMENT ELECTIVES**



MAS 661	Health Care Administration and Medical Care	3	0	0	3		MAS 672	Patient Care Services	3	0	0	3
MAS 662	Hospital Support Services & Management of Hazards	3	0	0	3		MAS 673	Hospital Operations Management	3	0	0	3
MAS 663	Hospital Management & Law	3	0	0	3							
<b>MEDIA MANAGEMENT ELECTIVES</b>												
MMM661	Print Industry I	3	0	0	3		MMM 671	Print Industry II	3	0	0	3
MMM662	Public Relations & Corporate Communication I	3	0	0	3		MMM 672	Public Relations & Corporate Communication II	3	0	0	3
MMM 663	Broadcast Industry	3	0	0	3							
<b>BUSINESS ANALYTICS ELECTIVES</b>												
ANA661	Business Intelligence & Cognos	3	0	0	3		ANA 671	Big Data Analytics	3	0	0	3

ANA 662	Data Mining for Business Analytics	3	0	0	3	ANA 672	Modelling & Analysis with Spreadsheets	3	0	0	3
ANA 663	Advance Statistics and Econometrics	3	0	0	3						

**Master of Business Administration  
Detailed Syllabus  
2016-18**

<b>MBA 511</b>	<b>Marketing Management I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Version 1.01	Date of Approval	3	0	0	3
Prerequisite					
Co-requisites					

### **Course Background and Learning Objectives:**

This Course introduces the subject of marketing to the MBA First Year students. It defines the scope of the subject: marketing as a social process, as an organizational function and as a strategic orientation & culture. Marketing as a management function is explained in detail. Concepts of strategic marketing such as environment analysis, consumer analysis, segmentation, targeting and positioning are discussed. Marketing mix and one of the 4 Ps: “Product” is introduced.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Demonstrate an understanding of the special marketing issues and possess the ability to actively participate in this process [Sub-goal: 2.2]
2. Understand the expectations of customers and know how to apply this knowledge into genuine value for customers [Sub-goal: 1.3, 1.5]
3. Use marketing information and research to identify marketing opportunities and/or solve marketing problems [Sub-goal: 3.1, 3.2]
4. Use teams and interpersonal processes to integrate information across functional areas to analyze cases, as well as develop a marketing plan, and present the information in written and oral formats [Sub-goal: 1.4]
5. Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution [Sub-goal: 3.1, 3.2]
6. Determine and identify a firm's present or potential market segments. Use examples from current events and real-world marketing situations to apply, illustrate, and discuss different segmentation, targeting and positioning strategies [Sub-goal: 3.1, 3.3]
7. Demonstrate an understanding of the competitive challenges of a global market environment [Sub-goal: 4.1, 4.2]

8. Demonstrate an understanding of the role of ethics and social responsibility in managing organizations [Sub-goal: 2.1, 2.2, 2.3]

**Text Book:**

1. Kotler, Keller, Koshy & Jha, Marketing Management-A South Asian perspective- 13<sup>th</sup> edition, Pearson.

**Reference Books:**

1. Namakumari and Ramaswamy, Marketing Management- 4<sup>th</sup> edition, McMillan
2. Kotler, Armstrong Agnihotri and Haque, Principles of Marketing, 13e Pearson

**Course Content:**

**Unit I: Introduction to Marketing 7 lectures**

**hours**

Introduction to Marketing: Meaning, relevance and core concepts: needs, wants, demand, market, customer, market etc, Scope of marketing and new age marketing challenges, Evolution of Marketing: Production, product, selling, marketing, societal, relationship and holistic marketing concept, Article Discussion: Marketing Myopia, Understanding Customers: choosing a value proposition, developing and delivering customer value, Building customer relationships: CRM, PRM and SRM etc, Capturing value from customers: building customer loyalty and customer equity, Introduction to marketing mix elements: Product, price, place, and promotion, In-class exercise based on marketing mix elements

**Unit II: Corporate Strategic Planning 3 lectures**

**hours**

Levels of strategic planning: Corporate, division, product, Designing the business portfolio: SBU, portfolio models, Growth Strategies: Intensive growth, Integrative growth and diversification and Ansoff Grid,

**Unit III: Determining the Marketing Roadmap 2 lectures**

**hours**

Scanning Internal Environment: Mission and Vision building, SWOT and PEST analysis, Analyzing Marketing Environment: Task environment, macro environment-political, social, economical, technological and other factors, Marketing Plan: Elements, planning and implementation, Case Discussion- Fit for Life

**Unit IV: Market Research and MIS** **4 lectures**  
**hours**

Marketing Research: Agencies, objectives and research process, Demand Forecasting: methods and importance, Marketing Information System: distributing and using marketing information, Quiz 1 and Discussion

**Unit V: Consumer Markets and consumer Buyer Behaviour** **4 lectures**  
**hours**

Characteristics affecting consumer behaviour: Cultural, social, personal and psychological factors, Types of buying decision behaviour: complex, dissonance reducing, habitual and variety seeking behaviour, Buyer decision process and stages in the adoption process

**Unit VI: Business Markets and Business Buyer Behaviour** **4 lectures**  
**hours**

Business Markets: Market structure and demand, nature of buying centre/unit and types of decisions

Business buyer behaviour, types of buying situations, participants in buying process, factors influencing buyer and decision making process, Case Discussion: To be announced,

**Unit VII: Designing a Customer Driven Strategy and Mix** **6 lectures**  
**hours**

Market Segmentation: Levels, segmentation process and requirements for effective segmentation, Market Segmentation: Segmentation variables, Case discussion: The World According to MadGar, Market Targeting: Evaluating market segments, selecting target market and target marketing strategies, Differentiation and Positioning: Developing positioning strategy, choosing a differentiation and positioning strategy and communicating

position, Case Discussion: Reliance Baking Soda.

**Unit VIII: Analyzing Competition and Creating Competitive Advantage    6 lectures**  
**hours**

Competitor Analysis: Identifying competitors, assessing competitors and selecting competitors to attack and avoid, Competitive Strategies: Approaches to marketing strategy, basic competitive strategies, porter 5 force model, Competitive Strategies: Market Leader, challenger, market follower and nicher strategies, Quiz 2 and Review and Integration  
Project Presentations, Industry Lecture

Master in Business Administration (MBA) Program

**Course Name: Quantitative Techniques**

**Course Code: MBA 512**

**Course credit: 3**

**Course Background and Learning Objectives:**

Modern human society is besieged by data every day. The news presents movie box-office sales, the latest poll of a political party's popularity, and the average high temperature for the day. Advertisements assert that statistics show the superiority of the advertiser's product, and furthermore, all sides in public debates about economics, education, and social policy argue from data.

The study and collection of data are important in the work of many professions, so training in the science of statistics is valuable preparation for a variety of careers. Each month, for example, government statistical offices release the latest numerical information on unemployment and inflation. Economists and financial advisers, as well as policy makers in SOB/MBA/2016-17/1.1.3/

government and business, study these data to make informed decisions. Doctors must understand the origin and trustworthiness of the data that appear in medical journals. Politicians rely on data from polls of public opinion. Business decisions are based on market research data that reveal consumer tastes and preferences. Engineers gather data on the quality and reliability of manufactured products. Most areas of academic study make use of numbers and, therefore, also make use of the methods of statistics.

This course is designed to equip students with the basic tools of collecting, analysing, presenting, and interpreting data. Given that statistical techniques are widely used in a variety of disciplines today, the methodological proficiency acquired as result of this course will benefit students in future courses and careers regardless of whether their core interest is in Finance, Human Resources, MIS or Marketing. The focus of the course is on understanding the concepts behind a wide set of statistical methodologies and their relation to specific business situations, rather than on mastering the theoretical underpinnings of those techniques.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To provide students with a sound conceptual understanding of the role that quantitative techniques play in the decision-making process today. [Sub-goal: 1.4, 3.1, 3.2, 3.3, 4.1 and 4.1]
2. To empower students with valuable practical analytical skills that will enable them to provide a statistical framework to various business problems in order to objectively evaluate them from various perspectives. [Sub-goals: 3.1, 3.2 and 3.3]
3. To use interpret the output of statistical software packages in addressing a business related problem. [Sub-goal: 3.2]

### **Pedagogy:**

Few students find quantitative techniques easy. An emphasis on real data and real problems helps maintain motivation and this more so for management students. The carefully structured pedagogy will include a combination of class lectures to present the theoretical background and basic principles of widely used quantitative techniques in business settings, seminars by corporate experts, and case studies to reinforce materials covered in lectures. In addition to the text and reference books, students will have access to statistical analysis

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software packages and computer lab sessions where they will be provided step-by-step instructions on how to use such software to carry out the data / statistical analysis.

### **Course Strategy and Requirements:**

Learning statistics is a cumulative process, each step building on the previous foundation. If there is something you do not understand in the readings, homework, or in lectures, do not hesitate to ask me for help (come to office hours, ask questions in class). Second, reading the text and coming to class are not sufficient to learn the material; you must also work on and submit the assignments on time. The following strategies come highly recommended:

- (i) The course requires a basic understanding of mathematical principles. It is advisable to brush up your knowledge on co-ordinate geometry, functions and their applications, matrix algebra, basic knowledge of differential and integral calculus, etc.
- (ii) Numerous examples and case studies will be discussed in class. It is advisable to try to solve similar problems on your own, or to try and re-solve the worked out examples for the text books to obtain a better understanding of the problems.
- (iii) Class participation is encouraged not only to clear doubts, but also to develop the ability to analyze and interpret quantitative information.
- (iv) Group and/or individual assignments are designed to evaluate your progression throughout the period of the course. There will be a zero tolerance policy for late submissions – if you do not submit your assignments on time, they will not be evaluated.

### **Assessment of Learning Goals and Objectives:**

Student performance and progress will be evaluated on the basis of quizzes and case studies, mid-term examinations, and a comprehensive final examination. The various assessment components are designed to align with various learning goals and objectives in the following manner:

	<b>Learning Goals and Objectives*</b>		
<b>Assessment Components and Marks</b>	1	2	3



Quizzes (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End-Term Exam(50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. The primary purpose of such quizzes is to motivate students to read the assigned materials and come prepared to class. There will be at least 2 quizzes.

### ***CAT Exam***

The CAT 1 exam will be used as formative checks to determine whether students are making appropriate individual progress towards the established objectives and goals at the end of the course. The questions are mostly analytical and quantitative in nature.

### ***End-Term Exam***

The comprehensive end-term exam is aimed to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and quantitative in nature.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Statistics	Naval Bajpai. 2 <sup>nd</sup> edition. Pearson Education. 2013
<b>SUPPLEMENTARY READINGS</b>	
Statistics for Business and Economics	Anderson, David R., Sweeney, Dennis J. and Williams, Thomas A. Cengage Learning India. 2011.
Managerial Statistics	Keller, Gerald. Cengage Learning India. 2012.
Business Statistics: For Contemporary Decision Making	Black, Ken. Hoboken, NJ: Wiley. 2010.

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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Session	Topics to be discussed	Readings
<b>Module I: Graphical Presentation of data, Central Tendency, Dispersion</b>		
The purpose of this module is to acquaint students with basic the meaning, definition, nature, importance and limitations of statistics in business operations. It is also meant to acquaint students with the calculations and main properties of measures of central tendency, including mean, mode, median, quartiles, percentiles, etc. In addition students will learn about measures of dispersion and shape and to enable the students to distinguish between variance, Skewness, and kurtosis.		
1	Growth of Statistics, Definition, Scope, Uses, Misuses and Limitation of Statistics, Collection of Primary & Secondary Data. Classification and Tabulation of Data: Meaning and Characteristics, Frequency Distribution, cumulative frequency, Simple tabulation.	Naval Bajpai, Chapters 1, 2.
2	Graphical presentation of data: Bar Chart, Pie Chart, Histogram, Frequency Polygon, Pareto Chart, Stem-and-leaf plots.	Naval Bajpai, Chapter 2.
3	Concept of Central Tendency, Measures of central tendency, Mathematical Averages, Positional Averages, and Calculation of Arithmetic mean.	Naval Bajpai, Chapter 3.
4	Examples on Arithmetic Mean, Properties of A.M., Advantages and disadvantages of A.M., Calculation of Geometric Mean, Average growth rates.	Naval Bajpai, Chapter 3.
5	Examples of G.M., properties of G.M., Advantages and disadvantages of G.M., Harmonic mean, Calculation of Harmonic mean, Importance of H.M., Advantages and Disadvantages of H.M.	Naval Bajpai, Chapter 3.
6	Relationship between A.M., G.M., and H.M., Concept of Median, calculation of median for ungrouped, discrete and continuous frequency data, advantages and Disadvantages of Median,	Naval Bajpai, Chapter 3.
7	Concept of Mode, Calculation of mode for ungrouped, discrete and continuous frequency data, advantages and disadvantages of mode, Quartiles, Computation of quartiles for ungrouped, discrete and continuous frequency data,.	Naval Bajpai, Chapter 3.
8	Percentiles and Deciles, Absolute and Relative measures of dispersion, Range, Inter-quartile range, Quartile deviation, Mean Deviation from mean & median.	Naval Bajpai, Chapters 3, 4.

Session	Topics to be discussed	Readings
9	Standard deviation, variance, coefficient of variation, Interpretation of standard deviation, Measures of shape of the distribution, Concept of Skewness and Kurtosis, Measures of Skewness and Kurtosis.	Naval Bajpai, Chapter 4.
10	Chebyshev's Theorem, Box and Whisker Plots. <b>Case Study 1: Hero Honda Motors Ltd.: Aiming to Capture the Growing Market in India.</b> (Naval Bajpai, Page 159—160).	Naval Bajpai, Chapter 4.
<b>Module II: Theory of Probability and Probability Distributions</b>		
This module discusses the concept of probability, thereby enabling the students to appreciate the relevance of probability theory in decision-making under conditions of uncertainty.		
11	Concept of Probability; Theory of Probability, Various definitions (events, exhaustiveness, equally likely, etc.), Venn Diagrams Counting rules.	Naval Bajpai, Chapter 5.
12	Probability calculation using classical definition of probability, Numerical problems, Addition & Multiplicative laws of Probability.	Naval Bajpai, Chapter 5.
13	Conditional Probability, Calculation of conditional probability, Conditions for Independent Events, Equally Likely events, Mutually exclusive events and Exhaustive events.	Naval Bajpai, Chapter 5.
14	Theory of Expected Value, Mean and Variance of a random variable using expected values, Discrete probability distributions.	Naval Bajpai, Chapters 5, 6.
15	Probability mass functions, properties of probability mass functions, mean and variance of discrete probability distributions.	Naval Bajpai, Chapter 6.
16	Bernoulli events, Binomial Distribution, Properties of Binomial distribution, mean and variance of binomial distributions. Calculating probability using binomial distribution.	Naval Bajpai, Chapter 6.
17	Poisson Distribution, Properties of Poisson distribution, mean and variance of Poisson Distribution, Calculating probability using Poisson distribution.	Naval Bajpai, Chapter 6.
18	Continuous Probability distributions, probability density functions, calculating probability in continuous	Naval Bajpai, Chapter 7.

Session	Topics to be discussed	Readings
	distributions, properties of probability density functions, mean and density of continuous probability distributions.	
19	Normal Distribution, probability density function of normal distribution, Properties of normal distributions. Standard Normal Distribution.	Naval Bajpai, Chapter 7.
20	Converting a normal distribution to a standard normal distribution, Calculating probability of normal distributions using standard normal distribution.	Naval Bajpai, Chapter 7.
21	<b>Case Study 2: Titan Industries Ltd.: Providing Real-Value to Customers.</b> (Naval Bajpai, Page 254—255).	Naval Bajpai, Chapter 7.
<b>Module III: Sampling, Sampling Distribution and Statistical Inference &amp; Forecasting</b>		
This module discusses the concept of sampling, the different types of sampling method, sampling distribution of a sample statistic, and statistical inference based on estimation and hypothesis testing		
22	Concept of sampling, Types of Sampling – probability and non-probability methods.	Naval Bajpai, Chapter 8.
23	Sampling distributions of sample mean and sample proportion.	Naval Bajpai, Chapter 8.
24	Calculating probability from sampling distributions.	Naval Bajpai, Chapter 8.
25	Types of Statistical inference.	Naval Bajpai, Chapter 9.
26	Confidence intervals of population means and population proportions.	Naval Bajpai, Chapter 9.
27	Hypothesis testing, Concept of Null and Alternative hypotheses. Types of error in hypothesis testing, level of significance, power of a test. One tailed and two-tailed tests.	Naval Bajpai, Chapter 10.
28	Hypothesis testing for difference between two population proportions, Hypothesis testing between two population proportions.	Naval Bajpai, Chapter 11.
29	Small sample tests: t-tests, Paired sample tests. Hypothesis test for difference in two population variances – F distribution	. Naval Bajpai, Chapter 11
30	Meaning , Types of index numbers, uses of index numbers, Construction of Price, Quantity and Volume indices, Splicing, time reversal factor	. Ken Black Chapter -13
31	Time Series – Introduction and Importance	.Ken Black Chapter -13

Session	Topics to be discussed	Readings
32	trend analysis using moving average, trend analysis using regression analysis	Ken Black Chapter -13
33	. Seasonal, cyclical study ,Numerical Problems	.Ken Black Chapter -13
<b>Module IV: Simple Correlation and Regression Analysis</b>		
The overall objective of this module is to provide a basic understanding of correlation and simple linear regression, and its use in statistical analysis.		
34	Correlation Analysis. Meaning of simple, multiple and partial Correlation. Linear and non-linear correlation, Causation and correlation, Bivariate Data, Scatter diagram. Pearson's co-efficient of correlation, calculation and properties, Rank Correlation. Calculation of Rank Correlation.	Naval Bajpai, Chapter 4.
35	Regression analysis, the concept of curve fitting in scatter diagrams, Simple linear regression equation, Reverse regression equation.	Naval Bajpai, Chapter 4.
36	The coefficients of a regression line, estimation of regression coefficients using least squares methods. ESS, RSS and TSS, coefficient of determination (r-squared), Relation between $R^2$ and correlation coefficient, Standard errors of the estimated coefficients	Naval Bajpai, Chapter 4.
<b>END-TERM EXAM</b>		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Basics of Spreadsheets**

**Course Code: MBA 513**

**Course Credit: 2**

### **Course Background and Learning Objectives:**

Data driven decision making in business has grown enormously in the last few years, and today this sector is a multi-billion dollar industry. This course covers the principles of  
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business data processing for decision making in business functions with specific focus on use of spreadsheet applications at an introductory level.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To emphasize the significance of MS Excel based analysis as compared to traditional tools in a cross functional environment.[Sub Goal: 4.2]
2. To acquaint the students with the usage of various tools available in MS Excel for business data analysis and make intelligent decisions based on facts and numbers.[Sub Goals: 3.1, 3.3]
3. To ensure that students are comfortable with the extensive use of application software in all business aspects. [Sub Goal 3.2]

### **Pedagogy:**

The pedagogy will be a combination of lab sessions on MS Excel (concepts and solving problems), experience sharing, real life examples, and projects/assignments on specific real life data sets and scenarios. Basic and semi advanced Excel functions shall be explained conceptually so that students from any background are able to comprehend the concepts easily followed by real life data sets and questions. Sample Business scenarios and problems requiring basic data analysis shall be provided to students for discussion and calculations. Students are also expected to practice the concepts in real time and focus on application in the lab sessions. This will help to develop analytical thinking in students.

### **Course Strategy and Requirements:**

Students, in general, are positive when posed with a question related to their computer skills, especially MS Excel. Most students carry a pre-defined notation that spreadsheets are for mere data storage and graphical representations. This course highlights the various techniques that spreadsheet suits are capable of apart from basic data capturing and graphical representations. One does not require very specific mathematical skills to experience and realize the true power of spreadsheets. Understanding the working and logic behind any excel formula, for example, is just one side of the coin. What is required is, in fact, an understanding of business environment and nature of problem presented. Students are thus expected to follow the following strategies to achieve maximum benefits out of the course.

- (i) Be clear on the mode of working of Excel functionality before jumping to application. Any doubt in the mode or syntax for an Excel function should be raised in the class itself.
- (ii) The specific business applications for the described functions must be understood and discussed in the class.
- (iii) Carefully go through the presented scenario and workout the basic calculations that need to be done to arrive at an answer, preferably on a piece of paper.
- (iv) Prepare a rough draft of the excel sheet to be prepared on paper so as to ensure proper formatting at later stage.

- (v) Workout the calculations and transform them to an Excel Function on paper before typing.
- (vi) Include all the concepts being studied in other courses before rushing to any conclusions.
- (vii) Once satisfied, transfer the paperwork to an excel spreadsheet and execute functions.
- (viii) Ensure proper formatting for better and effective presentation of data.
- (ix) This makes class participation a very important component of the learning process.
- (x) Class Quizzes shall be designed to test the conceptual understanding of Excel functions.
- (xi) Assignments and Group projects shall be designed to evaluate whether all the above guidelines have been adhered to while evaluating the presented business scenario.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and end term lab examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Classroom Quizzes(Two quizzes with 10 marks each)	√	√	
Mid Term Lab Examination (30 Marks)	√	√	
End Term Lab Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/Assignment/ Group Project***

A series of equally spaced 3 quizzes shall be conducted and best 2 shall be taken into account for final grading. Individual assignments shall be handed out in the first half of the term and shall include conceptual clarity and application of concepts. Group projects shall be due at the end of the term. A real time feedback shall be provided to each student on his/her approach, understanding and areas of improvement.

#### ***End Term Lab Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Microsoft Excel 2010 Bible	Walkenbach, John., Wiley India , 2013



## SUPPLEMENTARY READINGS

Excel 2010 Data Analysis and Business Modeling	Winston L. Wayne, PHI, 2011
The ABCs of Microsoft office	Guy Hart-Davis, BPB, 2011
Microsoft Excel 2010 : Step by Step	Frye, PHI, 2010
Microsoft Excel 2010 in Depth	Jelen, Bill., Que, 2010

### Online Resources

<http://www.microsoft.com/mac/how-to/training/excel>

<http://sunburst.usd.edu/~bwjames/tut/excel/>

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Getting Started with Excel</b>		
The purpose of this module is to acquaint students with the need, necessity, applications of spreadsheet solutions. The module is intended to provide essential background information for working with Excel, display how to make use of the basic features that are required for every excel user		
1	Introduction to MS Excel, Understanding workbooks and Worksheets, Introducing the Ribbons, Customizing Quick access toolbar, Excel sheet creation.	Textbook Chapter 1, Class activities
2	Data Types in Excel, Types of data, entering text and values, date and time, applying number formatting, modifying cell contents	Textbook Chapter 2, Class activities
3	Basic Worksheet Operations, Essential worksheet operations, worksheet views, working with Rows and columns, Understanding Cells and Ranges, copying or moving Ranges, using names to work with ranges, Adding Comments to cells	Textbook Chapter 3, Chapter 4, Class activities
4	Introducing Tables, working with tables, sorting and filtering a table	Textbook Chapter 5, Class activities
5	Formatting tools, mini toolbar, text alignment, colors and shading, borders and lines, styles and themes	Textbook Chapter 6, Class activities
6	Working with templates, editing templates	Textbook Chapter 8, Class activities
<b>Module II: Working with Formulas and Functions</b>		
Formulas and functions are essential to manipulating data and obtaining useful information from your Excel workbooks. The sessions in this part present a wide variety of formula examples that use many Excel functions.		



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
7	Understanding formula Basics, entering formulas	Textbook Chapter 10, Class activities
8	Using cell references, referencing outside files, formulas in tables	Textbook Chapter 10, Class activities
9	Common formula errors, advanced naming techniques	Textbook Chapter 10, Class activities
10	Creating text manipulating formulas	Textbook Chapter 11, Class activities
11	Working with character codes	Textbook Chapter 11, Class activities
12-13	Advanced text formulas	Textbook Chapter 11, Class activities
14	Handling Dates and Time	Textbook Chapter 12, Class activities
15	Working with dates and times	Textbook Chapter 12, Class activities
16	Date related functions, time related functions	Textbook Chapter 12, Class activities
17	Conditional Formulae	Textbook Chapter 13, Class activities
18	Formulas that count and sum, conditional sum	Textbook Chapter 13, Class activities
<b>MID TERM LAB EXAMINATION</b>		
19	Sum using multiple criteria	Textbook Chapter 13, Class activities
20	Formulas that lookup values	Textbook Chapter 14, Class activities
22	VLOOKUP	Textbook Chapter 14, Class activities
23	HLOOKUP, LOOKUP	Textbook Chapter 14, Class activities
24-25	Specialized lookup	Textbook Chapter 14, Class activities
26-27	Formulas for financial applications, Time Value of Money, Loan calculations, amortization schedule,	Textbook Chapter 15, Class activities
28-29	Credit card payments, one way data table,	Textbook Chapter 15, Class activities
30	Two way data table, investment calculations	Textbook Chapter 15, Class activities
31	Array formulas, one dimensional and two dimensional arrays	Textbook Chapter 16, Class activities
32	Multi cell array formulas	Textbook Chapter 16, Class activities
<b>Module III: Creating Charts and Graphics</b>		
This module deals with charts and graphics-including sparkline graphics. One shall discover		

Lecture	Topics to be discussed	Readings
how to use Excel's graphics capabilities to display data meaningfully.		
33-34	Creating charts, understanding chart types	Textbook Chapter 18, Class activities
35	Data Visualization using Conditional Formatting	Textbook Chapter 20, Class activities
36	Sparkline Graphics [Brief HBS Case: Altius Golf and the Fighter Brand, Robert J. Dolan, Sunru Yong]	Textbook Chapter 21, Class activities
<b>END TERM LAB EXAMINATION</b>		

Master in Business Administration (MBA) Program

**Course Name: Managerial Economics**

**Course Code: MBA 514**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

“Economics is a study of mankind in the ordinary business of life.” So wrote Alfred Marshall, the great nineteenth-century economist, in his textbook, *Principles of Economics*. Although we have learned much about the economy since Marshall's time, this definition of economics is as true today as it was in 1890, when the first edition of his text was published. In recent years, there are many questions about the economy that might spark any one's curiosity. Why are apartments so hard to find in Mumbai City? Why do airlines charge less for a round-trip ticket? Why executive class airfare is costlier than economic class? Why are jobs easy to find in some years and hard to find in others? Why a package tour costs less as compared to individual booking of air ticket and hotel? Moreover, as one go about his/her life, he/she make many economic decisions. During student carrier one has to decide how many years to stay in school. After joining in a job, one has to decide how much of his/her income to spend, how much to save, and how to invest his/her savings. When running a small business or a large corporation, and one will decide what prices to charge for his/her

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products. The economic tools, which will be discussed in this course, will give you a new perspective on how best to make these decisions. Following *ten economic principles* can be applied in many of life's situations, whether the future finds you reading the newspaper, running a business, or sitting in the work place. These *economic principles* are (i) managers make decisions, (ii) decisions are between alternatives, (iii) alternatives have costs and benefits, (iv) decision goal is to add value to the firm, (v) value is measured by profits or expected profits, (vi) revenue depends on demand for the product, (vii) maximum profit entails minimum cost, (viii) strategy must be consistent with market, (ix) growth requires rational investment decisions, and (x) legal and ethical behaviour leads to success.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To acquaint students with basic concepts and techniques of microeconomic analysis and their applications to managerial decision-making to sustain the business in long-run. [Sub-goal: 1.4 and 2.2]
2. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices to maximize profit, market share, managerial interests, national interests, social and environmental benefits. [Sub-goals: 2.1, 2.2, 2.3, 3.2, 4.1 and 4.2]
3. To critically analyse situations for forward thinking through creativity. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each economic theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

## **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. Economics is no different. Supply, demand, elasticity, consumer surplus, deadweight loss – these terms are part of the economist’s language. In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “Managerial Economics”.
- d. Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various economic concepts, which you have learned from this course.
- f. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Managerial Economics: Principles and Worldwide Applications	Dominick Salvatore, 7 <sup>th</sup> Edition, Adapted Version, Oxford University Press.
<b>SUPPLEMENTARY READINGS</b>	
Managerial Economics: Theory, Applications and Cases	W. Bruce Allen, Keith Weigelt, Neil Doherty and Edwin Mansfield, 7 <sup>th</sup> Edition, W.W. Norton & Company.
Managerial Economics	H. Craig Petersen, W. Chris Lewis & Sudhir K. Jain, 4e, Pearson Education.
Principles of Microeconomics	N. Gregory Mankiw, 4e, Thomson: South-Western.
Managerial Economics: Concepts and Applications	Christopher R. Thomas & S. Charles Maurice, 8e, Tata McGraw-Hill.
Managerial Economics and Business Strategy	Michael R. Baye, McGraw-Hill.
Modern Microeconomics	Koutsoyiannis, Second Edition, ELBS.
Managerial Economics	Joel Dean, PHI.
Managerial Economics	S. Prusty, PHI.
Managerial Economics	Mark Hirschey, 10e, Thomson.
Managerial Economics in Global Economy	Dominick Salvtor, 4e, Thomson.
Economics	Paul A. Samuelson & William D. Nordhaus, 17e, McGraw-Hill.
Microeconomic Theory	Eugene Diulio, <i>Schaum's Outline Series</i> , McGraw-Hill.

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Supply-Demand Analysis and Consumer Behaviour</b>		
The purpose of this module is to acquaint students with basic concepts of the demand function and demand curve, the supply function and supply curve, demand elasticity and their applications, techniques of demand estimation, and economic theory of consumer behaviour.		
1	Importance of the course for Managers	Text Book, Chapters 1 & 2;

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
		Petersen, Lewis, & Jain, Chapters 1 & 2
2	The Circular Flow of Economic Activity, Basic Economic Concepts such as Marginal Utility, Marginal Cost, Marginal Revenue, Opportunity Cost, etc.	Text Book, Chapters 1 & 2; Petersen, Lewis, & Jain, Chapters 1 & 2
3	Calculus and Managerial Economics	Text Book, Chapter 2; Petersen, Lewis, & Jain, Chapter 2
4	The market forces of Supply and Demand [concept of Demand and Supply]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
5	The market forces of Supply and Demand [determinants of Demand and Supply]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
6	The market forces of Supply and Demand [price effect, income effect and substitution effect; equilibrium price]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
7	Elasticity and its applications [price elasticity of Demand & its types]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
8	Elasticity and its applications [income & cross price elasticity of Demand]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
9	Elasticity and its applications [determinants of price elasticity of Demand and Supply, relationship among price elasticity, total revenue, average revenue and marginal revenue]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
10	Demand analysis and estimation [market surveys and market experiments]	Text Book, Chapter 4; Petersen, Lewis, & Jain, Chapters 4 & 5
11	Demand analysis, estimation and forecasting [regression analysis]	Text Book, Chapter 4; Petersen, Lewis, & Jain, Chapters 4 & 5
12	Demand forecasting [trend analysis, exponential smoothening]	Text Book, Chapter 4; Petersen, Lewis, & Jain, Chapters 4 & 5
13	The theory of consumer choice [indifference curve and its properties]	Text Book, Chapter 3, Appendix; Petersen, Lewis, & Jain, Chapter 3, Appendix; Thomas & Maurice, Chapter 5
14	The theory of consumer choice [budget constraint, consumer's optimal choice, deriving the demand curve]	Text Book, Chapter 3, Appendix; Petersen, Lewis, & Jain, Chapter 3, Appendix; Thomas & Maurice, Chapter 5



Lecture	Topics to be discussed	Readings
<b>Module II: Production Analysis, Cost of Production, and Profit Analysis of the Firm</b>		
The focus of this module is to analyse the theory of production, clarify the nature of economic costs and discuss the profit maximizing tools of a business firm, which are the prerequisites of Module III.		
15	Theory of production in short-run [relationship among total, average and marginal productivity of labour, law of diminishing returns, and profit maximization]	Text Book, Chapter 6; Petersen, Lewis, & Jain, Chapter 6
16	Theory of production in long-run [isoquant curve, isocost line, least cost production, economic region of production, expansion path, and returns to scale]	Text Book, Chapter 6; Petersen, Lewis, & Jain, Chapter 6
17	Types of costs in short-run [fixed, variable, total, average, marginal, break-even analysis, shut-down point]	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
18	Types of costs in long-run [total, average, marginal, and inter-relationships]	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
19	Comparison and inter-relationships, relation between production and cost	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
20	Identify different costs from the balance sheet of any company and its implication on profit	Any company's balance sheet
21	Profit maximization and sustainability by following ethical practice	Case Study from Bottom of the Pyramid book by Prof C K Prahlad: CEMEX
<b>Module III: Pricing under alternative Market Structure</b>		
This module discusses standard pricing rules under different assumptions about the structure of the market in which the firm operates. It also examines certain pricing practices such as mark-up pricing, multiple product pricing, etc.		
22	Perfectly competitive market [characteristics, supply and demand curve]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9; Mankiw, Chapter 7
23	Perfectly competitive market [profit maximizing price determination in short-run and long-run]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9; Mankiw, Chapter 7
24	Perfectly competitive market [effects of taxes on price and output, consumer surplus, producer surplus, market efficiency, solve problems]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9; Mankiw, Chapter 7
25	Monopolistic market [characteristics, supply and demand curve, profit maximizing price determination in short-run and long-run, dead weight loss under monopoly, anti-trust legislation]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
26	Monopolistic competitive market [characteristics, supply and demand curve, profit maximizing price determination]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 10
27	Monopolistic competitive market [product differentiation (advertising and brand names), solve problems]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 10
28	Oligopoly market [duopoly, barriers to entry, price rigidity without collusion, i.e. Kinked Demand Curve Model]	Text Book, Chapter 9; Petersen, Lewis, & Jain, Chapter 10
29	Oligopoly market [Cournot's model of duopoly without collusion]	Text Book, Chapter 9; Petersen, Lewis, & Jain, Chapter 10
30	Oligopoly market [price leadership (efficient firm and dominant firm), perfect collusion (cartels)]	Text Book, Chapter 9; Petersen, Lewis, & Jain, Chapter 10
31	Game theoretic approaches to oligopoly [game theory (an objective, two or more players, strategies or choices, costs and benefits)]	Text Book, Chapter 10; Petersen, Lewis, & Jain, Chapter 11
32	Game theoretic approaches to oligopoly [economics of information (costs and benefits of information), moral hazards]	Text Book, Chapter 10; Petersen, Lewis, & Jain, Chapter 11
33	Pricing practices [mark-up pricing, multiple products]	Text Book, Chapter 11; Petersen, Lewis, & Jain, Chapter 12
34	Pricing practices [price discrimination, access fees, bundling, etc.]	Text Book, Chapter 11; Petersen, Lewis, & Jain, Chapter 12
35	Guest Lecture by a person from Industry	
36	Guest Lecture by a person from Industry	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Organizational Behaviour**

**Course Code: MBA 515**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

People play pivotal roles in providing organizations with the edge to not only survive but to thrive amidst the stiff global competition that pervades the business world in the 21<sup>st</sup> Century. Thus people are a precious resource in any organization, and if well nurtured and led, will form cornerstone upon which success can be build. The increasingly competitive and demanding business environment has created new challenges for organizations wherein understanding and managing people's behaviour has been one of the most crucial factors.

To stay ahead of the competition, it is imperative that organization leverage on their people by developing a committed, confident, loyal, hardworking, motivated, engaged and resilient workforce. In order to achieve these, managers and leaders must first understand behaviour in organizations and understand how people perceive things, what shapes their attitudes, drive their behaviour and motivate them and how to motivate them to strive for both personal and organizational goals. Organizational behavior is the study of how individual and groups impact the behaviour within an organization. As managers or as employees, students will encounter issues ranging from the individual level to the group level and the organizational level, and they will need to be aware of how these areas fit into their working life. Topics in this course include understanding individual differences, personality, attitude, motivating and leading employees, working in effective groups, ethics and conflict management, among others which would help the students to gain insight about the individual's personality, attitude, motivation, learning, perception and group dynamics to become effective management professional.

The *learning goals and objectives* of this course for students are to:

1. Provide an understanding of human behaviour in organizations - how people influence organizational events and how events within an organization influence people's motivation and emotional stability. [1.3, 1.5, 4.1]
2. Facilitate an understanding about the causes of stress and its impact on individual as well as organizational well-being to design the strategies for stress management for better quality of work-life. [1.1, 1.5, 3.3]

3. Familiarize the students with the behavioural patterns of human beings at individual and group levels in the context of an organization for building high-performing teams and provide a view about how groups and teams work in an organization. [4.1, 4.2]
4. Gain insight about the foundations of leadership and being cognizant of and how to manager/negotiate power dynamics. [1.3, 1.4, 3.1, 4.2]

### **Pedagogy:**

An interactive learning techniques will be adopted which will be a combination of class lectures (theory and case studies), experience sharing, real life examples, business games, exercises and projects/assignments on specific organizations. Each theoretical concept shall be explained with managerial implication of the same for managers, so that students are able to comprehend the concepts easily and effectively. In addition to the text and reference books, additional readings and cases as and when required will be distributed in the class from time to time. Some psychometric tests would be administered on students so that they could understand and get prepared for organizational roles. Students are also expected to read and identify the problems in understanding the concepts and their managerial implication in organizations and different situations before the start of each session.

### **Course Strategy and Requirements:**

Effective management of human resources within organizations requires an understanding of various behaviour and processes. Human behaviour at work has been an area of immense interest among management gurus and practitioners since years. While all the resources in the organization very often can be managed in a standardized way, but same cannot be done for the human resources of the organization. Thus, managers and leaders need to know why people behave as they do in relation to their jobs, their work groups and their organizations. This knowledge of organizational behaviour which includes the understanding of individuals' personality, perceptions, motivational attitudes and behaviour will enable managers to not only understand themselves better, but also to adopt appropriate managerial policies and leadership styles to increase their effectiveness.

Organizational Behaviour has contributed a lot towards the development of knowledge for understanding and managing people at work through which organization could achieve competitive advantage. In this course, students will learn and understand various concepts, models and theories for dealing, managing and leading people in an effective manner. To get the conceptual clarity and learn the application of concepts being future managers they should follow the given strategies.

1. Read and identify different real life problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity, at the end of the session ask questions in the class or after the class.
2. Read the caselet from text books or supplementary books and try to find out the learning points pertaining to the specific topic in "Organizational Behaviour".
3. More emphasis will be given to managerial applicability of concepts taught in the SOB/MBA/2016-17/1.1.3/

class. Various Exercises will be used to enhance effective learning.

- Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' varied background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of students frequently. Case study discussions, individual and group presentations and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*			
	1	2	3	4
Quiz and Case study (10 Marks)	√	√	√	√
Field Project & Presentation (10 Marks)	√	√	√	√
CAT (30 Marks)	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/Assignments Presentation***

Quiz and case study is an individual assessment component of evaluation consisting of conceptual, theoretical and application based multiple choice questions. Quizzes will consist of multiple choice questions which are set to evaluate the students' fundamental knowledge and understanding of the concepts. There will be at least 2 quizzes and best 1 will be taken into consideration for final grade of students.

Similarly, case study discussion might also be considered as the components of evaluation to assess students' performance in a group wherein Students' problem solving and analytical skills would be assessed. And also evaluate how students organize data/information and apply logical thinking to find out appropriate solutions and make decisions.

Field project and its presentation is the best way to practice what students have learnt in the classroom. The purpose of including group project is to provide an opportunity to investigate a problem by applying management concepts. Students will be evaluated on the basis of following parameters: (a) Apply concepts/theory to the practical situation and (b) Conduct study in a systematic way and present the findings in a coherent report.

Presentations will be graded on both content and style. Overall presentation would be evaluated on the following parameters: (a) explains the concept without using jargons; (b) presents ideas clearly with conviction and is able to make the presentation to a big group (i.e. eye contact, facial expression, tone of voice, gesture); (c) Creative presentation e.g. videos, role plays etc.; and (d) handles queries and differences of opinion effectively.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Organizational Behaviour	Robbins P. Stephen, Judge A. Timothy and Vohra, Niharika (2014), 14th edition, Pearson Education.
<b>SUPPLEMENTARY READINGS</b>	
Organizational Behaviour	Nelson L. Debra, Quick, J. C. and Khandelwal, P. (2014). Cengage Learning.
Organizational Behaviour	Luthans, Fred (2012). Tata Mc.Graw Hill

### **Course Outline (Lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Organizational Behavior</i></b>		
The purpose of this module is to understand the nature of organizational behaviour and identify the research foundations of OB. Also to understand different OB models and situations under which these may be applied.		
1	Organizational Behavior: Nature, Concept and definition, Foundations of OB and Importance of OB	Text Book, Chapters 1
2	Subsequent Phases of Hawthorne studies; Predecessors of OB; Future Perspectives of OB; Emerging Challenges in OB.	
3	Exercise – Discuss the challenges for managers in designing a new organization.	
<b><i>Module II: Personality</i></b>		
The purpose of this module is make students understand the concept of personality; understand how personality develops and the factors that determine personality development. Also tries to understand how personality affect individual behaviour and how the personality concept can be applied n the organization.		
4	Personality- Meaning, Definition and Nature; Determinants of Personality, Understanding individual differences – nature vs. nurture	Text Book, Chapter 5
5	Personality Traits – Big Five Model	
6	Attributes of Personality - Self-Esteem, Type A & B, Locus of Control, Machiavellianism, Application of Personality theory in Organizations	

Lecture	Topics to be discussed	Readings
<b>Module III: Perception</b>		
The focus of this module is to understand perception as a cognitive process and analyze various factors involved in perception. Also the module analyzes the role of perception for managers and suggests measures of developing perceptual skills.		
7	Meaning of Perception; importance, Perceptual Process	Text Book, Chapter 6
8	Factors influencing Perception, Perceptual errors like stereotyping, fundamental attribution error, etc.	
9	Attribution theory- distinctiveness, consistency & consensus, attribution biases	
<b>Module IV: Learning and Attitude</b>		
This module discusses the learning concepts and its implications for organization. The module will make students understand the mechanism for using reinforcement for developing desirable behaviour. The module also focuses on understanding the nature and role of attitudes at workplace.		
10	Learning – Meaning, Nature & Process; Classical Conditioning Theory	Hand-out, Nelson, Chapter 6
11	Operant conditioning theory and social learning theory	
12	Application of learning principles or reinforcement in organizational context and for shaping behaviour	
13	Attitudes - Meaning and Definition; Formation of attitudes (ABC model)	Text Book, Chapter 3 & 5
14	Job Attitudes – Job satisfaction, organizational commitment and involvement and its outcomes.	
<b>Module V: Managing Motivation, Emotions and Stress</b>		
The module discusses the concept of motivation and the way it affects human behaviour, understand various theories of motivation for identifying how people are motivated. The module also discusses the nature and causes of stress, understand the impact of stress on behaviour and identify the strategies for coping stress effectively. The students will acquaint with the application of emotional intelligence for handling difficult and critical situations at workplace.		
15	Emotional Intelligence and Importance of handling emotions effectively	Text Book, Chapter 4 & 19
16	Organizational stress: meaning, types and its causes, Stress management strategies	
17	Motivation and work behaviour, Theory X and Y, Maslow's Need Hierarchy Theory	
18	Herzberg's Two Factor Theory and Vroom's expectancy theory	Text Book, Chapter 7 & 8
19	Equity theory, Implication at workplace	
20	<b>Harvard Case Study – Jack Perry</b>	
<b>Module VI: Interpersonal Relationship and Group &amp; Team dynamics</b>		
The module focuses on importance of interpersonal behaviour at workplace and analyse how to improve interpersonal behaviour through transactional analysis. This module also discusses the development of groups and nature of team dynamics. It also examines the behaviour of different groups that exist in the organization-both formal and informal.		
21	Groups - Meaning and types (formal and informal groups); Stages of Group Formation,	Text Book,



Lecture	Topics to be discussed	Readings
22	Groups vs. teams and Group properties (Roles and Norms)	Chapter 9 & 10
23	Types of team – Problem solving, cross-functional, virtual and self-managed Harvard Case – Acme Medical Imaging	
24	Importance of Interpersonal Relationships at Workplace; Meaning of Transactional Analysis; Uses and Benefits of Transactional Analysis	Hand out from L.M. Prasad, Chapter 11
25	Ego States : Child, Adult and Parent Ego States ; Types of Transaction Analysis <b>Exercise:</b> Role play for types of transactional styles,	
<b>Module VI: Contemporary issues in Leadership</b>		
The module discusses the contents of leadership as a process of influence, understand various theories so as to identify how leaders emerge and various leadership styles so that managers can adopt suitable styles.		
26	Leadership: Meaning and Definition; Leadership Theories - University of Michigan's Studies	Text Book, Chapter 12
27	Leadership Theories: Path-goal theory and Hersey Blanchard Theory	
28	<b>Harvard Case : Coach Knight</b>	
29	Leadership Styles, Inspirational Approaches to Leadership – Charismatic, Transformation and Transactional and their Implications	
<b>Module VII: Conflict Management, Power and Organizational Culture</b>		
The module focuses on understanding the nature and causes of organizational conflicts, identify the levels at which conflicts emerge and adopt the strategies for minimising the negative consequences of conflicts. The focus of the module is also to understand the bases and types of power. The module will also acquaint students about the functional and dysfunctional effects of organizational culture on people and the organization.		
30	Conflict - Meaning and Sources; Types of Conflict	Text Book, Chapter 13 &14
31	Process of Conflict and Conflict Management Styles	
32	Strategies for Resolving Conflict	
33	Power – Definition and sources; Contrasting Power and Leadership	
34	Five bases of power: Coercive, legitimate, reward, expert and referent	
35	Culture – definition, Creating and sustaining culture	Text Book, Chapter 16
36	Functions and effects of Organizational culture , Leader's Role in Shaping and Reinforcing Culture	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

### **MBA 516/Financial Accounting I**

SOB/MBA/2016-17/1.1.3/

### **Unit 1: Conceptual Framework of Financial Reporting**

Understand the conceptual framework of Financial Reporting, Understand role of financial reporting in financial analysis, Comprehend information structure of company's annual report, Understand role of Indian AS, IFRS and US GAAP.

### **Unit 2: Financial statement**

Understand elements of financial statements, Underlying Assumptions of Financial Statements, Understanding of Accounting Equation, Concept of Journal, Ledger & Trial Balance, Understanding of Income Statement, Balance Sheet & Statement of Cash Flows

### **Unit 3: Financial statement analysis I**

Meaning & Objectives of Financial Statement Analysis, Parties interested in Financial Statement Analysis, Standards of comparison for Financial Statement Analysis, Techniques of Financial Statement Analysis Application of Horizontal analysis, Application of Trend Analysis, Application of Vertical Analysis

### **Unit 4: Financial Statement Analysis II**

Concept of Ratio Analysis, Dimensions Analyzed with the help of Ratios, Types of Ratio Analysis, Use of Financial Ratios in Profitability Evaluation, Use of Financial Ratios in Liquidity Evaluation, Use of Financial Ratios in Solvency Evaluation, Use of Financial Ratios in Efficiency Evaluation, Role of DuPont Model in Evaluation of Overall Performance

**Course Name: Basics of English**

**Course Code: LLL111**

### **MODULE 1**

Pronunciation - stress and intonation patterns - listening comprehension skills - vocabulary beyond that of the subject matter – control of English grammar

### **MODULE 2**

Paraphrasing and Elaboration skills  
Coherent organization of information at sentence and discussion levels - Interactive skills to



enhance comprehension – Interactive Communicative Skills

**MODULE 3**

Evaluation of Speaking Skills - Synonyms - Antonyms – Communication Games

**MODULE 4**

Error Detection (errors in use of words: Nouns, Pronouns, Verbs, Adjectives, Adverbs,  
Error Detection – contd.; Idioms and Phrasal Verbs

Prepositions, Articles, Antonyms / Synonyms, Homonyms, Affixes (from General Study);  
Health and Travel

Master in Business Administration (MBA) Program

**MBA 521/Marketing Management II**

**Unit I: Introduction to MM-II** **6 lecture**

**hours**

Review of MM I, Product Management Decisions- Basic concepts, Product Strategies, New Product Development and PLC Strategies etc, Branding Decisions Basics, Branding Implementations

**Unit II: Designing and Managing Services,** **2 lecture**

**hours**

Services Marketing -Basic Concepts, Services Marketing- Implementations

**Unit III: Understanding and Capturing Customers Value** **3 lecture**

**hours**

Understanding and Setting the Price, Pricing strategy Implementation of pricing

**Unit IV: Marketing Channels: Delivering Customer Value 4 lecture**

**hours**

Channel Management –Basics, Channel Design Decisions, Channel Management –A SCM approach

**Unit V: Communicating Customer Value 8 lecture**

**hours**

Introduction to Integrated Marketing Communication, IMC approach to Communication Mix, Advertising Strategies, Advertising Implementation, Personal Selling, Direct Marketing, Public Relation, Sales Promotion design and implementation.

**Unit VI: Sustainable Marketing & Marketing Organization 2 lecture**

**hours**

Marketing Organization, Marketing Productivity and Analytics

**Unit VII: Emerging Trends in Marketing 11 lecture**

**hours**

Green Marketing, Surrogate Advertising, Cause Marketing, Ambush Marketing, Viral Marketing, Buzz Marketing, Neuro- Marketing, Digital Marketing, Global Marketing, B2B Marketing, Relationship Marketing, Marketing Ethics: CSR, Consumerism, Environmentalism, Industry Expert, Review and Feedback

Master in Business Administration (MBA) Program

**Course Name: Business Environment**

**Course Code: MBA 522**

**Course Credit: 2**

**Course Background and Learning Objectives:**

Business is not done in isolation. Business decisions are affected by the environment under which it is carried out. Many factors are responsible for the success or failure of any business.

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It is necessary to understand what those factors are and how they can affect the profit, revenue or cost of any business organization. This course is designed to provide a broad framework about the factors which can potentially create opportunities or pose threat to any business organization. The business organizations can't afford to simply overlook those factors. Some of these factors are within the control of the organization and some are outside its control. Government policies like monetary policy, fiscal policy, industrial policy, foreign trade policy etc. are really important in today's world. It is required to understand all this in a systemic and logical manner.

This course focuses on the external and internal environments in which companies operate. The main objective of this course is to enable the students to have a clear understanding of the theories and models that provides a fundamental building block of business as well as blending theory with practical scenarios. The course will further help students to identify the nature and complexity of the competitive environment, the technological environment, the dynamic and multifaceted social environment, the legal environment and the political issues that may have a potential impact on business organizations.

The *learning goals and objectives* of this course for students to pursue management education are:

- 1 To acquaint students with the factors which can affect the business decision making and to identify the stakeholders and analyze their behaviour.[Sub-goals: 1.5, 2.2 and 3.3]
- 2 To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [Sub-goals: 2.1, 2.2, 2.3, 3.2 and 4.1]
- 3 To critically analyse situations for forward thinking through innovation. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), SOB/MBA/2016-17/1.1.3/

experience sharing, real life examples, case let discussions, and projects/assignments. Every concept or terminology will be explained from the basic with its definition and impact on the real world with some suitable examples so that students from any background are able to comprehend it easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

- 1 Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
  - 2 Try to read at least one business newspaper daily and identify the terms which are not clear to you.
  - 3 Read all the relevant documents related to various government policies which are provided by the government organizations on their websites.
  - 4 Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- 
- 1 While studying other courses like Business Strategy try to relate and use various concepts which you have learned from this course.
  - 2 Class participation is very much useful for better understanding of the concepts. This will be appreciated and rewarded if you add value to the class through your questions,

statement, and comments. It is the quality of these that is more important than the quantity.

- 3 Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### 1 **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 12 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Environment: Text and Cases	Francis Cherunilam, 22 <sup>nd</sup> edition, Himalaya Publishing House
<b>SUPPLEMENTARY READINGS</b>	
Business Environment	Shaikh Saleem, Second edition, Pearson
Business Environment	A.C. Fernando, Pearson
Business Environment: text and cases	Justin Paul, Third edition, TMH
Business Environment in global context	Andrew Harrison, Second edition, Oxford University Press
Business Environment	Veena K. Pailwar, PHI

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Business Environment and National Income</b>		
The purpose of this module is to acquaint students with different types of environments which affect business decision making and the different aggregates of national income.		
1	Meaning of Business and Characteristics of Business	Text Book, Chapter2
2	Internal environment, External environment	Text Book, Chapter 1
3	Micro environment, Macro environment	Text Book, Chapter1
4	Economic environment, Non economic environment	Text Book, Chapter 4
5	Different type of economic system, Global environment	Text Book, Chapter 4
6	Political environment, Legal environment	Text Book, Chapter 5
7	Natural environment and Technological environment	Text Book, Chapter 6
8	National income- Different aggregates and its measurements	Saleem, Chapter 8
<b>Module II: : Structure of Indian Economy</b>		
This module aims at making students familiar with the nature, characteristics and problems of Indian economy and how all this can have implications on the business decision making.		
9	Characteristics and Problems of Indian economy	Handout
10	Inflation- Meaning, Measurement, Causes and its impact on the business	Text Book, Chapter 3
11	Role of agriculture in the Indian economy	Text Book, Chapter 37
12	Economic growth and economic development, Human	Saleem, Chapter 14

Session	Topics to be discussed	Readings
	development index	
13	Nationalization, Privatization, Disinvestment	Text Book, Chapter 15
14	Economic Planning- Meaning and Objectives	Text Book, Chapter 35
15	Five year plans in India, Twelfth Five year plan	Text Book, Chapter 35
<b>Module III: Indian Financial Market and Government Policies</b>		
This module discusses the capital market, money market and the government policies which affects these markets along with the industrial policy.		
16	Money market, Capital market	Text Book, Chapter 24
17	Stock exchanges in India	Text Book, Chapter 25
18	Terms related to the stock market , Functions of SEBI	Text Book, Chapter 25
19	Monetary policy- Meaning and objectives	Text Book, Chapter 22
20	Instruments of monetary policy	Text Book, Chapter 22
21	Fiscal policy- Meaning and objectives	Text Book, Chapter 22
22	Different types of deficits and expenditures	Text Book, Chapter 22
23	Industrial Policy- Meaning and objectives	Text Book, Chapter 12
24	Different industrial policies in India, Economic reform of 1991	Text Book, Chapters12, 36
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Management Information System**

**Course Code: MBA 523**

**Course Credit:3**

### **Course Background and Learning Objectives:**

The volume of data collected by organizations has increased exponentially over the last decade. Having collected data from a variety of sources – internal and external, decision

makers are looking to leverage this valuable asset to gain a deeper understanding of several key questions relating to their consumers, trends in the marketplace, effectiveness of their promotional campaigns, agility of their supply chain, and much more.

This course introduces students to enterprise data and the process and technologies to integrate data from a variety of sources. Specifically, the course provides students a basic understanding of data warehousing technologies and various reporting and visualization techniques.

The *learning goals and objectives* of this course for students to pursue IT as an Elective in their management education are:

1. To acquaint students with the understanding of role played by information system in organization. [Sub-goal: 3.2]
2. To highlight the use of technology for achieving critical edge to survive in global era. [Sub-goal: 1.5, 4.2]
3. To acquaint students with use of technology with respect to different functional area. [Sub-goal: 3.2]
4. To make students familiar with the effective decision making by the use of information technology. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on specific warehousing and modelling situations. The course deals with the methodology of making available dependable ‘facts’ using large volumes of high quality data from multiple sources. The challenges are in ensuring that data are of good quality, data in different formats are properly integrated, and aggregated data are stored in secure systems, and then delivered to users at the right time in the right format. Business goals have gone past the traditional approaches of ‘MIS Reporting’ and moved to the realm of statistical analysis and predictive modelling. Business Intelligence systems provide organizations with information from the enormous amount of data hidden in their various internal systems, and equip the organization with abilities to influence the business direction. The course takes the students through the entire process in a systematic manner.



## **Course Strategy and Requirements:**

Management Information Systems (MIS) not only include software systems, but the entire set of business processes and resources that are used to pull together information from functional or tactical systems. Data is then presented in a user-friendly and timely manner so that mid and upper-level managers can use it to take the right actions. The entire system is designed so that the company will meet its strategic and tactical goals. Organizations have multiple functional systems. These usually include sales systems, call center systems, financial systems, inventory systems, logistic systems and more. MIS combines information from multiple systems. This helps management staffers better understand their own departments' contributions. In many cases, the combination of data, such as sales figures combined with available inventory, help the manager take the appropriate action in order to meet the customer's needs. The primary function of MIS is to help a manager take an action, answer a question or ask the right question. The questions or actions should directly relate to tactical or strategic goals. A sales manager who uses projections from the financial systems to compare with actual sales from the sales system can better gauge whether goals will be met. If the target is not going to be met, then the manager and his group can review their past actions and make necessary changes in order to increase sales and meet goals. This course is intended to develop understanding of use of technology tools in business decision making and reporting techniques to increase data visualization. To ensure that concepts can be practiced for deeper understanding, it is suggested that students follow the below mentioned indicative guidelines.

1. Students are directed to read the contents in the course serially from Chapter 1 to Chapter 13.
2. Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
3. References provided at the end of each chapter should be explored for deeper gains.
4. The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
5. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
6. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

## **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, SOB/MBA/2016-17/1.1.3/

assignments, projects and End Term Examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*			
	1	2	3	4
Assignment/Group Project (20 Marks)	√	√	√	√
CAT (30 Marks)	√	√	√	√
End Term Examination(50 Marks)	√	√	√	√

\* For details of 1, 2, 3, 4 learning goals and objectives, ETE above of this course outline.

### ***Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Management Information Systems	James A. O'Brian, George M Marakas, Ramesh Behl : : McGraw-Hill, Tenth Edition., 2012
<b>SUPPLEMENTARY READINGS</b>	
Management Information System: Managing the Digital Firm	Laudon & Laudon, Pearson Education, Tenth Edition. 2012
MIS: Conceptual Foundations, Structure and Development	Davis & & Olson: TMH, 2012

### **Course Outline (lecture-wise):**

Lecture	Topics to be discussed	Readings
<b>Module I: Foundation of Information</b>		
Introduces the students to the enterprise view of IT applications and discusses some of the salient requirements of information users.		
1	Real world information system	Textbook Chapter 1
2	Components of Information System	Textbook Chapter 1
3	Competing with Information Technology	Textbook Chapter 2
4.	Fundamentals of strategic advantage	Textbook Chapter 2
5	Using Information Technology for Strategic Advantage	Textbook Chapter 2
6.`	RWC- eCourier	
<b>Module II: Information Technology Infrastructure</b>		
The module explains the types of digital data: IT infrastructure, communication channel and Databases required to have information system in place.		
7	IT Infrastructure	Textbook Chapter 3
8	Computer Hardware	Textbook Chapter 3
9	Computer Software- end user Applications	Textbook Chapter 4
10	Emerging Technology	Textbook Chapter 3
11	Foundation of Business Intelligence	Textbook Chapter 3
12	Databases and Information management	Textbook Chapter5
13	Data Mining and data warehousing	Textbook Chapter5
14	Telecommunications	Textbook Chapter6
15	the Internet, and Wireless Technology	Textbook Chapter6
16	Securing Information Systems	Textbook Chapter13
17	RWC:Redbus.in	
<b>Module III: Key System Applications for the Digital Age</b>		
The module aims to differentiate between various applications of IS with respect to business functions.		
18	e-Business Systems	Textbook Chapter 7
19	Achieving Operational Excellence	Textbook Chapter 7
20	Achieving Customer Intimacy	Textbook Chapter 7
21	IT based CRM	Textbook Chapter 8
22	E-Commerce	Textbook Chapter 9
23	Digital Markets & Digital Goods	Textbook Chapter 8
24	E-SCM	Textbook Chapter 8
25	E-Retailing	Textbook Chapter 8
26	Enhancing Decision Making	Textbook Chapter 10
27	Artificial Intelligence Technologies in Business	Textbook Chapter 10
28	Expert systems	Textbook Chapter 10

Lecture	Topics to be discussed	Readings
29	Reporting techniques	Textbook Chapter 10
<b>Module IV: Building and Managing Systems</b> The module sets the stage for a novice MIS learner to know the basic concepts of building, managing and implementing and securing information system in an organization.		
30	Building Systems	Textbook Chapter 11
31	Traditional and Agile Methods of Building Systems	Textbook Chapter 11
32	Project management	Textbook Chapter 12
33	Sales force.com	Textbook Chapter 12
34	Security Challenges	Textbook Chapter 13
35	Ethical challenges	
36	Student Project Presentations	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

#### **(To be mentioned after final course allocation and class schedule preparation)**

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Management Accounting**

**Course Code: MBA 524**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The course Management Accounting deals with the Cost Accounting aspect. Cost accounting is one approach to managerial accounting that involves cost, budget and profitability. It helps the management in planning, controlling and decision making. It is generally concerned with SOB/MBA/2016-17/1.1.3/

internal reporting for management requirement. This branch of accounting has gained a lot of significance due to heavy industrialization and the overall cut throat competition that has been taking place in the market. It helps the management to have a clear indication of their economic performance, and the direction in which they must move in order to improve their economic efficiencies, and be helpful in solution of complex management problems, such as determination of most profitable mix, make or buy decisions, replacement of equipments, introduction of new products and discontinuance of non profitable products.

The *learning goals and objectives* of this course for students to pursue management education are:

9. To acquaint students with basic concepts and techniques of management accounting and their applications to managerial decision-making to sustain the business in long-run. [Sub-goal: 3.1]
10. To develop managerial accounting skills and become familiar with techniques used in decision-making situations. [Sub- goal 3.1 and 3.3]
11. At the end of this course, students will be able to apply the various methods learned in the course to manufacturing and service enterprises, public sector entities and non-profit organizations. [Sub-goal: 3.2 and 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), real life examples, case let discussion and projects/assignments. Each concept of management accounting will be explained in a lucid manner so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

1. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
2. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
3. Read the case let and try to find out the learning points pertaining to the specific topic in “Managerial Accounting”.
4. Any difficulty in understanding concepts or problems while studying, clarify your doubts by asking friends, or the teacher.
5. While studying the course, try to relate the use and usefulness of various concepts, which you have learned from this course.
6. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
7. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Principles and Practice of Cost Accounting	Ashish K. Bhattacharyya, PHI, (2014)
<b>SUPPLEMENTARY READINGS</b>	
Management Accounting	Paresh Shah, Oxford Higher Education, (2014)
Advanced Management Accounting	Jawahar Lal, Vikas Publication, (2014)
Management Accounting	D.K. Mittal, Galgotias Publication , (2014)
Management Accounting	Khan and Jain, TMH, (2014)

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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Session	Topics to be discussed	Readings
<b>Module I: Cost Accumulation</b>		
The objective of this module is to explain cost concepts relating to management needs, the nature of process costing and its comparison with job costing and its suitability. It would also cover the accounting procedure for joint products & analyze costing treatment of By Products and explain cost ascertainment by different service organizations and role of ABC system to allocate and ascertain cost.		
1	Meaning and Scope of Cost & Management Accounting Importance Interface between Financial, Cost & Managerial Accounting Cost Accounting Terms: Meaning of the terms like cost, cost unit etc.	Text Book, Chapter 1 & 2
2	Cost Classification-Element wise, Behavioral pattern, Function wise classification, Normality, For Decision Making Purpose	Text Book, Chapter 1 & 2
3	Cost Element and Cost Sheet :Meaning -material cost; labour cost and overhead cost	Text Book, Chapter 9
4	Preparation of Cost Sheet and Cost Calculation-Contd.	Text Book, Chapter 9
5	Preparation of Cost Sheet and Cost Calculation	Text Book, Chapter 9
6	Process Costing: Meaning; utility; Job vs. Process	Text Book, Chapter 8
7	Ascertainment of Cost under Process Costing	Text Book, Chapter 8
8	Accounting of Normal Loss, Abnormal loss, Abnormal Gain & Scrap; Spoilage	Text Book, Chapter 8
9	Accounting for Joint Product	Text Book, Chapter 8
10	Accounting for By Product Cost	Text Book, Chapter 8
11	Operating Costing: Meaning; utility; cost calculation for service organizations.	Handout
12	Transport Costing: Concept :	Handout
13	Transport Costing: Cost Ascertainment Procedure	Handout
14	Transport Costing: Application	Handout
15	Activity Based Costing: Concept & Relevance	Handout
16	Procedure of Cost ascertainment under Activity Based Costing	
17	Comparison of Activity Based Costing with Tradition Costing System	Handout
<b>Module II: Profit Planning</b>		
The focus of this module is to explain the concept of CVP analysis, clarify its role in decision making.		
18	CVP Analysis: Meaning, Assumptions and Role in Decision making:	Text Book, Chapter 13
19	Break Even Analysis: Meaning, Computation and Preparation of Graph	Text Book, Chapter 13
20	Concept and application of Margin of Safety	Text Book, Chapter 13
21	Application of CVP analysis in Decision Making	Text Book, Chapter 13
22	Application of CVP analysis in Decision Making with Excel	Text Book, Chapter 13
<b>Module III: Decision Making</b>		
This module is intended to describe the analytical framework for short term decisions in terms of relevant data and illustrate the application of differential costs/revenues in various decision situations.		
23	Marginal Costing & Tactical Decisions. Make or Buy Decision Outsourcing Decisions etc.	Text Book, Chapter 19
24	Relevant Costing: Absorption & Contribution	Text Book, Chapter 19
25	Target costing and Cost Plus Pricing	Text Book, Chapter 19
26	To Accept or Reject a Special Order To Sell or further Process	Text Book, Chapter 19
27	To Continue or Abandon a Project	Text Book, Chapter 19
<b>Module IV: Cost Control</b>		
This module discusses preparation of different types of budgets in order to control cost and ensure profits,		



Session	Topics to be discussed	Readings
	elaborates major causes of cost variances and its calculation. It is also intended to develop understanding of the role of responsibility accounting as divisional performance measurement and its different responsibility centers	
28	Budgeting: Meaning ,utility and procedure	Text Book, Chapter 14
29	Types of Budget	Text Book, Chapter 14
30	Preparation of Flexible Budget	Text Book, Chapter 14
31	Concept of Zero Based Budgeting and its Comparison with Traditional Budgeting	Text Book, Chapter 14
32	<b>Case Study:</b> Town of Bellington Questions: 1. What the case is all about? 2. What went wrong?	Harvard Business Case
33	Overhead Variance: Meaning, types and computation	Text Book, Chapter 16
34	Responsibility Accounting: Concept, Importance and Limitations	Handout
35	Types of Responsibility Centers and Their nature	Handout
36	Performance Measurement Criteria of different Responsibility Centers	Handout
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Management Science**

**Course Code: MBA 525**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Management Science began as an interdisciplinary activity to solve complex problems in the

military during World War II. The discipline has since grown into a full-fledged academic and professional methodology for decision making. Today Management Science is viewed as a body of established mathematical models and methods to solve complex management problems. It facilitates quantitative analyses of business problems from which management can make an objective decision.

This course is designed to equip students with a sound conceptual understanding of the role that management science plays in the decision-making process today. The course aims to provide a comprehensive overview of Management Science models, methods, and applications. Upon completion, students will be able to use logical analysis and analytical techniques to study the behaviour of a system in relation to its overall working as resulting from its functionally interconnected constraints, whose parameters are recognized, quantified to the extent possible, and alternative decisions are derived.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To provide students with a sound conceptual understanding of the role that management science plays in the decision-making process today. [Sub-goal: 1.4, 3.1, 3.2, 3.3, 4.1 and 4.1]
2. To empower students with valuable practical analytical skills that will enable them to provide a decision framework to various business problems in order to objectively evaluate them from various perspectives. [Sub-goals: 3.1, 3.2 and 3.3]
3. Identifying the linkages between business analytics and problem statements in various industrial settings. [Sub-goal: 3.3]

### **Pedagogy:**

The pedagogical strategy adopted for this course is a combination of class lectures to present an overview of business analytics and industry infrastructure from a corporate and vocational perspective, seminars by corporate experts, and case studies to reinforce materials covered in lectures and focus on applications of analytics techniques.

### **Course Strategy and Requirements:**

Learning management science is a cumulative process, each step building on the previous foundation. If there is something you do not understand in the readings, homework, or in lectures, do not hesitate to ask me for help (come to office hours, ask questions in class).  
SOB/MBA/2016-17/1.1.3/

Second, reading the text and coming to class are not sufficient to learn the material; you must also work on and submit the assignments on time. The following strategies come highly recommended:

1. The course requires a sound understanding of management principles, quantitative techniques, financial management and marketing. It is advisable to brush up your knowledge in these areas to relate to the lectures from business perspective.
2. Numerous examples and case studies will be discussed in class. It is advisable to try to solve similar cases on your own, or to try and re-solve the worked out cases for the text books to obtain a better understanding of the problems.
3. Class participation is encouraged not only to clear doubts, but also to develop the ability to analyze and interpret quantitative information.
4. Group and/or individual assignments are designed to evaluate your progression throughout the period of the course. There will be a zero tolerance policy for late submissions – if you do not submit your assignments on time, they will not be evaluated.
5. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Student performance and progress will be evaluated on the basis of quizzes and case studies, mid-term examinations, and a comprehensive final examination. The various assessment components are designed to align with various learning goals and objectives in the following manner:

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Presentation/Quizzes (20 Marks)	√	√	√
Mid-term exams (30 Marks)	√	√	√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. The primary purpose of such quizzes is to motivate students to read the assigned materials and come prepared to class. There will be at least 2 quizzes.

### **CAT Exam**

The CAT exams will be conducted as formative checks to determine whether students are making appropriate individual progress towards the established objectives and goals at the end of the course. The questions are mostly analytical and quantitative in nature.

### **End Term Exam**

The comprehensive end-term exam is aimed to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and quantitative in nature.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Quantitative techniques in management	N.D Vohra, 4 <sup>th</sup> edition, Tata McGraw Hill, New Delhi. 2014
<b>SUPPLEMENTARY READINGS</b>	
An Introduction to Management Science	Anderson, Sweeney and Williams, 11 <sup>th</sup> edition, Cengage India Learning. 2013
Managerial Decision Modelling with Spreadsheets	N. Balakrishnan, B. Render & Ralph M. Stair Jr., 2 <sup>nd</sup> Edition, Pearson Education 2012
Introduction to Management Science with spreadsheets	William J. Stevenson, Ceyhun Ozgur, Tata McGraw Hill, New Delhi. 2011

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Management Science</b>		
The purpose of this module is to acquaint students with basic concepts, nature and importance of management science in business.		
1	Introduction to Management Science	ND Vohra, Chapter 1
2	Quantitative approach to decision making, Quantitative Analysis and computer-based information systems.	ND Vohra, Chapter 1
<b>Module II: Linear Programming Problems</b>		
The focus of this module is to introduce students to LPP and its solution by various methods.		

Session	Topics to be discussed	Readings
3	Introduction to LPP, Objectives, Constraints, Decision Variables, feasible solutions, optimal solutions.	ND Vohra, Chapter 2
4	Formulating linear programming problems, general statement of LPP, assumptions underlying LPP.	ND Vohra, Chapter 2
5	Graphs of linear functions, drawing linear functions, Graphical Solutions of maximization problems with two decision variables.	ND Vohra, Chapter 2
6	Graphical Solutions of minimization problems with two decision variables.	ND Vohra, Chapter 2
7	Introduction to Simplex method, initial conditions for simple method, the simplex table, concept of identity matrix, concept of slack and surplus variables.	ND Vohra, Chapter 3
8	Simplex solution to maximization problems.	ND Vohra, Chapter 3
9	Simplex solution to minimization problems, artificial variables, Big-M method.	ND Vohra, Chapter 3
10	Simplex solution to LPP with mixed constraints	ND Vohra, Chapter 3
11	Concept of Duality in LPP, Revision of Matrix Algebra – row matrices, column matrices, transposes matrices.	ND Vohra, Chapter 4
12	Obtaining the optimal solution using modified distribution method (MODI).	ND Vohra, Chapter 5
13	<b>Case Study 1: Work Load Balancing</b> (Anderson, Sweeney, Williams, Page 82-84).	Anderson, Williams, Sweeney Chapter 2
<b>Module III: Transportation Problems</b>		
This module introduces students to transportation problems and how to obtain solutions specially structured LPPs.		
14	Definition of TP, General structure of TP, Balanced and Unbalanced transportation problems, Number of basic variables in the initial solution.	ND Vohra, Chapter 5
15	Concept of initial and optimal solution in TP, Obtaining Initial solution using North-West Corner method, Least-Cost Method, Vogel's Approximation Method.	ND Vohra, Chapter 5
16	Checking for optimality of the initial solution in TP.	ND Vohra, Chapter 5
17	Obtaining the optimal solution using modified distribution method (MODI).	ND Vohra, Chapter 5

Session	Topics to be discussed	Readings
<b>Module IV: Assignment Problems</b>		
This module introduces students to Assignment problems and how to obtain solutions specially structured LPPs.		
18	Introduction to Assignment Problems. Assignment Problems a variant of TP.	ND Vohra, Chapter 6
19	Solution to assignment problems using the Hungarian Method	ND Vohra, Chapter 6
20	Balanced and Unbalanced Assignment Problems, Constrained Assignment Problems.	ND Vohra, Chapter 6
21	Unique vs Multiple Optimal Solutions	ND Vohra, Chapter 6
22	<b>Case Study 2: Solution Plus</b> (Anderson, Sweeney, Williams, Page 305-306).	Anderson, Williams, Sweeney Chapter 6
<b>Module V: Decision Theory</b>		
This module introduces students to Decision Analysis under certainty, uncertainty, and risk.		
23	Introduction to Decision Analysis, Decision making under certainty (Analytic Hierarchy process).	ND Vohra, Chapter 13
24	Decision Making Under Uncertainty.	ND Vohra, Chapter 13
25	Decision Making Under Risk.	ND Vohra, Chapter 13
26	Multi-stage decision making – decision tree analysis	ND Vohra, Chapter 13
<b>Module VI: Game Theory</b>		
This module introduces students to the body of knowledge concerned with the study of decision making in situations where two or more rational opponents operate under conditions of competition and conflicting interests.		
27	Competitive games, Conflicts of objectives between players, Strategies, Pay-off matrices.	ND Vohra, Chapter 15
28	Two-person-zero-sum games, Maxi-Min, Mini-Max criterion, Saddle point.	ND Vohra, Chapter 15
29	Games without saddle points-mixed strategy games, Dominance Strategy.	ND Vohra, Chapter 15
30	Solution of game by graphical method of '2 by n' and 'm by 2' games.	ND Vohra, Chapter 15
31	Solution of game by graphical method of '2 by n' and 'm by 2' games.	ND Vohra, Chapter 15
<b>Module VII: Queuing theory &amp; input –output analysis</b>		
This module introduces students to Queuing theory or waiting line theory.		

Session	Topics to be discussed	Readings
32	General structure of queuing systems.	ND Vohra, Chapter 10
33	Queuing structure	ND Vohra, Chapter 10
34	Queuing Models – Deterministic model.	ND Vohra, Chapter 10
35	Examples of Deterministic models, solutions to deterministic model.	ND Vohra, Chapter 10
36	Probabilistic Queuing Models	ND Vohra, Chapter 10
<b>End term Exam</b>		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## **Master in Business Administration (MBA) Program**

**Course Name: MARKETING Management -I**

**Course Code: MBA 521**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This Course introduces the subject of marketing to the MBA First Year students. It defines the scope of the subject: marketing as a social process, as an organizational function and as a strategic orientation & culture. Marketing as a management function is explained in detail. Concepts of strategic marketing such as environment analysis, consumer analysis, segmentation, targeting and positioning and competition are discussed.

Marketing course is designed in a way that it will help the students to develop an understanding of how to look inside the company to develop the product or improve the

existing one and also to keep analysing the clues from the consumers by various ways- that what to improve.

**The learning goals and objectives** of this course for students to pursue management education are:

1. Demonstrate an understanding of the special Marketing Management issues and possess the ability to actively participate in this process
2. Understand the expectations of customers and know how to apply this knowledge into genuine value for customers
3. Use Marketing Management information and research to identify Marketing Management opportunities and/or solve Marketing Management problems
4. Use teams and interpersonal processes to integrate information across functional areas to analyze cases, as well as develop a Marketing Management plan, and present the information in written and oral formats
5. Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution
6. Determine and identify a firm's present or potential market segments. Use examples from current events and real-world Marketing Management situations to apply, illustrate, and discuss different segmentation, targeting and positioning strategies

### **Pedagogy:**

The following pedagogical tools shall be used for achieving the learning objectives in the subject.

1. Case method: Presentation and Recommendation- Will be employed to develop critical thinking and analytical abilities.

Students will be expected to apply strategic frameworks in decision making for which additional readings will be distributed prior to each session.

Students will be expected to read and understand the theoretical concepts and tools from the prescribed textbook and prescribed readings.

2. Appropriate project work and assignments will be prescribed related to better understanding of concepts and their real life applications.



3. Industry practitioners would be invited to interact, also the faculty with prominent Work Experience will be invited to share their experience related to specific subject. With the students through case discussions and presentations regarding contemporary practices and new developments in the subject area.
4. Students will be evaluated continuously through quizzes
5. Tests: Conducted as per schedule to test students preparedness

The application of core concept of the Marketing Management and the approach towards the consumer is the corner stone of this course. This helps in developing a strategic approach; the fundamental principle is that the Marketer has to plan for and adapt to a complex, changing environment. Both opportunities and constraints must be considered. Without a predefined and well integrated strategy, the firm may flounder and be unable to cope with the environment.

### **Course Strategy and Requirements:**

Service management presents unique challenges that reflect the fundamental differences between products and services. For instances, services involve greater intangibility, variability, consumer participation and so on. These give rise to singular problems in service design, delivery and control. Successful management of these challenges requires threading together the functional disciplines of Marketing Management, operations and human resources.

Thus the understanding of this subject needs the following strategies.

- 1 Students are directed to read the contents in the course serially
- 2 Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- 3 References provided at the end of each chapter should be explored for deeper gains.
- 4 The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- 5 Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

- 6 Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*								
	1	2	3	4	5	6	7	8	9
Quiz / Case Group Presentation/ Participation in classroom discussions/ Case study analysis and discussion (20 Marks)	√	√	√	√			√		
Continuous Assessment tests (30 Marks)	√	√	√	√	√	√	√	√	√
End-Term Examination (50 Marks)	√	√	√	√	√	√	√	√	√

\* For details of 1, 2, 3, 4 learning goals and objectives, kindly refer to the relevant section of the course outline.

#### **Quiz:**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through multiple choice questions. There will be at least 3 quizzes wherein performance in the best 2 quizzes would be considered for final grade evaluation.

#### **Group Presentation**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through a group CASE PRESENTATION. There will be at least 2 PPT presentation wherein performance in the both 2 would be considered for final grade evaluation as 50-50%.

### **Continuous Assessment Tests**

Students will have to individually appear for one CAT test consisting of 50 marks each (30% weight age each) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

### **End-Term Examination**

End-Term Examination would be an individual assessment of essay type and case based questions. Students will be assessed for their ability to conceptualize, understand and design actionable plans for communication process. They will be assessed for their abilities based on the overall learning goals and objectives of the subject. Questions in the test would be mostly analytical and situational with a strong application orientation.

### **Lectures**

Lectures will be imparted on major concepts and issues, updated business news and cases, and video clips will be shown to help increase students understanding of international business issues.

### **Case Discussions**

Students will be expected to prepare and actively participate in all class discussions and share their analyses of Marketing Management issues based on the cases assigned for class discussion.

### **Homework**

Homework/projects will be assigned to help develop students' ability to summarize major issues, apply the concepts, evaluate and provide reasonable solutions in a business situation.

### **Consultation**

Instructor will designate a slot of at least two hours each week for consultation to address students' questions. Students are also required to discuss the case questions and learning amongst themselves, and/or with the instructor by means such as email

<b>Recommended Text Readings</b>	<b>Author and Publications</b>
Principles of Marketing	Kotler, Armstrong Agnihotri and Haque, 13 <sup>th</sup> edition , Pearson Education, 2011 Edition
<b>SUPPLEMENTARY READINGS</b>	
Marketing Management-A South Asian perspective	Kotler, Keller, Koshy & Jha, 13 <sup>th</sup> edition, Pearson Education, 2011
Marketing	Etzel , Walker , Stanton , Pandit, 14 <sup>th</sup> edition, McGraw Hill Publications, 2009

Marketing Management- Planning, Implementation and Control	Ramaswamy and Namakumari, 3 <sup>rd</sup> edition, Macmillan Books Publication, 2009
Marketing Management-Text and Cases	Panda, 2 <sup>nd</sup> Edition, Excel Books 2010
Marketing Management	Czinkota and Kotabe, 2 <sup>nd</sup> edition, Thomson South-western publication, 2000

### Course Outline (session-wise):

Session	Topics to be discussed	Readings/ Examples
<p>Module I: Introduction to Marketing</p> <p>The focus of this module is to introduce the concept of marketing to students, create a background for the relevance of marketing as a career option and discuss the different concepts of marketing, how marketing has evolved in different eras and overview of marketing mix elements. This module also throws light on the concept of customer value and customer loyalty.</p>		
1	Introduction to Marketing: Meaning, Relevance and core concepts: needs, wants, demand, market, customer, market etc	Text Book, Chapter 1 Class Discussion: How to define Needs and Wants?
2	Scope of marketing New age marketing challenges	Text Book, Chapter 1 What are the challenges which brands are facing in marketing, current age of technological changes?
3	Evolution of Marketing: Concepts of Marketing	Text Book, Chapter 1 Visit the following company websites and answer the question: Rolls Royce; UNILEVER; Starbucks JCB; Aditya Birla Group

Session	Topics to be discussed	Readings/ Examples
		What is Relationship and Holistic Marketing?
4	Marketing Myopia Examples and Why this May happen? Result and Analysis	Text Book, Chapter 1 Visit the following company websites and links and answer the question:  KODAK, HM- Ambassador; <a href="http://www2.nau.edu/~rgm/ha400/class/professional/concept/Article-Mkt-Con.html">http://www2.nau.edu/~rgm/ha400/class/professional/concept/Article-Mkt-Con.html</a> How this Rare Phenomenon proved to be a giant killer?
5	Understanding Customers:  Choosing a Value Preposition, Developing and Delivering Customer Value	Text Book, Chapter 1 Class Discussion: Visit following companies websites: Bestseller Retail, Custom Bike Shops Class Discussion: What can you communicate to the customer- Value – Benefit – Product specification?
6	Building customer relationships: CRM, PRM and SRM etc	Text Book, Chapter 1 Class Discussion:  How can brand build long term relations with the help of effective CRM? CRM- First Citizen Shoppers, The Upper Crust- LP  Class Assignment : Visit the following link to analyse CRM programs:

Session	Topics to be discussed	Readings/ Examples
		<a href="http://www.forbes.com/sites/yec/2014/04/22/three-ways-to-build-customer-trust/">http://www.forbes.com/sites/yec/2014/04/22/three-ways-to-build-customer-trust/</a>  <a href="http://www.crmsearch.com/india-top-10-crm.php">http://www.crmsearch.com/india-top-10-crm.php</a>
7	Capturing value from customers: building customer loyalty and customer equity	Text Book, Chapter 1  Class Assignment : Discuss the following company w.r.t. customer loyalty.  Pepsico- Lays
8	Introduction to marketing mix elements: Product, price, place, and promotion	Text Book, Chapter 2  Class Assignment: Visit the website <a href="http://www.marketingteacher.com/apple-marketing-mix/">http://www.marketingteacher.com/apple-marketing-mix/</a>  Class Discussion: What's the Marketing mix of Apple?
9	In-class exercise based on marketing mix elements	Text Book, Chapter 2  Class Discussion: Developing Students' Own Brands
<b>Module II: Corporate Strategic Planning</b>  This module discusses the levels of strategic planning in an organisation, portfolio models and growth strategies adopted by a marketing organisation.		
10	Levels of strategic planning:	Text Book, Chapter 2  Class Assignment: Visit the website <a href="http://www.quickmba.com/strategy/levels/">http://www.quickmba.com/strategy/levels/</a>  Class Discussion: What's the corporate strategy behind Airtel's Africa

Session	Topics to be discussed	Readings/ Examples
		expansion?
11	Designing the business portfolio: SBU, Portfolio models	Text Book, Chapter 2  Visit the websites of following companies and Answer the question:  What are the SBU Strategies of Tata Steel?
12	Growth Strategies: Intensive growth, Integrative growth and diversification and Ansoff Grid	Text Book, Chapter 2  Class discussion : Visit the link <a href="http://st.merig.eu/?id=294">http://st.merig.eu/?id=294</a>  Class Discussion:  What are the types of Diversification?
<p><b>Module III: Determining the Marketing Roadmap</b></p> <p>The focus of this module is to scan the internal and external environment of an organisation. This module will give an understanding of the various elements of marketing plan to students.</p>		
13	Scanning Internal Environment: Mission and Vision building, SWOT and PEST analysis	Text Book, Chapter 3  Class Assignment:  Do a SWOT analysis of Google .  Do a PEST analysis on OLA Cabs.
\14	Analyzing Marketing Environment: Task environment, Macro environment- political, social, economical, Technological and other factors	Text Book, Chapter 3  Class Assignment: Discussion  What are the five forces in automobile industry ?
15	Marketing Plan: Elements,	Text Book, Chapter 2

Session	Topics to be discussed	Readings/ Examples
	planning and implementation	Class Discussion: Identify the process of Planning and Implementation.
16	Case Discussion- Indigo Vs Kingfisher Airlines	Text Book, Chapter 1  Class Presentation: Visit the company websites and discuss: Kingfisher and Indigo airlines. What are the strategic mistakes at Corporate level, SBU level and Operational level have led to losses for Kingfisher airlines ? Hand out/ Class Presentation
<p>***Module IV: Market Research and MIS</p> <p>The purpose of this module is to discuss the importance of marketing information and customer insights; assess marketing information needs and develop a system to procure and use this information for decision making.</p>		
17	Marketing Research: Agencies, objectives and research process	Text Book, Chapter 4 Class Discussion: Which are the major marketing research companies in India?
18	Demand Forecasting: methods and importance	Text Book, Chapter 4 Lecture and Discussion : What are the challenges of demand forecasting?
19	Marketing Information System: distributing and using marketing information	Text Book, Chapter 4 Class Assignment: Visit the websites and answer the question: KPMG, SAP and Retailbiz What is the role of MIS in organisation?
20	Case Study: Jaguar	Text Book, Chapter 4



Session	Topics to be discussed	Readings/ Examples
	Landrover and Tata:	Hand out/ Class Presentation Make a presentation on acquisition of Jaguar and Range Rover by Tata's.
<p><b>Module V: Understanding Consumer Markets and Consumer Buyer Behaviour</b></p> <p>This module discusses the characteristics influencing the consumer behaviour, their decision making process and types of buying decisions.</p>		
21	Characteristics affecting consumer behaviour: Cultural, social, personal and psychological factors	Text Book, Chapter 5 Class Assignment Question: What is the effect of Consumer Behaviour on McDonalds in India?
22	Types of buying decision behaviour: complex, dissonance reducing, habitual and variety seeking behaviour	Text Book, Chapter 5 Class Assignment : Study the link and Answer the Question?  <a href="http://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/1561-dissonance-reducing-buying.html">http://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/1561-dissonance-reducing-buying.html</a> How can brands control their customers' post purchase dissonance?
23	Buyer decision process and stages in the adoption process	Text Book, Chapter 5 Class Discussion: What are the stages in Consumer Decision Making?
<p><b>Module VI: Understanding Business Markets and Business Buyer Behaviour</b></p> <p>This module discusses the characteristics of business markets, their buyer behaviour, and decision making process.</p>		
24	Business Markets: Market structure and demand,	Text Book, Chapter 6 Class Assignment : What are the types of B2B

Session	Topics to be discussed	Readings/ Examples
	nature of buying centre/unit and types of decisions	Markets?
25	Business buyer behavior: types of buying situations, participants in buying process, factors influencing buyer and decision making process	Text Book, Chapter 6 Class Assignment: Visit the following company websites and answer the following question: IBM, Intel; MRF/ Bridgestone  What are the buying process exhibited by these companies?
26	Case Discussion: Zara Consumer Behaviour and Competitive Advantage .	Text Book, Chapter 6  Case Study/ Class Presentation on <a href="http://www.Zara.com/india">www.Zara.com/india</a>
<p><b>Module VII: Designing a Customer Driven Strategy and Mix</b></p> <p>This module covers the segmentation, targeting and positioning strategies adopted by different brands to approach their market place.</p>		
27	Market Segmentation: Levels, Segmentation process and Requirements for effective segmentation	Text Book, Chapter 7  Class Assignment: Visit the following company websites and answer the following question:  Volkswagon- Scoda- Audi How is the market segmented for these companies?
28	Market Segmentation: Segmentation variables:	Text Book, Chapter 7  Class Assignment: Visit the following company websites and answer the following question:

Session	Topics to be discussed	Readings/ Examples
		<p>Maruti udyog- Alto-Ritz- Swift-Dzire-Ciaz Samsung- Galaxy Series- S Series and Note Series</p> <p>Reference: <a href="http://www.managementstudyguide.com/market-segmentation.htm">http://www.managementstudyguide.com/market-segmentation.htm</a></p> <p>Identify the segmentation bases for these company products.</p>
29	Marketing Strategy	<p>Text Book, Chapter 7</p> <p>Class Assignment: Visit the following company websites and answer the following question: Airtel Postpaid</p> <p>How can you make Script according to Language and consumer behaviour of Indian consumer?</p>
30	<p>Market Targeting: Evaluating market segments, Selecting target market and Target marketing strategies</p>	<p>Text Book, Chapter 7</p> <p>Class Assignment: Visit <a href="http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/">Link</a> <a href="http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/">http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/</a> facebook.com</p> <p>Class Discussion:</p> <p>Can big data change the rate of growth of E Commerce?</p>
31	Differentiation and Positioning:	<p>Text Book, Chapter 7</p> <p>Class Assignment: Visit the following company</p>

Session	Topics to be discussed	Readings/ Examples
		websites Starbucks, Ikea, Lamborghini Redbull Class Discussion: How has branding and positioning differentiated these brands?
32	Case Discussion:	Text Book, Chapter 7  Class Discussion AIRTEL MY PLAN Design a Pitch based on Segmentation- Targeting - positioning?
<p><b>Module VIII: Analyzing Competition and Creating Competitive Advantage</b></p> <p>This module analyzes the competitive environment; competitor analysis and strategies to stay ahead in competition.</p>		
33	Competitor Analysis: Identifying competitors, assessing competitors and selecting competitors to attack and avoid	Text Book, Chapter 18 Class Discussion: Discuss the rivalry of Pepsico and Coca cola by evaluating their advertisement strategies.
34	Competitive Strategies: competitive strategies, Porter 5 forces model	Text Book, Chapter 18, Class Assignment: Visit the following company websites  Aircraft Engines – GE< Rolls Royce Nissan Leaf Class Discussion:  Evaluate industry attractiveness of aviation Industry

Session	Topics to be discussed	Readings/ Examples
		with reference to Hybrid Electric Cars?
35	Competitive Strategies: Market Leader, challenger, market follower And Niche strategies	Text Book, Chapter 18  Class Discussions: How has, ‘process Innovation’ given competitive advantage to followers?
36	Industry Lecture	Industry Seminar/ Lecture

Case : Indigo Airlines Vs Kingfisher Airlines -

“Discuss the Corporate, Strategic Business Unit and Functional Level Strategy”

1. Strategy Mistakes by Kingfisher Airlines
2. Strategy Analysis of Indigo Management and Rahul Bhatia’s winning actions

Source:

[http://www.business-standard.com/article/companies/a-tale-of-two-airlines-kingfisher-vs-indigo-112022100014\\_1.html](http://www.business-standard.com/article/companies/a-tale-of-two-airlines-kingfisher-vs-indigo-112022100014_1.html)

[http://www.delhibusinessreview.org/v\\_14n1/dbr\\_v14n1rr\\_p\\_123-125\\_%28Casestudy%29.pdf](http://www.delhibusinessreview.org/v_14n1/dbr_v14n1rr_p_123-125_%28Casestudy%29.pdf)

Case : “Strategic Competitive Advantage of Zara and a Luxury Brand Killer”

Chapter 5-6 (P -188) – Competitive Advantage- Branding

Presentation and Analysis Discussion:

1. What Strategies contributed to Spanish Retailer’s Zara’s success?
2. Enlist Corporate Strategies – Retail Locations – Apparel Trends Forecasting and Adaptation
3. Source of Competitive Advantage and its Comment on Capabilities

Source:

<http://www.bloomberg.com/bw/articles/2013-11-14/2014-outlook-zaras-fashion-supply-chain-edge>

Case : “McDonalds’s Internal Capabilities and Success Strategies for India”

1. How did McD strategize on the product range for such a diverse market like India
2. What strategies has made it a market leader in Indian Casual Dining Restaurants

<http://www.slideshare.net/ProfessorMathur/4-reasons-why-mcdonalds-is-succeeding-in-india>

<http://www.casestudyinc.com/case-study-mcdonalds-india-business-strategy>

Case 3: “Airtel- My Plan Tele calling Sales Pitch- Segmentation- Targeting Strategy”

1. Design a Marketing Promotion and Sales Pitch
2. What Strategy will you use to segment the market for this pitch

Source:

[http://articles.economictimes.indiatimes.com/2014-08-14/news/52808084\\_1\\_bharti-airtel-customer-base-bill-plan](http://articles.economictimes.indiatimes.com/2014-08-14/news/52808084_1_bharti-airtel-customer-base-bill-plan)

<http://telecomtalk.info/tag/airtel-my-plan-corporate-employees/>

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### **INTERNET READS:**

1. <http://www.marketingteacher.com/apple-marketing-mix/>
2. <http://www.forbes.com/sites/yec/2014/04/22/three-ways-to-build-customer-trust/>
3. <http://www.crmsearch.com/india-top-10-crm.php>
4. [http://www.mckinsey.com/~media/mckinsey/dotcom/client\\_service/Retail/Articles/The\\_global\\_sourcing\\_map\\_Balancing\\_cost\\_compliance\\_and\\_capacity.ashx](http://www.mckinsey.com/~media/mckinsey/dotcom/client_service/Retail/Articles/The_global_sourcing_map_Balancing_cost_compliance_and_capacity.ashx)
5. <http://www.kurtsalmon.com/en-us/Retail/vertical-insight/827/Seven-Facets-of-Modern-Category-Management->
6. <http://wiki.scn.sap.com/wiki/display/Retail/SAP+Retail+POS+Interface>
7. <http://www.trulydeeply.com.au/madly/2015/03/02/discounts-detrimental-to-brands/>
8. <http://www.ibef.org/industry/retail-india.aspx>
9. <http://www.managementstudyguide.com/international-retailing.htm>
10. <http://www.managementstudyguide.com/retail-management.htm>
11. <http://www.managementstudyguide.com/international-retailing.htm>
12. <http://www.quickmba.com/strategy/levels/>
13. <http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/>
14. <http://www.managementstudyguide.com/market-segmentation.htm>
15. <http://www.quickmba.com/strategy/levels/>
16. <http://www.marketingteacher.com/apple-marketing-mix/>

### Students' Interaction Time

[Students can visit the faculty between 12.30 and 1.00 PM on everyday Monday-Friday and 3-5pm on Fridays in his/her office.]

**SCHOOL OF LIFE LONG LEARNING  
GALGOTIAS UNIVERSITY**

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### English Proficiency Language-2

**Programme: MBA 2<sup>nd</sup> Trimester**

<b>LLL 521</b>	<b>Professional Communication</b>
Version 1.01	Date of Approval :
Pre Requisites	English at +2 level
Co – Requisites	
Duration	36 sessions of 50 minutes each

### COURSE OBJECTIVES:

1. To improve the English Language Proficiency of the Students through independent study.
2. To enable the students to continue to learn and use English regularly and confidently

### COURSE OUTCOMES:

1. The learners will get an enhanced fluency in English.
2. Through well- developed vocabulary they would be able to communicate their ideas relevantly and coherently both in writing and speaking.

### TEXT BOOK

SLLL own text book

**REFERENCE BOOKS:**

1. English Vocabulary in Use (Advanced), Michael McCarthy and Felicity, CUP, 2003
2. Murphy's English Grammar with CD, Murphy, Cambridge University Press.
3. Journal and News Paper Articles

Session No	Module	Topics
1 – 10	Vocabulary & Grammar	1. Basic writing skills applying studied grammatical structures A. Parts of Speech B. Sentence Pattern 2. Sentence Formation, Concept Session, Practise Session, Tense (Concept Session and Practise Session for each session) A. Types of Sentences (Positive, Negative, Interrogative Sentences) B. Simple, Compound and Complex Sentences C. Making meaningful sentences from the jumbled word <ol style="list-style-type: none"> <li>1 Vocabulary (Technical and Business)</li> <li>2 Vocabulary (Industry related words, Words of Hospitality)</li> </ol>
11 – 20	Listening & Speaking  Reading & Writing	A. Requesting/Inviting B. Communicative and decision making activities based on authentic listening materials Role-plays in various life like situations Asking/Offering information A. Hints development B. Topic Sentence/ One stand-alone paragraph writing C. Instructional writing skills D. Illustrative and descriptive writing.





### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module IV: Final Accounts</b>		
1	Basic Concepts – What are Final Accounts of an Entity, Periodicity for Preparing and Presenting Financial Statements, Prerequisite to Preparation of Financial Statements	KPMG Book, Volume – 1, Section – 12
2	Basic Concepts – Capital and Revenue Expenditure, Rules governing determination of Capital and Revenue Receipts	KPMG Book, Volume – 1, Section – 12
3	Trading Account – What is trading account, Components of Trading Account	KPMG Book, Volume – 1, Section – 13
4	Trading Account – Preparation of Trading Account	KPMG Book, Volume – 1, Section – 13
5	Profit and Loss Account – Meaning, Purpose, Format of Profit and Loss Account	KPMG Book, Volume – 1, Section – 14
6	Profit and Loss Account – Treatment of Specific items in Profit & Loss Account – Commission Payable on Profit, Bad Debts, Provision for Doubtful Debts	KPMG Book, Volume – 1, Section – 14
7	Profit and Loss Account – Provision for Discount on Debtors, Goods Sent on Approval	KPMG Book, Volume – 1, Section – 14
8	Profit and Loss Account – Goods in Transit, Abnormal loss of stock	KPMG Book, Volume – 1, Section – 14
9	Profit and Loss Account – Goods in Transit, Abnormal loss of stock	KPMG Book, Volume – 1, Section – 14
10	Balance Sheet – Purpose, Proprietor’s Funds/Capital	KPMG Book, Volume – 1, Section – 15
11	Balance Sheet – Purpose, Proprietor’s Funds/Capital	KPMG Book, Volume – 1, Section – 15
12	Balance Sheet – Preparation of Final Accounts	KPMG Book, Volume – 1, Section – 15
15	Receipts and Payments Account – Format of Receipt and Payment Account	KPMG Book, Volume – 1, Section – 16
16	Receipts and Payment Account – Preparation	KPMG Book, Volume – 1, Section – 16

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module V: Shares</b>		
17	Introduction about companies and share capital	KPMG Book, Volume – 1, Section – 17
18	Issue of shares	KPMG Book, Volume – 1, Section – 18
19	Issue of shares	KPMG Book, Volume – 1, Section – 18
20	Issue of shares	KPMG Book, Volume – 1, Section – 19
21	Share Forfeiture	KPMG Book, Volume – 1, Section – 20
22	Share Forfeiture & Reissue	KPMG Book, Volume – 1, Section – 20 & 21
23	Share Forfeiture & Reissue	KPMG Book, Volume – 1, Section – 20 & 21
24	Redemption of preference shares	KPMG Book, Volume – 1, Section – 22
<b>Module I: Fixed Assets</b>		
25	Fixed Assets – Meaning and Classification, Concept of Capital and Revenue Expenditure	KPMG Book, Volume – 1, Section – 24
26	Cost of Fixed Assets - Initial Recognition	KPMG Book, Volume – 1, Section – 25
27	Cost of Fixed Assets - Subsequent Recognition, Treating Capital Nature Expenditure as Revenue and Vice Versa – Impact on Profits	KPMG Book, Volume – 1, Section – 25
28	Depreciation – Meaning, Reasons and Need, Relevant Terms Pertaining to Fixed Assets	KPMG Book, Volume – 1, Section – 26
29	Methods of Recording/Charging Depreciation - Straight Line Method, Written Down Value Method	KPMG Book, Volume – 1, Section – 27
30	Methods of Recording/Charging Depreciation - Sum of Year Digits Method, Production Units Method, Choice of Methods of Depreciation	KPMG Book, Volume – 1, Section – 27

**Programme: MBA 3<sup>rd</sup> Trimester**

<b>LLL 531</b>	<b>Aptitude Building</b>
Version 1.01	Date of Approval :
Pre Requisites	English at +2 level
Co – Requisites	
Duration	20 sessions of 50 minutes each

**COURSE OBJECTIVES:**

1. Enhance Aptitude skills
2. To understand logical thinking

**COURSE OUTCOMES:**

1. Develop into a complete individual having basic aptitude skill
2. A holistic industry perspective
3. Overall personality enhancement and ability to take logical decisions.

**Text Book**

SLLL own text book

**REFERENCE BOOKS:**

1. Quicker Maths , M Tyra
2. Quantitative Aptitude, Abhijeet Guha
3. Verbal Reasoning—R.S Agarwal

<b>Sessio n No</b>	<b>Module</b>	<b>Topics</b>
<b>1-8</b>	Arithmetic	Number system—Basics + LCM/HCF Percentage Profit and Loss Interest Calculations Ratio and Proportion and Averages Mixture and Alligation Time and Work Time speed and Distance
<b>9-15</b>	<b>Reasoning</b>	Number and Letter Series Coding-Decoding Syllogism and Binary Logic Direction-test Blood Relations Logical Reasoning Cubes and Calendars
<b>16 - 20</b>	Data Interpretation	Data Interpretation Basics Table and Line Graph Bar Graph and Pie Chart Mixed Graphs and Data Sufficiency Introduction Data Sufficiency High End

## **Master in Business Administration (MBA) Program**

**Marketing Management II**  
**(MBA 531)**

## **Course Background and Learning Objectives:**

Marketing is the core of an operating business. It is an organizational philosophy and a set of guiding principles for interfacing with customers, competitors, collaborators, and the environment. Marketing entails planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services. It starts with identifying and measuring consumers' needs and wants, assessing the competitive environment, selecting the most appropriate customer targets and developing marketing strategy and implementation program for an offering that satisfies consumers' needs better than the competition. Marketing is the art and science of creating customer value and market place exchanges that benefit the organization and its stakeholders.

This course is designed to provide students with a systematic approach for making marketing decisions and to give students practice in the analysis, design, implementation, and control of marketing strategies. It is an applied course in which the application of marketing concepts, principles, strategies and methods is emphasized.

This course offers solid theoretical grounding is combined with practical experiences such as internships, industry projects and case studies, ensuring students with the knowledge and skills required to be successful in this highly competitive industry.

The course covers the marketing mix elements like Product, Price, Promotion, Place and decisions required to be taken by marketers. Course underlines various issues and strategies to implement the marketing mix effectively and efficiently.

## **The Learning Goals and Objectives**

Students will be able to

1. Understand the competitive environment and design strategies using various elements of the marketing mix.
2. Understand consumer's needs, acquisition, retention and life time value
3. Find and develop new product ideas, understand customer value perception and prices setting
4. Learn channel management and communicating customer value successfully
5. Correlate their learning to the latest marketing trends and ethical marketing practices.

The objective is to develop an insight into the elements of the Marketing Mix to provide an understanding for the modern marketing process and systems. This course will bridge

academic theory with industry practice. It will also make students aware about the latest marketing strategies and trends.

### **Pedagogy:**

The professor does not expect students to be passive recipients of information. Active involvement is required. Students are expected to read the textbooks or other assigned reading before each class, and to participate in the critical evaluation of the material through small-group and class discussion. Instructional material will be provided to help student grasp the nuances of marketing mix. There will be regular brain storming session before the start of topic. A variety of learning methods will be used which will emphasize a cooperative learning format. Instructor will facilitate a participative learning experience through lectures, discussions, case analysis and presentations combined with practical exercises. Students will be encouraged to discuss issues of topical interest.

At Galgotias University faculties push interest level of students while giving real time examples. Students are given assignment tasks that include some open ended activities designed to apply analytical and problem solving skills. Quizzes, role plays, case analysis and presentations are regular part of the teaching and learning pedagogy. Here Continuous Assessment Test (CAT) is in place to check the regular progress of students. Students feedbacks are taken regularly while explaining the lesson and giving extra time after the completion of every session.

### **Course Strategy and Requirements:**

**Effective marketing strategy with an awareness and understanding of sustainable business practice are the key driving forces in today's global business environment. In good times and bad, strong marketing is a necessity if a business is going to survive and thrive. You are required to know basic concepts of marketing (as discussed in MM-I) to successfully learn this course.**

Of course, just as students cannot become marketing experts overnight, to get the conceptual clarity and to think the application of marketing concepts students should follow the following strategies.

- (v) If they are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).

- (vi) Students will try to solve problems on their own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (vii) They will read the case-let and try to find out the learning points pertaining to the specific topic in “Marketing Management”.
- (viii) If they face any difficulty in understanding marketing concepts while studying business newspapers and listening to business news channels, clarify their doubts by asking friends, or the teacher.
- (ix) They should always try to relate the application of various marketing concepts, which they have learned from this course.
- (x) They are required to participate in class discussions for better understanding of the concept.
- (xi) Moreover, there will be assignments/projects assigned to all of them either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Assessment of student achievement with respect to learning goals and objectives provides the faculty with data on students’ attainment and helps identify program strength and weakness. Systematic review and revision of programs results in continuous improvement. The assessment process promotes a culture of accountability and quality improvement.

Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. There will be class presentation, case study analysis, role plays and CAT etc. to check the overall success of learning goals and objective. Finally the End-Term Test will assess the learning goals as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*				
	1	2	3	4	5
Quiz , Assignment , Presentation, Role Plays etc. (20 Marks)	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√
End-Term Test (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### ***Continuous Assessment Test (CAT)***



This component of evaluation is to assess the performance of students after the completion of half the lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

The objective of CAT is that it looks at the full capabilities of a student. It also requires students to keep up with their studying as they go along. They can't cram for an exam and then forget the material. Students are assessed right through their learning process and not only after the learning process. By doing continuous assessment faculty members can track the improvement (if any) of the learner, they will be able to give more support and guidance, and the learner will have more opportunities to improve.

### ***End-Term Examination (ETE)***

End-Term Test is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Marketing Management-A South Asian Perspective	Kotler, Keller, Koshy & Jha, 13 <sup>th</sup> Edition, Pearson Education, 2013. (KKKJ)
<b>SUPPLEMENTARY READINGS</b>	
Principles of Marketing	Kotler, Armstrong, Agnihotri & Haque - Pearson, 13 <sup>th</sup> Edition., 2014, (KAAH)
Marketing Management	Saxena, 4 <sup>th</sup> Edition, Tata McGraw Hill, 2012, (RS)
Marketing Management	Panda, 1 <sup>st</sup> Edition, Excel Books, 2012, (TKP)
Marketing Management	Ramaswamy, Namakumari, 5 <sup>th</sup> Edition, Tata McGraw, 2013, (RM)
Marketing Management	Etzel, Walker, Stanton, Pandit, 14 <sup>th</sup> Edition, Tata McGraw Hill, 2013, (EWSP)
Marketing Management	Grewal, Levy, 2 <sup>nd</sup> Edition, Tata McGraw Hill, 2015, (GL)
Principles of Marketing	Kurtz-Boonz, 13 <sup>th</sup> Edition, Cengage, 2014, (KB)
Business Marketing	Krishna K Havaldar, Tata McGraw-Hill Publishing Co. Ltd., 3rd Edition, 2011, (KKH)
Digital Marketing: Strategy, Implementation and Practice	Dave Chaffey, Fiona Ellis-Chadwick Pearson, 3 <sup>rd</sup> Edition 2012, (DCFE)

Marketing Management- MKTG	Lamb, Hair, Sharma, McDaniel, Pearson, 6 <sup>th</sup> Edition, 2012, (LHSM)
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Course Outline (session-wise):

Session	Topics to be discussed	Readings
<p>Module 1: Introduction to MM-II After studying this module students will be able to understand product and its classification, product levels and packaging strategies. They will be able to find and develop new product ideas, learn product development process. They will also be able to describe PLCs and develop marketing strategies for different stages of product life cycles.</p>		
1	Review of MM I	Text Book, Chapter 1-11;
2	Product Management Decisions- Basic concepts,	Text Book, Chapter 12-13; pp; 307-20 Case: LHSM, Garnier Fructis Fortifying Shampoo + Oil, Chapter 10, pp; 277
3	Product Strategies	Text Book, Chapter 12-13; pp; 307-20
4	New Product Development and PLC Strategies etc	KKAH, Chapter 9;, pp; 222-232, 236-241 Case: LHSM, Kellogg's Special K, pp; 300, Chapter 11,
5	Branding Decisions Basics	Text Book, Chapter 10; pp; 250-278 RS, Chapter 12, pp;289-302, Class Discussions: What is important in products? Is it form or function?
6	Branding Implementations	Text Book, Chapter 10; pp; 250-278 RS, Chapter 12, pp;289-302,

Session	Topics to be discussed	Readings
		Class Discussions: What is brand and how does branding works?
<p><b>Module 2: Designing and Managing Services</b></p> <p>After studying this module students will be able to define, classify service, and differentiate from goods. They will be able to understand the difference between marketing of goods and service. This module also helps students to develop strategies to improve service quality.</p>		
7	Services Marketing -Basic Concepts	Text Book, Chapter 13, pp; 238-244, 350-358 Case: LHSM, Taj Hotel, Resorts and Palaces Page 320, Chapter 12,
8	Services Marketing- Implementations	Text Book, Chapter 13, pp; 238-244, 350-358, KKKJ Class Discussion: Is service marketing different than product marketing?
<p><b>Module 4: Marketing Channels: Delivering Customer Value</b></p> <p>This module focuses on managing the distribution channels efficiently. Students will be able to understand channel behaviour and organization. They will be able to take channel design and management decisions. They will also understand the nature and importance of marketing logistics and integrated supply chain management.</p>		
9	Channel Management -Basics	Text Book, Chapter 15, pp; 402-424, Case: LHSM, Go Indigo, Page 356, Chapter 13,
10-11	Channel Design Decisions	Text Book, Chapter 15, page 402-424 KKKJ Class Discussion: How should channel be designed?
12	Channel Management –A SCM approach	Text Book, Chapter 15, pp; 402-424

Session	Topics to be discussed	Readings
		Class Discussion: What are the major trends with intermediaries?
<p><b>Module 5: Communicating Customer Value</b></p> <p>After studying this module student will be able to understand role of marketing communication, application of marketing communication, learn major steps in developing effective communication. This module will also help students to understand methods for setting promotion budget and design promotion mix strategies for an organization.</p>		
13	Introduction to Integrated Marketing Communication,	Text Book, Chapter 17, pp; 455-482, Case: LHSM, Hero Motocorp, Chapter 16, pp; 446
14-15	IMC approach to Communication Mix	Text Book, Chapter 18, pp; 486-500 KKKJ Class Discussion: How do marketing communication work?
16	Advertising Strategies	Text Book, Chapter 18, page 486-500 Class Discussion: Has TV advertising lost power?
17	Advertising Implementation	Text Book, Chapter 18, pp; 486-500 Class Discussion: Why digital advertising is becoming popular?
18	Personal Selling	Text Book, Chapter 19 , pp; 541-47  Class Discussion: Are great salesmen borne or made?
19	Direct Marketing, Public Relation	Text Book, Chapters 18-19, pp; 511- 518  Class Discussion: Why public relation is important for an organization?

Session	Topics to be discussed	Readings
20	Sales Promotion design and implementation	Text Book, Chapter 18-19, pp; 501-507, 537-547 RS; Chapter 18, pp; 407-417 Class Discussion: How sales promotions help an organization to improve sales?
<p><b>Module 3: Understanding and Capturing Customers Value</b></p> <p>This module will give strong foundations to students to identify factors affecting a firm's pricing decisions, pricing policies and application of various pricing strategies.</p>		
21	Understanding and Setting the Price	Text Book, Chapter 14, pp; 368-398  Case: LHSM, I-Phone, Chapter 19, Page 534
22	Pricing strategy	Text Book, Chapter 14, pp; 368-398 KKKJ  Class Discussion: Is the right price a fair price?
23	Implementation of pricing	Text Book, Chapter 14, pp; 368-398, Case: LHSM,, Akash Tablets, Page 557, Chapter 20
<p><b>Module 6: Sustainable Marketing &amp; Marketing Organization</b></p> <p>This module focuses on the need to understand sustainable marketing and its importance. Students will be able to understand the application of marketing for social welfare. This module also helps students to understand marketing organizations.</p>		
24	Marketing Organization	TKP, Chapter 28, pp; 650-666,
25	Marketing Productivity and Analytics	Text Book, Chapter 4, pp; 102-104, Visit the link <a href="http://www.mckinsey.com/insights/marketing_sales/using_marketing_analytics_to_drive_superior_growth">http://www.mckinsey.com/insights/marketing_sales/using_marketing_analytics_to_drive_superior_growth</a> . Class Discussion:
<p><b>Module 7: Emerging Trends in Marketing</b></p> <p>After studying this module students will be able to understand new marketing trends and</p>		

Session	Topics to be discussed	Readings
opportunities. They will be able to apply these concepts for competitive advantage for their organizations.		
26	Green Marketing Surrogate Advertising Cause Marketing Ambush/ Gorilla Marketing,	Handout  Question Discussion: How the knowledge of the marketing trends help the marketers?
27	Viral Marketing; Buzz Marketing; Neuro-Marketing	Handout Assignment: Students to identify one example from secondary for each of the sub topics.
28	Digital Marketing:	DCFE, Chapter 1,Page 10-20  Class Discussion: Why digital marketing is becoming popular?
29	Global Marketing	TKP, Chapter 32, pp; 725-748, Class Discussion: Why are companies expending globally?
30	B2B Marketing	KH, Chapter 1 and 2 Class Discussion: Can we do B2B marketing online?
31	Relationship Marketing	Handout Class Discussion What companies need to focus on RM?
32	Marketing Ethics: CSR, Consumerism, Environmentalism	Text Book, Chapter 20, pp; 494-513 KAAH Class Discussion: What are the CSR activities companies are doing these days?
33	Industry Expert	Lecture/ seminar
34	Industry Expert	Lecture/ seminar

Session	Topics to be discussed	Readings
Role Play topics and project will be given in the class		
35-36	Review and Feedback	Handouts
End Term Exam		

\* The names of different group members will be announced by the by the course instructor or by the CR of the class.

\* Additional readings and cases will be uploaded for each session in WEBSIM; Students are expected to read the suggested reading and come prepared for class.

### *Students' Interaction Time*

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

### **Case Questions:**

Case: Garnier Fructis Fortifying Shampoo+ Oil

1. Do you think by launching Fructis fortifying shampoo+Oil Garnier is trying to compete with hair oil manufacturer? Do you think people will actually switch to using the shampoo as a substitute for hair oil?
2. Given that many people in India shampoo their hair to get rid of the oil in it. Do you think the Garnier has the right positioning?

Case: Kellogg's Special K

1. Kellogg's special K products are only meant to target weight and health conscious women. Is this positioning right?
2. What are the advantages and disadvantages of the positioning? Is Kellogg's restricting its market?

Case: Taj Hotel, Resorts and Palaces

1. What types of clientele does hotel Taj enjoy? With such intense competition in hospitality Industry do you think that Taj hotel will be able to continue to attract similar types of clientele?
2. Do you think Taj should also target other clientele groups?

Case: Go Indigo

What are the key trends in marketing channels for the airlines industry in India?

What are the advantages and disadvantages of these new channels? Should Indigo follow the trends?

Case: Hero Motocorp

1. Has there been a drop in consumer intent to purchase Hero-Honda model after their split?
2. Can Hero MotoCorp generate interest in new products?
3. Will Hero MotoCorp retain patronage? How will you evaluate the success of this IMC campaign?

Case: I-Phone

1. Do you think apple will sustain its customer's base, if it prices its phones at current rates?
2. The demand for smart phones in India is increasing, given the strong following Apple has, should it charge high price to maximize its profits, or should it decrease its price to capture a large market share?

Case: Akash Tablets

1. Should Datawind compromise on quality of Aakash to provide it at a low price?
2. Should Aakash increase the price of its tablet and provide an upgraded model?
3. Don't you think a higher price and an upgraded version of Aakash/ Ubiplate will fetch more customers?

Additional References:

1. Shaw and Brian Jones (2005), "History of Marketing Thought", *Marketing Theory*, Vol. 5 (3), pp. 239-281
2. Vargo and Lusch (2004), "Evolving to a New Dominant Logic of Marketing", *Journal of Marketing*, 68, pp. 1-17.
3. Verhoef, Peter C. And Leeflang S.H. (2009), "Understanding the Marketing Department's Influence within the Firm", *Journal of Marketing*, Vol. 73. Pp. 1-42



4. Swaminathan, V., and Moorman C. (2009), "Marketing Alliances, Firm Networks and Firm Value Creation", Vol. 73, pp. 52-69
5. Borden, N. (1964), "Concept of Marketing Mix", *Journal of Advertising Research Classics* Vol. 2, 1984.
6. Gronroos, C. (1997), "From Marketing Mix to Relationship Marketing: Towards a Paradigm Shift in Marketing", *Management Decisions*, 32 (2)

Websites:

1. <http://knowledge.wharton.upenn.edu/category.cfm?cid=4>
2. <http://www.emeraldinsight.com/Insight/>
3. [www.marketing.glenco.com](http://www.marketing.glenco.com)

Journals:

1. European Journal of Marketing
2. Harvard Business Review
3. Journal of Marketing
4. Marketing Week

Master in Business Administration (MBA) Program

**Course Name: Legal Aspects of Business**

**Course Code: MBA 532**

**Course Credit: 3**

**Course Background and Learning Objectives:**

This course is designed to enhance the legal literacy of MBA students by developing a body of legal knowledge and honing legal instincts that will help business leaders attain a

competitive edge and promote long-term success. Building on the basic legal concepts, the course will refine students' understanding of how law affects all aspects of business, and develops a deeper appreciation of how legal systems operate and how to operate within the boundaries of legal systems. In this course, students will gain a sense of when and how the legal system may affect them in a business setting, particularly in the areas of Contract law, Sales of goods act, Partnership act, Company act and government regulation of business. Students will also discuss situations involving choices that may reach beyond the requirements of the law. When the students study they will explore how such situations arise and how they might be solved or even prevented.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To provide a general understanding of India Legal System.[Sub-goal:2.3,1.5]
- (ii) To familiarize the students with the understanding and provisions of the important business laws, the knowledge of which is essential for modern Business.[Sub-goal:1.1,1.2&1.3]
- (iii) Impact of law on different business decision. [Sub-goal: 3.1,3.3] and importance of corporate laws for sustainable growth.[Sub-goal 4.1,4.2]

### **Pedagogy:**

A various learning methods will be used which will emphasize a cooperative learning format. Student led discussions and presentations will be combined with instructor facilitated experiences and lectures. Specific methods include:

- 1 Class Room Discussion (Legal issues which impacts the Business Transactions)
2. Home Assignments (Problem based questions)
3. Quizzes
4. Presentations
5. Case Laws

### **Course Strategy and Requirements:**

SOB/MBA/2016-17/1.1.3/

Every field of study gives a insight of it relation with the society .And the term related to each study of field tells us about its depth and basis- city .It also gives us a glimpse of the society ,periods, civilization and mindset of the people who helped in putting its foundation. As in case of legal aspects of business we get to known about the rule and rights related to our different spheres of work. Law is the field which helps to build discipline, corporation, transparency, equality and justice among the people and workplaces .As we know ignorance not an excuse. In this subject we will learn the basic skill of business related to legal. We will understand acts like partnership act, contract, sales of goods, company act etc .And we will be made to gain knowledge about the rights and regulation related to business. We will be more encapsulated by the situation types quizzes, healthy discussion, doubt clearing tutorials, debates, presentation on topics, motivating students to gain Knowledge about new laws, and amendments. Weekly tests of concepts of law, Guest Lectures on basic concepts, Cloud Computing etc. you should follow the following strategies.

- (i) Small discussion on topic which we will start in class so that we can understand the view point of students and also check their knowledge level.
- (ii) Make them understand basic concept in lay-man language so that they can analyze it. After that we will relate it with the technical or rather we can prescribe an appropriate definition.
- (iii) Then a small doubt call so that it one does not understand can clear it up and also a random call for asking concept again so that one who hesitate can be made a part of class.
- (iv) Then a session of questions which will be related to the exercising of concept and making student to understand the practicality of concept.
- (v) Then motivating student to go through newspapers, new amendment in law ,reading articles by eminent leaders and business tycoons ,gaining knowledge about national policies related to business ,understanding marketing policy and behaviour And then discussion with friends and teacher, clear their doubts if any .
- (vi) There will be weekly presentation in group or individuals so that they can gain knowledge and can learn the art of speaking and presenting

themselves.

There will be weekly test related to theory so that they can understand the way of writing and presenting question answer in paper and also have theoretical knowledge about the subject.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination (ETE)***

SOB/MBA/2016-17/1.1.3/

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Law	Tejpal Sheth, 2 <sup>th</sup> Edition, Pearson Education, New Delhi.
<b>SUPPLEMENTARY READINGS</b>	
Legal Aspects of Business	K.Ramachandra, B.Chandrashekara & Chandrakant Kanakatte, 1st Edition, Himalaya Publishing House
Mercantile Law	Gogna P.P.S, 14 <sup>th</sup> Edition, S. Chand & company Ltd, New Delhi.
Legal Aspects of Business	Pathak Akhileshwar, 14th Edition, Mcgraw Hill Education, Delhi.
Business Law	Kuchhal M.C, Vikas Publishing House.
Mercantile Law	Gulshan S.S, 3 <sup>rd</sup> Edition, Excel Books, Delhi.
Modern law of Insurance	Prof KSN Murthy & Dr. KVS Sarma, 4th Edition, LexisNexis Tripathi Publication.
Business Law	Tulsian P.C, Mcgraw Hill, New Delhi.
Business Law	Mathur S.B, Tata Mcgraw Hill, New Delhi.
Mercantile Law	Kapoor ND, 5 <sup>th</sup> Edition, Sultan Chand .

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Indian Contract Act 1872</b>		
The purpose of this module is to acquaint students with basic concepts of Contract, essentials of Indian contract law, Performance of contract, Discharge of contract, Remedies for breach of contract, bailment & Pledge.		
1	Definition of Contract, Difference Between contract and agreement, Classification of contracts. Essential Elements of Contract	Text Book, Chapters 1 P.P.S Gogna, Section-A, Part-1, Ch-2
2	Offer and acceptance, Essentials of valid offer, Types of offer, Essentials of valid acceptance	Text Book, Chapters 2; P.P.S Gogna, Section-A, Part-1, Ch-2
3	Revocation of offer and Acceptance, <b>Case study</b> -carlil v. carbolic smoke ball co.	Text Book, Chapters 2; P.P.S Gogna, Section-A, Part-1, Ch-2&3
4	Performance of contract, Parties of performance of contract,	Text Book, Chapters 6; P.P.S

	Doctrine of frustration and its exceptions	Gogna Section-A,Part-1,Ch-14
5	Discharge of contract ,types of discharge of contract, Difference between different terms	Text Book, Chapters 7; P.P.S Gogna, Section-A,Part-1,Ch-15
6	Remedies for breach of contracts, types of sue, Case study-Hadley v. Baxendale	Text Book, Chapters 8; P.P.S Gogna, Section-A,Part-1,Ch-16
7	Concept of Bailment ,Essentials of valid bailment ,Rights of Bailor and Bailee, Duties of Bailor and Bailee	Text Book, Chapters 10; P.P.S Gogna, Section-A,Part-1,Ch-19
8	Concept of Pledge, Essentials of Valid Pledge, Rights of Pawnor and Pawee, Duties of Pawnor and Pawee	Text Book, Chapters 10; P.P.S Gogna, Section-A,Part-1,Ch-19
9	Concept of Guarantee, Essentials of Valid Guarantee, Types of Guarantee, Rights and duties of Surety and Principle Debtor, Revocation of Guarantee	Text Book, Chapters 9; P.P.S Gogna, Section-A,Part-1,Ch-18
<b>Module II: Sales of Goods Act 1930</b>		
The focus of this module is on concept of sales of goods, Meaning of Goods, condition and warranty ,Rights of unpaid seller, Applicability of Doctrine of caveat Emptor ,		
10	Definition, Essentials of Valid Sales, Difference between sale and Agreement to sell, Types of goods, Price of goods.	Text Book, Chapters 13; P.P.S Gogna, Section-A,Part-II,Ch-24
11	Condition and Warranty, Implied conditions and Implied warranties, Distinguish between condition and warranty, Transfer of Goods	Text Book, Chapters 13 & 2; P.P.S Gogna, Section-A,Part-II,Ch-25
12	Doctrine of Caveat Emptor, Exceptions of Doctrine of Caveat emptor, Unpaid Seller, Rights of unpaid Seller.	Text Book, Chapters 13; P.P.S Gogna, Section-A,Part-II,Ch-28
<b>Module III: Partnership Act 1932</b>		
The focus of this module to define the concept of Partnership ,Types of Partnership ,Different rights and duties of Partners, Registration of Partnership ,What are the effects of non-registration of partnership firm ,dissolution of firm		
13	Definitions of firm, Partner, Partnership, Types of Partnership, Rights of Partners ,Duties of Partners Position of Minor as a Partner in partnership	Text Book, Chapter 12; P.P.S Gogna, Section-A,Part-III,Ch-31&33
14	Registration of Partnership Firm, Process of registration, Partnership Deed, Alteration in Partnership Deed, Role of Registrar	Text Book, Chapters 12; P.P.S Gogna, Section-A,Part-III,Ch-32
15	Effect of Non-registration of Partnership Firm, Dissolution of partnership firm, Difference Between dissolution of firm or dissolution of partnership	Text Book, Chapters 12; P.P.S Gogna, Section-A,Part-III,Ch-32 &36

<b>Module IV: Negotiable Instrument Act 1881</b>		
The focus of this module is on different types of Negotiable Instruments ,Parties of Negotiable instruments ,Concept of Holder-in due-course ,Crossing of cheques ,What are the effects of Dishonour of A Cheque		
16	Definitions and Essentials of Negotiable Instrument, Presumptions about Negotiable Instruments, Kinds of Negotiable Instruments, Classification of Negotiable Instruments.	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-37&38
17	Promissory Note ,Parties of Promissory Note, Specimen of a Promissory Note ,Essentials of Promissory Note	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-38
18	Bill of Exchange, Parties of Bill of Exchange ,Specimen of a Bill of Exchange, Essentials of Bill of Exchange	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-38
19	Cheque, Parties of Cheque, Specimen of a Cheque, Essentials of Cheque, Comparison between a Promissory Note and a Bill of exchange	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-38
21	Comparison between a Bill of Exchange and a Cheque ,Parties to a Negotiable Instruments and their Capacity, Holder and holder in due Course	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-38&39
22	Rights and Privileges Of Holder in due Course ,Comparison Between a Holder and Holder in due Course, Effects of Crossing of Cheque,	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-40
23	Objects of Crossing of Cheque, Types of Crossing of the Cheque, Persons authorised to cross the cheque, Dishonour of cheque	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-45
24	Rules regarding Notice of Dishonour, Offences & Penalties	Text Book, Chapters 14; P.P.S Gogna, Section-A,Part-IV,Ch-43&44
<b>Module V: Law of Insurance</b>		
This module discusses about law of Insurance ,Different Types of Insurance policies, Role of IRDA ( Insurance Regulation & Development Authority)		
25	Contract of Insurance ,Nature of a contract of Insurance ,Essentials of contract of Insurance ,Kinds of Insurance Business	P.P.S Gogna, Section-A,Part-VII,Ch-61
26	Life Insurance Business, General Insurance Business ,Fire Insurance Business, Marine Insurance Business, Miscellaneous Insurance Business	P.P.S Gogna, Section-A,Part-VII,Ch-61
27	Fundamental Principles of Insurance ,Premium, Return or Refund of Premium, Days of Grace, Cover Note, Re-Insurance, Double	P.P.S Gogna, Section-A,Part-VII,Ch-61

	Insurance	
28	Comparison Between Re-Insurance and Double Insurance ,Insurance Regulatory and development authority, Role of IRDA	P.P.S Gogna, Section-A,Part-VII,Ch-61
<b>Module VI: Companies Act 1956</b>		
This module discusses about Formation of companies, Types of companies, Articles, Memorandum, Prospectus, Meeting Winding –up of companies,		
29	Definitions, Characteristics of company, Kinds of Companies, Difference between Public and Private Companies ,Memorandum of company, its contents, Doctrine of Ultra-Vires, Alteration of MOA	Text Book, Chapters 18&19
30	Article of Association ,Its contents, Alteration in AOA, Difference between AOA and MOA, Doctrine of Constructive Notice and Indoor Management, Prospectus,	Text Book, Chapters 19
31	Share and share capital, company Management and Administration	Text Book, Chapters 20&22
32	Winding-Up of Company ,mode of winding-up and its process, Role and Power of liquidator in winding-up of company	Text Book, Chapters 23
<b>Module VII: Arbitration and Conciliation Act 1996</b>		
This module discusses about Arbitration and conciliation Process, Difference Between Conciliation and Mediation, Advantage and Disadvantage of it.		
33	Arbitration Agreement, Essentials of valid Arbitration Agreement, Appointment of Arbitrator, Arbitration Process	P.P.S Gogna, Chapters 1 & 2
34	Termination of Arbitration Proceeding ,Arbitral Awards, Enforcement of Arbitral Award, Mediation	P.P.S Gogna, Chapters 1 & 2
35	Conciliation Process ,Difference Between Conciliation and Mediation, Advantage and Disadvantage of Arbitration Process	P.P.S Gogna, Chapters 1 & 2
36	Guest Lecture by a person from Industry	
<b>END TERM EXAMINATION</b>		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program



**Course Name: Corporate Finance**

**Course Code: MBA 534**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Finance is the backbone of any business organisation. Financial management includes planning of financial resources, designing an optimum capital structure and effective utilization of financial resources through the analysis of cost of capital and capital budgeting tool. Financial management concerns the procurement, allocation and control of financial resources of a firm. This course provides students with the opportunity to study various concepts, theories and techniques of financial management and to explore their application through case studies and problem solving.

The corporate finance course is designed to acquaint students with the principles of sound financial management and to explore the application of these through case studies and numerical. Students are given the skills and knowledge to understand effective and ethical practices in corporate finance in an organization. The course also links to the integrative business simulations relating to the management of a firm's assets and the business value of major programme deployment. Topics covered include financing decisions, dividend decisions, risk and return, capital budgeting, capital structure, cost of capital, and working capital management and contemporary Issue in Corporate Finance.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Understand the limitations of conventional finance and the reasons explaining dividend decisions and working capital management. [Sub-goal: 1.1, 1.2, 2.2]
2. Understand the theory and practice of corporate finance techniques. [Sub-goal: 3.1, 4.2]
3. Develop an awareness of the organizational financial resources and procedures used in maximizing the revenues and minimizing the cost of capital. [Sub-goal: 1.1, 1.2, 1.3, 2.1, 4.1]

### **Pedagogy:**

This pedagogy will be a combination of class lectures, class discussions, cases, exercises, and dealing with real life investment problems. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of financial concepts, various SOB/MBA/2016-17/1.1.3/

tools, techniques and models. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for analysing different financial services.

The course shall demand lot of effort and active participation from students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current financial scenarios in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing for dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. This course requires students to be well versed with the contents of Corporate Finance and Financial Accounting. In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Insurance”.
- (iv) Any difficulty in understanding financial concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.

- (v) While studying courses like Business Strategy, Corporate Finance, Financial Services, etc. try to relate the use and usefulness of various economic concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and end term examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Financial Management	I M Pandey, Vikas Publishing House Pvt. Ltd. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Financial Management and Policy	Van Home, J.C. Prentice Hall of India. (2014)
Corporate Finance : Theory and Practice	Damodaran, A. Wiley & Sons. (2014)
Financial Management	M.Y Khan & P.K Jain, Tata McGraw Hills, New Delhi. (2014)
Financial Management	Prasanna Chandra, Tata McGraw Hills, New Delhi. (2014)

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Financial Management</i></b>		
The purpose of this module is to acquaint students with basic understanding of financial management, its functions, working, and role in an economy. The students will also come to know the significance of financial management for corporate and financial world.		
1	Introduction to Financial Management	Chapter 1, I M Pandey
2	Nature and scope of Financial Management, Finance functions	Chapter 1, I M Pandey
3	Role of finance manager, Financial goal: Profit maximization Vs wealth maximization, Concept of agency and agency problem.	Chapter 1, I M Pandey
<b><i>Module II: Time Value of Money</i></b>		
The purpose of this module is to explain students the significance of time value of money. Students will come to know that value is attached with time. As the time passes, the respective purchasing power of money decreases.		
4	Time Preference for money,	Chapter 2, I.M.Pandey
5	Future Value- Single Cash flow,	Chapter 2, I.M.Pandey
6	Annuity, Sinking Fund ,Present Value- Single Cash flow,	Chapter 2, I.M.Pandey
7	Valuation of Bonds and shares, Risk and Return	Chapter 2, I.M.Pandey
8	Exercises on Future Value, Present Value, and Bonds Valuation	Chapter 2, I.M.Pandey
<b><i>Module III: Investment Decisions</i></b>		

Lecture	Topics to be discussed	Readings
The purpose of this module is to guide and train students for taking sensible investment decisions.		
9	Risk Analysis in Capital Budgeting. Investment Evaluation Criteria:	Chapter 4,5,8,14 I. M Pandey
10	NPV based numerical	Chapter 4,5,8,14 I. M Pandey
11	IRR: Concept, Limitations and its significance	Chapter 4,5,8,14 I. M Pandey
12	Payback: Meaning, and calculating payback periods	Chapter 4,5,8,14 I. M Pandey
13	ARR: Meaning, Scope, and calculating ARR	Chapter 4,5,8,14 I. M Pandey
14	Profitability Index: Meaning, Nature, Significance, and functions. How to calculate PI	Chapter 4,5,8,14 I. M Pandey
15	Practical exercises having calculation of various capital budgeting decisions collectively like NPV, PI and PB simultaneously etc.	Chapter 4,5,8,14 I. M Pandey
16	<b>Case Study: Hola-Kola-The Capital Budgeting Decision by Lena Booth</b> 1. What is the central issue in the case? 2. What went wrong with Hola-Kola Management?	Harvard Case Study
<b>Module IV: Financing Decisions</b> The purpose of this module is to guide		
17	Cost of capital: Concept, Significance, nature, and factors affecting cost of capital.	Chapter 9, 15, I. M Pandey
18	Cost of Debt, Preference Shares, Equity Shares,	Chapter 9, 15, I. M Pandey
19	Weighted Average Cost of Capital(WACC),	Chapter 9, 15, I. M Pandey
20	Theories of Capital structure	Chapter 9, 15, I. M Pandey
21	Net Income(NI),	Chapter 9, 15, I. M Pandey
22	Traditional, Net Operating Income(NOI) Approach, MM Hypothesis,	Chapter 9, 15, I. M Pandey
23	EBIT-EPS Analysis	Chapter 9, 15, I. M Pandey
24	Leverage analysis- Operating, Financial and Combined Leverage	
<b>Module V: Dividend Decisions</b>		
25	Dividend: Concept, meaning, types, and significance for stakeholders	Chapter 17, 18, I M Panday
26	Theories/Models in dividend policy	Chapter 17, 18, I M Panday
27	Walter, Gordon	Chapter 17, 18, I M Panday
28	MM (Miller Modigliani) Hypothesis and theory,	Chapter 17, 18, I M Panday
29	Determinants of dividend policy.	Chapter 17, 18, I M Panday
30	<b>Case Study: Eastboro Machine Tools Corp. by Robert F. Bruner.</b> 1. Prepare a synopsis of the case. 2. What are the two central issues?	Harvard Case Study
<b>Module VI: Working Capital Management</b>		
31	Working Capital Management: Concept, meaning, objectives, types and significance	Chapter 27, 29, 30 and 31, I M Pandey
32	Principles of working capital management,	Chapter 27, 29, 30 and 31, I M Pandey
33	Receivables Management.	Chapter 27, 29, 30 and 31, I M Pandey
34	Inventory Management- EOQ, Reorder Level,	Chapter 27, 29, 30 and 31, I M Pandey
35	Cash Management	Chapter 27, 29, 30 and 31, I M

Lecture	Topics to be discussed	Readings
		Pandey
36	Working Capital Finance	Chapter 27, 29, 30 and 31, I M Pandey
37	Types of working capital and its significance	Chapter 27, 29, 30 and 31, I M Pandey
<b>Module VII: Contemporary Issues in Corporate Finance</b>		
38	Derivatives: Concept, meaning, objectives, and applications	Chapter 33, I M Pandey
39	Derivative as tool for managing risk	Chapter 33, I M Pandey
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Business Research Methodology**

**Course Code: MBA 535**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Information and Knowledge are indispensable tools for helping ensure the continuity and sustainability of any organization. They have to be acquired first and then assessed before they can be utilized in the decision-making process. This is where the usefulness of research methodology or business research lies. Through the application of careful scientific methods, and by using proven analytical and evaluative tools and techniques, corporate managers can acquire insights into issues which they can use to help them accomplish their organizational goals and objects, set correct priorities, adopt prudent strategies and approaches, handle risks and effectively and efficiently manage their resources.

This course gives a comprehensive knowledge to the subject of business research methods. It

exposes students to different research approaches and methodologies in order to prepare students to solve a business problem in a systematic and logical manner. This course will assist students in identifying, discussing and formulating a research problem, in selecting and applying appropriate research approaches and methods of inquiry (both quantitative or qualitative), and in presenting their results to concerned stakeholder.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Prepare students for conducting an independent study including formulating research questions and selecting a research approach, applying research methodology – designing a study and selecting specific methods and techniques appropriate for answering the questions. [Sub-goal: 1.1, 2.2, 3.1, and 4.2]
2. Develop research skills required for conducting research projects, such as articulating research questions, justifying a research approach and methodology, designing and planning a research project, and conducting data collection. [Sub-goal: 1.4, 2.2, 3.2, and 4.2]
3. To acquaint students to apply qualitative and quantitative research tools, concepts and theories to analyse data, infer the results and presenting research report in a real life situations to solve business problems. [Sub-goal: 1.5, 3.1, 3.3, and 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), Data analysis using Excel / SPSS, research papers discussion, experience sharing, real life examples, case study (Text and Video) discussion, and projects / assignments on specific company(s). In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

This course focuses on the analysis of business problems, and the use of scientific research as a problem-solving tool. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of statistical packages for data analyses, and report writing and presentation.



For you to get the most out of this subject, and for it to be a rewarding and fun learning experience for all, I expect you to:

- i. Attend the class sessions and come prepared – that is, having read the assigned readings.
- ii. Have a positive attitude and be willing to engage in non-traditional learning formats.
- iii. Participate openly and thoughtfully in classroom discussions.
- iv. Challenge the ideas presented in your readings as well as those of the instructor and other students – demonstrate your ability to think critically and to offer constructive alternatives.

Fulfil the requirements of this subject to the best of your ability. The more time and effort you put into this subject, the more you'll get out of it.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Each student would be assigned a company and they have to choose the research problem related to assigned company as per their interest of work. Student will be provided a schedule along with the assigned marks for each of the deliverables for continuous monitoring and assessment. Marking criteria will focus on quality strength and soundness of analysis undertaken. Marks will be deducted for not adhering to Schedule or unnecessary reproduction of material from internet or other sources; CAT and triester end examination will assess the learning goals 1, 2 and 3 as follows

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Case Studies / Project Reports (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Project Reports***

This is an individual assessment component of evaluation consisting of conceptual, theoretical, numerical and applied skills. Through project report students are expected to apply business research concepts and to develop business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these  
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components students will also develop their creative and innovative thinking by taking critical decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly contextual, numerical, analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Research Methods	Zikmund, Babin, Adhikari, Carr & Griffin, 8 <sup>th</sup> Edition, Cengage Learning.
<b>SUPPLEMENTARY READINGS</b>	
Business Research Methods	Bryan & Bell, 3 <sup>rd</sup> Edition, Oxford
Business Research Methods	Cooper & Schindler, Tata McGraw-Hill
Research Methodology	Panneerselvam, R, PHI Learning, India
Marketing Research	Nargundkar, Rajendra, Tata McGraw-Hill.

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Research Methodology</i></b>		
The purpose of this module is to acquaint students with basics of Research Methodology like the overview of Business Research, Meaning of Research, The Role of Research in Business Decision Making, and Scientific Enquiry: Inductive / deductive Logic.		
1	The overview of Business Research, Meaning of Research	Text Book, Chapter 1; Bryman & Bell , Chapter 1
2	The Role of Research in Business Decision Making	Text Book, Chapters 1 & 2; Bryman & Bell , Chapter 1
3	Scientific Enquiry: Inductive / deductive Logic.	Text Book, Chapter 3; Bryman & Bell , Chapter 1
<b><i>Module II: The Business Research Process</i></b>		

Lecture	Topics to be discussed	Readings
The focus of this module is to analyse the Business Research Process and Research Design.		
4	Research Process	Text Book, Chapter 4; Cooper & Schindler, Chapter 3
5	Research Process	Text Book, Chapter 4; Cooper & Schindler, Chapter 3
6	Basic Research Designs: Exploratory, Descriptive and Causal (Experimental) research	Text Book, Chapter 4; Cooper & Schindler, Chapter 3
<b>Module III: Defining the Research Problem</b>		
This module discusses the topics - The Problem Definition Process, Literature Review, Hypotheses Formulation and Theory/ Model Building, Preparation of Questionnaire and Schedule, Precautions in Designing Questionnaire.		
7	The Problem Definition Process and Literature Review	Text Book, Chapter 6; Bryman & Bell , Chapter 4
8	Hypotheses Formulation and Theory/ Model Building,	Text Book, Chapter 6; Bryman & Bell , Chapter 4
9	Preparation of Questionnaire and Schedule, Precautions in Designing Questionnaire	Text Book, Chapter 6; Bryman & Bell , Chapter 4
<b>Module IV: Qualitative Research Tools</b>		
This module covers the topics - Ethnography, Focus Group Interview, Depth Interview, Content Analysis, and Delphi Technique.		
10	Ethnography and Focus Group Interview	Text Book, Chapter 7; Bryman & Bell , Chapter 6
11	Depth Interview, Content Analysis and Delphi Technique	Text Book, Chapter 7; Bryman & Bell , Chapter 6
12	Case: The international marketing management decisions of UK ski tour operators	Handout
<b>Module V: Measurement and Scaling Concepts</b>		
The focus of this module is to impart the understanding of Concept of Scaling and Measurement: Nominal Scale, Ordinal scale, Interval Scale, Ratio Scale, Index measures or composite scales, Reliability, Validity and Sensitivity.		
13	Concept of Scaling and Measurement: Nominal Scale, Ordinal scale, Interval Scale, Ratio Scale, and Index measures or composite scales	Text Book, Chapters 13 & 14; Bryman & Bell , Chapter 6
14	Case: The effectiveness of computer-based training at Falcon Insurance Company	Handout
15	Reliability	Text Book, Chapters 13 & 14; Bryman & Bell , Chapter 6
16	Validity and Sensitivity	Text Book, Chapters 13 & 14;

Lecture	Topics to be discussed	Readings
		Bryman & Bell , Chapter 6
<b>Module VI: Data Collection Methods and Tools</b>		
This module elaborates the Primary and Secondary Data Collection: Observation, Survey and Interviews; Secondary Data Sources; Internet as source of primary and secondary data; Sampling and Non-sampling errors; Fieldwork.		
17	Primary and Secondary Data Collection: Observation and Survey	Text Book, Chapters 9 & 10; Bryman & Bell , Chapter 10
18	Primary and Secondary Data Collection: Survey and Interviews	Text Book, Chapters 9 & 10; Bryman & Bell , Chapter 10
19	Secondary Data Sources, Internet as source of primary and secondary data and Fieldwork	Text Book, Chapters 14 & 15; Bryman & Bell , Chapter 10
20	Sampling & Non-sampling errors	Text Book, Chapters 15 & 18; Bryman & Bell , Chapter 11
21	Case: Marketing a Golf Course	Handout
<b>Module VII: Sampling Designs and procedures</b>		
This module discusses Sampling Designs and procedures like Concept of Census and Sampling; Probability sampling and non-probability sampling, and Considerations in Sample Size.		
22	Concept of Census & Sampling, and Considerations in Sample Size	Text Book, Chapters 16 & 17; Bryman & Bell , Chapter 7
23	Probability sampling	Text Book, Chapters 16 & 17; Bryman & Bell , Chapter 7
24	Non-probability sampling	Text Book, Chapters 16 & 17; Bryman & Bell , Chapter 7
<b>Module VIII: Data Analysis with SPSS</b>		
This module equipped the students how to Edit and Codified the Data, how to analyse the Exploratory (Descriptive) Data, appropriate use of tools like Correlation, Multiple Regression, Chi-square test, ANOVA, Factor, and Cluster Analysis along with relevant inference.		
25	An overview of Editing and Coding of Data and Exploratory (Descriptive) Data Analysis	Text Book, Chapters 19 & 20; Bryman & Bell , Chapters 18 & 19
26	Correlation	Text Book, Chapter 23; Bryman & Bell , Chapter 21
27	Multiple Regression	Text Book, Chapter 23; Bryman & Bell , Chapter 22; Paneerselvem Chapter 11

Lecture	Topics to be discussed	Readings
28	Multiple Regression	Text Book, Chapter 23; Bryman & Bell , Chapter 22; Paneerselvem Chapter 11
29	Chi-square test	Text Book, Chapter 21; Bryman & Bell , Chapter 21; Paneerselvem Chapter 11
30	ANOVA	Text Book, Chapter 24; Bryman & Bell , Chapter 24; Paneerselvem Chapter 11
31	Factor Analysis	Text Book, Chapter 24; Bryman & Bell , Chapter 24; Paneerselvem Chapter 11
32	Factor Analysis	Text Book, Chapter 24; Bryman & Bell , Chapter 24; Paneerselvem Chapter 11
33	Cluster Analysis	Text Book, Chapter 24; Bryman & Bell , Chapter 24; Paneerselvem Chapter 11
34	Cluster Analysis	Text Book, Chapter 24; Bryman & Bell , Chapter 24; Paneerselvem Chapter 11
<b>Module IX: Communicating Research Results</b>		
The purpose of this module is to accustom students with Writing Research Report: Format and Contents, Harvard System of Referencing.		
35	Writing Research Report: Format and Contents	Text Book, Chapter 25; Bryman & Bell , Chapter 27
36	Harvard System of Referencing	Text Book, Chapter 25; Bryman & Bell , Chapter 27
<b>END TERM EXAMINATION</b>		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: International Business**

**Course Code: MBA 533**

**Course Credit: 2**

**Course Background and Learning Objectives:**

We are living in the era of globalization and markets around the world are linked through the movement of goods, labor and capital. Markets in other countries provide opportunities for business to grow and also pose threat to their survival. It is necessary for any business organization to understand these things in proper perspective and take good business decisions. This course is designed in a systematic and logical manner to understand and manage international business. How international business differs from domestic business, international trade theory, foreign exchange market, options available for business organization and structure of organization etc. are included in the course to develop a comprehensive understanding regarding international business.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and theories of international business and their applications to managerial decision-making to sustain the business in long-run. [Sub-goal: 2.2]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [Sub-goals: 2.1, 2.2, 2.3, 3.2 and 4.1]
- (iii) To critically analyse situations for forward thinking through innovation. [Sub-goal: 3.1]

**Pedagogy:**

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The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, and projects/assignments. Each theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in international business.
- (iv) Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Strategic management, International HRM, Brand management etc. try to relate and use various concepts, and theories which you have learned from this course.

- (vi) Thus, class participation is very much useful for better understanding of the concepts and theories. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test (CAT)***

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This component of evaluation is to assess the performance of students after the completion of 12 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Business	Charles Hill and Arun Jain, Tenth edition (2014) , TMH
<b>SUPPLEMENTARY READINGS</b>	
International Business: Text and Cases	Francis Cherunilam, Fifth edition, PHI
International Business	Justin Paul, Fifth edition, PHI
Business Environment	Shaikh Saleem, Second Edition, Pearson
International Business	Rakesh Mohan Joshi, First edition, Oxford University Press
International Business: Environments and Operations	Sullivan, Salwan, Radebaugh, Daniels, Twelfth edition, Pearson
International Business	K. Aswathappa , Fifth edition, TMH

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to International Business and environment framework</b>		
The purpose of this module is to acquaint students with the basic concepts of international business and the different environments within which it is done.		
1	Meaning of Globalization, Emergence of Global institutions	Text Book, Chapter 1
2	Drivers of globalization	Text Book, Chapter 1
3	Globalization debate	Text Book, Chapter 1
4	Managing in global market place, Global economic environment	Text Book, Chapter 1
5	Differences in political system, Differences in legal system	Text Book, Chapter 2
6	Differences in economic system	Text Book, Chapter 2
7	Differences in culture, values and norms Case Study- McDonald's and Hindu culture	Text Book, Chapter 3
<b>Module II: : International trade theory and regional integration</b>		
This module aims at developing the understanding regarding the theories of international trade and the impacts of regional integration on international trade.		
8	An overview of trade theory, Absolute advantage	Text Book, Chapter 5
9	Comparative advantage	Text Book, Chapter 5
10	Heckscher-Ohlin theory	Text Book, Chapter 5



Session	Topics to be discussed	Readings
11	National competitive advantage: Porter's diamond	Text Book, Chapter 5
12	Level of economic integration	Text Book, Chapter 9
13	Case for regional integration, Case against regional integration	Text Book, Chapter 9
14	WTO Agreements	Saleem, Chapter 30
15	India's Trade Policy (2014-19)	Saleem, Chapter 27
16	MNCs- meaning and impact	Saleem, Chapter 26
17	FDI and Outsourcing- meaning and importance	Textbook, Chapter 7
<b>Module III: Strategy and Structure of International business</b>		
This module covers the different types of strategies available to the firms in the international business and the resulting changes in the organizational structure.		
18	Strategy of firm and international business	Text Book, Chapter 12
19	Global strategy and profitability	Text Book, Chapter 12
20	Cost pressures, Local responsiveness	Text Book, Chapter 12
21	Basic entry decisions, Entry modes, selecting an entry mode	Text Book, Chapter 14
22	Strategic alliances	Text Book, Chapter 14
23	Organization of International Business	Text Book, Chapter 13
24	Organization structure, Organizational culture, Organizational change	Text Book, Chapter 13
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

To be announced later.

Master in Business Administration (MBA) Program

## **Human Resource Management**

**Course Code: MBA 536**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Many managers and organizations now recognize that a critical source of competitive advantage often comes not from the best marketing strategy, or the most state-of-the-art production technology, but rather from having an effective system for obtaining, mobilizing, and managing the organization's human assets. Thus, managing employees is at the heart of almost all the real-life management 'problems'. A number of recent developments, including demographic changes in the labour force, increased global competition, experiments with

new organizational arrangements, and knowledge work force issues have made human resource management increasingly important for organizations. The purpose of this course is to bring out issues involved in the management of human resources (HRM), both from current theory as well as practice.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and techniques of human resource management and to help students apply this knowledge in creative problem solving. [Sub-goal: 4.2]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by understanding and designing, implementation of various human resource management functions and understand the how they are linked to other functions. [Sub-goals: 2.1, 2.3, 3.2 and 4.1]
- (iii) To help students understand the various legal compliances that comes in play while fulfilling the human resource function of any organization. [Sub-goal: 2.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case discussion and projects/assignments on specific companies. The students will be expected to read research papers as well as articles and reports on the topic of compensation and reward management in addition to the text and reference books recommended.

### ***Course Strategy and Requirements:***

The course of Human Resource Management is taught to the students as a foundation course that will help them in understanding the basic Human Resource Function in an organization. This course as such has no prerequisite to be fulfilled by the students. To facilitate the learning of Human Resource Management the student is expected:

1. The student is expected to come in the class with the reading of the concept that will be discussed in the class and identify the problems.
2. The student is expected to solve whatever problems allocated in the room by themselves. (They can take the help of the faculty in case of finding a different solution)

3. Discuss the problems they faced in understanding the concepts of human resource management with the faculty.
4. Try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.
5. Add value to the class by class participation by discussing examples of pay in different organizations and sectors.
6. The faculty will give time to discuss different case studies that have been garnered from different sources to give the students an experience on problem solving in the field of human resource management.
7. Finally there will be assignments/projects assigned to all of the students either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Quizzes will evaluate the conceptual clarity of each student most frequently.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Continuous Assessment Test (30 Marks)	√	√	√
Quiz (10 Marks)	√	√	√
Assignments (10 Marks)	√	√	√
Trimester End Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

#### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be two quizzes and the students will be graded from these two quizzes.

#### ***Assignments***

Students would be divided into a group of 4 members each. In this project, students would attempt to get information about perception of employees regarding the HR policies and procedures in their organizations. Student would be required to identify two categories of

jobs from two different companies. Following this, the students are expected to conduct an interview with the employees and understand their view about the HR functions present in their organizations. A written report giving the findings and observations including salient features, shortcoming and limitations of HR in that selected company would be submitted.

### ***End Term Examination (TEE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Human Resource Management	V.S.P. Rao, Excel Publications, 2014
<b>SUPPLEMENTARY READINGS</b>	
Human Resource Management	Dessler, G. & Varkkey, B, Pearson Education, 2013
Human Resource Management	K. Ashwathappa, McGraw Hill, 2012
Human Resource Management	Michael Armstrong, Kogan Page, 2012
Strategic Human Resource Management	Tanuja Agarwal, OUP, India, 2012

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Human Resource Management:</b>		
This Module helps the students understand the basic concepts of HRM, SHRM and overviews the statutes that apply to the Human Resources.		
1	Concept & Importance of HRM Principles and functions of HR Manager	Textbook Chapter 1
2	Strategic HRM, Traditional Vs. Strategic HR, System Approaches to HRM	Textbook Chapter 2
3	Brief overview of laws related to wages, gratuity, layoff and retrenchment.	Textbook Chapter 2
<b>Module II: Job Analysis</b>		
Job Analysis describes the tasks, duties and responsibilities of a job and the required skills, knowledge and abilities to do the job. The module helps students to understand how this is done in an organization and what does the organization gain from the JA done.		
4	Talent Acquisition, Importance and Process	Hand-outs.
5	The basics of Job Analysis, Process of Job Analysis	Textbook Chapter 4
6	Methods for collecting Job Analysis Information	Textbook Chapter 4
7	Exercise: Preparation of Job Analysis Form	Textbook Chapter 4

Session	Topics to be discussed	Readings
<b>Module III: Human Resource Planning</b>		
The purpose of Human Resource Planning is help an organization assess its demand and supply of labor so that they can predict what would be the manpower requirements in the future in the company. This module helps the students how this is done in the organization.		
8	Nature and Concept of HRP, Objectives and importance	Textbook Chapter 5
9	Methods for Forecasting	Textbook Chapter 5
10	Preparing Manpower Inventory and Succession Planning.	Textbook Chapter 5
11	<b>Quiz I</b>	
<b>Module IV: Recruitment and Selection</b>		
The past module enlightens the student on how Human Resource Planning and Job analysis is done. These functions help the organization in doing proper recruitment and selection for the organization. This module helps the student understand the factors that affect recruitment and selection and how to do them effectively for the organization.		
12	Introduction to Recruitment	Textbook Chapter 6
13	Internal and External Sources of Recruitment	Textbook Chapter 6
14	Methods of Recruitment, Effective Recruiting	Textbook Chapter 6
15	Introduction and Process of Employee Selection	Textbook Chapter 7
16	Selection Methods, Selection Interviews	Textbook Chapter 7
17	Placement and orientation	Textbook Chapter 7
<b>Module V: Training and Development</b>		
Hired employees do not come custom made for the organization. The organization does so through the process of training and development establishing the need of training and how to do that effectively.		
18	Introduction; Training Vs. Development	Textbook Chapter 9
19	Developing Employees through Training: Training Need Analysis	Textbook Chapter 9
20	On the job and Off the job Methods	Textbook Chapter 9
21	Methods and techniques of Management or Executive Development Programs	Textbook Chapter 10
22	Case Study: Motorola U: When Training Becomes Education	
23	Training Evaluation ; <b>Quiz II</b>	
<b>Module VI: Performance Appraisal</b>		
The performance of an employee is measured to check whether they have achieved the laid standards or not. This is done through the process of performance appraisal. This module helps the students understand how performance appraisals are done in an company.		
24	Introduction; Purpose of Performance Appraisal, The Performance	Textbook Chapter 15

Session	Topics to be discussed	Readings
	Appraisal Process	
25	Methods of Performance Appraisal, 360 Degree Feedback System, Problems in Appraisal	Textbook Chapter 15
26	Essential Characteristics of Performance Appraisal, Potential Appraisal	Textbook Chapter 15
27	Case Study: Performance Management at Vitality Health Enterprises Inc.	
<b>Module VII: Compensation of Human Resources</b>		
The purpose of this module is help the student understand how to determine pay, factors affecting pay determination and choices in pay determination.		
28	Objectives and Nature of compensation, Components of a pay structure, CTC	Textbook Chapter 16
29	Job Evaluation, Factors affecting compensation and choices in designing a compensation system.	Textbook Chapter 16 & 17
<b>Module VIII: Industrial Relations and Industrial Harmony</b>		
The purpose of this module is help the students understand the importance of harmonious industrial relations, factors affecting it, causes of industrial disputes and how to resolve them.		
30	Introduction, Nature & Objectives of Industrial Relations, Factors Influencing IR, Significance of IR	Textbook Chapter 26
31	Industrial Conflict, Forms of Industrial Disputes, Forms and Causes of Industrial disputes	Textbook Chapter 26
32	Industrial Disputes handling Machinery	Textbook Chapter 26
<b>Module IX: E-HRM, IHRM and Contemporary Issues in HRM</b>		
The module helps the students understand the various new trends that are coming in HRM like E-HRM, IHRM and other Contemporary Issues in HRM.		
33	E-HRM: E-Self- services; E-recruitment & Selection; E-Performance Management; E-Compensation Management; E-Training	Textbook Chapter 30
34	Introduction of IHRM, Host Country National, Parent Country National, Third Country, Approaches to IHRM (Regio-centric, Ethno-centric, geocentric and polycentric)	Textbook Chapter 30
35	Case Study: The Expat Dilemma!	
36	Case Study: Stop Working so Hard! (HBS)	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards SOB/MBA/2016-17/1.1.3/

students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## **MBA531 Strategic Management**

### **Unit I: Strategic Inputs- Strategic Direction and Environmental Analysis 10 lecture**

#### **hours**

Introduction to Strategic Management, Formation of groups and discussion of Course importance, strategy and Assessment, The Competitive Landscape, The Global Economy, Technology and Technological Changes; Discussion of Models of competitive advantage, Strategic Focus: Setting the vision, mission, goals and Objectives, Stakeholders, and the strategic management process, The External Environment: Industry Environment Analysis; Five Forces Model of Industry analysis; Interpreting Industry Analyses, Strategic Groups and Competitor Analysis, The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages, Building Core Competencies, Criteria of Sustainable Competitive Advantage, Value Chain Analysis

### **Unit II: Strategy Formulation 18 lecture**

#### **hours**

Strategic options- Developing Business level strategy, Identifying customers to serve and developing relationships with customers, Types of Business-Level Strategies-Competitive Rivalry and Competitive Dynamics; Competitor analysis, Competitive Rivalry: Strategic and Tactical Actions, Competitive Dynamics: Corporate-Level Strategy; Diversification strategies Corporate level strategy: Unrelated Diversification, Corporate strategy: Incentives and Resources to Diversify, Merger and Acquisition Strategies; Reasons for Acquisitions and Problems in Achieving Acquisition, Restructuring, Cooperative Strategy; Strategic Alliances- Cooperative Strategy, Business and Corporate-Level Cooperative Strategy, International Cooperative Strategy, Managing risks, International Strategy; Choice of International Entry Mode: Strategic Competitive Outcomes and Risks in an International Environment

### **Unit III: Strategy Implementation 8 lecture**

#### **hours**

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Corporate Governance: Theory of Corporate Governance- Agency Relationships, Board of Directors, Enhancing the Effectiveness of the Board of Directors, Market for Corporate Control, Corporate Governance in India, Governance Mechanisms and Ethical Behaviour, Organizational Structure and Controls: Relationships between Strategy and Structure, Types of Organizational Structures: Simple Structure, Functional Structure and Multidivisional Structure, Matches between Strategy and Structure; Matches between Business-Level Strategies and the Functional Structure, Strategic Leadership: Review and Feedback

## **Supply Chain Management**

**MBA612**

**Unit I: Introduction to Supply Chain Management: Concepts 11 Lecture**

### **Hours**

Introduction to Project Management: Understanding, Importance of supply chain decisions, Process view of supply chain, Examples of supply and decision phases, Competitive and supply chain strategies, Achieving strategic fit and expanding strategic scope, Drivers of supply chain performance, Framework for structuring drivers, Facilities, inventory, transportation and information, Sourcing, pricing and obstacles to achieve strategic fit..

**Unit II: Designing and planning demand and supply in a supply chain network**

### **9 Lecture Hours**

Role of distribution in a supply chain, factors influencing the distribution network, Design options for a distribution network, e-business activities, Role of network design in supply chain and factors influencing the network design decision, Framework for network design decision, Models for facility location and capacity allocation and role of IT, Discounted cash flow analysis and representations of uncertainty, Role of forecasting in Supply Chain and its characteristics, Basic approach to demand forecasting, Time – series approach, measure of errors, Role of aggregate planning in supply chain and strategies.

**Unit III: Planning and Managing Inventories 8 Lecture**

### **Hours**

The role of cycle inventory in a supply chain, Economies of scale to exploit fixed cost and quantity decisions, Short term discounting, estimating cycle inventory, Role of safety inventory in a supply chain and determining the appropriate level of safety inventory, Impact of supply uncertainty on safety inventory and impact of aggregation on safety inventory, Importance of the level of Product Availability and factors affecting the optimum level of



product availability, Optimizing availability of maintenance, repair and operation inventories and setting up of optimum levels of product availability in practice.

**Unit IV: Designing and Planning Transportation Networks 4 Lecture**

**Hours**

The role of transportation in supply chain, Modes of transportation and their performance characteristics, Transportation infrastructure and policies, Design Options for a Transportation Network, Trade-offs in Transportation Design and Tailored Transportation, Risk Management.

**Unit V: Managing Cross Functional drivers in a supply chain 4 Lecture Hours**

Role of sourcing in a supply chain, in-house and outsource, Third and Fourth Party Logistics Providers, Supplier, Scoring and assessment, Supplier selection and procurement process, IT enabled purchase, Role of Pricing and revenue management in a supply Chain, bulk and spot contracts, Information Technology in a Supply Chain.

**MBA534 Corporate Finance**

**Unit I: Income Tax 3 lecture**

**hours**

Basic Rules of Income Tax, Rule of Corporate Tax, Residential Status of a Company.

**Unit II: Computation of The Income 17 lecture**

**hours**

Salaries, perquisites, gratuity and retirement benefits, Income from house property, Capital gains, Income from other sources, Income from business and profession,

**Unit III: Deductions & Exemptions 6 lecture hours**

Deduction and Exemption in Additional Tax on Undistributed Profit, Companies Profit, Surtax Act, Computation of Tax Liability,

**Unit IV: Tax Planning 6 lecture hours**

Meaning and Scope, Planning and Location of Undertaking, Type of Activities, Ownership Pattern, Issue of Bonus Shares, Inter Corporate Dividend and Transfers, Tax Planning Relating to Amalgamation and Merger.

**Unit V: Decision Making for Tax Payment 7 lecture hours**

Tax Consideration - Make or Buy, Tax Consideration - Own or Lease, Tax Consideration - Close or Continue, Tax Consideration - Sale in Domestic Market and Exports, Replacement and Capital Budgeting Decisions,

**Service marketing**  
**MBA531**

**Unit I: Foundations of Service Marketing 6 lecture hours**

Introduction to Services Marketing, Distinct Aspects of Service's, Characteristics of services, Classification of services, Marketing implications of service characteristics, Introduction to service marketing mix elements: Product, price, place, promotion, people, physical evidence and process; Growth Drivers of services, Integrating operations, marketing and human resources

**Unit II: *Managing Consumer behaviour in services* 5 lecture hours**

Basic concepts; Service encounters; Introduction to servuction model, role theory , script theory and Theatre model of consumer Behavior, High and low contact service encounters, The purchase process for services Segmentation Service Positioning

**Unit III: Key Elements of Services Marketing 4 lecture hours**

Product elements ; Service Blueprinting; Flower of service, New Service Development, Service Branding, Promotion and education (communications strategy)

**Unit IV: Managing the Service Delivery Process 4 lecture**

**hours**

Service distribution: Flower of service; Franchising; Distribution of Core and supplementary services. Service distribution: Franchising, Pricing

**Unit V: Delivering the Service 5 lecture**

**hours**

Designing and managing Service Processes, Self Service Technologies, Balancing Demand and productive capacity, The Service Environment, Managing People

**Unit VI: Implementing profitable service strategies 12 lecture**

**hours**

Managing Relationships with customers, Building Customer Loyalty, Complaint Handling and service recovery, Service Guarantees, Service Quality, Service productivity, Service Leadership

Student presentations, Review and feedback

Master in Business Administration (MBA) Program

**Course Name: Financial Accounting -II**

**International Accounting Practices**

**Course Outline (lecture-wise):**

Lecture	Topics to be discussed	Readings
<i>Module I: Fixed Assets</i>		
The module differentiates the concept of revenue and capital expenditure and explains concept of fixed assets and depreciation. The module helps the students to understand recording of fixed asset, various methods of depreciation, recording of depreciation and treatment of sales and disposal of fixed assets.		

Lecture	Topics to be discussed	Readings
1	Profit/Loss on Sale/Disposal of Fixed Assets - Accounting Where no Provision for Depreciation Account has been maintained	KPMG Book, Volume – 1, Section – 28
2	Profit/Loss on Sale/Disposal of Fixed Assets - Accounting Where Provision for Depreciation Account has been maintained	KPMG Book, Volume – 1, Section – 28
3	Other Special Accounting Topics - Concept of Basket Purchase, Can we include Depreciation on Assets below Rs. 5,000, Self-Constructed Fixed Assets	KPMG Book, Volume – 1, Section – 29
4	Other Special Accounting Topics - Change in the Method of Depreciation	KPMG Book, Volume – 1, Section – 29
<b>Module II: Ratio Analysis</b>		
The purpose of this module is to familiarise with various ratios used by various stakeholders and other interested parties in business. The module talks about ratios to be applied in different decisions. It help the students to know how to apply and interpret different ratios under different circumstances.		
5	Meaning and Classification of Ratios	KPMG Book, Volume – 1, Section – 30
6	Liquidity Ratios - Meaning, Purpose, Types of Liquidity Ratios, Current Ratio	KPMG Book, Volume – 1, Section – 31
7	Liquidity Ratios - Quick Ratio, Cash Conversion Cycle	KPMG Book, Volume – 1, Section – 31
8	Profitability Ratios - Meaning of Profitability, Classification of Profitability Ratios, Gross Profit Ratio, Operating Profit Ratio, Net Profit Ratio	KPMG Book, Volume – 1, Section – 32
9	Profitability Ratio in Relation to Investment, Return on Capital Employed, Return on Total Assets, Return on Shareholders' Funds	KPMG Book, Volume – 1, Section – 32
10	Profitability Ratio in Relation to Equity, Return on Equity, Earning Per Share, Dividend Per Share	KPMG Book, Volume – 1, Section – 32
11	Profitability Ratio - Dividend Pay-out Ratio, Dividend Yield, Price Earnings Ratio	KPMG Book, Volume – 1, Section – 32
12	Solvency Ratios - Meaning, Purpose, Types, Debt Equity Ratio	KPMG Book, Volume – 1, Section – 33
13	Solvency Ratios - Proprietary Ratio	KPMG Book, Volume – 1, Section – 33
14	Activity Ratios - Meaning, Types, Capital Turnover Ratio, Fixed Asset Turnover Ratio	KPMG Book, Volume – 1, Section – 34
15	Activity Ratios - Working Capital Turnover Ratio, Stock Turnover	KPMG Book, Volume – 1,

Lecture	Topics to be discussed	Readings
	Ratio, Creditors Turnover Ratio, Debtors Turnover Ratio	Section – 34
16	Leverage Ratios - Meaning, Capital Gearing Ratio	KPMG Book, Volume – 1, Section – 35
<b>Module III: Preparation of Financial Statements</b>		
The purpose of this module is to familiarise the students with preparation of Balance sheet and Income Statement as per Schedule VI of companies Act. It also explains how to prepare the Cash Flow Statement as per Accounting Standard 3.		
17	Balance Sheet - Format of Balance Sheet as per Schedule VI, Classification of Assets and Liabilities as Current and Non – Current	KPMG Book, Volume – 3, Section – 1
18	Balance Sheet - Share Capital, Reserves and Surplus, Money Received against Share Warrant, Share Application Money Pending Allotment, Long Term Borrowings, Other Long Term Liabilities, Long Term Provisions, Short Term Borrowings, Trade Payables, Other Current Liabilities, Short Term Provisions	KPMG Book, Volume – 3, Section – 1
19	Balance Sheet - Tangible and Intangible Assets, Capital Work – in Progress, Intangible Assets Under Development, Non-Current Investments, Long Term Loans and Advances, Other Non-Current Assets, Current Investments, Inventories, Trade Receivables, Cash and Cash Equivalents, Short Term Loans and Advances, Other Current Assets, Contingent Liabilities and Commitments	KPMG Book, Volume – 3, Section – 1
20	Profit & Loss Account - Format of Profit and Loss Account as per Schedule VI, Revenue from Operations, Other Income	KPMG Book, Volume – 3, Section – 2
21	Profit & Loss Account - Cost of Materials Consumed, Purchases of Stock in Trade, Changes in inventories, Employees Benefits Expenses, Finance Costs, Depreciation, Other Expenses, Exceptional and Extraordinary Expenses, Tax Expenses, Profit/(Loss) from Discontinuing Operations, Disclosure of Additional Details	KPMG Book, Volume – 3, Section – 2
22	Cash Flow Statement - Introduction, Benefits of Cash Flow Statement, Cash and Cash Equivalents, Presentation of a Cash Flow Statement	KPMG Book, Volume – 3, Section – 3
23	Cash Flow Statement - Direct Method	KPMG Book, Volume – 3, Section – 3
24	Cash Flow Statement - Indirect Method	KPMG Book, Volume – 3, Section – 3
25	Notes to Accounts - Disclosures as per Accounting Standard – 1, Disclosures as per Other Accounting Standards	KPMG Book, Volume – 3, Section – 4

Lecture	Topics to be discussed	Readings
<b>Module IV: Accounting Policies, Estimates and Errors</b>		
The module focus on concepts such as accounting policies, events occurring after balance sheet date, net profit for the period , prior period items and accounting estimates. It also deals with accounting treatment of above concepts as per accounting standard under different circumstances.		
26	Events Occurring after the Balance sheet Date - Definition, Classification of Events	KPMG Book, Volume – 3, Section – 5
27	Events Occurring after the Balance Sheet Date - Adjusting Events, Non-Adjusting Events, Certain Special Cases, Disclosures	KPMG Book, Volume – 3, Section – 5
28	Net Profit or Loss for the Period - Profit and Loss from Ordinary Activities, Definition, Disclosure	KPMG Book, Volume – 3, Section – 6
29	Net Profit or Loss for the Period - Extraordinary Items, Definition, Points to be Considered, Disclosure	KPMG Book, Volume – 3, Section – 6
30	Prior Period Items - Definition, Points to be Considered, Disclosure	KPMG Book, Volume – 3, Section – 7
31	Changes in Accounting Estimates - Accounting Estimates, Points to be Considered, Disclosure	KPMG Book, Volume – 3, Section – 8
32	Changes in Accounting Policies - Accounting Policy, Disclosure	KPMG Book, Volume – 3, Section – 9
33	Changes in Accounting Policies - Various Situations	KPMG Book, Volume – 3, Section – 9
<b>END TERM EXAMINATION</b>		

## Compensation and Reward Management

**Course Code: HRM 663**

**Course Credit: 3**

### Course Background and Learning Objectives:

Compensation management has been addressed as a key driver of employee motivation and retention. An effective compensation system is the strategic need of the organization. Compensation management therefore should be viewed as the strategic management of the

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organization's salaries and rewards. It has become imperative for an organization to manage the cost of compensation with the benefits the organization reaps with employee motivation. The purpose of this subject is to give the student hands on experience on how the whole compensation system works in an organization, how an organization decides to give pay and how to design a pay structure from scratch.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and techniques of compensation and reward management and understanding the relationship that exists between the organizational working and employee compensation. [Sub-goal: 2.2]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by understanding and designing, implementation and administration of compensation and benefits packages in the organizations and its impact on employee performance and motivation. [Sub-goals: 2.1, 2.2, 2.3, 3.2 and 4.1]
- (iii) To critically analyse situations related to compensation and reward management through forward thinking and innovation. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case discussion and projects/assignments on specific companies. The students will be expected to read research papers as well as articles and reports on the topic of compensation and reward management in addition to the text and reference books recommended.

### **Course Strategy and Requirements:**

The course of Compensation and Reward Management is based on the basics of human resource management so the student is expected to come in this course with the knowledge of HRM. To facilitate the learning of compensation and reward management the student is expected:

- (i) The student is expected to come in the class with the reading of the concept that will be discussed in the class and identify the problems.
- (ii) The student is expected to solve whatever problems allocated in the room by themselves. (They can take the help of the faculty in case of finding a different solution)

- (iii) Discuss the problems they faced in understanding the concepts of compensation and reward management with the faculty.
- (iv) Try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.
- (v) Add value to the class by class participation by discussing examples of pay in different organizations and sectors.
- (vi) The faculty will give time to discuss different case studies that have been garnered from different sources to give the students an experience on problem solving and designing in the field of compensation and reward management.
- (vii) Finally there will be assignments/projects assigned to all of the students either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Quizzes will evaluate the conceptual clarity of each student most frequently.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Continuous Assessment Test (30 Marks)	√	√	√
Case Study Analysis and Quiz (20 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### ***Case Study Analysis & Presentations***

The students will form groups and will be expected to present presentations to showcase their knowledge as well as innovative problem solving in issues that relate to world of compensation and reward management. The case studies will be provided by the faculty.

### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be two quizzes and the students will be graded from these two quizzes.

### ***Continuous Assessment Test***



This is conducted once in a mid of trimester. This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

***End Term Examination (ETE)***

Trimester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Compensation	George T. Milkovich, Jerry M. Newman, C.S. Venkata Ratanam, 10th edition, McGraw Hill, 2014
<b>SUPPLEMENTARY READINGS</b>	
Compensation Management	Dipak K. Bhattacharya, Oxford Publications, 1 <sup>st</sup> edition, 2011.
Compensation Management in a Knowledge based World	Richard Henderson, Pearson Education, 2015
Reward Management-A Handbook of Remuneration Strategy and Practice	Michael Armstrong and Helen Murlis, Kogan Page (2011)
Constructive Industrial Relation and Labour Laws	S.K. Bhatia, Deep and Deep Publications, 2013

**Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module 1: Introduction to Compensation &amp; Reward Management:</b>		
The purpose of this module is to acquaint students with the basic terms that exist in the world of remuneration and compensation and how they are related to the psychology of the employee.		
1	Concept of compensation, Objectives and Definition, Principles of Compensation Formulation, Significance of compensation management	Text Book: Chapter 1 Bhattacharya Chap-1
2	Types of Wages; Fair, Minimum and Living; Forms of Pay and Pay Model	Text Book: Chapter 1 Bhattacharya Chap-1
3	Similarities and Differences in Strategies for compensation determination; Steps in developing a total compensation strategy	Text Book Chap: 2 Bhattacharya, Chap-1
4	Cost to Company: Meaning and Concept , Components of CTC  <b>Articles Discussion:</b> The Art of Setting Pay	Hand-outs

Session	Topics to be discussed	Readings
<b>Module II: Theoretical dimensions of Compensation</b>		
The purpose of this module to introduce to the students the theoretical and economic dimensions that exist in the evolution of wages as a concept and its growth to the present concepts that exist in the modern corporations		
5	Theories of wages: Social Wage Theories, Wage Control Theories	Richard Henderson Chapter 3
6	Theories of Wages: Justification Theories, Behavioral Economics Theories and Organizational Economics Theories	Richard Henderson Chapter 3
<b>Module III: Statutory provisions/Wage legislature in India</b>		
The module will introduce the students to the necessary laws and legislature that are to be followed in India while designing any compensation plan or deciding pay for any sector.		
7	Payment of Wages Act, 1936; Minimum Wages Act, 1948	S.K. Bhatia, Chap: 23 and 24
8	Payment of Bonus Act, 1965; Equal Remuneration Act, 1976	S.K. Bhatia, Chap: 25 and 26
9	Employees Provident Fund Act, 1952; Payment of Gratuity Act, 1972	S.K. Bhatia, Chap: 29 and 30
10	Role of Boards and Commissions in deciding pay in India. Recommendation of 6 <sup>th</sup> Pay Commission.	Textbook: Chapter 17
<b>Module 3: Internal Alignment</b>		
This module brings to light how the content of work, the skills and knowledge to perform it and its relative value for the achievement of the organizational goals are used as the basis of the deciding pay structures and its consequences.		
11	Compensation Strategy and Internal Alignment; Factors shaping Internal Structure	Textbook Chap: 3 Armstrong and Murlis Chapter 10
12	Strategic choices in designing internal structure; consequences of structure	Textbook Chap 3 Armstrong and Murlis Chapter 11
13	Structure based on jobs, people or both; Job Analysis and Compensation;	Textbook Chap: 4 Armstrong and Murlis Chapter 12
14	Job Evaluation and Compensation	Textbook Chap 5 Armstrong and Murlis, Chapter 13
15	Person based structures and compensation; How to form a person based structure; Skill Analysis; Internal structure reflected in compensation	Textbook: Chap: 6
<b>Module 4: External Competitiveness</b>		

Session	Topics to be discussed	Readings
<p>This module sheds light on the fact that compensation cannot be decided solely by the mechanisms that exist inside the organization and that an organization needs to consider on only that the pay may be above, below or match the competitor and determining the forms of pay that may be paid to the employee.</p>		
16	External Competitiveness and Compensation Strategy; Factors shaping External Competitiveness	Textbook: Chapter 7 Armstrong and Murlis Chapter 15
17	Designing Pay Levels Mix and Pay Structures; Competitive pay policy- process; Grades and Ranges	Textbook: Chapter 8 Armstrong and Murlis Chapter 16 and 17
18	Broad Banding; Adjusting both internal and external pressures for pay	Textbook: Chapter 8 Armstrong and Murlis Chapter 16 and 17
19	<b>Case Study: Compensation Management in Metropolis – A Case Study</b>	
<p><b>Module 5: Rewarding Special Groups</b></p> <p>Compensation for special groups like those of higher executives, knowledge workers and contingent workers is different from other employees because of the nature of their work, conflicts that exist etc. This module will shed light on how to reward these special groups and what is the best possible way to decide their packages.</p>		
20	Rewarding directors, senior executives, supervisors, scientists & engineers in high technology industries	Textbook Chap 14 Armstrong and Murlis Chapter 37
21	Rewarding knowledge workers-What motivates knowledge workers, Approaches to rewarding knowledge workers. Rewarding Contingent Workers	Textbook Chap 14 Armstrong and Murlis Chapter 37
22	<b>HBR Case Study: Executive Pay and the Credit Crisis of 2008</b>	
<p><b>Module 6: Managing employee benefits</b></p> <p>Employee benefits make up a very important aspect of employee compensation. The purpose of this module is to help understand how benefits are linked to employee compensation, statutory provisions relating to benefits and how to design a benefit package.</p>		
23	Employee Benefits- Meaning and Concept; Process to Benefit Development; Types of Employee Benefits	Textbook: Chapter 12 Armstrong and Murlis Part 7
24	Components of Employee Benefits; Alternatives to employee Benefits	Textbook: Chapter 12 Armstrong and Murlis Part 7
25	Statutory Employee Benefits in India	Textbook: Chapter 13 Armstrong and Murlis Part 7
<p><b>Module 7: Incentive Systems</b></p> <p>The purpose of this module to help student understand that incentives are important and linked to the productivity of the employee. The module sheds light on different types of plans and factors that affect the incentive design.</p>		

Session	Topics to be discussed	Readings
26	Pay for performance-meaning and concept; Benefits of a sound incentive system, Types of incentives;	Textbook: Chapter 10 Armstrong and Murlis Part 6
27	Types of incentive plans for blue-collar and white-collar workers;	Textbook: Chapter 10 Armstrong and Murlis Part 6
28	Individual incentive plans, group incentive plans; Bonus, Profit Sharing and ESOP.	Textbook: Chapter 10 Armstrong and Murlis Part 6
29	<b>Exercise: Design a benefit and incentive plan for different jobs in the market</b>	
30	<b>HBR Case Study: The Best Laid Incentive Plans</b>	
31	<b>Case Study Presentations (Assignment)</b>	
<b>Module 8: Ethical issues relating to Compensation</b>		
Compensation is a topic that has a lot of ethical dilemmas concerned with it. This module throws light on these ethical dilemmas.		
32	Ethical issues related to compensation; Relationship between compensation & employee turnover	Handouts
33	<b>The Academy of Management Journal Article Discussion: Misrepresentation and Expectations of Misrepresentations in an Ethical Dilemma – The Role of Incentives and Temptations</b>	
<b>Module 9: Evaluating Reward Management</b>		
This module helps students understand why it is important to evaluate a compensation system, what the impact on the organization is and what are the latest trends that are emerging in the field of compensation and reward management.		
34	Introduction, why should we evaluate, why don't companies evaluate, what is the impact of innovations in reward.	Textbook: Chapter 9 Armstrong and Murlis Chapter 9
35	Trends in Reward Management: Skill-based pay; Competency related pay; Relating rewards to organizational performance.	Textbook: Chapter 9 Armstrong and Murlis Chapter 45
36	<b>HBR Case Study: Compensation at Level 3 Communications</b>	
<b>END TERM EXAMINATION</b>		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Competency Mapping and Performance  
Management**

**Course Code: MBA 662**

**Course Credit: 3**

**Course Background and Learning Objectives:**

In the competitive world of business, business strategies are geared up towards survival. As a consequence, human resource strategies are framed to right size the manpower base with an increasing emphasis on enhancing competence and flexibility. These have led to effective means of measuring and managing performances. Competency Management System, which has taken centre stage in the management of human resources, has been established in many frontline organizations. This is where the competency mapping has risen up in the priority list for many organizations because finding the right fit for the right job is matter of concern for most organizations to survive in today's economic crisis and in cut-throat competition. Competency mapping is the process of identifying and matching the precise set of competencies and proficiency levels needed for every role in the organization.

Competency mapping is used as the basis for any competency assessment that can be done at a later stage. Competency assessment is the assessment of the extent to which a given individual or a set of individuals possess these competencies required by a given role or set of roles or levels of roles for superior performance. The output of a comprehensive competency mapping of key positions is a role directory with required competencies. Adopting competence based assessment system may benefit the organizations in various ways. Organizations may have better talent acquisition and have more focused development of individual by identifying and building their competencies. Thus, organizations may have more professionalism and better role to individual fitment and developmental opportunities as well.

Competency mapping establishes a level of objectivity that encourages open communication between management and employees. Managers are able to more objectively appraise performance and be more specific in communicating to employees what is necessary for success. Employees gain a clearer understanding of the expectations of their role. Following up with competency-based training not only provides ways for employees to expand their current skills, but it also provides a well-defined path for learning new skills through cross-training and for moving up in the organization.

This course would help the students to understand and measure the underlying characteristics of employees in terms of knowledge, skills and attitude (competencies) which results in effective and/or superior performance on the job. Inputs from competency mapping would  
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assist the students to design a performance appraisal system by incorporating the competencies needed for various categories of jobs and its relative importance for effective performance.

Topics in this course include understanding competency and developing competency models, identification of competencies for competency profiling, defining performance and performance measurement, measuring results and behaviors, developing behavioral anchored rating scale and critical incident factors, designing assessment center etc. would help the students to gain insight about the mapping core competencies to the skills potential employees already possess is another way that competency mapping can help a business and to design an effective competence based appraisal form for more talent acquisition and management.

The *learning goals and objectives* of this course for students are:

- (i) To provide an insight in to the fundamental of competency management and its practical application in managing performance in the organizations. [1.3, 2.2, 1.5]
- (ii) To illustrate the development of competency models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same. [1.5, 3.3, 4.1, 4.2]
- (iii) To describe the process of competency mapping and profiling for performance measurement and management system to understand the framework of performance measurement and management system for decision-making. [1.3, 3.3]
- (iv) To assist them to design performance evaluation system based on competence based approach while assigning weightages and listing key performance indicators (KPI) for each role. [4.1, 4.2]
- (v) To understand the process of competency profiling for other HR applications so that to encourage the competence-based HR practices viz. competence-based selection, training, compensation, and succession planning to make the organization more effective in the competitive environment. [1.5, 2.2, 3.1]

### **Pedagogy:**

An interactive learning techniques will be adopted which will be a combination of class lectures (theory and case studies), experience sharing, real life examples, business games, exercises and projects/assignments on specific organizations. Each theoretical concept shall be explained with managerial implication of the same for managers, so that students are able to comprehend the concepts easily and effectively. In addition to the text and reference books, additional readings and cases as and when required will be distributed in the class from time to time. Some psychometric tests would be administered on students so that they could understand and get prepared for organizational roles. Students are also expected to read and identify the problems in understanding the concepts and their managerial implication in organizations and different situations before the start of each session.

### **Course Strategy and Requirements:**

In this world of cut throat competition and the era of management professionals, the term competency mapping has gained more importance today. Organizations are vying globally



and they wanted to create a competitive edge over the other. Thus, companies are putting tremendous effort and are investing tremendous amount of time and money to have competent employees or they develop ordinary employees to extra-ordinary employees by developing distinguishable competencies. These are one of the few ways in which companies can gain competitive edge over each other. In this slowing economy where so many companies are fighting for limited resources and talent, it is very important for organizations to incessantly reassess their competencies, update it and have the courage to make the necessary changes. It is equally imperative for a firm to define a set of core competencies which corresponds with its key market differentiators. This is where competency mapping plays a key role. Thus, Managers and HR professional have realized the importance of competency mapping and they believe that, the future belongs to competent people and competency based organizations.

In the light of above, this course aims to familiarize students with the concept of competency and how to map them to strengthen the other HR processes. In this course, students will learn and understand the various approaches for building and designing competency models, developing competency dictionary, create scale and its range for competencies in the model, identifying criterion sample, using suitable methods for data collection and calculating overall performance score. To get the more conceptual clarity and hands on learning being future manager students should follow the given strategies.

- (i) Read and identify different real life problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity, at the end of the session ask questions in the class or after the class.
- (ii) Read the caselet from text books or supplementary books and try to find out the learning points pertaining to the specific topic in “Competency Mapping and Performance Management”.
- (iii) More emphasis will be given to managerial applicability of concepts taught in the class. Various Exercises will be used to enhance effective learning. Through exercises you would practice to design appraisal forms and competency dictionary.
- (iv) For more hands on learning, class participation is very much useful. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments.
- (v) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ varied background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of students frequently. Case study discussions, individual and group presentations and semester end

examination will assess the learning goals 1, 2, 3, 4 and 5 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*				
	1	2	3	4	5
Quiz (5 Marks)	√	√			
Case study analysis		√	√	√	√
Field Project & Presentation (10 Marks)	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3, 4, 5 learning goals and objectives, see above of this course outline.

### *Quiz*

Quiz is an individual assessment component and will consist of multiple choice questions to evaluate the students' fundamental knowledge and understanding of the concepts (modules or chapters given in the course outline) There will be at least 2 quizzes and best 1 will be taken into consideration for final grade of students.

### *Case Studies*

Case study discussion might be considered as the components of evaluation to assess students' performance in a group wherein Students' problem solving and analytical skills would be assessed. And also evaluate how students organize data/information and apply logical thinking to find out appropriate solutions and make decisions.

### **Field Project and Presentation**

Field project and its presentation is the best way to practice what students have learnt in the classroom. The purpose of including group project is to provide an opportunity to investigate a problem by applying management concepts. Students will be evaluated on the basis of following parameters: (a) Apply concepts/theory to the practical situation and (b) Conduct study in a systematic way and present the findings in a coherent report.

Presentations will be graded on both content and style. Overall presentation would be evaluated on the following parameters: (a) explains the concept without using jargons; (b) presents ideas clearly with conviction and is able to make the presentation to a big group (i.e. eye contact, facial expression, tone of voice, gesture); (c) Creative presentation e.g. videos, role plays etc.; and (d) handles queries and differences of opinion effectively.

The project guidelines for the course as follows:

**Step 1:** Select one functional area and under that select two different roles.

**Step 2:** Break the roles into tasks (Key responsibility areas)

**Step 3:** Identify core and supportive competencies required for each role considering the tasks



**Step 4:** Define each competency in terms of measuring it. (Key performance indicators)

**Step 5:** Assign weightages while designing overall performance evaluation form.

**Step 6:** Prepare measurement scale (either BARS or rating scale) to measure identified competencies.

### *Continuous Assessment Test (CAT)*

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### *End Term Examination (ETE)*

Trimester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Competency Mapping	R.K. Sahu, Excel Books, New Delhi, 2014
<b>SUPPLEMENTARY READINGS</b>	
Performance Management	Herman Aguinis, Pearson Education, 2013.
Performance Management	Soumendra Narain Bagchi, Cengage Learning, 2014
Performance Management (2 <sup>nd</sup> Ed.)	Robert Bacal, Tata McGraw Hill, 2012.
The Competent Manager: A Model for Effective Performance	Richard E. Boyatzis, John Wiley & Sons Inc., 2010.
The Art and Science of Competency Models: Pinpointing Critical Success Factors in Organizations	Anntoinette D. Lucia & Richard Lepsinger, Wiley India, 2011.

### **Course Outline (Lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Concept of Competency</b>		
The purpose of this module is to familiarize the students with the evolution of concept of competency and provide them the conceptual clarity with its meaning, need, importance and scope.		
1	Introduction, history and origin of competency; Concept and Definition of job, roles and competency; Competency vs. competence	Text Book, Chapters 1
2	Performance versus competency; skills versus competency; Component of competencies – Skills, knowledge, self-concept, motives and trait	
3	<b>Harvard Article discussion – Competencies and what they mean to you</b>	
4	<b>Exercise</b> – Think of one role and write down the competencies required to differentiate top performance from medium performance.	
5	Competency Categories – generic, threshold, differentiating, functional or	

Lecture	Topics to be discussed	Readings
	technical, managerial and human; Concept of Competency Maps and Competency Profiles	
<p><b>Module II: Developing Competency Models and Mapping Process</b> This module aims to provide a glimpse on the different aspects of competency mapping to make students aware of the process of competency mapping. It also acquaints students with the different competency models so that they could select best-suited competency model that fit to an organization.</p>		
6	Macro View of Competency management framework: Strategic framework – linking HR processes to organizational strategy (Hamel & Prahalad)	Text Book, Chapter 2 & 3
7	Aligning unit-wise business strategies with organizational strategies and values <b>Harvard Article discussion – Competencies: Alternative framework to competitive advantage</b>	
8	Developing Competency Models – <b>Model 1:</b> Organizational competency based model; <b>Model 2:</b> Commitment and Competence; <b>Model 3:</b> 5 Level Competency Model; <b>Model 4:</b> Job based competency model	
9	<b>Model 5:</b> Generic and specific competency; <b>Model 7:</b> Organizational Goal linked; <b>Model 8:</b> Technical and behavioural model; The Lancaster Model of Managerial Competencies (From Seema Sanghi Book – chapter 3)	
10	<b>Exercise:</b> Competency Assessment form of NTPC would be given to analyze the competency framework and different category of competencies.	
<p><b>Module III: Identification of Competencies</b> The purpose of the module is to provide an understanding about the tools and techniques for competency identification and make the students aware about the available methods for competency identification.</p>		
11	Introduction to Core competencies (Organization wide), Business competencies (SBU specific), Team Competencies (project driven), Role competencies (Role wise)	Text Book, Chapter 4
12	<b>Discussion on Research article - Standards and competencies for occupational health technicians</b>	
13	Steps to define competencies, <b>(Exercise - Prepare competence based Job analysis form)</b>	
14	Sources of competency identification – Task force, benchmarking against superior performer, Job experts, Repertory grid, Delphi technique etc.	
15	<b>Exercise - Define identified competencies for which job analysis is done.</b>	
<p><b>Module IV: Design of Competency Assessment Models and Competency Profiling</b> To module discusses the concept and process of competency assessment and provide an understanding of the tools for competency assessment.</p>		
16	Concept of KRA - From job analysis to roles and then tasks identification for each roles; List of functional and behavioural competencies for tasks and Key performance indicators (KPI); competency dictionary	Text Book, Chapter 3 & 5
17	Continuation of Exercise – After defining the competencies, write down KRAs for the role selected and complete the profiling. Finally prepare competency dictionary.	
18	Competence based behavioural interviews - Behavioural Descriptions interviews (BDI) and Behavioral Event interviews (BEI) methodology	
19	<b>Exercise: For the given competencies, prepare minimum three competence based interview questions – BDI or BEI.</b>	
20	<b>Harvard article – Competencies of HR Professional</b> to understand Competency profiling; Job competency profiling; Role competency profiling - Functional competency profiling, Core competency profiling	
<p><b>Module V: Performance Management Process</b></p>		

Lecture	Topics to be discussed	Readings
<p>The purpose of this module is to explain the important prerequisites needed before a performance management system is implemented and roles &amp; responsibilities of manager and employees in the performance execution and in overall performance management phase.</p>		
21	Performance Management Process model – Prerequisites & Performance Planning (results, behaviour and development plan)	Herman Aguinis, Chapter 2
22	PMP continue...Performance Execution, performance review and performance renewal and recontracting	
23	<b>HBS Case Study – Managing Performance</b> , John J. Gabarro and Linda A. Hill	
<p><b>Module VI: Performance Measurement - Measuring Results and Behaviour</b> This module describes the evaluative and multidimensional nature of performance. It focuses on developing measurement tools for competencies that are defined clearly and provide a description of specific behavioural indicators that can be observed and include suggestions for developing them further. Also discusses the assigning weightages for each competency according to its relative importance for overall performance.</p>		
24	Defining performance and Determinants of Performance, Performance dimensions – task and contextual; Approaches to measuring performance- Trait approach, behaviour approach, result approach	Herman Aguinis Chapter 3, 5 & 6
25	<b>Case study – The Urgent Order</b> <b>Source: Performance Management by Sourmendra Narain Bagachi, Pg. 67.</b>	
26	Measuring Behaviours, comparative and absolute behavioral measurement systems, Anchors for behavioural checklists	
27	Development of Behavioral Anchored Rating Scale (BARS) Exercise – Select one competency and prepare BARS for the same.	Herman Aguinis, Chapter 5 & 6
28	Gathering Performance Information – Major components of effective appraisal forms; Characteristics of appraisal forms; determining overall rating	
29	<b>Harvard Case Study – Citibank Performance</b>	
30	Calculation of overall rating with and without weightages <b>Practice of calculation using performance appraisal form of Grocery Retailer</b>	
31	<b>Case study – Judgmental and mechanical methods of assigning overall performance score at the Daily Planet (source: Performance Management by Herman Aguinis, pg. 147)</b>	
32	<b>Exercise:</b> Students would prepare the BARS for given competency profile and also write down the critical incidents according to the task given and then calculate the total score on the basis of weights assigned.	
<p><b>Module VII: Assessment Centre and Applications of Competency Mapping</b> The module provide an insight into linkages of various HR processes with competency mapping to enable the students to apply competency mapping in various HR processes. It also provide a broader concept of Assessment centres, its process and techniques used in the centres for assessment.</p>		
33	Assessment centre – Introduction, Difference between assessment centre and development centre	Text Book, Chapter 7 & 8
34	Designing assessment Centre – Process, Profile of assessors and Assessor training	
35	Tools and techniques used in assessment Centre - Projective techniques, Group discussions, Simulations – role plays, business games, paper-pencil tests	
36	Using competencies in Mapping HRM, Competency based training and development, recruitment & selection	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Training and Development**

**Course Code: HRM 664**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Traditionally training was not viewed as an activity that could help companies create “value” and successfully deal with competitive challenges. Today the view has changed dramatically. Companies that are using training and development initiatives have shown remarkably improved financial performance year after year. Indian organizations on average spent US \$331 per employee on training and development in 2011, according to a study on learning and development trends in India, by the American Society for Training & Development (ASTD) and Harvard Business Publishing (HBP). Training and development also helps a company to meet competitive challenges. Current recessionary economic times have resulted in cuts in training and development budgets. However companies need to continue to rely on efficient and effective training practices to help employees strengthen their skills to meet various changes in the evolving environment. Businesses today are competing in the global market place and the diversity in workforce continues to increase. Companies need to train people of diverse background. The type of training has also undergone a major change. Training on diversity issues, cultural mannerisms, leadership qualities, emphasis on soft skills all are on rise.

The role of training has broadened beyond training program design. Effective instructional design remains important. Training perspectives had undergone a major paradigm shift. New skills are encouraged at workplace to develop innovative ideas and products. The knowledge is shared with all the employees in the company. Online learning, CBT (computer bases training) programmes are on a rise to impart employees training at their convenient time. This is complemented with the classroom trainings both on a formal and informal basis. The SOB/MBA/2016-17/1.1.3/

training tools, which will be discussed in this course, will give you a new perspective on how best to make best use of them in different scenarios. Following *10 guidelines suggested by Nilson (1992) for designing training programmes* which are as under can be applied in designing many training programmes at the work place. These guidelines are (i) spend a lot of time identifying the target audience (trainees) for this particular training (ii) think of those trainees as customers and know what they expect regarding quality and suitability (iii) break the design and development process into activities with beginnings and ends (iv) hold a design review of each product (v) identify errors and eliminate them (vi) build broad ownership by involving stakeholders (vii) define objectives for learners not trainers (viii) remember the business reasons, why you are designing this course (ix) let people know that this course is tied into the life and breadth of your company (x) ask for feedback during design activities and incorporate the suitable suggestions.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with the skills that will enable them to prepare training objectives based on the individual and the business and also develop and structure appropriate content. [Sub-goal: 1.3, 1.4, 1.5 and 4.2]
- (ii) To motivate students learning through examination of learning styles and to adapt their approach and training style to build greater confidence in their ability to interact with and motivate trainees. [Sub-goals: 2.1, 2.2, 2.3, 3.2, 4.1 and 4.2]
- (iii) To introduce the participants with the applications of training and development programmes in business organizations. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory, cases, online exercises, and games), experience sharing, real life examples, caselet discussion and projects/assignments on specific companies. Each theoretical part will be explained with the help of various examples/live demonstrations so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

SOB/MBA/2016-17/1.1.3/

Human resource management has evolved over a decade. Tremendous changes are seen and the function is now multifaceted with its application lying with all the areas of management function. In this course, you will see different terms and techniques that are used to apply the training concept in the business scenario. This may seem a little overwhelming at the beginning but in due course there will be familiarity with the contents and its applications. However the application of different techniques and optimum utilization of these theories into practise requires close understanding of these subjects and a deep knowledge for the same. This will only come once the following points are practised.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Training and Development”.
- (iv) Any difficulty in understanding Training and Development concepts while studying business newspapers/business magazines and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Human resource Management, Marketing Management, Leadership and Team building, Talent Management etc. try to relate the use and usefulness of various Training and Development concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**



Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
Trimester End Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

Semester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Effective Training, Systems, Strategies, and Practices	P.Nick Blanchard, James W. Thacker, V. Anand Ram, 4 <sup>th</sup> Edition, Pearson Education India 2014
<b>SUPPLEMENTARY READINGS</b>	

Training and Development	B. Janakiram, Indian Edition, Biztantra, 2012
Enriching Human Capital Through Training and Development	P L Rao, Excel Books India, 2011.
Training for Development	R.K. Sahu, Excel Books India, 2012.
Training and Development (Text, Research and Cases)	G.Pandu Naik, 2 <sup>nd</sup> Edition, Excel Books India, 2012.

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Training &amp; Development and Learning Theories</b>		
The purpose of this module is to acquaint students with basic concepts of the training and development function. This module will help students to learn about the different learning capabilities of an individual and explains how different individuals need different ways to learn and acquire skills through training and development.		
1	Training –Concept, Role and Relevance. Difference between Training , Development and Education (Read more on <a href="https://nationalskillsregistry.com/aboutus.htm">https://nationalskillsregistry.com/aboutus.htm</a> )	Blanchard, Thacker & Anand Ram, Chapter 1
2	Aligning Training with Strategy (Case Study: Strategic Planning at Multistate Health Corporation – adapted from P.Nick Blanchard, James W. Thacker, V. Anand Ram, 4Edition, Pearson Education India 2010, Chapter 2.	Blanchard, Thacker & Anand Ram, Chapter 2
3	Learning and Training : Nature and Principles of Learning (Additional Reading: The Value of Learning Whitepaper from American Society for training and development)	Blanchard, Thacker & Anand Ram, Chapter 3; B. Janakiram, Chapter 4.
4	Learning to be Effective Managers: An Indian Perspective	Blanchard, Thacker & Anand Ram, Chapter 3
5	Reinforcement theory & Kolb’s Learning Styles Case Study: Rick’s New Job adapted from P.Nick Blanchard, James W. Thacker, V. Anand Ram, 4Edition, Pearson Education India 2010, Chapter 3.	Blanchard, Thacker & Anand Ram, Chapter 3
Assignment: Using any source possible (magazines, journals, personal conversation with a trainer); find a description of a training program. Consider the learning process and the implications of the learning process. Evaluate the degree to which the program facilitates learning. Provide suggestions for improving the program)		
<b>Module II: Training Needs Analysis</b>		
This module will discuss the role of organization analysis, person analysis and task analysis in needs assessment. It will identify different methods used in need assessment, concerns of upper level and mid-level managers and trainers in need assessment. It will also explain how person characteristics, input, output and consequences and feedback influence performance and learning.		
6	Training Needs Analysis: Meaning and Need for Analysis.	Blanchard, Thacker & Anand



Lecture	Topics to be discussed	Readings
	Approaches to Training Need Analysis – Proactive TNA, Reactive TNA	Ram, Chapter 4
7	Types of Training Need Analysis – Organizational Analysis, Operational Analysis and Person Analysis	B. Janakiram, Chapter 2
8	Gathering data for Training Need Analysis ( different methods of data collection like reviewing existing documents, individual interviews, work diaries, observation, self-assessment, questionnaires, critical incident technique)	Blanchard, Thacker & Anand Ram, Chapter 4
9	Output of Training Need Analysis	Blanchard, Thacker & Anand Ram, Chapter 4
Assignment: Choose a company of your choice; read the companies vision and mission statements. Look at the statements that portray the importance of training and development and conduct an organizational need analysis		
<b>Module III: Training Design</b>		
This module will explain the meaning and significance of training design and identify the factors to be taken into account for designing a programme. It will also help in understanding the process of training design and the activities involved at each stage of designing training programmes.		
10	Training Design : Important Considerations while Designing Training Programme	Blanchard, Thacker & Anand Ram, Chapter 5
11	Constraints in the Design – Organizational/Environmental Constraints; Budgeting for Training	
12	Developing Objectives of the training programme and design	
13	Design Theories – Elaboration Theory and Gagne’-Briggs Theory	
14	Outcomes of Training Design	
<b>Module IV: Training Methods</b>		
The focus of this module is analyzing the strengths and weaknesses of different methods and provides recommendations for effective methods. It will also help in identifying the various methods appropriate in different organizations depending on the nature of work.		
15	Traditional Training Methods (On-the-job Training – Scope and Effectiveness)	Blanchard, Thacker & Anand Ram, Chapter 7
16	Traditional Training Methods (Lectures and Demonstrations: strengths and Limitations)	
17	Traditional Training Methods (Games & Simulations) ( <a href="http://www.delhimetrorail.com/Training-Institute/facilities.html">http://www.delhimetrorail.com/Training-Institute/facilities.html</a> & <a href="http://nasapeople.nasa.gov/Training/default.html">http://nasapeople.nasa.gov/Training/default.html</a> ) to study the various methods used by DMRC & NASA for training their employees)	
18	On the Job Training Methods (Job Instruction Technique, Apprenticeship, Coaching and Mentoring: Strengths and Limitations)	
19	Audio – Visual Enhancements to Training	
20	Computer-Based Training (Types of E-learning, significance and process)	
21	CBT Methods ( Programmed Instruction ,Blended Learning :	

Lecture	Topics to be discussed	Readings
	Strengths and Limitations)	
<b>Module V: Trainer's Skills and Styles</b>		
This module will help in understanding the factors that enhance the credibility of trainers, the importance of asking and answering questions in training. It will also bring out the usefulness of giving and receiving feedback in training.		
22	Competence of Trainers (Technical, business, interpersonal, intellectual -competencies)	G. Pandu Naik, Chapters 15
23	Trainers (Selection & Training of trainers)	G. Pandu Naik, Chapters 15
24	Training Styles – Giley's Model of Trainer's Styles	B. Janakiram, Chapter8
<b>Module VI: Development and Implementation of Training</b>		
This module discusses different learning aids, analyse the costs and benefits of learning aids and its characteristics. It will also help master the skills for choosing appropriate learning aids and identify the key factors to be taken into account for choosing learning aids.		
25	Development of Training (Choosing Instructional Methods, Instructional Strategy, Materials and Equipments)	Blanchard, Thacker & Anand Ram, Chapter 8
26	Implementation of Training	
27	Transfer of Training	
<b>Module VII: Evaluation of Training</b>		
This module discusses the pros and cons of evaluation and indicates on which issue to on the issue. It will also explain the importance, process and outcomes of evaluation. It will be beneficial to conduct a cost-benefit analysis for a training program.		
28	Introduction of Training Evaluation: Donald Kirkpatrick's Evaluation Model	B.Janakiram, Chapter 10
29	Measuring Training Effectiveness - Data Collection methods and designs for Evaluation	Blanchard, Thacker & Anand Ram, Chapter 9
30	ROI of Training Programs	
<b>Module VIII: Employee and Management Development</b>		
This module will explain the reasons why employee development is important in today's environment and what are the steps and process for setting up an employee development plan. This module will also explain the general competencies and characteristics of an effective manager.		
31	Nature of Management Development  (Additional Reading: Developing the Talent You Have: Strategies for Training and Development , Harvard Business Press Chapters)	Blanchard, Thacker & Anand Ram, Chapter 11; Raymond A. Noe, & Amitabh Deo Kodwani, Chapter 11
32	Identifying management development needs  (Additional article Reading: Winning the race for talent in emerging markets, Harvard Business Review)	
33	Management Development Techniques  (Additional article Reading: Workplace Loyalties Change, but the Value of Mentoring Doesn't available at Knowledge @Wharton)	
34	Project Presentation	
35	Project Presentation	

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
36	Guest Lecture by a person from Industry	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Cross Culture Management**

**Course Code: HRM 661**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Cross cultural management is a concept of finding out how to assess the impact of culture-whether national or organizational or institutional on the performance of the firm. The ability to manage cross- cultural interactions, multinational teams, and global alliances has become fundamental to managing in today's globalised world. Managing diverse workforce competently is considered by some people as a means of gaining competitive advantage over other firms. Culture can be defined as a patterned way of thinking, feeling and reacting that exists within a group whether it is a profession or a society. The tangible aspects of culture are food, dress, music, dance etc while the intangible aspects include beliefs, norms, values etc. At the institutional level the size of the organisation, the type of industry, corporate culture, and function play an important role.

Managing effectively across national and cultural boundaries is critical to the success of today's organizations, given the global environment of business and increasing diversity of workforces. A keen awareness and a high degree of cross-cultural competence in management are therefore keys to the career success for both present and aspiring managers/professionals. This course of study represents an opportunity to enter into, contribute to, and learn about a new culture across the world. It provides an opportunity to learn new ways of thinking about the management of people and processes in organisations;

about working with and through people across a range of national and international boundaries in business and management contexts.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To increase students' awareness of the complexity associated with managing human resources in a global context and how cultural differences impact management of people in MNC's.(sub-goal: 1.2, 1.4 and 3.1)
2. To promote awareness, understanding and collaboration in a culturally dynamic world.(sub-goal: 1.2, 3.3 and 4.1)
3. To develop, share and disseminate knowledge in the field of Cross-cultural Management, with special reference to International Human resource management.(sub-goal: 1.2, 4.1 and 4.2)
4. To apply the influence of national culture on organisational culture in association with recruitment and selection, training and development, performance appraisal, strategy implementation, motivation and leadership, ethics and CSR.(sub-goal: 1.2, 1.5, 2.1, 3.1 and 4.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, simulation game and projects/assignments on specific companies. The course structure is experiential, combining class discussion, assigned readings, and real life examples for an overall understanding.

### **Course Strategy and Requirements:**

The course strategy would be to comprehend the range of structural and behavioural dimensions required to manage across cultures. It will help identify some of the factors that influence how decisions are made in cross-cultural management contexts. Also, to critically assess some of the ethical issues inherent in cross-cultural and international management decision-making against a background of 'globalization' and 'culture shift'. Moreover the course structure identify and analyze how disputes and conflicts arise, and how they might be resolved in cross-cultural management contexts.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the

session, immediately ask questions in the class (if time permits), or after the class (preferably same day).

- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the case let and try to find out the learning points pertaining to the specific topic. Incorporate a process approach into Cross Cultural context.
- (iv) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (v) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Projects, case studies and assignments will evaluate the conceptual clarity of each student most frequently. End-Term Test and Continuous Assessment Test (CAT) will assess all the learning as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>			
	1	2	3	4
CAT(30 marks)	✓	✓	✓	✓
Assignments/Case Study/Project (20 Marks)	✓	✓	✓	✓
End-Term Examination (50 Marks)	✓	✓	✓	✓

\* For details of 1, 2, 3 and 4 learning goals and objectives, kindly see above of this course outline.

### ***Case Study***

It helps the students to understand the course content by giving real life examples with problems faced by organizations, and the students would analyze these cases critically and apply knowledge in solving these problems.

#### ***Assignment - Expatriate Manager Interview***

Interview a business person who has worked outside his/her country of origin. The purpose of the assignment is to help you understand the difficulties and advantages of working abroad. You may use the following guidelines:

- What is the country of origin and what are the differences in culture between the country of origin and the country where the person had an international assignment?
- What experiences/issues did the interviewee identify as most challenging, which most satisfying, and which most puzzling?
- What advice would the interviewee give to others who are facing an international assignment to ensure success?

Using the information above, prepare a project report in the form of PPT presentation and submit a hard copy of the slides as well as the soft copy.

#### ***Project - Expat Training (Group Project Presentation)***

Groups of about 5-6 students will work together. Each group should assume that they are a team of consultants working for an Indian firm to provide information on expatriate training for international assignments. Each group should prepare a training package that would be used to provide expatriates with a foundation for living and working in the country. Students should draw on available library research (and include proper citation and references) and may also supplement with interviews with managers who have lived or worked in this country. The report should include:

**A cultural analysis:** The cultural roots of a country are reflected in the arts, literature, and mass media of that society. Select one form of art, literature, or mass media to understand the culture of that country. Describe specific examples of this aspect of the culture. Then identify the underlying beliefs and values reflected in these aspects of the culture. Discuss the similarities and differences between Indian culture and the country you choose. Do not focus only on history or geography, but on cultural beliefs, values, and norms. To make a description of the current practices that Indian firms use to train professionals for assignments in the country of choice of the student. Students can use library research, supplemented with interviews.

#### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts. This will also evaluate the understanding of the students' conceptual clarity and

learning skills. The questions will include high order thinking and case based application of theoretical concepts.

### ***End-Term Examination***

End-Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Management: Culture, Strategy and Behaviour	R M Hodgets (2013), TMH Publication
<b>SUPPLEMENTARY READINGS</b>	
International Management: Managing across borders and cultures	H Deresky (2011), 7 <sup>th</sup> edition, Pearson Education
Cross Cultural Management	Price and Browaeys (2010), 1 <sup>st</sup> edition, Pearson Education
Cross Cultural Management	Shobhna Madhavan (2011), 1 <sup>st</sup> edition, Oxford University Press
International Human Resource Management	K Ashwathappa (2012), Tata Mc Graw Hill
International HRM: A Cross-Cultural Approach	Terence Jackson (2002), SAGE Publication

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Cross –Culture</i></b>		
Cultural values and beliefs are an integral part of any employee working in an organisation, therefore, it is very important to understand the basic concept of culture, and to differentiate between organisational, national and professional culture. It is necessary to understand the similarities and differences found in different cultural settings of MNCs operating from various geographical locations.		
1	Culture- Meaning and dimensions of Culture; nature of culture	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
2	Hofstede’ s cultural dimensions; Power Distance	Hodgetts ch-4,5 &6 Deresky Ch-1&3



Session	Topics to be discussed	Readings
	Uncertainty Avoidance	Broeways, Chapter 6
3	Hofstede' s cultural dimensions; Individualism  Masculinity  Long Term Orientation	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
4	Trompenaars Cultural Dimensions; Universalism Vs Particularism  Individualism Vs Communitarianism  Neutral Vs Emotional  Specific Vs Diffuse	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
5	Trompenaars Cultural Dimensions; Achievement Vs Ascription  Time  Environment	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
6	Managing Across Cultures; Cross Cultural Differences and Similarities	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
7	Cultural Differences in Selected Countries and regions Doing Business in China Doing Business in Russia Doing Business in India Doing Business in France Doing Business in Arab Countries	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
8	Organisational Culture and Diversity; Nature of Organisational Culture- definitions and characteristics	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
9	Organisational Culture in MNCs	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
10	Managing multiculturalism and diversity	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
Assignment Brief as discussed at the beginning		
<p><b>Module II: International Assignments and Expatriate Management</b></p> <p>This module talks about those employees working as Home country nationals, Parent country nationals and Third country nationals, the policies regarding their compensation, performance appraisals, training and development and so on and so forth. Also how they can be trained effectively, and challenges faced by them in International scenario.</p>		
11	HRM in Globalised world; factors influencing IHRM	Deresky ch-9 Madhavan ch-9, Dowling ch 1



Session	Topics to be discussed	Readings
12	Staffing policies- approaches to IHRM; Selection criteria and procedure for International assignment	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
13	Influence of culture on Compensation packages	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
14	Guidelines for Training in across cultures Women as international Managers.	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
15	IHRM and managing diverse Cultural workforce; Reasons for using Expats, Factors influencing the success of foreign assignment	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
16	Reasons for declining foreign assignment Challenges faced by Expats, Expat failure Repatriation	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
17	Case Study- Development of a Multi Nations Personnel Selection System- adapted from HBS Premier Case collection	
<b>Module III: Managing Global Teams</b>		
It is difficult to manage global teams with its members located in different geographical locations, hence this module throws light as to how effective teams can be formed, and how the challenges faced by them be resolved in an efficient manner.		
18	Global Business Teams-meaning, purpose and diversity.	Madhavan Ch-8 and 10, Deresky, 10
19	Impact of culture on group development	Madhavan Ch-8 and 10, Deresky, 10
20	Team strategies and the influence of culture.	Madhavan Ch-8 and 10, Deresky, 10
21	Challenges faced by global teams; Global Manager Developing competencies for global managers	Madhavan Ch-8 and 10, Deresky, 10
22	Case Study-Estonia: A cultural Note adapted from HBS Premier Case Collection	
<b>Module IV: Social Responsibility and Ethics across Cultures</b>		
The Corporate Social responsibility norms and the basic definition of Ethics differ across cultures, therefore it is necessary for the international managers to understand these differences and take necessary actions. The module helps to understand ethics and CSR across various nations.		
23	The social responsibility of MNC's Ethics in Global Management Ethics Across Cultures	Hodgets Chapter-3 Deresky Chapter-2
24	Ethics and Social responsibility in India, Japan, Europe and China	Hodgets Chapter-3 Deresky Chapter-2
Project: Brief given to students as described earlier in the course outline		
<b>Module V: Cross Cultural Communication and Negotiation</b>		
The communication styles, verbal and non-verbal cues are found to be influenced by local culture; hence the module focuses on managing cross cultural communication. Also it talks about the negotiation process and cultural differences affecting negotiation.		

Session	Topics to be discussed	Readings
25	Cross Culture Communication and Negotiation The overall communication Process; Verbal Communication Styles; Interpretation of Communication	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7
26	Communication Flows Communication barriers	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7
27	Achieving communication effectiveness Improving feedback system Provide Language training Provide cultural training Increase flexibility and cooperation	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
28	Negotiation process; Cultural differences affecting negotiation;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
29	Negotiation styles in different countries; Negotiation strategies across cultures;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
Extra Reading of Article “Influences on HRM Practices in MNCs” by Philip M. Rosenzweig and Nitin Nohria adapted from Harvard Business School		
<p><b>Module VI: Motivating and Leading in International Context</b></p> <p>It becomes a major challenge for International organisations to motivate and lead the workforce with cultural diversity. The diverse workforce motivational forces are very different across nations and this module helps to face these challenges.</p>		
30	Motivation Across cultures; Nature of motivation The hierarchy of needs Theory	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
31	The two factor theory of motivation Achievement motivation theory	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
32	Select process theories Equity Theory Goal setting theory Expectancy Theory Motivation applied: Job design, work centrality, and Rewards	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
33	Leadership across cultures: Foundation of Leadership- Theory X, Y and Z Leadership behaviors and styles	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
34	Leadership in International Context: Attitude of European managers Japanese leadership approaches	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
35	Difference/Similarities between Japanese and US Leadership styles Leadership in China and Middle East Leadership approached in developing countries	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6

Session	Topics to be discussed	Readings
36	Case Study- Lenovo-IBM: Bridging Cultures, languages and time-zones, case study adapted from HBS Premier Case Collection	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Security Analysis and Portfolio Management**

**Course Code: FIN 663**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This course is about investing in securities. Investment is the current commitment of money or other resources in the expectation of reaping future benefits. Investment decisions are made in an environment where higher return is obtained only at the price of greater risk and in which it is rare to find assets that are so mispriced as to be obvious bargains. Different investors have different investment objectives and different risk-return preferences. There is, therefore, a need to have proper understanding of various securities and their features. One must understand the concept of diversification and investment portfolio, and be familiar with the relevant tools, techniques, and models so that he can analyse securities and manage investment portfolios.

Hence, Security Analysis and Portfolio Management course is of great importance to business students for their professional career as well as managing their own investments.  
SOB/MBA/2016-17/1.1.3/

This course is designed to introduce and discuss various concepts, tools and techniques related with security analysis and portfolio management and equip the students with a coherent framework of analysis that will enable them to create and manage investment portfolios. It focuses on both the aspects of investment i.e. ‘where to’ as well as ‘how to’.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To provide an in-depth appreciation and understanding of the issues, challenges and complexities an investor faces in deciding where to invest the investable money and how to invest it wisely to meet his / her investment objectives. [Sub-goal: 1.5]
- (ii) To introduce participants to tools, techniques and models that help in security analysis and managing portfolios. [Sub-goal: 3.3]
- (iii) To provide participants with the opportunity to work with these tools and apply them to solve real-life investment problems in dynamic local and global environment. [Sub-goal: 3.1, 3.3, 4.2]

### **Pedagogy:**

This course shall be organized through a mixture of lectures, class discussions, cases, exercises, and dealing with real life investment problems. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of various tools, techniques and models. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for analyzing securities and managing portfolios.

The course shall demand lot of rigour and active participation from the side of students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current investment scenario in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive

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dissonance. Security Analysis and Portfolio Management is no different. In this course, you will encounter with many new terms and phrases that investment analysts and fund managers use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of investment concepts for analysts and fund managers you should follow the following strategies:

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “Security Analysis and Portfolio Management”.
- d. Any difficulty in understanding investment concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying the course Security Analysis and Portfolio Management, try to relate the use and usefulness of various concepts, which you have learned from this course.
- f. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

## Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT(30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### *Quiz/ Case Studies/ Project Report Presentation*

Quiz is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply investment concepts and models in a decision-making setting to achieve various investment objectives. Through these components students will also develop their creative and innovative thinking by taking various decisions into consideration.

### *Continuous Assessment Test (CAT)*

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### *End Term Examination (ETE)*

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Security Analysis and Portfolio	Pandian, Punithavathy, Vikas Publishing House,

Management	New Delhi. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Fundamentals of Investments	Alexander, Sharpe and Bailey, PHI Learning, New Delhi. (2013)
Investments	Bodie, Kane, Marcus, and Mohanty, Tata McGraw Hill, New Delhi. (2013)
Investment Analysis and Portfolio Management	Chandra, Prasanna, Tata McGraw Hill, New Delhi. (2014)
Security Analysis and Portfolio Management	Singh, Preeti, Himalaya Publishing House, New Delhi. (2013)

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Introduction to Investment</b>		
Purpose of this module is to acquaint students with the basic understanding of investment and various investment alternatives. This module will also help students in learning about and calculating return and risk associated with investment.		
1	Concept of Investment, Investment Objectives	Text Book 2, Chapter 1
2	Investment Vs. Speculation, Type of Investors	Text Book 2, Chapter 1
3	Investment Process	Text Book 2, Chapter 1
4	Investment Alternatives: Government Securities, Debt Securities	Text Book 2, Chapter 2
5	Investment Alternatives: Equity Shares, Mutual Funds	Text Book 2, Chapter 2
6	Investment Alternatives: Money Market Securities, and Other Alternatives	Text Book 2, Chapter 2
7	Concept of Derivatives	Text Book 2, Chapter 15
8	Forwards and Futures	Text Book 2, Chapter 15
9	Options	Text Book 2, Chapter 15
10	Concept of Return and Risk, Components of Return	Text Book 2, Chapter 7
11	Components of Risk: Market Risk, Interest Rate Risk, Purchasing Power Risk	Text Book 2, Chapter 7
12	Business Risk and Financial Risk	Text Book 2, Chapter 7
13	Measurement of Return and Risk	Text Book 2, Chapter 7
14	<b>Case Study:</b> Is This the Right Stock? Ques: 1. Calculate the risk and return of each stock 2. Based on risk and return, analyse the stock.	Text Book 2, Chapter 7, Case-1
<b>Module II: Investment in Fixed Income Securities</b>		
The purpose of this module is to acquaint students with various concepts related with investment in fixed income securities and help them construct and manage portfolios of fixed income securities.		
15	Bond Prices and Yields, Bond Theories	Text Book 2, Chapter 8
16	Term Structure of Interest Rates	Text Book 2, Chapter 8
17	Managing Bond Portfolios- Contd.	Text Book 2, Chapter 8
18	Managing Bond Portfolios	Text Book 2, Chapter 8
<b>Module III: Security Analysis</b>		
The purpose of this module is to help students understand and apply various tools and techniques of security		



Session	Topics to be discussed	Readings
analysis.		
19	Introduction to Security Analysis, Fundamental Analysis- Economic Analysis	Text Book 2, Chapter 10
20	Fundamental Analysis- Industry Analysis and Company Analysis	Text Book 2, Chapter 10
21	<b>Case Study:</b> Fundamental Analysis in Emerging Markets: Autoweb Holdings Ques: 1. Estimate the intrinsic value of Autoweb Holdings according to its fundamentals.	Harvard Case Study
22	Introduction to Technical Analysis, Dow Theory	Text Book 1, Chapter 15
23	Technical Analysis- Market Analysis	Text Book 1, Chapter 15
24	Technical Analysis- Individual Security Analysis	Text Book 1, Chapter 15
25	Technical Analysis- Individual Security Analysis	Text Book 1, Chapter 15
26	Efficient Market Hypothesis	Text Book 1, Chapter 16
<b>Module IV: Valuation of Securities</b> The purpose of this module is to acquaint students with various models and tools related with valuation of equity shares, preference shares and bonds.		
27	Valuation of Equity Shares- Contd.	Text Book 2, Chapter 9
28	Valuation of Equity Shares, Valuation of Preference Shares	Text Book 2, Chapter 9
29	Valuation of Bonds	Text Book 2, Chapter 8
<b>Module V: Portfolio Construction &amp; Management</b> The purpose of this module is to help students understand various models and theories related to construction of portfolios so that they can apply them and construct and evaluate portfolios.		
30	Markowitz's Risk-Return Optimisation Model- Contd.	Text Book 1, Chapter 17
31	Markowitz's Risk-Return Optimisation Model	Text Book 1, Chapter 17
32	Sharpe's Single Index Model- Contd.	Text Book 1, Chapter 18
33	Sharpe's Single Index Model	Text Book 1, Chapter 18
34	Capital Asset Pricing Model	Text Book 1, Chapter 19
35	Arbitrage Pricing Theory, Portfolio Evaluation	Text Book 2, Chapter 20, 21
36	<b>Case Study:</b> Alex Sharpe's Portfolio Question: 1. Calculate the Sharpe's ratio 2. Should portfolio be revised?	Harvard Case Study
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Management of Financial Services**



**Course Code: FIN 662**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Every company in a way handles money but financial service industry makes money its business. It deals with the management, transfer and lending of money. It offers customers fiscal expertise. Financial services encompass several financial products and services that are delivered by various kinds of financial institutions. The intense competition in the financial service industry requires every provider of financial services to be more efficient and effective. To overcome such challenges, many new kinds of financial products and services have been developed with new delivery mechanism and above this new regulations governing this industry have also come into being. The course aims develop the understanding of the complex nature of financial services industry and also provide analytical framework of different range of services.

The *learning goals and objectives* of this course for students to pursue management education are:

To acquaint students with an overall understanding of the concept, emergence and development of financial services. [Sub-goal:1.5 and 3.1]

To make them aware of the legal and regulatory framework governing financial services and its implications.[Sub- goal: 2.2]

To equip students with an understanding of the mechanics, operations and procedures in performing the services. [Sub- goal: 3.1 and 3.3]

### **Pedagogy:**

This pedagogy will be a combination of class lectures, class discussions, cases, exercises, and dealing with real life investment problems. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of financial concepts, various tools, techniques and models. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for

analysing different financial services.

The course shall demand lot of effort and active participation from students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current financial scenarios in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing for dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

This course includes theoretical and applied components. The format will be predominantly lecture-oriented, supplemented by a set of case lets. It will also assist in applying the knowledge to an actual business situation so as to get the best and most. To get the conceptual clarity you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the case let and try to find out the learning points pertaining to the specific topic in “Financial Services”.
- d. Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- f. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

## Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### *Quiz/ Case Studies/ Project Report Presentation*

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply financial concepts and business models in a decision-making setting to achieve the objectives of the firm. Through these components students will also develop their creative and innovative thinking by taking critical decisions with reference to financial service sector.

### *Continuous Assessment Test*

This component of evaluation is to assess the performance of students after the completion of 18. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### *End Term Examination (ETE)*

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Financial Services	Goel, Sandeep, PHI Publication, New Delhi, First Edition. (2014)

<b>SUPPLEMENTARY READINGS</b>	
Financial Services and Markets	Pandian, P., Vikas Publication House, Second Edition. (2014)
Capital Markets: A Global Perspective	McInish, Thomas H, Blackwell Publishers, USA.
Financial Services	Khan, M.Y., Tata McGraw Hill, New Delhi, Sixth Edition. (2014)
Financial Services and Markets	Guruswamy, S., Thomson Learning, Chennai, 2004.
Merchant Banking	Machiraju, H.R., Wheeler Publishing, 2012.

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Emerging trends in Financial Services</b>		
The purpose of this module is to acquaint students with basic understanding of financial services, its functions, working, and role in an economy. The students will also come to know the significance of financial services for an economy.		
1	Nature, scope, and meaning of financial services	Text Book, Chapter 1
2	Significance of financial services in an economy	Text Book, Chapter 1 & 2
3	<b>Case Study:</b> Standard Bank-An African Tiger by Robert Grosse 1. Illustrate the case and worrying issues in your own words and prepare a case synopsis. 2. What would you suggest to Standard Bank to reduce its NPA's and to increase and maintain the effectiveness?	Harvard Case Study
<b>Module II: Merchant Banking and Issue Management</b>		
The purpose of this module is to acquaint students with the concept of merchant banking. Students will come to know the role of underwriters in issue management and computation of underwriter's liability also.		
4	Nature, Concept, and Meaning of merchant banking, who is merchant banker?	Khan, M. Y., Chapter 13 & 14
5	Growth, Evolution of Merchant Banking in India	Khan, M. Y., Chapter 13 & 14
6	Scope of Merchant Banking Services	Khan, M. Y., Chapter 13 & 14
7	Functions of Merchant Banks.	Khan, M. Y., Chapter 13 & 14
8	Management of Public Issues.	Khan, M. Y., Chapter 13 & 14
9	Role of Merchant Bankers in maintaining health and credibility of the Capital Market.	Khan, M. Y., Chapter 13 & 14
10	Role of underwriters in issue management and computation of underwriter's liability.	Khan, M. Y., Chapter 13 & 14
<b>Module III: Leasing &amp; Hire Purchase</b>		
The purpose of this module is to explain students the concept of leasing and hire purchase. Students will come to know the various types/schemes of leasing and hire purchase.		
11	Concept and types of leasing	Text Book, Chapter 7
12	Fixation of Lease Rentals with examples	Text Book, Chapter 7
13	Factors influencing Lease Vs Buy Decision.	Text Book, Chapter 7

Lecture	Topics to be discussed	Readings
14	Accounting treatment for Leasing.	Text Book, Chapter 7
15	Growth and Prospects of Leasing Industry in India.	Text Book, Chapter 7
16	Hire Purchase agreement- Types, difference between hire purchase and lease	Text Book, Chapter 7
<b>Module IV: Factoring &amp; Forfeiting</b>		
The purpose of this module is to explain students the conceptual difference, meaning and significance of factoring and forfeiting services.		
17	Concept of Factoring, Types of Factoring Players in Factoring. Factoring Mechanism.	Text Book, Chapter 8
18	Factoring in India. Cost and Benefit of Factoring. Issues involved in Factoring Business. Bill Discounting and Forfeiting	Text Book, Chapter 8
<b>Module V: Credit Rating</b>		
The purpose of this module is to explain students the concept and growing significance of credit rating		
19	Objectives of Credit Rating. Institutions engaged in Credit Rating.	Text Book, Chapter 11
20	Purpose and Procedure of Rating for Debentures, Fixed Deposits, and Short term Instruments.	Text Book, Chapter 11
21	Role of credit rating agencies like CRISIL and ICRA.	Text Book, Chapter 11
22	<b>Case Study: Crawford Development Co. and Southeast Bank of Texas</b> 1. How would you present the case in front of the class? 2. What motivated <u>Crawford Development Co. and Southeast Bank of Texas</u> to go for corporate restructuring?	Harvard Business Case
<b>Module VI: Mutual Funds</b>		
The purpose of this module is to explain students the concept and growing significance of mutual funds in India. Students will also understand the various investment strategies of mutual funds and their respective benefits to various investors.		
23	Concept, types functions of Mutual Fund,	Text Book, Chapter 6
24	SEBI regulation,	Text Book, Chapter 6
25	Investment strategies of Mutual Funds, Benefits for the investors,	Text Book, Chapter 6
26	Growth of Mutual Funds in India & NAV Computation,	Text Book, Chapter 6
27	Safety, Liquidity and Profitability of Mutual Funds	Text Book, Chapter 6
<b>Module VII: Venture Capital</b>		
The purpose of this module is to explain students the concept of venture capital. Why the concept of venture capital is becoming popular, and what is the role of venture capital in an economy is also explained.		
28	Concept and Characteristics of Venture Capital. Origin and Growth of Venture Capital	Text Book, Chapter 10
29	Difference between Venture Capital Financing and Conventional funding.	Text Book, Chapter 10
30	Venture Capital Schemes, Legal aspects, Agencies involved in providing Venture Capital, Finance Ministry Guidelines	Text Book, Chapter 10
31	Different stages of venture capital financing & Computation	Text Book, Chapter 10
<b>Module VIII: Banking</b>		
The purpose of this module is to explain students the concept of banking services. Students will be also explained the difference between the commercial credit and retail credit.		
32	Introduction to Banking Services	Text Book, Chapter 3

Lecture	Topics to be discussed	Readings
33	Commercial Credit, Retail Credit	Text Book, Chapter 3
34	Deposit & Fees-based Products	Text Book, Chapter 3
<b>Module IX: Insurance</b>		
The purpose of this module is to explain students the concept of insurance services. Students will also be described the difference between the life and non-life insurances.		
35	Life, Non Life & Other types of Insurance, Health Insurance, Group Insurance, Computation on the basis of Human Life Value Index	Text Book, Chapter 4
<b>Module X: Depository Services</b>		
The purpose of this module is to explain students the concept of depository services. Issues like the meaning and usefulness of Demat Account will also be explained with suitable examples.		
36	Introduction – DEMAT A/C – Need for Demat A/C – Rules governing of Demat A/C - Pan card requirement -	Handout
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Financial Institutions & Markets**

**Course Code: FIN 664**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Financial institutions provide financial services for its clients or members. One of the most important financial services provided by these institutions is acting as financial intermediaries. They are responsible for transferring funds from investors to companies in need of those funds. Financial institutions facilitate the flow of money through the economy. With globalization of economies across the world, the role of financial institutions has

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become increasing complex and the risks undertaken by these firms on behalf of clients has become less transparent and more difficult to comprehend. It is no surprise that most recent talk has been around the extent to which government regulations are necessary. To do so, savings are brought to provide funds for loans. This course provides students a basic understanding of the institutions and markets.

This course provides a deep understanding of various financial institutions and markets in India. While there is significant focus on the functioning of the Indian financial system, students will also develop a sound understanding of various concepts, tools and techniques that apply to financial institutions and markets anywhere in the world. A discussion of structure, working and organisation of the Indian financial institutions as well as latest trends and happenings in the context of not only India but globalised financial markets will be a part of the course.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To apply concepts relevant to financial markets and financial institutions, such as the flow of funds, levels of interest rates and interest rate differentials, to current events or topical issues. [Sub-goal: 1.4 and 2.2]
2. To evaluate empirical evidence of market performance, and contrast it with theories of market performance. [Sub-goal: 2.1, 2.2, and 4.1]
3. To determine and analyze the appropriate measures of risk and return for various financial instruments and understand the mechanics and regulation of financial intermediaries and securities exchanges. [Sub-goal: 3.1, 3.2, 4.1, 4.2]

### **Pedagogy:**

This pedagogy will be a combination of class lectures, class discussions, cases, exercises, and dealing with real life investment problems. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of various tools, techniques and models. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for analysing securities and managing portfolios.

The course shall demand lot of effort and active participation from students. Students are not  
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only expected to read the suggested texts and references, but also to be fully aware of the current investment scenario in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing for dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. Economics is no different. Supply, demand, elasticity, consumer surplus, deadweight loss – these terms are part of the economist’s language. In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Capital and Money Market”.
- (iv) Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various economic concepts, which you have learned from this course.



(vi) Thus, class participation is very much useful for better understanding of the concept.

This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

(vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Khan, M.Y. Indian Financial System	Tata McGraw Hill, Delhi. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Avdhani: Investment and securities Markets in India	Himalaya publications, Delhi. (2014)
Bhole, M.K Financial Markets and Institutions	Tata McGraw Hill, Delhi. (2014)
Ghosh, D : Banking Policy in India	Allied Publications, New Delhi. (2014)
Varshney, P.N.: Indian Financial System	Sultan Chand & Sons, New Delhi. (2013)
Giddy, J.H: Global Financial Markets	ALTBS Publishing House, New Delhi. (2012)

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Financial markets</i></b>		
The purpose of this module is to acquaint students with basic understanding of financial markets, its functions, working, and role in an economy. The students will also come to know about the constituents of an economy.		
1	Nature of Financial system	Text Book, Chapters 1 & 2; Petersen, Lewis, & Jain, Chapters 1 & 2
2	Role of Financial System in an economy	Chapter 1, Machiraju
3	Financial system and economic development; Indian financial system	Chapter 1, Machiraju
4	An overview about Indian Financial System	Chapter 1, Machiraju
5	An introduction, nature and role of money market	Chapter 1, Machiraju
6	Constituents of money markets and its various instruments	Chapter 1, Machiraju
7	Recent trends in money market	Chapter 1, Machiraju
8	Working of money market instruments in India	Chapter 1, Machiraju
9	An introduction to capital market	Chapter 1, Machiraju
10	Constituents of capital markets and its various instruments	Chapter 1, Machiraju

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
11	Recent trends in capital market	Chapter 1, Machiraju
12	Money market Vs Capital market	Chapter 1, Machiraju
13	Role of RBI in money market	Chapter 1, Machiraju
14	Role of SEBI in Capital market	Chapter 1, Machiraju
15	Organisation management and functions of SEBI	Chapter 1, Machiraju
<b>Module 2: Reserve Bank of India &amp; Commercial Banks</b>		
16	Credit creation and credit control: Concept and Techniques;	Chapter 2 and 4, Machiraju
17	An overview of Indian monetary policy;	Chapter 2 and 4, Machiraju
18	Meaning, functions, managements and investment policies of commercial banks;	Chapter 2 and 4, Machiraju
<b>Module 3: All India and State Level Development Banks</b>		
19	Present structure; e banking and e trading; emerging trends in commercial banks	Chapter 5, 8, 9 , Machiraju
20	An introduction to All India and State Level Development Banks: Concept objectives, and functions of development banks;	Chapter 5, 8, 9 , Machiraju
21	Operational and promotional activities of development banks; IFCI, ICICI, IDBI,IRBI,SIDBI;	Chapter 5, 8, 9 , Machiraju
22	Objectives, functions and role of state level development banks;	Chapter 5, 8, 9 , Machiraju
23	Role of state level development banks in industrial finance;	Chapter 5, 8, 9 , Machiraju
24	Objectives and role; Investment practices of LIC and GIC investment policies of non-banking financial institutions in India;	Chapter 5, 8, 9 , Machiraju
<b>Module 4: Insurance Sector, UTI, and Non-Banking Financial institutions</b>		
25	Insurance Regulatory and Development Authority-role and functions;	Chapter 7,8,9, Machiraju
26	Objectives, functions and various schemes of UTI;	Chapter 7,8,9, Machiraju
27	Concept and role of non-banking financial institutions; Sources of finance;	Chapter 7,8,9, Machiraju
28	Functions of non-banking financial institutions;	Chapter 7,8,9, Machiraju
29	Role of UTI in industrial finance;	Chapter 7,8,9, Machiraju
30	The concept of mutual funds	Chapter 7,8,9, Machiraju
<b>Module 5: Mutual Funds and Merchant Banking</b>		
31	Regulation of mutual funds (with special reference to SEBI guidelines)	Chapter 9, 10, 11, Machiraju
32	Performance evaluation of mutual funds	Chapter 9, 10, 11, Machiraju
33	Designing and marketing of mutual funds schemes;	Chapter 9, 10, 11, Machiraju
34	Latest mutual fund schemes in India- an overview;	Chapter 9, 10, 11, Machiraju

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
35	Future of merchant banking of India;	Chapter 9, 10, 11, Machiraju
36	Case Study: Banking in India: Present, Past & Future  <b>Questions:</b> 1. What is the central issue in the case? 2. What future you predict for public sector banking in India? 3. Is Indian banking industry in on crossroads and requires revivals?	Chapter 11, Machiraju
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Financial Management for International business**

**Course Code: FIN 661**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

International financial management also known as international finance is a popular concept which means management of finance in an international business environment, it implies, doing of trade and making money through the exchange of currency. The international financial activities help the organizations to connect with international dealings with overseas business partners- customers, suppliers, lenders etc. It is also used by government organization and non-profit institutions. International financial management deals with the financial decisions taken in the area of international business. The growth in international

business is, first of all, evident in the form of highly inflated size of international trade. In the immediate post-war years, the general agreement on the Trade and Tariffs was set up in order to boost trade. It axed the trade barriers significantly over the years, as a result of which international trade grew manifold. Naturally, the financial involvement of the trader's exporters and importers and the quantum of the cross country transactions surged significantly. All this required proper management of international flow of funds for which the study of International Financial Management came to be indispensable.

Not unexpectedly, the second half of the twentieth century witnessed the emergence, and fast expansion, of multinational corporations. Normally, with the growth of international trade, the products of the exporter become mature in the importing countries. When the product becomes mature in the importing countries, the exporter starts manufacturing the product there so as to evade tariff and to supply it at the least cost. Thus it would not be wrong to say that the emergence of the multinational companies was the by-product of the expansion in world trade. There were some countries in the developing world too which were liberal in hosting the multinational companies. They imported technology on a big scale and built up their own manufacturing base. As a result, their own companies went international. Thus multinational company's emergent not only in developed countries but also in the developing world and because of their operation the cross country flow of funds increased substantially. The two way flow of funds, outward in the form of investment and inward in the form of repatriation divided, royalty, technical service fees, etc., required proper management and so the study of International Finance Management become a real necessity.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and techniques of international finance and their applications to managerial decision-making to sustain the business in long-run. . [Sub Goal 1.1,1.3]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analysing alternatives properly, and making the best choices to maximize profit, market share, managerial interests, national interests, social and

environmental benefits. [Sub Goal 2.1,2.3]

- (iii)The purpose of this course is to provide an overview of global financial markets and the Finance function in a multinational setting. We will also examine the nature of exposure and risks associated with international finance and, in passing, touch upon the accounting aspects of foreign currency transactions. . [Sub Goal 3.1,3.3]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each economic theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. Economics is no different. Supply, demand, elasticity, consumer surplus, deadweight loss – these terms are part of the economist’s language. In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).

- b. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic.
- d. Any difficulty in understanding subject specific concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various Subject related concepts, which you have learned from this course.
- f. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√



\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Financial Management,	P.G.Apte, McGraw Hill. (2013)
<b>SUPPLEMENTARY READINGS</b>	
International Finance	Levi, Maurice, International Finance, New York, McGraw Hill Inc. (2014)
Multinational Business Finance	Eiteman, David K., Arthur Stonehill and Michael H. Moffett, Reading mass., Addison – Wesley Publishing company. (2014)
Multinational Financial Management	Shapiro, Allen C., New Delhi, Prentice Hall. (2013) India
International Financial Management	Seth A.K., Galgotia Publishing

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module 1: Introduction to International Financial Management:</i></b>		
The purpose of this module is to acquaint students with basic concepts of International Financial Management.		
1	International financial management ,an introduction	Text book, chapters 1-2



Lecture	Topics to be discussed	Readings
2	Goals of MNC, Conflicts, issues, constraints in MNCs, objectives/operations	Text Book, Chapters 1-2
3	Theories of international trade	Text Book, ;Chapter 3
4	International monetary systems ,Gold standard: history, Price specie flow mechanism	Textbook, Chapter 3
5	Quantity Theory of Money, Fiat Money ,Reasons for failure of Gold Standard	Text Book, Chapter, 3
6	Bretton woods system: operational framework	Textbook, Chapter 4
7	Introduction to IMF ,Evaluation Smithsonian agreement and Jamaica Agreement ,Failure of Bretton Woods System	Text Book, chapter 5
8	European monetary system introduction and comparison with Bretton woods	Text book, chapter 6
9	Euro Currencies and Markets : Introduction	Text Book, chapter 6
10	Evolution of Euro Markets	Text Book, chapter 7
11	Determination of foreign exchange rates sterilisation ,comparison of flexible and fixed exchange rate system	Text book, chapter 8
12	Factors determining demand and supply Central Bank Intervention, Clean and Dirty Float	Text Book, chapter 8
13	Foreign exchange markets participants, operation, term	Text book, chapter 9
14	Spot and Forward markets FEDAI Rules ,Option Forwards, Swap Points	Text Book, chapter9
15	Parity relationship and forwards ,absolute and relative purchasing power parity	Text book, chapter10
16	Interest Rate Parity and linkages with the ,Forward markets Calculation of forward rate, Problems and Numerical	Text Book, chapter11
17.	Case study: Global Equity markets :The case of royal Dutch and shell ,Kenneth A froot and Andre Perold Question: 1. Prepare the case synopsis 2. What would you suggest to Royal Dutch and shell in respect of exchange rate exposure to get the maximum benefit of equity market?	Harvard Business Case
<b>Module 2: Capital Budgeting:</b>		
The purpose of this module is to acquaint students with concepts of International Capital budgeting. It helps the students learn the various techniques of measuring cost of capital.		
17	Cross border listing ,capital structure for subsidiary and MNC	Text book, chapter11


<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
18	International capital ,Budgeting ,Capital budgeting Subsidiary vs. Parent : cash flow and discount rate	Text book, chapter11
19	Transfer pricing objective concept of control ,methods of calculating transfer price	Text book, chapter12
20	Transaction exposure, nature of exposures faced by mncs ,definition of transaction exposure	Text book, chapter13
21	WACC and APV, Lessard's APV Model Case on capital budgeting with APV application	Text Book, chapter13
22	Cost of capital, CAPM & capital ,Structure for mncs WACC & value of the firm	Text book, chapter13
23	Cost of capital for MNCs, Conventional and International CAPM ,Beta and cost of equity for MNCs	Text Book, chapter14
24	FDI And Political/Country Risk Why FDI ,Causes of political and country risk ,Measurement of political and country risk	Text Book, chapter14
25	Case Study: International Carbon finance and Eco securities Andre F per old and Hyman Question: 1. Illustrate the case and worrying issues in your own words and prepare a case synopsis. 2. What would you suggest to International investors and traders to increase and maintain the effectiveness?	Harvard Business Case
<b>Module 3: Hedging:</b> The purpose of this module is to acquaint students with concepts of Exposure and Hedging. It helps the students learn the various techniques of measuring Exposure.		
26	Forward hedge ,money market hedge ,cost of hedging	Text book, chapter15
27	Hedging through Invoicing ,Hedging through Lead and Lag ,Exposure Netting	Text Book, chapter15
28	Hedging through Currency Forwards	Text book, chapter13
29	Hedging through Currency Futures	Text Book, chapter13
30	Hedging through Currency Options	Text book, chapter13
31	Hedging through Currency and Interest rate Swaps	Text book, chapter13
32	Case Study of Lufthansa Question: 1. Prepare the case synopsis. 2. How the different means of hedging can be used to hedge the risk of exchange rate in the given situations?	Text Book, chapter13

Lecture	Topics to be discussed	Readings
33	Translation exposure , meaning impact	Text book, chapter18
34	Economic exposure , meaning impact, Measuring economic and operating exposure	Text book, chapter19
35	Managing economic exposure	Text Book, chapter20
36	Limitations of managing economic/operating exposure	Text Book, chapter21
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### *Students' Interaction Time*

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

 <b>Galgotias University</b>	<b>COURSE ACTIVITIES</b>	<b>Year: 2014-15</b>
	<b>Syllabus</b>	<b>Trimester: V</b>

- 1 Name of the Faculty :
- 2 Subject/Course : Integrated Marketing Communication  
Course Code: MKT 675
- 3 Program : MBA 2014-16 (Year 2<sup>nd</sup> , Trimester V )

### **Course Topics: (Syllabus)**

<b>MKT 675</b>	<b>Integrated Marketing Communication</b>	L 3	T 0	P 0	C 3
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### **Course Background and Learning Objectives:**

This course examines the major tools and concepts which have been adopted by practitioners and academicians in the promotion and understanding of how to promote products to consumers. The global and Indian marketplace is characterized by fast changing and complex environments such as demographic diversity, globalization of the marketplace and technology mediated disruptions which are constantly challenging the ever changing process of communicating with consumers. New database/information technologies and the evolution of the Internet as a communication and distribution channels, have created increasingly innovative ways of reaching and communicating with consumers. Political and environmental influences on our society's consumption orientation, along with their ethical implications, will be discussed and integrated into classroom discussions. The course will be characterized by a special focus on the effects of marketing and communication to tech savvy and inaccessible populations such as online and rural consumers, accompanied by discussions of the ethical implications of such strategies. The course will also tap into the knowledge of and feelings about our personal experiences with marketing promotions, products, stores, advertising, salespeople, etc. The knowledge gained from this course combined with theoretical concepts and marketers' ideas about what works and what doesn't will lead to a well-rounded idea of how to reach the modern multicultural and ever evolving consumer.

The *learning goals and objectives* of this course for students pursuing management education are:

12. To acquaint students with basic concepts and techniques of marketing communication and its application to strategic marketing decision-making. [Sub-goal: 4.2]
13. To equip the students with knowledge about the nature, purpose and skill in the planning and execution of an effective Integrated Marketing Communications (IMC) program. [Sub-goal: 3.2 and 3.3 ]
14. To develop the ability in students to be able to plan and implement the strategic and tactical decisions of IMC [Sub-goal: 3.1; 3.2 and 3.3 ]
15. To equip students with strong strategic frameworks to make effective IMC decisions [Sub-goal: 3.1; 3.2 and 3.3 ]
16. To assist students to apply specific tools and approaches to common marketing communications challenges in local and global context [Sub-goals: 4.1; 4.2]

17. To assist students to develop creative ideas for effective marketing communication with ethical and value orientation[Sub-goal: 2.2;2.3 and 3.1]

### **Pedagogy:**

The following pedagogical tools shall be used for achieving the learning objectives in the subject. Case method will be employed to develop critical thinking and analytical abilities in the relevant areas of the subject. Students will be expected to apply strategic frameworks in decision making for which additional readings will be distributed prior to each session. Students will be expected to read and understand the theoretical concepts and tools from the prescribed textbook and prescribed readings. Appropriate project work and assignments will be prescribed related to better understanding of concepts and their real life applications. Industry practitioners would be invited to interact with the students through case discussions and presentations regarding contemporary practices and new developments in the subject area. Students will be evaluated continuously through quizzes and tests.

### **Course Strategy and Requirements:**

This course provides a solid foundation of key integrated marketing communication concepts. Students will be able to analyse successful corporate branding and image elements, examine effective strategies in advertising, and apply the concepts learned to construct an integrated marketing communication campaign...

- a. Students are expected to read and understand the key concepts before the start of each session. Students are encouraged to clarify their doubts regarding theoretical concepts during the class or the day with the instructor.
- b. Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
- c. The classroom would be a platform for discussion and testing of ideas, analyses and experiences. Lack of preparation could lead to expulsion of the student from the class.
- d. Students are expected to relate the concepts taught and discussed in the class with real life examples and strategies. Regular readings of business papers like the economic times would enable the same.

- e. Students are expected to relate the learning's from the IMC class to other courses especially Branding, B2B marketing, Marketing Management and Services Marketing.
- f. Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
- g. Regular assignments/projects would be assigned either individually or in groups. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>					
	1	2	3	4	5	6
Quiz (20 Marks)	√	√				
Participation in classroom discussions	√	√	√	√	√	√
Case study analysis and discussion	√	√	√	√	√	
Continuous Assessment test (30 Marks)	√	√	√	√		
End-Term Exam(50 Marks)	√	√	√	√	√	

\* For details of 1, 2, 3, 4, 5, 6 learning goals and objectives, kindly refer to the relevant section of the course outline.

#### ***Quiz***

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through multiple choice questions. There will be at least 3 quizzes wherein performance in the best 2 quizzes would be considered for final grade evaluation.

#### ***CAT***

Students will have to individually appear for a midterm tests consisting of 50 marks (30% weight-age) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

### ***End-Term Exam***

End-Term Exam would be an individual assessment of essay type and case based questions. Students will be assessed for their ability to conceptualize, understand and design actionable plans for communication process. They will be assessed for their abilities based on the overall learning goals and objectives of the subject. Questions in the test would be mostly analytical and situational with a strong application orientation.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Integrated Advertising, Promotion and Marketing Communication	Clow, K.E., & Baack, D. (2007), 6 <sup>th</sup> Edition. Pearson. 2014
<b>SUPPLEMENTARY READINGS</b>	
Advertising and Promotion-An Integrated Marketing Communications Perspective	Belch G.E., Belch, M. A., & Purani, K. (2013). (8th ed.). Tata McGraw Hill.
Influence—The Psychology of Persuasion	Robert B. Cialdini Revised Edition. New York: Collins Business. (2006)
Eating the Big Fish: How Challenger Brands Can Compete Against Brand Leaders,	Adam Morgan, Brilliance Corp;1 <sup>st</sup> edition ( 2014)
Advertising Management	Aaker, Batra & Myers, Prentice Hall; 5 edition (December 12, 1995)
Advertising Procedure	Kleppner, Prentice Hall; 18 edition (January 25, 2010)
Brand Positioning, Strategies for Competitive Advantages	Sengupta, Subroto, McGraw Hill Education (India) Private Limited; 2 edition (25 January 2005)
Ogilvy on Advertising	Ogilvy, David, London, Longman. (1983),
Analyzing Sales Promotion: Text and Cases	Totten, John C and Block, Martin P. Chicago Commerce Communication, (1987)

### **Course Outline (session-wise):**

SOB/MBA/2016-17/1.1.3/

Session	Topics to be discussed	Readings
<b>Module I: Introduction to IMC and the Communications process</b>		
The purpose of this module is to introduce the basic concepts of IMC and communications process , its linkage with the strategic marketing process, determination of communication objectives and budget setting		
1	Introduction to IMC and the Communications Process: Evolution of IMC and reasons for its growth, promotional tools for IMC, trends	Text Book, Chapters 1; pp-1-31; 37-43 ; Belch et al., Chapters 1 & 2; Case : Twitter Text book, chapter 1, pp; 21, CB
2	IMC Planning Process, Role of IMC in Marketing Process, IMC components	Text Book, Chapter 1; pp-32-37; Belch et al., Chapter 3 Case : Bose- High End sound reproduction, Text Book, chapter 4, pp; 121, CB
3	Corporate Image and Brand Management: Components of a corporate Image;	Text Book, Chapter 2; pp-50-55 <b>Class Discussion</b> What new trends are affecting marketing communication?
4	Promoting the Desired Image;	Text Book, Chapter 2; pp-56-60, CB <b>Class Discussion</b> How does a corporate image affect consumers and the company itself?
5	Branding: Developing a strong Brand Name, Steps to building brand equity, measuring brand equity; positioning; brand extension and flanker brands	Text Book, Chapter 2; pp-61-75, CB Case : Hanes: evaluation and brand loyalty, Handouts



Session	Topics to be discussed	Readings
6	Buyer Behaviours: Information search;	Text Book, Chapter 3; pp-82-90, CB <b>Discussion Question:</b> What trends are affecting the consumer buying environment?
7	Buyer Behaviours : Buying Environment;	Text Book, Chapter 3; pp-91-106, CB <b>Class Discussion:</b> Why is it difficult to understand consumers' behaviour?
8	Promotion Opportunity Analysis: Communication market analysis; Establishing marketing communication objectives	Text Book, Chapter 4; pp-116-122; CB <b>Class Discussion:</b> How can company overcome international differences when adapting to buying processes?
9	Types of Budgets; Budgeting Expenditures	Text Book, Chapter 4; pp-123-128; CB <b>Discussion Question:</b> How to control promotional expenses?
10	Preparing Promotional Strategies	Text Book, Chapter 4; pp-129-142, CB <b>Class Discussion:</b> Which promotional strategies are affective for Indian rural market?

Session	Topics to be discussed	Readings
<b>Module II: IMC Advertising tools-Advertising Management</b>		
11	Advertising and the IMC process; Choosing an advertising agency;	Text Book, Chapter 5; pp 152-165; CB  Class Discussion: When should a company employ an external ad agency rather than completing the in-house?
12	Advertising Management : Advertising Goals;	Text Book, Chapter 5; pp 169-171; CB  Case : Advertising Jeans to Teens , page 151, chapter 5, CB  <b>Class Discussion:</b> What are the primary goals of advertising?
13	Advertising Management: Advertising Budget;	Text Book, Chapter 5; pp 169-171; CB  Class Discussion: What are the key elements of advertising budget?
14	Advertising Management: Media selection; Creative Brief;	Text Book, Chapter 5; pp 173-175; CB  <b>Class Discussion:</b> How does a creative brief facilitate effective advertising?
15	Advertising Design: Theoretical frameworks ; Hierarchy of effects model; Means-end theory; leverage points; Verbal and Visual Images	Text Book, Chapter 6;pp: 186-211;CB  Case :Lighting up kindle,

Session	Topics to be discussed	Readings
		Text book, chapter 6, pp; 184, CB
16	Advertising Design; Types of advertising appeals	Text Book, Chapter 6;pp: 186-211; CB <b>Class Discussion:</b> What roles do visual and verbal image play in advertisement?
17	Advertising Design: Message Strategies – cognitive, affective, conative strategies	Text Book, Chapter 7; pp-218-226; CB <b>Class Discussion:</b> What are the main types of advertising appeal?
18	Advertising Design: Executional Frameworks;	Text Book, Chapter 7; pp-227-232; CB <b>Class Discussion:</b> What are the primary areas of concern in international advertising?
19	Advertising Design: Sources and Spokespersons;	Text Book, Chapter 7; pp-233-240; CB <b>Class Discussion:</b> Why do companies use celebrity for advertising?
20	Advertising Design: Advertising effectiveness	Text Book, Chapter 7; pp-241-243; Case :Bing Challenges Google’s search engine dominance, page 288, chapter 9, CB
21	Advertising Media Selection: Media Strategy;	Text Book, Chapter 8; pp-252-261; CB  <b>Class Discussion:</b> What types of executional frameworks help to deliver

Session	Topics to be discussed	Readings
		quality advertising messages?
22	Advertising Media Planning; Media Mix; Achieving Advertising objectives	Text Book, Chapter 8; pp-262-287; CB  Class Discussion: Which characteristics are most important when selecting a source?
<b>Module III: IMC Promotional Tools</b>		
23	Nature of Trade Promotions; Types of Trade Promotions;	Text Book, Chapter 9; pp-296-315, CB  Discussion Question: What difference exists between consumer promotion and trade promotion?
24	Objectives of Trade Promotions; Designing Trade Promotion	Text Book, Chapter 9; pp-316-321; CB  Class Discussion: How can various forms of consumer promotion help to pull consumer into stores and push product onto the shelves?
25	Consumer Promotions; Coupons, Premiums, Contests and Sweepstakes	Text Book, Chapter 10; pp: 328-339; CB  Class Discussion: How do different types of consumers respond to consumer promotions?
26	Consumer Promotions: Refunds and Rebates;	Text Book, Chapter 10; pp:

Session	Topics to be discussed	Readings
	Sampling; Bonus Packs; Price-Offs;	340-349; CB <b>Class Discussion:</b> What issues complicate international sales promotion program?
<b><i>Module IV: IMC Tools: Personal Selling, Database marketing, Customer Relationship Management, Public Relations, Sponsorship Programs</i></b>		
27	Personal Selling; Retail sales; B2B personal selling;	Text Book, Chapter 11; pp: 358-370, CB <b>Class Discussion:</b> What are the task involved in developing successful personal selling programs for consumers and businesses?
28	Database Marketing: Determining Objectives, Collecting Data, Building a data warehouse, Data Mining, Developing Marketing Programs; Evaluating Marketing Programs	Text Book, Chapter 11; pp 371-374, CB <b>Class Discussion:</b> What role does data base marketing play in creating and enhancing relationships with customers?
29	Direct Marketing: Mail, Catalogs, Mass Media, Alternative Media, The Internet, E-Mail;	Text Book, Chapter 11; pp 375-379; CB <b>Discussion Questions:</b> What are the advantages and disadvantages of various types of direct marketing?
30	Permission Marketing, Frequency Programs, CRM	Text Book, Chapter 11; pp: 379-382; CB

Session	Topics to be discussed	Readings
		<p><b>Class Discussion:</b> What is the relevance of Permission Marketing?</p>
31	Public Relations: Functions, Identifying stakeholders; Assessing corporate reputation; Auditing corporate social responsibility	<p>Text Book, Chapter 12; pp: 392-382, CB</p> <p><b>Class Discussion:</b> What relationship exists between public relations and the marketing activities performed by a company?</p>
32	Public Relations: Creating positive Image, Preventing Image damage,	<p>Text Book, Chapter 12; pp: 399-404, CB</p> <p>Class Discussion: What steps companies take to prevent or reduce image damage when negative events occur?</p>
33	Sponsorships and Event marketing	<p>Text Book, Chapter 12; pp: 406-414;CB</p> <p>Class Discussions: How can marketers tie sponsorship to public relations efforts to strengthen a customer base?</p>
<b>Module V: IMC Integration Tools:</b>		
34	Internet marketing; E-Commerce-components, security issues, incentives; IMC and the internet	<p>Text Book, Chapter 13; pp: 428-447; CB</p> <p><b>Class Discussion</b> How can company assure</p>

Session	Topics to be discussed	Readings
		consumers about security concern while purchasing online?
35	Evaluating and IMC Program: Matching methods with IMC Objectives, Message Evaluations	Text Book, Chapter 15; pp: 480-492; CB <b>Class Discussion:</b> How do marketing teams match evaluation methods with IMC?
36	Evaluation Criteria, Behavioural Evaluations, Evaluating the Overall IMC program	Text Book, Chapter 15; pp: 493-504, CB Class Discussion What criteria should be used to assess the overall IMC program?
Role Play topics and project will be given in the class		
End Term Exam		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

Twitter:

1. How do customers use Twitter as the part of shopping experience? How can companies take advantage of this trend?
2. Identify five examples of the use of Twitter in retail and a business-to –business marketing experience. Explain how this format can enhance an integrated marketing communication program.
3. Will Twitter remain a primary form of social media in the future? Defend your answer.

Bose high-end sound reproduction

1. Explain how the IMC planning process would apply to future marketing efforts for Bose wave products.

2. Identify the market segments that the Bose wave products continue to maintain.
3. Should Bose continue to compete based on high-price /high-quality positioning, or should it develop programs to reduce prices and entice a wider variety of shoppers.
4. What should be the primary marketing communications objectives for Bose.
5. What type of budget should be used for the Bose promotional program.
6. Which IMC component best match the target market, position objectives, and budget for Bose products.

#### HANES: Evaluation and brand loyalty

1. What IMC objectives are important for Kelsey?
2. What types of message evaluation techniques should Hanes and the advertising agency use when developing the next set of commercials for television and print (magazines)?
3. Are there online evaluation metrics that would be valuable efforts?
4. What types of respondent behaviour evaluations should Hanes and the advertising agency employ for the next setoff commercials?
5. Which consumer promotions should Hanes use? How should they be evaluated?
6. What long-term IMC criteria should be use to assess the Hanes men's underwear brand?

#### Advertising Jeans to Teens

1. What companies provide the primary for your jeans?
2. Which media will you select for the next campaign, given the information provided in the creative brief?
3. How do you plan to deliver the message theme in the advertising campaign
4. Describe your advertising program in detail?
5. What tagline will you choose for your advertisements?

#### Lighting up Kindle

1. As an advertising executive who is working with a creative, which advertising theory do you think best fits the release and subsequent advertising for Kindle ?.
2. What should be the leverage point in a commercial for Kindle ?
3. What type of advertising appeal, or sets of appeals, should be used in promoting Kindle.
4. What should be the headline of a Kindle ad? Why ?



5. Design a print ad promoting Kindle. Identify which appeal you used and explain why you chose it.?

### **Bing Challenges Google's Search Engine Dominance**

1. What tactics should Microsoft and Bing use to Gain market share?
2. As an advertiser, does Bing hold an advantage due to lower clutter on the site, or does Google's wider reach offset advantage?
3. Which site would facilitate a faster search engine optimization effort? Why?
4. Which site, Google or Bing, would be most useful to an international company? Why?
5. Design an advertisement for Bing that would appear in a magazine. Which magazine would you use for the ad? Why?

### ***Students' Interaction Time***

[Students can visit the faculty between 2.00 and 3.00 PM on Wednesdays and Fridays in his/her office.]

Recommended by the Board of Studies on:  
Date of Approval by the Academic Council:

**Course Name: Sales and Distribution Management**

**Course Code: MKT 661**

**Course Credit:3**

### **Course Background and Learning Objectives:**

Sales & distribution management, as a composite function of marketing, continues to play an important role in organizations in today's challenging business environment by focusing on the development of a sound sales and distribution strategy, the management of marketing channels, sales force management. Sales management is undergoing rapid changes due to changing orientation of companies from just product delivery to service based delivery

models. Today the marketer faces the challenge of formulating strategies and methods for improving the selling approach, which includes sales force downsizing, the application of information technology, the enhanced use of telemarketing, key account management, use of independent sales organizations and sales representatives, electronic data interchange, and cross-functional team selling. Thus software programs are now written exclusively for sales force management. Compensation planning and supervision techniques are changing as more and more knowledge workers are joining modern sales force. Employee loyalty along with customer loyalty is now treated as a key driver for business success. Sales force automation and sales force control have started delivering an efficiency-based environment forcing sales organizations to re-look at sales management more from a strategic viewpoint than a tactical orientation to generate sales. Distribution and logistics management is receiving tremendous attention from enterprises as potential areas for generating competitive advantage. With the arrival of large multinational retailers, such as Wal-Mart and Carrefour, the logistics function is on the verge of upheaval in India. Under such a dynamic environment this course prepares students for sales positions in business and industry.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To provide students an understanding of the concepts, attitudes, techniques and approaches required for effective managerial decision making in the areas of Sales and Distribution to sustain the business in long-run.
- (ii) To assist students in developing their creativity and innovative thinking to develop skills critical for generating, evaluating and selecting sales and distribution strategies and making the best choices to maximize profit, market share, managerial & national interests, and social benefits.
- (iii) To lay special emphasis on the practicing manager's problems and dilemmas in various situations for forward thinking through creativity.

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and videos), experience sharing, real life examples, case let discussion, and projects/assignments on specific companies. Each theory will be explained in such a way so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional SOB/MBA/2016-17/1.1.3/

readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

The course covers roles, skills of & management tools for sales managers, personal selling & process, knowledge of commercial terms and conditions, distribution channels and different kinds, logistics, relations of sales management and distribution. The course gives an overview of sales & distribution management, including how customer relationship management can be done by applying sales force automation, what uniform methods and procedures should be developed for sales force control, why channel information system has become so crucial in integrating the activities of the distribution channel. Course discusses the theories, methods, and instruments of sales force motivation, process of designing channels, management of wholesalers and franchisees and supply chain management. Of course, just as you cannot become a professional sales & distribution manager overnight, to get the conceptual clarity and to think the application of sales & distribution concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to find solutions on your own. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Sales & Distribution Mgmt”.
- (iv) Any difficulty in understanding concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Marketing & Business Strategy, try to relate the use and usefulness of various concepts, which you have learned from this course.

- (vi) Class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quiz, Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz, Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT(30 Marks)	√	√	√
Semester End Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

Quiz, Case studies discussion and project report presentation will be considered as the components of evaluation to assess students' individual & performance in a group. Through case studies and project report presentation students are expected to apply tools studied in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical sales decisions into consideration.

#### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are both theory and real situation based.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Sales and Distribution Management	Panda & Sahadev, Oxford, Second Edition, 2012.
<b>SUPPLEMENTARY READINGS</b>	
Sales and Distribution Management, Text and Cases	Havaldar & Cavale, TMH, Second Edition, 2011.
Sales Management	Pradip K Mallik, Oxford University Press, First edition, 2011

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Sales Management</i></b>		
The purpose of this module is to acquaint students with basic concepts of the sales management.		
1	An introduction to sales management, evolution, nature and role of sales mgmt.	Text Book, Chapter 1 Class Discussion: What are the emerging sales management trends and how are they affecting the role of a sales person?
2	Importance of sales mgmt., types of personal selling, types of selling	Text Book, Chapter 1 Class Discussion: What are the top ten qualities of a sales person?
3	Difference between sales & marketing, role of sales mgmt in mktg., Sales process, Emerging trends in sales mgmt.	Text Book, Chapter 1 Class discussion: What is the difference between selling & marketing?
4	Selling skills – Communication skills	Text Book, Chapter 2 Visit the link: <a href="http://www.youtube.com/watch?v=-puI4Qxd-A">www.youtube.com/watch?v=-puI4Qxd-A</a>

Lecture	Topics to be discussed	Readings
		<a href="http://www.youtube.com/watch?v=fXjmlvVEoXE">www.youtube.com/watch?v=fXjmlvVEoXE</a> Class Discussion: What is the importance of communications in a sales profile?
5	Selling skills – Listening, Conflict skills	Text Book, Chapter 2 Visit the Link: <a href="http://www.youtube.com/watch?v=DpxteBi1K58">www.youtube.com/watch?v=DpxteBi1K58</a> Class Discussion: Why is listening considered as an important skill in selling?
6	Selling skills – Negotiation, problem solving skills	Text Book, Chapter 2 Class Discussion: What is the difference between negotiation & bargaining?
7	Selling skills	Text Book, Chapter 2, Case Study Discussion- MRF Tyres Text Book, Chapter 2, p97
<b>Module II: Sales Management for effectiveness</b> The purpose of this module is to acquaint students with understanding of various roads to effectiveness.		
8	The selling process first four stages	Text Book, Chapter 3 Visit the Link: <a href="http://www.explania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk">http://www.explania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk</a> Class Discussion; What are the ways of effectively opening a sales talk?
9	The selling process last four stages	Text Book, Chapter 3 Visit the Links: <a href="http://www.explania.com/en/channels/work/detail/how-to-close-a-deal">http://www.explania.com/en/channels/work/detail/how-to-close-a-deal</a> <a href="http://www.explania.com/en/channels/work/detail/selling-skills-total-value-experience">http://www.explania.com/en/channels/work/detail/selling-skills-total-value-experience</a>

Lecture	Topics to be discussed	Readings
		Class Discussion: What is the importance of effectively closing a sales call?
10	Selling Process	Case Study Discussion –Diary of an Insurance Seller Text Book, Chapter 3, p139
11	Sales Force Automation	Text Book, Chapter 5 Class Discussion: How does sales force automation helps in improving sales performance of an organization?
12	Sales Organization design – Line orgn. Orgn. design by territory	Text Book, Chapter 6 Class Discussion: what are the advantages of designing an organizational on the basis of geographical area?
13	Sales Organization design – Orgn. design by product, Orgn. design by customer	Text Book, Chapter 6 Class Discussion: what are the advantages & disadvantages of designing organization on the basis of customer types?
14	Sales Organization design – Combined orgn. design, No. of sales people - Incremental method	Text Book, Chapter 6
15	Management of sales territory: Designing Territories and assigning sales people	Text Book, Chapter 7 Visit the Link: <a href="http://www.powershow.com/view/3bf14-ZmQ0N/Chapter_13_Sales_Territories_powerpoint_ppt_presentation">http://www.powershow.com/view/3bf14-ZmQ0N/Chapter_13_Sales_Territories_powerpoint_ppt_presentation</a> Class Discussion: What are the ways of designing sales territories?
16	Sales Territories	Case Study Discussion- MM Marketing Company *** Havalдар & cavale, Ch 4, p 116
17	Management of sales quota – Sales Volume quota	Text Book, Chapter 8

Lecture	Topics to be discussed	Readings
		<p>Class Discussion:</p> <p>What type of quotas do you recommend for the following types of sales jobs?</p> <p>a. Selling automobile</p> <p>b. Selling Annapurna atta ( in Indian Market)</p>
18	Management of sales quota – Sales budget quota, Sales activity quota, Combined quota.	<p>Text Book, Chapter 8</p> <p>Class Discussion:</p> <p>What is the difference between sales budget quota and sales activity quota.</p>
19	Methods of Setting Quotas & sales budget	<p>Text book, Chapter 8</p> <p>Article: Dalryample, Douglas J. And William N. Cron 2000, Sales Management, Concepts &amp; Cases, John Wiley &amp; Sons Inc., pp. 517-527</p>
20	Sales force compensation – Factors, Financial compensation, Non financial compensation, trends,	<p>Text Book, Chapter 12</p> <p>Class discussion: Methods of motivation have to fit into the career stage and expectations of the people from the sales job?</p> <p>Discuss</p>
21	Sales Force Control	<p>Text Book, Chapter 13</p> <p>Class discussion: How does a good compensation plan levy control on the activities of the sales people and motivates them.</p>
22	Performance Appraisal of the sales force.	<p>Text Book, Chapter 14</p> <p>Read the following:</p> <p>Case Insight: Godrej Security Systems: A Sales person's Story (Ch 14, pp 472)</p>



Lecture	Topics to be discussed	Readings
		Class discussion: Is a sales person's job full of challenges and pressures? Does he get anything in return?
<p><b>Module III: Distribution Management</b>            This module discusses various tools of channel management.</p>		
23	Distribution Channel Management. – Activities, Need for distribution channels : value addition, Rural Distribution Channels )	Text Book, Chapter 15  Read the following Case insight: Role of distribution Channels ( Textbook Ch 15, pp 481) Class Discussion What is the role of distribution channels?
24	Marketing Channels- Introduction, Channel Formats	Havaladar & Cavale, Chapter 9 Read the following: Case Insight: Dell Computer's Zero- Level Channel of Distribution (Ch 16, pp 516) Class Discussion: What do you understand by zero level channel of distribution?
25	Channel Levels, Channel Systems	Havaladar & Cavale, Chapter 9 Read the following: Case insight: Marketing Channel Structure for a Consumer Durable Company ( Havaladar & Cavale, Ch 16, pp 528) Class Discussion: What are the considerations of choosing a channel structure for a consumer durable?

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
26	Designing channel & planning process	Havaladar & Cavale, Chapter 12 Case Discussion: What are the key considerations for designing a channel system?
27	Channel Institutions: Retailing –Introduction, Theories, & Formats (	Havaladar & Cavale, Chapter 13 Reference Notes: Marketing Channels- C Glen Walters (Goodyear Publishing) Chapter5 (pp. 114-145)
28	Channel Institutions: wholesaling- Functions, Classification & Trends	Havaladar & Cavale, Chapter 14 Class Discussion: Differences in the functions of wholesaler & a retailer
29	Selecting channel partners	Havaladar & Cavale, Chapter 12 Class discussion: On what basis do companies select their channel partners?
30	Managing channel behaviour (power & conflict)	Text Book, Chapter 19, Case Study Discussion- Helifex Cables (Text Book, Chapter 19, Pp 156)
31	Market Logistics & SCM - definition & scope of logistics and its extension into SCM, logistics & other functions : Interface	Havaladar & Cavale, Chapter 15 Case Study Discussion: Atlas India Ltd. ( Havaladar, and Cavale, ch 15, pp 562)
32	Market Logistics & SCM - Inventory Management, Warehousing, Transportation	Havaladar & Cavale, Chapter 15 Class Discussion: Advantages & disadvantages of various mode of transportation?
33	Presentation	Select a product and make a sales presentation in the class
34	Student Presentation	Select a product and make a sales presentation in the class
35	Guest Lecture by Industry experts	As per the topic assigned by faculty

Lecture	Topics to be discussed	Readings
36	Guest Lecture by Industry experts	As per the topic assigned by faculty

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### **Case Study Questions**

Case Study 1- MRF tyres

1. Does the case give a good illustration of how negotiations should take place? What kind of bargaining tactics are used by both the parties in the case?
2. What should Mr. Dilip Gangadharan have done to close the sale? Suggest a negotiation strategy for him.

Case Study 2- Diary of an Insurance Seller

1. How can a sales person positively pitch in for insurance products without talking about mishaps and suffering? Discuss

Case Study 3 – MM marketing Company

1. What criteria should Mr. Kumar consider while assigning salespersons to territories, and how should he design the sales quotas considering the factors mentioned above?

Case Study 4- Helifex Cables

1. What type of influence strategy should be used for each pattern of reaction?

Case Study 5- Atlas India Ltd.

1. If you were James, how would you go about setting the system with 3 objectives given to you by the top management :
  - a. Reducing working capital to sales revenue percentage to 15%
  - b. Reduce the freight cost by at least 20%

### **Suggested Readings:**

1. Harvard Business Review. Jul/Aug2012, Vol. 90 Issue 7/8, p94-99  
*“Teaching Sales”*
2. An international Journal of Personal Selling & Sales Management. Winter2013, Vol. 33 Issue 1, p105-116. 12p.  
*“Stereotyping, Affiliation, and Self-Stereotyping of Underrepresented Groups in the Sales Force.”*

### ***Students’ Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students’ interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students’ interaction time in the detailed course outline.]

Recommended by the Board of Studies on:  
Date of Approval by the Academic Council:

**Course Name: Brand Management**

**Course Code: MKT 662**

**Course Credit:3**

 <b>Galgotias University</b>	<b>COURSE ACTIVITIES Syllabus</b>	<b>Year: 2013-14</b>
		<b>Trimester: IV</b>

- 4 Name of the Faculty : Fawad Ali Khan  
 5 Subject/Course : Brand Management; Course Code: MKT 671  
 6 Program : MBA 2012-14, (Year 2<sup>nd</sup> , Trimester 4<sup>th</sup> )

**Course Topics: (Syllabus)**

MKT 671	Brand Management	L 3	T 0	P 0	C 4
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**Course Background and Learning Objectives:**

Brand Management seeks to familiarize students with the phenomenon of Brands, in the context of Marketing. Brand Management will introduce students to the concept of developing long term loyalty in this era of hyper competition & change, and the resources & investments required to create and sustain brands.

The *learning goals and objectives* of this course are:

1. Appreciation & understanding of the importance of Brands & the process of Branding [Sub Goals: 1.3, 1.4, 1.5]
2. Appreciation of Brands as long term tangible assets owned by companies [Sub Goals: 3.1, 3.3]
3. Understanding of Brands as unique socio cultural entities. [Sub Goals: 2.2, 2.3, 3.3]

## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on concept of brand equity and providing marketers with valuable perspective and a common denominator to interpret the potential effects and trade-offs of various strategies and tactics of their brand. The design and implementation of marketing programmes and activities to build measure and manage brand equity.

## **Course Strategy and Requirements:**

It is recognised that many students may contemplate a career in retail management. The course provides a great deal of material to enable students to learn more about the broad range of careers in retailing, learn about the key concepts, trace career path of people in the area from various perspectives and be proactive in preparation of times to come. In order to achieve the above objectives it is suggested that students try to follow the following guidelines.

- (i) Students are directed to read the contents in the course serially
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

## **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and semester end examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Assignment/Group Project (20 Marks)	√	√	√
CAT-1 & CAT-2 (30 Marks)	√	√	√

Semester End Examination (50 Marks)	√	√	√
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\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students mid term.. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

Semester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Strategic Brand Management	Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>SUPPLEMENTARY READINGS</b>	
Positioning: The Battle for your mind	Al Ries & Jack Trout, TATA McGraw Hill, 2003 edition
Managing Brand Equity	David Aaker, Free Press, 2010 edition

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Brands</b>		
This module provides a big picture of Strategic Brand Management is all about.		
1	Concept of Brands, The genesis of Brands.	Text Book Chapter 1, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
2	The need for Brands, Products as distinct as Brands Can services be branded?	Text Book Chapter 1, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions:

Lecture	Topics to be discussed	Readings
		What is the significance of brands in the market?
3	<b>Classroom discussion on genesis of brands like Colgate</b>	Text Book Chapter 1, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module II: The Process of segmentation and Positioning</b> This module provides a blue print and process of branding		
4	Revisiting segmentation	Text Book Chapter 2, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition <b>Questions:</b> How does segmentation help in proper branding?
5	Applying “new” filters like growing urban complexity, no child urban families, etc.	Text Book Chapter 2, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
6	Applying “new” filters like growing urban complexity, no child urban families, etc.	Text Book Chapter 3, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
7	The importance of demographic segmentation in the Indian context	Text Book Chapter 3, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition <b>Questions:</b> How does the Indian market respond to branding?
8	Cultural segmentation	Text Book Chapter 3, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
9	Live case study: New customized travel services	Text Book Chapter 3, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module III: Understanding Brand Equity</b> This module provides a blue print to brand equity.		
10	Product Strategy	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
11	Product Strategy	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition <b>Questions:</b> Which strategy will work best for the products?

Lecture	Topics to be discussed	Readings
12	Pricing Strategy	Text Book Chapter 5, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
13	Pricing Strategy	Text Book Chapter 5, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: How does pricing affect the brand positioning ?
14	Channel Strategy	Text Book Chapter 6, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
15	Other factors like Heritage, Parent Company phenomenon, etc.	Text Book Chapter 6, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: Which factor has what impact on the brands?
<b>Module IV: Elements of Brand Identity</b>		
This module presents three major ways to build customer based brand equity.		
16	Traditional & non-traditional methods of creating brand identity	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
17	Traditional & non-traditional methods of creating brand identity	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: How to make or break a brand identity?
18	Branding in a digital world	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
19	Branding in a digital world	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: What brands mean when e-commerce gets involved?
20	The role of retail Case study: presentation on Raymond, Asian Paints, UTV, etc.	Text Book Chapter 4, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition



Lecture	Topics to be discussed	Readings
<b>Module V: Brands and Differentiation</b>		
This module presents three major ways to build customer based brand equity.		
21	Understanding the concept of product parity	Text Book Chapter 5, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
22	Understanding the concept of product parity	Text Book Chapter 16 Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: How product parity helps in proper branding?
23	Understanding the process of differentiation	Text Book Chapter 11, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
24	Understanding the process of differentiation	Text Book Chapter 11, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
25	Understanding the process of differentiation	Text Book Chapter 12, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: How brands fulfill their basic purpose i.e. differentiating the product from other similar products in the market?
26	Case study presentation on Maruti Udyog Ltd.	Text Book Chapter 12, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module VI: Umbrella Branding and Brand Extension</b>		
This module presents three major ways to build customer based brand equity.		
27	Why diversify?	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
28	Advantages & disadvantages of diversification	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
29	Advantages & disadvantages of diversification	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition Questions: Why diversification is

Lecture	Topics to be discussed	Readings
		necessary and how it helps to boost brand image?
30	Developing strategies to create trust in “core” brand	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
31	Case study presentation on TATA & Reliance	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module VII: Challenges in sustaining Brand Equity</b>		
This module provides an insight to measure customer based brand equity.		
32	Competition & its effect on Brands, especially pricing	Text Book Chapter 15, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
33	Competition & its effect on Brands, especially pricing	Text Book Chapter 13, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
34	Ways to combat competition	Text Book Chapter 16, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition, 6
35	Ways to combat competition [HBS case: Mountain Man Brewing Co.: Bringing the Brand to light Heide Abelli]	Text Book Chapter 16, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module VIII: Brand Identity and New media</b>		
This module provides an insight to measure customer based brand equity.		
35	New ways of promoting brands & brand promotions	Text Book Chapter 6, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
36	Disadvantages of new media	Text Book Chapter 6, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
37	Classroom discussion on lifecycle of Brands	Text Book Chapter 6, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module IX: Brand and Culture</b>		
This module provides approaches to measuring customers’ brand knowledge structures in order to identify and quantify potential sources of brand equity.		
38	Appreciation of brands as a cultural phenomenon Implication of introducing “alien” product categories or elements brand identity across cultures	Text Book Chapter 14, Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 2011 edition
<b>Module X: Brand and CRM</b>		
This module provides approaches to measuring customers’ brand knowledge structures in order to identify and quantify potential sources of brand equity.		

Lecture	Topics to be discussed	Readings
39	The growing importance of feedback & dialogue	www.brandchannel.com
40	The importance of delivery schedules & money back promises	www.brandchannel.com
<b>SEMESTER END EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

Case: New Customized Travel services

Q.1. What do you determine from the case about the future of customized holidays?

Q.2. Does going out of the line helps in making a different brand image?

Case: Presentation on Raymond, Asian Paints, UTV.

Q.1. How is Raymond repositioning itself in the market as a readymade clothes provider too?

Q.2. Asian paints have come a long way from a low profile thinner manufacturing unit to the market leader in paints. How has branding helped them along the way?

Q.3. UTV relies most of its consumer base through a huge branding project. Why?

Case: Maruti Udyog Ltd

Q.1. Maruti is the ultimate brand for cars in India. How has it achieved this position?

Q.2. Maruti mostly focuses on branding for the existing customers. Explain.

Case: TATA & Reliance

Q.1. TATA, the name itself resonates with Indianess, How has it achieved this position?

Q.2. Reliance is a name that inspires trust amongst millions irrespective of the product or industry. What was its branding strategy?

Case: Mountain Man Brewing Co.: Bringing the Brand to light

Q.1. How did the branding strategy affect the company get a turnaround?

Q.2. Before creating a brand and after the brand was created. What does this signify?

### ***Students' Interaction Time***

#### **(To be mentioned after final course allocation and class schedule preparation)**

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Retail Management**

**Course Code: MKT 663**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The course provides a distinct perspective of organized retailing in India and abroad. It offers an in-depth insight into all functional areas of retail management. The course introduces the field of retailing, examines the different retail institutions in terms of ownership types, focuses on location planning, discusses the elements involved in managing a retail business, deals with merchandise management and the ways to communicate with the customers are analyzed.

The *learning goals and objectives* of this course are:

- 1) To introduce the student to the field of retailing management and enable them to understand the problems and issues faced by retailers and develop winning strategies for retailing business.
- 2) To introduce to the framework of Retail mix and each of its elements
- 3) To provide an overview of the recent international developments in retail technology and automation
- 4) To provide an understanding of store operations

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on specific retail formats. The concept of the strategic approach to retailing is the corner stone of this course with a strategic approach, the fundamental principle is that the retailer has to plan for and adapt to a complex, changing environment. Both opportunities and constraints must be considered. Without a predefined and well integrated strategy, the firm may flounder and be unable to cope with the environment.

### **Course Strategy and Requirements:**

It is recognised that many students may contemplate a career in retail management. The course provides a great deal of material to enable students to learn more about the broad

range of careers in retailing, learn about the key concepts, trace career path of people in the area from various perspectives and be proactive in preparation of times to come. In order to achieve the above objectives it is suggested that students try to follow the following guidelines.

- (i) Students are directed to read the contents in the course serially
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and semester end examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*			
	1	2	3	4
Assignment/Group Project (20 Marks)	√	√	√	√
CAT (30 Marks)	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√

\* For details of 1, 2, 3, 4 learning goals and objectives, see above of this course outline.

#### *Case Studies/ Project Report Presentation*

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of half the lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

The objective of CAT is that it looks at the full capabilities of a student. It also requires students to keep up with their studying as they go along. They can't cram for an exam and then forget the material. Students are assessed right through their learning process and not only after the learning process. By doing continuous assessment faculty members can track the improvement (if any) of the learner, they will be able to give more support and guidance, and the learner will have more opportunities to improve.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Retail Management: A Strategic Approach	Barry Berman, Joel R. Evans & Mini Mathur, Pearson, 11 <sup>th</sup> Edition, 2014 (BE)
SUPPLEMENTARY READINGS	
Retailing Management	Levy, Weitz & Pandit, TMH, 8 <sup>th</sup> Edition , 2014 (LWP)
Managing Retailing	Sinha & Uniyal, Oxford, 2 <sup>nd</sup> Edition 2014 (SU)
Retailing Management	Swapna Pradhan, Tata McGraw, 4 <sup>th</sup> Edition 2014 (SP)
Retail Management	Bajaj, Tuli and Srivastava, Oxford, 2 <sup>nd</sup> Edition 2014, (BTS)
Introduction to Retailing	Dunne, Lusch & Carver, Cengage, 7 <sup>th</sup> Edition, 2014 (DLC)

### **Course Outline (Session-wise):**

Session	Topics to be discussed	Readings
<i>Module I: Introduction to the World of Retailing</i> This module explores the basic concepts of retaining, evolution of retaining and opportunity available in retailing.		
1	Overview, reason for studying retailing, Functions, special characteristics of retailing, Economic	Text Book Chapter 1, pp; 4-10

Session	Topics to be discussed	Readings
	Significance of Retailing, Evolution of retailing.	SP, Chapter, 1, pp; 2-10;  Class Discussion: Why the retailing concept is the foundation of the successful business with an emphasis on the total retail experience, customer service and relationship retailing?
2	Retailing the Global Scenario,	SU, Chapter 3, pp; 62-73,  Class Discussion: Name your favourite apparel retailer. Discuss the criteria you use in making your selection?
3-4	Indian Retail Industry, Retailing Environment in India	SP, Chapter1; pp; 51-88, Class Discussion: Do you believe that customer service in retailing is improving or declining?
5-6	Indian Retail Industry	Kishore Biyani, "It happened only in India", BBP  Read the full book and discuss in the class  Case: SP, Lessons in Indian Retailing, pp; 566,
<i>Module II: Delivering value through Retail formats</i> After studying this module students will be able to format used by retailers, differentiate formats and chalk out a process for deciding the format for delivering the required value.		
7-8	Classification of Formats  Value based Model of Store Choice	SU, chapter 5 , pp; 118-140,  Assignment: Conduct a secondary data analysis to prepare a

Session	Topics to be discussed	Readings
		<p>project report on changes and evolution of organized retailing in India.</p> <p>SU, Chapter 5, page 118-140, Assignment: Visit the following branded stores and find out the functions of retailers in each of these stores McDonald's , café coffee day, VLCC, Westside</p>
9	Attitude based Model of Store Format Choice	<p>Text book Case: Sony looks to a small store format, chapter 13, pp; 387</p> <p>SU, Chapter 5, pp; 118-140,</p>
<p><i>Module III: Deciding Store Location</i> After studying the students will be able to understand the critical role of store location, know process of deciding location, trading area analysis and site identification and finally decide locations for retail outlet networks.</p>		
10-11	Types of Store Location Steps involved in store location	<p>SP, Chapter 7, pp; 158-175, Case: SP, Big Bazaar: The route to Indian Mass Market, page 574</p>
12-13	Methods of evaluating trading area Trends in retail property in India	<p>SP, Chapter 7, pp; 158-175,</p> <p>Class Discussion: Assignment Though new retail formats have emerged in India, still people have strong liking for mom and pop stores. Conduct a survey of 10 retailers to find out</p>



Session	Topics to be discussed	Readings
		the reasons of such reliance among customers?
<p><i>Module IV: Role of Technology in Retailing</i> After studying this module the students will be able to understand the role of technology in enhancing customer experience, know the use latest technology in retailing. They will also be able to understand various challenges in the use of technologies in retailing.</p>		
14-15	Need of Technology in Retailing Importance of technology in Retailing Application of Technology , database management	SU, Chapter 5, pp; 537-544, Class Discussion: How are retailers responding to emerging demographic trends in India?
16-17	Retail Information System	SP, Chapter 24, pp; 544-556, SP  Text book Case: Netflix Competing via technology, Text book, chapter 3, pp; 89
<p><i>Module V: Basics of Merchandising</i> This module will help to understand the concept of merchandising, evolution of merchandising, factors affecting the buying functions and merchandiser roles and functions.</p>		
18	Principles of Merchandising , Evolution of Merchandising	SP, Chapter 9, pp; 203-220,  Case: SP , Gili : The making of the super brand, pp; 590,
19	Factors affecting the buying function of different types of organization, methods of buying	SP, Chapter 9, pp; 203-220, Class Discussion: What are the factors affecting the buying function of different types of organization?
20	Basics of merchandise planning, implications , merchandise hierarchy	SP, Chapter 10, page 226-250  Class Discussion: Why has the retailers

Session	Topics to be discussed	Readings
		emerged as a leader in the marketing channel?
21	Process of Merchandise Planning	SP, Chapter 10, page 226-250,  Class Discussion: How would a function of merchandising differ from lifestyle retailers as compared to a food and grocery retailers?
<p><i>Module VI: Retail Pricing</i> After studying this chapter the students will be able to understand the pricing process and gain insight into the various factors that influence a retailer's pricing decisions. They will also know different pricing strategies and bases of pricing etc.</p>		
22	Establishing a pricing strategy, factors affecting pricing decisions	SU, Chapter 5, pp; 472-491, SU Text book Case: Fast food Pricing Revisited, chapter 17, pp; 507
23	Retail pricing policies and strategies, strategy/ price setting	SP, Chapter 10, pp; 280-292  Class Discussion: Why do some retailers opt for mark downs only at the end of the season?
24	Implementing Pricing Strategy	SU, Chapter 5, page 472-491  Class Discussion: Why do retailers follow dynamic pricing?
<p><i>Module VII: Retail Communication Mix</i> After studying this module students will be able to know how retailers use communication program to develop brand image and build customer loyalty. They will also know steps in developing communication program.</p>		
25	The significance of retail image,	Text Book Chapter 18 Pp; 519-539

Session	Topics to be discussed	Readings
		Class Discussion: What do you understand by term retail image? Does a good retail image necessarily mean a strong brand value?
26	Retail communication mix	Text Book, Chapter 19 Pp; 544-568, BE  Class Discussion: How would the communication mix vary for a supermarket and for a department store?
27	Planning a retail promotional strategy	Text Book, Chapter 19 Pp; 544-568  Class Discussion: Is the concept of IMC relevant to a retailer?
<i>Module VIII: Store Management</i>		
The aim of this module is to help students understand the concept of store operation, key elements of store operations, store administration process and managing events and promotion. They will also be able to understand the elements of store design and visual merchandising.		
28	Basic of store operations, store administration and management of premises	SP, Chapter 16, pp; 362-373  Class Discussion: How important is the support of appropriate IT systems to the success of retail chain business?
29	Key issues in managing stores 5S of retail operations	SP, Chapter 16, pp; 362-373 Case: SP, Starbucks: Creating the experience, RM, pp 649
30	Exterior design components and their significance, Interior atmospherics, store layout and space planning, Visual Merchandising	Text Book, Chapter 18 pp 521-534

Session	Topics to be discussed	Readings
		SP, Chapter 18, pp; 401-426  Class Discussion: How can store operations play a role in promoting store loyalty?
<b>Module IX: Retail Supply Chain Management</b> After studying this module student will be able to elucidate the importance of SCM, understand the requirement of an efficient supply chain, know the key drivers of SCM and understand the framework of SCM.		
31	Basic of SCM, factors for Successful SCM	SU, Chapter 8, page 233-253 Class Discussion: What are the reasons for the emergence of supply chain management?
32-33	Framework for SCM, Retail Inventory Management Retail Logistic Management	SU, Chapter 8, 233-53  Class Discussion: Why is the concept of reverse logistics gaining importance?
34	Industry Expert	Lecture/ Seminar
35	Industry Expert	Lecture/ Seminar
36	Feedback and Review	
Role Play topics and project will be given in the class		
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## **Case Questions:**

### Case: Lessons in Indian Retailing

1. Analyse the reasons for the failure of crossroads malls.
2. Could the cross roads mall have been saved, if so, what should have been the strategy in terms of marketing mix?
3. What are the failures of Subhiksha?
4. What are the lessons that Indian retailers can learn from Subhiksha?

### Case: Sony looks to a small store format

1. Identify the pros and cons of Sony's small store format.
2. Discuss the inventory management issues Sony needs to understand in managing its stores.

### Case: Big Bazaar: The route to Indian Mass Market,

1. The company has launched many formats since the launch of Big Bazaar a decade ago. Not all of them have turned out to be viable business options. Given the scenario in India retailing and government's interest in opening up FDI in multi-brand retail, do you see Big Bazaar as a viable format that can help a profitable pan India presence?

### Case: Gili: the making of the super brand

1. How essential is branding in a market like jewellery? How can the retailer move to the next level in terms of branding to the Indian consumers?
2. Given the changing consumers' life styles and entry of international brands, evaluate the alternative channels that can be tapped by the retailer to reach out to the Indian market.

### Case: Fast food Pricing Revisited

1. Describe the pros and cons of using value priced meals as a strategy to build retail sales for franchisee?
2. Discuss the pros and cons to a restaurant changing price by day of the week or time of the day versus discounting all meals by the same percentage.
3. How can a restaurant determine the price elasticity of demand for its dinner menu? How should it use that information?

### Case: Starbucks: Creating the Experience

1. What are the factors that have accounted for the extraordinary success of Starbucks?
2. What are the value propositions that Starbucks offers to its customers?
3. Can the mix of products, place and experience work in India?

4. Evaluate the coffee industry in India and Starbucks as an organization by applying Porter's Five Force Model.

**Course Title: Management of Service Operations**

**Course Code: OPS 661**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The intent of the service operations management course is to provide students with an understanding of the analysis, decision making and implementation issues of managing the operational aspects of a service. There must be a strategy for providing service, which matches the target market with the strengths of the Service Company. Furthermore, the operational decision-making must support the service strategy of the company. Decisions such as location, layout, capacity, inventory, distribution and quality assurance must be in place. We must effectively address the management of technologies and human resources. Borrowing techniques from the manufacturing sector can resolve some issues; others are uniquely service oriented and require special consideration. The course will have a comprehensive and systematic coverage of service operations.

Service firms have unique characteristics that challenge managers. For example, service firms are people-oriented because of the direct interaction with customers. Customers generally participate in the service process, often with direct and uncensored interactions with employees and facilities. The resulting variations in demand present a challenge to the operations manager to effectively use the perishable service capacity. This results because production and consumption occur simultaneously and thus the inability to inventory services. The intent of the course is to provide students with the concepts and tools necessary to effectively manage a service operation.

The *learning goals and objectives* of this course for students to pursue management SOB/MBA/2016-17/1.1.3/

education are:

1. To obtain an overview of the successful Service Operations Management (SOM) function through the introduction of the topics traditionally associated with the study of Service Operations Management. (Reference Course Description) (Sub Goal 2.1, 3.3)
  - a. Formulating Strategy
  - b. Implementing Strategy: Designing the Service Delivery System
  - c. Managing Capacity: Matching Supply & Demand
  - d. Operating the System
2. To develop an understanding of the terminology and responsibilities that relate to Service Operations Management. (Sub Goal 3.1 and 4.1)
3. To formulate and describe the function of the Service Operations Management discipline in various sectors of the economy through case study. (Sub Goal 2.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each project TQM and Six-Sigma theory will be explained diagrammatically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Services has operation sometimes complex than manufacturing and retail. Service operational are even more critical than regular ones. Mapping service operations with the objective of the service is prime objective of this course. Students need to gain the insight with the cross functional counterpart of customers' value and utility of service. The following strategy will be followed while delivering this course.

- (i) Read and identify the problems in understanding the concepts before the start

of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).

- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Any difficulty in understanding the concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (iv) Class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (v) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Presentation/Quiz (20 Marks)	√		
'CAT 1(30 Marks)			√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### **Quiz**



This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End-Term Test***

End-Term Test is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Service Management –Operations, Strategy /Information Technology	Fitsimmons and Fizsimmons – TMH, 2012
<b>SUPPLEMENTARY READINGS</b>	
Service Management & Operations	Haksever, Render, Rumel, Pearson. 2013
Quality Management: creating and sustaining organizational effectiveness	Summers, PHI, New Delhi, 2012
Six sigma demystified: A self Teaching guide	Keller, TMH, New Delhi, 2012
Operations Research	N.D Vohra, Mc. Graw Hill, 2011

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Service Operations: Concepts</i></b>		
The purpose of this module is to acquaint students with basic concepts of the Quality Management in service sector and its uses in real life situation, and the formulation of the problems.		
1	Evolution of Quality Management and basic quality concepts in service operations	Text Book: Fitsimmons and Fizsimmons, Chap:1
2	The history and importance of quality and quality conventions in	Text Book: Fitsimmons and

Lecture	Topics to be discussed	Readings
	service operations management.	Fizsimmons, Chap:1
3	Quality as management framework and its competitive advantage	Text Book: Fitsimmons and Fizsimmons, Chap:1
4	Three levels of quality and Deming's Philosophy	Text Book: Fitsimmons and Fizsimmons, Chap:1
5	Difference between manufacturing and service operations	Text Book: Fitsimmons and Fizsimmons, Chap:1
6	Characteristics of Service Operation management	Text Book: Fitsimmons and Fizsimmons, Chap:1
7	Various pure service organisations and their peculiarities	Text Book: Fitsimmons and Fizsimmons, Chap:1
8	The service handling techniques	Text Book: Fitsimmons and Fizsimmons, Chap:1
9	Quality issues in service operations	Text Book: Fitsimmons and Fizsimmons, Chap:1
10	Process improvement concept in service operations.	Text Book: Fitsimmons and Fizsimmons, Chap:1
11	Field service and its impact on manufacturing organisation.	Text Book: Fitsimmons and Fizsimmons, Chap:1
12	<a href="#">Case study: Re-engineering a business process – Dr. Martens case study</a>	ICM case study, May 2013
<b>Module II: Service design and waiting line analysis.</b>		
The objective of this module is to understand the basic insight of Quality service designing module and tool used.		
13	The service economy and its impact on market conditions	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
14	Characteristics of services and operations management	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
15	The service design Process: Tools implemented	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
16	The service-process matrix: Tool	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
17	Several other tools for designing of services,	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
18	Service blueprinting and front office and back office activities.	Text Book: Fitsimmons and Fizsimmons, Chap:2,5

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
19	Waiting line analysis for service	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
20	Improvement elements of waiting line analysis	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
21	The calling population: The arrival Rate and service times	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
22	Queue discipline and length: Lead Times, Lag times	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
23	Basic waiting line structures and operating characteristics	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
24	Traditional cost relationships in waiting line analysis.	Text Book: Fittsimmons and Fittsimmons, Chap:2,5
25	Case Study: Service Blues!	<a href="http://himadri.cmsdu.org/documents/POM_Case_Studies.pdf">himadri.cmsdu.org/documents/POM_Case_Studies.pdf</a>
<b>Module III: Waiting Line models and Customer relationship management</b>		
The objective of this module is to recognize and analyse the waiting line process with the help of tools and techniques and their impact on CRM.		
26	The basic-Single server model: Waiting Line model	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
27	Improvement analysis solution to Single-server model and advance version of the same.	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
28	Multiple server model and customer requirement assessments	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
29	Customer satisfaction parameters and indices	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
30	Service measurement issues: SERVQUAL	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
31	Customer feedback collection and analysis	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
32	Customer service evaluation	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
33	Quality aspect in service operations management.	Text Book: Fittsimmons and Fittsimmons, Chap:3,6, 7, 8, 13
<b>Module IV: IT enabled customer services.</b>		
The objective of this module is to study the concept and ideology of IT techniques in CRM.		

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
34	IT enabled : Tools and techniques, Use of ERP, DSS tools for extracting Information,	Text Book: Fitsimmons and Fizesimmons, Chap:10, 14, 16
35	Data warehousing and Data mining: Concepts, Call centre operations and management	Text Book: Fitsimmons and Fizesimmons, Chap:10, 14, 16
36	Web enabled services, www, http, etc. ERP enabled field and technical support services, Continuous improvement to determine the capability of a process: Telemarketing and servicing	Text Book: Fitsimmons and Fizesimmons, Chap:10, 14, 16
<b>TRIMESTER END EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Masters in Business Administration (MBA) Program

**Course Title: Total Quality Management & Six Sigma**

**Course Code: OPS 662**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

“Quality is everyone's responsibility.” -W. Edwards Deming

“If you can't describe what you are doing as a process, you don't know what you're doing.” - W. Edwards Deming

**Total quality management (TQM)** consists of organization-wide efforts to install and make permanent a climate in which an organization continuously improves its ability to deliver high-quality products and services to customers. While there is no widely agreed-upon

approach, TQM efforts typically draw heavily on the previously-developed tools and techniques of quality control. TQM enjoyed widespread attention during the late 1980s and early 1990s before being overshadowed by ISO 9000, Lean manufacturing, and Sigma. This paper also includes the conceptual details of process Improvement through Six Sigma. As this Particular methodology has been emerged as key for quality.

TQM is a discipline for stating how to control and manage the quality parameters in a project within a certain timeframe, usually with defined stages, and with designated resources. One view of project planning divides the activity into:

- Setting objectives (these should be measurable)
- Identifying deliverables
- Planning the schedule
- Making supporting plans

Supporting plans may include those related to: human resources, communication methods, and risk management. Tools popularly used for the quality control and management of a plan include the QC tools, QC charts, Six-Sigma, Kaizan, Kanban, etc.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Conceptualize, perceive, start and develop Quality management concepts[Sub-goal: 2.2]
2. Understand analytical tools, principles and concepts of quality management and TQM, implementation and review[Sub-goals: 2.2 and 2.3]
3. Equip students with skills necessary to identify the needs of a Quality and to develop projects to meet these needs[Sub-goals: 3.2 and 4.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each project TQM and Six-Sigma theory will be explained diagrammatically and mathematically so that students from any background are

able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

The Total Quality Management course (developed exclusively for the Management students not like in technology) institute is designed to give the student a strong understanding of TQM and how to apply it in a professional work environment. This course is intended to inculcate philosophy of quality in students' nature of management. This course is organized according to traditional management topics. This organization helps students to see the parallels between TQM and management theories. The course is divided into four sections. In the first part of the course students are introduced to core principles of TQM, the most common TQM techniques and how they relates to familiar management concepts. In the second section we turn our attention to the idea of customer-supplier relations and how TQM relates to topics such as organizational design and change. Module 3 presents the themes of teamwork and empowerment and relates TQM to the topics of groups, leadership, and motivation. In the final section, we discuss the impact of TQM on both the content and process of competitive strategy. For better understanding of TQM you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in "Quality Control" & "Quality Management".
- (iv) Any difficulty in understanding the concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.

- (v) While studying courses like, TQM, Six- sigma, Kanban, Operations Strategy, Production Management, Supply Chain, etc. try to relate the use and usefulness of various project concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Presentation/Quiz (20 Marks)	√		
CAT 1(30 Marks)			√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End-Term Exam***

End-Term Exam is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Total Quality Management	P.N. Mukherjee, Prentice Hall of India, 2013
<b>SUPPLEMENTARY READINGS</b>	
Design for Six sigma as strategic Experimentation	Cook, H.E. Pearson Education, New Delhi, 2011
Taguchi techniques for Quality Engineering	Ross, TMH, New Delhi, 2012
Quality Management: creating and sustaining organizational effectiveness	Summers, PHI, New Delhi, 2011
Six sigma demystified: A self Teaching guide	Keller, TMH, New Delhi, 2012

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Quality Management: Concepts</i></b>		
The purpose of this module is to acquaint students with basic concepts of the Quality Management and its uses in real life situation, and the formulation of the problems.		
1	Evolution of Quality Management and basic quality concepts	Text Book: P.N. Mukherjee, Chap:1
2	The history and importance of quality and quality conventions	Text Book: P.N. Mukherjee, Chap:1
3	Quality as management framework and its competitive advantage	Text Book: P.N. Mukherjee, Chap:1
4	Three levels of quality and Deming's Philosophy	Text Book: P.N. Mukherjee, Chap:1
5	The Juran Philosophy and Crosby Philosophy	Text Book: P.N. Mukherjee, Chap:1
6	Comparison of quality philosophies and other quality philosophers	Text Book: P.N. Mukherjee,



Lecture	Topics to be discussed	Readings
		Chap:1
7	Quality Management awards and framework	Text Book: P.N. Mukherjee, Chap:1
8	Dimensions of quality, companywide and assessment of quality	Text Book: P.N. Mukherjee, Chap:1
9	Categories of quality costs	Text Book: P.N. Mukherjee, Chap:1
10	Internal versus external view of quality	Text Book: P.N. Mukherjee, Chap:1
11	Principles of TQM and Continuous process improvement.	Text Book: P.N. Mukherjee, Chap:1
12	continuous process improvement	Text Book: P.N. Mukherjee, Chap:1
<b>Module II: Quality Concepts</b>		
The objective of this module is to understand the basic insight of Quality Concepts: Kaizen, ISO, Kanban etc		
13	Kaizen, concepts and its significance, strategy and practice	Text Book: P.N. Mukherjee, Chap:2
14	Quality function deployment (QFD)	Text Book: P.N. Mukherjee, Chap:2
15	Characteristics and objectives of quality circles	Text Book: P.N. Mukherjee, Chap:2
16	Customer driven quality requirements, KANBAN	Text Book: P.N. Mukherjee, Chap:2
17	Customer perception of quality and feedback	Text Book: P.N. Mukherjee, Chap:2
18	Quality Management: Quality circles and quality control charts	Text Book: P.N. Mukherjee, Chap:2
19	Quality management system (QMS)	Text Book: P.N. Mukherjee, Chap:2
20	Benchmarking, Setting up of quality standards	Text Book: P.N. Mukherjee, Chap:2
21	ISO 9000 series: functionality and applicability	Text Book: P.N. Mukherjee, Chap:2
22	ISO 14000 series: Environmental compliances	Text Book: P.N. Mukherjee, Chap:2

Lecture	Topics to be discussed	Readings
23	Documentation Standards: ISO series	Text Book: P.N. Mukherjee, Chap:2
24	Environmental management system and its standards	Text Book: P.N. Mukherjee, Chap:2
25	Case Study:	
<b>Module III: Statistical Quality Control</b>		
The objective of this module is to recognize and analyse the quality of ongoing process with the help of tools and techniques.		
26	Process Improvement: Concepts and applicability	Text Book: P.N. Mukherjee, Chap:9
27	Quality tools: Flow Charts and its applications	Text Book: P.N. Mukherjee, Chap:9
28	Quality tools: Histograms and Pareto analysis	Text Book: P.N. Mukherjee, Chap:9
29	Quality Tools: Ishikawa Diagram (Cause and Effect): Application. (Numerical)	Text Book: P.N. Mukherjee, Chap:9
30	Quality tools: DFD and its applicability	Text Book: P.N. Mukherjee, Chap:9
31	Statistical Process Control(Numerical)	Text Book: P.N. Mukherjee, Chap:9
32	Control Charts for variable: Mean Charts, Range Charts, Process Capability(Numerical)	Text Book: P.N. Mukherjee, Chap:9
33	Control Charts for Attributes : p- charts, np-charts, c-charts (Numerical)	Text Book: P.N. Mukherjee, Chap:9
<b>Module IV: Statistical Basis of Six-Sigma</b>		
The objective of this module is to study the concept and ideology of Six-Sigma technique in quality management system.		
34	Process Capability: Ratio and Indexing, Limitations, Quality engineering and Six-Sigma concept and applications, Tools for Concept development, tools for design development	Text Book: P.N. Mukherjee, Chap:9
35	Six-Sigma Problem solving approach, Six-sigma in Services and Small organisations. Tools for design optimisation, tools for design verification (DMAIC, DMADV)	Text Book: P.N. Mukherjee, Chap:9,10,11
36	Project Selection for Six-Sigma, Continuous improvement to determine the capability of a process	Text Book: P.N. Mukherjee, Chap:9, 10, 11

Lecture	Topics to be discussed	Readings
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Masters in Business Administration (MBA) Program

**Course Title: Project Management**  
**Course Code: OPS 663**  
**Course Credit: 3**

### **Course Background and Learning Objectives:**

A **project plan**, according to the Project Management Body of Knowledge, is: "...a formal, approved document used to guide both *project execution* and *project control*. The primary uses of the project plan are to document planning assumptions and decisions, facilitate communication among *stakeholders*, and document approved scope, cost, and schedule *baselines*. A project plan may be summarized or detailed."

PRINCE2 defines:

"...a statement of how and when a project's objectives are to be achieved, by showing the major products, milestones, activities and resources required on the project."

This programme has been developed to satisfy needs in both the private and public sector. The programme is to develop trainees to acquire skills in: development administration; entrepreneurship; project and programme management. Quantitative managerial skills will be emphasized so as to make graduates of the course develop a wider understanding of

successful development and effective management of projects.

Project planning is a discipline for stating how to complete a project within a certain timeframe, usually with defined stages, and with designated resources. One view of project planning divides the activity into:

- Setting objectives (these should be measurable)
- Identifying deliverables
- Planning the schedule
- Making supporting plans

Supporting plans may include those related to: human resources, communication methods, and risk management. Tools popularly used for the scheduling part of a plan include the Gantt chart and the PERT chart.

The *learning goals and objectives* of this course for students to pursue management education are:

4. Conceptualize, perceive, start and develop projects and understand analytical tools, principles and concepts of project identification, appraisal, implementation and review.(Sub Goal 1.5, 3.2)
5. Equip students with skills necessary to identify the needs of a particular area and to develop projects to meet these needs.(Sub Goal 1.5, 1.1)
6. Provide sufficient knowledge to implement projects effectively according to plans and provide skills and knowledge in monitoring and evaluating the performance and impact of development projects. .(Sub Goal 3.1, 3.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each project planning and management theory will be explained diagrammatically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to SOB/MBA/2016-17/1.1.3/

develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

This course is a management oriented course and is cross-disciplinary. It is for students who wish to manage projects in the business, management, construction and the Information Technology environments. The course will enable students to propose, plan and control all aspects of a project from proposal to completion. It will include contractual, financial, report generation, risk management, closing and review issues. The course will provide the skills to apply project management techniques and ideas as part of a process that is standard, repeatable, predictable and consistent. You shall be learning the financial and forecasting part of project by taking real examples. In order to learn effectively you shall have to follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Project planning” & “Project Management”.
- (iv) Any difficulty in understanding the concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Operations Strategy, Production Management, Supply Chain, etc. try to relate the use and usefulness of various project concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Presentation/Quiz (20 Marks)	√		
CAT 1 (30 Marks)			√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

#### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End-Term Test***

End-Term Test is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Project Management	Prasanna Chandra, Mc. Graw Hill, 2013

<b>SUPPLEMENTARY READINGS</b>	
Project Management	S Chaudhry, Tata Mc. Graw Hill. 2011
Total Quality Management	P.K. Joy, Macmillan Indian Ltd, 2012
Project Finance	H.R. Machiraju, Vikas Publishing House, 2011
Project Management in Practice	Meredith, Jack R., Sutton, Margaret M., Shafer, Scott M., Wiley, 2012

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Project Management: Concepts</b>		
The purpose of this module is to acquaint students with basic concepts of the Project Management and its uses in real life situation, and the formulation of the problems.		
1	Introduction to Project Management.	Text Book: Prasanna Chandra, Chap: 3, 21, 23
2	Uses, scope and applications of Project Management in managerial decision-making.	Text Book: Prasanna Chandra, Chap: 3, 21, 23
3	Characteristics of Projects	Text Book: Prasanna Chandra, Chap: 3, 21, 23
4	Classification of Projects: National & International	Text Book: Prasanna Chandra, Chap: 3, 21, 23
5	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 3, 21, 23
6	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 3, 21, 23
7	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 3, 21, 23
8	Roles and Responsibilities of Project Manager.	Text Book: Prasanna Chandra, Chap: 3, 21, 23
9	Roles and Responsibilities of Project Manager	Text Book: Prasanna Chandra, Chap: 3, 21, 23
10	Project Life cycle	Text Book: Prasanna Chandra, Chap: 3, 21, 23
11	Project Selection Process	Text Book: Prasanna Chandra, Chap: 3, 21, 23

Lecture	Topics to be discussed	Readings
12	Case Study: HP's account PMO framework builds worldwide consistency and success.	<a href="http://www.pmi.org/Business-Solutions">http://www.pmi.org/Business-Solutions</a>
<b>Module II: Capital Expenditure Decisions</b>		
The objective of this module is to understand the basic insight of Capital Budgeting decision.		
13	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
14	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
15	Importance of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
16	Kinds of capital expenditure decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
17	Capital expenditure budgeting process	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
18	Criteria of capital budgeting: NPV	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
19	Criteria of capital budgeting: IRR	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
20	Criteria of capital budgeting: Payback Period	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
21	Resource allocation framework and budgeting difficulties	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
22	Case Study: NASA's Autonomous Rotorcraft Project leads to innovation in aviation.	<a href="http://www.pmi.org/Business-Solutions/~media/PDF/Case%20Study/NASA_Rotorcraft_Case_Study_New.ashx">http://www.pmi.org/Business-Solutions/~media/PDF/Case%20Study/NASA_Rotorcraft_Case_Study_New.ashx</a>
<b>Module III: Market Demand Analysis</b>		
The objective of this module is to recognize and analyse the Market – Demand & Supply factors affecting the Project Execution.		
23	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4,5
24	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4,5
25	Secondary sources of information	Text Book: Prasanna Chandra, Chap 4,5
26	Market survey	Text Book: Prasanna Chandra, Chap 4,5
27	Demand forecasting	Text Book: Prasanna Chandra, Chap 4,5



Lecture	Topics to be discussed	Readings
28	Uncertainties in demand forecasting	Text Book: Prasanna Chandra, Chap 4,5
29	Coping with uncertainties: Technical and Financial Analysis	Text Book: Prasanna Chandra, Chap 4,5
30	Technical and Financial Analysis	Text Book: Prasanna Chandra, Chap 4,5
<b>Module IV: Determination of Risk factors</b>		
The objective of this module is to study risk factors associated with Project Management.		
31	Analyses of Project Risk, Market Risk and Firm Risk, Social-Cost benefit analysis: Need for social cost benefit analysis	Text Book: Prasanna Chandra, Chap 11, 14
32	Need for social cost benefit analysis	Text Book: Prasanna Chandra, Chap 11, 14
33	Main feature of social cost benefit analysis: UNIDO approach, Little-Mirrless approach	Text Book: Prasanna Chandra, Chap 11, 14
<b>Module V: Network Analysis</b>		
The objective of this module is to plan, organize and control the resources to achieve specific goals.		
34	Introduction to Project Management. Rules for drawing the network diagram.	Text Book: Prasanna Chandra, Chap 22
35	Application of CPM and PERT techniques in project planning and control. Illustration by taking numerical examples (on CPM).	Text Book: Prasanna Chandra, Chap 22
36	Case Study: China Telecom Corporation uses PMI standards to develop communications network for Nanshan District.	Text Book: Prasanna Chandra, Chap 22
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master's in Business Administration (MBA) Program

**Course Name: Database Management System**

SOB/MBA/2016-17/1.1.3/

**Course Code: SYS 661**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Information in any organization is considered to be the backbone of its business processes. Ability to store, retrieve and share data in networked database environment gives agility to an organization in terms of strategic decision making. Spreadsheets and database management systems (DBMS) are in widespread use throughout business, government, and industry, and the number of installations is continuing to grow rapidly. This widespread acceptance and rapid growth are due to an increased number of knowledgeable information systems professionals, increasingly easier-to-use commercial DBMS software products, and the need of organizations to improve the efficiency of their information system operations in order to gain or maintain a competitive edge.

This course examines the design, implementation, and usage of database management systems and application of spreadsheets from the perspective of three different information systems personnel: the end-user, the system designer, and the database administrator. This course gives equal importance to theory and practical exposure to database creation. Topics include spreadsheet application, data models and data and storage structures and their relation to data access. Students are required to design and implement a database using a Structured Query Language and develop spreadsheets using MS Excel.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To familiarize the students with a solid understanding of Relational Database Management Systems for both academic study and professional developments areas. [Sub-goal: 2.2]
- (ii) To acquaint the students with the creation of Database objects and query a database for decision making using SQL. [Sub-goals: 2.2, 3.3]
- (iii) To help students to shed their fear of numbers and become power users of spreadsheet applications. [Sub-goal: 1.4, 1.5 and 2.2]

- (iv) To combine the students' power to logically model and analyze diverse decision making scenarios with spreadsheet based solution procedures. [Sub-goal: 3.1, 3.2, 4.1 and 4.2]

### **Pedagogy:**

The pedagogy will be a combination of classroom discussions and lab sessions on MS Excel and SQL (concepts and solving problems). The classroom sessions shall focus on the basic need and necessity of MS Excel and database management system in the business world. Some case studies are also included to strengthen the understanding of the concepts discussed in class room. The lab sessions are designed in such a manner that the students can gain exposure on ER modelling tools and SQL queries. Students are also expected to practice the concepts of spreadsheet applications in real time and focus on application in the lab sessions. This will help to develop analytical thinking in students.

### **Course Strategy and Requirements:**

The course begins with the need to have a full fledged Database management system in place and its role in building an Information system. Progress in information technology is occurring at an ever-increasing rate. Business organizations are changing their methods of operation and their management structures to meet the demands of an increasingly competitive environment. All of these changes require that today's management graduates be better prepared than ever before to enter the challenging world of the Information system development and Database administration. This course meets the requirements of the management students both from the theoretical and practical perspectives of Database design and implementation.

Students are thus expected to follow the following strategies to achieve maximum benefits out of the course:

- (i) Students should ensure that they have gained enough pre-requisite knowledge in the subjects of Management Information Systems and Introduction to Information technology basics before studying this course.
- (ii) Students should figure out all the problems they faced in understanding a particular concept before the start of each session and should not hesitate to ask queries in order to clarify the same (preferable same day).
- (iii) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (iv) Moreover, there will be assignments assigned to all of you either individually or in group. Late submission of assignments will not be accepted.

- (v) Read all the case studies listed in the course outline and try to find out the learning points pertaining to the specific topic in “Information and Database Systems”.
- (vi) Class Quizzes shall be designed to test the conceptual understanding of the subject.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies in the course outline will assess End-Term Examination will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>			
	1	2	3	4
Classroom Quizzes(Two quizzes with 05 marks each)	√	√		
CAT (30 Marks)	√	√		
Case studies/Lab Sessions (10 Marks)			√	√
End Term Examination (50 Marks)	√	√	√	

\* For details of 1, 2, 3, 4 learning goals and objectives, see above of this course outline.

#### ***Classroom Quiz***

This is an individual assessment component of evaluation consisting of conceptual and theoretical multiple choice questions. A series of equally spaced 3 quizzes shall be conducted and best 2 shall be taken into account for final grading.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students’ performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***Case Studies/Lab sessions***

Case study discussion and Lab sessions forms another component of evaluation to assess student’s performance in a group. Through real world case studies, students are expected to apply the concepts of ER modeling and database implementation in a decision-making problem. Through these components students will also develop their creative and innovative thinking by designing models and implementation policies for organizing and managing the data of any organization.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Modern Database Management Systems	J. Hoffer, M. Prescott and Heikki Topi, Pearson, 2012
Microsoft Excel 2010: Data Analysis and Business Modelling	Wayne L. Winston, PHI, 2010
<b>SUPPLEMENTARY READINGS</b>	
Database System Concepts	Abraham Silberchatz, Henry F. Korth, 3 <sup>rd</sup> Edition, 2012
Microsoft Excel 2010-Bible	Walkenbach John, Wiley Publishing Inc. 2010
Management Information Systems	James A. O'Brian, George M Marakas, Ramesh Behl, McGraw-Hill, Ninth Edition, 2012
Management Information System: Managing the Digital Firm	Laudon & Laudon, Pearson Education, Eighth Edition, 2011

### **Course Outline (session-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Foundation of Information system</i></b>		
The purpose of this module is to familiarize the students to the concepts of business Information systems, their uses and their role in strategy making and delivery.		
1	Real world information system, Components of Information System	O'Brian, Chapter 1 and chapter 2; Laudon, Chapter 1
2	Competing with Information Technology	O'Brian, Chapter 1 and chapter 2; Laudon, Chapter 1
3	Fundamentals of strategic advantage	O'Brian, Chapter 1 and chapter 2; Laudon, Chapter 1
4-5	Case study (Class discussion): JetBlue & the Veterans Administration.	O'Brian, Chapter 1 and chapter 2
6	Case (Self Study): IPL Teams strike gold with information technology.	O'Brian, Chapter 1 and chapter 2
<b><i>Module II: The Context of Database Management</i></b>		
This module provides basic concepts and definitions associated with the database environment. It also portrays database management as an exciting, challenging and growing field that provides numerous career opportunities		

Lecture	Topics to be discussed	Readings
for information system students.		
7	Database Environment: Basic Concepts and definitions of Data, Database, DBMS, data models, information, metadata, Entities, Relationships etc.	Text Book, Chapter 1; Date, Chapter 1
8	Traditional file processing vs database approach	Text Book, Chapter 1: Date, Chapter 1
9	Components of database environment, Range of Database applications, Evolution of database systems	Text Book, Chapter 1; Date, Chapter 1
10-11	Database development process: SDLC vs Prototyping,	Text Book, Chapter 2; Korth, Chapter 2 and Chapter 3
12	Managing the people involved in database development, Three schema architecture for database development.	Text Book, Chapter 2; Korth, Chapter 2
13-14	Case study: Developing a database application for Pine Valley Furniture Company.	Text Book, Chapter 2; Korth, Chapter 2
<p><b>Module III: Database Analysis</b></p> <p>This module covers an orientation towards data modelling by describing business rules. It also introduces the notations and main constructs of this modelling technique, including entities, relationships and attributes. The conceptual data modelling concepts presented in this module provide the foundation for your career in database analysis and design. As a database analyst you will be expected to apply the E-R notation in modelling user requirements for data and information.</p>		
15	Modelling the rules of an organization	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
16-17	The E-R Model: An overview	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
18	Modelling entities and attributes	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
CAT		
19	Modelling relationships	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
20-21	ER Modelling example-Pine Valley Furniture company	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
22-23	Case Study: Mountain View Community Hospital Database	Text Book, Chapter 2; Date, Chapter 3 and Chapter 4
<p><b>Module IV: Database Design and Implementation</b></p> <p>This module covers the logical aspects of Database design. It also contains optimization of database design by</p>		

Lecture	Topics to be discussed	Readings
	normalizing the existing relations. The design part is followed by implementing the database design layout using SQL. This module also introduces the client server database environment and internet database environment leading to data warehouse development.	
24	Logical database design, Relational data model	Text Book, Chapter 5; Korth, Chapter 3
25-26	Integrity constraints	Text Book, Chapter 5
27	Transforming ER diagrams into relations: Mapping entities	Text Book, Chapter 5; Korth, Chapter 7
28	Transforming ER diagrams into relations: Mapping relationships	Text Book, Chapter 5; Korth, Chapter 7
29	Introduction to Normalization, Functional dependencies and keys	Text Book, Chapter 5; Korth, Chapter 7
30	Normalization Example	Text Book, Chapter 5
32	Case study: Database design and Implementation of Mountain view community hospital	Text Book, Chapter 5 and chapter 7
33	Introduction to SQL, Role of SQL in a database architecture, SQL environment	Text Book, Chapter 7; Korth, Chapter 4
34	Creating, deleting and modifying tables in SQL, Inserting and updating data through SQL	Text Book, Chapter 7; Korth, Chapter 4
35	Client-server database environment, internet based database environment, Data warehousing and its applications to business	Text Book, Chapter 9 and Chapter 10
35-36	Case study: Up gradation to a data warehouse of Mountain View Community Hospital	Text Book, Chapter 11
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Web Analytics**

**Course Code: MBA 663**

**Course Credit: 3**



## **Course Background and Learning Objectives:**

The course introduces students to concepts and techniques for designing and implementing a web analytics program for organizations. With a significant focus on application of knowledge, this course provides students hands-on experience in using tools and technologies to successfully deploy a web analytics program. Also included in the discussion are ways to measure the effectiveness of digital channels and campaigns.

The *learning goals and objectives* of this course for students to pursue it as an Elective in their management education are:

1. To introduce students to web analytics and the process of using the insights to make strategic and operational decisions. [Sub Goals: 2.1, 2.2]
2. To acquaint the students with the usage of the website and to be able to suggest improvements in the design of a website. [Sub Goals: 3.1, 3.2, 3.3]
3. To give them significant hands-on experience using tools and Search Engine Optimization techniques to carry out the task of analysing the contents of a website. [Sub Goals: 3.1, 3.3, 4.1, 4.2]

## **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples and project/Assignment on Search Engine Optimization and web experimentation and testing. The course deals with the methodology of making available dependable ‘facts’ using large volumes of high quality data from multiple sources. Students will be taken to an industry after the commencement of 15th lecture and they will be exposed to various tools and techniques to enhance the popularity of a website majorly focusing on Search Engine Optimization tools. After an interaction with the industry experts, students are required to form groups of not more than 4 students in each group. They are expected to use Google Ad words or Word press to create a website/Blog and eventually optimize it to improve the ranking of a website and prepare a project report in the end. The course takes the students through the entire process in a systematic manner.

## **Course Strategy and Requirements:**

The course promises to be a single source of introductory knowledge on web analytics which can be taught in one semester. It will provide a good start for first time learners typically from the management discipline. The course provides a holistic coverage beginning with motivation to carry out analysis of websites, some fundamentals of web analytics, reporting,



developing deeper insights through the use of tools like Google Analytics/ SEO etc. It also covers the advanced web Analytics concepts like web 2.0, PPC and multi-channel campaigning. To ensure that concepts can be practiced for deeper understanding, it is suggested that students follow the below mentioned indicative guidelines.

- (i) Students are directed to read the contents in the course serially from Chapter 1 to Chapter 14.
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) Class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (v) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Assignments, projects and semester end examination will assess the learning goals 1, 2 and 4 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Assignment/Group Project (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Assignments/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical questions. Similarly, project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance

continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

Semester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Web Analytics-An Hour a day	Avinash Kaushik, Wiley Publishing Inc. 2012
<b>SUPPLEMENTARY READINGS</b>	
Advanced Web Metrics with Google Analytics	Brian Clifton, Wiley Publishing Inc. 2012
Web Analytics 2.0-The Art of online Accountability and Science of Customer Centricity	Avinash Kaushik, Wiley Publishing, Inc. 2012
Search Engine Optimization	Jacqui Carrel, Ventus Publishing. 2011
<b>Online Resources</b>	
International Journal of Online Marketing (University Business School, UK & Cairo University Business School, Egypt)	
<a href="https://sites.google.com/site/mavericklearner/home">https://sites.google.com/site/mavericklearner/home</a>	
<a href="http://www.eloquentwebdesigns.com/articles/index.htm">http://www.eloquentwebdesigns.com/articles/index.htm</a>	
Blog : Occam's Razor by Avinash Kaushik	

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction and Fundamentals of Web Analytics</i></b>		
This module introduces the students to the evolution of web analytics and collecting online data. It further brings out various mechanisms to capture data and examine the quality of the data collected through various tools. In the end, this module describes the various metrics and reports which are necessary to lay down the foundation of any web analytics program.		
1	Evolution of Web Analytics, Collecting online data	Textbook, Chapter 1; Clifton, Chapter 1
2	Web analytics driven decision making	Textbook, Chapter 1; Clifton, Chapter 1
3	Capturing data	Textbook, Chapter 5; Clifton, Chapter 2; Kaushik, Chapter 3
4	Selection of optimal Web Analytics tool	Textbook, Chapter 5; Clifton, Chapter 2; Kaushik, Chapter 3
5	Understanding the quality of data	Textbook, Chapter 5; Clifton, Chapter 2; Kaushik, Chapter 3

Lecture	Topics to be discussed	Readings
6	Foundational metrics and standard reports	Textbook, Chapter 5; Clifton, Chapter 2; Kaushik, Chapter 3
<p><b>Module II: Web data analysis and Search analytics</b> There are many types of businesses on the web, and each has its own set of challenges and opportunities. This module initially introduces the three different types of websites and identifies how to jumpstart the web analysis program with a distinct and unique approach. The latter half of the module is dedicated to search analytics that includes external as well as internal search techniques.</p>		
7	Designing and implementing foundational reports - Top Referring URLs and Top Key Phrases	Textbook, Chapter 7; Clifton, Chapter 9
8	Site Content Popularity and Home Page Visits	Textbook, Chapter 7; Clifton, Chapter 9
9	Click Density	Textbook, Chapter 7; Clifton, Chapter 9
10	Site Overlay, Site Bounce Rate	Textbook, Chapter 7; Clifton, Chapter 9
11	Performing internal site search analytics	Textbook, Chapter 8; Clifton, Chapter 11; Carrel, Chapter 1
12	Search Engine Optimization	Textbook, Chapter 8; Clifton, Chapter 11; Carrel, Chapter 1
13	Measuring SEO efforts	Textbook, Chapter 8; Clifton, Chapter 11; Carrel, Chapter 1
14	Analyzing Pay Per Click (PPC) and click through effectiveness	Textbook, Chapter 8; Clifton, Chapter 11; Carrel, Chapter 1
15	Learning PPC reporting best practices	Textbook, Chapter 8; Clifton, Chapter 11; Carrel, Chapter 1
16	Industrial project discussion on SEO activity (Off page)	
17	Industrial project discussion on SEO activity (On Page)	
<p><b>Module III: Website Experimentation and Testing</b> This module introduces the need to test a website for optimality. It also highlights various experimentation techniques of a website so that customer's experiences can be obtained that can help in delivering a customer centric website.</p>		
18	Rationale for website testing,	Textbook, Chapter 10; Clifton, Chapter 12
19	What to test?	Textbook, Chapter 10; Clifton, Chapter 12
20	Designing and executing a good experimentation and testing program	Textbook, Chapter 10; Clifton, Chapter 12
21	Implementing the key ingredients for every testing program	Textbook, Chapter 10; Clifton, Chapter 12
<p><b>Module IV: Web Intelligence and Web 2.0 Analytics</b> This module is broken down into two parts. The first part introduces the web intelligence covering the various types of reports which are generated by the search engines and other competitive intelligence reports. The second part deals with web 2.0 analytics and how it has changed the aspects of web analytics.</p>		
22	Competitive traffic Reports - Share of visits by industry segment	Textbook, Chapter 12; Kaushik, Chapter 4
23	Upstream and downstream traffic against competition	Textbook, Chapter 12; Kaushik, Chapter 4
24	Competitor traffic by media mix	Textbook, Chapter 12; Kaushik, Chapter 4
24	Search engine reports- Share of search and search keywords, Share	Textbook, Chapter 12; Kaushik,

Lecture	Topics to be discussed	Readings
	of brand and category keywords, Search keyword funnels and keyword forecasts	Chapter 5
25	Keyword expansion tool, Demographic and Psychographic reports	Textbook, Chapter 12; Kaushik, Chapter 5
26	Web 2.0 Analytics	Textbook, Chapter 12; Kaushik, Chapter 5
27	Measuring the success of Rich Interactive Applications (RIAs)	Textbook, Chapter 12; Kaushik, Chapter 6
28	Measuring the success of RSS	Textbook, Chapter 12; Kaushik, Chapter 6
<b>Module VI: Myths of Web Intelligence</b>		
This module dispels the most persistent web analytics myths of our generation and also focus on alternatives to shatter these myths in the service of business goals and action ability.		
29	Path Analysis – Challenges and alternative Reporting Mechanism	Textbook, Chapter 13
30	Conversion Rate, Real Time Data, Standard KPIs	Textbook, Chapter 13
<b>Module VII: Advanced Web Analytics concepts</b>		
This module provides simple advanced web analytics methodologies and concepts that will help turbo-charge the web analytics strategy. It also contains some key items that will help you to take a fresh look at your data, and allow you to sift through it more intelligently to find insights that you or your key stakeholders can take action on.		
31	Using the power of segmentation	Textbook, Chapter 14; Kaushik, Chapter 8
32	Best practices for conversion rates	Textbook, Chapter 14; Kaushik, Chapter 8
33	Advanced search engine marketing techniques through PPC analysis	Textbook, Chapter 14; Kaushik, Chapter 11
34	Measuring the site abandonment rate metric	Textbook, Chapter 14
35	Measurement of impact of campaigns	Textbook, Chapter 14
36	Making your analysis and reports connectable	Textbook, Chapter 14
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

#### **(To be mentioned after final course allocation and class schedule preparation)**

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Business Intelligence**

**Course Code: SYS 665**

**Course Credit:3**

### **Course Background and Learning Objectives:**

The volume of data collected by organizations has increased exponentially over the last decade. Having collected data from a variety of sources – internal and external, decision makers are looking to leverage this valuable asset to gain a deeper understanding of several key questions relating to their consumers, trends in the marketplace, effectiveness of their promotional campaigns, agility of their supply chain, and much more.

This course introduces students to enterprise data and the process and technologies to integrate data from a variety of sources. Specifically, the course provides students a basic understanding of data warehousing technologies and various reporting and visualization techniques.

The *learning goals and objectives* of this course for students to pursue IT as an Elective in their management education are:

1. Differentiate between Transaction Processing and Analytical applications and describe the need for Business Intelligence [Sub Goal: 3.2]
2. Demonstrate understanding of technology and processes associated with Business Intelligence framework [Sub Goal 3.2]
3. Demonstrate understanding of Data Warehouse implementation methodology and project life cycle Given a business scenario, identify the metrics, indicators and make recommendations to achieve the business goal [Sub Goal: 4.1, 4.2]
4. Design an enterprise dashboard that depicts the key performance indicators which helps in decision making[Sub Goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on specific warehousing and modelling situations. The course deals with the methodology of making available dependable ‘facts’ using large volumes of high quality data from multiple sources. The challenges are in ensuring that data are of good quality, data in different formats are properly integrated, and aggregated data are stored in secure systems, and then delivered

to users at the right time in the right format. Business goals have gone past the traditional approaches of ‘MIS Reporting’ and moved to the realm of statistical analysis and predictive modelling. Business Intelligence systems provide organizations with information from the enormous amount of data hidden in their various internal systems, and equip the organization with abilities to influence the business direction. The course takes the students through the entire process in a systematic manner.

### **Course Strategy and Requirements:**

The course promises to be a single source of introductory knowledge on business intelligence which can be taught in one semester. It will provide a good start for first time learners typically from the management discipline. Business Intelligence subject cannot be studied in isolation. The course provides a holistic coverage beginning with an enterprise context, developing deeper understanding through the use of tools, touching a few domains where BI is embraced and discussing the problems that BI can help solve. It covers the complete life cycle of BI/Analytics project: Covering operational/transactional data sources, data transformation, data mart/warehouse design-build, analytical reporting, and dashboards. To ensure that concepts can be practiced for deeper understanding, it is suggested that students follow the below mentioned indicative guidelines.

- (i) Students are directed to read the contents in the course serially from Chapter 1 to Chapter 10.
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and End Term Examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

	<b>Learning Goals and Objectives*</b>
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<b>Assessment Components and Marks</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Assignment/Group Project (20 Marks)	√	√	√	√
CAT (30 Marks)	√	√	√	√
End Term Examination(50 Marks)	√	√	√	√

\* For details of 1, 2, 3, 4 learning goals and objectives, ETE above of this course outline.

### ***Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination(ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Fundamentals of Business Analytics	R N Prasad and ETEma Acharya, Wiley India, 2012
<b>SUPPLEMENTARY READINGS</b>	
Business Intelligence	David Loshin, Morgan Kaufmann Publishers, 2011
Modern Database Management	Hoffer Jeffrey , Prescott Mary, Pearson, 2012
<b>Online Resources</b>	
<a href="https://campusconnect.infosys.com/">https://campusconnect.infosys.com/</a>	
<a href="http://www54.sap.com/pc/analytics/business-intelligence.html">http://www54.sap.com/pc/analytics/business-intelligence.html</a>	
<a href="http://www.sas.com/technologies/bi/">http://www.sas.com/technologies/bi/</a>	
<a href="http://www.microsoft.com/en-us/bi/default.aspx">http://www.microsoft.com/en-us/bi/default.aspx</a>	
<a href="http://www.cio.com/article/40296/Business_Intelligence_Definition_and_Solutions">http://www.cio.com/article/40296/Business_Intelligence_Definition_and_Solutions</a>	
<a href="http://www.oracle.com/us/solutions/business-analytics/businessintelligence/overview/index.html">http://www.oracle.com/us/solutions/business-analytics/businessintelligence/overview/index.html</a>	
<a href="http://www.targit.com/en">http://www.targit.com/en</a>	

### **Course Outline (lecture-wise):**

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Lecture	Topics to be discussed	Readings
<b>Module I: Business View of IT Applications</b>		
Introduces the students to the enterprise view of IT applications and discusses some of the salient requirements of information users.		
1	Key purpose of using IT in Business	Textbook Chapter 1
2	Characteristics of Internet Ready IT applications, Enterprise Applications	Textbook Chapter 1
3	Information Users and their Requirements, Introduction to GoodLife HealthCare Group(An ongoing Case)	Textbook Chapter 1
<b>Module II: Types of Digital Data</b>		
The module explains the types of digital data: structured, semi-structured and unstructured. The student shall learn the nuances of storing, retrieving and extracting information from various types of digital data		
4	Structured data, Unstructured Data, Managing and storing unstructured data	Textbook Chapter 2, Hoffer Chapter 1
5	Storage Challenges of Unstructured Data, Extraction of information from unstructured data, UIM Architecture for unstructured data.	Textbook Chapter 2
6	Semi-Structured Data, Sources of Semi structured Data.	Textbook Chapter 2
7	Managing, Storing and extracting information from semi-structured data, XML as a solution for Semi-structured data.	Textbook Chapter 2, Hoffer Chapter 10
<b>Module III: Introduction to OLTP and OLAP</b>		
The module aims to differentiate between OLTP(On-Line Transaction Processing) and OLAP(On-Line Analytical Processing) systems		
8	OLTP, Advantages, challenges, Shortcomings of OLTP	Textbook Chapter 3
9	OLAP, One Dimensional Data, TwoDimensional Data, Three DimensionalData	Textbook Chapter 3
10	Beyond Third Dimension, Advantagesand Features of OLAP	Textbook Chapter 3
11	OLAP Architectures, MOLAP, ROLAP,HOLAP	Textbook Chapter 3
12	OLAP versus OLTP, Data Models forOLAP and OLTP	Textbook Chapter 3
13	OLAP Operations on multi-dimensionaldata: Slicing, Dicing, Roll Up, Drill Down, Drill Across, Drill Through	Textbook Chapter 3
<b>Module IV: Introduction to Business Intelligence</b>		
The module sets the stage for a novice BI learner by enunciating all the terms, concepts and technology employed in the BI space		
14	[HBS case Canadian Tire: Business Intelligence in 2006] Analytical Information for DecisionSupport, Information Sources before BI,Definition of BI	Textbook Chapter 4
15	Evolution of BI, Role of DSS, EIS, MISand dashboards, Data Warehouse andBI.	Textbook Chapter 4
16	BI Applications to Business, BusinessAnalytics versus BI	Textbook Chapter 4 and Chapter 5
17	BI component Framework, BusinessLayer	Textbook Chapter 5
18	Administrative and OperationalLayer, Implementation Layer	Textbook Chapter 5
<b>Module V: Basics of Data Integration</b>		
The module deals with the general concepts of data integration with respect to data warehousing. It shall familiarize the student with the concept of ETL (Extract, Transform, Load) in the same context and the importance of data profiling and quality.		



Lecture	Topics to be discussed	Readings
19	Need for Warehouse, Data Mart, ODS	Textbook Chapter 6, Hoffer Chapter 11
20	Kimball's approach versus Inman's approach to Data warehousing, Goals of Data Warehouse, Data Sources for Data Warehouse	Textbook Chapter 6, Hoffer Chapter 11
21	ETL, Data mapping, data staging	Textbook Chapter 6, Hoffer Chapter 11
22	Approaches to Data integration, needs and advantages.	Textbook Chapter 6
23	Data Integration Technologies, Data Quality, maintaining data quality	Textbook Chapter 6
24	Data Profiling.	Textbook Chapter 6
25	Case Study on Data Integration: HealthyYou, Text book pp 171-180	Textbook Chapter 6
<p><b>Module VI: Multidimensional Data Modeling</b> A BI application developer of today is involved in designing, developing, deploying, supporting and optimizing storage in the form of a data warehouse/data mart. To be able to play his/her role efficiently, the BI developer relies heavily on data models/data diagrams to understand the schema structure, the data, the relationships between data etc...</p>		
26	Data Modeling Basics: Entity, Attribute, Cardinality	Textbook Chapter 7, Hoffer Chapter 3
27	Types of Data Models: Conceptual data model, Logical data model, Physical model	Textbook Chapter 7, Hoffer Chapter 3
28	Normalization modeling	Textbook Chapter 7, Hoffer Chapter 5
29	Dimensional modeling, Fact Table, Dimension Table, Hierarchies and Types	Textbook Chapter 7, Hoffer Chapter 11
30	Star and Snowflake Schema	Textbook Chapter 7
31	Designing a dimensional model. MS Excel 2010 Based Activity	Textbook Chapter 7
<p><b>Module VII: Measures, Metrics, KPIs and Performance Management and Enterprise Reporting</b> This unit shall familiarize the student with the terminology associated with measurement, need for a system of measurement, characteristics of measures, process used for defining good measures, relationship of these measures with individuals/teams/departments and the entire company. Reporting is an integral part of OLTP applications. The unit shall also summarize some of the best practices with focus on OLAP centric reporting.</p>		
32	Measurement system Terminology, Role of Metrics, KPI and their usage, Sources of data for KPI and Metrics	Textbook Chapter 8
33	Reporting Perspectives common to all levels, Common report layout types, Dashboards, Types of Dashboards, How to create dashboards?	Textbook Chapter 9
34	Class Activity on Dashboard Creation	Textbook Chapter 9
35	BI and mobility, BI and Cloud, BI and ERP, BI and CRM	Textbook Chapter 10
36	Student Project Presentations	
<b>SEMESTER END EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

**(To be mentioned after final course allocation and class schedule preparation)**

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[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Internet Strategies for Business**

**Course Code: SYS 662**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Given the competitive business forces operating in the global arena, e-business operations attract a paradigm shift from traditional brick and mortar to brick & click business domain. The richness in standard transactional and operating procedures has contributed significantly in enhancing the scope of e-business both in product and service sector. The growing importance of electronic business to a company's growth, development and survival cannot be ignored in light of the current dynamism in the technological environment.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To understand the need of the transition from traditional business to electronic business. [Sub-goal: 1.4, 1.5 and 2.2]
- (ii) To understand how electronic business is conducted and managed, its major opportunities, limitations, issues and risks. [Sub-goal: 3.1, 3.2, 4.1 and 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, computer laboratory exercises using Salesforce sales cloud online instance and hands on exposure on google analytics and projects/assignments on specific companies. In addition to the text and reference books, additional readings and cases will be shared with the class online from time to time.

## **Course Strategy and Requirements:**

Mixed mode learning strategy will be adopted in the class whether instructor led training approaches will unravel the path before the students to pursue self learning. In this process students will be able to appreciate different business models of e-business and could connect with them and will be able analyze different case studies as they would be discussed in the class.

## **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>	
	1	2
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√
CAT (30 Marks)	√	√
End Term Examination (50 Marks)	√	√

\* For details of 1, 2 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test 1 & 2 (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

***End Term Examination (ETE)***

Semester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
e-Business 2.0, Roadmap for Success	Dr. Ravi Kalakota & Marcia Robinson, Pearson Education. 2 <sup>nd</sup> ed. 2011
<b>SUPPLEMENTARY READINGS</b>	
E-Business: A Management Perspective	Jonathan Reynolds, Oxford. 2012
E-Business and E-Commerce Management	Dave Chaffey, Pearson, 3 <sup>rd</sup> Ed. 2012
Electronic Commerce Framework, Technologies and Applications	Bharat Bhasker, TMH, 3rd edition. 2011
E-Commerce – The cutting edge of business	Kamlesh Bajaj, TMH, 2011

**Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to E-Business and Spotting E-Business Trends</b>		
The purpose of this module is to acquaint students with basic concepts of the E-Business and different e-business models and to analyse the present trends of e-business from perspectives of consumers, marketers and other stake holders.		
1	Defining need of e-commerce and brief history.	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds Chapter 2
2	Shifting to e-business from e-commerce Framework	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds Chapter 2
3	Types of business model	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds

Lecture	Topics to be discussed	Readings
		Chapter 2
4	Case Discussion: Pepperfry, Aramshop	
5	Trends Driving e-business	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
6	Customer oriented trends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
7	Organizational trends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
8	Employee Megatrends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
9	Case Discussion: Facebook, Amazon	
<p><b>Module II: Digitizing the E-Business Design</b></p> <p>This module discusses standard pricing rules under different assumptions about the structure of the market in which the firm operates. It also examines certain pricing practices such as mark-up pricing, multiple product pricing, etc.</p>		
10	E-business patterns: the structural foundation	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
11	Click and brick pattern, portal pattern,	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
12	e-market maker pattern	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
13	Case Discussion: Intuit, IRCTC	
14	Interlocking layers of e-business	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
15	Self diagnosis	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
16	Operational, Service and continuous	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
17	innovation excellence models	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
18	Guest Lecture by a person from Industry	
<p><b>Module III: Strategy formulation for e-business design</b></p> <p>This module focuses on e-business strategies and their potential impact of profitability. Besides theory this module undertakes hands on training of one CRM application i.e., Salesforce sales cloud and a lab demonstration of Google analytics which showcase the application of e-business strategies in business simulated in a lab environment.</p>		
19	Constructing the E-Business architecture	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
20	The new era of cross functional integrated applications	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
21	Problems caused by lack of integration	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
22	Case Discussion: Flipkart, Yebhi	
23	Strategy formulation for e-business design	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
24	Roadmap to move a company into e-business	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
25	Implementing Supply chain and CRM	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
26	E- Supply chain architecture	Text Book, Kalakota & Robinson Chapter 9 ; Reynolds Chapter 9

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
27	E - CRM architecture	Text Book, Kalakota & Robinson Chapter 6 ; Reynolds Chapter 9
28	Mobilizing the organization: tactical execution	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
29	Tactical e-Project management	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
30	Tactical e-Development process	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
31	Adoption management	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
32	E-government initiatives, Measuring effectiveness of e-governance.	Reynolds Chapter 8, Chaffey Chapter 4
33	A demonstration of application of Google analytics	
34	A demonstration of Sales force Salescloud Application to understand effective CRM	
35	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
36	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Modeling and Analysis with Spreadsheet**

**Course Code: SYS 664**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Spreadsheet programs allow users to develop a number of documents that can be used for both professional and personal use. Users can store data, perform calculations, and display values or figures graphically. A spreadsheet may be used to calculate the earnings of business products for the year, or it simply may be used to keep track of monthly bills. This class is targeted at beginning users and is intended to provide the basics for using a spreadsheet program. Whether it is Fortune 500 Corporation or any small and medium organization, all of them require summarizing, reporting and analyzing data. For more advanced needs like decision making building analytical models for understanding the effect on profit of various inputs, reduction of cost and management operation everything becomes easy and efficient by incorporating spreadsheet applications. Use of spreadsheets in businesses has evolved from mere book keeping to a functionally rich platform for quantitative business modelling and decision support systems.

The *learning goals and objectives* of this course for students to pursue management education are:

1. The course aims to align student learning to two of the core values of the School of Business i.e. Analytics and Entrepreneurial Thinking. This course is about blending techniques from various fields to create decision models primarily using Spreadsheet Solutions and equip future decision makers with hands on tools to achieve their goals.[Sub-goal: 3.1, 3.2]
2. The course shall help students to shed their fear of numbers and become power users of spreadsheet applications. This course attempts to combine the students' power to logically model and analyze diverse decision making scenarios with spreadsheet based solution procedures.[Sub-goal: 3.1, 3.2]



## **Pedagogy:**

Most of the course content will be imparted through Lab Based lectures. Apart from this text cases and video cases would be used so that students are able to correlate the topics studied with the practical implementations of the spreadsheet based tools. Students will also be introduced to e-learning based tools and project will be assigned after 10 lectures so that they can simulate the content learned.

## **Course Strategy and Requirements:**

This course is not for beginners and hence requires prior knowledge in terms of working familiarity with any of the available spreadsheet applications including formatting, built in formulae and data summarizing. Basic understanding of the issues and challenges faced by various functional areas along with a cross functional outlook. Basic course in Management Science

## **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Most of the evaluation will be based on lab based assignments. Apart from this students will be given project, so that they are able to correlate the course content with the real world scenario.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>	
	1	2
Assignments (30 Marks)	√	
CAT (30 Marks)		
End Term Examination(50 Marks)	√	√

\* For details of 1, 2 learning goals and objectives, kindly ETE above of this course outline.

### ***Assignments End Term Examination***

Lab based assignments will be given to the students and they will be required to do it through MS-Excel.

### ***Project:***

Students will be given project based on decision making models in different functional areas.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

***End Term Examination***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. It will be lab based exam.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
“Managerial Decision Modelling With Spreadsheets”	Balakrishnan Nagraj, Render Barry and M.Stain Jr. Ralph, Second Edition, Pearson. 2011
<b>SUPPLEMENTARY READINGS</b>	
“Excel 2010, Data Analysis and Business Modelling”	Winston L. Wayne, 2011, PHI Learning. 2010
“Microsoft Excel 2010-Bible”	Walkenbach John, Wiley Publishing Inc. 2010
“Operations Research: Principles and Practice”	Ravindran, Phillips and Solberg, Second Edition, Wiley India Pvt. Ltd. 2010

**Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Managerial Decision Making</i></b>		
This module introduces the students with the decisions making process in the organization and its importance.		
1	What and Why of Decision	Text Book, Chapters 1
2	Modeling, Types of Decision	Text Book, Chapters 1
3	Modeling, Steps in Decision	Text Book, Chapters 1
4	Modeling, Demonstration Exercises	Text Book, Chapters 1
<b><i>Module II: Linear Programming Modeling (LPM)</i></b>		
This module helps in implementing and solving LPM problems using spreadsheet.		
5	Introduction, Developing a Linear	Text Book, Chapters 2,4
6	Programming Model	Text Book, Chapters 2,4
7	Graphical versus Excel Based modeling.	Text Book, Chapters 2,4
8	Graphical versus Excel Based modeling. part 2	Text Book, Chapters 2,4
9	Lab assignment of the above	Text Book, Chapters 2,4

Session	Topics to be discussed	Readings
<b>Module III: Transportation, Assignment and Network Models</b>		
This model helps in implementing and solving Transportation, Assignment and Network problems using spreadsheet.		
10	Introduction to Transportation and their characteristics	Text Book, Chapters 5
11	Introduction to Network Models and their characteristics	Text Book, Chapters 5
12	Modeling the Transportation Problems	Text Book, Chapters 5
13	Interpretations of results	Text Book, Chapters 5
14	Modeling the Network Problems	Text Book, Chapters 5
15	Interpretations of results	Text Book, Chapters 5
16	Modeling the Assignment Problems	Text Book, Chapters 5
17	Interpretations of results	Text Book, Chapters 5
18	Lab assignment of the above	Text Book, Chapters 5
19	Maximum Flow, Shortest Path	Text Book, Chapters 5
20	Minimum Spanning Tree Model Applications	Text Book, Chapters 5
21	Introduction to Decision Analysis under uncertainty	Text Book, Chapters 5
<b>Module IV: Nonlinear programming models and decision models</b>		
This module helps students in implementing nonlinear models through spreadsheet.		
22	Integer, goal and nonlinear programming models	Text Book, Chapters 6
23	Decision analysis,	Text Book, Chapters 6
24	Decision making under uncertainty,	Text Book, Chapters 6
25	Decision making under risk	Text Book, Chapters 8
26	Decision trees	Text Book, Chapters 8
<b>Module V: Queuing and Simulation</b>		
This module teaches modelling of queue.		
27	Queuing models, system costs	Text Book, Chapters 9,10
28	single server and multiple server queuing systems	Text Book, Chapters 9,10
29	Simulation models	Text Book, Chapters 9,10
30	Monte Carlo simulation	Text Book, Chapters 9,10
<b>Module VI: Forecasting</b>		
This module gives knowledge of implementing forecasting model in spreadsheet		
31	Types of forecasts, Qualitative forecasting	Text Book, Chapters 11
32	Qualitative forecasting	Text Book, Chapters 11
33	Forecast error	Text Book, Chapters 11
34	Trend and Seasonality	Text Book, Chapters 11
35	Lab Assignment of the module	Text Book, Chapters 11
36	Project Presentation	
END TERM EXAMINATION		

### ***Students' Interaction Time***

**(To be mentioned after final course allocation and class schedule preparation)**

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Entrepreneurship**

**Course Code: IBS 663**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Today, India is facing a serious problem of unemployment and has a challenge of providing jobs for its youth. India can only ensure its demographic advantage when it can develop some kind of mechanism to employ its young force in some kind of productive activities. Here, it is important to say that it is the entrepreneurship which can help in creating jobs. The main objectives of studying entrepreneurship are to create entrepreneurial awareness, develop analytical and creative thinking, and to encourage & motivate our students towards their entrepreneurial career.

Further, to ensure continuous growth in a venture, innovation is required, because it is the heart of entrepreneurship. Innovation offers an opportunity to create new business through commercialization of innovation. It is needless to mention here that without entrepreneurial efforts an innovation can not be offered to the marketplace for its customers for satisfying their needs. Hence, entrepreneurship and innovation both are important in providing solutions to not only our economic problems but also to our social problems as well.

Through this course, the students would gain an insight in to the management of processes of innovation and entrepreneurship, particularly, the process of opportunity recognition, SOB/MBA/2016-17/1.1.3/

resources mobilization, venture development and commercialization of innovations. The students would also acquire the necessary skills and knowledge to take effective decisions in the field of entrepreneurship and innovation. This course of entrepreneurship and innovation is concerned with the key issues relating to the management of innovation and growth of a new and/or established venture. The course will focus on various aspects of innovation and their successful commercialization through entrepreneurship and by developing an innovative and entrepreneurial culture. The focus would also be on the practical side through exercises to enable students in becoming more creative and innovative in practicing their ideas and innovations. There are different aspects like appropriate marketing strategies, supportive culture, customer-orientation, entrepreneurial focus which need to be understood by students to be able to manage an innovative and entrepreneurial organization. The course also offers students an opportunity to examine their own creative and entrepreneurial potential through creative and risk taking exercises.

The specific *learning goals and objectives* of this course are to:

1. Develop understanding of the concept of innovation and entrepreneurship along-with the entrepreneurial process and strategy. [Sub-goal: 1.1, 2.1, and 2.3]
2. Equip students with the necessary skills and knowledge towards opportunity identification & selection followed by business plan development. [Sub-goal: 1.3,2.1, 3.1,3.2 and 3.3]
3. Help students in developing innovative and entrepreneurial culture specially to support new products and services and their commercialization. [Sub-goal: 1.2, and 2.2]
4. Help students to obtain an understanding of the various issues and aspects of managing new ventures, from early stage to growth and other relevant functional concepts, methods and techniques in an innovative context. [Sub-goal: 1.1, 1.3, 1.4, 2.1 and 4.2]
5. Create awareness among students regarding institutional support system available for entrepreneurial development in India. [Sub-goal: 2.2]

### **Pedagogy:**

The pedagogy will be a combination of lectures, discussions on relevant examples and other experience sharing relevant to this course, case study discussion, interactive exercises, assignments and/or projects specific topics.

## Course Strategy and Requirements:

Learning any course always requires substantial input from teacher and some efforts from students side as well. It is hoped that students who undertake this course of '*Entrepreneurship and Innovation Management*' will find it enjoyable and challenging. The focus of learning within this course will be upon investigation and analysis, making use of case studies, small group discussion and assignment. Lectures will be held as per the given schedule to provide adequate input to the students, however, more emphasis would be placed upon group learning and student's participation. To ensure effective learning, students should follow the following strategies:

- (i) Read and identify the problems in your understanding of the various concepts and their application areas. If you are unable to get the conceptual clarity, you should ask your queries from your teacher and/or friends.
- (ii) Class participation is very much useful for better understanding of the concept and learning. So, ensure your class participation through listening and participating in the discussions. Further, also try to explore your thinking and solve problems on your own. If necessary, take the help from your teacher and/ or friends.
- (iii) Read the caselets / case studies carefully and prepare yourself to find out the learning points along-with the points/issues to be discussed.
- (iv) Any difficulty in understanding entrepreneurial and innovation concepts while studying newspapers/ business magazines and / or listening to business news, clarify your doubts by asking the teacher.
- (v) There will be some assignments/projects (Individual/ group assignments) assigned to students and students are required to do their assignments/ projects in time. Late submission of assignments/projects will not be accepted.

## Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Regarding assessment of the students' learning, Quizzes will be used to evaluate the conceptual knowledge of the student. Individual/ group assignment(s)/ project and business plan development will be used for assessing the applied orientation of the students' learning and End-Term Test for assessing the whole learning objectives and goals as mentioned above in this course outline.

Assessment Components and Marks	Learning Goals and Objectives*				
	1	2	3	4	5
Quiz/ Case Studies/ Assignment/ Business Plan Development (20 Marks)	√	√	√	√	√

CAT (30 Marks)	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3, 4 and 5 learning goals and objectives, kindly see above of this course outline.

### **Quiz/ Case Studies/ Assignment/ Business Plan Development**

This quiz component of evaluation consists of conceptual and theoretical short and multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for grading the students. Individual assignment can also be asked as a part of student's individual assessment. Case studies discussion and Business Plan development or project might also be considered as the components of evaluation to assess the applied orientation of the students in a group.

### **Continuous Assessment Test (CAT)**

This component of evaluation is designed to assess the students' performance after the completion of 18 lectures. The purpose of this continuous assessment is to monitor the students' performance on a continuous basis.

### **End Term Examination (ETE)**

The purpose of End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. Here, the nature of questions will be analytical, applied and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Entrepreneurship in the New Millennium	Kuratko Donald F. & Rao, T.V. (2012), First edition, Cengage Learning.
<b>SUPPLEMENTARY READINGS</b>	
Managing Innovation: Integrating Technological, Market and Organisational Change	Tidd, J. and Bessant, J., 4th Edition, John Wiley & Sons.
Entrepreneurship: Successfully Launching New Ventures	Barringer (2008), Pearson Education Publishing
Entrepreneurship and Innovation in Corporations	Morris Michael H. Kuratko, Donald F. & Covin Jeffrey G.(2008), Cengage Learning
The Management of Technology and Innovation: A strategic Approach	White & Bruton (2007), Cengage Learning
Innovation and Entrepreneurship	Tidd, J. and Bessant, J (2011), , John Wiley & Sons
Innovation Management: Strategies, Implementation, and Profits	Afuah, Allan (2013), (2 <sup>nd</sup> Ed-Indian), Oxford
Entrepreneurship	Hisrich & Peters (2014), TMH Publication
Fundamentals of Entrepreneurship and Small Business Management	Desai Vasant, (2009), Himalaya Publishing House



## Course Outline (lecture-wise):

Session	Topics to be discussed	Readings
<b>Module I: Understanding Entrepreneurship and Entrepreneur</b>		
This module mainly focuses on the concepts of entrepreneurship and related terminologies. The module also tells the students about the detail process of entrepreneurship.		
1	Meaning & importance of entrepreneurship, Myths of entrepreneurship, the entrepreneurial economy, scope of entrepreneurship & entrepreneurial career	Text Book , Chapter 1 &2; Barringer, Chapter 1
2	Entrepreneurship as a mindset, the Entrepreneur and characteristics of a successful entrepreneur, understanding and developing entrepreneurial motivation	Text Book, 4
3	Entrepreneurial schools-of-thought: Macro and Micro view of entrepreneurial school of thoughts of entrepreneurship	Text Book, Chapter 2
4	The process approaches to entrepreneurship	Text Book, Chapter 2
5	<b>Entrepreneurial Exercise</b> to understand individual's entrepreneurial potential.	
<b>Module II: The Innovation Perspective</b>		
The purpose of this module is to equip the students with the fundamental concepts of creativity & innovation along-with the process and sources of innovation, which a students need to know.		
6	Understanding creative Ideas, role of creativity and innovation in entrepreneurship, and creative problem solving	Text Book, Chapter 5
7	The process of creativity and its nature, sources of creativity	Text Book, Chapter 5
8	Idea generation techniques, developing creativity and creative climate	Text Book, Chapter 5; Barringer, Chapter 2
9	Understanding Innovation, types of innovation, and dimensions of innovation	Text Book, Chapter 5; Tidd, J. and Bessant, J., Chapter 1 & 2; Barringer, Chapter 2
10	Sources of innovation, principles of innovation	Text Book, Chapter 1; Tidd, J. and Bessant, J., Chapter 5
11	The Innovation Process , simplified model of innovation process	Text Book, Chapter 5; Barringer, Chapter 2; Tidd, J.



Session	Topics to be discussed	Readings
		and Bessant, J., Chapter 1
12	The process of managing innovation, core abilities in managing innovation	Tidd, J. and Bessant, J., Chapter 1; White & Bruton, Chapter 1
13	<b>Case Study:</b> ChemConnect: creating a new kind of marketplace through digital technologies	Barringer, Chapter 1
<b>Module III: Understanding Opportunity and Developing Business Plan</b>		
This module includes the various aspects and issues relating to the opportunity identification & selection, choosing appropriate business model and develop a good business plan.		
14	Idea vs. Opportunity, sources of opportunities, assessment and selection of opportunities	Text Book, Chapter 7; Barringer, Chapter 2;
15	Details of feasibility analysis: product feasibility, market feasibility	Text Book, Chapter 7; Barringer, Chapter 3;
16	Organizational and financial feasibility analysis	Text Book, Chapter 7; Barringer, Chapter 3;
17	Environmental assessment for new ventures, The economic and regulatory environment	Text Book, Chapter 8; Barringer, Chapter 4;
18	The industry environment, using five forces model to industry analysis to determine potential success of a new venture, The use of Incubator towards new ventures	Text Book, Chapter 8; Barringer, Chapter 4
19	Growing with opportunities: concept of business model and its importance, components of an effective business model	Barringer, Chapter 5
20	<b>Case Study:</b> Netflix: Great idea, but will the business model work?	Barringer, Chapter 5
21	The business plan and its components, Writing an effective business plan.	Text Book, Chapter 11; Barringer, Chapter 9
<b>Module IV: Entrepreneurial Issues: Launching New Ventures &amp; Managing Growth</b>		
This module includes the details of various skill sets and knowledge required by the students to launch and manage their new ventures in an innovative and entrepreneurial manner.		
22	Forming a new venture team, qualities of founder/ founders, recruiting and selecting employees	Barringer, Chapter 6
23	Marketing issues for new ventures: developing marketing concept & marketing mix for a new venture	Text Book, Chapter 9; Barringer, Chapter 11

Session	Topics to be discussed	Readings
24	Segmentation, targeting and positioning, marketing stages for growing ventures, developing market plan	Text Book, Chapter 9; Barringer, Chapter 11
25	<i>Case Study: Nokia: how one company built its brand</i>	Barringer, Chapter 11
26	Types of business ownership structures, choosing a right form of business ownership structure	Text Book, Chapter 12; Barringer, Chapter 8
27	Dealing with the legal issues of a new venture creation, IPR and related issues, encouraging and protecting new ideas, an overview of laws concerning entrepreneurs	Text Book, Chapter 13; Barringer, Chapter 12;
28	Exploring the financial sources for entrepreneurial ventures, Debt vs. Equity, preparation for debt or equity financing	Text Book, Chapter 14; Barringer, Chapter 10;
29	Sources of Debt and Equity financing, exploring the venture capital market	Text Book, Chapter 14; Barringer, Chapter 10;
30	Attributes of a successful growing firm The integration of entrepreneurial and strategic action, understanding entrepreneurial strategy matrix model	Text Book, Chapter 15; Barringer, Chapter 13
31	Venture typical life cycle, entrepreneurial culture vs. administrative culture, Various internal & external growth strategies	Text Book, Chapter 16; Barringer, Chapter 13, 14 & 15
<p><b>Module V: Developing Innovative &amp; Entrepreneurial Organization</b></p> <p>This module focuses on the various elements which are the part of an innovative and entrepreneurial organization.</p>		
32	Developing Innovative and Entrepreneurial Organization: elements of entrepreneurial culture, component of an innovative organization	Tidd, J. and Bessant, J., Chapter 3; Morris Michael H. Kuratko, Donald F. & Covin Jeffrey G, Chapter 8, 9 & 10
33	Integrating entrepreneurship with strategy & managing innovation strategically, factors that encourage or discourage innovation	Tidd, J. and Bessant, J., Chapter 3; Morris Michael H. Kuratko, Donald F. & Covin Jeffrey G, Chapter 8, 9 & 10
34	The innovation planning process, developing a climate for innovation, and key implementation issues in innovation	Tidd, J. and Bessant, J., Chapter 4; White & Bruton, Chapter 3 & 4
35	Stage gate process for new product development,	Tidd, J. and Bessant, J.,

Session	Topics to be discussed	Readings
	Development funnel model for new product development, and Commercialization of Innovation	Chapter 9 & chapter 10
36	<b>Case Study: 3M</b>	
	<b>END TERM EXAMINATION</b>	

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Global Business Strategy**

**Course Code: IBS 661**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

We are living in a globalized world. This has many important implications on the business decision making. Markets, laws, cultures, institutions, resources etc. differ across countries and each of these factors should be considered before making any business decision. This course is designed in order to provide a comprehensive understanding of global business strategies in a systematic and logical way. Different options available to enter into foreign markets by forming strategic alliance, restructuring or acquisition are discussed in detail. Strategies are divided into three parts- global, corporate level and business level and each of

these are analyzed in great detail to clarify any doubt which might come in the mind of the students.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with the factors which can affect the business decision making and to identify the stakeholders and analyze their behaviour on a global scale. [Sub-goals: 1.2, 1.3, 1.5, 2.2 and 3.3]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [Sub-goals: 2.1, 2.2, 2.3, 3.2, 4.1 and 4.2]
- (iii) To critically analyse situations for forward thinking through innovation. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussions, and projects/assignments. Every concept or terminology will be explained from the basic with its definition and impact on the real world with some suitable examples so that students from any background are able to comprehend it easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to read at least one business newspaper daily and identify the terms which are not clear to you.
- c. Try to follow the major decisions taken by big corporations around the world and analyze why they are doing this.
- d. Any difficulty in understanding any concept while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying other courses like International Economics, Global outsourcing etc. try to relate and use various concepts which you have learned from this course.
- f. Class participation is very much useful for better understanding of the concepts. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Global Strategy	Mike Peng, Second edition, Cengage learning
<b>SUPPLEMENTARY READINGS</b>	
Global strategic management	Philippe Lasserre, Palgrave Macmillan
Global strategic management	Frynas and Mellahi, Oxford University Press
Global & transitional business: strategy	Stonehouse, Campbell, Hamill, Purdie, Wiley India

and management	
Redefining global strategy	Pankaj Ghemawat, Harvard Business Review Press

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Foundations of Global strategy</b>		
The purpose of this module is to acquaint students with basic concepts in global strategy like five forces, three strategies, VRIA framework, role of culture and institution are also included.		
1	Meaning and importance of global strategy,	Text Book, Chapter 1
2	Fundamental questions in strategy	Text Book, Chapter 1
3	Globalization and global strategy	Text Book, Chapter 1
4	Defining industry competition	Text Book, Chapter 2
5	Five forces framework	Text Book, Chapter 2
6	Three generic strategy	Text Book, Chapter 2
7	Understanding resources and capabilities	Text Book, Chapter 3
8	Resources, capabilities and value chain	Text Book, Chapter 3
9	Value, Rarity, Imitability and Action framework	Text Book, Chapter 3
10	Understanding institutions	Text Book, Chapter 4
11	Institution based view of global strategy	Text Book, Chapter 4
12	Strategic role of culture, Strategic role of ethics	Text Book, Chapter 4
<b>Module II: : Business level strategies</b>		
This module aims at developing an understanding regarding entrepreneurial strategies, foreign market entry options and formation of alliances.		
13	Entrepreneurship and entrepreneurial firms	Text Book, Chapter 5
14	Comprehensive model of entrepreneurship- industry based, resource based and institution based	Text Book, Chapter 5
15	Five entrepreneurial strategies- growth, innovation, network, finance and governance, harvest and exit	Text Book, Chapter 5
16	Overcoming the liability of foreignness	Text Book, Chapter 6
17	Understanding the propensity to internationalize	Text Book, Chapter 6
18	A comprehensive model of foreign market entries- industry based, resource based and institution based	Text Book, Chapter 6
19	Where to enter-location specific advantages, cultural/ institutional distances	Text Book, Chapter 6
20	How to enter- Scale of entry and modes of entry	Text Book, Chapter 6
21	Defining strategic alliances and network	Text Book, Chapter 7
22	A comprehensive model of strategic alliances and network	Text Book, Chapter 7
23	Formation of strategic alliances, Evolution and performance of strategic alliance	Text Book, Chapter 7
<b>Module III: Corporate level strategies</b>		
This module discusses different types of diversifications, acquisition, restructuring, ownership and conflict.		
24	Product diversification, Geographic diversification	Text Book, Chapter 9
25	Combining product and geographic diversification	Text Book, Chapter 9
26	Acquisitions and restructuring	Text Book, Chapter 9
27	Multinational strategies and structures	Text Book, Chapter 10
28	Worldwide learning, innovation and knowledge management	Text Book, Chapter 10
29	Concentrated vs diffused ownership	Text Book, Chapter 11
30	Family ownership and state ownership	Text Book, Chapter 11
31	Principal- agent conflict, Principal-principal conflict	Text Book, Chapter 11
32	Board of directors- Key features and role	Text Book, Chapter 11



<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
33	Stakeholder view of firm	Text Book, Chapter 12
34	Case study : Argana from a local supplier to a global player	Text Book
35	Case study: Mattel and the toy recalls	Text Book
36	Case study: Unilever's Fair and Lovely whitening cream- doing well but not doing good	Text Book
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: International Economics**

**Course Code: IBS 662**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Nation-states do not exist in economic isolation. There has been an ever increasing global economic integration that has fostered a high degree of inter-dependence amongst nation-states. It emphasizes on a better understanding of international economics. Thus realizing the significance of international economics, this course is designed to equip business students with the basic knowledge and skill to analyse international economic issues. For this purpose, it is intended to provide: i) an analytical training in the critical use of theories of international trade and finance; and ii) an opportunity for students to develop critical understanding of the current policy debate on international trade and development, foreign direct investment and multinational corporations, international migration and labour market issues, regional integration and globalisation, management of open developing economies with large external shocks, dynamics of currency and financial crises, management of exchange rates and capital accounts, international monetary and financial architecture, and other global economic issues. Throughout the course, emphasis is placed on understanding theories as well as on testing



and evaluating these theoretical propositions in the light of empirical evidence and real world issues.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with different theoretical models of international economics in light of ‘real world’ situations and assist them in understanding the impact of the economies of regional integration and multilateral arrangements to facilitate managerial decision making. [Sub-goal: 2.2]
- (ii) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by critically evaluating the character and effect of globalisation, correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices to maximize profit, market share, managerial interests, national interests, social and environmental benefits. [Sub-goals: 2.1, 2.2, 2.3, 3.2 and 4.1]
- (iii) To critically analyse situations for forward thinking through innovation. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, and projects/assignments. Each economic theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “International Economics”.
- d. Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate and use the various economic concepts, which you have learned from this course.
- f. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (TEE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Global Economics: Principles and Worldwide Applications	Robert J. Carbaugh, 13 <sup>th</sup> Edition, Cengage Learning
<b>SUPPLEMENTARY READINGS</b>	
International Economics: Theory and Policy	Paul R. Krugman, Maurice Obstfeld, 8 <sup>th</sup> Edition, Pearson Education.

International Economics	H. G. Mannur, 2 <sup>nd</sup> Edition, Vikas publishing House Pvt. Ltd
International Economics: Theory, Application and Policy	Charles Van Marrewijk, Oxford University Press

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction and overview of the course</b>		
This module is introductory in nature and covers fundamental aspect of international economics. The purpose of this module is to give an overview of the course and describe the trade patterns and contemporary issues of trade.		
1	Introduction and overview of the course	Text Book, Chapter 1
2	Globalization of Economic Activity. Trade patterns	Text Book, Chapter 1
3	Contemporary issues of Trade	Text Book, Chapter 1
<b>Module II: Modern Trade Theory – Foundations</b>		
This module focuses on historical development of modern trade theory, details of absolute advantage and comparative advantage theories of trade.		
4	Historical Development of Modern Trade Theory, Absolute advantage	Text Book, Chapter 2
5	Comparative advantage	Text Book, Chapter 2
6	Gains from Trade, Complete and partial specialization	Text Book, Chapter 2
<b>Module III: Trade Theory, Comparative advantage – sources and issues</b>		
This module covers the Factor-Endowments theory, Factor-Price equalization, Stolper-Samuelson theorem, Returns to scale, Transportation Costs and Comparative Advantage.		
7	The Factor-Endowments theory (Heckscher-Ohlin theory)	Text Book, Chapter 3
8	Factor-Price equalization, Stolper-Samuelson theorem	Text Book, Chapter 3
9	Skill as a source of Comparative Advantage : Returns to scale	Text Book, Chapter 3
10	Transportation Costs and Comparative Advantage	Text Book, Chapter 3
<b>Module IV: Barriers to trade</b>		
This module aims to cover tariffs, tariff welfare effects, import quota, dumping and comparison of tariff, quota and dumping.		
11	Tariffs – import and export	Text Book, Chapter 4
12	Tariff Welfare effects: Consumer Surplus & Producer Surplus, Tariff Welfare effects : small and large nation	Text Book, Chapter 4
13	Arguments for trade restrictions, Import Quota	Text Book, Chapter 4
14	Quota versus Tariffs. Dumping	Text Book, Chapter 4
15	Case Study: A voluntary Export Restraint in Practice: Japanese automobiles	Paul R. Krugman & Maurice Obstfeld, Chapter 8
<b>Module V: Trade Regulations</b>		
This module covers GATT, Multilateral Trade Negotiations, WTO and Intellectual Property Rights.		
16	GATT, Multilateral Trade Negotiations	Text Book, Chapter 6
17	WTO. and settling Trade disputes	Text Book, Chapter 6
18	Case Study : Resolution of trade conflicts under the WTO's Dispute Settlement Understanding	Vyuptakesh Sharan, Chapter 7
19	Intellectual Property Rights.	Text Book, Chapters 6
<b>Module VI: Trade Policies for the Developing Nations</b>		
This focus of this module is on trade policies for the developing nations. It covers primary product prices, standard labour practices and comparison of import substitution and export led growth.		
20	Stabilizing Primary-Product prices	Text Book, Chapter 7
21	Standard labour practices	Text Book, Chapter 7

Lecture	Topics to be discussed	Readings
22	Import substitution versus Export-led growth	Text Book, Chapter 7
<b>Module VII: International Factor Movements and Multinational Enterprises</b>		
This module covers the theory of multinational enterprises, focuses on need for FDI and discusses international joint ventures and multinational enterprise.		
23	The Theory of Multinational Enterprise, Multinational Firms in Practice	Text Book, Chapter 9; Paul R.Krugman & Maurice Obstfeld, Chapter 17
24	Need for FDI	Text Book, Chapter 9
25	International Joint ventures, Multinational Enterprise as a source of Conflict	Text Book, Chapter 9
<b>Module VIII: The Balance of Payments</b>		
The focus of this module is on double entry accounting and on BOP structure.		
26	Double –Entry Accounting , BOP Structure	Text Book, Chapter 10
27	Current and Capital accounts. Deficits and Surpluses	Text Book, Chapter 10
<b>Module IX: Foreign Exchange and Exchange Rate Determination</b>		
This module describes foreign exchange market, types of transactions, exchange rate determination, purchasing power parity theory, exchange rate systems & adjustments, capital control, devaluation and balance of payments.		
28	Markets and Types of Transactions	Text Book, Chapter 11
29	Arbitrage, Hedging, Exchange rate determination	Text Book, Chapter 12
30	Effects of inflation, inflation differentials and the Exchange rate	Text Book, Chapter 12
31	Purchasing power parity theory, Causes of deviations from PPP	Text Book, Chapter 12; Charles Van Marrewijk, Chapter 20
32	Exchange-Rate Overshooting. Forecasting Foreign Exchange-Rates.	Text Book, Chapter 12
33	<b>Case Study: The Demand for International Reserves</b>	Paul R. Krugman & Maurice Obstfeld, Chapter 17
34	Exchange Rates – Systems and Adjustments	Text Book, Chapter 15
35	Capital control and Devaluation, Exchange Rate and Balance of Payments	Text Book, Chapter 15
36	Increasing the credibility of Fixed Exchange Rates, Dollarization	Text Book, Chapter 15
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Stock and Commodity Market Operations**

**Course Code: FIN 675**

## Course Credit: 3

### Course Background and Learning Objectives:

Stock market is an integral part of capital market. A well-organized and well-regulated stock market provides excellent investment opportunities to investors for creating wealth and fulfilling their investment objectives, and at the same time it helps corporate in raising funds. Stock market facilitates sustainable development of the economy by providing liquidity, marketability, and safety of investments to the investors.

Stock market is a buzz word in world of investment. It provides unique services and benefits to corporate, individual investors and governments. With each passing year, the activity level in stock market is rising. Television commentators, financial writers, analysts, and market strategists are all overtaking each other to get investors' attention. Like stock markets, commodity markets are also becoming more and more popular. Herein lays the significance of a course which could provide systematic knowledge of functioning of these markets and the process of trading in these markets.

This course is designed to provide the students with an insight of structure and functioning of stock and commodity markets in India. The course is intended to develop necessary interest and skills related to trading of various securities as well as commodities.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To provide students with an in-depth appreciation and understanding of structure and functioning of stock and commodity markets in India. [Sub-goal: 1.5]
- (ii) To provide students with an insight of trading of financial securities e.g. shares, bonds and debentures, mutual funds etc so that they can trade in these securities. [Sub-goal: 3.2, 3.3, 4.2]
- (iii) To provide students with an understanding of trading of financial futures and options, and commodity futures so that they can be comfortable in trading of financial and commodity derivatives. [Sub-goal: 3.2, 3.3, 4.2]

### Pedagogy:

SOB/MBA/2016-17/1.1.3/

This course shall be organized through a mixture of lectures, class discussions, cases, exercises, and online trading of securities and commodities. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of various tools, techniques and methods. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for trading of securities and commodities.

The course shall demand lot of rigour and active participation from the side of students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current investment scenario in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible and practice lot of simulated online trading. That not only will keep your spirits up but will also allow trying out new ideas, allowing dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. Stock and commodity markets are no different. In this course, you will encounter with many new terms and phrases that investment analysts, traders and fund managers use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to trade properly and beneficially you should follow the following strategies:

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Stock and Commodity Market Operations”.
- (iv) Any difficulty in understanding trading concepts while studying business



newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.

- (v) While studying the course Stock and Commodity Market Operations, try to relate the use and usefulness of various concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) In this course, practice of simulated online trading is the most important activity and students are advised to devote considerable time for this purpose.
- (viii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, assignment on online trading and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Assignment on Online Trading (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Assignment on Online Trading***

Quiz is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Each student shall be given an SOB/MBA/2016-17/1.1.3/



assignment on online trading to judge the application part. Similarly, case studies discussion might also be considered as the components of evaluation to assess students' performance in a group. Through these components students will also develop their creative and innovative thinking by taking various decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Hand Outs	Concerned Faculty Member
Commodity Markets: Operations, Instruments and Applications	Catani, Nitti Nadine (2014), Tata McGraw Hill, New Delhi.
<b>SUPPLEMENTARY READINGS</b>	
Indian Financial System	Pathak, B. V., Latest Edition, Pearson Education, New Delhi. (2014)
Financial Markets and Services	Gordon, E, Natarajan, K., Latest Edition, Himalaya Publishing House, New Delhi. (2013)
Financial Services and Markets	Pandian P., Latest Edition, Financial Services and Markets, Vikas Publishing House, New Delhi. (2015)
Indian Financial System	Machhiraju, H. R., Latest Edition, Vikas Publishing House, New Delhi. (2014)

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Securities Market in India</i></b>		
Purpose of this module is to acquaint students with Indian securities market and important securities available for trading.		
1	Introduction to Securities Market in India, Participants, Market Segments	Pathak, B.V., Chapter 1
2	Securities Market in India: Functions, Regulatory Framework.	Pathak, B.V., Chapter 1

Session	Topics to be discussed	Readings
3	Primary Market: Introduction, Methods of Floating New Issues	Pathak, B.V., Chapter 7
4	Pricing of Public Issues, Price and Price Bands	Hand Outs
5	IPO Grading, Eligibility Norms	Pathak, B.V., Chapter 7
6	<b>Case Study:</b> Motilal Oswal Financial Services Ltd.: An IPO in India Question: 1. What the case is all about? 2. What are the key factors that affect the success of this IPO?	Harvard Case Study
7	Stock Market: Organization and Membership of Stock Exchanges	Pathak, B.V., Chapter 8
8	Stock Market Indices	Hand Out
9	Circuit Breakers	Hand Out
10	Important Intermediaries	Hand Out
11	Functioning of Important Stock Exchanges	Hand Out
12	Securities Available for Trading: Equity Shares, Bonds and Debentures	Hand Out
13	Mutual Funds	Hand Out
14	Derivatives: Stock and Index Futures	Hand Out
15	Stock and Index Options, Open Interest	Hand Out
16	<b>Case Study:</b> The Keller Fund's Option Investment Strategies Question: 1. Illustrate the case and worrying issues in your own words and prepare a case synopsis. 2. What do you think, was the best strategy for the investment?	Harvard Case Study
<b>Module II: Basics of Trading</b> The purpose of this module is to acquaint students with various concepts related with trading of securities and financial derivatives.		
17	Opening of Demat and Trading Account, Difference between Demat and Trading Accounts	Hand Out
18	Cash Trading and Margin Trading	Hand Out
19	Calculation of Margin	Hand Out
20	Day Trading and Delivery Based Trading	Hand Out
21	Depository, Depository Participants, Clearing Members and Custodians	Hand Out
22	Calculation of Brokerage and STT	Hand Out
<b>Module III: Trading of Securities</b> The purpose of this module is to familiarise students with trading of equity shares, mutual funds, debt securities, and financial futures and options so that they can trade in these securities.		
23	Trading of Equity Shares- Order Placing and Order Matching	Hand Out
24	Trading of Equity Shares- Clearing and Settlement	Hand Out
25	Trading of Mutual Funds	Hand Out
26	Trading of Debt Securities- Wholesale Debt Market and Retail Debt Market, Trading in RDM.	Hand Out
27	Trading of Debt Securities- Clearing & Settlement System	Hand Out
28	Trading of Equity Futures (Stock & Index)	Hand Out
29	Clearing and Settlement	Hand Out
<b>Module IV: Commodities Market in India</b> The purpose of this module is to acquaint students with Indian commodities market and important commodity futures traded in India.		
30	Introduction to Commodity and Commodity Derivatives	Text Book, Chapter 1 and 3
31	Important Participants, Market Positions, Order Types.	Text Book, Chapter 4 and 5
32	Functioning of Important Commodity Exchanges (NCDEX & MCX)	Text Book, Chapter 4 and 5

Session	Topics to be discussed	Readings
33	Products Traded on Indian Commodity Exchanges, Commodity Market Indices	Text Book, Chapter 4 and 5
<b>Module V: Trading of Commodities</b> The purpose of this module is to familiarize students with trading of commodity derivatives so that they can be capable of trading in commodity futures.		
34	Trading of Commodities- Order Placing and Types of Orders	Text Book, Chapter 6
35	Lecture by Industry Expert	
36	Lecture by Industry Expert	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Wealth Management**

**Course Code: FIN 677**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The area of personal financial planning and wealth management encompasses many disciplines these include investments, retirement, cash-flow planning, pension schemes, insurance, taxation, borrowing money, financial analysis, risk assessment, and many other areas. This subject is designed to provide students with the ability to develop and manage personal finance & design financial plans for their clients in a way that meets their specific goals and long-term objectives.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To introduce the students with financial management concept at a personal level, with special emphasis placed on the development of a plan or strategy. [Sub-goal: 3.1 and 3.3]
2. To study the investment and financial issues arising from the management of personal wealth [Sub-goal: 3.3 and 4.2]
3. To understand & perform simple financial need analysis and explain the features of various forms of investment available to individuals and outline their advantages and disadvantages. [Sub-goal: 3.1 and 3.3] and to outline the role of retirement & estate planning within the financial planning process. [Sub-goal: 3.1 and 3.3]

### **Pedagogy:**

The course is organized as a mixture of weekly lectures, tutorials, self-managed exercises and quizzes as well as guided reading. As you can see it is not enough to only attend the formal classes. It is expected that you are going to spend a considerable amount of time to self-study whether it is in the library or in front of your computer at home. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Wealth Management broadly covers different aspects of personal financial decisions, including basic financial planning, financial literacy, individual income tax issues, managing savings and other liquid accounts, the use of credit, consumer loans, insurance, managing investments (equity, bonds, and mutual funds) and saving for retirement and estate planning. The course will provide the student with an introduction to the various concepts associated with financial planning. A broad range of topics will be covered. The course is geared toward practical knowledge that is necessary for financial decision making in everyday life.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.

(iii) Read the caselet and try to find out the learning points pertaining to the SOB/MBA/2016-17/1.1.3/

specific topic in “Wealth Management”.

- (iv) Any difficulty in understanding wealth management concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students’ performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in

a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Personal Finance	Jack R Kapoor, Les R Dlabay and Robert J Hughes, Tata McGraw Hill( JLR) (2014)
<b>SUPPLEMENTARY READINGS</b>	
Personal Financial Planning	Lawrence J. Gitman, Michael D. Joehnk & Randy Billingsley, 12th Edition by Cengage publication. (2014)
Investment Analysis & Portfolio Management	Chandra TMH, 2013
<i>Rich Dad Poor Dad - What the Rich Teach Their Kids About Money - That the Poor and Middle Class Do Not!</i>	Robert Kiyosaki & Sharon L. Lechter. Publisher - Warner Business Books / 2012 Edition.
Personal Finance- Turning Money into Wealth	Arthur J. Keown, Pearson Prentice Hall (2015)
Winning The Wealth Game	Sanjiv Mehta, Tata McGraw Hill, (2014)
Mutual funds in India: Marketing strategies & Investment Practices	H. Sadhak, 2nd edition, Sage Publications(2014)

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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Lecture	Topics to be discussed	Readings
<b>Module I: Wealth Management Basics</b>		
The purpose of this module is to acquaint students with basic concepts of wealth management and sensitize them to the purpose of wealth management and how it helps individual in financial decision making.		
1	Meaning of Wealth Management	Text Book, Chapters 1
2	Need of Wealth Management and Financial Planning	Text Book, Chapters 1
3	Wealth Management Process	Text Book, Chapter 1
4	Wealth Management Process (Continued)	Text Book, Chapter 1
5	Developing personal financial goals	Text Book, Chapter 1
6	Financial planning Lifecycle	Text Book, Chapter 1
<b>Module II: Financial Health Evaluation</b>		
The purpose of this module is to make students understand how the Financial Health of an individual is evaluated and how this evaluation helps in financial planning of an individual.		
7	Preparation of Personal Income Statement	Text Book, Chapter 2
8	Preparation of Personal Balance Sheet	Text Book, Chapter 2
9	Ratio Analysis	Text Book, Chapter 2
<b>Module III: Budgeting and Time Value of Money</b>		
This module will sensitize students towards the need for budgeting and how it helps individuals in achieving their financial goals. Students will also learn how individual budgets are prepared and how to apply the concepts of Time Value of Money in financial planning and decision making.		
10	Preparation of Budgets	Text Book, Chapter 3
11	Financial Goals Decisions	Text Book, Chapter 3
12	Application of concepts of Time Value of Money in financial planning and decision making	Text Book, Chapter 3
<b>Module IV: Tax Planning</b>		
This module will discuss the fundamentals of Income tax ,how taxes affect the financial planning and the various strategies that can be applied for tax planning		
13	Taxes and financial planning	Text Book, Chapter 4
14	Income tax fundamentals	Text Book, Chapter 4
15	Filing your income tax return	Text Book, Chapter 4
16	Tax planning strategies	Text Book, Chapter 4
<b>Module V: Liability planning</b>		
The focus of this module is to make students understand the basics of consumer credit, the types & the costs involved, information to be provided for availing consumer credit and how credit help in maximization of personal wealth.		



Lecture	Topics to be discussed	Readings
17	Meaning of consumer credit and Cost involved in obtaining credit	Text Book, Chapter 6&7
18	Information creditors look for providing credit	Text Book, Chapter 6&7
19	Consumer loan, Home loan, Auto loan and Credit cards etc. How Loans help in maximization of personal wealth	Text Book, Chapter 6&7
20	Presentations based on assignment(Part-1)	
21	Presentations based on assignment(Part-1)- Continued	
<b>Module VI: Insurance Planning</b>		
This module will help student develop a risk management plan using insurance and will also provide them detailed knowledge of different categories of insurance		
22	Develop a risk management plan using insurance	Text Book, Chapter 10
23	Importance of property and liability insurance, automobile insurance	Text Book, Chapter 10
24	Cost of health Insurance, disability insurance, various types of health care coverage	Text Book, Chapter 11
25	Purpose and principle of life insurance. Creating a plan to buy life insurance. Importance of Nomination in Insurance	Text Book, Chapter 12
<b>Module VII: Investment planning</b>		
This module will help student develop an investment plan by sensitizing them to the factors that influence the choice of investments and how the total investment need to be allocated towards different investment categories		
26	Preparing an investment plan	Text Book, Chapter 13
27	Factors affecting choice of investments	Text Book, Chapter 13
28	Asset allocation and investment alternatives Questions: 1. What is the case all about? What specific concepts are included in the case? 2. How would you teach the case in the class room?	Text Book, Chapter 13; <b>Harvard Case Study: Rina Castillo: Implementing Asset Allocation Principles</b>
29	Investment in stock	Text Book, Chapter 14
30	Investment in bonds	Text Book, Chapter 15
31	Investment in mutual funds	Text Book, Chapter 16
32	Investment in real estate and other investment alternatives	Text Book, Chapter 17
<b>Module VIII: Retirement planning</b>		
This module will sensitize students towards the need for retirement planning and how to plan for expenses at the time of retirement		
33	Overview and need for retirement planning	Text Book, Chapter 18



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
34	Retirement living expenses	Text Book, Chapter 18
35	Planning your retirement income	Text Book, Chapter 18
<b>Module IX: Estate planning</b> This module will equip students with the knowledge of the process of estate planning and writing a will.		
36	Questions:- 1. What is the case all about? 2. What are the three key features of the case?	Harvard Case Study: Richard Lund: Personal Wealth and Philanthropy
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Financial Derivatives**

**Course Code: FIN 673**

**Course Credit: 3**

### **course Background and Learning Objectives:**

Financial derivatives enable parties to trade specific financial risks (such as interest rate risk, currency, equity and commodity price risk, and credit risk, etc.) to other entities who are more willing, or better suited, to take or manage these risks—typically, but not always, without trading in a primary asset or commodity. Financial derivatives are financial instruments that are linked to a specific financial instrument or indicator or commodity, and through which specific financial risks can be traded in financial markets in their own right.

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Transactions in financial derivatives should be treated as separate transactions rather than as integral parts of the value of underlying transactions to which they may be linked. The value of a financial derivative derives from the price of an underlying item, such as an asset or index. Financial derivatives are used for a number of purposes including risk management, hedging, arbitrage between markets, and speculation.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To acquaint students with basic concepts and techniques of Derivatives and risk management and their applications to managerial decision-making to sustain the business in long-run. . [Sub Goal 1.1,1.3]
2. This course provides a deep understanding of various Financial Derivatives. While there is significant focus on the functioning of the Financial Derivatives, students will also develop a sound understanding of various concepts, tools and techniques that apply to Derivatives anywhere in the world. . [Sub Goal 2.1,2.3]
3. The aim of the course is to provide advanced instruction and knowledge in financial markets and instruments, and in financial engineering together with the quantitative tools essential for understanding modern finance and research methods. . [Sub Goal 3.1,3.3].

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each economic theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or

psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic.
- d. Any difficulty in understanding subject specific concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- e. While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various Subject related concepts, which you have learned from this course.
- f. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student

most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of approx 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Futures and Other Derivatives	John C Hull , Pearson Education. (2014)
SUPPLEMENTARY READINGS	
Financial Derivatives	I.M pandey, Vikas Publishing House. (2014)
Financial Derivatives	S.L Gupta, Paperback Publications. (2013)
Financial Derivatives	Kumar S.S, PHI learning House. (2013)

Derivatives	V Raghunathan, Tata Mc Graw Hill. (2014)
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### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module 1: Financial Derivatives</b>		
The purpose of this module is to acquaint students with basic concepts of investment, the investment process and develop a general idea about the various derivatives instruments available in the market.		
1	Meaning and Scope of Derivatives; Need for Financial Risk Management	Text Book Chapter1
2	Derivative Market and Instruments; Structure Indian and Foreign Derivative Markets	Text Book Chapter2
3	Types of Derivatives-Financial and Commodity	Text Book Chapter3
4	Meaning and Mechanism; Determination of Forward Prices	Text Book Chapter4
5	Determination of Future prices	Text Book Chapter 5
6	Hedging Strategies using Forward and Futures	Text Book Chapter5
7	Determination of hedging ratio, Interest Rate Future-Euro dollar futures, Duration based hedging strategies	Text Book Chapter6
8	Types of Option; American vs. European option	Text Book Chapter7
9	Option pricing-call and put Concept	Text Book Chapter7
10	Option pricing-call and put Application	Text Book Chapter8
11	Pricing of Option-Binomial Model Introduction	Text Book Chapter9
12	Pricing of Option-Binomial Model Application	Text Book Chapter9
13	Pricing of Option-Black-Scholes Model Introduction	Text Book Chapter 9
14	Case Study: Delphi  <u>Stuart C. Gilson, Victoria Ivashina, Sarah L. Abbott</u> Questions: 1. Discuss the problems and issues in the case. 2. Assume yourself as a derivative analyst, list down the factors from most to least important in deciding the option price.	Harvard Business Case
<b>Module: 2 Options:</b>		
The purpose of this module is to acquaint students with basic concepts of options and develop a general idea about the various trading strategies		
15	Case study: Foreign Exchange Hedging Strategies at General motors Mihir A Desai, Mark F Veblen Questions: 1. Discuss the effectiveness of strategy adopted by General Motors? 2. Would you suggest any other hedging strategy to General Motors?	Harvard Business Case

Lecture	Topics to be discussed	Readings
16	Hedging Using Option--Long position hedge	Text Book Chapter 10
17	Trading Strategies Using Option-Vertical Spread	Text Book Chapter 10
18	Trading Strategies Using Option- Horizontal Spread	Text Book Chapter11
19	Combinations-Straddle, Strangle	Text Book Chapter12
20	Interest Rate Swap	Text Book Chapter12
21	Currency Derivatives	Text Book Chapter13
<b>Module: 3 Hedging:</b>		
The purpose of this module is to acquaint students with basic concepts of hedging and concepts related to carbon trading		
22	Concept of market risk; Delta Hedging	Text Book Chapter14
23	Vega hedging	Text Book Chapter14
24	Gamma hedging	Text Book Chapter14
25	Case Study- Why Trade Spread Options. Question: 1.What do you understand by Spread Options? 2.What are the advantages and disadvantages of Spread Options? 3.Assume yourself as a hedging manager, list out the market situations in which you can take the advantage of Spread Option	Text Book Chapter15
26	Application of Delta; Vega and Gamma	Text Book Chapter15
27	Value at Risk (VaR) concept	Text Book Chapter16
28	Value at Risk (VaR) concept Application	Text Book Chapter17
29	Value at Risk (VaR) hedging	Text Book Chapter17
30	Exotic Option; Weather Derivatives	Text Book Chapter18
31	Energy Derivatives	Text Book Chapter17
32	Insurance Derivatives	Text Book Chapter19
33	Carbon trading options	Text Book Chapter20
34	Case Study- Carbon Trading Questions: 1.List out the characteristics of carbon trading. 2.Why the carbon trading is getting so much attention form the investors day by day	Text Book Chapter21
35	Speculations in Global markets around the world	Text Book Chapter22
36	<b>Lecture by Industry Expert</b>	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Project Finance and Capital Budgeting**

**Course Code: FIN 674**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The course covers all the aspects of a project viz. Planning, Analysis, Selection, Financing, and Implementation. The major emphasis of the course will be on evaluating capital expenditure proposals and their means of financing in synergy with the overall strategy of a firm. The basic objective of this course is to develop an understanding on various aspects of a project management viz. Planning & implementation of projects, Selection of projects, Financing of projects and Implementation of projects and to explain the strategic, qualitative and organizational considerations, which impinge on capital budgeting decisions, and also suggests ways to improve project appraisal and capital budgeting in practice.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and techniques of Capital Budgeting analysis and their applications to managerial decision-making to sustain the business in long-run. . [Sub Goal 1.1,1.3]
- (ii) To develop an understanding on various aspects of a project management viz. planning & implementation of projects, Selection of projects, Financing of projects and Implementation of projects. . [Sub Goal 2.1,2.3]
- (iii) To explain the strategic, qualitative and organisational considerations, which impinge on capital budgeting decisions, and also suggests ways to improve project appraisal and capital budgeting in practice. . [Sub Goal 3.3]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems),  
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experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each economic theory will be explained graphically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

In this course, you will encounter many new terms and some familiar words that Finance managers use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of Capital budgeting techniques concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic.
- (iv) Any difficulty in understanding subject specific concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various Subject related concepts, which you have learned from this course.



(vi) Thus, class participation is very much useful for better understanding of the concept.

This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

(vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Project Financing	Prasanna Chandra ,Tata Mc Graw Hill. (2015)
SUPPLEMENTARY READINGS	
"Project Management - The Managerial Process"	Clifford Gray and Erick Larson, TMH Publication, (2014).

**Course Outline (lecture-wise):**

Lecture	Topics to be discussed	Readings
<b>Module 1: An Introduction:</b>		
The focus of this module is to understand fundamental of project analysis. The module acquaints the students with various sections of project analysis and its sub analysis		
1	Distinction between corporate finance and project finance.	Text Book, Chapters 1 & 2
2	Business level strategy and capital budgeting Techniques to identify investment opportunities	Text Book, Chapters 1 & 2
3	Demand Analysis	Text Book, Chapter 2-3
4	Technical Analysis Financial Estimates and Projections	Text Book, Chapter 4
5	Annuity and perpetuity	Text Book, Chapter 5
6	Payback method Accounting rate of return	Text Book, Chapter 5
7	NPV IRR	Text Book, Chapter 6-7
8	Estimation of cash flows	Text Book, Chapter 6-7
9	MIRR and social cost benefit ratio	Text Book, Chapter 7
10	Cost of capital	Text Book, Chapter 8
11	Factors affecting weighted average cost of capital	Text Book, Chapter 8
12	Project risk analysis	Text Book, Chapter 9

Lecture	Topics to be discussed	Readings
13	Decision tree analysis	Text Book, Chapter 10-11
14	Project rate of return	Text Book, Chapter 10-11
15	Portfolio theory and capital budgeting	Text Book, Chapter 12
16	Choice between mutually exclusive projects and unequal life	Text Book, Chapter 13,
<p><b>Module 2: International project appraisal and social cost benefits:</b> The focus of this module is to understand fundamental of capital budgeting. The module acquaints the students with various sections of International project appraisal and social cost benefits</p>		
17	International capital budgeting	Text Book, Chapter 13
18	Investment in capabilities	Text Book, Chapter 13
19	Social cost benefit analysis	Text Book, Chapter 13
20	Unido approach	Text Book, Chapter 14
21	Income distribution impact	Text Book, Chapter 14
22	Little mirrless approach and shadow prices	Text Book, Chapter 15
23	Multiple projects and constraints	Text Book, Chapter 15
24	<p>Case Study: <u>Globalizing the Cost of Capital and Capital Budgeting at AES</u> <u>Mihir A. Desai, Doug Schillinger</u></p> <p>1. What the case is all about? Explain the three key issues highlighted in the said case?</p> <p>2. What alternative technique you would suggest to the company for Project Decision Making?</p>	Harvard Business Case
<p><b>Module 3: Real options:</b> The Focus of this module is to understand the fundamentals of Real Options.The module acquaints the students with various concepts of real options and risk taking.</p>		
25	<p>Case Study: Airport Express metro line: Project Financing Hukam Singh Chaudhary; Sushil Kumar; Vijay Aggarwal</p> <p>1. Illustrate the case and worrying issues in your own words and prepare a case synopsis. 2. What would you suggest to Delhi Airport Express Metro Line to increase the funding areas?</p>	Harvard Business Case
26	Valuation of real options	Text Book, Chapter 17
27	Binomial model for option valuations and black scholes model	Text Book, Chapter 17
28	Strategy as a portfolio of real options	Text Book, Chapter 17
29	Judgemental ,behavioural, strategic and organisational considerations	Text Book, Chapter 18
30	Financing of projects	Text Book, Chapter 18

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
31	Raising venture capital	Text Book, Chapter 19
32	Credit risk rating	Text Book, Chapter 19
33	Financing infrastructure projects	Text Book, Chapter 20
34	Financial structure and corporate governance	Text Book, Chapter 20
35	Private equity	Text Book, Chapter 21
36	Network techniques for project management ,Project Review and Post audit	Text Book, Chapter 22
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Corporate Taxation**

**Course Code: FIN 676**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Taxation has always played an important role in the formulation of the government's industrial policy. One of the objectives of the recent economic reforms is the rationalisation of the tax structure in the country. In developing countries the government has to play an active role in promoting economic growth & development because private initiative & capital are limited.

Taxation enables the government to mobilise a substantial amount of revenue. The tax revenue is generated by imposing: Direct Taxes such as personal income tax, corporate tax, etc., Indirect Taxes such as customs duty, excise duty, etc. In 2006-07, it is estimated that the tax revenue of the central government (India) was 81% of the total revenue receipts, whereas, non-tax revenue was only 19%. Taxation follows the principle of equity. The direct taxes are progressive in nature. Also certain indirect taxes, such as taxes on luxury goods are also progressive in nature. This means the rich class has to bear the higher incidence of taxes, whereas, the lower income group is either exempted from tax (direct taxes) or has to pay lower rate of duty (indirect taxes) on goods consumed by the masses. Thus, taxation helps to reduce inequalities of income and wealth.

Both direct and indirect taxes are essential to bring adequate revenue to the state for meeting the increasing public expenditure. Both taxes are essential to promote economic growth, fill employment and economic stability. Direct and indirect taxes should side by side & balance each other. However in developing countries, direct taxation has limited scope and hence indirect taxation plays a more significant role. A well oriented system of taxation requires combination of direct & indirect taxes in different proportions.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To acquaint the participants with basic principles underlying the provisions of direct and indirect tax laws and to develop a broad understanding of the tax laws and accepted tax practices. [sub-goal 2.1 and 2.2]
2. To introduce practical aspects of tax planning as an important managerial decision-making process. [sub-goal 3.2 and 3.3]
3. To expose the participants to real life situations involving taxation and to equip them with techniques for taking tax-sensitive decisions. [sub-goal 3.2 and 4.2]
4. To update the participants on current topics/debatable issues involving direct and indirect taxation. [sub-goal 4.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, company's taxation policies, questions discussion, and SOB/MBA/2016-17/1.1.3/

projects/assignments on specific topics. Each module will be explained with the help of practical examples so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and problems in current taxation system will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts this will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. This course aims to provide adequate knowledge in processing corporate taxation, which is one of the integral parts of the role of any corporate manager. At the end of the course the students are expected to take critical view to draw transparent and balanced operational and financial results to contribute maximum long term wealth to the shareholders as well as entire economy of the country. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think the application of economic concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- c. Try to analyse the annual report of the companies to see the impact of corporate Taxations on wealth maximisation and profit maximisation.
- d. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

- e. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>			
	1	2	3	4
Quiz/ Case Study/ Annual Report Analysis (20 Marks)	√	√	√	√
CAT (30 Marks)	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√

\* For details of 1, 2, 3 and 4 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Problems/ Annual Report Analysis***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, problem discussion in the class and given in the assignment might also be considered as the components of evaluation to assess students' performance in a group. Through annual report analysis students are expected to apply taxation concepts and study the performance of the companies with respect to its objective i.e. profit maximization and wealth maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Corporate Taxation	Garish Ahuja, Bharat Publication. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Taxation	Ahuja, Malhotra Publication. (2013)
Corporate Taxation	Vinod Singhania, Taxman. (2015)

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Income Tax</b>		
The purpose of this module is to acquaint students with basic concepts of the income tax and the rates applicable in the economy. Also it aims to help the students to assess the residential status of the individual/HUF and Companies		
1	Basic Rules of Income Tax	Text Book, Chapter 1
2	Rule of Corporate Tax	Text Book, Chapter 1
3	Residential Status of a Company.	Text Book, Chapter 2
<b>Module II: Computation of the Income</b>		
The focus of this module is to calculate the income of the individual under the different heads depending upon their residential status in the country.		
4	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
5	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
6	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
7	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
8	Income from house property,	Text Book, Chapter 5
9	Income from house property,	Text Book, Chapter 5
10	Income from house property,	Text Book, Chapter 5
11	Income from house property,	Text Book, Chapter 5
12	Capital gains	Text Book, Chapter 7
13	Capital gains	Text Book, Chapter 4
14	Capital gains	Text Book, Chapter 7
15	Income from other sources	Text Book, Chapter 8
16	Income from other sources	Text Book, Chapter 8
17	Income from other sources	Text Book, Chapter 8
18	Income from business and profession	Text Book, Chapter 6



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
19	Income from business and profession	Text Book, Chapter 6
20	Income from business and profession	Text Book, Chapter 6
<b>Module III: Deductions &amp; Exemptions :</b>		
This module discusses various deductions allowed from the income and exemption of taxes on types of income		
21	Deduction and Exemption in Additional Tax on Undistributed Profit	Text Book, Chapter 11
22	Deduction and Exemption in Additional Tax on Undistributed Profit	Text Book, Chapter 11
23	Companies Profit, Surtax Act, Computation of Tax Liability.	Text Book, Chapter 13
24	Companies Profit, Surtax Act, Computation of Tax Liability.	Text Book, Chapter 13
25	Companies Profit, Surtax Act, Computation of Tax Liability.	Text Book, Chapter 13
26	Companies Profit, Surtax Act, Computation of Tax Liability.	Text Book, Chapter 13
<b>Module IV: Tax Planning</b>		
This module discusses about the tax planning concepts.		
27	Meaning and Scope, Planning and Location of Undertaking, ,	Text Book, Chapter 20
28	Type of Activities, Ownership Pattern	Text Book, Chapter 20
29	Tax Planning Regarding Dividend Policy,	Text Book, Chapter 20
30	Issue of Bonus Shares	Text Book, Chapter 21
31	Inter Corporate Dividend and Transfers,	Text Book, Chapter 21
32	Inter Corporate Dividend and Transfers,	Text Book, Chapter 22
33	Tax Planning Relating to Amalgamation and Merger.	Text Book, Chapter 22
<b>Module V: Decision Making For Tax Payment</b>		
This module discusses about decision making strategies for making the payment.		
34	Tax Consideration - Make or Buy	Text Book, Chapter 25
35	Tax Consideration - Own or Lease, Close of Continue	Text Book, Chapter 25
36	Tax Consideration - Close or Continue, Sale in Domestic Market and Exports.	Text Book, Chapter 25
<b>END TERM EXAMINATION</b>		

\*The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the

detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: Advance Corporate Finance**

**Course Code: FIN 671**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Advanced Corporate Finance develops the “art and science” of optimal strategic decision-making by applying corporate financial theory to cases of financial policy, financial instruments and valuation. In particular, the following topics are studied: cost of capital and capital budgeting, discounted cash flow valuation and financial multiples, payout policy, equity and debt financing, option pricing theory and applications, corporate control and recapitalizations.

Advanced Corporate Finance builds directly upon the basic valuation tools developed in Corporate Finance and extends in the following directions: (1) The course introduces more advanced concepts into valuation (such as corporate securities beyond simple debt and equity) to equip students with the tools necessary to analyze more complex (and therefore, more realistic) capital structures and corporate transactions. (2) The course incorporates richer institutional detail into quantitative analysis, bringing students closer to real-world. (3) The course explores new topics and recent developments in corporate finance theory and practice as a means of exposing students to the ever-changing nature of the capital markets, both its terms and its practices. The more advanced tools and deeper understanding of the valuation process in this course serve the same goal stated in Corporate Finance: To improve corporate financial decision-making by executives and to provide value-creating tools of analysis for investors.

The *learning goals and objectives* of this course for students to pursue management SOB/MBA/2016-17/1.1.3/

education are:

4. Understand and analyze real value options.[Sub-goal: 1.1, 1.2, 2.2]
5. Appraise liability and risk management, long term investment decisions, raising funds for large projects. [Sub-goal: 3.1, 2.2]
6. Knowing the process and benefits of corporate restructuring and expose students to the concepts of financial risk management. [Sub-goal: 1.1, 1.2, 2.1]

### **Pedagogy:**

This pedagogy will be a combination of class lectures, class discussions, cases, exercises, and dealing with real life investment problems. Each session shall start with a scenario presentation to lay down the context for the topic to be discussed. Next part of the session shall be dedicated towards concept building and understanding of financial concepts, various tools, techniques and models. The final leg of each session shall be dedicated to the application aspect so that the necessary competencies can be developed in the students for analysing different financial services.

The course shall demand lot of effort and active participation from students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current financial scenarios in India as well as across the globe. A useful piece of advice is to talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing for dismissing unworthy ones and improving the ones which are good.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. This course requires students to be well versed with the contents of Corporate Finance and Financial Accounting. In this course, you will encounter many new terms and some familiar words that economists use in specialised ways. At first, this new language may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a mathematician or psychologist overnight, to get the conceptual clarity and to think

the application of economic concepts for business managers you should follow the following strategies.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Insurance”.
- (iv) Any difficulty in understanding financial concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like Business Strategy, Corporate Finance, Financial Services, etc. try to relate the use and usefulness of various economic concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student

most frequently. Case studies discussion, project report presentation and Trimester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Advance Corporate Finance	C Krishnamurti and S R Vishwanath 2013 Edition, PHI India. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Financial Management and Policy	Van Home, J.C. 2014, 12th Edition., Prentice Hall of India
Corporate Finance : Theory and Practice	Damodaran, A. 2012, 2nd Edition., Wiley & Sons
Financial Management	M.Y Khan & P.K Jain, Latest Edition, Tata

	McGraw Hills, New Delhi. (2014)
Financial Management	Prasanna Chandra, Latest Edition, Tata McGraw Hills, New Delhi. (2014)
Financial Management	Brigham Eugene F; Ehrhardt Michael C., India Edition, Cengage Learning. (2013)

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Value Based Management</b>		
The purpose of this module is to acquaint students what drives Shareholder's value.		
1.	Introduction to Value based management.	Text Book, Chapter 1.
2.	Problems with the Accounting Earnings	Text Book, Chapter 1.
3.	Value drivers behind the FCF approach	Text Book, Chapter 1.
<b>Module II: Real Value Options</b>		
4.	Real Options: Types of Real Options	Text Book, Chapter 2.
5.	Estimating Volatility, Financial Options	Text Book, Chapter 2.
6.	Managing Real Value Options	Text Book, Chapter 2.
<b>Module III: Liability and Risk Management</b>		
The purpose of this module to know liability and risk and their effective management.		
7.	The Worldwide market for convertible bonds	Text Book, Chapter 3.
8.	Warrants, Term Loan, Financial Innovation	Text Book, Chapter 3.
9.	Asset Securitisation	Text Book, Chapter 3.
<b>Module IV: Initial Public Offerings (IPOs)</b>		
The purpose of this module is to acquaint students with the concept, need, and issuance procedure of an IPO. How pricing takes place, what are hot and cold markets, are also discussed.		
10.	Financial Markets: Why do companies go global?	Text Book, Chapter 4.
11.	Underwriting, Prospectus	Text Book, Chapter 4.
12.	Pricing of IPO, Empirical Evidence	Text Book, Chapter 4.
13.	Hot and Cold market	Text Book, Chapter 4.
<b>Module V: Raising Foreign Capital</b>		
The purpose of this module is to acquaint students with the concept of raising capital. Why companies raise foreign capital, how foreign capital is raised, is also discussed.		
14.	Introduction, concept, meaning and significance	Text Book, Chapter 5.
15.	Mechanics of ADR issuance and cancellations	Text Book, Chapter 5.
16.	American ADRs Vs Global ADRs	Text Book, Chapter 5.
17.	Foreign currency convertible bonds	Text Book, Chapter 5.
18.	Global depository receipts	Text Book, Chapter 5.
<b>Module VI: Corporate Risk Management</b>		
The purpose of this module is to acquaint students with the concept, significance, nature of corporate risk management.		
19.	Is risk management good?	Text Book, Chapter 6.
20.	Is risk management bad?	Text Book, Chapter 6.
21.	Is risk management irrelevant?	Text Book, Chapter 6.
22.	Why might risk management matter?	Text Book, Chapter 6.
23.	Measuring risks	Text Book, Chapter 6.
24.	Survey results	Text Book, Chapter 6.

Lecture	Topics to be discussed	Readings
25.	Approached for risk management	Text Book, Chapter 6.
<b>Module VII: Project Financing</b> <i>The purpose of this module is to acquaint students with the much talked but less understood issue of project financing, its significance and applications in modern corporate world.</i>		
26.	Reasons, concept of project financing	Text Book, Chapter 7.
27.	Agency cost of debt, Free cash flow problem	Text Book, Chapter 7.
28.	Public-private sector partnerships	Text Book, Chapter 7.
29.	Funding sources	Text Book, Chapter 7.
30.	Credit ratings constraints	Text Book, Chapter 7.
31.	Role of bilateral and multilateral organizations	Text Book, Chapter 7.
<b>Module VIII: Creative value through corporate restructuring</b> <i>The purpose of this module is to explain students the essence of restructuring, its types and reasons for growing popularity.</i>		
32.	Corporate restructuring: concept, significance, and reasons for corporate restructuring.	Text Book, Chapter 10.
33.	Types of corporate restructuring	Text Book, Chapter 10.
34.	Spin offs Vs Asset Sales	Text Book, Chapter 10.
35.	Estimation of Potential for Value Creation	Text Book, Chapter 10.
36.	<b>Case Study: Leading Change-Why transformation efforts fail by John P. Kotter.</b> <b>Questions:</b> 1. What is the central issue in the case? Prepare a Synopsis. 2. What are your suggestions to management? 3. What is the exact cause of failure of transformation efforts?	<b>Harvard Case study</b>
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## Masters of Business Administration (MBA) Program

**Course Name: Consumer Behaviour**

**Course Code: MKT 675**



## **Course Credit: 3**

### **Course Background and Learning Objectives:**

The course enables the students to understand consumer behavior and its various aspects. The purpose of the course is to impart knowledge pertaining to the psychological aspects of consumers which enables the marketers to understand the consumer in a better manner.

### **Course Strategy and Requirements:**

This course provides a foundation of psychological concepts and frameworks for developing consumer insight relevant to marketing decision making. Students will be able to analyze and apply the concepts learned to construct effective and integrated marketing programmes.

This course provides a foundation of psychological concepts and frameworks for developing consumer insight relevant to marketing decision making. Students will be able to analyze and apply the concepts learned to construct effective and integrated marketing programmes.

- (i) Students are expected to read and understand the key concepts before the start of each session. Students are encouraged to clarify their doubts regarding theoretical concepts during the class or the day with the instructor.
- (ii) Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
- (iii) The classroom would be a platform for discussion and testing of ideas, analyses and experiences. Lack of preparation could lead to expulsion of the student from the class.
- (iv) Students are expected to relate the concepts taught and discussed in the class with real life examples and strategies. Regular readings of business papers like the economic times would enable the same.
- (v) Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
- (vi) Regular assignments/projects would be assigned either individually or in groups. Late submission of assignments/projects will not be accepted.



## Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*								
	1	2	3	4	5	6	7	8	9
Quiz (20 Marks)	√	√	√	√		√			
Participation in classroom discussions	√	√	√	√	√	√	√	√	√
Case study analysis and discussion	√	√	√	√	√	√	√	√	√
Continuous Assessment tests (30 Marks)	√	√	√	√		√			
End-Term Test (50 Marks)	√	√	√	√		√			

\* For details of 1, 2, 3,4 learning goals and objectives, kindly refer to the relevant section of the course outline.

### **Quiz**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through multiple choice questions. There will be at least 3 quizzes wherein performance in the best 2 quizzes would be considered for final grade evaluation.

### **Continuous assessment tests.**

Students will have to individually appear for at least two CAT tests consisting of 50 marks each (15% weightage each) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

### **End-Term Test**

End-Term Test would be an individual assessment of essay type and case based questions. Students will be assessed for their ability to conceptualize, understand and design actionable plans for communication process. They will be assessed for their abilities based on the overall learning goals and objectives of the subject. Questions in the test would be mostly analytical and situational with a strong application orientation.

### **Lectures**

Lectures will be imparted on major concepts and issues, updated business news and cases, and video clips will be shown to help increase students understanding of international business issues.

**Case Discussions**

Students will be expected to prepare and actively participate in all class discussions and share their analyses of international marketing issues based on the cases assigned for class discussion.

**Homework**

Homework/projects will be assigned to help develop students' ability to summarize major issues, apply the concepts, evaluate and provide reasonable solutions in a business situation.

**Consultation**

Instructor will designate a slot of at least two hours each week for consultation to address students' questions. Students are also required to discuss the case questions and learning amongst themselves, and/or with the instructor by means such as email

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Consumer Behaviour	Schiffman & Kanuk, Prentice-Hall 9 <sup>th</sup> Edition, 2007
SUPPLEMENTARY READINGS	
Consumer Behaviour – In Indian Context	Srivastava and Khandai, Galgotia Publishing Company, 2008

<b>Module 1</b> Introduction This module introduces the cognitive models and the framework for the course. The concepts to be used throughout the course are previewed.		
1	Introduction to Consumer Behaviour; Consumer Behaviour and marketing Strategy	Text Book, Chapter 1, pp: 1-20
2	Levels of Consumer Decisions	Text Book, Chapter 14; pp 526-545 Case: Cat Food Strategy, Text Book, pp-C-33
3	Models of Consumer Decision	Text Book, Chapter 14; pp 526-545 Case: Cat Food Strategy, Text Book, pp-C-33
4	Information Gathering & Evaluation: Information Search, Defining criterion	Text Book, Chapter 14; pp 526-545

	for choice, Evaluation rules used by consumers,	
5	Mapping attributes, comparison of brands, positioning options, product and promotions related strategies.	Text Book, Chapter 14; pp 526-545 Class Assignment: Visit the websites of different popular brands and find out their underlying strategies
6	Are consumers Rational or emotional. Involvement theory and its applications	Text Book, Chapter 7; pp-220-224 Class Discussion: List the products you purchase and identify the low involvement and high involvement products
<b>Module 2</b> Consumer as an Individual		
7	Consumer Expectations & Perceptions: Satisfaction & Value; Post-purchase Processes, Measuring satisfaction and value; Value/Satisfaction delivery process and programs ;Satisfaction and retention.; Quality and satisfaction	Text Book, Chapter 6; pp-150-188 Class Assignment: Name few brands and describe in a paragraph about your own perception about each.
8	Perception. Thresholds of perception, Subliminal perception, Sensory dynamics of perception; elements of perception	Text Book, Chapter 6; pp-150-188 Class Assignment: Name few brands and describe in a paragraph about your own perception about each.
9	Perceptual mapping methods, multidimensional scaling. Consumer imagery; Perceived value components, generating attribute lists, mapping methods.	Text Book, Chapter 6; pp – 150-188 Class Assignment: Draw a Perceptual Map for any product category of your choice.
10	Perceptual Mapping & Positioning:	Text Book, Chapter 6; pp – 150-188

	Value perception; mapping perceptions and value perceptions of consumers	Class Assignment: Draw a Perceptual Map for any product category of your choice.
11	Consumer Motivation: Need identification; Needs & Brand Choice	Text Book, Chapter 2; pp-83-109
12	Consumer Motivation: dynamics of motivation; types and system of needs	Text Book, Chapter 2; pp-83-109
13	Theories of Consumer Personality and Self Concept; Concept of Multiple Selves; Development of the self;	Text Book, Chapter 5; pp-116-137
14	Self and Self Image ;Image Congruence assumptions; Image Congruence assumptions; Segmentation, targeting and positioning based on self and brand images	Text Book, Chapter 5; pp-116-137
15	Learning: Elements of consumer learning; Learning theories, and Different learning methods used by consumers and marketers' use of same.	Text Book, Chapter 7; pp-198-225 Case: The Dental Care Aisle of Confusion Text Book, pp-C-15
16	Learning: Learning strength, generalization and discrimination, schema formation and change, positioning and repositioning.	Text Book, Chapter 7; pp-198-225 Case: The Dental Care Aisle of Confusion Text Book, pp-C-15
17	Attitude: Consumer Attitude theory; Concept of attitude ; Structural Models of Attitude	Text Book, Chapter 8; pp-238-263
18	Consumer Attitude Formation; Measurement and Modification of Consumer Attitudes, measurement methods, data analysis and	Text Book, Chapter 8; pp-238-263

	identification of problem areas	
19	Strategies of attitude change; Attribution theory and Cognitive dissonance; Persuasion	
<b>Module IV: External Influences on Consumer Behaviour</b>		
20	Family Influences on Buyer Behaviour; Consumer Socialization.	Text Book, Chapters 10; pp 312-320 Class Assignment: Discuss the role of your family members in buying a product of high involvement category
21	Joint Decision making process, influences, Consumption related roles of different members, needs perceived and evaluation rules; Factors affecting the need of the family, family life cycle stage and size	Text Book, Chapters 10; pp 312-320 Class Assignment: Discuss the role of your family members in buying a product of high involvement category
22	Social Class & Social Stratification Homogeneity of needs in social class, product usage norms and evaluation rules within class.	Text Book, Chapters 10; pp 312-320
23	Selected Consumer Behavior applications of Social Class; Reference Groups, Opinion Leaders and Social Influences	Text Book, Chapters 10; pp 312-320
24	In-group versus out-group influences, role of opinion leaders in diffusion of innovation and in purchase process.	Text Book, Chapters 10; pp 312-320
25	Culture, the concept meaning and; Values and beliefs, Rituals, Customs, Tradition, Understanding cultural and	Text Book, Chapters 13; pp 394-416 Class Assignment: Choose one region of your choice discuss the different

	sub-cultural influences on individual, norms and their role, customs, traditions and value system.	cultural aspects, and relate the same with consumer behaviour
26	Cross Cultural Consumer Behaviour; Cross Cultural Consumer Analysis	Text Book, Chapters 14; pp 456-473 Class Assignment: Choose one region of your choice discuss the different cultural aspects, and relate the same with consumer behaviour
27	Consumers and Diffusion of Innovations; The Diffusion Process; The Adoption Process: Profiling the Consumer Innovator	Text Book, Chapters 15; pp 482-513
<b>Module V:</b> Consumer Research; Various methods and techniques of consumer research, reliability and validity, generalization. New Developments in the field of Consumer Research		
28	Methods of consumer research, Applications of consumer behaviour knowledge in marketing. Diversity of consumers and their behaviors	Text Book, Chapter 2; pp 20-38 Class Assignment: A small research study in groups (topics to be given at the time of lecture)
29	Profiling the consumer and understanding their needs. Segmentation; Research Process	Text Book, Chapter 2; pp 20-38 Class Assignment: A small research study in groups (topics to be given at the time of lecture)
30	Ethics in Consumer Research	Text Book, Chapter 2; pp 20-38 Class Assignment: A small research study in groups (topics to be given at the time of lecture)
31	Group Presentations	
32	Group Presentations	

33	Group Presentations	
34	Group Presentations	
35	Industry Expert	Seminar Lecture
36	Industry Expert	Seminar Lecture

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### **Case Questions:**

Case: Cat Food Strategy

Q.1 What was the Iams initial mistake?

Q.2 What lessons can be learned from the Iams experience?

Case: The Dental Care Aisle of Confusion

Q.1 Do the strategic benefits of stimulus generalization outweigh its possible disadvantages in strategic marketing? Explain your answer.

Q.2 How can the marketers of Crest and Colgate decrease consumer confusion regarding toothpastes and related oral hygiene products?

Q.3 Discuss the issue of the vast array of oral hygiene products with a few of your peers and find out how have experienced “consumer confusion” or were unable to find easily their preferred products. On the basis of these talks, discuss how you, as the marketer would promote brand extensions while minimizing consumer confusion.

## **Master in Business Administration (MBA) Program**

**Course Name: B2B MARKETING**

**Course Code: MKT 674**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This Course introduces the subject of marketing to the MBA Second Year students. It defines the scope of the subject: business to business marketing as a social process, as an organizational function and as a strategic orientation & culture. B2B marketing as a SOB/MBA/2016-17/1.1.3/

management function is explained in detail. Concepts of strategic B2B marketing such as environment analysis, consumer analysis, segmentation, targeting and positioning and competition are discussed.

B2B marketing course is designed in a way that it will help the students to develop an understanding of how to look inside the company to develop the product or improve the existing one and also to keep analysing the clues from the consumers by various ways- that what to improve.

**The learning goals and objectives** of this course for students to pursue management education are:

4. Demonstrate an understanding of the special B2B Marketing issues and possess the ability to actively participate in this process
5. Understand the expectations of customers and know how to apply this knowledge into genuine value for customers
6. Use B2B marketing information and research to identify B2B marketing opportunities and/or solve B2B marketing problems
7. Use teams and interpersonal processes to integrate information across functional areas to analyze cases, as well as develop a B2B marketing plan, and present the information in written and oral formats
8. Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution
9. Determine and identify a firm's present or potential market segments. Use examples from current events and real-world B2B marketing situations to apply, illustrate, and discuss different segmentation, targeting and positioning strategies

### **Pedagogy:**

The following pedagogical tools shall be used for achieving the learning objectives in the subject.

- (i) Case method: Presentation and Recommendation- Will be employed to develop critical thinking and analytical abilities.
  - a. Students will be expected to apply strategic frameworks in decision making for which additional readings will be distributed prior to each session.



- b. Students will be expected to read and understand the theoretical concepts and tools from the prescribed textbook and prescribed readings.
- (ii) Appropriate project work and assignments will be prescribed related to better understanding of concepts and their real life applications.
- (iii) Industry practitioners would be invited to interact, also the faculty with prominent Work Experience will be invited to share their experience related to specific subject. With the students through case discussions and presentations regarding contemporary practices and new developments in the subject area.
- (iv) Students will be evaluated continuously through quizzes
- (v) Tests: Conducted as per schedule to test students preparedness

The application of core concept of the B2B marketing and the approach towards the consumer is the corner stone of this course. This helps in developing a strategic approach; the fundamental principle is that the Marketer has to plan for and adapt to a complex, changing environment. Both opportunities and constraints must be considered. Without a predefined and well integrated strategy, the firm may flounder and be unable to cope with the environment.

### **Course Strategy and Requirements:**

Service management presents unique challenges that reflect the fundamental differences between products and services. For instances, services involve greater intangibility, variability, consumer participation and so on. These give rise to singular problems in service design, delivery and control. Successful management of these challenges requires threading together the functional disciplines of B2B marketing, operations and human resources.

Thus the understanding of this subject needs the following strategies.

- (i) Students are directed to read the contents in the course serially
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept.

This will be appreciated and rewarded if you add value to the class through your

questions, statement, and comments. It is the quality of these that is more important than the quantity.

- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will

Assessment Components and Marks	Learning Goals and Objectives*								
	1	2	3	4	5	6	7	8	9
Quiz / Case Group Presentation/ Participation in classroom discussions/ Case study analysis and discussion (20 Marks)	√	√	√	√			√		
Continuous Assessment Test (30 Marks)	√	√	√	√	√	√	√	√	√
End-Term Examination (50 Marks)	√	√	√	√	√	√	√	√	√

\* For details of 1, 2, 3, 4 learning goals and objectives, kindly refer to the relevant section of the course outline.

### **Quiz:**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through multiple choice questions. There will be at least 3 quizzes wherein performance in the best 2 quizzes would be considered for final grade evaluation.

### **Case Group Presentation**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through a team CASE PRESENTATION. There will be at least 2 PPT presentation wherein performance in the both 2 would be considered for final grade evaluation as 50-50%.

## Case Group Presentation

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through a team CASE PRESENTATION. There will be at least 2 PPT presentation wherein performance in the both 1 would be considered for final grade evaluation as 50-50%.

## Continuous Assessment Test

Students will have to individually appear for one CAT test consisting of 50 marks each (30% weight age each) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

## End-Term Examination

End-Term Examination would be an individual assessment of essay type and case based questions. Students will be assessed for their ability to conceptualize, understand and design actionable plans for communication process. They will be assessed for their abilities based on the overall learning goals and objectives of the subject. Questions in the test would be mostly analytical and situational with a strong application orientation.

## Lectures

Lectures will be imparted on major concepts and issues, updated business news and cases, and video clips will be shown to help increase students understanding of international business issues.

## Case Discussions

Students will be expected to prepare and actively participate in all class discussions and share their analyses of B2B Marketing issues based on the cases assigned for class discussion.

## Homework

Homework/projects will be assigned to help develop students' ability to summarize major issues, apply the concepts, evaluate and provide reasonable solutions in a business situation.

## Consultation

Instructor will designate a slot of at least two hours each week for consultation to address students' questions. Students are also required to discuss the case questions and learning amongst themselves, and/or with the instructor by means such as email

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Business Marketing	Havaldar, Publisher Paperpack, 3 <sup>rd</sup> Edition 2010
SUPPLEMENTARY READINGS	
Principles of Marketing	Kotler, Armstrong Agnihotri and Haque, 13 <sup>th</sup> Edition, Pearson Education, 2011

Marketing Management-A South Asian perspective	Kotler, Keller, Koshy & Jha, 13th Edition, Pearson Education, 2011
Marketing Management	Saxena, Tata McGraw Hill Publication, 4 <sup>th</sup> Edition , 2009
Business Marketing Management	Panda, 2 <sup>nd</sup> Edition, Publisher: Excel Books India, 2009

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
Module 1 : Overview of B2B Marketing After studying this module the students will be able to understand business marketing, know differences in the characteristics between B2B and B2C marketing		
1	Introduction to B2B – B2C- C2C Introduction to B2B marketing	Text Book, Chapter 1  Class Assignment: Visit the link and And Answer the Question: <a href="https://www.b2binternational.com/publications/b2b-marketing/">https://www.b2binternational.com/publications/b2b-marketing/</a>  Questions: How different is B2B from B2C Marketing?
2	Distribution Channel characteristics	Text Book, Chapter 1

Session	Topics to be discussed	Readings
	Business market planning, Industrial demand	Class Discussion:  What can be the various distribution channels for a IT- Server manufacturing firm?
<b>Module 2: Understanding Business Market Environment</b> This module highlights the types of business customers, classification of industrial goods and services. Students will learn marketing implications of different types of customers and products.		
3	Type of business customers :  Classification of industrial products and Industrial services	Text Book, Chapter 2,  Class Assignment:  On what basis Industrial products can be classified?
4	Marketing implications for different customers And Product Types  Business Customers Purchasing Orientation	Text Book, Chapter 2,  Class Discussion:  How can Supply chain purchasing orientation be more effective for Companies with futuristic approach?
5	Environment Analysis in Business Market	Text Book, Chapter 2  Class Discussion: How B2B market environment is different from B2C market environment?
<b>Module 3: Organizational Buying Behavior</b> This module will help students to understand organizational buying objectives, buying process, identify the members of decision making units and choose suppliers.		
6	Understand organizational buying objectives. The organizational buying process	Text Book, Chapter 3,  Class Discussion: How is the Buying Process different from B2C?  Why it can become more complicated?
7	Identify key members of buying center Model of organizational buyer behavior	Text Book, Chapter 3,  Class Discussion: Study the link and Answer the Question:

Session	Topics to be discussed	Readings
		<a href="https://sumamphilip.wordpress.com/2013/10/05/organisational-buying-behaviour/">https://sumamphilip.wordpress.com/2013/10/05/organisational-buying-behaviour/</a>  What are the various types of buying behavior by organizations?
8	Learn of the major factors that influence buyer seller relationships	Text Book, Chapter 4,  Study the link and answer the question: Class Discussion: <a href="http://storyworksondemand.com/selling-to-the-modern-buyer-4-cant-miss-takeaways-for-salespeople/">http://storyworksondemand.com/selling-to-the-modern-buyer-4-cant-miss-takeaways-for-salespeople/</a>  What are the differences in Modern buyer's buying behavior?
9	CRM and Relationship Strategies	Text Book, Chapter 4,  Class Assignment:  How relationship marketing is the most critical part in B2B?
<b>Module 4: Strategy Formulation</b> This module helps students to know process followed for industrial market, they will be able to identify the bases used for segmenting the industrial market, evaluate potential segments, targeting and positioning.		
10	Assessing Market Opportunities through Strategic perspectives Market segmentation Identify bases used for segmenting business markets	Text Book, Chapter 6,  Class Assignment: Visit the link and And Answer the Question: <a href="http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html">http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html</a>  What can be the Basis of B2B market segmentations?
11	Target Marketing:	Text Book, Chapter 6  Class Discussion:

Session	Topics to be discussed	Readings
		<p>What can be the Basis of B2B market segmentations?</p> <p><a href="http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf">http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf</a></p> <p>Class Assignment: Visit the TCS company website and Answer the Question:</p> <p>How has TCS mastered targeting with its 8 verticals within IT?</p>
12	Positioning	<p>Text Book, Chapter 6,</p> <p>Class Assignment: Study the link and answer the Question <a href="http://www.leadsexplorer.com/en/le/l/Purchase-Research-Engagement.html">http://www.leadsexplorer.com/en/le/l/Purchase-Research-Engagement.html</a></p> <p>How can we relate the Positioning efforts of a company by understanding the buying patterns of our buyers?</p>
13	Process of Developing Positioning Strategy	<p>Text Book, Chapter 6</p> <p>Class Assignment : Study the Link and Answer the Question: <a href="http://image.frompo.com/4f3de54bc071c2c131e2e56cc0b4df0e">http://image.frompo.com/4f3de54bc071c2c131e2e56cc0b4df0e</a></p> <p>What are the various aspects of positioning Strategies?</p>
<p><b>Module 5: Decision Strategies of Market Offer</b> This module will help students to understand the nature of industrial products, know factors influencing changes in product strategy, grasp steps involved in developing product strategies.</p>		

Session	Topics to be discussed	Readings
14	Understand the importance of customer And supplier involvement in the development of new offerings (service & component parts)	Text Book, Chapter 7  Visit the Link: <a href="http://cn.ckgsb.com/Userfiles/doc/10.31%20%20Dynamic%20Pricing%20in%20B2B%20Context_12_11.pdf">http://cn.ckgsb.com/Userfiles/doc/10.31%20%20Dynamic%20Pricing%20in%20B2B%20Context_12_11.pdf</a>  Class Assignment: Discuss the importance of customer feedback?
15	Product Management: Deletion, New Product Dev and Business Services	Text Book, Chapter 8  Class assignment: Visit the website of following companies And discuss their product management strategy  Modi Sugar Mills and Morarjee Mills- Clothing
16	Changes in product strategy	Text Book, Chapter 7  Lecture and Class Discussion: Visit the link and Answer the questions:  <a href="http://www.trewmarketing.com/smartmarketingblog/hubspot/how-to-create-a-b2b-marketing-plan-that-drives-results/#sthash.cTzBDwC0.dpbs">http://www.trewmarketing.com/smartmarketingblog/hubspot/how-to-create-a-b2b-marketing-plan-that-drives-results/#sthash.cTzBDwC0.dpbs</a>  Discuss how TCS has created a successful product strategy by creating verticals in its IT business?
17	Branding in business market	Text Book, Chapter 7  Class Discussion: What are the challenges of Branding in B2B



Session	Topics to be discussed	Readings
		marketing?
18	Product Development Management And Product Life Cycle Management	Text Book, Chapter 8, Handout  Class Assignment: Visit the following company websites and Answer the Question:  Airbus: A 320, A 380 and Eitihad, Singapore, British Airways, Luftansa  Answer the Question: How can introducing a new product at the right time, can extend the time period where the Company enjoys its Market Leader Status?
<p><b>Module 6: Formulating Channel Strategy</b> After studying these module students will be able to understand the distinctive nature of business marketing channel, know channel design process, learn the role of supply chain management in business marketing.</p>		
19	Conditions Influencing channel decisions	Text Book, Chapter 9  Class Discussion:  Why use Distributors for Business Products?
20	E-Distribution And its impact on existing structures	Text Book, Chapter 9  Class Discussion:  How is ERP integration, is changing the face the SCM?
21	Supply Chain & Logistic Integration for Competitive Advantage	Text Book, Chapter 9  Class Assignment: Visit the following company websites and Answer the Question:  <a href="http://www.DHL.com">www.DHL.com</a> , Blue Dart  Answer The Question:

Session	Topics to be discussed	Readings
		Why supply chain can prove to be profit centre for E Commerce?
<b>Module 7: Pricing in Business Marketing</b> This model helps students to examine special meaning of price in business market. Understand and analyze the factors which influence pricing decisions, apply pricing strategies for various market/ product situations.		
22	Pricing Factor influencing the pricing decision	Text Book, Chapter 12, Class Discussion: What is the Difference between Price and Value?
23	Pricing Strategies	Text Book, Chapter 12, Class Assignment: How different is Pricing from B2C and Why do you think companies can sustain it?
24	Pricing Policies	Text Book, Chapter 12  Class Assignment: Visit the following link and Answer the Question:  <a href="http://www.industryweek.com/finance/top-margin-killing-myths-about-b2b-pricing">http://www.industryweek.com/finance/top-margin-killing-myths-about-b2b-pricing</a>  What are the key pricing strategies?
<b>Module 8: Formulating Marketing Communication</b> This module will help the students to develop an effective industrial communication program.		
25	Need and Effectiveness of Communication.; Usefulness of Promotions for Business Products or Services	Text Book, Chapter 11, Class Discussion: Discuss the various promotional practices of companies in B2B marketing?
26	Developing business communication program	Text Book, Chapter 11

Session	Topics to be discussed	Readings
		Class Discussion:  What are the ways to communicate to B2B clients for a business?
<b>Module 9: Planning , Implementation and Control in Business Marketing</b> After studying this module students will be able to understand characteristics of market oriented firms, examine the role of marketing in strategic planning, comprehend the implementation of business plan, and examine the marketing control process etc.		
27	Role of marketing in strategic planning	Text Book, Chapter 13  Class Discussion: Why have Infosys and Wipro Failed in Strategic Expansion?
28	Implementing and controlling marketing plan	Text Book, Chapter 13  Class Discussion:  What are the major tools and techniques for Implementation, and Control in modern day business?
<b>Module 10: B2B through E-Commerce</b> This module helps students to recognize business environment in changing e-commerce revolution, learn to create electronic markets using the internet and analyze how electronic market and internet will evolve in future.		
29	Changing Business Environment, B2B form of E-Commerce	Text Book, Chapter 14  Class Discussion: How have Tradeindia / Alibaba changed the way companies operate their business?
30	The power of Internet Marketing;	Text Book, Chapter 14  Class Discussions: Discuss how B2B companies are leveraging the internet.

Session	Topics to be discussed	Readings
31	Integrated Multi-channel, Models	Text Book, Chapter 14 Class Discussion: How can companies Manage Customer Touch Points better by use of Integrated Multi-channel, Models?
32	Marketing Strategy for E-Market Place	Text Book, Chapter 14 Class Assignment: Visit the following company websites and understand workflow: - Market Place Panel of Amazon.com; Flipkart.com & Snapdeal.com - Delhivery.com and E-bee.com
<p><b>Module 11: International Business Marketing</b> This module will help students to understand the nature and importance of international markets, learn how to choose the market to enter, learn the economic, legal, and cultural aspects of international market environment, understand financial, pricing, and payment methods used in international markets.</p>		
33	Nature of International Market Market Intelligence and Research NPD – Adaptation by FORD Eco Sport	Text Book, Chapter 15  Class Assignment: Visit the following company websites and Answer the Question:  Renault Market Intelligence, AC Neilson , IMRB  How big is Market research industry? How AC Neilson has helped RENAULT in manufacturing – Successful- DUSTER?
34	Pricing and Payment terms in International Trade - 90 to 180 days Credit	Text Book, Chapter 15 Class Assignment:

Session	Topics to be discussed	Readings
	period - Exceptional Pricing and Possibilities	How can B2B companies decide on Markets? What factors to look forward to? How to scan market Environment?
35	Students Presentation: CASE: Relationship Marketing: Email Marketing	Visit the company website and make presentation: Case : Volvo <a href="http://www.volvo.com">www.volvo.com</a> How is Volvo practicing relationship marketing? Discuss.
36	Industry Expert	Seminar/ Lecture

### Case Questions:

Case : Flipkart Vs Amazon: Vendor Management

“Business is about managing different types of people related to the business”

3. Strategies by Amazon over the years to improve the Vendor Management better
4. Strategy Analysis of Flipkart B2B segmentation strategies

Source: [http://articles.economicstimes.indiatimes.com/2014-08-01/news/52327472\\_1\\_binny-bansal-myntra-letsbuy](http://articles.economicstimes.indiatimes.com/2014-08-01/news/52327472_1_binny-bansal-myntra-letsbuy)

Case : VOLVO Heavy Machines

“Strategic Competitive Advantage of Volvo to beat CAT and JCB in construction business in terms of growth.”

Chapter 5-6 (P -188) – Competitive Adv- Branding

Presentation and Analysis Discussion:

4. What IMC (Communication Strategies) contributed to Swedish Manufacturer’s success?
5. Enlist Corporate Strategies and the Source of Competitive Advantage
6. Comment on how VOLVO nailed the market with its innovative EMAIL Strategy

Source :

<http://www.exacttarget.com/blog/a-btob-email-marketing-success-story-volvo-construction/>

Case: JLR – TATA Deal. How is the takeover more logical w.r.t. to the different businesses Tata has under its portfolio”

3. How did TATA strategies on the product range for such a diverse market like CHINA
4. What strategies will help Tata to be a Global market leader in Automobile industry

Source:

[http://www.tata.in/article/inside/gBSh6UMaz!\\$\\$\\$!s=/TLYVr3YPkMU=](http://www.tata.in/article/inside/gBSh6UMaz!$$$!s=/TLYVr3YPkMU=)  
<http://www.livemint.com/Companies/UhROXPttBWa40lVOgtS6wL/How-Tata-Motors-turned-JLR-around.html>

Case : “Tata Communication- Enterprise Services- Strategy”

3. Design a Marketing Promotion Mix for Tata Comm. Keeping in mind its B2b business
4. What Strategy will you use as Business Development Manager to capture the market from Airtel - ES and Vodafone Corporate Sales Team

Source:

[www.frost.com/prod/servlet/cpo/291232358](http://www.frost.com/prod/servlet/cpo/291232358)

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

Internet sites:

17. <https://www.b2binternational.com/publications/b2b-marketing/>
18. <http://www.b2bmarketing.com/>
19. <http://blog.marketo.com/category/b2b-marketing>
20. <http://www.marketingteacher.com/apple-marketing-mix/>
21. <http://www.industryweek.com/finance/top-margin-killing-myths-about-b2b-pricing>
22. <http://www.forbes.com/sites/yec/2014/04/22/three-ways-to-build-customer-trust/>
23. <http://www.smartinsights.com/b2b-digital-marketing/>
24. <http://www.dnb.com/connectors/most-effective-b2b-content-marketing-strategies.html>
25. <http://www.crmsearch.com/india-top-10-crm.php>
26. <http://www.kurtsalmon.com/en-us/Retail/vertical-insight/827/Seven-Facets-of-Modern-Category-Management->

27. <http://www.trulydeeply.com.au/madly/2015/03/02/discounts-detrimental-to-brands/>
28. <http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf>
29. <http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html>
30. <http://www.brainrider.com/resource/b2b-content-marketing-strategy-template/>
31. <http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf>
32. <http://www.quickmba.com/strategy/levels/>
33. <http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/>
34. <http://www.slideshare.net/jwatton/behavioral-marketing-the-end-of-segmentation-in-b2b-marketing>
35. <http://www.managementstudyguide.com/market-segmentation.htm>
36. <http://www.slideshare.net/ruthstevens/demand-gen-zoominfo-webinar-segmentation-5-15-dw-edits>
37. <http://www.quickmba.com/strategy/levels/>
38. <http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html>
39. <http://www.marketingteacher.com/apple-marketing-mix/>

### Students' Interaction Time

[Students can visit the faculty between 12.30 and 1.00 PM on everyday Monday-Friday and 3-5pm on Fridays in his/her office.]

**Course Name: Rural Marketing**

**Course Code: MKT 676**

**Course Credit:3**

 <b>Galgotias University</b>	<b>COURSE ACTIVITIES Syllabus</b>	<b>Year: 2013-14</b>
		<b>Trimester: V</b>

- |   |                     |  |
|---|---------------------|--|
| 7 | Name of the Faculty | : Fawad Ali Khan                                     |
| 8 | Subject/Course      | : Rural Marketing; Course Code: MKT 672              |
| 9 | Program             | : MBA 2012-14, (Year 2 <sup>nd</sup> , Trimester V ) |

### Course Topics: (Syllabus)

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MKT 672	Rural Marketing	L 3	T 0	P 0	C 4
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### **Course Background and Learning Objectives:**

The course defines the basic concepts of rural marketing & its growing importance for Marketers. This course will help the students to identify the special requirements of rural consumers and the very particular way of marketing these products to them.

The *learning goals and objectives* of this course are:

- (i) After completion of the course, the students would be able to understand the rural consumer, identify rural market opportunities, and differentiating the rural market from urban market. [Sub Goals: 1.2, 1.3]
- (ii) Students would be able to take decisions relating to the rural marketing mix, in terms of targeting, segmenting, distribution and communication strategy.[Sub Goals: 3.1, 3.3, 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on Rural Markets. Rural Markets are still served mostly by unbranded local competitors and most consumers self produce product and services at home rather than buying from market. Serving product and services to the rural markets is made difficult due to the lack of modern infrastructure. All of this is now changing as the rural markets are growing faster than urban markets with better profitability and potential.

### **Course Strategy and Requirements:**

It is recognised that many students may contemplate a career in retail management. The course provides a great deal of material to enable students to learn more about the broad range of careers in retailing, learn about the key concepts, trace career path of people in the area from various perspectives and be proactive in preparation of times to come. In order to achieve the above objectives it is suggested that students try to follow the following guidelines.

- (i) Students are directed to read the contents in the course serially
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter



- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and semester end examination will assess the learning goals 1, 2, 3 and 4 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>	
	1	2
Assignment/Group Project (20 Marks)	√	√
CAT (30 Marks)	√	√
End Term Examination (50 Marks)	√	√

\* For details of 1, 2 learning goals and objectives, see above of this course outline.

#### ***Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students mid term. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Rural Marketing	Pradeep Kashyap, Pearson Publication, 2 <sup>nd</sup> edition, 2012
<b>SUPPLEMENTARY READINGS</b>	
Rural Marketing Concepts and Practices	Karminder Ghuman, McGraw Hill Education, 1 <sup>st</sup> edition, 2007
Rural Marketing	Siddhartha Raut and Pradeep Kashyap, Dreamtech Press, 1st edition 2005
Rural Marketing - Environment, Problems And Strategies	T P Gopaldaswamy, Vikas Publishin, 3 <sup>rd</sup> edition 2009
Rural Marketing	N. V. Badi and R. V. Badi, Himalya, 1 <sup>st</sup> edition 2004

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Rural Marketing</b>		
This module explores rural life and economy and understanding of rural consumers		
1	Introduction to Rural life & economy, Discussion	Text Book Chapter 1, N. V. Badi, R. V. Badi Questions: What are your inferences of the influence of modern economy on rural markets?
2	Understanding Rural Consumers, Exercise	Text Book Chapter 1, N. V. Badi, R. V. Badi
3	A look at penetration of product categories in rural India, Internet Based Study	Text Book Chapter 2, N. V. Badi, R. V. Badi
4	<b>Video Presentation: "The road to rural India."</b>	Text Book Chapter 2, N. V. Badi, R. V. Badi
<b>Module II: Rural Economy &amp; Rural Marketing Environment</b>		
This module talks about opportunities and challenges of rural markets, it's potential and how it is different from urban markets.		
5	Rural marketing: opportunities and challenges, Discussion	Text Book Chapter 3, N. V. Badi, R. V. Badi Questions: What are the avenues and roadblocks for rural markets?
6	Nature and Size of Rural Markets, Discussion	Text Book Chapter 3, N. V. Badi, R. V. Badi Questions: Does size affect the performance of rural markets?
7	Points of difference between urban & rural markets, Points of	Text Book Chapter 3, N. V.

Lecture	Topics to be discussed	Readings
	similarity between urban & rural markets, Exercise	Badi, R. V. Badi
8	Consumer segmentation, Exercise	Text Book Chapter 3, N. V. Badi, R. V. Badi
9	Video presentation on a typical Indian village & rural folk	Text Book Chapter 3, N. V. Badi, R. V. Badi
<b>Module III: Rural Consumer Behaviour</b>		
This module talks about the rural consumer behaviour and its impact on their buying process.		
10	Characteristics of Rural Consumers, Discussion	Text Book Chapter 5, N. V. Badi, R. V. Badi Questions: Is the rural consumer affected by the urban charade?
11	Consumer Buying Behaviour model, Discussion	Text Book Chapter 5, N. V. Badi, R. V. Badi Questions: How is the rural buying behavior different from that of a rural setup?
12	Factors Affecting Consumer Behaviour, Exercise	Text Book Chapter 5, N. V. Badi, R. V. Badi
13	Consumer Buying Process and Brand Loyalty, Case Study	Text Book Chapter 5, N. V. Badi, R. V. Badi
14	Factual presentation from Business World, Whitebook & other sources Video presentation on a rural festival	Text Book Chapter 5, N. V. Badi, R. V. Badi
<b>Module IV: Product Strategy</b>		
This module talks about product and service concept to be specially designed for rural markets.		
15	Marketing Mix Challenges, Product Concepts and Classification, Discussion	Text Book Chapter 6, N. V. Badi, R. V. Badi Questions: How can we constitute a different mix for the rural market?
16	Rural Product & Services Categories, New product development, Exercise	Text Book Chapter 6, N. V. Badi, R. V. Badi
17	Consumer Adoption Process, Product Life Cycle, Discussion	Text Book Chapter 6, N. V. Badi, R. V. Badi Questions: Do rural products possess a different PLC?
18	Product & Services Mix, Rural Packaging, Branding in Rural India, Exercise	Text Book Chapter 6, N. V. Badi, R. V. Badi
19	Video presentation on rural women & their concept of beauty	Text Book Chapter 6, N. V. Badi, R. V. Badi
<b>Module V: Pricing Strategy</b>		
This module talks about pricing objectives and strategies specially for rural markets		

Lecture	Topics to be discussed	Readings
20	Pricing Objectives, Discussion	Text Book Chapter 7, N. V. Badi, R. V. Badi
21	Pricing Strategies, Discussion	Text Book Chapter 7, N. V. Badi, R. V. Badi Questions: How are the rural pricing strategies different from that if urban areas?
22	Case Discussion: “Microfinance”	Text Book Chapter 7, N. V. Badi, R. V. Badi
<b>Module VI: Distribution Strategy</b>		
This module talks about the distribution channels that can make the product available to rural consumers at an affordable price.		
23	Accessing Rural Markets & Channels of Distribution Evolution of Rural Distribution System: Wholesaling and Rural, Discussion	Text Book Chapter 8, N. V. Badi, R. V. Badi Questions: Rural distribution channels are complex in nature compared to their counterparts. How?
24	Retail System, Rural Mobile Traders Prevalent and emerging Distribution Models, Exercise	Text Book Chapter 8, N. V. Badi, R. V. Badi
25	Case Discussion: “Is Railways the enabler?”	Text Book Chapter 8, N. V. Badi, R. V. Badi
<b>Module VII: Communication Strategy</b>		
This module talks about the communication issues in rural markets with special reference to the reach and acceptability of media vehicles.		
26	Challenges in Rural Communication, Discussion	Text Book Chapter 9, N. V. Badi, R. V. Badi Questions: What are the challenges that rural markets face?
27	Developing effective communication, Internet Study	Text Book Chapter 9, N. V. Badi, R. V. Badi
28	Creating Advertisement for rural audiences; and rural media, Exercise	Text Book Chapter 9, N. V. Badi, R. V. Badi
29	Sales promotion and Direct Marketing, Exercise	Text Book Chapter 9, N. V. Badi, R. V. Badi
30	Video Presentation on communication in rural India	Text Book Chapter 9, N. V. Badi, R. V. Badi
<b>Module VIII: The urban poor</b>		
This module talks about future of rural markets and their growth.		
31	A new market? Fortune at the bottom of the pyramid– further exploration Similarities with rural markets, Discussion	Text Book Chapter 11, N. V. Badi, R. V. Badi
32	Video Presentation on urban poor	Text Book Chapter 11, N. V. Badi, R. V. Badi
<b>Module IX: Socio cultural changes in rural India</b>		

Lecture	Topics to be discussed	Readings
This module talks about future of rural markets and their growth.		
33	Glimpses of changes, Significance of changes, Discussion	Newspaper Reading & assorted reports
34	Case discussion: “Can technology be the enabler?”	Newspaper Reading & assorted reports
<b>Module X: The rural rich</b>		
This module talks about future of rural markets and their growth.		
35	Categories & services that are possible for the rural rich Points of similarities & differences between urban & rural rich, Exercise	Newspaper Reading & assorted reports
36	Case discussion: “The big fat rural wedding”	Newspaper Reading & assorted reports
<b>Module XI: Future of Rural Marketing &amp; Emerging / Current Trends</b>		
This module talks about future of rural markets and their growth.		
37	Various issues and aspects relating to future of rural marketing & emerging/ current trends, Exercise	Chapter 13, N. V. Badi, R. V. Badi
38	Various issues and aspects relating to future of rural marketing & emerging/ current trends, Discussion	Chapter 13, N. V. Badi, R. V. Badi
39	Discuss on ethics & the rural consumer	Chapter 13, N. V. Badi, R. V. Badi
40	Do ethical values differ in Rural India? [HBS Case: eHealthpoint: Healthcare for Rural India Richard G. Hamermesh; Mona Sinha; Elizabeth Vrolyk	Chapter 13, N. V. Badi, R. V. Badi
SEMESTER END EXAMINATION		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### Case Study Questions:

#### Case: Microfinance:-

Q.1. What are the factors that affect the spending pattern of rural consumers?

Q.2. How are the current banking factors affecting the rural economic scenario?

Case: Is Railways the Enabler

Q.1. The rural customer is much more aware due to better connectivity of railways. Debate.

Q.2. Rural consumers can access any urban product in their nearby vicinity through better facilities of connectivity of railways. Debate.

Case: Is Technology the Enabler

Q.1. Rural consumers are at par with their urban counterparts due to technological advancement. Explain?

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Q.2. Has technology given a boost to the spending pattern of rural consumers?

Case: “The big fat rural wedding”

Q.1. Rural weddings register a much higher expenditure than any urban weddings. Why?

Q.2. Weddings in rural areas have a direct impact on the expenditure pattern of that area. How?

Case: Healthcare for Rural India

Q.1. Health is still a neglected topic in rural scenario. Why?

Q.2. How has the inroads of private NGO helped ante up the rural health standards and awareness?

***Students’ Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students’ interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students’ interaction time in the detailed course outline.]

Recommended by the Board of Studies on:

Date of Approval by the Academic Council:

**Marketing Research**

**MBA 671**

 <b>Galgotias University</b>	<b>COURSE ACTIVITIES Syllabus</b>	<b>Year: 2013-14</b>
		<b>Trimester: IV</b>

10 Name of the Faculty : Fawad Ali Khan  
 11 Subject/Course : Marketing Research; Course Code: MKT 664  
 12 Program : MBA 2012-14, (Year 2<sup>nd</sup> , Trimester 4<sup>th</sup> )

**Course Topics: (Syllabus)**

MKT 664	Marketing Research	L 3	T 0	P 0	C 4
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**Course Background and Learning Objectives:**

Marketing research is an important component of managerial decision-making. A wide range of strategic and tactical decisions requires valid and reliable information if the firm's efforts are to be successful. The tools and techniques of marketing research allow managers to obtain valuable information about customers, competitors, and the market environment. It is imperative that managers understand research methods and data analysis so they can judge the appropriate use of market research information and understand its decision value. The objective of this course is to convey the effective application of rigorous market research methods to relevant managerial decisions. A number of course activities help to achieve this objective.

This course further build on the Business Research Methods studied during 2<sup>nd</sup> semester and is designed with a special emphasis on multivariate data analysis which is the "lifeblood" of marketing research. Students taking the course will gain an expertise in different multivariate data analysis tools like discriminant analysis for classification and prediction, cluster analysis for market segmentation, conjoint analysis for product design, multidimensional scaling for brand positioning etc. They will also gain hands-on experience in different statistical software like SPSS etc.

The *learning goals and objectives* of this course are:

- (i) To develop an understanding of the meaning and significance of marketing research. [Sub Goal 1.5]
- (ii) To learn a wide range of marketing research concepts toward building a broad foundation for strategic planning and marketing. This foundation is of great significance not only for marketers but also for the top management. Students will learn to appreciate the significance of marketing research in the firm's overall marketing and strategic planning process. [Sub Goal 3.1]



- (iii) To become familiar with the process of designing marketing research, and a variety of techniques for analysing data for input to managerial decision making. [Sub Goal 1.5, 3.1]
- (iv) To underscore the complexity of developing a credible strategic and marketing plan, and appreciate the leading role that marketing research plays in that effort. To develop an appreciation that marketing research must be an on-going activity in every business in support of the organization's near-term and long-term objectives. [Sub Goal 1.2, 3.1]
- (v) To effectively present research findings to key stakeholders. [Sub Goal 1.1, 1.4]

### **Pedagogy:**

The pedagogy used to achieve the learning objectives for the course will be a combination of lectures, class discussions on various topics and cases, workshop discussions (small groups), group assignments/reports, individual assignments, and conferences, seminars and symposia when available. Class sessions will utilize discussion-oriented seminars to study the various concepts and methods of marketing research. In-class exercises and case analyses will apply these concepts to a particular decision context or problem. A major component of the course is a group-based market research field/desk project in which they will be collecting and analysing data to gain hands-on experience.

In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships in global environment.

Class will frequently contain demonstrations of statistical analysis using the SPSS software. Although managing data will often be simpler in Excel, and some analyses can be conducted in Excel, SPSS allows for more powerful statistical analyses. The textbook demonstrates how to conduct various analyses in SPSS and SAS. Students may use SAS if they choose, but all class demonstrations will be done in SPSS. Students should generally bring their laptop to class and be ready to use the SPSS software.

### **Course Strategy and Requirements:**

This is a “hands on” course the heart of which is a research project. It is a demanding project  
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that will take the entire semester to complete. When it is completed you will have had the opportunity to learn how to use a wide array of extremely valuable data analysis tools.

To get the conceptual clarity and apply research tools effectively in real world situations you should follow the following strategies.

- a. You should have successfully completed (with good understanding) courses on Marketing Management, Statistics and Business Research Methods. You should have a wide exposure to different marketing courses. Preferably you should be comfortable in using computer software like Excel and SPSS.
- b. Read the material provided to understand the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, ask in the class (if time permits), or after the class (preferably same day).
- c. Students are expected to attend all class sessions and be on time. Students who miss class sessions are responsible for the lessons taken up and are not excused from the work or assignments for that session.
- d. Each student is expected to actively participate in class discussions by way of sharing one's ideas and experiences relevant to the topic under discussion, giving comments and asking questions whenever appropriate.
- e. You will be provided data sets for problems and cases given in the book. Try to analyse the cases in groups to appreciate different perspectives and views to see and solve the problems.
- f. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' background, and strategies specified above, the following components of evaluation have been designed to assess the learning

goals and objectives. To pass this course successfully students must engage in following assessments.

Assessment Components and Marks	Learning Goals and Objectives*				
	1	2	3	4	5
Group project + Presentation (20 Marks)	√	√	√	√	√
Continuous Assessment Test (30 Marks)	√	√	√		
End Term Exam (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3, 4, 5 learning goals and objectives, kindly see above of this course outline.

### ***Group Project***

A major component of the course is a group based market research field project. Group will define a relevant marketing problem, create a marketing research plan and survey that can help solve the problem, collect and analyse data, and present findings and conclusions.

Each group will define its own topic for the project, working in the role of a research supplier for a “sponsor” client. Clients can be a business or other organization that you can work with in defining your research issue; there should preferably be an actual person in the client organization who agrees to offer guidance to the group. Examples include a firm to which group members have access, a local retailer, a campus organization or club, etc. Group can also take a general project studying some issues of general interest. It is important to work on a project that you find interesting. There are several project deliverables which need to be submitted as per the deadlines given (details will be discussed in class):

- a) Team Formation: you should declare your team members by the deadline provided. The instructor can help assign teams as needed. Teams will generally have 5 team members.
- b) Project Description: by the deadline provided. Prepare a one-page (single-spaced) description of your intended project. Your description should include your problem definition and any hypotheses, information about your client organization, a summary of the intended survey approach (types of questions, how you intend to collect the data, etc.), and any other relevant information. Each team will give a 2-minute summary of their project description in class to generate helpful feedback.
- c) Project Proposal: by the deadline provided. The proposal includes a detailed description of your research problem and approach, including your intended survey questionnaire. The instructor’s review of the proposal will be your “Go” to begin data collection.
- d) Final report and Presentation: presentations and final reports need to be submitted by the deadline provided.

- e) The final report and presentation should treat the client organization as your intended audience, offering a summary of your research project and conclusions. Reports will be 7 pages of text max. (Single-spaced), with a cover page and any number of exhibits you deem necessary to communicate your analyses and recommendations. Presentation and report guidelines will be discussed in class.

### ***Continuous Assessment Test***

There will be one Continuous Assessment Test of 90 Minutes. The specific dates shall be announced in University Calendar for the year. The questions are mostly conceptual, analytical and situational.

### ***End Term Examination***

End-Term Exam is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Marketing Research.	Malhotra, Naresh & Dash, Satyabhusan, 6 <sup>th</sup> Edition, Pearson, New Delhi, 2013
<b>SUPPLEMENTARY READINGS</b>	
Multivariate Data Analysis	Hair, Black, Babin, Anderson & Tatham, 6 <sup>th</sup> Edition, Pearson, New Delhi, 2012
Marketing Research	Churchill, Iacobucci & Israel, Cengage Learning, India, 2013
Structural Equation Modelling With AMOS: Basic Concepts, Applications, and Programming	Barbara M. Byrne, 2 <sup>nd</sup> Edition, Multivariate Applications Series, 2012

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Marketing Research's</i></b>		
The purpose of this module is to introduce students to basic of meaning of research and scientific method, its importance for business decisions. Here the conceptual base of the students will be developed as to what the subject is.		
1	Introduction to course, A Decision Making Perspective of Marketing Research, Marketing Research- Nature and Scope,	Text Book, Chapters 1; Malhotra

Session	Topics to be discussed	Readings
	Role in decision support system	
2	Marketing Research- An Overview of the Marketing Research, Types, Industry and roles	Text Book, Chapters 1; Malhotra
3	Marketing Research Process	Text Book, Chapters 1; Malhotra
<b>Module II: Review of Business Research Methods</b>		
The focus of this module is on review of concepts, tools and procedures learnt in Business Research Methods. The emphasis will be in using them in marketing research settings to provide relevant information to marketing decision makers and helping them understand the practical implications of various research decisions.		
4	Problem Definition and Developing a research approach, Problem Identification,	Text Book, Chapters 2; Malhotra Students will be asked to devise their own research problems.
5	Methodology, Research Designs,	Text Book, Chapters 3; Malhotra The students will define their problem according to the design that suits best.
6	Methods of Secondary Data Collection,	Text Book, Chapters 4; Malhotra The students will devise the objectives of their research.
7	Methods of Secondary Data Collection,	Text Book, Chapters 5; Malhotra Hypothesis based on the objectives will be developed.
8	Qualitative Research	Text Book, Chapters 6, 7, 8; Malhotra
9	Qualitative Research	Text Book, Chapters 9; Malhotra
10	Survey and quantitative observation techniques,	Text Book, Chapters 10; Malhotra The students will plan their

Session	Topics to be discussed	Readings
		data collection strategies according to their problems.
11	Causal research design: experimentation	Text Book, Chapters 11; Malhotra
12	Measurement and scaling	Text Book, Chapters 12; Malhotra
13	Questionnaire design	Text Book, Chapters 13; Malhotra
14	Sampling: design and procedures,	Text Book, Chapters 14; Malhotra Sample size, Technique and attributes of each student research problem will then be determined.
15	Sampling: Sample Size determination	Text Book, Chapters 15; Malhotra
16	Fieldwork and Data Preparation	Text Book, Chapters 16, 17; Malhotra
17	Frequency distribution, and Cross-tabulation	Text Book, Chapters 18; Malhotra
18	Hypothesis testing: Chi square	Text Book, Chapters 18; Malhotra
19	Hypothesis testing: T-test	Text Book, Chapters 18; Malhotra
<p><b>Module III: Advance Data Analysis</b></p> <p>The focus of this module is on advance data analysis tools. Special emphasis will be on multivariate data analysis methods.</p>		
20	Analysis of variance and covariance	Text Book, Chapters 19; Malhotra
21	Analysis of variance and covariance	Text Book, Chapters 19; Malhotra
22	Analysis of variance and covariance	Text Book, Chapters 19; Malhotra
23	Correlation and regression Analysis	Text Book, Chapters 20; Malhotra

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
24	Multiple Regression Analysis	Text Book, Chapters 20; Malhotra
25	Discriminant analysis: Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra
26	Discriminant analysis: Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra
27	Discriminant analysis: Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra
28	Factor analysis: Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra
29	Factor analysis: Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra
30	Factor analysis: Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra
31	Cluster analysis: Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra
32	Cluster analysis: Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra
33	Cluster analysis: Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra
34	Multidimensional scaling: Basic concepts in multidimensional scaling, Conducting multidimensional scaling, Assumptions and limitations of MDS	Text Book, Chapters 24; Malhotra
35	Multidimensional scaling: Basic concepts in multidimensional scaling, Conducting multidimensional scaling, Assumptions and limitations of MDS	Text Book, Chapters 24; Malhotra

Session	Topics to be discussed	Readings
36	Conjoint analysis: Basic concepts in conjoint analysis, Conducting conjoint analysis, Assumptions and limitations of conjoint analysis	Text Book, Chapters 24; Malhotra
37	Conjoint analysis: Basic concepts in conjoint analysis, Conducting conjoint analysis, Assumptions and limitations of conjoint analysis,	Text Book, Chapters 24; Malhotra Tests will be done if applicable according to the research problems of the students.
38	Interpretation of Data and Drawing Inferences,	Text Book, Chapters 25; Malhotra The students will be advised to draft reports of their respective problems.
39	Research Report Writing, evaluation of research report.	Text Book, Chapters 26; Malhotra The reports will be presented by the students.
40	Research Publications	Text Book, Chapters 26; Malhotra
<b>SEMESTE-END-EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Recommended by the Board of Studies on:  
Date of Approval by the Academic Council:

**Course Name: Digital Marketing**

**Course Code: MKT 673**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Many people think digital marketing is simply creating a website and buying some keywords on Google but digital marketing has a lot of specialties and is harder to master if you don't have digital marketing talent or under staff your digital marketing department. Digital marketing is changing quite rapidly. Consumers are spending more time in front of the digital and mobile devices, and social media is the main way people are interacting with digital content. In the past year, it's become clear that social media is, for all intents and purposes, Twitter & Facebook or other niche networks that will now amplify their presence in the space and may expand the arena. Because of the pressures of "the market" and marketers digital marketing is now being asked to "show me the money" when it comes to proving ROI or conversion. One of the biggest mistakes any company can make is to simply throw money into digital marketing at the request of their agencies without fully understanding what their money is doing or what the ROI is going to be. Make no mistake about it digital marketing is becoming a specialty and good digital marketers understand where their money will drive brand objectives. As marketers become more savvy in digital marketing there is sure to be a lot of "ah-ha" moments when they get it and see results. Marketers need to capture these moments and tell a story to the organization so that they can embrace digital marketing and, more importantly, allocate more money into the channel.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To create an understanding of the concepts and techniques of digital marketing so as to exploit the opportunities of this medium to support the organization's marketing activities.
- (ii) To introduce the students to the emerging dimensions of the digital marketing mix and be able to develop suitable strategies to leverage the potential of digital marketing opportunities.
- (iii) To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning.



## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and videos), experience sharing, real life examples, case-let discussion, and projects/assignments on specific companies. Each theory will be explained in such a way so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

## **Course Strategy and Requirements:**

This course gives an overview of digital marketing, including planning a website, website promotion, email and Search Engine Optimisation (SEO) campaigns, e-commerce and integrating digital marketing with traditional marketing. It provides a practical framework to develop customised digital marketing programmes and is designed for marketers, managers and individuals who want to take advantage of new marketing techniques. The use of modern technologies to integrate marketing will be discussed. In this course, you will encounter many new terms and some familiar words that marketers use in specialised ways. At first, this new course may seem needlessly arcane. But, as you will see, its value lies in its ability to provide you a new and useful way of thinking about the world in which you live. Of course, just as you cannot become a professional digital marketer overnight, to get the conceptual clarity and to think the application of digital marketing concepts for business managers you should follow the following strategies.

- a. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- b. Try to find solutions on your own. In case of difficulty, ask friends, or teacher.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “Digital Marketing”.
- d. Any difficulty in understanding concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends,

or the teacher.

- e. While studying courses like Marketing & Business Strategy, try to relate the use and usefulness of various concepts, which you have learned from this course.
- f. Class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- g. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT-1 (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### ***Case Studies/ Project Report Presentation***

Case studies discussion and project report presentation will be considered as the components of evaluation to assess students' individual & performance in a group. Through case studies and project report presentation students are expected to apply tools studied in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical marketing investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of half the lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

The objective of CAT is that it looks at the full capabilities of a student. It also requires students to keep up with their studying as they go along. They can't cram for an exam and then forget the material. Students are assessed right through their learning process and not only after the learning process. By doing continuous assessment faculty members can track the improvement (if any) of the learner, they will be able to give more support and guidance, and the learner will have more opportunities to improve.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are both theory and real situation based.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
E-Marketing	Strauss and Frost, Pearson, 7 <sup>th</sup> International Edition, 2013, (EF)
<b>SUPPLEMENTARY READINGS</b>	
Ecommerce Commerce 2010	Efraim, Turban, King, Lee, Pearson, 6 <sup>th</sup> Edition, 2010, (ETKL)
Digital Marketing: Strategy, Implementation and Practice	Chaffey, Ellis-Chadwick, Fiona, Pearson, 5 <sup>th</sup> International Edition, 2014 (CEF)
Internet Marketing Start to Finish: Drive measurable, repeatable online sales with search marketing, usability, CRM, and analytics	Juon, Greling & Buerkle, Pearson Education 1 <sup>st</sup> Edition, 2012 (JGB)
Internet Marketing: Building Advantage in a Networked Economy	Rafi, Tata McGraw Hill, 2nd Edition, 2010 (MR)
Social Media Marketing – A strategic approach	Barker, Barker, Bormann, Neher, Cengage Publication, 1 <sup>st</sup> Edition, 2012 (BBBN)
Internet Marketing & E-commerce	Hanson, Kalyanam, Cengage Publication 2nd Edition 2012 (HK)

### **Course Outline (lecture-wise):**

SOB/MBA/2016-17/1.1.3/

Lecture	Topics to be discussed	Readings
<b>Module 1: Digital Marketing Fundamentals</b>		
The purpose of this module is to acquaint students with basic concepts of the digital marketing.		
1	An introduction to Digital Marketing How internet works, Internet Characteristics, Case: Barak Obama and Narendra Modi Digital Marketing Campaigns	Text Book, Chapter 1, Pp; 10-44 Class Discussion: Explain how internet can be used to increase market penetration in existing market and develop new market.
2	E- Business, E-commerce, E-marketing/ internet Marketing, Digital Marketing Platforms	Text Book, Chapters 1 , pp; 10-44 Case: ETKL, How College students become entrepreneur, chapter1, pp;79
3-4	Applications of Digital Marketing, key Communications Concepts for Digital Marketing, Aligning Internet with business objectives	Text Book, Chapters 1 page 10-44 Class Discussion How do internet marketing communications differ from traditional marketing communication?
<b>Module 2: Digital Buying Behaviour</b>		
This module describes the internet exchange process and the technological, socio-cultural and		

Lecture	Topics to be discussed	Readings
<p>legal context in which consumers participates in this process. It also outlines the broad individual characteristics that consumers bring to the online exchange.</p>		
5-6	Basics of digital buying behaviour, Psychology of social shopping, The Online Exchange Process	Text book, Chapter 7, pp; 154-166, SF Case: ETKL, WAYN: A social network for travellers, chapter 3, pp; 154
7-8	Technological, social/cultural and legal context broad individual characteristics, psychology, and consumer resources, outcomes that consumers seek from online exchanges	Text book, Chapter 7, pp; 154-166 Case: ETKL, Internet Marketing Research expedites time to market at Procter and Gamble, Chapter 4, pp, 201
<p><b>Module 3: Digital Marketing Mix</b> After reading this chapter the students will be able to apply the marketing mix elements in online context and evaluate the opportunities that the internet makes available.</p>		
9-10	Digital Marketing Mix: Product	CCF, Chapter 5, pp; 258-296 Class Discussion What do you mean by digital products?
11-12	Digital Marketing Mix: Price	DM, Chapter 5, pp; 258-296, CCF Case: ETKL, Revenue Source at YouTube, chapter 9 pp; 447

Lecture	Topics to be discussed	Readings
13-14	Digital Marketing Mix: Place	CCF, Chapter 5, pp 258-296; Case: ETKL, Airbus improves productivity with RFID, chapter 6; pp; 229, TK
15	Digital Marketing Mix: Place People, Process & Physical Evidence	CCF, Chapter 5, pp; 258-296; <b>Assignment:</b> Identify different elements of digital environment that impact on organization's digital marketing strategy.
16-17	Digital Marketing Mix: IMC Digital Marketing Communication IMC approach Owned Media , website, blogs, email, text messaging , Sales promotion offers, Online games, Social network, microblog , distinguish between traditional media and social media, content marketing	Text book, Chapter 12, 13, 14, pp 269-300 Class Discussion: How do we assess competitors, customer and intermediary uses of internet?
18-19	Paid media , Display ads, Sponsorships, Classified ads, Mobile ads, Display ads , Rich Media Ads, Product placement, Social media ads, online video, Mobile ads, SEO: Paid search	Text book, Chapter 12, 13, 14, page 306-320, Class Discussion: How do you apply the

Lecture	Topics to be discussed	Readings
		elements of marketing mix in an online context?
20-21	Earned media: Digital coverage from , traditional media Viral marketing, Wikis, Ratings and reviews, Social recommendations, Social site discussion , Collaborative content	Text book, Chapter 12, 13, 14, pp; 326-342 Class Discussion What are the new types of interactive marketing communication tools marketers can you?
22-23	Search engine Optimization and Search Engine Marketing, Web Analytics	Handouts Class Discussion: How do marketers choose the best mix of online and offline communication?
24-25	Social Media Marketing: Facebook, LinkedIn, Twitter, You Tube, Google+	Handouts Class Discussion: Why is it necessary to do social media marketing?
<p><b>Module 4: E – STP Strategies</b></p> <p>After studying this module student will be able to explain why and how e-marketers use market segmentation, target, differentiate and position to reach online customers.</p>		
26-27	Segmentation and targeting overview Market segmentation bases and variables	Text book, Chapter 8, pp; 173-194 Class Discussion: How can we do STP of online consumers?
28-29	Targeting on line customers	Text book Chapter 8,pp;

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Differentiation online Online positioning bases	173-194 Class Discussion: Why do e-marketers need to measure attitudes towards technology?
<b>Module 5: ECRM</b>		
After studying this module the students will be able to understand CRM concepts. They will be able to apply major components needed for effective and efficient CRM in digital marketing.		
30-31	From Mass Marketing To Relationship Marketing, pillars of Relationship Marketing Social CRM	Text book, Chapter 15, page 349-379 Case: ETKL, LinkedIn business oriented social network, Chapter 9, pp;465
32-33	Building Blocks for Successful CRM Rules for CRM success	Text book, Chapter 15, pp; 349-379 Class Discussion Which forms of buyer behaviour do customers exhibits online?
34	Industry Expert	Lecture/ Seminar
35	Industry Expert	Lecture / Seminar
36	Review and feedback	
<b>Role Play topics and project will be given in the class</b>		
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.



### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

### **Cases Questions:**

Case: How College Students Become Entrepreneur

1. Go to jetpens.com and examine the catalogue. What impresses you the most?
2. Evaluate the site's ease of use.
3. Do you think that a business like this can succeed as an independent online-only store? Why or why not?

Case: WAYN: A Social Network for Travellers

1. Visit wayn.com. What options do you find most exciting on the site?
2. Why has WAYN been so successful even though the sites require subscription fees?

Case: Internet market research expedites time-to-market at Procter and Gamble

1. How did P&G reduce time-to-market?
2. How was data mining used?
3. What research methods were used?

Case: Revenue Source at YouTube

1. List the different advertising models on YouTube.
2. List the success factors from these cases.
3. How do users benefit from using YouTube?

Case: Airbus improves productivity with RFID

1. What are the drivers of the RFID project?
2. What information Technologies were used in this project?
3. What categories of people are supported by RFID?

4. How can RIFD provide visibility to Boeing?

Case: LinkedIn Business Oriented Social Network

1. Why do you think the site LinkedIn is so successful? What features are related to recruiting and job finding?
2. How does “LinkedIn Answers” work? Why do you think president Obama created a page on LinkedIn while he was running for president?

**Course Name: International Marketing**

**Course Code: MKT 672**

**Course Credit: 3**

**Course Background and Learning Objectives:**

The course addresses the complex and varied environment of international marketing including its various economic, social, political, cultural and legal dimensions from conceptual, methodological and applications perspectives. The course develops understanding of how these environmental factors affect marketing decisions in a multi country, regional and global context and how these decisions can be integrated into marketing programs and strategies. The purpose of the course is to identify and evaluate the specific issues related to design of an international marketing strategy and implementation of marketing operations on an international/multi domestic or Global scale. The course aims to build knowledge and skills in problem solving such as identifying and evaluating opportunities in international markets, developing and adapting marketing tactics for specific market needs and constraints, and coordinating strategies across global markets.

The *learning goals and objectives* of this course for students pursuing management education are:

1. Develop basic knowledge and understanding of the issues involved in making international marketing decisions, including product, price, promotion, and place decisions to create a marketing mix.

2. Acquire an overview of the contemporary issues in international marketing and the unique challenges faced by marketing managers in the dynamic global environment.
3. Develop insights into how differences in global economic , cultural, social, political, and legal environments influence marketing decisions.
4. Develop strategic thinking in the context of complex problems and challenges faced executives and managers taking decisions in global and international marketing context .
5. Develop leadership skills and ethical values necessary to deal with the uncertainty and changes faced in international marketing.
6. Develop knowledge and skills to analyze cross cultural variables and their impact on international marketing.
7. Acquire knowledge of various sources of information for research and evaluation of international markets.
8. Acquire the ability to effectively communicate marketing issues in group discussions, oral presentations and written reports in a cross and multi cultural environment.
9. Develop skills of team work required for analyses of marketing issues.

**Pedagogy:**

The following pedagogical tools shall be used for achieving the learning objectives in the subject. Case method will be employed to develop critical thinking and analytical abilities in the relevant areas of the subject. Students will be expected to apply strategic frameworks in decision making for which additional readings will be distributed prior to each session. Students will be expected to read and understand the theoretical concepts and tools from the prescribed textbook and prescribed readings. Appropriate project work and assignments will be prescribed related to better understanding of concepts and their real life applications. Industry practitioners would be invited to interact with the students through case discussions and presentations regarding contemporary practices and new developments in the subject area. Students will be evaluated continuously through quizzes and tests.

**Course Strategy and Requirements:**

This course provides a solid foundation of key concepts and practices of International  
SOB/MBA/2016-17/1.1.3/

Marketing. Students will be able to analyze successful and effective international marketing strategies and apply the concepts learned to design a plan for international marketing.

- a. Students are expected to read and understand the key concepts before the start of each session. Students are encouraged to clarify their doubts regarding theoretical concepts during the class or the day with the instructor.
- b. Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
- c. The classroom would be a platform for discussion and testing of ideas, analyses and experiences. Lack of preparation could lead to expulsion of the student from the class.
- d. Students are expected to relate the concepts taught and discussed in the class with real life examples and strategies. Regular readings of business papers like the economic times would enable the same..
- e. Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
- f. Regular assignments/projects would be assigned either individually or in groups. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and 'Ceteris Paribus' Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*								
	1	2	3	4	5	6	7	8	9
Quiz (10 Marks)	√	√	√	√		√			
Participation in	√	√	√	√	√	√	√	√	√

classroom discussions( 5 Marks)									
Case study analysis and discussion( 5 Marks)	√	√	√	√	√	√	√	√	√
Continuous Assessment tests (30 Marks)	√	√	√	√		√			
End-Term Test (50 Marks)	√	√	√	√		√			

\* For details of learning goals and objectives, kindly refer to the relevant section of the course outline.

### **Quiz**

Students will be individually assessed for their understanding of conceptual, theoretical and strategic frameworks and tools through multiple choice questions. There will be at least 3 quizzes wherein performance in the best 2 quizzes would be considered for final grade evaluation.

### **Continuous Assessment Test**

Students will have to individually appear for CAT consisting of 50 marks (30 % weightage) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

### **End-Term Exam**

End-Term Exam would be an individual assessment of essay type and case based questions. Students will be assessed for their ability to conceptualize, understand and design actionable plans for communication process. They will be assessed for their abilities based on the overall learning goals and objectives of the subject. Questions in the test would be mostly analytical and situational with a strong application orientation.

### **Lectures**

Lectures will be imparted on major concepts and issues, updated business news and cases, and video clips will be shown to help increase students understanding of international business issues.

### **Case Discussions**

Students will be expected to prepare and actively participate in all class discussions and share their analyses of international marketing issues based on the cases assigned for class discussion.

### **Class Discussions**

Students are expected to come prepared for the questions given in session plan for discussion in the class based on

### **Homework**

Homework/projects will be assigned to help develop students' ability to summarize major issues, apply the concepts, evaluate and provide reasonable solutions in a business situation.

### **Consultation**

Instructor will designate a slot of at least two hours each week for consultation to address students' questions. Students are also required to discuss the case questions and learning amongst themselves, and/or with the instructor by means such as email

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Marketing	Cateora, P.R, Graham, J.L and Salwan, P., (13 <sup>th</sup> ed.),

	Tata McGraw Hill Company, 2008
<b>SUPPLEMENTARY READINGS</b>	
Global Marketing Management	Albaum, G., Strandskov, J., Duerr, E., Dowd, L..Addison-Wesley: Reading, Massachusetts. ISBN 0-201- 542803, 1995
International Marketing Strategy . Analysis , development and Implementation	Doole, I., & Lowe R. , 6 <sup>th</sup> Edition, Thomson Publishing (ISBN 978-1-4080-4407-0 ), 2012
Marketing Management: A Strategic Approach with a Global orientation	Boyd, H.W.; Orville, C.W.; Larreche, Jean-Claude. Irwin: New York , 1998
International Marketing Strategy: Environmental Assessment and Entry Strategies	Czinkota, M., Ronkainen, I.,The Dreyden Press: New York. ISBN 0-03-098373-8, 1994
Managing Cultural Differences: High-Performance Strategies for a New World of Business	Harris, P., Moran, R., 3 <sup>rd</sup> edition, Gulf Publishing Company: Houston, Texas. ISBN 0-88415-078-X, 1991
International Marketing: A Global Perspective.	Dahringer, L., Muhlbacher, H. (1991). Addison-Wesley: Reading, Massachusetts. ISBN 0-201-50354-9, 1991
Strategic International Marketing :An Advanced Perspective	Edited by Melewar and Gupta, Palgrave Macmillan ISBN 978-0-230-58024-4, 2012
The Global Brand: How to create and develop lasting brand value in the world market	Hollis, N., Millward Brown Palgrave Macmillan, ISBN 978-0230-62056-8, 2010
Global Marketing Strategy	Susan Douglas and C. Samuel Craig, McGraw-Hill.

**Course Outline (session-wise):**

Session	Topics to be discussed	Readings
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Session	Topics to be discussed	Readings
<p><b>Module I: Introduction to International Marketing and the global marketing environment</b></p> <p>The purpose of this module is to introduce the basic concepts of International Marketing and the influence of the International marketing environment on Marketing decisions, programs and operations.</p>		
1	Introduction: Operating in a Global Environment; scope of international marketing;	Text Book, Chapters 1; pp-1-17; David A. Ricks, "How to Avoid Business Blunders Abroad," Business, April 1984. • "Europe Hears Apple's Song," Business Week, July 6, 2004. Class discussion -How does international marketing differ from global marketing?
2	The International Marketing Task; SRC and Ethnocentrism; Stages of International Marketing Involvement	Text Book, Chapters 1; pp ; 18-25; Textbook Case Starbuck-Going global fast pp-704-708
3	Strategic Orientation; Orientation of International marketing	Text Book, Chapters 1; pp ; 26-32; Questions for discussion -Define and discuss the idea of global orientation.
4	The Dynamic Environment of International Trade; Trade Barriers	Text Book, Chapters 2; pp ; 35-52 Class discussion -Support or refute each of the various arguments commonly used in support of tariffs.
5	Easing Trade Restrictions; India and WTO ;IMF and World Bank; Protests against global Institutions	Text Book, Chapters 2; pp ; 53-64 Class discussion -Discuss the impact of GATS, TRIMS and TRIPS on global trade.
6	The Cultural Environment of Global markets; Foundations of Culture; Historical perspective	Text Book, Chapters 3; pp ; 68-79; Textbook Case The Not So Wonderful World of Euro Disney-Things are better now at Paris

Session	Topics to be discussed	Readings
	in Global Business	Disneyland pp-727-731
7	Geography and Global markets; Dynamics of Global population trends; World Trade Routes	Text Book, Chapters 3; pp ; 83-103 Class discussion -World trade routes bind the world together.” Discuss.
8	Cultural Dynamics in Assessing Global markets; Origins of culture; Elements of Culture	Text Book, Chapters 4; pp ; 116-140 Class discussion -What are the popular definitions of culture/ Where does culture come from.? -Outline the elements of culture as seen by an anthropologist. How can a marketer use this cultural scheme.
9	Cultural Knowledge; Cultural Change	Text Book, Chapters 4; pp ; 141-150 Class Discussion -Culture are dynamic. How do they change? What is the relevance to marketing? -How can resistance to cultural change influence product introduction?
10	Culture, management Style and Business systems; Management styles around the world; Business Ethics and Cultures influence on strategic thinking	Text Book, Chapters 5; pp ; 153-18 Class Discussion: Explore the various ways in which business customs can affect the structure of competition. Assignment: Interview some of the foreign students to determine the type of cultural shock they encountered when they first came to India.
11	Political Environment: Global perspective; Stability of Government policies	Text Book, Chapter 6; pp 189-198; Textbook Case Coke and Pepsi learn to compete in India pp-604-609



Session	Topics to be discussed	Readings
12	Political Risks of Global Business; Assessing political vulnerability; Lessening political vulnerability	Text Book, Chapter 6; pp 199-214; Textbook Case Tata's China Entry: Mitigating Risks Politically pp-755-761
13	The International legal Environment; Bases for Legal systems; Jurisdiction in International Legal disputes: International Dispute resolution	Text Book, Chapter 7; pp 216-233; Textbook Case McDonalds and Obesity pp-749-752
14	Commercial law within countries; Regulatory Framework in India; Cyber law	Text Book, Chapter 7; pp 236-254; Textbook Case When buyers and sellers disagree pp-748-748
15	Assessing Global Market Opportunities: Multicultural Research;	Text Book, Chapter 8; pp 258-285; Textbook Case International Marketing Research at Mayo Clinic pp-762-766
16	Assessing Global Market Opportunities: Marketing and Economic Development;	Text Book, Chapter 9; pp 294-314; Textbook Case Easycar.com pp-772-779; "A Low Budget Cola Shapes Up Markets South of the Border," Wall Street Journal, October 27, 200
17	Assessing Global Market Opportunities :Developing countries and Emerging markets;	Text Book, Chapter 9; pp 315-329; "Cola Wars as Islam Shuns The Real Thing," The Times, October 11, 2002 Class Discussion - Discuss the strategic implications of marketing in India
18	Multi National Market regions and Market Groups: Global perspective; Europe; The Americas;	Text Book, Chapter 10; pp 333-371; Class Discussion -Differentiate between a customs union and a political union -Evaluate the potential success of the EU, NAFTA using the factors that serve as a basis for success of an economic union.

Session	Topics to be discussed	Readings
<b>Module II: Developing Global Marketing Strategies</b>		
19	Global Marketing Management: Planning and Organization: Global Marketing management	Text Book, Chapter 11; pp 375-387; Textbook Case McDonalds 's Great Britain-The Turnaround pp-793-795
20	Global Marketing Management: Planning and Organization: Alternative Market Entry Strategies	Text Book, Chapter 11; pp 389-402; Readings: "For Starbucks There's No Place Like Home?" Business Week, June 9, 2003.; "Ah Paris Strolling Along the Seine, Sipping Totally Coffee," Wall Street Journal, October 10, 2002. Class Discussion -Compare the organizational implications of joint ventures vs licensing. Assignment -Visit the web sites of Infosys and Mahindra's. Search their sites and compare their international involvement. How would you classify each-exporter ,international of Global?
21	Developing Products and Services for Consumers : Quality; Culture; Adaptation	Text Book, Chapter 12; pp 405-424; Textbook Case Tambrands overcoming cultural resistance pp-795-798
22	Products and Services for Consumers : Service opportunities in Global Markets	Text Book, Chapter 12; pp 426-440; "The Hunt for Globalization that Works," Fortune, October 28, 2002; "Exposure Wins Indian Vintner's Favor," Marketing News, October 28, 2002. Class Discussion -Debate the issue of global vs adapted products and services for the international marketer.
23	Products and Services for Businesses: Delivering the value proposition	Text Book, Chapter 13; pp 443-465 Class Discussion -Discuss some of the more pertinent problems in pricing industrial goods. -
24	International Marketing Channels: Designing the	Text Book, Chapter 14; pp 472-486; "Seven Rules of International Distribution," Harvard Business Review, Nov-Dec 2000

Session	Topics to be discussed	Readings
	channel;	Class Discussion -Discuss how stage of economic development affects the distribution channel in International marketing
25	International Marketing Channels: Managing the channel	Text Book, Chapter 14; pp 490-506; “A British E-Grocer Takes On Amazon,” Fortune, June 12, 2000.; “Carrefour in a Corner,” Business Week, October 11, 2004.; “The Great Wal-Mart of China,” Fortune, July 11, 2005.; “The Next Wal-Mart” Business Week Online,,April 26, 2004. Class Discussion --Review the key variables that affect the marketers choice of distribution channels
26	Exporting and Logistics: special issues	Text Book, Chapter 15; pp 515-533 Class Discussion -Explain each of the following export documents Bill of lading; consular invoice; commercial invoice;insurance certificate
27	Exporting and Logistics: Physical distribution	Text Book, Chapter 15; pp 534-548 Class Discussion -How would a company engage the services of an intermodal transportation service instead of performing activities in-house
28	Integrated marketing communications and International Advertising and promotion: planning	Text Book, Chapter 16; pp 552-575; Class Discussion -Outline some of he major problems confronting an international advertiser.
29	Integrated marketing communications and International Advertising and promotion: Execution	Text Book, Chapter 16; pp 576-586 Class Discussion: -How can advertisers overcome the problems of low literacy in their markets?
30	Personal selling and sales management:	Text Book, Chapter 17; pp 589-599 Class Discussion: -Why is it difficult to adhere to set job criteria in selecting foreign personnel?
31	Personal selling and sales management:Designing compensation systems	Text Book, Chapter 17; pp 602-612; Textbook Case National Office machines- Motivating Japanese salespeople: Straight salary or Commissions pp-804-808

Session	Topics to be discussed	Readings
32	Pricing for International Markets: Approaches;	Text Book, Chapter 18; pp 619-639; “One Way to Sell beer: Raise Prices,” New York Times, April 20, 2003. • “What’s In A Pill?” Business Week, June 18, 2001. • “More Russians are Saying ‘Charge It’,” Business Week Online, October 4, 2004 Class Discussion -Explain the concept of price escalation and why it can mislead international marketer.
33	Pricing for International Markets: Strategy and Tactics	Text Book, Chapter 18; pp 640-654 Class Discussion -Visit Global Trading ( a division of 3M ) at <a href="http://www.mmm.com">www.mmm.com</a> and select “The competitive edge “ and “Who we are” . Write a short report on how Global Trading could assist a small company that anticipates having merchandise from a countertrade.
<b>Module III: Implementing Global marketing strategies</b>		
34	Negotiating with International Customers, Partners and Regulators: Impact of culture on negotiation behaviour	Text Book, Chapter 19; pp 660-674; Textbook Case Iberia Airlines builds a BATNA pp-799-802
35	Country Notebook: Cultural Analysis; Economic Analysis; Market Audit and Competitive market Analysis	Text Book, pp: 692-702 Assignment As a consultant to an SME , develop an international marketing strategy using the country notebook
36	Ethics in International Marketing	Visit the website <a href="https://www.esomar.org/publications-store/codes-guidelines.php">https://www.esomar.org/publications-store/codes-guidelines.php</a> and discuss the the legal, ethical and practical

Session	Topics to be discussed	Readings
		considerations of international marketing research.

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### **Case Questions:**

#### Case 1-1 Starbucks-Going Global Fast

1. Identify the controllable and uncontrollable elements that Starbucks has encountered in entering global markets.
2. What are the major sources of risk facing the company and discuss potential solutions

#### Case 2-1 The Not So Wonderful World of Euro Disney-Things are better now at Paris Disneyland (ED)

1. What factors contributed to EDs poor performance during its first year of performance.
2. What role does ethnocentrism play in the story of EDs launch?

#### Case 1-3 Coke and Pepsi learn to compete in India

1. Give example of how both companies have implemented “Glocalization” successfully.
2. What lessons can each company draw from its Indian experience as it contemplates entry into other Big emerging markets?

#### Case Tata’s China Entry: Mitigating Risks Politically

#### Case McDonalds and Obesity

#### Case 3-1 International Marketing Research at Mayo Clinic

Assume you are the new marketing vice president at the Mayo clinic. Write a memo to your staff outlining the marketing research that will be needed to support a strategy to expand international sales by 100% ove next five years.

#### Case Easycar.com

1. What are the characteristics of the car rental industry? How do those characteristics influence the design of service delivery processes in general?
2. How does the design of its operations support its strategy? Discuss.
3. What are the legal challenges and their significance?

Case 4-1 McDonalds 's Great Britain-The Turnaround (McD)

1. Identify the problems confronting McD UK and list them from most critical to least critical.
2. Suggest the order in which the problems should be addressed.

Case 4-2 Tambrands –Overcoming cultural resistance

1. Should P&G continue with Tambrands original goal adapted to the new educational program? Give reasons or your answer.

Case 4-3 Iberia Airlines builds a BATNA

1. Critique the negotiation strategies and tactics of all three key executives involved: Dupoy, Leahy and Bright

Case 4-5 National Office machines-Motivating Japanese salespeople: Straight salary or Commissions

1. What should NABMC offer-incentives or straight salary?
2. Design a pay system you think would work.

### ***Students' Interaction Time***

[Students can visit the faculty between 2.00 and 3.00 PM on Wednesdays and Fridays in his/her office.]

**Course Name: Organizational Change and Development**

**Course Code: HRM 672**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Organizations today are operating in a fast-changing environment where business practices are dynamic and economies are vulnerable to market fluctuations. Potential threats from external environment require organizations to be much more dynamic in nature. In the process of survival, sustainability and growth, organizations are initiating planned changes by re-orienting their systems, structures and processes, particularly organizational processes. Understanding organizational change thus becomes an important area of study for organizations and for business managers.

Organizational development (OD), which is concerned with change interventions, is an all-encompassing ongoing process. For any organization to sustain and grow, OD intervention is an inseparable component. This further underlies the importance of change management in the field of business management education. For today's aspiring managers, understanding various change and developmental issues is very important. The course on organizational change and development is designed to provide the students exposure to some of the change

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management strategies that are being adopted by organizations, both in India and abroad.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and models of organizational change and development. Provide clarity on various dimensions of change and development and their interconnections in business organizations. [Sub-goal: 1.1 and 1.3]
- (ii) Provide an understanding of most common types of problems that occur in organizations and how organizations develop complete action plans that are aligned and integrated with each other for optimum effectiveness. [Sub-goal: 3.1 and 3.2]
- (iii) Provide an understanding of how to create powerful teams to collaborate and guide change in organizations; develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization. [Sub-goal: 3.1 and 3.3]
- (iv) To identify and understand the principles of successful organizational change and familiarizing students regarding ongoing motivation during change and effectively address resistance. [Sub-goal: 3.1 and 4.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and case studies), experience sharing, real life examples, business games, exercises and projects/assignments on specific organizations. Each theoretical concept shall be explained with managerial implication of the same for managers, so that students are able to comprehend the concepts easily and effectively. In addition to the text and reference books, additional readings and cases as and when required will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their managerial implication in organizations and different situations before the start of each session.

### **Course Strategy and Requirements:**

Leadership, vision and inspiration are the essential ingredients for success in handling change. Yet, at the same time, the effective management of change is enhanced through careful planning, sensitive handling of the people involved and a thorough approach to implementation. The course intends to identify the key ingredients for successful change and to set out a range of concepts and techniques to help students understand the various techniques to manage change and development more effectively in organizational scenarios. Organizational Change and Development are powerful set of concepts and techniques for improving organizational effectiveness and individual well-being that had its genesis in the behavioral sciences and were tested in the laboratory of real-world organizations. OD addresses the opportunities and problems involved in improving human dynamics in organizations. The course includes coverage of change process, OD Interventions and models, organizational excellence and change through knowledge management and learning organizations. Thus this course would help the aspiring managers to understand and appreciate how organizations go through the process of change along with providing clarity



on the strategies and measures of change management; to get the conceptual clarity and learn the application of concepts being future managers you should follow the following strategies.

- (i) Read and identify different real life problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity, at the end of the session ask questions in the class or after the class.
- (ii) Read the caselet from text books or supplementary books and try to find out the learning points pertaining to the specific topic in “Organizational Development”.
- (iii) More emphasis will be given to managerial applicability of concepts taught in the class. Various Exercises will be used to enhance effective learning.
- (iv) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ varied background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of students frequently. Case study discussions, individual and group presentations and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>			
	1	2	3	4
Quiz/ Case Studies/ Assignments Presentation (20 Marks)	√	√	√	√
CAT-1 (30 Marks)	√	√	√	√
End Term Examination (100 Marks)	√	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/Assignments Presentation***

Quiz and Case Studies is an individual assessment component of evaluation consisting of conceptual, theoretical and application based multiple choice questions. There will be at least 2 quizzes and best 1 will be taken into consideration for final grade of students. Similarly, case study discussion and assignment and its presentation might also be considered as the components of evaluation to assess students’ performance in a group. Through case studies and assignment presentations students are expected to apply concepts, models and theories in a decision-making setting to better understand the dilemma’s faced by managers in organizations and how to take effective decisions under different circumstances.

**Assignment 1:** We all know about the failure of the mergers between Daimler-Chrysler due to cultural incongruence. Browse through available information and analyze the reasons for this. What could have been the appropriate approach for a successful organizational change process? The students would be required to submit the assignment in hard copy individually.

#### ***Continuous Assessment Test (CAT)***



This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Organizational Development: Behavioral Science Interventions for organizational Improvement	W.L. French, C.H. Bell and V.Vohra, 6e, Pearson, 2013
<b>SUPPLEMENTARY READINGS</b>	
Organizational Change and Development	Kavita Singh, 2010, Excel Books
Organization Change & Developments	Dipak Kumar Bhattacharya, Oxford University Press, 2011
Organizational Development and Change	Thomas G. Cummings and Christopher G. Worley, 2002, 7e, Thompson learning- India
Organization Development: Interventions & Strategies	S. Ramnarayana, T. V. Rao , K. Singh, 2011, 2e Response Books, Sage Publications

**Course Outline (Lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Organizational Change</b>		
The purpose of this module is to introduce concept of organizational change; identify and discuss forces and determining factors of change and discuss different types of organizational change.		
1	Meaning and Importance of Organizational Change, Need for Organizational Change	Text Book, Chapter 1; Dipak Bhattacharya, Chapter-2
2	Types of Change – Planned vs. Emergent, Developmental, Transitional & Transformational	
3	Key elements for Success in Organizational Change; Challenges in Implementing Organizational Change	
4	<b>Case Study: Implementation of the e-HR initiative at Hughes Software System, Kavita Singh</b>	

Lecture	Topics to be discussed	Readings
<b>Module II: Foundations of Organizational Change</b>		
This module discusses the techniques of improving the job design for overall improvement of the organization; understand how socio-technical systems add on to organization development. This module is make students understand the process of planned change; understand the interplay of forces of change through Lewin's Force Field Analysis. To identify and discuss different ways in which people react to change and discuss approaches to minimize the resistance to change.		
5	System View of an Organization; Types of Organizational Structure and Systems	Text Book, Chapter 4 and 11; Dipak Kumar Bhattacharya, Chapter 3
6	Open System Approach to an Organization; Socio-Technical System Thinking	
7	Business Process Re-engineering and Change, Process of Change; Features of Organizational Change	
8	Kurt Lewin's Force Field Analysis - Resistance to Change, Overcoming Resistance to Change	
9	Kurt Lewin's Three Stage Process of Change	
10	Burke-Litwin Model of Organizational Change	
11	<b>HBR Article: Leading Change: Why Transformation Efforts Fail</b>	
<b>Module III: Organizational Effectiveness &amp; Managing Organizational Change</b>		
The focus of this module is to understand the concepts organizational effectiveness and excellence; how organizations bring effective change through Six Sigma. To identify and discuss the skills required for change agents.		
12	Organizational Effectiveness & Excellence–Meaning & Importance; Excellence Model of Peter and Waterman	Dipak Kumar Bhattacharya, Chapter 4, 5 and 9; Kavita Singh, Chapter 5
13	Malcolm Bridge Model for Organizational Excellence	
14	Change through Six Sigma; Change Management- The Skill Requirements; Change Management Iceberg	
15	Culture and Change; Effective Change Management, Employee Attitudes in Organizational Change Process	
16	Qualities of Change Agent; Approaches to Change Management <b>Brief of Assignment 1</b>	
<b>Module IV: Introduction to Organizational Development</b>		
The module defines the concept of organizational development; studies the process of evolution of organization development as an activity of change. The module explains the Action Research Model. It also examines the role of external consultants in bringing change in the organization.		
17	Definition & Concept of OD; OD as Action Research Process	Text Book, Chapter 2, 5 and 6; Dipak Kumar Bhattacharya, Chapter 13
18	Evolution of OD, Characteristics of OD	
19	Steps in OD; OD in different organizations; Important Triggers for OD	
20	OD & Leadership Development; Role of External Consultant in OD Processes	
21	OD & Business Process Re-engineering; Organizational Life Cycle Analysis	
<b>Module V: Organizational Diagnosis</b>		
This module defines diagnosis and understanding of the basic diagnostic process. The module identifies and discusses different models used by practitioners to diagnose the problems of an organization.		
22	Objective of Organizational Diagnosis; The Diagnostic Cycle;	Dipak Kumar Bhattacharya, Chapter 14 and Handouts
23	Different forms of Organizational Diagnosis; Use of Interviews as a diagnostic Tools	

Lecture	Topics to be discussed	Readings
24	Observational Methods of Diagnosis, Questionnaire Development for Organizational Diagnosis	
<b>Module VI: OD Interventions and Strategies</b>		
The module discusses the comprehensive interventions in improving the overall organizational effectiveness. It focuses on getting students acquainted with process of confrontations meetings, the process of survey feedback, system 4- management and discusses how it can act as a tool for enhancing organizational improvement.		
25	Introduction to OD Intervention and Strategies; Nature of OD Interventions	Text Book, Chapter 7, 8 and 10 ; Dipak Kumar Bhattacharya, Chapter 15
26	Planning & Design of Interventions ; McKinsey's 7-S Framework	
27	Harrison's Model of Diagnosing; Confrontation Meetings	
28	Survey Feedback; System 4 Management	
29	Grid OD Program; Organizational Mirroring	
30	Team Building Intervention; T-Group Training; <b>Case Study: The Farm Bank, Kavita Singh</b>	
<b>Module VII: Knowledge Management &amp; Organizational Learning in Change</b>		
The module discusses the essence of knowledge management and learning organizations in today's competitive scenario. The module also explains the approaches and models of pioneer's in the field of knowledge management and learning.		
31	Knowledge Management - Meaning, Assumptions and Benefits	Dipak Kumar Bhattacharya, Chapter 17
32	Knowledge Spiral of Nonaka & Takeuchi	
33	Knowledge management and Change; Learning Organizations and Benefits	
34	Senge's Approach; Learning Organizations & Organizational Change	
<b>Module VIII: Contemporary Issues in OD</b>		
The module highlights the relevance of ethics in organization development and discusses some of the ethical dilemmas in OD practice. Also it focuses on diversity management at workplace and other related concerns raised by globalization.		
35	Ethics in OD; Managing Workplace Diversity	Text Book, Chapter 13 ; Dipak Kumar Bhattacharya, Chapter 19
36	Cross-Cultural Diversity Issues; Globalization and Organizational Change	
<b>TRIMESTER END EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor.

\*Each Lecture is of 50 minutes.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Negotiation and Counselling Skills**

**Course Code: HRM 673**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

In today's competitive world, there are lots of pressures and high stakes at the negotiating table. Thus, enhancing employees' negotiation and counseling skills become essential to work effectively at the workplace. Negotiation is a way of getting what one wants from others by interactive communication, designed to reach an agreement. Not much of importance is attached with negotiation in our day-to-day life, because it becomes routine. But it assumes more importance in business and political fields, because stakes are very high, failures of negotiations in political field lead to wars and successful negotiations can solve any problem amicably, though the process of negotiation is more strenuous and more difficult than the process of war. Negotiation is process of adjusting both parties' views of their ideal outcomes to an attainable outcome. Negotiations occur for several reasons: (1) to agree on how to share or divide a limited resource, such as land, or property, or time (2) to create something new that neither party could do on his or her own, or (3) to resolve a problem or dispute between the parties. Sometimes people fail to negotiate because they do not recognize that they are in a negotiation situation. By choosing options other than negotiation, they may fail to achieve their goals, get what they need, or manage their problems as smoothly as they might like to. The course will help the students to be thoroughly prepared to recognize negotiation situations; understand how negotiation works; how to plan, implement, and complete successful negotiations; and, most importantly, be able to maximize your results. The course treats negotiation as a complex processes that require the successful practitioner to develop and use a unique blend of perceptual, persuasive, analytical, and interpersonal skills.

Counseling on the other hand, is a method of identifying practical solutions to life or work related issues. Counseling as a fast growing dynamic movement it has rapidly progressed from its modest beginning in the early part of the present century to its current dynamic status in a brief period of six decades. The counseling function is claimed to be performed also by ministers, physicians, social workers, teachers, managers and many others whose number is ever on the increase. Counseling has earned recognition through its service in enhancing and in preserving human happiness. It is found to be of service by different organizations for increasing their efficiency and productivity. There are several reasons why employers should be closely involved in the physical and mental well-being of employees (O'Leary, 1993, 1994). It makes sense to have a healthy and high-performing workforce. It only creates happier individuals who provide quality service, but also contributes to the overall profits.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Use an integrated process for strategically planning for, conducting, and debriefing individual and group negotiations, thereby developing skills that make the negotiation environment friendly, and enabling the parties to reach a win-win agreement.(sub-goal: 1.1, 1.5 and 3.1)
2. Develop and execute effective strategies and tactics for different situations that commonly arise in interpersonal and transactional negotiations.(sub-goal: 3.1, 3.3 and 1.1)
3. Identify the differences between distributive and integrative situations and develop appropriate resolution strategies.(sub-goal:4.2 )
4. To develop a practical understanding of the process of negotiation and to demonstrate how to negotiate effectively in professional and personal situations.(sub-goal:3.1,4.1 and 4.2 )
5. To generate awareness that employees physical, mental, and emotional well being go together and they need to be worked with in totality.( sub-goal:3.1,3.3, and 4.1)
6. And finally, to make the students aware about counselling as a source of organizational change. Rather than just being an appendage to a company, counselling can bring the values, the energy for change, the vitality of acceptance a realisation of who we are and what we can be to the very dynamics of work place life.( sub-goal:1.3, 1.4 and 2.3)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, simulation game and projects/assignments on specific companies. The course structure is experiential, combining class discussion, assigned readings, and practice negotiations in one-on-one and group situations. . Complex exercises will be assigned in advance to support the development of strategy based on detailed analysis. The course treats negotiation and relationship as complex processes that require the successful practitioner to develop and use a unique blend of perceptual, persuasive, analytical, and interpersonal skills. The exercises are to be taken seriously and students are expected to be fully prepared and to demonstrate continually improved application of effective strategies and tactics. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

The Course Strategy would be to acquaint the students with the process of negotiation, how to achieve a win-win situation for both the parties. This course will develop the understanding of the principles, strategies, and tactics of effective negotiation and professional relationship management. Students will learn to identify and assess the variables in negotiations, develop sound negotiation planning techniques, develop an understanding of various strategies and tactics to use as you ethically resolve conflicts, transactional and interpersonal differences. This course is designed to help you better understand the theory, SOB/MBA/2016-17/1.1.3/

processes, and practices of negotiation so that the students can be more effective negotiator in a wide variety of situations. If the students take advantage of the opportunities this course offers, they will be comfortable and more productive managing negotiations as well as professional and personal relationships.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the case let and try to find out the learning points pertaining to the specific topic. Incorporate a process approach into negotiation skill.
- (iv) Think strategically about negotiations and get a bigger “slice of pie” (distributive tactics) and learn to increase the share of the pie for everybody (integrative tactics).
- (v) Learn counselling skills to identify practical solutions for both personal and work related problems.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the SOB/MBA/2016-17/1.1.3/



learning goals and objectives. Exercises, case studies and role plays will evaluate the conceptual clarity of each student most frequently. Trimester End Examination and Continuous Assessment Test (CAT) will assess all the learning as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
CAT (30 marks)	√	√	√	√	√	√
Exercises/Case Study /Role Plays (20 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1, 2, 3, 4, 5 & 6 learning goals and objectives, kindly see above of this course outline.

### ***Case Study***

It helps the students to understand the course content by giving real life examples with problems faced by organizations, and the students would analyze these cases critically and apply knowledge in solving these problems.

### ***Exercise-Counseling Session***

- The entire **Exercise** class would be divided into dyads/triads from which one person becomes the counselor and the other the counselee (with one observer).
- This would be a sequential exercise consisting of 3 sessions of 15 minutes each
- In the first session, an observer would be present during the counseling session, along with the counselor and the counselee.
- In the second session, there is only the counselor and the counselee.
- In the third session, the person who became the counselor first now becomes the counselee and vice versa.
- After all the three sessions, the experiences of the counselor, counselee, and the observer would be discussed in class.

### ***Role Plays***

Role plays are very important means to make the students learn concepts while doing and enacting the real life situations. The students will be asked to role play on negotiation of a deal for an organization. This will built creativity among the students and make them analytical in problem solving.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts. This will also evaluate the understanding of the students' conceptual clarity and learning skills. The questions will include high order thinking and case based application of theoretical concepts.

### ***End Term Examination (ETE)***

Trimester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Negotiating Essentials-Theory, Skills, and Practices	Michael R Carrell & Christina Heavrin, 8th Edition (Reprint), Pearson Education, 2014
<b>SUPPLEMENTARY READINGS</b>	
Counselling Skills for Managers	Kavita Singh, 4 <sup>th</sup> edition, PHI Learning Private Limited, 2011
Negotiation & Counselling (Text and Cases)	B.D Singh, 1 <sup>st</sup> Edition, Excel Books, 2010
Negotiation-Everyone must win	S.L. Rao, 1 <sup>st</sup> Edition, Excel Books, 2009
Negotiation	Lewicki J. Roy, Saunders M. David, & Barry Bruce 5 <sup>th</sup> Edition, McGraw Hill, 2010

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: An Introduction to Negotiation</i></b>		
The purpose of this module is to recognize the five elements in a negotiation and to make the students able to model bargaining behaviours used by skilled negotiators. Also to make them recognize bargaining styles and how much styles impact bargaining behaviours and strategies in a negotiation.		
1	Nature and Concept of Negotiation	Text Book, Chapters 1; Carrell R. Michael & Heavrin Christina
2	Five Elements of Negotiation The parties and their interest, Interdependency, Common Goals, Flexibility	
3	Article: Five essential strategies for creative negotiators, by Kandarp	



Session	Topics to be discussed	Readings
	Mehta, an article adapted from Harvard Business Review.	
<b>Module II: The Negotiation Process</b>		
This module presents five negotiation skills that can be learned and developed by the novice negotiator, and applied in practical examples cited.		
4	Negotiation Process Stage 1 and 2 (Preparation and Opening Session)	Text Book, Chapters 2; Carrell R. Michael & Heavrin Christina
5	Negotiation Process Stage 3 and 4 (Bargaining and Settlement)	
6	Guidelines for Effective Negotiation	B. D Singh, Chapter 1
9	Strategies of Negotiation	
10	Role Play on negotiating to sell a big ticket item like a car or house, negotiation between manager and his employee regarding issues related to negotiating a new job, welfare, ownership and loyalty, punctuality, etc	
<b>Module III: Distributive Bargaining</b>		
Recognize a distributive bargaining situation by the three key components and therefore prepare to utilize appropriate strategies and tactics to reach a desired settlement.		
11	Distributive Bargaining – Opening Offers (Anchoring, Bracketing) The Role of Norms (Relational Norms, Fairness Norms, Reciprocity Norms and Good Faith Bargaining)	Text Book, Chapters 3; Carrell R. Michael & Heavrin Christina
12	Distributive Bargaining- Counteroffers-Framing Positions Final Negotiated Price	
13	Tactics and Strategies in Distributive Bargaining	B .D Singh, Chapter 1
14	Case Study- The Bollingers: Negotiating with Wal-Mart by James Sibineus and Ellen Nebel adapted from HBS premier case collection	
<b>Module IV: Integrative Bargaining</b>		
Learn the key elements of integrative bargaining process-including sharing interests, creating and claiming values, mutual gain objectives, and valuing a long term relationship with the other party.		
15	Difference Between Integrative and Distributive Bargaining	Text Book, Chapters 4; Carrell R. Michael & Heavrin Christina
16	The Integrative Negotiation process; The Categorization Method- Key to Successful; Integrative Bargaining, Limitations of Categorization Method Learn how to apply the five steps of the categorisation method to an integrative bargaining situation.	
17	Interest Based Bargaining (IBB) principles	
18	Strategies of Integrative Bargaining	B.D Singh, Chapter 1
19	Case Study- Fiji Versus Fiji: Negotiating over Waters, by Francesca Gino, Michael W Toffel and Stephanie Van Sice adapted from HBS Premier Case Collection	

Session	Topics to be discussed	Readings
<b>Module V: Gaining Leverage through Power and Persuasion</b>		
Learn to use BATNA to reach agreement. Recognize the sources of Power in a negotiation, both yours and your opponents. Also learn to marshal persuasive arguments to support the position you have framed in the negotiation.		
20	Leveraging Power from BATNA; Levers for a strong BATNA Convincing others of the Strength of your BATNA; Changes in the BATNA during Negotiations	Text Book, Chapters 8; Carrell R. Michael & Heavrin Christina
21	Leveraging the Sources of Power ; Reward and Coercive Power Expert and Reference Power	
22	Leveraging Power through Persuasion; Framing the Question Creating persuasive Arguments; Focusing on the Listener's perspective	
23	Tools for Persuasive Communication	
24	Leveraging Power through Pressure Tactics	
<b>Module VI: Closing the Deal</b>		
The module helps to recognize bargaining traps and learn how to avoid them. Also learn to employ techniques during negotiation that builds a relationship between the parties.		
25	Agreement template; Be able to create an agreement template to ensure that important aspects of a negotiated deal are properly memorialized.	Text Book, Chapters 10; Carrell R. Michael & Heavrin Christina
26	<b>Closing stage:</b> Learn how to claim value or retain value at the closing stage of a negotiation.	
27	<b>Building relationship:</b> Learn to identify the causes for stalemate and techniques to move past them.	
<b>Module VII: Introduction to Counselling</b>		
Counselling is a process, a relationship that is designed to help people take right decision. Underlying better choices are matters of learning, personality development and self-knowledge, which can be translated into better role perception and more effective role behaviour.		
28	Introduction to Counseling	B.D.Singh Chapter 7
29	Essential Elements of Counseling	B.D.Singh Chapter 7
30	Need for Counselling at Workplace	B.D.Singh Chapter 7
<b>Module VIII: Approaches and Process of Counselling</b>		
This module focuses on approaches and process of counselling. It describes the developing relationship with the counselee, defining the problems, deciding upon the plan of action and taking corrective action, with regular follow-up. The purpose of behavioral counseling is to change ineffective and self, defeating behaviour into effective and winning behavior		
31	Psychoanalytic approach	B.D.Singh Chapter 7
32	Behaviorist Approach	B.D.Singh Chapter 7
33	Humanistic/Person Centric Approach	

Session	Topics to be discussed	Readings
		B.D.Singh Chapter 7
34	Process of Counselling; Developing a Relationship Defining Problems	B.D.Singh Chapter 7
35	Determining Goal; Deciding Plan of Action; Doing the Follow up	B.D.Singh Chapter 7
36	Guest Lecture by a person from Industry	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline]

Master in Business Administration (MBA) Program

**Course Name: Leadership and Team Building**

**Course Code: HRM 671**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The success of an organization depends on the competent leadership at all organizational levels. Leadership competence helps a person undertake challenging assignments, encourages and energizes the people, builds effective networks, and ultimately takes the organization to greater heights. Further, effectiveness in organizations also depends on teamwork. This course explores the various facets of leadership and teamwork and helps the students in acquiring an understanding of the skills needed for the development of effective teams in organizations.

Beginning with a conceptual background on Leadership with Perspectives of Effective Leadership Behaviour, this course discusses the Theories of Effective Leadership and Contemporary Leadership Styles. Further, it goes on to explain the concepts of Motivation, Satisfaction, and Performance. This is followed by modules on Leadership Behaviour discussing their dimensions and assessments and Leadership Development. Secondly, this course deals with Team Building and Activities on Essentials of Building and Managing

Teams and Team Effectiveness. It also discusses the various Research Findings, Trainings and some Team Building Activities with their outcomes. Students of Management will find this course useful for its applications of theoretical concepts explained through illustrative examples, flowcharts, semantic diagrams and case studies with Indian context.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Help the students understand the meaning of organizational leadership and identify the main characteristics of global leaders. (1.2, 2.2)
2. Analyze the changing environmental demands and the skill sets required to become effective leaders and understand the follower's characteristics as well. (1.1, 3.1, 3.3, 4.1)
3. Familiarize the students with the meaning and importance of team building, factors affecting team performance, and to understand how teams can be made more effective. (3.3, 4.2)

**Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, simulation game and projects/assignments on specific companies. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

**Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. Mathematicians talk about axioms, integrals, and vector spaces. Psychologists talk about ego, and cognitive dissonance. Understand the changing nature of managerial work. The course strategy is to make the students understand the importance of leaders in a globalized environment. Also, to state the difference between leaders and managers and define the changing paradigm of leadership in organizations.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to look around for successful leaders around you, read in Newspapers like Economic Times about the success story of leaders.
- (iii) Read the case and try to find out the learning points pertaining to the specific topic in Leadership and Team Building.
- (iv) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your

- questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (v) Moreover, there will be assignments assigned to all of you either individually or in group. Late submission of assignments will not be accepted.
- (vi) Students will design and implement the techniques of turning a group of individuals into a collaborative team that achieves high performance through shared mission and collective responsibility.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Assignments will evaluate the conceptual clarity of each student most frequently. End-Term Test and Continuous Assessment Test (CAT) will meet all the learning goals while and Assignments/Case Study/simulation games will be the tools to achieve the various learning goals from time to time.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Case Study/Assignment/ Simulation Games (20 marks)	√	√	√
CAT (30 marks)	√	√	√
Trimester End Examination (100 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### **Assignment**

Assignment on biographies of 7 organizational Leaders

The seven leaders are:

- N.R. Narayana Murthy, Infosys
- Kumar Mangalam Birla, Aditya Birla Group
- Ratan Tata, Tata Industries
- Ajim Hashim Premji, Wipro Technologies
- Dhirubhai Ambani, Reliance Industry
- Jack Welch, General Electric
- Steven Paul Jobs, Apple Computer

Students will identify how leaders formulate and implement strategy and develop the ability to analyze the leadership potential in themselves and others.

### **Simulation Games**

1. 'Survival game' Choose / rank equipment items in terms of their relative survival value:

Participants choose/rank the items individually  
 Discuss choices/rankings in small group and come to a group consensus  
 Score answers against "expert" opinion  
 Possible scenarios:

- Lost at sea or island survival (shipwreck)
- Desert (plane crash)
- Space or Moon
- Plane crash survivals

Source: Web link: <http://scoutingweb.com/scoutingweb/SubPages/SurvivalGame.htm>

2. 'Leaders you admire' is helpful for learning about leadership characteristics as it's based around groups discussing leaders they've previously (or currently) know and why they admire them. It builds good team bonding and communication skills.

Source:

<http://www.leadershipline.com/leaders-you-admire.html#sthash.1506U9Te.dpuf>

### ***Case Study***

It helps the students to understand the course content by giving real life examples with problems faced by organizations, and the students would analyze these cases critically and apply knowledge in solving these problems.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts. This will also evaluate the understanding of the students' conceptual clarity and learning skills. The questions will include high order thinking and case based application of theoretical concepts.

### ***End Term Examination (ETE)***

Trimester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical, situational and high order thinking nature.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Leadership and Team Building	Uday Haldar Kumar, Pearson Education, 2013.
<b>SUPPLEMENTARY READINGS</b>	
Leadership: Research Findings, Practice & Skills	J. Andrew DuBrin, 7 <sup>th</sup> Edition, South-Western, Cengage Learning, 2013.
Leadership in Organizations	Gary Yukl, 8 <sup>th</sup> Edition, Pearson, 2014.

Leadership: Theory and Practice	Peter G. Northouse, 6 <sup>th</sup> edition, SAGE Publication, 2013.
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### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Introduction to Leadership</b>		
This module aims to make the students understand the changing nature of managerial work by explaining the importance of Leaders in a globalised world. In the changing business scenario and growing complexities the leadership paradigm is also changing.		
1	Understanding Leaders and Leadership Need for leadership; Leaders vs. Managers	Text Book, Chapters 1 ; Gary Yukl, Chapter 1 and Chapter 14
2	Leadership: The Changing Paradigm	
3	Leadership Effectiveness Leadership Pipeline	
4	Leadership in Different Cultures	
5	<b>Article: Former Tata Steel MD JJ Irani on Ratan Tata's Leadership styles, adapted from Business Today</b>	
<b>Module II: Attributes of Leaders</b>		
This module will make the students realise the difference between power and authority and Leadership skills and traits. Organisational leaders need skills to set goals, conduct meetings, manage conflict, negotiate, solve problems, attempt to improve creativity, identify strengths and weaknesses, review performance, and many more activities.		
6	Concepts of power and authority	Text Book, Chapters 2 ; Gary Yukl, Chapter 6 and Chapter 15
7	<b>Leadership Skills; Leadership Traits;</b> Intelligence and Leadership	
8	Influencing Tactics	
9	Developing leadership skill	
<b>Module III: Contemporary Leadership Styles</b>		
This module describes the need for studying various leadership styles and importance of value based leadership and the ways to develop spiritual and Servant Leadership. Leaders adopt different styles or approaches to accomplish team goals. All leaders adopt a style or a number of styles depending on the specific situation.		
10	Familiar Leadership-Transactional	Text Book, Chapters 5 ; Gary Yukl, Chapter 12 and 13
11	Transformational and Charismatic	
12	Value-based leadership	
13	Spiritual and Servant Leadership	
14	Level 5 Leadership	
15	Leadership Simulation Game	
<b>Assignment brief to students as discussed in the beginning of the course outline</b>		
<b>Module IV: Developing Leadership for tomorrow</b>		
Organisational leaders can be developed through structured developmental mechanisms like recruitment, training, delegation, 360-degree appraisal, mentoring, and others. A leader has to show concern for excellence, lay emphasis on creativity and innovation.		
16	Challenges for Leaders; Leader Development; Leader Qualities	Text Book, Chapters 8 ; Gary Yukl, Chapter 3 and Chapter 4
17	Leadership Developmental Mechanisms	
18	Paradigm shift in Leadership	
19	Profile of Tomorrow's Leaders	
20	Process of Leadership Development: Role of Crucibles	
21-22	Models of Leadership Development( Infosys, Wipro, RPG Model, J K	



Session	Topics to be discussed	Readings
	Model, BPO Industry)	
23	<b>AHARAI: Leading in front of the Lines- A case study adapted from HBS premier case collection</b>	
<b>Module V: Creativity, Innovation and Leadership</b>		
The successful leaders tend to be creative and innovation in order to make their followers achieve their goals. The creative thinking process is to be understood for the success of any organisation.		
24	Steps in creative process; Characteristics of creative leaders	Dubrin, Chapter -11; Gary Yukl, Chapter 5
25	Overcoming traditional thinking as a creativity strategy	
26	Organizational methods to enhance creativity; Establishing a climate for creative thinking	
27	<b>Exercise: Leadership Simulation Game</b>	
<b>Module VI: Essentials of Building and Managing Teams</b>		
Most of the organisations are switching over to working in teams giving up departmental affiliations. This trend is growing in view of benefits like cooperative behaviour and synergy, ease in goal accomplishment, affiliation, emotional support, social validation, and physical factors.		
28	Individual Vs Group Vs Team; Group Development Stages	Text Book, Chapters 9 & 11 ; Gary Yukl, Chapter 10
29	Understanding Team; Differentiating Groups and Teams	
30	Making Teams Effective; Fostering Team Creativity-Collective Wisdom	
31	Skills for Team leaders; Team Building for Work Teams	
32	Building High Performance Teams	
33	<b>Teamwork Turmoil- Case Study adapted from HBS premier Case collection</b>	
<b>Module VII: Team Effectiveness</b>		
Determinants of group processes are group size, status differentials, cohesiveness, individual differences, emotional maturity, physical environment, and communication technology.		
34	Determinants of Group Processes; Facilitating Team Building	Text Book, Chapters 10 ; Gary Yukl, Chapter 10
35	Determinants of Team Performance; Interpersonal Competence; Team Effectiveness	
36	<b>Team Collapse at Richard, Wood and Hulme LLP - Case Study adapted from HBS premier Case collection</b>	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master's in Business Administration (MBA) Program



## **Industrial Relation and Labor Laws**

**Course Code: HRM 674**

**Course Credits: 3**

### **Course Background and Learning Objectives:**

Industrial Relations can be defined as the relations between managements and unions or between representatives of employees and representatives of employers. The term industrial relations in its widest sense include relations from all aspects of work and employment and all parties associated with it. The study of industrial relations is also referred as employment relations as it covers all aspects of relations between employees, employers, unions and governments. Though the subject might seem obsolete in the present scenario – a subject best relegated to history of HR. Yet there is an apparent decline in in competence of addressing these issues in the present days. This course tries to instil a better understanding of the issues that relate to industrial relations, laws that have an impact on successful industrial relations and sensitize them towards handling these issues.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To emphasize that the Industrial Relations are not only confrontational but also cooperation. Therefore, the first objective is to make systematic study of both regulated as well as institutionalized industrial relations. [Sub-goals:4.1 ]
2. To make it explicitly evident that various OB-HR-IR principles and practices in IR are *sine quo non* to motivate employees to perform with high level of commitment for organization development. To critically analyse the issues of Industrial Relations so that they do not give rise industrial disputes and grievances. [Sub-goals: 3.1 and 3.3]
3. To empower the students with theoretical as well as practical knowledge of labor legislations. [Sub-goals: 2.2 and 3.2]
4. To enable the students understand the importance of implementing Labor Laws in the industry as non-adherence attracts penal provisions. [Sub-goals: 2.1 and 2.3]
5. To help students understand the importance of negotiations and collective bargaining as a successful tactic to achieve successful and responsible industrial relations and helps in preventing industrial disputes. [Sub-goal: 1.3]

## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case discussion and projects/assignments on specific companies. The students will be expected to read research papers as well as articles and reports on the topic of compensation and reward management in addition to the text and reference books recommended.

## **Course Strategy and Requirements:**

The course of Compensation and Reward Management is based on the basics of human resource management so the student is expected to come in this course with the knowledge of HRM and understanding of Business Laws. To facilitate the learning of compensation and reward management the student is expected:

- (i) The student is expected to come in the class with the reading of the concept that will be discussed in the class and identify the problems.
- (ii) The student is expected to solve whatever problems allocated in the room by themselves. (They can take the help of the faculty in case of finding a different solution)
- (iii) Discuss the problems they faced in understanding the concepts of Industrial Relation and Labor Laws with the faculty.
- (iv) Try and relate the concepts that they have read in the class with subjects like Economics, Organizational Psychology and Human Resource Management.
- (v) Add value to the class by class participation by discussing examples of pay in different organizations and sectors.
- (vi) The faculty will give time to discuss different case studies that have been garnered from different sources to give the students an overview as to how Industrial disputes are resolved in real life situations.
- (vii) The students will be expected to visit the website of Ministry of Labor and Employment, Government of India to understand the issues relating to laws and industrial relations better.
- (viii) Finally there will be assignments/projects assigned to all of the students either individually or in group. Late submission of assignments/projects will not be accepted.

## **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Quizzes will evaluate the conceptual clarity of each student most frequently.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>				
	1	2	3	4	5
Continuous Assessment Tests (30 Marks)	√	√	√	√	√

Paper writing & Presentation (10 Marks)	√	√		√	√
Quiz (5 Marks)	√	√	√	√	√
Case Study(5 Marks)					
End Term Examination (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3 and 4 learning goals and objectives, kindly see above of this course outline.

### ***Continuous Assessment Tests***

These tests will be in the middle of the trimester to check the understanding of the students of the concepts taught to them and their problem solving skills.

### ***Quiz***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions.

### ***Paper Writing & Presentation***

The students will be expected to form groups (preferably of 3 students) and with discussion and under the guidance of the Faculty write a paper relating to the issues of industrial relations and labor laws. The students will be expected to give presentation of the same.

### ***Case Study***

Case study will help the students assess the real time problems and provide the solutions pertaining to their theoretical knowledge.

### ***End Term Examination***

End-Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Dynamics of Industrial Relations	Mamoria and Mamoria, Himalya Publications (2014)
<b>SUPPLEMENTARY READINGS</b>	
Industrial Relations and Labour Laws	Arun Monappa, TMG (2012)
Industrial Relations, Trade Unions and Labour Legislations	Sinha and Sinha, Pearson Education(2012)
Industrial Relations	C S Venkata Ratnam, OUP (2010)
Industrial Relations & Labour laws	S.C. Srivastava, Vikas Publications(2009)

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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Session	Topics to be discussed	Readings
<b>Module 1: Introduction to Industrial Relations:</b>		
The purpose of this module to examine and understand the meaning and scope of industrial relations, to learn about the systems framework and theoretical perspectives and to understand and appreciate the core values in industrial relations.		
1	Definition, evolution of IR, Aspects of IR	Textbook Ch. 2 and 22
2	Role of Workers, Government and Employers in Industrial Relations. ILO and IR	Textbook Ch. 2 and 22
3	Conditions for Successful IR and causes for poor Industrial Relations.	Textbook Ch. 2 and 22
<b>Module 2: Introduction to Trade Unionism</b>		
The purpose of this module is help the student understand the purpose and origin of the employees union in India, to understand the different types of unions that exist, methods and trade union activities, how are recognized as a party of collective bargaining and trade union rivalry and multiple unions that led to the decline of trade unions in India.		
4	Definition, origin, objectives of Trade unions	Textbook Ch. 5
5	Types and Importance, Methods of Trade Unions and Trade Union activities,	Textbook Ch. 5
6	Recognition of Trade Unions	Textbook Ch. 5
7	Trade union Rivalry and Multiple Unions	Textbook Ch. 5
8	Future direction for Trade Unions	Textbook Ch. 5
9	The Trade Unions Act 1926	Handouts
10	<b>HBR Case Study: Does this company need a union?</b>	
<b>Module 3: Industrial Disputes</b>		
A strike is the major reason why a lot of organizations lose man-days. This module will help the student understand the causes and forms of a strike, how to resolve a strike and how does the legislature of the country can help in dispute resolution of any kind.		
11	Strikes, Causes of strike, Forms of strikes, Effects of strike	Textbook Ch. 14
12	Methods of settling Industrial disputes: Settlement without state intervention	Textbook Ch. 14
13	Settlement under the influence of state, Adjudication, Machinery for dispute prevention and settlement	Textbook Ch. 14
14	The Industrial Dispute Act 1947.	Textbook Ch. 14
15	The Industrial Dispute Act 1947.	Textbook Ch. 14
16	<b>HBR Case Study: The Knowledge Workers Strike</b>	
17	<b>QUIZ</b>	
<b>Module 4: Collective Bargaining</b>		

Session	Topics to be discussed	Readings
<p>Collective bargaining the world over has been described as the most popular method of dispute resolution by both the parties i.e. the employers and the unions. Collective bargaining is a peaceful method in both the parties brings their demands to the table and discusses them. The purpose of this module is help the student understand how to achieve good industrial relations through collective bargaining.</p>		
18	Meaning, importance, Types	Text Book Ch. 8
19	Process of Collective Bargaining	Text Book Ch. 8
20	Levels of Collective bargaining, Hurdles to collective bargaining	Text Book Ch. 8
21	<b>GRA Case Study: Maruti Suzuki Strike.</b>	
<p><b>Module 5: Employee Grievances and Discipline and Worker's Participation in Management</b></p> <p>Employee grievances if left unresolved can lead to an industrial dispute, which is why it becomes important for an organization to address these grievances in a timely and fair manner. This module sheds light on how to handle employee indiscipline. This module will help the student gain an insight on the concept of Workers Participation in Management and the success of its schemes that are presently running in various organizations</p>		
22	Definition, Nature of grievances, Causes of grievances	Textbook Ch. 19
23	Model grievance procedure	Textbook Ch. 19
24	Discipline, Causes of Indiscipline, and Approaches	Textbook Ch. 19
25	Meaning, goals, different forms of WPM, schemes of WPM,	Textbook Ch. 19
26	Works Committee, Joint Management Council, and Board Level Participation.	Textbook Ch. 19
<p><b>Module 8: Labour Legislation in India</b></p> <p>This module will help the students understand various provisions that are given in the statutes of India that are applicable to the majority of the establishments and are important for understanding industrial relations.</p>		
27	The Factory's Act 1948	Textbook Chapter 25
28	The Factory's Act 1948	Textbook Chapter 25
29	The Payment of Wages Act 1952	Hand out
30	The Provident Fund and other Misc. Funds Act, 1952	Hand out
31	The Employee State Insurance Act, 1948	Hand out
32	The Employee State Insurance Act, 1948	Hand out
33	The Workmen Compensation Act, 1923	Hand out
34	The Workmen Compensation Act, 1923	Hand out
35	<b>Industry Guest Lecture</b>	
36	<b>Industry Guest Lecture</b>	

***Students' Interaction Time***

SOB/MBA/2016-17/1.1.3/

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Enterprise Systems for Management**

**Course Code: SYS 673**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Enterprise systems include Enterprise Resource Planning (ERP), Supply Chain Management (SCM), Customer Relationship Management (CRM) and other enterprise level systems that are critical to all dynamic, globally aware companies. With a diversified global market, technology is being utilized to overcome distance, language and culture. Today's information systems have permeated well beyond the traditional functional applications, and even more technologically current client-server applications, to mission focused enterprise systems. The course thus focuses on the components of an ERP system and provides an introduction in to the process of implementing a successful system in today's organizations.

The *learning goals and objectives* of this course for students to pursue IT as an Elective in their management education are:

1. Have an overview on the implementation process and the role of people, vendors, consultants and the organization in making the ERP implementation process successful.[Sub Goals: 1.1, 2.1 and 2.2]
2. Comprehend the ethical, global and security challenges while implementing an ERP system and look at the ERP vendors and industry needs. [Sub Goals: 2.1, 2.2 and 3.1]
3. Understand the concept of system integration, role of ERP in integration and understand the ERP system components and architecture. [Sub Goal: 3.2]
4. Develop an understanding of the process of selecting the ERP software and vendors, The ERP development and implementation cycles and the concept of metrics in evaluation of ERP implementation.[Sub Goals: 1.1, 2.2, 4.1 and 4.2]

5. Understand the issues dealing with people and organizational change, BPR, change management, operational and post implementation activities.[Sub Goals: 1.1, 1.2, 1.3, 2.1 and 4.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, and projects/assignments on business situations. Since ERP systems are complex, they often require a large investment of money and time. An ERP implementation impacts a large number of people, both inside and outside the organization. It also requires both carefully crafted business needs and a comprehensive change management strategy. These systems extend from the backend supply chain operations to the front end customer-facing services that extend beyond the boundaries of the organization. As such the implementation process is increasingly expensive, intense and prone to failure than were the traditional information system implementations.

### **Course Strategy and Requirements:**

Organizations considering an investment in enterprise systems should be educated on the components, architecture, short-term and long-term impacts on organizational business processes, of such systems. Management needs to be prepared to address the technology issues of enterprise systems and more importantly the business processes, corporate policies, change management, and people expectations. The goal of this course is to educate students on these issues and on the value that enterprise systems add to today's companies. Students shall learn how enterprise systems can remove structural and functional barriers to make organizations more cross functional and productive. Students shall also learn about the enterprise system's technology and implementation life cycle and develop an understanding of the impact on processes and people in organization.

The course places major emphasis on the strategic role of ERP systems in providing a platform for improved business operations and productivity. In addition, the course emphasizes both business and managerial aspects of enterprise systems from planning to post-implementation.

To ensure that concepts can be practiced for deeper understanding, it is suggested that students follow the below mentioned indicative guidelines.

- (i) Students are directed to read the contents in the course serially
- (ii) Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- (iii) References provided at the end of each chapter should be explored for deeper gains.
- (iv) The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.



- (vi) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student. Scenario discussion, assignments, projects and semester end examination will assess the learning goals 1, 2, 3, 4 and 5 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>				
	1	2	3	4	5
Assignment/Group Project (20 Marks)	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√

\* For details of 1, 2, 3, 4, 5 learning goals and objectives, see above of this course outline.

#### ***Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply the learned concepts in simple and easy to understand business scenarios.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Enterprise Systems for Management	Luvai Motiwalla, Guido Tabelliniad, Jeffrey Thompson, Pearson. 2010
<b>SUPPLEMENTARY READINGS</b>	



ERP Demystified	Alexis Leon, 2010, TMH
ERP in Practice: ERP Strategies for Steering Competence & Competitive Advantage	Jagannathan Vamanan, 2010, TMH

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Enterprise Systems</b>		
The module focuses on understanding the IS evolution and its historical role in organizations leading to system integration and ERP. Provides an overview on the implementation process, understand role of people, vendors, consultants in the process.		
1	ISs in organizations (Role of IS, Information silos and Systems Integration)	Textbook Chapter 1, Leon Chapter 1
2	ERP Systems (What is ERP, Evolution of ERP, Role of ERP in Business, System components, ERP architecture, Benefits and limitations of ERP)	Textbook Chapter 1, Leon Chapter 1
3	ERP Implementation ( ERP lifecycle, Implementation strategies, Software and vendor selection, )	Textbook Chapter 1, Leon Chapter 1
4	Operations and post-Implementation People and Organization (Project Management, Role of Consultants, Change Management, BPR), ERP Vendors (Key Vendors, Software Extensions and Trends)	Textbook Chapter 1, Leon Chapter 1
5	Implications for Management, [HBS Case An ERP Story: Background (A) Carmen Bernier, Vital Roy, Eric Brunelle	Textbook Chapter 1, Leon Chapter 1
<b>Module II: ERP Systems Architecture</b>		
An ERP system like the IS counterparts has similar components such as hardware, software, database, information, processes and people. The architecture of an ERP implementation influences the cost, maintenance, and the use of the system.		
6	Systems Integration (Functional Silos, Horizontal and Vertical silos, Business Processes and Silos)	Textbook Chapter 2
7	Logical versus Physical SI, Integration steps, Benefits and limitations, ERP and its role in Logical Integration and Physical Integration)	Textbook Chapter 2
8	ERP Layered Architecture, Two-tier architecture, benefits and limitations, Web based architectures, Service oriented architectures)	Textbook Chapter 3
9	ERP Modules, Production Module, Purchasing Module, Inventory Management Module,	Textbook Chapter 3
10	Sales and Marketing module, Finance Module, HR Module, Miscellaneous modules, Benefits of key modules	Textbook Chapter 3
<b>Module III: ERP Implementation</b>		
Takes the students through the various phases of an ERP implementation, the ERP life cycle, Implementation strategies, Software and vendor selection, Operations and post implementation.		
11	SDLC (Traditional versus Rapid SDLC)	Textbook Chapter 4
12	ERP implementation lifecycle(Implementation Plan, Implementation methodology, Traditional ERP lifecycle, Rapid ERP Lifecycles, Implications for management)	Textbook Chapter 4
13	Implementation strategies ( Hardware, software and people resources)	Textbook Chapter 5
14	Third Party Products, Database requirements	Textbook Chapter 5

Lecture	Topics to be discussed	Readings
15	ERP Approaches (Governance, Implementation Methodology, Vanilla Implementation)	Textbook Chapter 5
16	Software and Vendor Selection (Vendor research, Matching User Requirements to features)	Textbook Chapter 6
17	Requests for bids, Vendor analysis and Elimination	Textbook Chapter 6
18	Contract management and license agreements	Textbook Chapter 6
19	Operations and post implementation ( Go-Live Readiness, ERP Training	Textbook Chapter 7
20	Stabilization, Post production support, Knowledge Transfer	Textbook Chapter 7
<b>Module IV: People and Organization</b>		
Takes the students through the various concepts like Program and project management roles and responsibilities, Organisational change, BPR, Global issues in ERP, ethical and security issues		
21	Program and Project Management -Project Team, Module and subject matter experts,	Textbook Chapter 8
22	Project leadership, Critical success factors, Project scope	Textbook Chapter 8
23	Change Management, Managing Scope Creep	Textbook Chapter 8
24	Organizational Change and BPR	Textbook Chapter 9
25	Organizational commitment, Business process change, Business process Reengineering	Textbook Chapter 9
26	BPR methodology, Project organization, Roles and Responsibilities	Textbook Chapter 9
27	Outsourcing (What is outsourcing, drawbacks, Offshore outsourcing, SaaS)	Textbook Chapter 9
28	Legal Issues -software licensing	Textbook Chapter 10
29	Implementation partners and consultants	Textbook Chapter 10
30	Audit, SOX compliance and EU regulations	Textbook Chapter 10
31	[HBS case: Capital Holding Corp.: Reengineering the Direct Response Group Donna B. Stoddard, Caroline J. Meadows]	
<b>Module V: ERP Extensions</b>		
Takes the students through the various ERP extensions like Supply chain management and Customer Relationship management and their integration with ERP		
32	Supply chain management -SCM drivers, SCM flows, E-SCM components, E-procurement	Textbook Chapter 11
33	ERP systems and supply chain, Supply chain integration with ERP	Textbook Chapter 11
34	Customer Relationship Management - CRM evolution, Types, CRM delivery processes	Textbook Chapter 12
35	CRM Support processes, CRM analysis processes, CRM components, Packages and vendors,	Textbook Chapter 12
36	CRM Architecture, On-demand CRM, CRM lifecycle)	Textbook Chapter 12
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

**(To be mentioned after final course allocation and class schedule preparation)**

[Each faculty member teaching this course for one Section needs to mention 2 hours towards SOB/MBA/2016-17/1.1.3/

students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: Network and Telecommunications for Management**

**Course Code: SYS 675**

### **Course Background and Learning Objectives:**

Communications is the fastest growing industry sector in the world. The past few years have seen rapid and extensive developments in all aspects of telecommunications. The telecommunication industry has experienced tremendous changes during last thirty years on both legislative and technical front. Usually when telecommunication is taught and perceived as an engineering course, but with the rapid development in this field more and more employment opportunities are available for management students as well. For this reason the course encompasses the legislative and technical aspects. The technical part contains a basic knowledge of networking and telephone system as it forms the backbone of telecom infrastructure. The major portion of the course covers the telecom journey of India and various technological advances in the wired, wireless and mobile phone area. For example, the introduction of optical fibres has improved long-distance communications and the move to digital techniques has allowed many new features to be introduced to the telephone network.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To acquaint students with basic concepts and techniques of Telecommunication from the perspective of future managers. [Sub-goal: 3.2]
- (ii) To highlight how legislation shapes the industry and services available [Sub-goal: 2.2]
- (iii) To acquaint students with Telecom technology with examples of application. [Sub-goal: 3.2]
- (iv) To make students familiar with both legacy telecommunication network as well as the modern IP network. [Sub-goal: 3.2]

- (v) To acquaint students with Indian Telecom journey. [Sub-goal: 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples, caselet discussion, projects/assignments on specific companies. The reports of telecom ministry will be discussed in class as additional source of information, to make students aware about the prospect future in telecom industry. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

This course looks at competitive strategies for the network economy and the age of information goods. It will also cover how telecommunications policy and regulation impacts competitive strategy in the telecommunications industry. The course also addresses volatile technology, regulatory and competitive environments as a backdrop to strategic planning and management in the marketing domain. The course also provides an overview of design issues and the important industry standards for digital communications networks. This includes protocols, data communications technologies, traffic routing, Local Area Network (LAN) protocols, TCP/IP, and some security issues. This course will familiarize the students with different elements of the cellular eco-system. This course also presents the leading edge technologies, and practice pertaining to Next Generation Networks (NGN) Voice over Internet (VoIP), examines standards, methods and implementations for wired/wireless computer systems and communications network systems. The course also covers some of the key concepts and technologies used in the design of third generation (2G/3G+/4G) wireless networks and standards. The focus of the course at the end shifts to the individual skills required to be an effective project manager, such as time management, leadership, and motivation. Once skills of the individual have been addressed, the course looks at social networks and how they could impact project management. This course will enable the students to:

- (i) The architecture of network /wireless network.

- (ii) The use of converged telephone systems for applications like messaging.
- (iii) All essentials of landline & wireless network, that support and connect wireless networks and the internet world wide.
- (iv) The role of regulator in telecom sector.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case study assignment and project based on the telecom players, will help in evaluating the understanding of real time scenario by the students. End-Term Test will assess the learning goals 2.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
CAT (30 Marks)	√		
Case study and project (20 Marks)			√
End-Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### **Quiz**

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### **Project:**

Students will select a telecom organization and study as per the topic in the syllabus.

Deadline:

- Name of the organization: Before 3rd session
- Data collected : Before 12th session
- Report submission: Before 23rd session
- Presentation: After 30 sessions

### **End Term Examination**

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

Voice, Data, and The Internet	Marion Cole, Pearson Education, second edition
<b>SUPPLEMENTARY READINGS</b>	
The essential Guide to Telecommunication	Annabel Z. Dodd, Pearson Education, fourth edition
Telecommunications for Managers	Stanford, H. Rowe, Prentice Hall, fifth edition
Telecommunications Management	Nolan Vincent Jones, Virtualbookworm.com Publishing
Computer Networks	Andrew S. Tanenbaum & David J, Prentice Hall, Wetherall, fifth edition

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Introduction to telecom</b>		
The purpose of this module is to acquaint students with basic concepts and historical back ground of telecom industry.		
1-2	Beginning of Telecommunications Internet/ World Wide Web	Text Book, Chapters 1 & 2; Dodd, Chapters 1 & 3
3	Telecommunications for Voice and Data Applications in Business	Text Book, Chapters 2
4	Analog Signals and Digital Signals Baud Rate Versus Bit Rate	Text Book, Chapters 1 & 2
5	Telecommunications legislative History(U.S & India)	Text Book, Chapters 2
6	Telecom players in India	Report of Telecom Ministry
<b>Module II: Telephone system</b>		
The backbone of telecom is old telephone system and hence the introduction to the concerned framework.		
7	Telephone systems	Text Book, Chapters 2
8	PSTN(Public Switched Telephone Network)	Text Book, Chapters 2
9	IP PBX for the Enterprise	Text Book, Chapters 3
10-11	Wired technology for transmission: Fiber, twisted pair, coaxial	Text Book, Chapter 5 & Dodd, Chapter 2
<b>Module III: Data Communication</b>		
12	Data communication and Coding	Text Book, Chapter 8
13	Asynchronous vs. Synchronous Transmission	Text Book, Chapter 8
14	Packet Switching Networks	Text Book, Chapter 8
15	Wireless transmission: Radio, Microwave, Satellite, Bluetooth,	Tanenbaum 2

Session	Topics to be discussed	Readings
	infrared, cellular	
16-17	Packet switched networks, Time division multiplexing	Text Book, Chapter 6
18-19	TCP/IP, FTP, Telnet, Email over the Internet	Text Book, Chapter 12
<b>CAT</b>		
<b>Module IV: Type of networks</b>		
20-21	LAN, MAN, WAN	Text Book, Chapter 10
22	Topology for LAN and High speed services for LAN Traffic	
23-24	802.11 standard- Introduction to 802.11, Wireless Local Area Networks(WLAN), Wi –Fi, Personal Area Networks: Bluetooth, Radio Frequency Identification (RFID)	Dodd, Chapter 9
<b>Module V: Mobile Service</b>		
25	Cellular, Wireless, Cordless and Mobile Networks	Dodd, Chapter 8
26	Generations of Mobile Networks: An Overview of CDMA, WCDMA and GSM	Text Book, Chapter 13
<b>Module VI: Indian telecom journey &amp; Telecommunications Management</b>		
27	Industry war between Reliance and GSM operators, New telecom policy announced in 1999: Case Study On Airtel	Text Book, Chapter 13
28-29	2G in India(auction and spectrum scam), 3G in India(fully digital), Future of 4G in India	Dodd, Chapter 9
30-31	Interpersonal Skills, Planning, staffing, directing, Telecommunications Job opportunities, Managing Telecommunications Growth and making, Telecommunications Decisions	Text Book, Chapter 14
32-33	Age of Communication, Internet job opportunities, TRAI	Text Book, Chapter 14
34-36	Presentation	
<b>END TERM EXAMINATION</b>		

### ***Students' Interaction Time***

[Tuesday & Wednesday- 4:00 pm to 5:00 pm]

**Course Name: Information Security Systems, Control and Audit**

**Course Code: SYS 674**

**Course Credit: 3**

### **Course Background and Learning Objectives:**



Information systems auditing is a function that has been developed to assess whether computer systems safeguard assets, maintain data integrity, and allow the goals of an organization to be achieved effectively and efficiently. Today, managers work in an exciting and complex environment that is constantly changing. Progress in information technology is occurring at an ever-increasing rate. Business organizations are changing their methods of operation and their management structures to meet the demands of an increasingly competitive environment. The economic and legal environment that organizations work in is also changing in unpredictable ways. All of these changes require that today's accounting students be better prepared than ever before to enter the challenging world of the accounting and audit profession.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To make the students understand the basic concepts of a system and various types of Information systems. [Sub-goal: 2.2]
2. To familiarize the students with the objectives and functions of various controls for Information systems. [Sub-goal: 2.2]
3. To enable the students to develop a basic framework for Information Systems Auditing Standards, guidelines and best practices. [Sub-goal: 3.2]
4. To assist the students in developing a policy for securing information systems and auditing them periodically and eventually preparing an audit report. [Sub-goal: 3.1, 3.2, 4.1, 4.2]

### **Pedagogy:**

The pedagogy will be a combination of classroom discussions and case studies. The classroom sessions shall focus on the basic need of securing the Information Systems in the business world and steps involved in auditing the information systems at each level in the hierarchy of the organization. Students are expected to understand the control framework from the perspective of top level management and the also from the application level. Students are also supposed to practice on some of the audit software and performance measurement tools for auditing the information systems. This will help the students to gain a hand on exposure on the auditing techniques suitable for application in the industry.

### **Course Strategy and Requirements:**

The course begins with the need to have a full fledged control system in place for auditing the Information systems. Today, employees in accounting domain work in an exciting and  
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complex environment that is constantly changing. Progress in information technology is occurring at an ever-increasing rate. Business organizations are changing their methods of operation and their management structures to meet the demands of an increasingly competitive environment. The economic and legal environment that accountants work in is also changing in unpredictable ways. All of these changes require that today's accounting students be better prepared than ever before to enter the challenging world of the accounting and audit profession. In today's business world accounting professionals have to interact with computer-based information systems on regular basis. As primary users of information systems in organizations, accountants must participate in their design and understand their operation. Accounting managers must measure and evaluate the performance of information systems. Internal and external auditors must assess the quality of information systems and evaluate the accuracy of information input and output. The major share of the work of accounting consultants is in the design, implementation, evaluation and control of information systems. This course will help the students to understand how to evaluate controls and standards for information systems in an organizational environment. The course emphasizes on the objectives and functions of various controls for information systems. Understanding of these controls is essential to the accounting person's ability to audit through the company's information system. One module in this course is also dedicated towards building a framework for information systems auditing standards, guidelines and best practices.

Students are thus expected to follow the following strategies to achieve maximum benefits out of the course.

- (i) Students should ensure that they have gained enough pre-requisite knowledge in the subjects of Management Information Systems and Software Development Life Cycle before studying this course.
- (ii) Students should figure out all the problems they faced in understanding a particular concept before the start of each session and should not hesitate to ask queries in order to clarify the same (preferable same day).
- (iii) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (iv) Moreover, there will be assignments assigned to all of you either individually or in group. Late submission of assignments will not be accepted.
- (v) Read the case study and try to find out the learning points pertaining to the specific topic in "Information System security, Control and Audit".
- (vi) Class Quizzes shall be designed to test the conceptual understanding of the subject.
- (vii) While studying other accounting subjects where auditing exercise is carried out, try to relate the use of auditing strategies learnt from this course.

### **Assessment of Learning Goals and Objectives:**

The following components of evaluation have been designed to assess the learning goals and

objectives. Quizzes will evaluate the conceptual clarity of each student. Case study discussion, assignments will assess the learning goals 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*			
	1	2	3	4
Classroom Quizzes(Two quizzes with 05 marks each)	√	√		
CAT (30 Marks)	√	√		
Case studies (10 Marks)			√	√
End Term Examination (50 Marks)	√	√	√	

\* For details of 1, 2, 3, 4 learning goals and objectives, see above of this course outline.

### ***Classroom Quiz***

This is an individual assessment component of evaluation consisting of conceptual and theoretical multiple choice questions. A series of equally spaced 3 quizzes shall be conducted and best 2 shall be taken into account for final grading.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***Case Studies***

Case study discussion and presentation forms another component of evaluation to assess student's performance in a group. Through case study presentation, students are expected to apply the concepts of Information systems in a decision-making problem to fulfill the objectives of the firm, i.e. Auditing Information systems. Through these components students will also develop their creative and innovative thinking by designing frameworks and policies for controlling and auditing the Information systems.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Information Systems Control and Audit	Ron A. Weber, Pearson, 2011
<b>SUPPLEMENTARY READINGS</b>	

Information Systems Control and Audit	Board of Studies, Institute of Chartered Accountants of India (ICAI), 2010
Auditing information Systems	Jack J. Champlain, Wiley, 2011
Information System Audit and Assurance	D.P. Dube, Ved Prakash Gulati, TMH Education, 2010

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Information Security systems and its Audit procedures</b>		
The purpose of this module is to acquaint students with the need for audit and control of Information systems. The module contains topics such as Nature of Controls, Risks involved in Audit, various procedures of Auditing and steps to be carried out in Audit.		
1	Need for Control and Audit	Textbook, Chapter 1
2	Effect of computers on Internal controls and Auditing	Textbook, Chapter 1
3	Nature of Controls, Audit Risks	Textbook, Chapter 2; ICAI, Chapter 6
4	Types of Audit Procedures, Steps in Audit	Textbook Chapter 2; ICAI Chapter 6
<b>Module II: The Management Control Framework</b>		
The auditor's primary objective in examining the management control framework for the information systems function is to evaluate whether management manages well. This module presents the essence of good information systems management practices. After completing this module, students are expected to have a good understanding of the fundamentals that will allow them to evaluate the reliability of the management controls they encounter in an organization.		
5	Case Study 1: Information Systems Controls and Auditing--Mathra Tool, Inc.	Spletstoesser, Ingrid B. (1999)
6	Top Management Controls	Textbook, Chapter 3
7	Systems Development Controls	Textbook, Chapter 4
8	Programming Management Controls	Textbook, Chapter 5
9	Data resource management controls	Textbook, Chapter 6; ICAI, Chapter 3
10	Security management controls	Textbook, Chapter 7; ICAI, Chapter 3
11	Operations management controls	Textbook, Chapter 8
12	Quality assurance management controls	Textbook, Chapter 9
<b>Module III: The Application Control Framework</b>		
Application system controls involve ensuring that individual application systems safeguard assets, maintain data integrity, and achieve their objectives effectively and efficiently. This module focuses on the application control framework following a natural sequence: the flow of data from its source through processing to storage to its eventual output.		

Lecture	Topics to be discussed	Readings
13	Boundary controls	Textbook, Chapter 10; D.P. Dube, Ved Prakash Gulati, Chapter 5
14	Input controls	Textbook, Chapter 11;
15	Communication controls	Textbook, Chapter 12; D.P. Dube, Ved Prakash Gulati, Chapter 6
16	Processing Controls	Textbook, Chapter 13
17	Database controls	Textbook, Chapter 14; D.P. Dube, Ved Prakash Gulati, Chapter 9
18	Output Controls	Textbook, Chapter 15; D.P. Dube, Ved Prakash Gulati, Chapter 9
<b>CAT</b>		
19	Online output production and distribution controls	Textbook, Chapter 15; D.P. Dube, Ved Prakash Gulati, Chapter 9
20	Case study 2: “The Collapse of Barings Bank”.	Gray, Robert P. (2005)
<b>Module IV: Evidence Collection and Evaluation</b>		
This module includes the various evidence-collection tools and techniques that have been developed to gather data on whether systems safeguard assets, maintain data integrity, achieve their objectives effectively, and process data efficiently.		
21	Audit Software	Textbook, Chapter 16; ICAI, Chapter 4
22	Code Review	Textbook, Chapter 17; ICAI, Chapter 4
23	Test data and code comparison	Textbook, Chapter 17; ICAI, Chapter 4
24	Concurrent auditing Techniques	Textbook, Chapter 18; ICAI, Chapter 6
25	Interviews	Textbook, Chapter 19; ICAI, Chapter 6
26	Questionnaires and control flow charts	Textbook, Chapter 19; ICAI, Chapter 6
27	Performance measurement tools	Textbook, Chapter 20; ICAI, Chapter 6
28	Evaluating Asset Safeguarding	Textbook, Chapter 21
29	System effectiveness & System efficiency	Textbook, Chapter 22
30	Case study 3: “Auditing with technology: Using generalized audit software in the classroom”.	Nieschwietz et al., (2002)
<b>Module V: Information Systems Audit Management</b>		
Conducting Information system audit is the ultimate activity an IS auditor would like to get associated with. This module focuses on the prerequisites for the auditors before they plan to conduct an audit and also discuss the methodologies for conducting an IS audit.		
31	Managing information system audit function	Text Book, Chapter 24; D.P. Dube, Ved Prakash Gulati,

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
		Chapter 3
32-34	Planning function, Organizing function, Staffing Function, Leading Function & controlling	Text Book, Chapter 24; D.P. Dube, Ved Prakash Gulati, Chapter 4
35	Case study 4: “Norwood Office Supplies, Inc.: A teaching case to integrate computer-assisted auditing techniques into the auditing course”	(Gelinas et al., 2001)
36	Case study 5: “Detecting Shell Companies with Dynamic Text Comparisons”	Lehman, Mark and Watson, Marcia Weidenmier, Journal of Forensic Accounting, 2007
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students’ Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students’ interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students’ interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Name: System Analysis & Design**

**Course Code: SYS 672**

**Course Credit 3**

### **Course Background and Learning Objectives:**

Information technology systems fosters enabling environment for organizations to facilitate business processes. Systems analysis and design is the backbone of software development and it has to travel through a series of steps ranging from requirement gathering to analysis and finally to software deployment. An insight to identify business problems followed by design and development of system architecture will be the key focus of this course.

The *learning goals and objectives* of this course for students to pursue management education are:

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- (i) To develop a solid foundation of systems principles, steps and methods of software development processes, role of system analysts and an understanding of how business functions. [Sub-goal: 1.4, 1.5 and 2.2]
- (ii) To identify business problems and would be able to design logical system solutions. [Sub-goal: 3.1, 3.2, 4.1 and 4.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussions. In addition to the text and reference books, additional readings and cases will be shared with the class online from time to time.

### **Course Strategy and Requirements:**

Mixed mode learning strategy will be adopted in the class whether instructor led training approaches will unravel the path before the students to pursue self learning. In this process students will be able to appreciate different software engineering models and could connect with them and will be able analyze different case studies as they would be discussed in the class.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>	
	1	2
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√
CAT (30 Marks)	√	√
End Term Examination (50 Marks)	√	√

\* For details of 1, 2 learning goals and objectives, see above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software. They would be able to use the tools and methods for software requirements, software design, software construction, software testing, and software maintenance tasks. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 30 lectures respectively. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

Semester End Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
System Analysis and Design Methods	Jeffrey L Whitten & Lonnie D Bentley, 7e, TMH, 2011
<b>SUPPLEMENTARY READINGS</b>	
Systems Analysis & Design Methods	Gary B. Shelly, Thomas J. Cashman, Harry J. Rosenblatt, Cengage Learning, 2010
System Analysis and Design	Jeffrey and Lawrence PHI publication. 2011
Modern Systems Analysis and Design	Hoffer, Pearson. 2012

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to System Analysis &amp; Design</i></b>		
The purpose of this module is to acquaint students with basic concepts of System Analysis & Design and different software development models and to analyse the present development trends.		



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
1	System definition and concepts (As a part of outbound and cognitive learning students are advised to visit technology touch points to make an effort to understand the behaviour of various software systems and bring that knowledge to the classroom for topical discussions).	Text Book, Whitten & Bentley Chapter 1 ; Shelly,Cashman and Harry Chapter 1
2	Manual and automated system	Text Book, Whitten & Bentley Chapter 1 ; Shelly,Cashman and Harry Chapter 1
3	Real-life Business sub system	Text Book, Whitten & Bentley Chapter 1 ; Shelly,Cashman and Harry Chapter 1
4	Approach to system development	Text Book, Whitten & Bentley Chapter 1 ; Shelly,Cashman and Harry Chapter 1
5	Role and need of system analyst	Text Book, Whitten & Bentley Chapter 1 ; Shelly,Cashman and Harry Chapter 1
6	System development life cycle phases 1	Text Book, Whitten & Bentley Chapter 2 ; Shelly,Cashman and Harry Chapter 1
7	System development life cycle phases 2	Text Book, Whitten & Bentley Chapter 3 ; Shelly,Cashman and Harry Chapter 1
8	System documentation consideration	Text Book, Whitten & Bentley Chapter 5 ; Shelly,Cashman and Harry Chapter 1
<b>Module II: Software Requirement Gathering and Feasibility Analysis</b>		
This module discusses steps of requirement analysis of a software development project... It also provides hands on exposure to development of software requirement specifications under given constraints and feasibility analysis.		
9	Data and fact gathering techniques.	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
10	Assessing project feasibility.	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
11	Modern method for determining system requirements (joint application, development program) 1	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
12	Modern method for determining system requirements (prototyping)2	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
13	Modern method for determining system requirements (business process re-engineering) 3	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
14	System selection plan and proposal	Text Book, Whitten & Bentley Chapter 6 ; Shelly,Cashman and Harry Chapter 2
15	Feasibility Analysis, Six tests of Feasibility	Text Book, Whitten & Bentley Chapter 11 ; Shelly,Cashman



Lecture	Topics to be discussed	Readings
		and Harry Chapter 2
16	Cost Benefit Analysis	Text Book, Whitten & Bentley Chapter 11 ; Shelly,Cashman and Harry Chapter 2
<b>Module III: System Design &amp; Modelling</b>		
This module focuses on purpose and development of software design and modelling after taking the feedback from the previous module i.e., feasibility analysis. It also discusses various software testing techniques and methods of software quality assurance. Software evaluation, training and audit policies are also discussed in this module.		
17	Input and output, Classification of forms	Text Book, Whitten & Bentley Chapter 15 ; Shelly,Cashman and Harry Chapter 7
18	Input/ Output forms design	Text Book, Whitten & Bentley Chapter 15 ; Shelly,Cashman and Harry Chapter 7
19	User- interface design	Text Book, Whitten & Bentley Chapter 16 ; Shelly,Cashman and Harry Chapter 7
20	Graphical interfaces (Standards and guidelines for GUI design)	Text Book, Whitten & Bentley Chapter 17 ; Shelly,Cashman and Harry Chapter 7
21	System Design and modelling, Process modelling	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
22	Logical and physical design	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
23	Conceptual data modelling	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
24	Data flow diagrams	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
25	Exercise: DFD preparation 1	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
26	Exercise: DFD preparation 1	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
27	Decision Tree	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
28	Exercise: Decision Tree preparation 1	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
29	Exercise: Decision Tree preparation 1	Text Book, Whitten & Bentley Chapter 9 ; Shelly,Cashman and Harry Chapter 4
30	System Implementation and Maintenance	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman

Lecture	Topics to be discussed	Readings
		and Harry Chapter 10
31	Planning considerations	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 10
32	Conversion methods, procedures and controls,	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 10
33	System acceptance criteria,	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 10
34	System Evaluation and performance,	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 10
35	Testing and validation	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 10
36	Preparing user manual Maintenance Activities and Issues	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 11
37	Audit of computer usage	Text Book, Whitten & Bentley Chapter 19 ; Shelly,Cashman and Harry Chapter 11
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Software Engineering**

**Course Code: SYS 671**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

The course will discuss theoretical issues in software development in terms of improving methodologies and measurements. Additionally the course will also focus on software quality and reliability issues under software project management environment.

The *learning goals and objectives* of this course for students to pursue management SOB/MBA/2016-17/1.1.3/

education are:

1. To impart practical and theoretical knowledge about requirement engineering, SRS generation along with techniques and methodologies associated with software development. [Sub-goal: 1.4, 1.5 and 2.2]
2. To develop understanding of various tools used in software metrics, effort estimation and software quality. [Sub-goal: 3.1, 3.2, 4.1 and 4.2]

**Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion. In addition to the text and reference books, additional readings and cases will be shared with the class online from time to time.

**Course Strategy and Requirements:**

Mixed mode learning strategy will be adopted in the class whether instructor led training approaches will unravel the path before the students to pursue self learning. In this process students will be able to appreciate different software engineering models and could connect with them and will be able analyze different case studies as they would be discussed in the class.

**Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and End Term Examination will assess the learning goals 1, 2 and 3 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination(50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, ETE above of this course outline.

### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply a systematic, disciplined, quantifiable approach to the development, operation, and maintenance of software. They would be able to use the tools and methods for software requirements, software design, software construction, software testing, and software maintenance tasks. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Software Engineering: A Practitioner's Approach	Pressman R S, McGrawHill, 6 <sup>th</sup> Ed. 2011
<b>SUPPLEMENTARY READINGS</b>	
Software Engineering Principles and Practices	Deepak Jain, Oxford, Higher Education. 2010
Fundamentals of Software Engineering	Rajib Mall, PHI Publication. 2011
Software Engineering	K. K. Aggarwal and Yogesh Singh, , New Age International Publishers. 2011

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Software Engineering</i></b>		
The purpose of this module is to acquaint students with basic concepts of Software Engineering and different software development models and to analyse the present development trends.		

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
1	Software as a concept.	Text Book, Pressman Chapter 1 ; Deepak Jain Chapter 1
2	Classification of Software projects	Text Book, Pressman Chapter 2 ; Deepak Jain Chapter 1
3	Myths in Software Engineering	Text Book, Pressman Chapter 2 ; Deepak Jain Chapter 1
4	Software as product and process	Text Book, Pressman Chapter 3 ; Deepak Jain Chapter 2
5	Traditional Models	Text Book, Pressman Chapter 3 ; Deepak Jain Chapter 2
6	Ad hoc Models	Text Book, Pressman Chapter 3 ; Deepak Jain Chapter 2
7	Waterfall Model	Text Book, Pressman Chapter 3 ; Deepak Jain Chapter 2
8	CMMI	Text Book, Pressman Chapter 3 ; Deepak Jain Chapter 2
9	Guest Lecture by a person from Industry	
<p><b>Module II: Software Requirement Specification</b></p> <p>This module discusses steps of requirement analysis of a software development project.. It also provides hands on exposure to development of software requirement specifications under given constraints and initiates the next module i.e., software project planning.</p>		
10	Software Requirement Engineering	Text Book, Pressman Chapter 7 ; Deepak Jain Chapter 3
11	Understanding software requirements	Text Book, Pressman Chapter 7 ; Deepak Jain Chapter 3
12	Software Requirement Specification(SRS)1	Text Book, Pressman Chapter 7 ; Deepak Jain Chapter 3
13	Software Requirement Specification(SRS) 2	Text Book, Pressman Chapter 7 ; Deepak Jain Chapter 3
14	Developing Software Requirement Specification(SRS) 1	Text Book, Pressman Chapter 7 ; Deepak Jain Chapter 3
15	Developing Software Requirement Specification(SRS) 1	Text Book, Pressman Chapter 7
16	Software metrics, Types of software metrics	Text Book, Pressman Chapter 22 ; Deepak Jain Chapter 5

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
17	Product and process metrics, Choosing right metrics	Text Book, Pressman Chapter 22 ; Deepak Jain Chapter 5
<b>Module III: Software Project Planning and Testing</b>		
This module focuses on purpose and analysis of software project planning after taking the feedback from the previous module i.e., SRS generation. It also discusses various software testing techniques and methods of software quality assurance. Software retirement policies and version control techniques are also discussed in this module.		
18	Software Project Planning , Need for software project planning, Cost and Schedule estimation	Text Book, Pressman Chapter 23 ; Deepak Jain Chapter 6
19	Software configuration	Text Book, Pressman Chapter 24 ; Deepak Jain Chapter 6
20	Software project planning and tracking	Text Book, Pressman Chapter 24 ; Deepak Jain Chapter 6
21	Software design process	Text Book, Pressman Chapter 25 ; Deepak Jain Chapter 7
22	Software implementation	Text Book, Pressman Chapter 25 ; Deepak Jain Chapter 7
23	Software testing and quality assurance	Text Book, Pressman Chapter 26 ; Deepak Jain Chapter 8
24	Testing process	Text Book, Pressman Chapter 26 ; Deepak Jain Chapter 8
25	Testing Methods	Text Book, Pressman Chapter 26 ; Deepak Jain Chapter 8
26	Software quality assurance Methods	Text Book, Pressman Chapter 26 ; Deepak Jain Chapter 8
27	ISO 2003 certification	Text Book, Pressman Chapter 26 ; Deepak Jain Chapter 8
28	Introduction to Software delivery and Maintenance	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
29	Software Delivery	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
30	Software Maintenance	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
31	Change control process	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
32	Reverse Engineering	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
33	Software Reengineering	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
34	Software Version control	Text Book, Pressman Chapter 31 ; Deepak Jain Chapter 9
35	Introduction to Software retirement and legal aspects, Process of software retirement Agreement	Text Book, Pressman Chapter 32 ; Deepak Jain Chapter 10
36	Guest Lecture by a person from Industry	
<b>SEMESTER END EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Management of Physical assets**

**Course Code: OPS 671**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Physical asset management is the management of fixed or non-current assets such as equipment and plant. Physical Asset Management presents a systematic approach to the management of these assets from concept to disposal.

Historically, asset management has not been seen as a specific professional activity, but now perceptions are changing. Many organizations are introducing senior positions in asset management, and universities are introducing courses in asset management at graduate and advanced undergraduate level. The broad reach of this book means that it will be applicable  
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to professionals and future professionals across a wide variety of industries, ranging from manufacturing and distribution, to local government.

The general principles of physical asset management are discussed in a manner which makes them accessible to a wide audience, and covers all stages of the asset management process, including: initial business appraisal; identification of fixed asset needs; financial evaluation; logistic support analysis; life cycle costing; maintenance strategy; outsourcing; cost-benefit analysis; disposal; and renewal.

Physical Asset Management addresses the needs of existing and potential asset managers, and provides an introduction to asset management for professionals in related disciplines, such as finance. The book provides both an introduction and a convenient reference work, covering all the main areas of physical asset management.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Weigh the pros and cons of various methodologies for managing physical assets; select the appropriate maintenance option for specific assets in its operating context. (Sub Goal 2.1, 3.2)
2. Construct models needed for optimizing asset maintenance and replacement decisions. (Sub Goal 3.3, 4.2)
3. Establish a system for managing maintenance performance. (Sub Goal 2.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion and projects/assignments on specific companies. A mix of lectures, group discussions (tutorials) and mini-case studies will be used to achieve the objectives of this subject. Some of the topics will not be taught in the classroom environment; students will have to learn these topics by themselves through directed study with a view to developing their self-learning ability.

### **Course Strategy and Requirements:**

Identifying physical asset and categorizing assets will be key requirement of the subject. Continuously used and intermittent used assets can be very crucial for organization for many reasons. So students shall have to work in group while making projects and presentation to cover all aspects of subject.



To work on the mini-presentation and term project, the students will form groups with a size of no more than 5 students per group. Alternatively, guest speakers, who are prestigious in industry, will be invited to present special talks related to the course aim. After the demonstration/talk, questions and discussion items will be given to students. Each student must participate in discussions in his group and prepare a short summary. Each group must present her summary in the format of mini-presentation. Comments will be received from the course examiner and colleagues. Marks will be given to each group based on her responses to comments, the content of the summary and the quality of the mini-presentation.

At the end of the lectures, a term project must be accomplished by each group. Each group is required to develop an effective strategy in maintenance and engineering asset management for a given type of equipment/process operating in a particular kind of public utility and industry. A group report to describe the structure and the expected achievements of the designed strategy must be submitted. A presentation will be held in the second phase of the session to report and demonstrate the achievements of the completed term project.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies

discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group.

### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Maintenance, Replacement and Reliability	Jardine AKS, Pitman, 2012
<b>SUPPLEMENTARY READINGS</b>	
Maintenance Planning and Control	F. P. Kelley , Butterworth, 2011

### **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction of Assets</b>		
The purpose of this module to teach student about the different category of asset and its handling.		
1	Plant Acquisition: Technological alternatives - Generation and Selection, Life Cycle	Text Book, Chapters 1 & 2; Jardine AKS, Chapters 1 & 2
2	Costing and Womb-to-Tomb approach to Equipment Selection, Technological	Text Book, Chapters 1 & 2; Jardine AKS, Chapters 1 & 2
3	Costing and Womb-to-Tomb approach to Equipment Selection, Technological	Text Book, Chapter 2; Jardine AKS, Chapter 2
4	Obsolescence Consideration, Defender-Challenger Concept and Dynamic equipment policy	Text Book, Chapter 3; Jardine AKS, Chapter 3
5	Obsolescence Consideration, Defender-Challenger Concept and Dynamic equipment policy	Text Book, Chapter 3; Jardine AKS, Chapter 3
6	Inspection and Condition Monitoring: Inspection and routine maintenance, Preventive	Text Book, Chapter 3; Jardine AKS, Chapter 3
7	Inspection and Condition Monitoring: Inspection and routine	Text Book, Chapter 3; Jardine

Lecture	Topics to be discussed	Readings
	maintenance, Preventive	AKS, Chapter 3
8	Maintenance and Replacement, Condition Monitoring Techniques: Vibration Analysis, SOAP	Text Book, Chapter 3; Jardine AKS, Chapter 3
9	Maintenance and Replacement, Condition Monitoring Techniques: Vibration Analysis, SOAP	Text Book, Chapter 3; Jardine AKS, Chapter 3
10	Thermographic Analysis etc., Condition Based and Reliability Centred Maintenance.	Text Book, Chapter 3; Jardine AKS, Chapter 3
11	Thermographic Analysis etc., Condition Based and Reliability Centred Maintenance.	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5
12	Thermographic Analysis etc., Condition Based and Reliability Centred Maintenance.	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5
13	Failure data collection and statistical analysis: Failure density function, Reliability function,	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5
14	Failure data collection and statistical analysis: Failure density function	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5
15	Reliability function	Text Book, Chapter 3, Appendix; Jardine AKS,
16	Hazard Rate function, Bath-tub-Curve, MTBF and MTTR calculations.	Text Book, Chapter 3, Appendix; Jardine AKS,
<b>Module II: Prevention and Maintenance</b>		
In this module we shall cover the maintenance and prevention of asset, periodicity and tools.		
17	Preventive Maintenance Models: Block, Age and Group Replacement Policies,	Text Book, Chapter 6; Jardine AKS, Chapter 6
18	Preventive Maintenance Models: Block, Age and Group Replacement Policies,	Text Book, Chapter 6; Jardine AKS, Chapter 6
19	Preventive Maintenance Models: Block, Age and Group Replacement Policies	Text Book, Chapter 6; Jardine AKS, Chapter 6
20	Opportunistic Replacement Policies, Choice of Replacement Policy.	Text Book, Chapter 7; Jardine AKS, Chapter 7
21	Opportunistic Replacement Policies, Choice of Replacement Policy.	Text Book, Chapter 7; Jardine AKS, Chapter 7
22	Types of Facilities Site Selection: Where to Locate Global Supply	Text Book, Chapter 7; Jardine

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Chain Factors, Regional and Community Location Factors Location Incentives, Geographic Information Systems	AKS, Chapter 8
23	Location Analysis Techniques ,Location Factor Rating, Location Factor Rating with Excel and OM Tools	Text Book, Chapter 8; Jardine AKS, Chapter 9
24	Center-of-Gravity Technique, Center-of-Gravity Technique with Excel and OM Tools Load-Distance Technique Load-Distance Technique with Excel and OMTools.	Text Book, Chapter 8; Jardine AKS, Chapter 9
25	Case Study Presentation by students	
26	Case Study Presentation by students	
27	Maintenance Planning: Maintenance Crew size planning, Scheduling of maintenance activities, Failure Mode and Criticality Analysis, Fault Tree Analysis, Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns.	Text Book, Chapter 8; Jardine AKS, Chapter 9;
28	Maintenance Planning: Maintenance Crew size planning,	Text Book, Chapter 8; Jardine AKS, Chapter 9
29	Maintenance Planning: Maintenance Crew size planning,	Text Book, Chapter 8; Jardine AKS, Chapter 10
30	Scheduling of maintenance activities, Failure Mode and Criticality Analysis	Text Book, Chapter 8; Jardine AKS, Chapter 10
31	Scheduling of maintenance activities, Failure Mode and Criticality Analysis	Text Book, Chapter 9; Jardine AKS, Chapter 10
32	Scheduling of maintenance activities, Failure Mode and Criticality Analysis,	Text Book, Chapter 9; Jardine AKS, Chapter 10
33	Fault Tree Analysis,	Text Book, Chapter 9; Jardine AKS, Chapter 10
34	Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns.	Text Book, Chapter 9; Jardine AKS, Chapter 10
35	Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns	Text Book, Chapter 10; Jardine AKS, Chapter 11
36	Spare parts Classification VED,FSN Classification, Insurance Spares provisioning, Repairable spares, Non repairable Spares Optimal	Text Book, Chapter 10; Jardine AKS, Chapter 11 &12

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Rotable Spare Parts Pl, Report Generation for Asset	
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the course instructor or by the Class Representative (CR) of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master in Business Administration (MBA) Program

**Course Title: Logistics Management**

**Course Code: OPS 672**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This course covers common issues in business logistics. The objective is to give students a managerial knowledge of basic concepts and principles. It focuses on coordinating logistics across supply chains. These include the management of core logistics functions, managing warehouse, managing freight transport. Technology deployment in the realm of logistics management has increased the acceptance of this subject and ensured its rapid growth and generated huge interest among its stakeholders. They have realized the need to improve the efficiency of their logistics operations in order to gain or maintain a competitive edge.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) To Introduces students to the nature and contribution of logistic management functions in the organizational context. [Sub-goal: 2.2]

- (ii) To provide students with knowledge and help build skills necessary to handle real-life problems in the area of logistics. [Sub-goals: 2.2, 3.3]
  
- (iii) To Make them understand the need of basic mathematics to the effective and efficient solution of real world problems [Sub-goal: 1.4, 1.5 and 2.2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, and caselet discussions. In addition to the text and reference books, additional readings and cases will be shared with the class online from time to time. This will help to develop analytical thinking in students.

### **Course Strategy and Requirements:**

The course begins with the need to have a full fledged Logistics management system in place and its role in building an efficient system. Progress in information technology is occurring at an ever-increasing rate. Business organizations are changing their methods of operation and their management structures to meet the demands of an increasingly competitive environment. All of these changes require that today's management graduates be better prepared than ever before to enter the challenging world of the Logistics Management.

Students are thus expected to follow the following strategies to achieve maximum benefits out of the course:

- (i) Integrate theory and methods provided in courses such as Production Control, Facilities planning and Operations Research to the implementation of logistics/supply chain strategies.
- (ii) Students should figure out all the problems they faced in understanding a particular concept before the start of each session and should not hesitate to ask queries in order to clarify the same (preferable same day).
- (iii) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (iv) Moreover, there will be assignments assigned to all of you either individually or in group. Late submission of assignments will not be accepted.
- (v) Read all the case studies listed in the course outline and try to find out the learning points pertaining to the specific topic in "Logistics Management".

- (vi) Class Quizzes shall be designed to test the conceptual understanding of the subject.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies in the course outline will assess the Semester End-Term Test will assess the learning goals 2 and 3 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Classroom Quizzes(Two quizzes with 05 marks each)	√	√	
CAT (30 Marks)	√	√	
Case studies/Lab Sessions (10 Marks)			√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

### **Quiz**

This is an individual assessment component of evaluation consisting of conceptual and theoretical multiple choice questions. A series of equally spaced 3 quizzes shall be conducted and best 2 shall be taken into account for final grading.

### **Continuous Assessment Test (CAT)**

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### **Case Studies/Lab sessions**

Case study discussion forms another component of evaluation to assess student's performance in a group. Through real world case studies, students are expected to apply the concepts of logistics models in a decision-making problem. Through these components students will also develop their creative and innovative thinking by designing models and implementation policies for organizing and managing the logistics of any organization.

### ***End Term Examination***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Introduction to Logistics Systems Planning and Control	GianpaoloGhiani, Gilbert Laporte, Roberto Musmanno, JohnWiley& Sons Ltd (2004)
<b>SUPPLEMENTARY READINGS</b>	
Business logistics/supply chain management.	Ronald H. Ballou. 5th Ed., Pearson Prentice Hall, 2004.
Supply chain management: strategy, planning and operation.	Sunil Choppra, Peter Meindl. 3rd Ed., Pearson Prentice Hall, 2007.

### **Course Outline (session-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Logistics Management</i></b>		
The purpose of this module is to familiarize the students to the concepts of basic logistics functions, the importance of logistics management, their usage and their role in strategy making and delivery.		
1	Definition of logistics, Logistics systems	Ghinai, Laporte & Musamanno, Chapter 1
2	Logistics activities	Ghinai, Laporte & Musamanno, Chapter 1
3	Information flows and logistics, networks	Ghinai, Laporte & Musamanno, Chapter 1
4	Logistics Comparisons: Push versus Pull	Ghinai, Laporte & Musamanno, Chapter 1
5	Dispensed versus Issued, Vertical versus Integrated	Ghinai, Laporte & Musamanno, Chapter 1
6	Reverse logistics, Planning phase, Organizational phase Control phase	Ghinai, Laporte & Musamanno, Chapter 1
7	Third party logistics,	Ghinai, Laporte & Musamanno, Chapter 1
8	Integrated logistics, Objectives of logistics	Ghinai, Laporte & Musamanno, Chapter 1



Lecture	Topics to be discussed	Readings
9	Measures of the service level	Ghinai, Laporte & Musamanno, Chapter 1
10	Management of the logistics system	Ghinai, Laporte & Musamanno, Chapter 1
11	Guest Lecture by a person from Industry	
<p><b>Module II: Managing a Warehouse</b> This module covers an orientation towards managing a warehouse. Tactical decisions involving sizing the storage zone, product allocation to storage points. Operational decisions are of prime importance which executes the logistical planning. The module also looks at the warehouse layout highlighting the warehouse design.</p>		
12	Introduction, Performance parameters, Decision making problems	Ghinai, Laporte & Musamanno, Chapter 5
13	Warehouse design, Choice of warehouse systems, Choice of warehouse layout	Ghinai, Laporte & Musamanno, Chapter 5
14	Sizing of the storage zone, Sizing of the receiving zone, Sizing of the shipping zone	Ghinai, Laporte & Musamanno, Chapter 5
15	Tactical decisions for warehouse, logistics planning	Ghinai, Laporte & Musamanno, Chapter 5
16	Inventory management, Product allocation to the storage points	Ghinai, Laporte & Musamanno, Chapter 5
17	Operational decisions for warehouse	Ghinai, Laporte & Musamanno, Chapter 5
<p><b>Module III: Managing a Freight Transport</b> This module covers the packaging and classification of transportation problems. This module also introduces freight traffic assignment problems. Next important concept would be linear single commodity minimum cost flow problems followed by minimum cost flow formulations. Finally the module concludes with vehicle allocation problems and fleet composition.</p>		
18	logistics management	Ghinai, Laporte & Musamanno, Chapter 5
19	Package picking from the storage zone	Ghinai, Laporte & Musamanno, Chapter 5
20	Package consolidation in load units	Ghinai, Laporte & Musamanno, Chapter 5
21	Introduction, Modes of transport.	Ghinai, Laporte & Musamanno, Chapter 6
22	Classification of transport problems	Ghinai, Laporte & Musamanno,

Lecture	Topics to be discussed	Readings
		Chapter 6
23	Freight Traffic Assignment Problems	Ghinai, Laporte & Musamanno, Chapter 6
24	Minimum cost flow formulation	Ghinai, Laporte & Musamanno, Chapter 6
25	Linear single commodity minimum cost flow problems	Ghinai, Laporte & Musamanno, Chapter 6
26	Linear multi-commodity minimum cost flow problems	Ghinai, Laporte & Musamanno, Chapter 6
27	Service network design problems	Ghinai, Laporte & Musamanno, Chapter 7
28	The linear fixed charge network design model	Ghinai, Laporte & Musamanno, Chapter 7
29	Vehicle allocation problem	Ghinai, Laporte & Musamanno, Chapter 7
30	Fleet composition	Ghinai, Laporte & Musamanno, Chapter 7
31	Guest Lecture by a person from Industry	
<p><b>Module IV: Linking Theory to Practice</b></p> <p>The purpose of this module is to acquaint students with basic concepts of shipment consolidation and vendor managed inventory. Additionally the module engages the students with cases to link theory with practice. Some good cases will be referred to this module so that the students develop a thorough understanding the subject domain which in turn will help solving critical business involving conditions and situations.</p>		
32	Shipment consolidation	Ghinai, Laporte & Musamanno, Chapter 7
33	Vehicle routing problems	Ghinai, Laporte & Musamanno, Chapter 7
34	Vendor managed inventory routing	Ghinai, Laporte & Musamanno, Chapter 7
35	JUST-IN-TIME SHIPPING: Nintendo Co.,	Ghinai, Laporte & Musamanno, Chapter 8
36	LEVERAGING THE LOGISTICS: Hindustan (Uni)- Lever	Ghinai, Laporte & Musamanno, Chapter 8
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Masters in Business Administration (MBA) Program

**Course Title: Procurement Management**

**Course Code: OPS 673**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

**Procurement** is the acquisition of goods, services or works from an outside external source. It is favourable that the goods, services or works are appropriate and that they are procured at the best possible cost to meet the needs of the purchaser in terms of quality and quantity, time, and location.

*“Consumers have not been told effectively enough that they have huge power and that purchasing and shopping involves a moral choice”. Anita Roddick*

This programme has been developed to satisfy needs in both the private and public sector. The programme is to develop trainees to acquire skills in: development administration; entrepreneurship; productions and operations management and Procurement Management. Quantitative managerial skills will be emphasized so as to make graduates of the course develop a wider understanding of successful development and effective management of projects.

Procurement Management is a discipline for stating how to complete a procurement process within a certain timeframe, usually with defined stages, and with designated resources. One view of procurement management divides the activity into:

- Setting objectives (these should be measurable)
- Identifying receivables
- Planning the production process
- Making supporting plans and executing them

Supporting plans may include those related to: RFI's, RFP's, RFQ's, communication methods, and Quality Management. Tools popularly used for the quality part of a plan include the Control Charts and Ishikawa diagram, etc.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) Conceptualize, perceive, start and develop purchase process.(Sub Goals 1.1,2.1)
- (ii) Understand analytical tools, principles and concepts of procurement management implementation and review and to equip students with skills necessary to identify the needs of a particular area and to develop projects to meet these needs. Sub Goals 2.2,3.1)
- (iii) Provide sufficient knowledge to implement procurement process effectively according to plans and to provide skills and knowledge in monitoring and evaluating the performance and impact of development process. (Sub Goals 4.1,4.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each procurement management theory will be explained diagrammatically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to

develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

This course leads to provide a generic as well as tool based techniques to provide resources to the functional wings for an organization systematically. Students shall have to access the needs and criteria of quality for the materials and machinery equipments. There are number of ways of buying and acquiring resources. Procurement Management has link to all the essence of an organization like Raw Materials, Facility Layout, Supply, demand, Network analysis, planning, managing the resources. In this course, students will have to find out real life examples of organizations attempts to acquire resources and generating methods for buying. They shall try to locating and identifying suppliers nationally and internationally and procedures for buying and trading in different markets. Some key activities along with regular classes they shall have to involve in making cases and real life examples of purchase process.

- a. Read and identify the problems in unmanaged procurement channel in organizations.
- b. Try to streamline processes and even coming with technology to facilitate procurement.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “Sourcing Process” & “Purchase Management”.
- d. Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- e. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies SOB/MBA/2016-17/1.1.3/

specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and ‘Ceteris Paribus’ Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz (20 Marks)	√		
CAT (30 Marks)			√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

### *Quiz*

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### *Continuous Assessment Test 1 (CAT-1)*

This component of evaluation is to assess the performance of students after the completion of 15 lectures. This is to monitor students’ performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### *End-Term Test*

End-Term Test is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Procurement, Principles and Management	<u>Peter Baily, David Farmer, Barry Crocker, David Jessop, David Jones</u> , PHI, New Delhi 2012
SUPPLEMENTARY READINGS	
Excellence in Procurement: How to optimise costs and add value.	Kenneth Lysons et al 2008, e-book
Project Management	Dennis Lock 2007, 9th Edition; Gower Publishing, England.
Purchasing Management	Lars bedey, sofia Eklund, Nojan najafi, William wahrén, Karl Westerlund: e-book: <b>chalmers</b> Department of technology management and

economics, 2011.
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### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Procurement Management: Concepts</b>		
The purpose of this module is to acquaint students with basic concepts of the Procurement Management and its uses in real life situation, and the formulation of the problems.		
1	Introduction to Procurement Management.	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
2	Brief history of Procurement Management	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
3	Basic Concept of Procurement Processes	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
4	Functions of Procurement	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
5	Functions of Procurement	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
6	Purchasing Function	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
7	Purchasing Function contd.	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
8	Purchasing Process, steps involved.	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
9	Price Negotiation	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
10	Price Negotiation: Modes of Payment	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
11	Purchase Order	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-

Lecture	Topics to be discussed	Readings
		1,2,9,10
12	Procurement Portfolio	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-1,2,9,10
<b>Module II: Vendor Management and Outsourcing Process</b>		
The objective of this module is to understand the basic insight of vendor management mechanism in procurement management.		
13	Vendor Management: Basic Concept	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
14	Sourcing of Activities	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
15	Various methods of vendor selection	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
16	Vendor selection and its relative importance	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
17	Vendor managed Inventory and growing importance	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
18	Outsourcing: Concepts	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
19	Meaning and nature of outsourcing	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
20	Make v/s buy decision	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
21	Methodologies of Outsourcing	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
22	Drawbacks of outsourcing	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
23	Managing the risks in outsourcing activities	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9



Lecture	Topics to be discussed	Readings
24	Ways of avoiding drawbacks of outsourcing	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
25	Vendor rating methods	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
26	Scale used in vendor rating process	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-6,7,8,9
27	Case study: Volvo Logistics	e- book:Purchasing management: lars bedey, Sofia eklund, Nojan najafi, William wahrén, Karl westerlund: <b>Chalmers</b> Department of technology management and economics
<b>Module III: Negotiations in Procurement Management</b>		
The objective of this module is to recognize and analyse the negotiation in purchasing process to yield maximum output at optimum cost.		
28	Project managers role in negotiation process	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
29	Negotiation process: Concept	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
30	Negotiation skills involved	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
31	Stages Involved in negotiation	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
32	Competition and co-operation in negotiation	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
33	Strategies of Negotiations	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
34	Negotiation Mix	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-9,10,11,12
35	Case Study:Sony Ericcson Inc.	e- book:Purchasing management: lars bedey, Sofia

Lecture	Topics to be discussed	Readings
		eklund, Nojan najafi, William wahrén, Karl westerlund: <b>Chalmers</b> Department of technology management and economics
<b>Module IV: e-procurement and global procurement</b>		
The objective of this module is to study e-procurement mechanism, and how e-procurement leads to global purchasing activities.		
36	Meaning, Benefits of e-procurement, Barriers to e-procurement, Various methods of e-procurement, Arbitration in International sourcing, Customs and counter trade in global sourcing	Text Book: <a href="#">Peter Baily</a> , <a href="#">David Farmer</a> , <a href="#">Barry Crocker</a> , <a href="#">David Jessop</a> , <a href="#">David Jones</a> : Chap-13,17,18,19
<b>End Term Examination</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Title: Materials Management & Inventory Control**

**Course Code: OPS 674**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Management is doing things right; leadership is doing the right things.

-Peter Drucker

**Materials management** can deal with campus planning and building design for the movement of materials, or with logistics that deal with the tangible components of a supply chain. Specifically, this covers the acquisition of spare parts and replacements, quality control

of purchasing and ordering such parts, and the standards involved in ordering, shipping, and warehousing the said parts.

The goal of materials management is to provide an unbroken chain of components for production to manufacture goods on time for the customer base. The materials department is charged with releasing materials to a supply base, ensuring that the materials are delivered on time to the company using the correct carrier. Materials is generally measured by accomplishing on time delivery to the customer, on time delivery from the supply base, attaining a freight budget, inventory shrink management, and inventory accuracy. The materials department is also charged with the responsibility of managing new launches. In some companies materials management is also charged with the procurement of materials by establishing and managing a supply base. In other companies the procurement and management of the supply base is the responsibility of a separate purchasing department. The purchasing department is then responsible for the purchased price variances from the supply base.

This programme has been developed to satisfy needs in both the private and public sector. The programme is to develop trainees to acquire skills in: development administration; entrepreneurship; project and programme management. Quantitative managerial skills will be emphasized so as to make graduates of the course develop a wider understanding of successful development and effective management of projects.

Material Management is a discipline for stating how to control and manage the inventory parameters in a project within a certain timeframe, usually with defined stages, and with designated resources. One view of inventory planning divides the activity into:

- Setting objectives (these should be measurable)
- Identifying deliverables
- Planning the schedule
- Making supporting plans

Supporting plans may include those related to: human resources, communication methods, and risk management. Tools popularly used for the quality control and management of a plan include the QC tools, QC charts, LIFO, FIFO, EOQ, ABC analysis etc.

The *learning goals and objectives* of this course for students to pursue management education are:

- (i) Conceptualize, perceive, start and develop Material management concepts[Sub-goal: 2.2]
- (ii) Understand analytical tools, principles and concepts of material management and TQM, implementation and review[Sub-goals:3.2 and 4.1]
- (iii) Equip students with skills necessary to identify the needs of a particular area and to manage inventory to meet these needs[Sub-goals: 2.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion, simulation game and projects/assignments on specific companies. Each project MM and Inventory Control theory will be explained diagrammatically and mathematically so that students from any background are able to comprehend the concepts easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Material Management is collection of tools and methodology like Supply chain, QC tools, ABC analysis, EOQ, Network analysis, planning, managing the resources – these terms are part of MM manager’s language. Learning the responsibility to manage all aspects of materials flow and to maintain control and accuracy over all goods inventories, including all transactions, procurement, planning, scheduling, and cost, warehouse, receiving, and shipping to ensure that customer orders are fulfilled on time. This position is also responsible to develop and manage all suppliers’ relationships. The strategy for this course should be,

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In

case of difficulty, ask friends, or teacher.

- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Inventory Control” & “Material Management”.
- (iv) Any difficulty in understanding the concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
- (v) While studying courses like, MM, Inventory Control, EOQ, Operations Strategy, Production Management, Supply Chain, etc. try to relate the use and usefulness of various project concepts, which you have learned from this course.
- (vi) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
- (vii) Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students’ heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. End-Term Test and ‘Ceteris Paribus’ Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Presentation/Quiz (20 Marks)	√		
CAT 1 (30 Marks)			√
End-Term Test (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, kindly see above of this course outline.

## Quiz

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### ***Continuous Assessment Test 1 (CAT-1)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End-Term Test***

End-Term Test is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Materials Management-an integrated Approach	Gopalakrishnan P. and Sundaresan, M PHI, New Delhi, 2014
<b>SUPPLEMENTARY READINGS</b>	
Materials Management-Procedures, Text and Cases	Dutta, A.K, PHI, New Delhi, 2012
Purchasing and Materials Management	Nair, N.K, Vikas Publishing, New Delhi. 2011

## **Course Outline (lecture-wise):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Materials Management: Concepts</i></b>		
The purpose of this module is to acquaint students with basic concepts of the Material Management and its uses in real life situation, and the formulation of the problems.		
1	Importance and scope of Materials Management (MM)	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3
2	Materials Management at macro and micro level	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3
3	Systems approach to material management	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3
4	Interface to materials department with other departments	Text Book: Gopalakrishnan P.

Lecture	Topics to be discussed	Readings
		and Sundaresan, Chap: 1,2,3
5	Master Production Schedule: Concept and applicability	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5,
6	Materials requirement planning: Developing MRP, Conceptualising and Implementing	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
7	Classification and codification of materials	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
8	Standardisation systems and process for receipts, issues and storage	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
9	Practices, inspection, quality checks.	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
10	Countering, measuring and weighing	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
11	Materials requisition slip, materials transfer note: Preparation and Execution.	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,3,5
12	<b>Case Study:</b> Re-engineering materials management: A case study on an Indian refinery, Prasanta Kumar Dey, <i>Department of Management Studies, University of the West Indies</i>	Business Process Management Journal, Vol. 7 No. 5, 2001, pp. 394-408. # MCB University Press, 1463-7154
<b>Module II: Inventory Control</b>		
The objective of this module is to understand the basic insight of Inventory management and control mechanism.		
13	Concepts of Inventory: Meaning and historical Aspect.	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
14	Inventory as an important tool in Materials management	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
15	Inventory management: Art or a science: Examples	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
16	Inventory Costs: Various costs associated with it.	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
17	Inventory Cost: Ordering Costs, theory and numerical	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
18	Inventory Cost: Carrying Cost, theory and numerical	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
19	Inventory cost: Holding Cost: theory and numerical	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
20	Inventory techniques: LIFO, FIFO, Randomisation	Text Book: Gopalakrishnan P.

Lecture	Topics to be discussed	Readings
		and Sundaresan, Chap: 29, 30
21	Economic order quantity (EOQ): Concept and application	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
22	Numerical based on EOQ	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
23	Production related and seasonal aspects of inventory	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
24	Inventory management and handling guidelines.	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 29, 30
25	Case Study: <b>Materials Handling management: a case study</b>	Vieira, G. B. B., Pasa, G. S., Borsa, M. B. N. O., Milan, G. S., Pandolfo, A.: <i>Materials Handling Management: a Case Study</i> Journal of Operations and Supply Chain Management 4 (2), pp 19 – 30
<b>Module III: Inventory Control Models</b>		
The objective of this module is to recognize and analyse the tools and techniques employed for inventory management.		
26	Process Improvement: Concepts and applicability	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
27	Flow of costs and inventory valuation	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
28	Lead time, Safety and reserve stocks: Concepts	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
29	Lead time, Safety and reserve stocks: Numerical	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
30	EOQ modelling and its impact on inventory controlling mechanism	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
31	ABC analysis, VED analysis, FDN analysis, SOS analysis	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
32	Sales inventory ratio , consumption – inventory ratio	Text Book: Gopalakrishnan P.



Lecture	Topics to be discussed	Readings
		and Sundaresan, Chap: 6, 29, 30, 31
33	Customer service evaluation	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 6, 29, 30, 31
<b>Module IV: Stores Management &amp; Materials Handling</b>		
The objective of this module is to study the concept and ideology of Stores management technique and its appropriate handling.		
34	Material Handling: Concepts and applicability. Material Handling Equipments: Tools and Techniques employed. Transportation of Materials: Matrix solution	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 24, 27, 28
35	Stock verification: Preparation, Analysis and disbursement. Management and disposal of surplus and scrap materials. Management and disposal of surplus and scrap materials	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 24, 27, 28
36	Case Study: A sustainable materials management case study :Critical metals and mobile devices	env/epoc/wgwpr(2009)8/final : Peter Börkey
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Trade Documentation & Procedures**

**Course Code: IBS 673**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

In today's world, when even the desi *kirana* stores and the local *pop and mom stores*, with  
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only local sourcing of products and catering to local clientele, can't claim that they are unaffected by global business, businesses have to remain vigilant for any opportunity or threat, presenting itself from across the border, and have to remain ready to counteract. It is only reasonable to familiarise students of MBA, with these aspects of international business and trade.

The *Trade Documentation and Procedures* subject covers the technical details of export and import business.

It starts off by explaining the logic behind international business, the various modes of taking business offshore, including exports, manufacturing, contracting, foreign investment etc., then talks about the benefits arising for both the business firm and the country where the business is operating, from such operations.

The paper also touches upon various national and international bodies that have been established for the promotion and development of trade across nations, and does a pro-con analysis of the same.

It also discusses the various governmental stands in different countries, with regard to whether international business activity – both export and import – is good or bad for the nation in this regard before finally moving on to the specifics of export business activity.

The subject equips the student in the formalities needed to set up such a business; and finally gives the hardcore nitty-gritty of running export businesses- how to contact potential foreign buyers, or foreign vendors, how to garner funds for international biz activity; and then explains the procedural requirements and documentation necessitated by government for all such cross border activities. The various incentives provided to exporters, in order to promote foreign exchange earnings have been discussed, along with the relevant procedures. After building this theoretical background, the paper will take up a study of some specific regions with respect to their export and import activities, and the prospects for Indian players in these regions.

The paper also takes an overview of some important logistic considerations affecting export businesses, like shipping, airline and containerization firms and their services.

The *learning goals and objectives* of this course are:

- (i) To acquaint students with the concept of international business and the modes, thereof. (Sub Goal: 1.5, 4.1)
- (ii) To assist students in developing an educated opinion on the benefits and hazards of

opening up the countries' borders to international trade. (Sub Goal: 2.2,3.2)

(iii) To teach students, the procedural aspects of setting up a trading firm, carrying out exports, carrying out import activity, obtaining loans, obtaining government aid and incentive for the purpose. (Sub Goal: 3.2, 4.2)

### **Pedagogy:**

The pedagogy will be a combination of class lectures, real life examples, case studies, and projects/assignments on specific companies. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session.

### **Course Strategy and Requirements:**

Students are expected to be regular and diligent in their pursuit of knowledge of the subject. The immediately preceding lecture forms the edifice for the next, so if continuity breaks, the student will lose sight of the significance of what is being discussed. Some pointers that have been found useful, by previous set of students, are mentioned hereunder

- (i) Know what is going to be taught in the next class. Understand its relevance. If possible, read beforehand. This will keep you attentive.
- (ii) If you are unable to get the conceptual clarity, ask questions in the class, or afterwards. Read a lot.
- (iii) Always jot down some key notes in class, and develop them on your own, after the lecture is over.
- (iv) If something is not understood, don't leave it till the semester end.
- (v) Devote some time to revise what has been discussed in class, each day. This doesn't require as much time as it seems. Revision and rethink on the day's lecture can be done on your ride back home.
- (vi) Stay updated with current affairs, related to your field of study, and find correlation and relevance with what you have studied in theory class.
- (vii) Discuss with friends, teachers, learned people you find around you.
- (viii) Take up short projects whenever time permits – in holi holidays,

winter vacation, on your trip back home. Make it all a learning exercise.

### **Assessment of Learning Goals and Objectives:**

Keeping in mind, students' overall understanding and grip on the subject, the following components of evaluation have been designed to assess the learning goals and objectives.

<b>Assessment Components</b>	<b>Marks</b>	<b>Learning Goals and Objectives*</b>		
		<b>1</b>	<b>2</b>	<b>3</b>
Assignments	<b>05</b>	√	√	√
Case Study Analysis	<b>05</b>	√	√	√
Group Discussion	<b>05</b>	√	√	√
Project & Presentation	<b>05</b>	√	√	√
CAT	<b>30</b>	√	√	√
TEE	<b>50</b>	√	√	√
<b>Total</b>	<b>100</b>	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Assignments***

This is an individual assessment of conceptual and theoretical understanding. There will be at least 3 assignments and the average of best 2 will be taken into consideration for final grade of students.

#### ***Case Study Analysis***

This is an individual assessment of student's ability to correlate theory with practice, and how well they are able to apply. There will be at least 3 cases and the average of best 2 will be taken into consideration for final grade of students.

#### ***Group Discussion***

This is a group assessment of students' ability to work as a team, to take up and analyse real issues, and offer plausible solutions to problems related to subject, that is, export business management.

#### ***Project and Presentation***

This is to assess the student's ability to collect information, process it, and present before a group.

#### ***CAT***

This comprises the internal evaluation of student, on conceptual and theoretical learning acquired by him.

***ETE***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions will be both theoretical as well as applied.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Export Management	Khurana, P.K., Galgotia Publishing Company
International Business	Aswathappa, McGraw-Hill
International Marketing Management	Varshney, Bhattacharya, Sultan Chand & Sons
International Trade and Export Management	Cherunilam F,Himalaya
International Business	Hill, McGraw-Hill
Logistics Management and World Seaborne Trade	Muthiah,Himalaya
International Business	Sharan, Pearson
International Business: Environment and Operations	Daniels, Pearson
International Business	Hill, McGraw-Hill
Global Marketing Management	Keegan, Pearson
Export Import Management	Paul, Aserkar, Second Edition, Oxford University Press
International Business	Joshi, Oxford University Press
Trade Policy Document (Latest)	GOI, Available from Nabhi Publications

## Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I:</b> Introductory Sessions, explaining the world trade situation, the reasons for international business, and trade, the benefits thereof, and the infrastructural machinery to enable the same. This also includes an introduction to the world bodies and watchdogs of world trade.		
1-3	<b>Basics of trade</b> Foreign Trade & International Business Benefits of Trade Trade Theories Modes of International Business	<b>International Business</b> , Aswathappa, McGraw-Hill, <b>International Trade and Export Management</b> , Cherunilam, Himalaya
4-5	<b>Institutional framework</b> The role of Government and Semi-Government organizations	<b>International Marketing Management</b> , Varshney, Bhattacharya, Sultan Chand & Sons
6-7	<b>India's Trade Policy</b> Foreign Trade Policy (2009- 2014) General Provisions Regarding Imports and Exports	<b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications
8-9	<b>World Bodies</b> WB, IMF, WTO and Trade liberalization	<b>International Trade</b> , Cherunilam
<b>Module II:</b> With Indian export and import businesses under consideration, the following sessions aim to develop a sound technical understanding of the procedures and the rationale behind the same.		
10-11	<b>Setting up Export Business</b> Selecting the right name Registration Opening a bank account Registration with different authorities Obtaining IEC code no. Export License	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications
12-13	<b>Procedures and Processing of an Export order</b> Selection of product/market Identifying and making initial contact with customer Export quotation and finalizing terms of payment Obtaining finance, buying export guarantee schemes Processing/ Buying of export products Packaging, marking, labeling Compulsory inspection Clearance from excise etc. Marine Insurance Custom Clearance of Export Cargo Shipment	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications
14-17	<b>Export-Import documentation and practices</b> <b>Commercial and Regulatory Documents</b> Proforma Invoice Packing List Commercial Invoice Certificate of Origin (GSP) Inspection certificate	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications

Session	Topics to be discussed	Readings
	Insurance Certificate Shipping Bill/Bill of Entry Exchange Declaration Form Bills of Exchange Bill of Lading <b>Introduction to Import Documents</b>	
18-19	<b>Custom Clearance of Export Cargo</b> Customs valuation The harmonized system	<b>Global Marketing Management</b> , Keegan, Pearson
20-23	<b>Receiving Payment</b> Document presentation and negotiation with banks <b>Claiming benefits under incentive schemes</b> Duty Exemption & Remission Schemes Capital Goods Scheme Export Promotion Measures Special Economic Zones	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications, <b>International Marketing Management</b> , Varshney, Bhattacharya, Sultan Chand & Sons
<b>Module III:</b> These sessions include a study of the logistic systems with focus on shipping industry and containerization services available to shippers. The last part takes a glimpse through specific regions in terms of trade scenario and opportunities and threats of carrying out business with them.		
24-28	<b>The critical elements of a logistics system</b> Planning physical distribution for imports and exports International transport system Selecting the right mode of transportation	<b>International Business</b> Hill, McGraw-Hill
29-32	<b>Characteristics of Shipping Industry and world shipping</b> Registration of ships Role of intermediaries in shipping industry Shipping conferences Different types of shipping vessels Containerization	<b>Logistics Management and World Seaborne Trade</b> , Muthiah, Himalaya
33-36	<b>Country specific Study</b> Doing business with middle east countries Doing business with China Doing business with Australia	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

**Course Name: Global Outsourcing**

**Course Code: IBS 672**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Outsourcing has emerged as a major business practice for many big corporations around the world. There are several reasons behind this apart from the cost effectiveness due to low wage rate in many developing countries. It is really important to understand why outsourcing is done in certain ways and not in all other possible manners. This course is designed in order to provide a proper understanding of outsourcing including the different types and levels of outsourcing with cost benefit analysis. The problems and challenges in outsourcing at different stages and starting your own outsourcing business are also an important part of this course.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To acquaint students with the factors which can affect the business decision making in regard to outsourcing and to identify the stakeholders and analyze their behaviour. [Sub-goals: 1.2, 1.5, 2.2 and 3.3]
2. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [Sub-goals: 2.1, 2.2, 2.3, 3.2 and 4.1]
3. To critically analyse situations for forward thinking through innovation. [Sub-goal: 3.1]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems),  
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experience sharing, real life examples, caselet discussions, and projects/assignments. Every concept or terminology will be explained from the basic with its definition and impact on the real world with some suitable examples so that students from any background are able to comprehend it easily. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Every field of study has its own language and its own way of thinking. To get the conceptual clarity and to think the application of concepts for business managers you should follow the following strategies.

1. Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
2. Try to read at least one business newspaper daily and identify the terms which are not clear to you.
3. Follow the business practices of some big corporations in regard to outsourcing and try to understand the reasons behind their decisions.
4. Any difficulty in understanding economic concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
5. While studying other courses like Strategic Management, International Business Law try to relate and use various concepts which you have learned from this course.
6. Class participation is very much useful for better understanding of the concepts. This will be appreciated and rewarded if you add value to the class through your

questions, statement, and comments. It is the quality of these that is more important than the quantity.

7. Moreover, there will be assignments/projects assigned to all of you either individually or in group. Late submission of assignments/projects will not be accepted.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group. Through case studies and project report presentation students are expected to apply economic concepts and business models in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical investment decisions into consideration.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Black Book of Outsourcing	Wilson & Brown (2005), Wiley India
<b>SUPPLEMENTARY READINGS</b>	
Global outsourcing and offshoring	Kumar, Kundu, Contractor, Pedersen : Cambridge University Press
Handbook of global outsourcing and offshoring	Willcocks, Oshri, Kotlarsky (2009) : Palgrave Macmillan
Global services outsourcing	Ronan Mcivior: Cambridge university press
Global business process outsourcing: Concepts and practices	T.P. Rajmanohar: ICFAI

### **Course Outline (session-wise):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Overview of outsourcing process</b>		
This module discusses the meaning, level and phases of outsourcing and the reason behind the emergence of outsourcing as a major business practice.		
1	Introduction, What is different about outsourcing	Text Book, Introduction
2	Outsourcing terminologies	Text Book, Chapter 1
3	Levels of outsourcing	Text Book, Chapter 1
4	Phases of outsourcing process	Text Book, Chapter 1
5	Monitoring the evolving outsourcing environment	Text Book, Chapter 1
6	Outsourcing vs Worldwide sourcing	Text Book, Chapter 1
7	Facing the challenges of outsourcing	Text Book, Chapter 1
<b>Module II: : Reasons to outsource and decision to outsource</b>		
This module covers the need for outsourcing and differences in time, culture across the globe and the best possible decision in regard to outsourcing.		
8	Identifying your company's outsourcing needs	Text Book, Chapter 2
9	Identifying reasons to outsource	Text Book, Chapter 2
10	Starting on the outsourcing path	Text Book, Chapter 2
11	Key drivers behind outsourcing decisions	Text Book, Chapter 3
12	Laying the foundation of outsourcing	Text Book, Chapter 3
13	Facing geographical, cultural and time differences	Text Book, Chapter 3

Session	Topics to be discussed	Readings
14	Implementing strategic sourcing, Maintaining control	Text Book, Chapter 3
15	Making an informed outsourcing decision	Text Book, Chapter 3
16	Case Study- The giant awakens: Sheen Software Systems considers China for offshore IT outsourcing	Wilcocks, Oshri, Kotlarsky
<b>Module III: Outsourcing- cost-benefit analysis and options</b>		
This module analyzes the different options available when it comes to outsourcing and cost-benefit analysis of all the decisions.		
17	Conduct the feasibility study	Text Book, Chapter 4
18	Detailed analysis of requirements	Text Book, Chapter 4
19	Parameters of vendor relationship	Text Book, Chapter 4
20	Measuring performance, Cost benefit analysis	Text Book, Chapter 4
21	Outsourcing options, Emerging outsourcing opportunities	Text Book, Chapter 5
22	Selecting your suppliers and vendors	Text Book, Chapter 6
23	Determining all the costs	Text Book, Chapter 6
24	Comparing company cultures	Text Book, Chapter 6
<b>Module IV: Outsourcing- Managing and Negotiating</b>		
This module discusses how to manage your outsourcing business including implementing best practices, renegotiation and avoiding common mistakes.		
25	Managing your outsourcing vendors	Text Book, Chapter 7
26	Negotiating contracts	Text Book, Chapter 8
27	Implementing best practices, Establishing contract measurements	Text Book, Chapter 8
28	Case Study- Transforming a human resource function through outsourcing: The BAE systems	Wilcocks, Oshri, Kotlarsky
29	Renegotiating or terminating the contract	Text Book, Chapter 8
30	Avoiding common outsourcing mistakes	Text Book, Chapter 11
31	Knowing when to say no to outsourcing	Text Book, Chapter 11
32	Strategizing for success in the new global economy	Text Book, Chapter 12
<b>Module V: Starting the outsourcing business</b>		
This module discusses the possibility of starting your own outsourcing business and some basic problems associated with it.		
33	Starting an outsourcing business	Text Book, Chapter 18
34	Pricing and promotion	Text Book, Chapter 18
35	Knowing your price floors, Determine your price point	Text Book, Chapter 18
36	Case study- Strategic challenges facing captive centres	Wilcocks, Oshri, Kotlarsky
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Master of Business Administration (MBA) Program

**Course Name: International Business Law**

**Course Code: IBS 671**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This course provides an introduction to the legal regulation of businesses in the global context. It will provide students with an opportunity for in-depth analysis of how social, political and economic issues impact on the law and legal institutions. The course is an essential introduction for providing a strong basis from which students will be able to grasp the subject specific aspects of Global Business Regulation.

The *learning goals and objectives* of this course for students to pursue management education are:

1. Develop an understanding of the legal framework of global business (sub goal: 4.1, 4.2)
2. Develop an understanding of how the social political and economic aspects of global business link and impact on the law (sub goal: 2.1, 2.2) and to develop student's knowledge of the global regulatory bodies relevant to business (sub goal: 2.2)
3. Develop the ability to enable students to think critically and identify legal problems arising out of global business transactions (sub-goal 3.1, 3.3) and to develop students' ability to differentiate the different types of legal liability that operate at an international level. (sub goal 3.1, 3.3)

### **Pedagogy:**

A various learning methods will be used which will emphasize a cooperative learning format. Student led discussions and presentations will be combined with instructor facilitated experiences and lectures. Specific methods include:

- 1 Class Room Discussion (Legal issues which impacts the Business Transactions)
2. Home Assignments (Problem based questions)

3. Quizzes
4. Presentations
5. Case Laws

### **Course Strategy and Requirements:**

International Business law is essential aspect for having international trade and business .It comprises of both national business law and international policies .It checks the business between the two or more nations. It has certain rules and regulations which are essential for the nation to follow. It has different aspects like balance of payment in international trade, law related to goods, transactions and transport of goods, some special agreement like GATT, WTO.WTO plays a very important role in the functioning of the international trade .It also plays a important role in setting up of MNC's .It help to keep the check on international trade, bill of lading .U.N convention on trade of goods, warranties, voyage, custom duties etc. It helps in making lawful and legal connections between the different nations in respect of trade. In this subject there will be learning of various aspects of international trade by the student. There will be discussion, debates, tests etc in the class.

Small discussion on topic which we will start in class so that we can understand the view point of students and also check their knowledge level.

Make them understand basic concept in lay-man language so that they can analyze it. After that we will relate it with the technical or rather we can prescribe an appropriate definition.

Then a small doubt call so that it one does not understand can clear it up and also a random call for asking concept again so that one who hesitate can be made a part of class.

Then a session of questions which will be related to the exercising of concept and making student to understand the practicality of concept.

Then motivating student to go through newspapers, new amendment in law ,reading articles by eminent leaders and business tycoons ,gaining knowledge about national policies related to business ,understanding marketing policy and behaviour And then

discussion with friends and teacher, clear their doubts if any .

There will be weekly presentation in group or individuals so that they can gain knowledge and can learn the art of speaking and presenting themselves.

There will be weekly test related to theory so that they can understand the way of writing and presenting question answer in paper and also have theoretical knowledge about the subject. .

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most frequently. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

\* For details of 1, 2, 3 learning goals and objectives, see above of this course outline.

#### ***Quiz/ Case Studies/ Project Report Presentation***

This is an individual assessment component of evaluation consisting of conceptual, theoretical and numerical multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation might also be considered as the components of evaluation to assess students' performance in a group.

#### ***Continuous Assessment Test (CAT)***

This component of evaluation is to assess the performance of students after the completion of 18 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

#### ***End Term Examination (ETE)***



End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Trade Law	Myneni S.K, Second Edition, Allahabad Law Agency.
<b>SUPPLEMENTARY READINGS</b>	
International Business Law	Ray A. Augusti, Don Mayer & Michael Bixby ,Fifth Edition, Pearson Prentice Hall
International Business Law	Loss Monia, First Edition, Global Vision Publishing House.
International Business Law: A Comprehensive Approach	Schaffer, First Edition, Cengage India
International Business Law	John A. Willes &John H. Willes, McGraw Hill Higher Education
International Business Law and its Environment	Schaffer Richard, Earle Baverley & Agusti Fillberto, Thomas South Western Publisher
International Business Law	Carr Indira, Fifth Edition, Cavendish Publishing Limited

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: International Trade ,International Law and Globalisation</b>		
The purpose of this module is to define Students what is the meaning of International trade law, Role of international law, Functioning of GATT, WTO, ICC etc. Different types of International agreements		
1	Origin and Nature of International trade ,Laissez-Faire Policy	Text Book, Chapters 1
2	Protectionism, Objectives of Protectionism, Balance of payment in international Trade	Text Book, Chapters 1
3	Role of National and international Law, International sale of goods and related transaction, International transport of goods	Text Book, Chapters 1
4	International Commercial Arbitration and Conciliation ,Uncitral Model Law on Procurement of goods construction and services	Text Book, Chapters 1
5	Construction Contracts ,International Payments, Electronic commerce ,Insolvency	Text Book, Chapters 1



6	General Agreement on tariffs and Trade (GATT),Its Historical evolution ,Objective ,Bilateral and Multilateral agreement of the GATT	Text Book, Chapters 2
7	World Trade Organisation (WTO),Objective, Scope ,Function, Structure	Text Book, Chapters 2
8	Secretarial ,Budget and Contribution, Status of WTO, Membership and withdrawal	Text Book, Chapters 3
9.	WTO agreement on Textile and clothing, MFA, Agreement on trade –related Aspects of Intellectual Property Right (TRIPs),general provision and basic principles	Text Book, Chapters 3
10	Copyright and related rights, Trade Marks ,Geographical Indication, Industrial Design	Text Book, Chapters 3
11	General Agreement of Trade in Services (GATS) Its Provision and Scope	Text Book, Chapters 3
12	Agreement on Trade-related Investment Measures (TRIMs)	Text Book, Chapters 3
13	WTO and Anti-Dumping, Dispute settlement ,Doha development Agenda	Text Book, Chapters 3
14	Regional Trade Agreement (RTAs),role of CTD	Text Book, Chapter 3
15	Globalisation-Meaning and definitions of globalisation, Features of globalisation	Text Book, Chapter 4
16	Economics globalisation, Technical globalisation, Information technology and globalisation.	Text Book, Chapter 4
17	Political globalisation, Cultural globalisation, Impact of globalisation on Indian trade and Economy	Text Book, Chapter 4
18	Definitions of Transnational Corporation, Nature of TNCs. ,Economic ,Financial and Social Activities of TNCs	Text Book, Chapter 5
19	Corporate accountability ,Norms on the responsibilities of TNCs and other business enterprises with regards to Human Rights	Text Book, Chapter 5
<b>Module II: International Sale of Goods and Payments</b>		
Module Focus on Contract between different countries related to international trade. Formation of contracts and different aspects of sale like letter of credit, special trade terms in international sale contract.		
20	Meaning of international sale contracts ,uniform law on the formation of contracts for the international sale of goods ,1964	Text Book, Unit-ii Chapter-1
21	Types of Commercial contracts, Frustration of contracts, Government action frustration of contracts	Text Book, , Unit-ii Chapter-2

22	Special Trade terms in international sales contract(Inco terms 2000)	Text Book, , Unit-ii Chapter-3
23	Hague convention relating to a uniform law on The international Sale of goods ,!964	Text Book, , Unit-ii Chapter-5
24	International Chamber of Commerce (ICC),Function of ICC ,Role played by the ICC	Text Book, , Unit-ii Chapter-13
25	Commercial Letter of Credit, Essential Features of Letter of Credit, Types of letter of commercial letter	Text Book, , Unit-ii Chapter-13
<b>Module III: Methods for Settlement of International Commercial Disputes,</b> Module relating to Functioning of ICCA ,and ADA		
26	International council for Commercial Arbitration (ICCA)	Text Book, Unit-iii Chapter-1
27	ADR ,Meaning of Alternative Dispute resolution ,Types of ADR,	Text Book, , Unit-iii Chapter-1
<b>Module IV: Law Relating International Carriage of goods, and Custom Duties</b> Module focus on insurance policies, WCO, Custom duties, Exemption, refund of payments, Multimodal transportation Act.		
28	International Trade ,Bill of Lading ,United Nations convention of goods by sea	Text Book, , Unit-iv Chapter-8
29	Multimodal Transportation Act 1993,Cargo Insurance or Marine Insurance	Text Book, Unit-iv Chapter-9
30	Insurable value ,Disclosure and Representations ,Double Insurance	Text Book, Unit-iv Chapter-9
31	Warranties, Voyage ,Premium, Rights of insurance on payment ,Return Premium	Text Book, Unit-iv Chapter-18
32	World Customs Organisation (WCO),Custom Act 1962- Scope,Nature ,Custom Administration ,Organisational set up	Text Book, Unit-v Chapter-2
33	Prohibition and detection of illegally imported and exported goods	Text Book, Unit-v Chapter-2
34	Levy of Customs Duties, Types of custom duties	Text Book, Unit-v Chapter-3
35	Safeguard duty, Valuation of goods	Text Book, Unit-v Chapter-3
36	Exemptions ,Remission, Demands (Refund)Payment of duties ,Interest	Text Book, Unit-v Chapter-5
<b>END TERM EXAMINATION</b>		

\* The names of different group members will be announced by the APO or by the course instructor or by the CR of the class.

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Mondays – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## HEALTH CARE ADMINISTRATION & MEDICAL CARE

Course Code: SMAS661

Central objectives:

Imparting a brief overview of hospitals for the upcoming postgraduate.

Specific objectives:

1. To provide a history and development of medical services in India over the years
2. To understand the basics of Health need, analyze the relation of demand & supply.
3. To study the importance of society towards positive health & how it contributes to diseases.
4. To emphasize the concept of health & factors responsible for disease causation, its prevention & estimation of disease load in the community.
5. To understand the scientific method of conducting research.
6. To create an awareness about the health policy in India, its targets and achievements.
7. To understand the role of hospitals as a supportive & referral services to the national goal.
8. To study the distribution of diseases in the community & the role of hospital in its prevention.
9. To understand the role of statistics in the estimation of burden of disease & the methods applicable to calculate the same.
10. To understand the various indicators of health, importance of health statistics in future planning for health care services & understand health information system in India.
11. To understand the background and health care delivery system in India
12. To study the economics & its relation to health status of a nation.
13. To familiarize with concept of health insurance, its scope and applicability in our country.
14. To study the science of demography and its role in population policy of India
15. To give an idea about the background objectives, action plan, targets, operations, achievements and constraints of various National Health Program
16. To discuss the importance of effective health information system & health education towards positive health.
17. To conceptualize the role of health agencies and the international health regulation

1	Development of health Services in India	To provide a history and development of medical services in India over the years	Medicine in antiquity
			Modern medicine
			Definition & dimensions of health
			Evolution of modern medicine
			Review of different reports on Health Care
2	Medical Sociology	To understand the basics of Health need, analyze the relation of demand & supply.	Introduction
			Sociological perspectives of Health, illness and healing

		To study the importance of society towards positive health & how it contributes to diseases.	The institutional perspective
			Organizational perspective

3	Health & Disease	To emphasize the concept of health & factors responsible for disease causation, its prevention & estimation of disease load in the community.	Concept of health & disease
			Concept of well being
			Natural history of disease and role of hospitals in various levels of prevention
			Cause and effect relationship
			Dynamics of disease transmission
			Changing pattern of diseases
			Concept of health indicators
4	Research Methodology in health and hospital Administration	To understand the scientific method of conducting research.	Introduction
			Types of surveys
			Selecting a problem, making hypothesis
			Determining objectives, Sample size determination
			Data collection techniques and tools
			Interview techniques
			Observation technique

			Report Writing
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5	National Health Policy	To create an awareness about the health policy in India, its targets and achievements.	Health for all by 2000 AD and Primary Health Care
		To understand the role of hospitals as a supportive & referral services to the national goal.	Role of Health education and communication Overview of health policy, National population policy and five year plans
6	Epidemiology, its application and use in hospitals	To study the distribution of diseases in the community & the role of hospital in its prevention.	Methods of Epidemiological studies
			Monitoring and surveillance Screening and surveys
			Investigation of an epidemic and role of hospital in its control
7	Biostatistics	To understand the role of statistics in the estimation of burden of disease & the methods applicable to calculate the same.	Basic concepts – Introduction, Definitions
			Presentation of data
			Frequency of distribution
			Measurements of central tendency
			Sampling & Sampling error , Testing of hypothesis
			Test of significance

8.	Health statistics and Health Information System in India	To understand the various indicators of health, importance	Need, Common rates & ratio
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		of health statistics in future planning for health care services & understand health information system in India.	Incidence & prevalence rates
			Morbidity Statistics
			International Classification of Diseases
			Health reports, Notifiable diseases
			Health Information System in India
9.	Health care delivery system in India and various parts of world	To understand the background and health care delivery system in India	Health Care Delivery System in India– Primary, Secondary and Tertiary Care
			District Health Organization
			Regionalization
			Inter-sectoral coordination
			Indigenous system and medical care
			IEC and community participation
			Health systems in developed and developing countries

10.	Health Economics	To study the economics & its relation to health status of a nation.	Basics of health economics
			Analysis of demand and supply
		To familiarize with concept of health insurance, its scope and applicability in our country.	Health Insurance Schemes and social

			Security scheme like CGHS, ESI etc. in India
			Medical care system & Health Insurance
			System in different countries (USA, UK, USSR)
11.	Population Dynamics	To study the science of demography and its role in population policy of India	Demography and Family Planning
			Demographic cycle

12.	National Health Programs	To give an idea about the background objectives, action plan, targets, operations, achievements and constraints of various National Health Program	All National Health Program
13.	Communication & health education	To discuss the importance of effective health information system & health education towards positive health.	Types of communication
			Levels of health information
			Health care reporting & Role of NIC
			Principle & practice of health education



14.	International Health	To conceptualize the role of health agencies and the international health regulation	International Health agencies/NGOs International Health Regulations
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## HOSPITAL SUPPORT SERVICES AND MANAGEMENT OF HAZARDS (SMAS 662)

### MBA (Health Care management)

#### Unit I

##### Principles and methods of organizing

- Clinical and support services for Hospitals –
- Role of supportive services / departments in the hospital (OPD, Casualty department, ICU, Obstetrics department, Radiology department, Anesthesiology department, Dental department, Psychiatric department, Physiotherapy department, Housekeeping department, Engineering- maintenance department, Material management department, Medical records department, Personnel department, Public relations department, Medical library department, Dietary department, Pharmacy department & CSSD department.

#### Unit II

##### Nursing Care and Ward management

- Objectives of the Nursing service
- Nursing administration
- Types of Nursing services
- Duties and responsibilities
- Documentation and records.

#### Unit III

##### Diagnostic, Emergency & Linen and Laundry Services

- Laboratories for investigation: Laboratory rules of Conduct
- Housekeeping, Safety in the Laboratory & Common lab accidents
- First Aid
- Blood Bank Management
- Emergency Services: Ambulance service, Common Medical emergencies, Emergency case records
- Linen and Laundry services

#### Unit IV

### **Hospital Hazards**

- Types of hazards
- Hospital diseases and its impact on employees
- Preventive measures
- Sickness absenteeism
- Measures for health protection of worker

### **Unit V**

#### **Hospital related infection**

- Definition , causes and prevention of hospital related infection
- Role of CSSD

### **Unit VI**

#### **Bio-Medical Waste Management**

- Biomedical waste
- Classification of Biomedical Wastes
- Hazards and Risks
- Guidelines for handling and disposing biomedical waste.

**COURSE NAME: HOSPITAL MANAGEMENT AND LAW**

**COURSE CODE: SMAS 671**

**Time:** Theory-40 hours

**Course description:** The purpose of this course is to acquire knowledge regarding legal and ethical aspects related to hospital management and regulations of statutory bodies prevalent in the healthcare sector.

#### **Course contents:**

##### **Unit I**

Law and ethics: Meaning, concepts and principles

**Laws pertaining to health:** Central Births and Deaths Registration Act -1969, Medical Termination of Pregnancy Act- 1971, Infant Milk Substances, Feeding Bottles Infant Food ACT,1992.

##### **Unit II**

#### **Laws pertaining to Hospitals:**

Transplantation of Human Organs Act-1994 , Pre-Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act -1994.

Medico legal case, Medical Negligence, Dying declaration and Euthanasia

### **Unit III**

#### **Laws pertaining to manufacture and sale of drugs**

Drugs and Cosmetics Act-1940, Pharmacy Act-1948, Poison Act -1919,  
Drugs and Magic Remedies (Objectionable Advertisement) Act- 1954  
Narcotics and Psychotropic

### **Unit IV**

#### **Labour laws applicable to hospitals**

Employees Provident Fund Act- 1952, Employees' State Insurance Act-1948, Payment of  
Gratuity Act, 1972

Minimum Wages Act-1948, Payment of Wages Act- 1916, Maternity

Benefit Act-1961. Workmen Compensation Act-1923, Consumer Protection Act- 1986

### **Unit V**

Legal implications related to establishment and maintenance of Blood bank,

Legal implications related to Ultra-sonography, Legal implications related to radio-diagnostic  
installations, and Atomic Energy regulations.

#### **REFERENCE BOOKS:**

1. Kapoor N.D. Industrial Laws
2. Bare Acts.
3. Indian Medical Council Act
4. Indian Penal code, Indian Evidence Act
5. Varma, D.P.S Monopolies, Trade Regulations and Consumer Protection Act.

## **SMAS 672 - PATIENT CARE SERVICES**

**Objective:** This course intends to familiarize and develop understanding of the various activities and process involved in various services offered to patients in a hospital.

Course Content:

### **Unit I**

1. Distinction between a hospital and a manufacturing organization.
2. Criteria of hospital efficiency.
2. Quality healthcare in India, determinants of quality of medical care and maintaining hospital efficiency.

### **Unit II**

1. Administration department, Role of medical superintendent, nursing superintendent, hospital administrator, resident medical officers, night duty executives, sanitary superintendent

2. Health information system, importance of information in patient care, patient informative booklets, management of patient's attendants.

### **Unit-III**

1. Hospital records management: purpose, uses and importance, significance of medical records, medical forms and registers, global standard.

2. Computerization and quality control in medical records, qualitative analysis of medical records

3. Legal responsibilities: introduction, personal, impersonal, general policies of the hospitals for confidentiality maintained for patients records, risk management and legal aspects.

4. Electronic medical records: purposes, use and importance, advantages and disadvantages, legal implications.

### **Unit IV**

1. Medical audit: Objective, methodology, stages and types of medical audit, medical audit committee

2. Medico legal cases: custody, disposal, consent, release of information, medical negligence, legal standing, case study, law of evidence, responsibility of hospital.

### **Unit-V**

1. Patient care: introduction, importance of improving the quality care of patients and human resources in patient care management.

2. Evaluation of patient care services and steps of evaluation.

3. Factors influencing patient care in hospital

## **HOSPITAL OPERATIONS MANAGEMENT**

**Course Code: SMAS 673**

**Objective:** This course intends to familiarize the students of various activities and operational aspects in a hospital.

### **COURSE CONTENTS:**

#### **Module I**

(8

hours)

1. Overview and definition of operations management, classification of operations, responsibilities of operations manager, service design.

2. Developing operations strategy, facility location and layout, importance of location, factors, general steps in location and selection decision process, types of layouts, product, process, service facility layout.

**Module II** (8 hours)

1. Overview of hospital operations management: role and decisions, application of computer and advanced operations technology, productive systems in a hospital, concept of front office and back office.

2. Operations strategy as a competitive tool, elements, technology selection and process development.

**Module III** (8 hours)

1. Maintenance Management: Objectives, types of maintenance systems, equipment maintenance, quality and reliability, concept of failure, equipment history and documents.

2. Maintenance planning, maintenance information system, replacement policy, biomedical technology, application in hospital environment, calibration tests, maintenance features, hazards.

3. Hospital maintenance items, spare parts stocking techniques and polices.

**Module IV** (8 hours)

1. Inventory: definition, need, scope, objective and importance of for inventory control. Impact of inventory control on profitability of the organization.

**Module V** (4 hours)

1. Different items in hospital inventory and their categories.

**Recommended books:**

1. Srinivasan A.V. (ed), Managing a Modern Hospital, Response Books, New Delhi.

2. Gopalakrishna, P., Materials Management, Prentice Hall, New Delhi.

3. Gopalakrishna, P., Purchasing and Materials Management, Tata McGraw Hill, New Delhi.

4. Raghuram, G. and Rang raj, N., Logistics and Supply Chain Management, Concepts and Cases.

5. Sahay, B.S., Supply Chain Management for Global Competitiveness,
6. Chopra, Sunil and Peter Meindl, Supply Chain Management: Strategy, Planning and Operation, Addison Wesley Longman, New Delhi.

**Course Title: Print Industry I**

**Course Code: MMM661**

**First year : MBA (MM)**

**Semester: III**

**Instructor :**

**Course Description**

This course will give an overall picture of the print media – from content creation, its packaging and distribution.

**Course Objectives:**

The objective of the course is to:

1. To learn about Print Media and Society
2. To have knowledge about Rise of the Press in India
3. To have knowledge about post independence print media
4. To understand how print media organization work

**Course Pre-requisite** – Basic understanding of the Fundamentals Print Media

**Course Outcomes:**

On the successful completion of the course, the student would be able know basics of journalism and news reporting, News structure, interview skills and news values will be made clear and they should also know the process of editing .

**Prescribed Text**

1. Sherman, George Practical Printing: Explaining the Ways and Means of Production in the Modern Printing Plant .
2. Xlibris Corporation (July 1, 2005)The New Medium of Print: Material Communication in the Internet Age (Printing Industry Center) RIT Cary Graphic Arts Press

**Additional References:**

**Journals:**

- **Indian Media Studies Journal**
- **Economic and Political Weekly**
- **Journal of Mass Communication and Journalism**
- **Harvard Business Review**

- **Human Resource Development**
- **HR-Journal of Management**

**Magazines/ Websites/ Newspapers :**

- **Frontline**
- **The Week**
- **India today**
- **Outlook**
- **Tehelka**
- **Business World**
- **The Hoot**

**Pedagogy:**

**The course will use the following pedagogical tools –**

- Lectures and discussions on concepts and issues
- Games
- Field assignment
- Case discussion covering a cross section of decision situations
- Interactive exercises
- Assignments/quizzes/reviewing research papers

**Detailed Outline of the Course:**

**SESSION WISE INSTRUCTION PLAN**

<b>Session No</b>	<b>Module</b>	<b>Topics</b>	<b>Core Reading</b>	<b>Additional Reference</b>
1 – 2	<b>Print media and society</b>	<b>Gutenberg and the invention of the moveable type printing press</b>		
3 – 4		<b>,the printing press and the development of linear thinking</b>		
5 – 7		<b>growth in literacy and strengthening of vernaculars</b>		

8 – 9		<b>print and the creation of the public sphere, media and democracy and nationalism, watchdog role of the press</b>		
10 – 12		Press in pre-nationalist times		
13 – 15		growth of nationalist movement and the emergence of the press		
16 – 20		nationalist press and Anglo-Indian press, major publications of 19 <sup>th</sup> and early 20 <sup>th</sup> centuries		
21 – 23	<b>Post independence print media</b>	Progress of the Indian press after independence,		
24 – 26		post-1979 explosion in the media, improved production techniques and attractive presentation of newspapers and magazines		
27-29		localisation of the national press, the size of the newspaper business in India, why is it growing in India but contracting in the		
30		West, growth of media and increase in demand for transparency in governance, uniqueness of media- a dual product industry, content for the readers and readers for advertisers, the buying power of the reader, role of advertising in making newspapers affordable		
31-33	<b>Content and organization</b>	The concept of news, (What is news, News values); Role of newspapers in building national identity ; Writing the news story, inverted pyramid and the 5 Ws and 1 H, Role of a reporter, photo journalists		
34-36		Copy Editing Role of a copy editor, the columnist, writing editorials, Departments of a Newspaper; Newsroom set-up and hierarchy, the news bureau and special correspondents and the division of labour, kinds of reporters, the mofussil stringer/correspondent		
37-39		Role of news agencies - Indian and foreign ;		



		Newspaper production, layout and design Advertisement revenue, circulation of newspapers, registrar of newspapers in India, newspapers and Press and Registration of Books Act, Sales & Promotion of a newspaper. Audit Bureau of Circulation		
<b>40</b>		Concluding sessions		

**MBA (MM) Semester: III**  
**Public Relations and Corporate Communication – I**  
**MMM 662**

**Course Description**

The course introduces the student to basic concepts and aspects Public Relation which has emerged as an effective means of communication in today's market scenario.


**Detailed Outline of the Course:**

**SESSION WISE INSTRUCTION PLAN**

<b>Module</b>	<b>Topics</b>	<b>Core Reading</b>	<b>Additional Reference</b>
<b>Introduction to Public Relations</b>	:Introduction to PR, Evolution and History of PR, Internal and external public, PR with various other management disciplines		
	Traditional PR and Modern PR, Theories of PR, Relationship of PR with the communications mix		


<b>Strategy and Planning, Research and Target Audiences</b>	Key players and issues within the industry, PR Laws and Ethics, Marketing Public Relations, Globalization and PR		
	Industry Bodies PRII, PRCA, IPR		
	Relation between Client and Agency, Role of research in Public Relation, Different methods/techniques of PR Research		
	How to use research to plan programmatic initiatives, Importance of PR Strategy, Relationship between research, objectives and strategy		
	Art of persuasion, feedback, campaign planning and, strategies, Impact of consumer behavior on PR strategy		
<b>Corporate Communication – I</b>	: Principles and concepts of corporate communication, evolution of corporate communication,		
	Different modes of communication, emerging market scenario, the relevance corporate communication and financial communication and financial media.		

	Stakeholder analysis and mapping, Corporate Identity, Corporate Image and Reputation Management		
<b>Functions of Public Relations – I:</b>	Crisis, Issues and risk management, Event management and sponsorship, Managing relationship with suppliers and distributors		
	Building relationships with various buyers, Media and competitor analysis, PR in Government, PR in public sector		
	Tools of PR, Press Releases, Photographs, Case studies, Advertorial and Editorial, Interviews/Features, Brochures, Poster and Calendar		
	Internal Newsletters and Publications, Letters to the Editor, Corporate Advertising, News and Publicity		
	Concluding sessions		

 <b>Galgotias University</b>	<b>COURSE SYLLABUS</b> <b>Print Industry II</b> <b>MMM 671</b> <b>Credit : 4</b>	
		<b>Oct-Jan</b>

Module	Topics
<b>Module 1: Concept - Print Media</b>	Concept of Media and Communication: Print Communication and it's history and emergence Understanding Media Theories (related with Print Media) : Psychological Theories, Sociological, Agenda Setting, Spiral of Silence, Gate keeping, Hegemony Effect- understanding the Perceptions and Impact of print advertisements, features and news etc
<b>Module 2 : Print Media</b>	Different Section of Print Media, Concept of multiple editions of newspapers, Print media in age of supplements, Pricing and price wars, meeting the local

<b>Industry</b>	demand for news
<b>Module 3 : Print Media in the age of Technology</b>	Print Media and changing technology, Competition with electronic media, Websites and portals of newspapers, Blogs developed by journalists, Extending established print brands into other media, Regionalisation of newspapers and regional news paper market

 <b>Galgotias University</b>	<b>Public Relations &amp; Corp Comm.-</b> <b>II</b>	
	<b>COURSE SYLLABUS</b> Subject Code : MBMM 672	

<b>Module 4 : Issues and challenges related with print media</b>	Politics of News: Hegemony and Ideology Democratisation of News: Diversity and Plurality Media and Margin (Issues of representation) : Downtrodden, gender, Caste, Minorities and other marginalized community Market driven journalism & Ethics, sensationalism and trivialisation, Public Relation Management, Changing Ownership patterns in print media.
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MODULE	TOPICS	READINGS
I Analysis	Understanding social environment – PR and community interface  Stakeholders and stakeholder analysis	Understanding the Public Relations Industry in India, 2012: MSL Group. Publicis Groupe  PR in India_ The Impact of Economic Downturn and the 2014 Outlook: MSL Group. Publicis Groupe  Stakeholder analysis:  <a href="http://www.mindtools.com/pages/article/newPPM_07.htm">http://www.mindtools.com/pages/article/newPPM_07.htm</a>  <a href="http://www1.worldbank.org/publicsector/anticorrupt/PoliticalEconomy/stakeholderanalysis.htm">http://www1.worldbank.org/publicsector/anticorrupt/PoliticalEconomy/stakeholderanalysis.htm</a>

<p>II Design and strategy</p>	<p>Creating identity, corporate brand; corporate social responsibility; Reputation management Public relations and journalism Public relations and integrated marketing communication PR and advertising PR and social media Practical: Understanding how some firms are using a variety of PR tools</p>	
<p>III Execution</p>	<p>PR campaigns: creating an interactive online social platform Analyzing effective PR campaigns  Practical: Analyzing some PR campaigns</p>	<p><a href="http://indianprforum.wordpress.com/2012/05/30/6-inspiring-social-media-campaigns/">http://indianprforum.wordpress.com/2012/05/30/6-inspiring-social-media-campaigns/</a> <a href="http://imagemanagement.in/?p=4370">http://imagemanagement.in/?p=4370</a> <a href="http://www.indiaprwire.com/pressrelease/advertising/2009121439476.htm">http://www.indiaprwire.com/pressrelease/advertising/2009121439476.htm</a></p>
<p>IV The PR manager</p>	<p>Managing issues and crisis; Profile of some PR firms  Practical: Selecting some PR firms and reviewing their activities and clients</p>	<p><a href="http://www.indiaprwire.com/pr-agency/">http://www.indiaprwire.com/pr-agency/</a></p>

**Course Name: Advanced Statistics and Econometrics**

**Course Code: ANA 663**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

This course provides the framework for understanding the different tools and techniques used for data analysis. It includes some of the important statistical methods which are currently being used and it also incorporates the regression analysis. Some of the problems which SOB/MBA/2016-17/1.1.3/

occur frequently in the data analysis have been included to provide a comprehensive approach towards understanding the subject. The goal of this course is to help the students in decision making by providing them the theoretical framework.

The *learning goals and objectives* of this course for students to pursue management education are:

4. To acquaint the students with the knowledge to formulating research questions and selecting a research approach, applying statistical techniques to understand the complex business problems and making decision.[NBA-GA-1, Business Knowledge]
5. To familiarize the students with a concrete understanding of Business problems/ Issues/ Opportunities and combine the students' power to logically model and analyze diverse decision making scenarios [NBA-GA-2, Problem Analysis,]
6. To acquaint students to apply qualitative and quantitative research tools, concepts and theories to analyse data, infer the results and presenting research report in a real life situations to solve business problems. [NBA-GA-3, Design/Development of Innovative Solutions].
7. To acquaint the students with the research skills required for conducting research projects, such as articulating research questions, justifying a research approach and methodology, designing and planning a research project, and conducting data collection [NBA-GA-4, Conduct investigations of Complex Problems]
8. To equip the students with the command to work on technology tools like SPSS/MS Excel to analyze data. [NBA-GA-5, Modern Tool Usage]
9. To guide the students to infer the results and presenting research report in a real life situations to solve problems in various business domains.[ NBA- GA- PSO2 To integrate theory and application from various functional areas through interdisciplinary approach]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), Data analysis using Excel/SPSS, real life examples, case study discussion, and projects/ assignments. In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

## Course Strategy and Requirements:

This course focuses on the analysis of data, and the use of regression as a problem-solving tool. This encompasses the understanding and application of appropriate research designs, research statistics, and the use of statistical packages for data analyses, and report writing and presentation.

For you to get the most out of this subject, and for it to be a rewarding and fun learning experience for all, I expect you to:

- v. Attend the class sessions and come prepared – that is, having read the assigned readings.
- vi. Have a positive attitude and be willing to engage in non-traditional learning formats.
- vii. Participate openly and thoughtfully in classroom discussions.
- viii. Challenge the ideas presented in your readings as well as those of the instructor and other students – demonstrate your ability to think critically and to offer constructive alternatives.

Fulfil the requirements of this subject to the best of your ability. The more time and effort you put into this subject, the more you'll get out of it.

## Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. The following components of evaluation have been designed to assess the learning goals and objectives. CAT-I, CAT-II and Semester End Examination will assess the learning goals 1-6 as follows

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Assignments ( 20 marks)			√	√	√	
CAT I, CAT II (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1-6 learning goals and objectives, see above of this course outline

### Evaluation Scheme

E C No .	Evaluati on Compon ent	Learning Objective	NBA- GA Addressed	Questio ns Mapped	Marks (50)	Date Time	Natur e of Comp onent

1.	CAT-1	<p>1. To apply the knowledge of humanities, sciences, mathematics, operations management and business analytics for the solutions of complex business problems.</p> <p>2. To design solutions for complex business problems and develop management systems and processes that meet the specified needs of business with appropriate consideration for social, cultural, economic and environmental issues.</p> <p>3. To use research based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions. Problems]</p>	<p>1- Business Knowledge</p> <p>3. Design/Development of Innovative Solutions]</p> <p>4. Conduct Investigations of Complex Problems</p>	<p>Ques- 1, 2, 9</p> <p>Ques- 3,4,8</p> <p>Ques- 5,6,7</p>	<p>14</p> <p>14</p> <p>22</p>		Closed Book
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2.	CAT-2	<p>4. To create, select, and apply appropriate modern management &amp; IT tools, techniques and resources including prediction &amp; modeling to complex business activities with an understanding of the limitations.</p> <p>5. To familiarize the students with a concrete understanding of Business problems/ Issues/ Opportunities and combine the students' power to logically model and analyze diverse decision making scenarios</p> <p>6. To integrate theory and application from various functional areas through interdisciplinary approach</p>	<p>5. Modern Tool Usage</p> <p>2. Problem Analysis</p> <p>PS02- Integrate theory and application</p>	<p>Ques- 1, 2, 9</p> <p>Ques- 3,4,8</p> <p>Ques- 5,6,7</p>	<p>14</p> <p>14</p> <p>22</p>		
3.	Assignment(s)	To design solutions for complex business problems and develop management systems and processes that meet the specified needs of business with appropriate consideration for social, cultural, economic and environmental issues.	3. Design/Development of Innovative Solutions]	Assignment 1	10		Open Book

4.	Assignment(s)	To use research based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions. Problems]	4. Conduct investigations of complex problems	Assignment 2	10		Open Book
5.	Assignment(s)	To create, select, and apply appropriate modern management & IT tools, techniques and resources including prediction & modelling to complex business activities with an understanding of the limitations.	5. Modern Tool Usage	Assignment 3	10		Open Book

### ***Assignments***

This is an individual assessment component of evaluation consisting of conceptual, theoretical, numerical and applied skills. Through assignments students are expected to apply business research concepts and to develop business models in a decision-making setting to achieve the objectives of the firm. Through these components students will also develop their creative and innovative thinking by taking critical decisions into consideration.

### ***Continuous Assessment Test (CAT I, CAT II)***

This component of evaluation is to assess the performance of students after the completion of 15/30 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***End Term Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly contextual, numerical, analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Multivariate Analysis	Hair, Black, Babin, Anderson, Pearson

Basic Econometrics	Damodar Gujarati, Porter. Gunasekar, McGraw Hill
<b>SUPPLEMENTARY READINGS</b>	
Introductory Econometrics	Jeffery Wooldridge, Cengage
Introduction to Econometrics	Christopher Dougherty, OUP
Methods of Multivariate Analysis	Alvin Rencher. Wiley

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to MANOVA</b>		
1	MANOVA- How is it different from ANOVA	Hair et al. Ch 6
2	Requirements and uses of MANOVA	Hair et al. Ch 6
3	Assumptions and Issues in MANOVA design	Hair et al. Ch 6
4.	Eigenvalues and Eigenvectors	Handout
5.	Model estimation & Overall fit of MANOVA Case Study: HBAT_200 dataset	Hair et al. Ch 6 Hair et al.
<b>Module II: Discriminant Analysis and Cluster Analysis</b>		
6.	Concepts, Design for Discriminant analysis	Hair et al. Ch. 5
7.	Assumptions and Uses of Discriminant Analysis	Hair et al.Ch. 5
8.	Model estimation & overall fit, Interpretation of the result	Hair et al. Ch 5
9.	Cluster Analysis- Meaning and Purpose	Hair et al Ch. 8
10.	Hierarchical clustering	Hair et al Ch. 8
11.	K-means clustering Case Study: HBAT dataset	Hair et al Ch. 8 Hair et al.
<b>Module III: Regression Analysis and Assumptions</b>		
12	Meaning of regression models	Gujarati Ch.1,2
13	Classical Assumptions of Linear Regression Model	Gujarati Ch. 3,4
14	OLS, R-Square Case Study: Emergence of no frill airlines to increase the tourists- An empirical study of eastern India	Gujarati Ch. 5 Prosenjit Ghosh, SIT Journal of Management, vol, 4, no.2, December 2014, pp 55-68
15	Gauss-Markov Theorem	Gujarati Ch. 6
16	Multiple Regression Model, Adjusted R-Square	Gujarati Ch. 7
17	Endogeneity, Omitted Variable	Gujarati, Ch.13
18	Measurement error	Gujarati, Ch.13
19	Dummy Variable	Gujarati, Ch. 9
20	Missing data, Outliers	Gujarati, Ch. 13
21	Method of moments, Maximum likelihood estimator	Gujarati, Ch. 4

Lecture	Topics to be discussed	Readings
<b>Module IV: Violations of Assumptions</b>		
22	Heteroskedasticity-Meaning and Consequences	Gujarati, Ch. 11
23	Heteroskedasticity- Tests and solutions	Gujarati, Ch. 11
24	Autocorrelation- Meaning and Consequences	Gujarati, Ch. 12
25	Autocorrelation- Tests and solutions	Gujarati, Ch. 12
26	Multicollinearity- Meaning and Consequences	Gujarati, Ch. 10
27	Multicollinearity- Tests and solutions Case Study: Housing Prices- Multiple Regression, Multicollinearity and Model Building <a href="http://www.jmp.com/content/dam/jmp/documents/en/academic/case-study-library/case-study-library-12/business-case-studies/12-housingprices.pdf">www.jmp.com/content/dam/jmp/documents/en/academic/case-study-library/case-study-library-12/business-case-studies/12-housingprices.pdf</a>	Gujarati, Ch. 10 Marlene Smith, University of Colorado, Denver Business School
28	Instrumental variables	Gujarati, Ch. 20
29	Two stage least square, ILS	Gujarati, Ch. 20
<b>Module V: Limited Dependent Variables and Time Series</b>		
This module equipped the students how to test hypotheses, analyze the Data, appropriate use of tools like Correlation, Multiple Regression and Factor Analysis along with relevant inference.		
30	Limited Dependent Variables	Gujarati, Ch. 15
31	Logit, Probit, Tobit Models	Gujarati, Ch. 15
32	Estimation of the models and Interpretation of the results	Gujarati, Ch.15
33	Time Series Analysis- Meaning and applications	Gujarati, Ch. 21
34	Concept of stationarity, types of stationarity	Gujarati, Ch. 21
35	Problem of non-stationarity	Gujarati, Ch. 21
36	Auto covariance function, Partial auto covariance function	Gujarati, Ch. 21
37	AR, MA	Gujarati, Ch. 22
38	ARMA, ARIMA	Gujarati, Ch. 22
39	ARCH, GARCH	Gujarati, Ch. 22
40	Case Study: Truck forecasting with time series analysis, a case study of Blue Water Bridge <a href="http://www.wistrans.org/cfire/documents/Paper11-5_TruckTimeSeriesForecasting.pdf">http://www.wistrans.org/cfire/documents/Paper11-5_TruckTimeSeriesForecasting.pdf</a>	Jing Mao & Alan Horowitz, University of Wisconsin, Milwaukee
END TERM EXAMINATION		

### ***Students' Interaction Time***

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between Monday – Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

## Master in Business Administration (MBA) Program

**Course Name: Data Mining for Business Analytics**

**Course Code: ANA 662**

**Course Credit: 3**

### **Course Background and Learning Objectives:**

Data mining consists of a wide range of data analysis techniques that can be applied to large datasets to discover patterns, trends and other forms of knowledge embedded in the data. In the commercial world, data mining is often conducted on enterprise data stored in relational databases to help managers make informed decisions so as keep businesses competitive and attuned to changing market conditions. With the recent advances in data generation and collection, new data types such as text, Web, spatial, and temporal data have emerged creating new opportunities for mining knowledge from data for business intelligence.

This course provides an introduction to the fundamental issues and basic techniques of data mining. In particular, the use of data mining to support business analytics and decision making will be covered through labs, projects and case studies. Students are expected to learn data mining and its use in business analytics through acquiring the basic data mining concepts and techniques, using them to explore data, and deriving useful knowledge patterns from the data through hands-on that involve some industry strength data mining software packages like RapidMiner/XLMiner and Tableau.

The *learning goals and objectives* of this course for students to pursue management education are:

1. To acquaint the students to analyze the business needs for knowledge discovery in order to create competitive advantages and how to apply data mining

technologies appropriately in order to realize their real business value in solving business problems. [NBA-GA-2, Problem Analysis]

2. To introduce the students to identify key issues in a business setting, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions..[NBA-GA- 1- Business Knowledge]
3. To develop the skill to demonstrate the grasp of basic data mining concepts and how they can be applied in a business context using data mining tools.[ NBA-GA-5, Modern Tool Usage]
4. To expose the students to the importance of report generation in an adhoc manner.[ NBA-GA- 10- Business Communication]
5. To guide the students to integrate theory and application from various functional areas through interdisciplinary approach.[ NBA-GA-3, Design/Development of Innovative Solutions]
6. To practice the management skills in data minig project in a team.[ NBA-GA- 9- Individual and Team Work].

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), Data mining using Excel / SAS/RapidMiner/Tableau, real life examples, case study (Text and Video) based group discussion, and projects / assignments on specific company(s). In addition to the text and reference books, additional readings and cases will be distributed in the class from time to time. Students are also expected to read and identify the problems in understanding the concepts and their application in the real world situation before the start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships.

### **Course Strategy and Requirements:**

Each week there will be three hours of lectures during which theory, practical demonstrations and case-studies will be presented. However, there may be variations from week to week as per requirement of hands-on.

To get the most out of this course, and for it to be a rewarding and fun learning experience for all, the students are expected to:

1. Attend the class sessions and come prepared – that is, having read the assigned readings.

2. Have a positive attitude and be willing to engage in non-traditional learning formats.
3. Participate openly and thoughtfully in classroom discussions.
4. Challenge the ideas presented in your readings as well as those of the instructor and other students – demonstrate your ability to think critically and to offer constructive alternatives.

Fulfil the requirements of this subject to the best of your ability. The more time and effort you put into this subject, the more you'll get out of it.

### **Assessment of Learning Goals and Objectives:**

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Each student would be assigned a set of dummy data. Student will be provided a schedule along with the assigned marks for each of the deliverables for continuous monitoring and assessment. Marking criteria will focus on quality strength and soundness of analysis undertaken. Marks will be deducted for not adhering to Schedule or unnecessary reproduction of material from internet or other sources; CAT and semester end examination will assess the learning goals 1-6 as follows:

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>					
	1	2	3	4	5	6
Classroom Quizzes(Two quizzes with 05 marks each)	√	√	√	√	√	√
CAT I,/Cat II (30 Marks)	√	√	√	√	√	√
Case studies/Lab Sessions( Hands on DM Tools) (10 Marks)			√	√	√	√
Semester End Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1-6 learning goals and objectives, see above of this course outline.

### ***Project Reports***

This is an individual assessment component of evaluation consisting of conceptual, theoretical, numerical and applied skills. Through project report students are expected to apply data mining concepts and to develop business models in a decision-making setting to

achieve the objectives. Through these components students will also develop their creative and innovative thinking by taking critical decisions into consideration.

### ***Continuous Assessment Test (CAT I, CAT II)***

This component of evaluation is to assess the performance of students after the completion of 15/35 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***Semester End Examination (ETE)***

End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. The questions are mostly contextual, numerical, analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner"	by Galit Shmueli, Nitin R. Patel, Peter C. Bruce Publisher: Wiley;
<b>SUPPLEMENTARY READINGS</b>	
Data Science for Business,	Foster Provost and Tom Fawcett, O'Reilly, 2013
Machine Learning with R	Brent Lantz
Ratner, Bruce.(2003), Statistical modeling and analysis for database marketing : effective techniques for mining big data,	CRC Press LLC, 2000 N.W. Corporate Blvd., Boca Raton, Florida 33431.
Introduction to Data Mining, Pearson Education India.	Pang-Ning Tan, Tan (2007),
<b>ONLINE RESOURCES</b>	
<a href="http://www.solver.com/xlminer-data-mining">www.solver.com/xlminer-data-mining</a>	



<a href="https://rapidminer.com/">https://rapidminer.com/</a> <a href="https://sourceforge.net/projects/weka">https://sourceforge.net/projects/weka</a>	
<b>REFERENCE CASE STUDIES</b>	
Analytics-driven solutions for customer targeting and sales force allocation <a href="http://www.research.ibm.com/journal/sj/464/lawrence.pdf">http://www.research.ibm.com/journal/sj/464/lawrence.pdf</a>	
Data mining for improved cardiac care <a href="http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf">http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf</a>	
Market basket recommendations for the HP SMB store <a href="http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf">http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf</a>	
Crime Data Mining: A General Framework and Some Examples <a href="http://ai.eller.arizona.edu/COPLINK/publications/CrimeDataMining_Computer.pdf">http://ai.eller.arizona.edu/COPLINK/publications/CrimeDataMining_Computer.pdf</a>	

**Course Outline (To be given lecture-wise):**

<p><b><i>Module I: Introduction</i></b></p> <p>What is DM? Why DM now? DM process, relation to other BI techniques, different data mining tasks, How do I produce a focused segmentation? What is a model? basic terminology, predictive modeling, classification, regression, tree induction, class probability estimation</p>
<p><b><i>Module II: Data Mining Fundamentals: Predictive Modeling</i></b></p> <p>How do I know my model is any good? evaluation, in-sample versus out-of-sample, over fitting, cross validation, ROC analysis, expected value framework, domain knowledge validation, geometric interpretation, linear model versus tree induction, logistic regression, Bayesian &amp; memory-based reasoning, nearest neighbours, variable normalization, text classification, “Naïve” Bayes, spam filtering Bootstrapping, Bagging, Boosting</p>
<p><b><i>Module III: Data Mining Fundamentals: Descriptive/ Unsupervised Data Mining</i></b></p> <p>Descriptive data mining, unsupervised methods, associations, clustering Toward Analytical Engineering Possible Applications: Fraud Detection, Targeted Marketing, Customer Retention variable selection, feature engineering, social networks, Application: On-line Advertising ethics of data mining, privacy, what can/do firms know?, what should they do?</p>

***Module IV: Data Mining in Action: cases, applications, and practical insight***

Knowledge-engineering bottleneck, rule-based systems, knowledge in action, data mining for credit management data mining process in action, expected value in action, clustering revisited, DM and competitive advantage