



**Syllabus of**  
**MBA**

---

**Name of School:** \_\_\_\_\_ **School of Business** \_\_\_\_\_

**Department:** \_\_\_\_\_ **Management** \_\_\_\_\_

**Year:** \_\_\_\_\_ **2017-2018** \_\_\_\_\_

Employability

Entrepreneurship

Skill Development

SEMESTER I							SEMESTER II						
Course Code	Course Title	L	T	P	J	C	Course Code	Course Title	L	T	P	J	C
MBDS 5001	Marketing Management	3	0	0	0	3	MBDS 5010	Digital Marketing	3	0	0	0	3
MBDS 5002	Statistical Decision Analysis	3	0	0	0	3	MBDS 5011	International Business Environment	3	0	0	0	3
MBDS 5003	Basics of Spreadsheets	2	0	0	0	2	MBDS 5012	Management Information System	3	0	0	0	3
MBDS 5004	Managerial Economics	3	0	0	0	3	MBDS 5013	Corporate Finance	3	0	0	0	3
MBDS 5005	Managing People	3	0	0	0	3	MBDS 5014	Management Science	3	0	0	0	3
MBDS 5006	Financial Accounting & Reporting	3	0	0	0	3	MBDS 5015	Human Resource Management	3	0	0	0	3
MBDS 5007	Legal Aspects of Business	3	0	0	0	3	MBDS 5016	Business Research Methodology	3	0	0	0	3
MBDS 5008	Business Ethics	1	0	0	0	1	MBDS 5017	Introduction to Business Analytics	2	0	0	0	2

MBDS 5009	Management Reporting	0	0	0	0	1	MBDS 5018	Management Accounting & Decision Making	3	0	0	0	3
SLMB 5001	Corporate Communication	3	0	0	0	3	MBDS 5019	Business Process Dashboard	0	0	0	0	1
	<b>Total Credits</b>					<b>25</b>		<b>Total Credits</b>					<b>27</b>
<b>SEMESTER III</b>							<b>SEMESTER IV (**)</b>						
Course Code	Course Title	L	T	P	J	C	Course Code	Course Title	L	T	P	J	C
MBDS6001	Management Summer Internship Report	0	0	0	0	6	MBDS 9999	Research Project	0	0	0	0	6
MBDS 6002	Logistic and Supply Chain Management	3	0	0	0	3	MBDS 6006	Services Marketing	3	0	0	0	3
MBDS 6003	Strategic Management	3	0	0	0	3		Elective -1 (Major)	3	0	0	0	3
MBDS 6004	Entrepreneurship	2	0	0	0	2		Elective- 2 (Major)	3	0	0	0	3
SLMB 6001	Personality Development	2	0	0	0	2		Elective -3 (Minor)	3	0	0	0	3
MBDS 6005	Business Plan	0	0	0	0	1		Elective – 4 (Minor)	3	0	0	0	3
	Elective -1 (Major)	3	0	0	0	3							
	Elective- 2 (Major)	3	0	0	0	3							
	Elective -3 (Major)	3	0	0	0	3							
	Elective – 4 (Minor)	3	0	0	0	3							

	<b>Total Credits</b>				<b>29</b>					<b>Total Credits</b>				<b>21</b>
--	----------------------	--	--	--	-----------	--	--	--	--	----------------------	--	--	--	-----------

	<b>Total Credits</b>	<b>Total Core Course Credits</b>		
<b>Semester I</b>	<b>25</b>	<b>Total Elective Credits</b>		
<b>Semester II</b>	<b>27</b>	<b>Summer Internship &amp; Research Project Credits</b>		
<b>Semester III</b>	<b>29</b>	<b>PBL Credits</b>		
<b>Semester IV</b>	<b>21</b>	<b>Total Credits</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.

Note: MBDS 5009, MBDS 5019 and MBDS 6005 are Project Based Learning (PBL) courses.

### MBA PROGRAM - ELECTIVE COURSES

SEMESTER III							SEMESTER IV						
Course Code	Course Title	L	T	P	J	C	Course Code	Course Title	L	T	P	J	C
<b>HR ELECTIVES</b>													
MBHR 6001	Competency Mapping & Performance Management	3	0	0	0	3	MBHR 6005	Leadership & Team Building	3	0	0	0	3
MBHR 6002	Compensation & Reward Management	3	0	0	0	3	MBHR 6006	Organizational Change & Development	3	0	0	0	3

MBHR 6003	Training & Development	3	0	0	0	3	MBHR 6007	Negotiation & Counselling Skills	3	0	0	0	3
MBHR 6004	Industrial Relations & Labour Laws	3	0	0	0	3	MBHR 6008	Cross Cultural Management	3	0	0	0	3
							MBHR 6009	Talent Management	3	0	0	0	3
<b>MARKETING ELECTIVES</b>													
MBMK 6001	Sales & Distribution Management	3	0	0	0	3	MBMK 6005	Product and Brand Management	3	0	0	0	3
MBMK 6002	Marketing Research	3	0	0	0	3	MBMK 6006	International Marketing	3	0	0	0	3
MBMK 6003	Retail Management	3	0	0	0	3	MBMK 6007	B2B Marketing	3	0	0	0	3
MBMK 6004	Integrated Marketing Communication	3	0	0	0	3	MBMK 6008	Consumer Behaviour	3	0	0	0	3
							MBMK 6009	Rural Marketing	3	0	0	0	3
<b>FINANCE ELECTIVES</b>													
MBFI 6001	Financial Institutions, Markets & Services	3	0	0	0	3	MBFI 6006	Advance Corporate Finance	3	0	0	0	3
MBFI 6002	Securities Analysis & Portfolio Management	3	0	0	0	3	MBFI 6007	Mergers, Acquisitions & Corporate Restructuring	3	0	0	0	3

MBFI 6003	Financial Derivatives	3	0	0	0	3	MBFI 6008	Financial Management for International Business	3	0	0	0	3
MBFI 6004	Stock & Commodity Markets Operations	3	0	0	0	3	MBFI 6009	Project Financing	3	0	0	0	3
MBFI 6005	Wealth Management	3	0	0	0	3	MBFI 6010	Corporate Taxation	3	0	0	0	3
<b>SYSTEM ELECTIVES</b>													
MBIT 6001	Relational Database Management System	3	0	0	0	3	MBIT 6005	Web Analytics	3	0	0	0	3
MBIT6002	Enterprise Resource Planning - SAP package	3	0	0	0	3	MBIT 6006	Application of Cloud in Management	3	0	0	0	3
MBIT 6004	E-Governance	3	0	0	0	3	MBIT 6007	Software Project Management	3	0	0	0	3
MBBA 6001	Business Intelligence & Cognos	3	0	0	0	3	MBBA 6004	Big Data Analytics	3	0	0	0	3
<b>INTERNATIONAL BUSINESS ELECTIVES</b>													
MBIB 6001	Global Business Strategy	3	0	0	0	3	MBIB 6004	International Business Law	3	0	0	0	3
MBIB 6002	International Economics	3	0	0	0	3	MBIB 6005	Global Outsourcing	3	0	0	0	3

MBIB 6003	Trade Documentation & Procedures	3	0	0	0	3	MBFI 6008	Financial Management for International Business	3	0	0	0	3
							MBHR 6008	Cross Cultural Management	3	0	0	0	3

**OPERATIONS ELECTIVES**

MBOP 6001	Management of Service Operations	3	0	0	0	3	MBOP 6004	Management of Physical Assets	3	0	0	0	3
MBOP 6002	Project Management	3	0	0	0	3	MBOP 6005	Procurement Management	3	0	0	0	3
MBOP 6003	Material Management & Inventory Control	3	0	0	0	3	MBOP 6006	TQM & Six Sigma	3	0	0	0	3

**HOSPITAL & HEALTHCARE MANAGEMENT ELECTIVES**

MBHH 6001	Health Care Administration and Medical Care	3	0	0	0	3	MBHH 6004	Patient Care Services	3	0	0	0	3
MBHH 6002	Hospital Support Services & Management of Hazards	3	0	0	0	3	MBHH 6005	Hospital Operations Management	3	0	0	0	3
MBHH 6003	Hospital Management & Law	3	0	0	0	3							

**MEDIA MANAGEMENT ELECTIVES**

MBMM 6001	Print Industry I	3	0	0	0	3	MBMM 6004	Print Industry II	3	0	0	0	3
--------------	------------------	---	---	---	---	---	--------------	-------------------	---	---	---	---	---

MBMM 6002	Public Relations & Corporate Communication I	3	0	0	0	3	MBMM 6005	Public Relations & Corporate Communication II	3	0	0	0	3
MBMM 6003	Broadcast Industry	3	0	0	0	3							
<b>BUSINESS ANALYTICS ELECTIVES</b>													
MBBA 6001	Business Intelligence & Cognos	3	0	0	0	3	MBBA 6004	Big Data Analytics	3	0	0	0	3
MBBA 6002	Data Mining for Business Analytics	3	0	0	0	3	MBBA 6005	Modelling &Analysis with Spreadsheets	3	0	0	0	3
MBBA 6003	Advance Statistics and Econometrics	3	0	0	0	3							



# **Master of Business Administration Detailed Syllabus 2017-19**

## **Master in Business Administration**

**Course Name: Marketing Management**

**Course Code: MBDS 5001**

**Course Credit: 3**

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

Marketing is Universal: the statement holds true or not? Marketing has evolved a lot since the early human settlement days passing through the ages of discovery and later imperialism, the wars and restructured world order with super nationals like WTO looking after the trade across the world.

Marketing of tea initially called exotic drink of the east to coco around the world was an outcome of the great exchange after the discovery of the Americas, the trade changed drastically in the 19th century.

The Indian markets were always over showed by the government's commitment towards the socialist thought and more or less marketing was never a field to pay attention to, with the evident of the LPG era in early 1990s marketing started taking shape in Indian context.

The course background endeavours to incorporate the evaluation of marketing as a discipline of study on the world stage across the ages and later has a driving force which is indispensable in current marketing scenario with evident of newer formats like digital marketing and globalisation has called for the understanding of the subject in a practical way.

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

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

1. To introduce the students to the concepts, strategies and contemporary issues involved

in the marketing of products and services. (NBA-GA, **Business Knowledge**)

2. Understanding customers' needs and expectations, customer value, delight and measuring customer satisfaction (NBA-GA, **Conduct Investigations of Complex Problems**)
3. Understand the importance of corporate planning, marketing environment, the nature and content of marketing plan. (NBA-GA, **Problem Analysis**)
4. Use information and research to identify marketing opportunities and/or solve marketing problems. (NBA-GA, **Design/Development of Innovative Solutions**)
5. Understand and apply the concept of segmentation targeting and positioning (NBA-GA, **Business Communication**)
6. Be able to develop new product, understand prices setting, distribution and marketing communications, NBA-GA, **Individual and Team Work**)

EC No.	Evaluation Component	Learning Objective	NBA-Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To introduce the students to the concepts, strategies and contemporary issues involved in the marketing of products and services. 2. Understanding customers' needs and expectations, customer value, delight and measuring customer satisfaction 3. Understand the importance of corporate planning, marketing environment, the nature and content of marketing plan	Business Knowledge  Conduct Investigations of Complex Problems  Problem Analysis		TBD	TBD	TBD	Closed Book
3.	CAT 2  Assignment -	3. Understand the importance of corporate planning, marketing environment, the nature and content of marketing plan 4. Use information and research to identify marketing opportunities and/or solve marketing problems	Problem Analysis  Design/Development of Innovative Solutions		TBD	TBD	TBD	Closed Book
4.	Case Study	5. Understand and apply the concept of segmentation targeting and positioning 6. Be able to develop new product, understand prices setting, distribution and marketing communications,	Design/Development of Innovative Solutions  Individual and Team Work		TBD	TBD	TBD	Open Book
5	Presentations	6. Be able to develop new product, understand prices setting, distribution and marketing communications,	Individual and Team Work		TBD	TBD	TBD	Handouts

## **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. 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.

## **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 to 6 as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Quiz / Case Presentation/ classroom discussions/ role play, discussion (20 Marks)	√	√	√	√		
Continuous Assessment tests (30 Marks)	√	√	√	√	√	√
End-Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1 to 6 learning goals and objectives, kindly 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-1 & CAT-2)***

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 Exam (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
Marketing Management-A South Asian Perspective	Kotler, Keller, Koshy & Jha, 13 <sup>th</sup> Edition, Pearson Education, 2013. (KKKJ)
SUPPLEMENTARY READINGS	
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)

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

Session	Topics to be discussed	Readings
<p><i>Module 1: The basics of Marketing, the core concepts, newer avenues and approaches on marketing</i></p> <p>After studying this module students will be able to understand fundamental concepts, scope and importance of marketing.</p>		
1	Marketing Concepts Basics Marketing Philosophy, Core Marketing Concepts Need, want and demand	Text Book, Chapter1, pp; 3-13, Text book Case: Maruti Suzuki, MKTG, Chapter 1 pp; 16,
2	Relevance of marketing in modern business Marketing Process Sales Vs marketing Good Vs services Customer value Marketing Myopia	Text Book, Chapter1, pp; 3-13, Assignment: Conduct a small survey among customers of a bank and find out the difference between the customers expectation of service VS what is being delivered.
3	<b>Caselet: Maruti Suzuki,</b>	<b>MKTG, p16</b> Class Discussion: Does marketing create or satisfy needs?
4	Scope of Marketing What is marketed? The new marketing realities New age marketing challenges Career in Marketing	Text Book, Chapter1, pp;3-13 Class Discussion: What are the tasks necessary for successful marketing management?
<p><b>Module 2: Marketing Planning</b></p> <p>After studying this module students will be able to understand the nuances of marketing planning. They will also understand and apply Marketing planning process.</p>		
5	Introduction to Marketing Planning The nature of strategic planning Conducting a situation analysis	Text Book, Chapter 2, pp; 35-47

Session	Topics to be discussed	Readings
6	<b>Caselet: Tata Nano,</b>	Text book Case Chapter 2 pp; 52,
7	Elements of Marketing Plans Mission , Objectives, vision, SBU,	Text Book, Chapter2, pp; 35-47  Class Discussion: Does marketing create or satisfy the needs?
8	Building Sustainable competitive advantages, Ansoff's Strategic Opportunity Matrix BCG Matrix	Text Book, Chapter2, pp; 35-47  Class Discussion: How does marketing affect customer value?
9	Strategy Level The Marketing Planning Process	Text Book, Chapter 2, pp; 35, Class Discussion: Who are responsible for various level of planning?
10	Ethics and social responsibility <b>Case Discussion : ITC and Social Responsibility</b>	<b>MKTG</b>
<p><b>Module 3: Marketing Environment and Marketing Research</b></p> <p>After studying this module the students will be able to understand the environmental factors of marketing and know how it affects a firm. This module highlights concepts of marketing research and decision support system. These modules will help students to take corrective measures.</p>		
11	Indian business environment Types of environment, Micro, Macro PEST Analysis	Text Book, Chapter4, pp; 71-80,  Text book Case: Coca Cola Chapter 5 pp; 112,
12	Introduction to Marketing Research Marketing Research Vs Market Research Qualitative research Vs Quantitative research Application of marketing research	Text Book, Chapter 9, pp; 219-234,  Text book case: Santoor, Chapter 9 pp; 238,
13	<b>Caselet: Starbucks: Selling Coffee in the land of tea</b>	<b>MKTG, p84, Chapter 4</b>

Session	Topics to be discussed	Readings
14	Advantages and Disadvantage of marketing Primary and Secondary research Marketing research Process Online Marketing research Class Discussion: What is involved in a marketing intelligence system? What are the key methods for tracking and identifying opportunities in the macro environment? How can marketers assess return on investment of marketing expenditure?	Text Book, Chapter 9, pp; 219-234,  Class Discussion: What are the components of modern marketing information system?
<b>Module 4: Consumer Behaviour</b> After studying this module the students will be able to understand the need and importance of consumer and business buying behaviour. They will be able to analyse the components of buyers' decision making process.		
15	The importance of understanding consumer behaviour 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?
16	Types of buying decision behaviour: complex, dissonance reducing, habitual and variety seeking behaviour	Text Book, Chapter 6, pp; 133-158 Class Discussion: How do socio-cultural factors influence consumer decision making?
17	<b>Case Study: Santoor</b>	Chapter 9, MKTG, p 238
18	Buying Decisions Roles  Types of Buying Decisions	Text Book, Chapter6, pp; 133-158 Class Discussion: How do consumers make

Session	Topics to be discussed	Readings
		purchasing decisions?
	<b>Role Play topics to be given in the class</b>	<b>Hand outs</b>
19	The Consumer Buying Process Consumer Adoption Process	Text Book, Chapter 6, pp; 133-158 Class Discussion: What is the life time value of customers and how can marketers maximize it?
20	What is business marketing? Categories of business customers Business vs consumer markets Types of business products	Text Book, Chapter 6, pp; 133-158 Class Discussion: How do marketers analyse consumer decision making?
21	Buying situations, the buying centre Stages in buying process Class Discussion: How institutional buyers and government agencies do their buying?	Text Book, Chapter7, pp; 169-181 Class Discussion: What buying situations do organizational buyers face?
22	<b>Case Study:</b> <b>HP India</b>	Chapter 7, MKTG, p187
<i>Module V: Segmentation, Targeting and Positioning</i>		
After studying this module students will be able to describe markets and market segments. They will be able to know criteria for successful market segmentation, targeting and positioning.		
23	Importance of Market Segmentation, criteria for successful segmentations Bases for effective segmentations Bases for Segmenting Business Markets	Text Book, Chapter 8 pp; 193-209 Text book case: Zee Telefilms Ltd., Chapter 8 pp; 212,
24	<b>Case Study:</b> <b>Zee Telefilms Ltd</b>	Chapter 8, MKTG, p 212
25	What is positioning? Steps in positioning, Positioning map, Positioning Strategies, Point of difference vs point of parity Repositioning, Differentiations	Text Book, Chapter 8 pp; 193-209



Session	Topics to be discussed	Readings
<b>Module 6: Understanding the Marketing Mix</b> After studying this module student will be able to apply the elements of marketing mix and evaluate and take advantage of the opportunities that the markets make available for varying marketing mix.		
26	What is product? Classification of products, PLC, Services Marketing -Basic Concepts	Text Book, Chapter 10 pp; 263-274 Class Discussion Is mass marketing dead?
27	<b>Case Study#3: Taj Hotel, Resorts and Palaces</b>	<b>Case: MKTG, LHSM, Page 320, Chapter 12,</b>
28	What is a brand? Importance of branding, Product vs Brand Packaging and labelling, Brand Equity	Handouts Class Discussion: How has marketing management changed?
29	Basics of pricing concepts, setting pricing objectives, pricing strategies	Text Book, Chapter 19; pp 514-529 Class Discussion: Why do customers associate price with quality?
	<b>Role Play topics to be given in the class</b>	<b>Hand outs</b>
30	<b>Case Study#1: Garnier Fructis Fortifying Shampoo + Oil</b>	<b>Case: MKTG, LHSM, Chapter 10, pp; 277</b>
31	Basics of distribution channel management, channel functions, channel level, channel formats, channel design and management.	Text Book, Chapter 13 pp; 338-352 Assignment: Find out the core competency of Tata motors, HUL, Infosys and Ranbaxy
32	Integrated Marketing Communications basics, communication system, process of developing effective communication, communication mix	Text Book, Chapter 19 pp; 429-442 Class Discussion: Why do we need integrated marketing communication?
<b>Module 7: Emerging Trends in Marketing</b>		

Session	Topics to be discussed	Readings
<p>The field of marketing is dynamic and continuously evolving. This module will help students to understand the emerging trends of marketing and apply them for the betterment of their respective organizations.</p>		
33	Conceptual trends, methodological trends Ambush/ gorilla marketing, viral marketing, buzz marketing, Social marketing/ cause marketing, green marketing/ sustainability marketing,	Handouts Assignment: List most popular FMCG products. Find out the reason for their popularity and indentify their value promises to Indian consumers.
34	Surrogate advertising, Neuro-marketing	Handouts Why companies do are adopting surrogate advertising?
35	Introduction to Digital Marketing	Handouts Class Discussion: Why does social media marketing is becoming so popular?
36	Social Media Marketing	Handouts Assignment Find out the brand image of the following brand among Indian youths: Sony Television, Samsung tablets, Apple iPhone, Enfield Bullet Bike.
37	Competitive Strategies: Market challenger, market follower, And Niche strategies	Handouts
38	<i>Students Presentations</i>	Topics to be given in the class

Session	Topics to be discussed	Readings
39	<i>Students Presentations</i>	Topics to be given in the class
40	<i>Students Presentations</i>	Topics to be given in the class

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

Master in Business Administration (MBA) Program

**Course Name: Statistical Decision Analysis**

**Course Code: MBDS 5002**

**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 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 develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

### **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 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:

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quizzes (20 Marks)	√	√	√
CAT 1 & 2 (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.

### **Continuous Assessment Test 1 & 2 (CAT-1 & 2)**

The CAT 1 & 2 exams 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>	
Business Statistics: For Contemporary Decision Making	Black, Ken: Wiley. 2010.
Statistics for Management	R. Levin & D S Rubin; Pearson
Business Statistics	N D Vohra; McGraw Hill
Statistics for Business and Economics	Anderson, David R., Sweeney, Dennis J. and Williams, Thomas A. Cengage Learning India. 2011.

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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, and Limitation of Statistics, Collection of Primary & Secondary Data. Classification and Tabulation of Data: Meaning and	Naval Bajpai, Chapters 1, 2.

Session	Topics to be discussed	Readings
	Characteristics, Frequency Distribution, cumulative frequency, Simple tabulation.	
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.	Naval Bajpai, Chapter 3.
5	Calculation of Geometric Mean, Average growth rates, Properties of G.M., Advantages and disadvantages of G.M.	Naval Bajpai, Chapter 3.
6	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.	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.
9	Standard deviation, variance, coefficient of variation, Measures of shape of the distribution, Concept of Skewness and Kurtosis, Measures of Skewness and Kurtosis, Chebyshev's Theorem & Empirical rule.	Naval Bajpai, Chapter 4.
10	<b>Case Study 1: Hero Honda Motors Ltd.: Aiming to Capture the Growing Market in India.</b>	Naval Bajpai, Chapter-4, Page 159—160.
<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	Numerical problems, Addition & Multiplicative laws of Probability.	Naval Bajpai, Chapter 5.
13	Conditional Probability, Conditions for Independent Events, Equally Likely events, Mutually exclusive events	Naval Bajpai, Chapter 5.

Session	Topics to be discussed	Readings
	and Exhaustive events.	
14	Discrete probability distributions, Bernoulli events, Binomial Distribution, Properties of Binomial distribution.	Naval Bajpai, Chapter 6
15	Mean and variance of binomial distributions. Calculating probability using binomial distribution.	Naval Bajpai, Chapter 6
16	Poisson Distribution, Properties of Poisson distribution, mean and variance of Poisson Distribution, Calculating probability using Poisson distribution.	Naval Bajpai, Chapter 6.
17	Continuous Probability distributions, Calculating probability in continuous distributions, Mean and density of continuous probability distributions.	Naval Bajpai, Chapter 6.
18	Normal Distribution, Probability density function of normal distribution, Properties of normal distributions. Standard Normal Distribution.	Naval Bajpai, Chapter 7.
19	Calculating probability of normal distributions using standard normal distribution.	Naval Bajpai, Chapter 7.
20	<b>Case Study 2: Titan Industries Ltd.: Providing Real-Value to Customers.</b>	Naval Bajpai, Chapter 7, Page 254—255.
<p><b>Module III: Sampling, Sampling Distribution and Statistical Inference &amp; Forecasting</b></p> <p>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</p>		
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.



Session	Topics to be discussed	Readings
29	Small sample tests: t-tests, Paired sample tests. Hypothesis test for difference in two population variances – F distribution	. Naval Bajpai, Chapter 11
30	<b>Case: Shell attempts to return to premiere status</b>	Ken Black; Chapter-7, Wiley, Page:247-248
<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: Statistical Decision Analysis**

**Course Code: MBDS 5002**

**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 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 develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

### **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 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:

1. 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.
2. 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.
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.

### **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

Quizzes (20 Marks)	√	√	√
CAT 1 & 2 (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.

### **Continuous Assessment Test 1 & 2 (CAT-1 & 2)**

The CAT 1 & 2 exams 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>	
Business Statistics: For Contemporary Decision Making	Black, Ken: Wiley. 2010.
Statistics for Management	R. Levin & D S Rubin; Pearson
Business Statistics	N D Vohra; McGraw Hill
Statistics for Business and Economics	Anderson, David R., Sweeney, Dennis J. and Williams, Thomas A. Cengage Learning India. 2011.

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<p><b>Module I: Graphical Presentation of data, Central Tendency, Dispersion</b></p> <p>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.</p>		

Session	Topics to be discussed	Readings
1	Growth of Statistics, Definition, Scope, 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.	Naval Bajpai, Chapter 3.
5	Calculation of Geometric Mean, Average growth rates, Properties of G.M., Advantages and disadvantages of G.M.	Naval Bajpai, Chapter 3.
6	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.	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.
9	Standard deviation, variance, coefficient of variation, Measures of shape of the distribution, Concept of Skewness and Kurtosis, Measures of Skewness and Kurtosis, Chebyshev's Theorem & Empirical rule.	Naval Bajpai, Chapter 4.
10	<b>Case Study 1: Hero Honda Motors Ltd.: Aiming to Capture the Growing Market in India.</b>	Naval Bajpai, Chapter-4, Page 159—160.
<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	Numerical problems, Addition & Multiplicative laws of	Naval Bajpai, Chapter 5.

Session	Topics to be discussed	Readings
	Probability.	
13	Conditional Probability, Conditions for Independent Events, Equally Likely events, Mutually exclusive events and Exhaustive events.	Naval Bajpai, Chapter 5.
14	Discrete probability distributions, Bernoulli events, Binomial Distribution, Properties of Binomial distribution.	Naval Bajpai, Chapter 6
15	Mean and variance of binomial distributions. Calculating probability using binomial distribution.	Naval Bajpai, Chapter 6
16	Poisson Distribution, Properties of Poisson distribution, mean and variance of Poisson Distribution, Calculating probability using Poisson distribution.	Naval Bajpai, Chapter 6.
17	Continuous Probability distributions, Calculating probability in continuous distributions, Mean and density of continuous probability distributions.	Naval Bajpai, Chapter 6.
18	Normal Distribution, Probability density function of normal distribution, Properties of normal distributions. Standard Normal Distribution.	Naval Bajpai, Chapter 7.
19	Calculating probability of normal distributions using standard normal distribution.	Naval Bajpai, Chapter 7.
20	<b>Case Study 2: Titan Industries Ltd.: Providing Real-Value to Customers.</b>	Naval Bajpai, Chapter 7, Page 254—255.
<p><b>Module III: Sampling, Sampling Distribution and Statistical Inference &amp; Forecasting</b></p> <p>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</p>		
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.

Session	Topics to be discussed	Readings
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	<b>Case: Shell attempts to return to premiere status</b>	Ken Black; Chapter-7, Wiley, Page:247-248
<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 of Business Administration

**Course Name: Basics of Spreadsheet**

**Course Code: MBDS 5003**

**Credits: 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 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.

Assessment Components and Marks	Learning Goals and Objectives*		
	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

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Microsoft Excel 2010 Bible	Walkenbach, John., Wiley India , 2013, ISBN: 978-81-265-2664-2
SUPPLEMENTARY READINGS	
Excel 2010 Data Analysis and Business Modeling	Winston L. Wayne, PHI, 2011
The ABCs of Microsoft office	Guy Hart-Davis, BPB
Microsoft Excel 2010 : Step by Step	Frye, PHI
Microsoft Excel 2010 in Depth	Jelen, Bill., Que
Online Resources	
<a href="http://www.microsoft.com/mac/how-to/training/excel">http://www.microsoft.com/mac/how-to/training/excel</a>	
<a href="http://sunburst.usd.edu/~bwjames/tut/excel/">http://sunburst.usd.edu/~bwjames/tut/excel/</a>	

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

Lecture	Topics to be discussed	Readings
<b><i>Module I: Getting Started with Excel</i></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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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
<p><b>Module II: Working with Formulas and Functions</b></p> <p>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.</p>		
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
20-21	Formulas that lookup values	Textbook Chapter 14, Class activities
22	VLOOKUP	Textbook Chapter 14, Class activities

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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><i>Module III: Creating Charts and Graphics</i></b> This module deals with charts and graphics-including sparkline graphics. One shall discover 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: MBDS 5004**

**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 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.[ NBA GA-1 Business Knowledge)
2. To sensitize students to the society of which they are an integral part and to guide them in using their creativity and make themselves socially responsible while appreciating the importance of the society as a stakeholder in their decision-making [NBA GA-6 Manager and Society]
3. To explain the interrelationships between the physical, social and economic environments and the need to conserve and use our resources without compromising the needs of the future generations [NBA GA 7-Environment and Sustainability]
4. To acquaint students with the latest models in theory building thus enabling them to apply them to complex managerial problems with confidence [NBA GA 4 Conduct

investigations of complex problems]

5. To encourage the students to think out of the box and break the mould in order to enable them to analyse problems effectively and innovatively [NBA GA 4 Problem Analysis]
  
6. To make the students feel completely at ease in using latest analytical tools compatible with the modern day dynamic business environment essential for a global manager [NBA GA-5 Modern Tool Usage]

### **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 1-6 as mentioned above

#### **Evaluation Scheme**

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date Time	Nature of Component

1.	CAT	<p>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</p> <p>2. To sensitize students to the society of which they are an integral part and to guide them in using their creativity and make themselves socially responsible while appreciating the importance of the society as a stakeholder in their decision-making</p> <p>3. To explain the interrelationships between the physical, social and economic environments and the need to conserve and use our resources without compromising the needs of the future generations</p> <p>4.To acquaint students with the latest models in theory building thus enabling them to apply them to complex managerial problems with confidence</p> <p>5. To encourage the students to think out of the box and break the mould in order to enable them to analyse problems effectively and innovatively</p> <p>6. To make the students feel completely at ease in using latest analytical tools compatible with the modern day dynamic business environment essential for a global manager</p>	<p>1- Business Knowledge</p> <p>6-Manager and Society</p> <p>7- Environment and Sustainability</p> <p>8- Conduct investigations of complex problems</p> <p>2-Problem Analysis</p> <p>5-Modern Tool Usage</p>	<p>Ques- 1, 2, 3</p> <p>Ques-4</p> <p>Ques-5,6</p>	<p>22</p> <p>8</p> <p>20</p>	<p>16-18 October, 2017</p>	<p>Closed Book</p>
2.	Quiz-1	1.	2- Problem Analysis	Complete Quiz	10	September 19	Closed Book
3.	Quiz-2	2.	5-Modern Tool Usage	Complete Quiz	10	October 12	Closed Book
4.	Quiz-3	1. 3.	1- Business Knowledge	50 % Questions for each learning Objective	10	November 6th	Closed Book
5.	Assignment(s)	2. 3.	PSO1- To operate/work and succeed as a leader in dynamic, multicultural local and global business environment	Assignment 1	10	Any time in Sem	Open Book
			2- Problem Solving	Assignment 2	10	Any time in Sem	Open Book

### ***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 and Business Strategy	Michael R. Baye, McGraw-Hill.
<b>SUPPLEMENTARY READINGS</b>	
Managerial Economics: Principles and Worldwide Applications	Dominick Salvatore, 7 <sup>th</sup> Edition, Adapted Version, Oxford University Press
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.
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):

Lecture	Topics to be discussed	Readings
<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; Petersen, Lewis, & Jain, Chapters 1 & 2
2	The Circular Flow of Economic Activity	Text Book, Chapters 1 & 2; Petersen, Lewis, & Jain, Chapters 1 & 2
3	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
4	Calculus and Managerial Economics	Text Book, Chapter 2; Petersen, Lewis, & Jain, Chapter 2
5	The market forces of Supply and Demand [concept of Demand and Supply]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
6	The market forces of Supply and Demand [determinants of Demand and Supply]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
7	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
8	Elasticity and its applications [price elasticity of Demand & its types]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
9	Elasticity and its applications [income & cross price elasticity of Demand]	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
10	Elasticity and its applications [determinants of price elasticity of	Text Book, Chapter 3; Petersen,

Lecture	Topics to be discussed	Readings
	Demand and Supply]	Lewis, & Jain, Chapter 3
11	Relationship among price elasticity, total revenue, average revenue and marginal revenue	Text Book, Chapter 3; Petersen, Lewis, & Jain, Chapter 3
12	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
13	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
	<b>NPTEL lecture link on 'Introduction to Managerial Economics'</b>	<a href="http://nptel.ac.in/courses/110101005/1">http://nptel.ac.in/courses/110101005/1</a>
<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.		
14	Theory of production in short-run (among total, average and marginal productivity of labour)	Text Book, Chapter 6; Petersen, Lewis, & Jain, Chapter 6
15	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)	Text Book, Chapter 6; Petersen, Lewis, & Jain, Chapter 6
17	Economic region of production, expansion path, and returns to scale]	Text Book, Chapter 6; Petersen, Lewis, & Jain, Chapter 6
18	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
19	Types of costs in long-run [total, average, marginal, and inter-relationships]	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
20	Comparison and inter-relationships, relation between production and cost	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
21	Identify different costs from the balance sheet of any company and its implication on profit	Any company's balance sheet
22	Profit maximization and sustainability by following ethical practice	<b>Case Study from Bottom of the Pyramid book by Prof C K Prahlad: CEMEX</b>
	<b>NPTEL lecture link on 'Theory of Demand'</b>	<a href="http://nptel.ac.in/courses/110101005/8">http://nptel.ac.in/courses/110101005/8</a>

Lecture	Topics to be discussed	Readings
	<b>Case Study : Analysis of the Production Processes in a Steel Factory in Jordan</b>	<a href="http://www.ep.liu.se/ecp/057/vol7/030/ecp57vol7_030.pdf">http://www.ep.liu.se/ecp/057/vol7/030/ecp57vol7_030.pdf</a>
<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.		
23	Perfectly competitive market [characteristics, supply and demand curve]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9; Mankiw, Chapter 7
24	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
25	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
26	Monopoly [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
27	Monopolistic competitive market [characteristics, supply and demand curve, profit maximizing price determination]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 10
28	Monopolistic competitive market [product differentiation (advertising and brand names), solve problems]	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 10

\* 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***

Monday: 1:40-2:40 p.m.

Friday: 1:40-2:40 p.m.

Master in Business Administration (MBA) Program

**Course Name: Managing People**

**Course Code: MBA 5005**

**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. To acquaint students with basic concepts and models of organizational behaviour and their applications to develop employees effectiveness in organization. **[NBA GA – Problem Analysis]**
2. 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. **[NBA: Business Knowledge, The Manager & Society]**
3. To help the students understand that the study of OB is still evolving as per dynamics of the organization and that change is inevitable. They will gain insight about the foundations of leadership and how to manage/negotiate power dynamics having ethical approach. **[NBA GA- Life-long learning]**
4. 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. **[NBA GA: Individual & Team Work, Business Communication]**

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. Provide an understanding of human behaviour in organizations. 2. To make students familiar that how people influence organizational events and how events within an organization influence people's motivation and emotional stability	1. Business Knowledge 2. The Manager & Society	Question No: 2  Question No: 6	8  12	October 3 to October 7, 2016	Closed Book
2.	CAT-2	3. 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. 4. Gain insight about the foundations of leadership and being cognizant of and how to manage/negotiate power dynamics and have ethical approach	1. Life Long Learning 2. Problem Analysis	Question No: 3  Question No: 6	8  12	Nov 11 to Nov 17, 2016	Closed Book
3.	QUIZ	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 ethically.	1. Individual & Team Work	QUIZ	10	September 17, 2016	Closed book
4.	Assignment	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 ethically.	Business Communication	Case Study	10	October third week	Open Book

## **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.

- (v) 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.
- (vi) 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”.
- (vii) More emphasis will be given to managerial applicability of concepts taught in the class. Various Exercises will be used to enhance effective learning.
- (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' 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 1 & CAT 2)***

This component of evaluation is to assess the performance of students after the completion of 15 and 30 lectures consecutively. 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 Behavior, 7e	Steven McShane; Mary Von Glinow (2015), 7 <sup>th</sup> Edition, Tata Mc Graw Hill.
<b>SUPPLEMENTARY READINGS</b>	
Organizational Behaviour	Robbins P. Stephen, Judge A. Timothy and Vohra, Niharika (2011), 14th edition, Pearson Education.
Organizational Behaviour	Nelson L. Debra, Quick, J. C. and Khandelwal, P. (2011). Cengage Learning.
Organizational Behaviour	Luthans, Fred (2008). Tata Mc.Graw Hill

### Course Outline (Lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Organizational Behavior</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; Robbins et.al., Chapter 1
2	Subsequent Phases of Hawthorne studies; Predecessors of OB; Future Perspectives of OB; Emerging Challenges in OB.	
3	<b>Exercise – Discuss the challenges for managers in designing a new organization.</b>	
<b>Module II: Personality</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; Robbins et.al., Chapter 5
5	Personality Traits – Big Five Model, Attributes of Personality - Self-Esteem, Self-Monitoring,	
6	Type A & Type B, Locus of Control, Machiavellianism, Application of Personality theory in Organizations <b>Case Study: Is there a price for being too nice. Pg 166-167, Robbins et.al.</b>	
<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, Robbins et al, Chapter 6
8	Factors influencing Perception, Perceptual errors like stereotyping, fundamental attribution error, etc.	
9	Attribution theory- distinctiveness, consistency & consensus, attribution biases <b>Case Study: Waiting in the Wings. Handout.</b>	
<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.		



Lecture	Topics to be discussed	Readings
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; Robbins et al, Chapter 3
14	Job Attitudes – Job satisfaction, organizational commitment and involvement and its outcomes. <b>Case Study: Bounty Hunters. Robbins et al, pg. 94</b>	
<p><b>Module V: Managing Motivation, Emotions and Stress</b></p> <p>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.</p>		
15	Emotional Intelligence and Importance of handling emotions effectively	Text Book, Chapter 17; Robbins et al, Chapter 4 & 17
16	Organizational stress: meaning, types and its causes, Stress management strategies <b>Experiential Exercise: Measuring Stress. OB – K. Aswathappa, pg 339.</b>	
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 8; Robbins et al, Chapter 7 & 8
19	Equity theory, Implication at workplace	
20	<b>Case Study: Repairing Job that fail to satisfy. Robbins et.al., pg. 638-641.</b>	
<p><b>Module VI: Interpersonal Relationship and Group &amp; Team dynamics</b></p> <p>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.</p>		
21	Groups - Meaning and types (formal and informal groups); Stages of Group Formation	Text Book, Chapter 10, Robbins et al, Chapter 9 & 10
22	Groups vs. teams and Group properties (Roles and Norms)	
23	Types of team – Problem solving, cross-functional, virtual and self-managed	
24	Group decision making process – group think and group shift, Nominal group Technique, Brainstorming, Delphi technique	
25	Importance of Interpersonal Relationships at Workplace <b>Case Study: A Boss is a Boss – or is She. OB, Parika &amp; Gupta, Pg. 254.</b>	Hand out
<p><b>Module VI: Contemporary issues in Leadership</b></p> <p>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.</p>		
26	Leadership: Meaning and Definition; Leadership Theories - University of Michigan’s Studies	Text Book, Chapter 12,
27	Leadership Theories: Path-goal theory Hersey Blanchard Theory	

Lecture	Topics to be discussed	Readings
28	<b>Case Study: GE's Controversial Leader. OB – K Aswathappa, pg. 494.</b>	Robbins et al, Chapter 12
29	Leadership Theories: Blanchard Theory	
30	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.		
31	Conflict - Meaning and Sources; Types of Conflict	Text Book, Chapter 14; Robbins et al, Chapter 13 & 14
32	Process of Conflict and Conflict Management Styles	
33	Strategies for Resolving Conflict	
34	Power – Definition and sources; Contrasting Power and Leadership	
35	Five bases of power: Coercive, legitimate, reward, expert and referent	
36	<b>Case Study: Did Toyota's Culture causes its problems? Robbins et.al. Pg 577.</b>	
37	Culture – definition, Creating and sustaining culture	Text Book, Chapter 18; Robbins et al, Chapter 16
38	Functions and effects of Organizational culture , Leader's Role in Shaping and Reinforcing Culture	
39	Presentations from Students	
40	Presentations from Students	
<b>SEMESTER END 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 of Business Administration (MBA) Program**

**Course Name: Financial Accounting & Reporting**

**Course Code: MBDS 5006**

**Course Credit: 3**

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

As the language of business, accounting provides terminology, frameworks, and concepts to record, analyze and understand the financial consequences of business activities. Realizing the

significance of financial accounting, this course is designed to facilitate better understanding of the fundamentals of financial accounting. It would comprise of conceptual framework of accounting, accounting principles and preparation of main accounting books i.e. journal and ledger as well as final accounts. Besides this, it would also cover depreciation accounting. It also focuses on understanding both the uses and the limitation of financial accounting.

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

1. To develop understanding of fundamental accounting concepts, basic accounting vocabulary, objective and role of accounting information and to explain the use of accounting equation in basic transaction analysis.[NBA-GA-1 Business Knowledge]
2. To develop understanding of recording of transaction so as to present data in an accurate and meaningful manner [NBA-GA-2 Problem Analysis]
3. To explain preparation of financial statements and articulation of these financial statements. [NBA-GA-4 Conduct Investigation of Complex Problems]
4. To explain depreciation accounting this is an integral component of income measurement. [NBA-GA-12 Life-long Learning]
5. To use accounting information as a basis for decision-making based on the analysis and interpretation of data from financial statements. [NBA-GA-5 Modern Tool Usage]
6. To integrate theory and application from various functional areas through interdisciplinary approach. [PSO2]

### **Pedagogy:**

This pedagogy will be a combination of class lectures, class discussions, cases, exercises, and dealing with real life problems in maintaining accounts. 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 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.

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:**

Accounting is a language that pervades organizations and markets because it is used to measure and report commercial transactions and to determine performance. The course is designed to provide the conceptual background and analytical tools necessary to evaluate financial statements issued by enterprises.

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 caselet and try to find out the learning points pertaining to the specific topic in “Financial Accounting”.
4. Any difficulty in understanding accounting concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
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. Case studies discussion, project report presentation and semester end examination will assess the learning goals as mentioned above.

### *Evaluation Scheme*

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1. To develop understanding of fundamental accounting concepts, basic accounting vocabulary, objective and role of accounting information and to explain the use of accounting equation in basic transaction analysis. 2. To develop understanding of recording of transaction so as to present data in an accurate and meaningful manner	1. Business Knowledge  2. Problem Analysis	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	25 to 27th Aug, 2017	Closed Book
2.	CAT II	4. To explain preparation of financial statements and articulation of these financial statements. 12. To explain depreciation accounting this is an integral component of income measurement.	4. Conduct investigation of complex problems  12. Life-long learning	Q5(CAT II)-CO4  Q4(CAT II)-CO12	8  8	16-18 <sup>th</sup> Oct, 2017	Closed Book
3.	Quiz I & II	5. To use accounting information as a basis for decision-making based on the analysis and interpretation of data from financial statements.	5. Modern Tool	CO5 Complete Quiz	10 (5+5)	8 to 14 Aug, 2017 & 22 to 28 <sup>th</sup> Sept, 2017	Closed Book
4.	Assignment (s)	PSO2 - To integrate theory and application from various functional areas through interdisciplinary approach	3. Design/ Development of Innovative Solutions	PSO2 Assignment	10	Any time throughout the semester	Open Book

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

\* For details of 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 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>
Basic Accounting	Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition
<b>SUPPLEMENTARY READINGS</b>	
Financial Accountancy	Tulsian, P.C., Pearson Education, 2nd edition
An Introduction to Accountancy, 8 <sup>th</sup> Edition	Maheshwari, S.N. and Maheshwari, S. K., Vikas Publishing House, 8 <sup>th</sup> Edition
Essentials of Financial Accounting	Bhattacharyya, Asish K., Prentice Hall of India.
Financial Accounting	Rajasekran, Pearson Education, 1st edition
Financial Accounting: A Managerial	Narayanswamy, R PHI, 4 <sup>th</sup> Edition.

Perspective	
Financial Accounting for Management	H.V. Shankaranarayana, H.R. Ramanath, Cengage Learning
Financial Accounting for Management	Ramchandran & Kakani, TMH, 2 <sup>nd</sup> Edition.

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Accounting</b>		
The purpose of this module is to acquaint students with basic concepts of the accounting and sensitize them to the purpose of accounting and how it is useful to various decision makers		
1	Meaning of Accounting, Accounting as a Source of Information, Objectives of Accounting, Role of Accounting	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapters 1
2	Basic Terms in Accounting, Accounting: Concepts & Conventions	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapters 1
3	Accounting: Concepts & Conventions (Continued)	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 1 & 2
4	Accounting Standards	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 2
	<b>Research Paper:</b> Emerging Dimensions of Accounting Education and Research in India Dr. Gurdip Singh Punjab School of Management Studies Punjabi University, Patiala-147002 Punjab, India	<a href="http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.488.915&amp;rep=rep1&amp;type=pdf">http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.488.915&amp;rep=rep1&amp;type=pdf</a>
<b>Module II: Recording of Transactions:</b>		
The purpose of this module is to make students understand the process of recording transactions in the books of accounts of an organization.		
6	Understanding Accounting Cycle and Accounting	Text Book Sofat, R. &

Lecture	Topics to be discussed	Readings
	Equation	Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 1
7	Accounting Equation( Exercise)	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 3
8	Types of account, Rules of debit & credit	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 4
9	Journal	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 5
10	Posting from Journal, The Ledger	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 6
	<b>STUDENTS' PRESENTATION:</b> Students' presentation on the use Tally software in maintenance of accounts and handwritten accounts.	
11	Subsidiary books (Cash Book, Purchases (Journal) Book, Sales (Journal) Book	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 8
12	Balancing the Accounts, Preparation of Trial Balance: searching and rectification of Errors	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 7
13	Depreciation: Straight Line Method	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 7
14	Depreciation: Diminishing Balance Method	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 8
15	<b>CASE STUDY:</b> M/S Hari Ram and Sons, Panipat— Journal Entries	H.Kaushal. Page no. 155



Lecture	Topics to be discussed	Readings
<p><b>Module III: Final Accounts</b></p> <p>This module will sensitize students to the concept of Profit and loss account, Balance sheet and Bank Reconciliation statement.</p>		
16	Concept of final accounts, preparation of final accounts	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 14
17	Format of Profit and loss account and practical questions	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 14
18	Format of Balance Sheet and practical questions	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 14
19	Bank Reconciliation Statement: theory	Text Book, Chapter 14
20	Bank Reconciliation Statement: practical	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 14
	<b>CASE STUDY: CASE STUDY: M.N.O. Ltd.—study of Balance Sheet, Profit &amp; Loss Account and Financial Highlights.</b>	H. Kaushal. Page no.157
<p><b>Module IV: Preparation of Financial Statements</b></p> <p>This module will help students develop understanding of preparation of Financial Statements i.e. Income Statement, Balance Sheet and Statement of Cash Flows and how different adjustment impact the Financial Statements</p>		
21	Distinction between Capital and Revenue, Types of Financial Statements	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 10
22	Preparation of Financial Statements	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 10
23	Need for Adjustments, Adjustment Entries-Closing Stock, Depreciation	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition ,

Lecture	Topics to be discussed	Readings
		Chapter 11
24	Adjustment Entries- Outstanding Expenses, Prepaid Expenses, Accrued Income, Income Received in Advance	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 11
25	Adjustment Entries- Bad Debts, Provision for Bad and Doubtful Debts, Provision for Discount on Debtors	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 11
26	Adjustment Entries- Interest on Capital, Interest on Drawings	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 11
27	Preparation of Financial Statements -Trading and Profit and Loss Account, Balance Sheet(Exercise)	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 10
28	Preparation of Financial Statements -Trading and Profit and Loss Account, Balance Sheet(Exercise)	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 10
29	<b>Reading of Annual Report</b> -(Company 1): Students will be required to read the Annual Report of Britannia Ltd.	Britannia Annual Report
30	<b>CASE STUDY:</b> Johnson & Johnson Questions:- 1. What the case is all about? Explain the three key points noticed in the annual report of Johnson and Johnson. 2. How would you present the case before the class?	<b>Harvard Business School Case study: Johnson &amp; Johnson; Analysing an annual Report</b>
<b>Module IV: Companies Accounts</b>		
This module will focus on making students understand the concept of shares and debentures.		
31	Issue of Shares: Journal entries and Pro-rata allotment	Shankaranarayana Chapter 9
32	Issue of Debentures	Shankaranarayana Chapter 10
	<b>Case study:</b> Saint Gobain share issue in June 2009.	<a href="http://www.transtutors.co">http://www.transtutors.co</a>

Lecture	Topics to be discussed	Readings
		m/questions/case-study-saint-gobain-share-issue-in-june-2009--604657.htm
33	Forfeiture and Buy-back of Shares	Shankaranarayana Chapter 9
34	Redemption of Debentures	Shankaranarayana Chapter 10
	<b>Students' Presentation</b> on Underwriting of Shares and Debentures	
<b>Module V: Corporate Reporting</b>	<p><b>V: Corporate Reporting</b></p> <p>This module will focus on making students understand the IFRS and the need of their convergence with the Ind AS.</p>	
	<b>CASE STUDY:</b> PUMA's reporting highlights global business challenges.	<a href="http://www.pwc.com/gx/en/audit-services/corporate-reporting/sustainability-reporting/assets/pumas-reporting-highlights-global-business-challenges.pdf">http://www.pwc.com/gx/en/audit-services/corporate-reporting/sustainability-reporting/assets/pumas-reporting-highlights-global-business-challenges.pdf</a>
35	Corporate Reporting: Need & Objectives & , disclosure requirements	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 21
36	Corporate Reporting: Disclosure requirements	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 21
37	Periodic and Segment Reporting	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 21
38	Harmonization of Corporate Reports	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 21
39	Accounting Standards—International and Indian : IFRS	Text Book Sofat, R. &

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	and Ind AS 2015	Hiro, P. PHI, 2 <sup>nd</sup> edition , Chapter 21
40	<b>Research Paper: IFRS IN INDIA</b>	Smt. Surekha Subhas Patil Asst. Prof., Dept. of Commerce, Research Scholar, JSS College of Arts, Commerce and Science, Nanjangud -571 301.
	<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: Legal Aspects of Business**

**Course Code: MBDS5007**

**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:

1. To familiarize the students with the understanding and provisions of the important business laws, the knowledge of which is essential for modern Business.[ NBA- GA-1 Business Knowledge]
2. To develop the skill of analyzing legal problem through the case laws pertaining to different Acts [NBA-GA- 2 Problem Analysis]
3. To probe and scrutinize the complex cases dealing with mercantile law [NBA- GA- 4 Conduct investigations of Complex problems]
4. To acquaint students with a general understanding of Indian Legal System for smooth conduct of business in the society.[NBA-GA-6 The Manager and Society and PSO-1]
5. To understand and conduct business following legal practices and abiding by law [NBA- GA-8 Ethics]
6. To relate the impact of law with different business decisions for sustainable and life - long growth. [NBA- GA- 12 Life Long Learning]

### **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:**

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.

1. 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.
2. 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.
3. 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.
4. Then a session of questions which will be related to the exercising of concept and making student to understand the practicality of concept.
5. 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 .
6. 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.
  - i. 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 laws discussion, project report presentation and semester end examination will assess the learning goals 1, 2, 3, 4, 5 and 6 as mentioned above.

### 1. Evaluation Scheme

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT	1. To familiarize the students with the understanding and provisions of the important business laws, the knowledge of which is essential for modern Business 4. To acquaint students with a general understanding of Indian Legal System for smooth conduct of business in the society. 5. To understand and conduct business following legal practices and abiding by law	1. Business Knowledge  6 The Manager and Society  8 Ethics	Q1(CAT-1)-CO1  Q-1 (CAT-2)-CO4  Q.6 (CAT1)-CO5 PSO 1	30	3-7 <sup>th</sup> October 2016	Closed Book
2.	Quiz 1 & 2	2. To develop the skill of analyzing legal problem through the case laws pertaining to different Acts	2. Problem Analysis	CO2 Complete Quiz	20 (10+10)	23 <sup>rd</sup> Sept 2016 25 <sup>th</sup> October, 2016	Closed Book
3.	Assignment(s)	3. To probe and scrutinize the complex cases dealing with mercantile law 6. To relate the impact of law with different business decisions for sustainable and life - long growth.  PSO1- To operate/work and	4. Conduct investigation of complex problems 12. Life Long Learning	CO3 and CO6 Assignment	10	Any time throughout the semester	Open Book

		succeed as a leader in dynamic, multicultural local and global business environment					
--	--	---	--	--	--	--	--

### ***Quiz/ Case Laws/ 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 laws 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 I and CAT II)***

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.

### ***Semester End Examination (SEE)***

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>
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):

Lecture	Topics to be discussed	Readings
<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.	Text Book, Chapters 1 P.P.S Gogna, Section-A,Part-1,Ch-2
2	Essential Elements of Contract, Offer , Essentials of valid offer	Text Book, Chapters 2; P.P.S Gogna, Section-A,Part-1,Ch-2
3	Types of offer, Acceptance Essentials of valid acceptance Revocation of offer and Acceptance	Text Book, Chapters 2; P.P.S Gogna,Section-A,Part-1,Ch-&3
4	, <b>Case study-</b> Carlil v. Carbolic smoke ball co., Performance of contract ,Parties of performance of contract,	Text Book, Chapters 6; P.P.S Gogna Section-A,Part-1,Ch-14
5	Doctrine of frustration and its exceptions, Discharge of contract ,types of discharge of contract,	Text Book, Chapters 7; P.P.S Gogna, Section-A,Part-1,Ch-15
6	Difference between different terms, Remedies for breach of contracts, types of sue,	Text Book, Chapters 8; P.P.S Gogna, Section-A,Part-1,Ch-16
7	Case study-Hadley v. Baxendale , Concept of Bailment ,Essentials of valid bailment,	Text Book, Chapters 10; P.P.S Gogna, Section-A,Part-1,Ch-19
8	Rights of Bailor and Bailee, Duties of Bailor and Bailee Concept of Pledge,	Text Book, Chapters 10; P.P.S Gogna, Section-A,Part-1,Ch-19
9	Essentials of Valid Pledge, Rights of Pawnor and Pawee, Duties of Pawnor and Pawee	Text Book, Chapters 9; P.P.S Gogna, Section-A,Part-1,Ch-18
10	Concept of Indemnity & Guarantee,	
11	Essentials of Valid Guarantee, Types of Guarantee,	
12	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 ,		
13	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
14	Doctrine of Caveat Emptor,	Text Book, Chapters 13; P.P.S Gogna, Section-A,Part-II,Ch-28



**Course Name: Business Ethics**

**Course Code: MBDS 5008**

**Course Credit: 1**

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

The study of ethics has become an important ingredient of the syllabus of management school in recent years. It is because of ethical issues that have come to the forefront as a result of many well-known failures of the corporate. The fraudulent activities of these corporate have resulted in the defrauding of stockholders, consumers, employees, creditors and government to varying degrees. Ethics reflect a society's notion about the right and wrong and involve the evaluation and application of moral values in practice of business. While personal ethics refer to the application of desirable values in everything one does, business ethics is the application of ethical principles of integrity and fairness, and concentrates on benefit to all the stakeholders. Business managers are expected to have integrity, impartiality, and responsiveness to public interest, accountability and honesty. Real time situations reflect that use of ethical practices in business creates higher returns, for example, Tata Steel and Infosys. Besides, running business ethically is good for sustaining business in the long run.

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

1. Help the students understand the meaning of Ethics, code of ethics, values and ethical decision making for making the business transactions moral bound. [NBA-GA – Business Ethics]
2. To incorporate the importance of Corporate Governance and the ways to achieve good governance. [NBA-GA- The Manager and the Society]
3. To understand the rights of a consumers and environmental ethics in order to relate it with the statutory duties of the businesses. [NBA-GA – Environment and Sustainability]
4. To teach the role and relevance of Corporate Social responsibility in the current business scenario. [NBA-GA- Life Long Learning]
5. To understand the complex issues of trade-offs between the stakeholder and finding the optimal and ethical solutions. [NBA-GA – Problem Analysis]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, 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:

To facilitate the learning of Business Ethics 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 Business Ethics with the faculty.
4. Try and relate the concepts that they have read in the class with subjects like Human Resource Management, Marketing and Finance.
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 overview as to how Industrial disputes are resolved in real life situations.
7. The students will be expected to visit the website of Consumer Protection, SEBI and IRDA to understand the issues relating to ethics better.
8. 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:

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. to help the students understand the importance of ethics in the organization. 2. To help the student understand the groundwork is laid for ethics through Theories and Religion	1. Business Ethics 2. Problem Analysis			TBD	Closed Book

2.	Quiz-1	1. To check the understanding of the subject 2. To check the Problem Solving	1. The Management and the Society 2. Environment and sustainability	Complete Quiz	10		Open Book/ Take Home Quiz
4.	Assignment(s)	1. To check the understanding of the subject 2. To check the Problem Solving 3. To measure the degree of complex problem solving acquired	1. The Manager and the Society. 2. Life long Learning	Assignment 1	10	Any time throughout the semester	Open Book

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Business Ethics: Concepts and Cases	Manuel G. Valesquez, 7 <sup>th</sup> Edition, Pearson Education
SUPPLEMENTARY READINGS	
Business Ethics and Corporate Governance	A.C. Fernando, 2 <sup>nd</sup> Edition, Pearson Education
Business Ethics and Corporate Governance	CSV Murthy(2009), 2 <sup>nd</sup> edition, Himalaya Publication
Business Ethics	William H Shaw(2013), 6 <sup>th</sup> edition, Cengage Learning
Managing Business Ethics	Linda K. Trevino, Katherine A. Nelson(2013), 5th edition, Wiley Publication
Business Ethics and Corporate Governance	S K Bhatia(2004), Deep and deep publications

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Business Ethics- An overview</b>		
This module aims to make the students understand the importance and need of Business Ethics for the accountability of the firms to the various stakeholders of the business, both internal and external. Also to understand the significance of values in business ethics.		
1	Introduction to Business Ethics	Velasquez Chap 1
2	Addressing Ethical Issues in Business	Velasquez Chap 1
3	Theories in Ethics: Kantism and Utilitarianism	Velasquez Chap 2

Session	Topics to be discussed	Readings
4	<b>Video Case: 101 East: Food for Thought: China's food safety</b> <a href="https://www.youtube.com/watch?v=5oQbCOz9nIU&amp;t=56s">https://www.youtube.com/watch?v=5oQbCOz9nIU&amp;t=56s</a> <b>A discussion of food business ethics in India and China.</b>	
<b>Module II: Ethics and the Marketplace</b>		
5	Understanding Ethics in Perfect Competition	Velasquez Chap 4
6	Understanding Ethics in Monopolies and Oligopolies	Velasquez Chap 4
7	<b>Case Study: Drug Company Monopolies and Profit</b>	Velasquez Chap 4
<b>Module III: Environment and the Ethics</b>		
8	The Dimensions of Pollution and Resource Depletion	Velasquez Chap 5
9	The Ethics of Pollution Control & Conserving Depletable Resources	Velasquez Chap 5
10	Environmental Conservation in India <b>YouTube: Story of Stuff</b> <a href="https://www.youtube.com/watch?v=pfq000AF1i8">https://www.youtube.com/watch?v=pfq000AF1i8</a> <b>Relating the unethical practices in the manufacturing organization.</b>	Velasquez Chap 5
<b>Module IV: Ethics and the Organizational Functions</b>		
11	Ethics and Marketing, Understanding the Due Care Theory	Velasquez Chap 6
12	Advertising Ethics and Consumer Privacy	Velasquez Chap 6
13	Ethics and Human Resources: Understanding the Nature of Discrimination	Velasquez Chap 7
14	Job Discrimination; Harassment and the Employee	Velasquez Chap 7
15	Ethics and Finance: Accounting Ethics <b>Case Study: Insider Trading: What are friends for</b>	Velasquez Chap 8
<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.]

### **Project Based Learning \_Guidelines \_MBDS5009<sup>i</sup>**

#### **Essence of PBL:**

Project Based Learning leads students to learn core academic content and builds critical thinking, problem solving, collaboration, communication, and self-management skills through projects. PBL Can give students an opportunity to work with professional experts who enrich

and support the teachers knowledge connects to the real world PBL border on busy work and involve meaningful enquiry that engages student's mind. It is effective in helping students understand, apply and retain information and thus improves academic achievements.

### **PBL Attributes:**

- Organized around a problem/Challenge/Issue without a predetermined solution
- Students design the process of reaching solution
- Requires the critical thinking/problem solving/collaboration/communication
- Students regularly reflect on what they are doing
- A final product/learning is evaluates for quality
- Teacher takes up the role of a facilitator rather than an instructor.

### **PBL Course: Management Reporting**

### **PBL Course Code: MBDS5009**

### **Semester: I Credit: 01 Timeline: Semester I**

**Execution: 1-2 Days/ Wk(Non-working days) Team: Individual/ Group(max. 4)**

**Course Status: Essential Learning Status: Continuous**

**Purpose:** Comprehend a theoretical, practical, social, technical, cultural problem/ issue/ challenge within an articulated interdisciplinary and/or course frame in different business environments, connecting the specifics of project work to broader theoretical knowledge incorporating the acquired/ current knowledge of basic reporting tools like MS excel, MS word etc.

**Learning Outcome:** at the end of this project students should be able to

- formulate problem/issues/challenges statement of some business setup( local/global).
- develop the patterns of thought, theories, skills and fundamental knowledge of the management discipline.
- document current and emerging practices of business setup.
- make use of reporting tools( Ms Excel, Ms Word, Tally, Google docs etc.) efficiently to document their learning in selected business domain( product/service- Marketing/ Finance/ Operations/IT/HR, etc.)

**Documentation/Output: Project Based Learning\_Report\_Template<sup>ii</sup>**

- A project plan/statement (in written form)
- Realization of the project (activities which support the project)
- Results of the project (a product or service)
- Final report of the project (a written document that compares the initial plan with actual results).
- Project Failure: students need to analyse the differences between the plan and the results and can conclude about what might have caused the failure.

### Evaluation:

Performance is assessed on an individual basis( individual performance in Group as well), and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

### Rubrics: Project Based Learning\_Rubrics<sup>iii</sup>

The following criteria may be used for evaluation of the projects:

1. **Relevance:** How clearly were the goal and course of the project characterized in the project?
2. **Structure:** How logical was the strategic plan?
3. **Efficiency & productivity:** How efficiently the resources were handled and results achieved?
4. **Impact:** What is the impact of project on academic learning?
5. **Sustainability:** Are the achieved results here for longer period?

SCHOOL OF LIFE LONG LEARNING  
GALGOTIAS UNIVERSITY



Programme: MBA 1<sup>st</sup> Semester

L	T	P	C
3	0	0	3

SLMB 5001	Corporate Communication
Version 1.01	Date of Approval :
Pre Requisites	English at +2 level
Co – Requisites	
Duration	40 sessions of 50 minutes each

### COURSE OBJECTIVES:

1. To enhance grammar and vocabulary skills.
2. To impart proper sentence formation and structuring skills.
3. To fine tune impact of Mother Tongue Influence.
4. To improve English Language Proficiency of the Students through independent study.

### COURSE OUTCOMES:

The students will get the required training in English proficiency and communication through the prescribed text and would be :

1. Able to communicate clearly and fluently.
2. Able to come out of this course with neutral accent.



3. Able to achieve proper command over grammar and vocabulary.

CATALOGUE DESCRIPTION: NA

**REFERENCE BOOKS:**

*A Practical English Grammar*, A.J. Thomson and A.V. Martinet, OUP, Delhi.

*Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement* –

- ISBN-10: 0761988890

*A Practical English Grammar* - ISBN: 0194313425

*Practical English Usage* - ISBN: 019431197X

*Intermediate English Grammar*: Raymond Murphy ISBN - 978-81-7596- 676- 5

**TEXT BOOK**

SLLL own text book

**REFERENCE BOOKS:**

*Learning Spoken English* - ©2012 by Lynn Lundquist - ASIN: B0094XNOPW

*Essential English Grammar: A Self-Study Reference and Practice Book for Elementary Students of English with Answers 2nd Edition* - ISBN Number: 8175960299

*English Hindi, Hindi English Dictionary* by Joseph W. Raker and Ramashankar Shukla - ISBN # : 9788176500579

*Murphy's English Grammar with CD*, Murphy, Cambridge University Press.

**COURSE CONTENT**

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 1 Vocabulary (Technical and Business) 2 Vocabulary (Industry related words, Words of Hospitality)

<p style="text-align: center;"><b>11 – 20</b></p>	<p style="text-align: center;"><b>Listening &amp; Speaking</b></p> <p style="text-align: center;"><b>Reading &amp; Writing</b></p>	<p>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.</p>
<p style="text-align: center;"><b>21 -30</b></p>	<p style="text-align: center;"><b>Listening &amp; Speaking</b></p> <p style="text-align: center;"><b>Reading &amp; Writing</b></p> <p style="text-align: center;"><b>Business Writing</b></p>	<p>A. Debating to express points of view.          B. Public Speaking          C. Group Discussion          D. Project development in groups and pair-work to increase communication</p> <p>A. Critical appreciation of the given text (prose articles/simpler poems)          B. Narrative written structures to support and control given ideas          C. Written communication for task oriented goals          D. Business Writing</p> <p>A. Voice change          B. Memo Writing          C. Vocabulary (Internet and Communication related)          D. Reported Speech          E. Error Correction</p>
<p style="text-align: center;"><b>31 - 36</b></p>	<p style="text-align: center;"><b>Resume Writing</b></p>	<p>Mind Mapping - Career Planning          Personality Types – Dressing Etiquette – Industry Expectations from graduates for employability</p>
<p style="text-align: center;"><b>37- 40</b></p>	<p style="text-align: center;"><b>Speaking Skills</b></p>	<p>Pronunciation - stress and intonation patterns - listening comprehension skills - vocabulary beyond that of the subject matter – control of English grammar          Paraphrasing and Elaboration skills          Coherent organization of information at sentence and discussion levels - Interactive skills to enhance comprehension – Interactive</p>

**Course Name: Digital Marketing**

**Course Code: MBDS 5010**

**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:

2. 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. (NBA-GA, **Design/Development of Innovative Solutions**)

3. 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. (NBA-GA, **Conduct Investigations of Complex Problems**)
4. To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning. (NBA-GA, **Problem Analysis**)
5. Be able to find out what people are saying about a brand or company online and communicate the messages in the data. Adopt best practices in graphical displays of information. (NBA-GA, **Modern Tool Usage**)
6. Learn how to use web site analytics tools and know how to interpret the data. (NBA-GA, **Individual and Team Work** )
7. Be able to advise a company about how to improve their search ranking through SEO best practices. (NBA-GA, **Business Communication** )

EC No .	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1 and CAT 2	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 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. Be able to advise a company about how to improve their search ranking through SEO best practices.	Design/Development of Innovative Solutions  Conduct Investigations of Complex Problems  Business Communication	Question No: 1, 3  Question No: 2, 4  Question No: 5,6	14  16 20	Jan 04 to May 10, 2017	Closed Book
2.	Assignment -	Learn how to use web site analytics tools and know how to interpret the data.	Individual and Team Work	Class Discussions	5	10 March , 2017	Open Book/ Take Home Quiz
3	Presentations/ Case Studies	Be able to find out what people are saying about a brand or company online and communicate the messages in the data. Adopt	Modern Tool Usage	Case Analysis	5	4 <sup>th</sup> April 2017	Handouts

		best practices in graphical displays of information.					
4	Project	To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning.	Project Based Learning Problem Analysis	Project	10	Any time during the semester	Report form

\*\*Project based learning helps the students to engage themselves in groups in order to develop projects regarding Digital Marketing issues which enhances creativity, encourages research and provides permanent learning.

### **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.

Faculty members elevate interest level of students by giving real time examples. Students are given assignment tasks that include some open ended activities designed to apply analytical and problem solving skills.

Every concept will be explained through Case Discussions and real world examples so that students from diverse backgrounds are able to comprehend it easily. In addition to the text and reference books, additional readings, articles, news clippings and case-let will be supplied to students in soft copy from time to time. Students are also expected to read financial news papers daily and refer to various reports available from different official websites.

### **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.

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 find solutions on your own. 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 “Digital Marketing”.
4. Any difficulty in understanding concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.
5. While studying courses like Marketing & Business Strategy, try to relate the use and usefulness of various concepts, which you have learned from this course.
6. 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. Case studies discussion, project report presentation and semester end examination will assess the learning goals 1 to 6 as mentioned above.

	<b>Learning Goals and Objectives*</b>					
<b>Assessment Components and Marks</b>	1	2	3	4	5	6

Project Based Learning/ Presentation/ Assignment (20 Marks)	√	√	√	√	√	√
CAT-1 (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1to6 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>
Digital Marketing: Strategy, Implementation and Practice	Chaffey, Ellis-Chadwick, Fiona, Pearson, 5 <sup>th</sup> International Edition, 2014 (CEF)

Strategic Digital Marketing	Eric Greenberg, Alrxander Kates, McGraw Hill Education, 1 <sup>st</sup> Edition, 2016
E-Marketing	Strauss and Frost, Pearson, 7 <sup>th</sup> International Edition, 2013, (EF)
<b>SUPPLEMENTARY READINGS</b>	
Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation	Damian Ryan, Calvin Jones, Ryan Damian, KOGAN PAGE, 2012
Ecommerce Commerce 2010	Efraim, Turban, King, Lee, Pearson, 6 <sup>th</sup> Edition, 2010, (ETKL)
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, 2 <sup>nd</sup> 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 2 <sup>nd</sup> Edition 2012 (HK)

### Course Outline (lecture-wise):

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 Book2, Chapter 1, Pp; 10-44 <b>Class Discussion:</b> 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	Text Book2, Chapters 1 ,



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Marketing, Digital Marketing Platforms	pp; 10-44
3	Applications of Digital Marketing, key Communications Concepts for Digital Marketing, Aligning Internet with business objectives Modern digital consumer behavior	Text Book1 , Chapters 1 page 7  <b>Group Discussion</b> How do internet marketing communications differ from traditional marketing communication?
4	<b>Case Study 1: Nike Digital Strategy</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
<b>Module 2: 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.		
5	Digital Marketing Mix: Product	CEF, Chapter 5, pp; 258-296  <b>Class Discussion</b> What do you mean by digital products?
6	<b>Case Study2# ITC E-Chaupal</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
7	Digital Marketing Mix: Price	DM, Chapter 5, pp; 258-296, CCF  Case: ETKL, Revenue Source at YouTube, chapter 9 pp; 447
8	<b>Students Presentations:</b>	Topics to be sent to the students
9	Digital Marketing Mix: Place	CEF, Chapter 5, pp 258-

Lecture	Topics to be discussed	Readings
		296;
10	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.
11	Digital Marketing Mix: IMC Digital Marketing Communication IMC approach <b>Owned Media</b> , website, blogs, email, text messaging , Sales promotion offers, distinguish between traditional media and social media	Text book, Chapter 12, 13, 14, pp 269-300 <b>Class Discussion:</b> How do we assess competitors, customer and intermediary uses of internet?
12	<b>YOUTUBE LECTURE VIDEO</b>	<a href="https://www.youtube.com/watch?v=CQb5dkMm45U">https://www.youtube.com/watch?v=CQb5dkMm45U</a> <a href="https://www.youtube.com/watch?v=SIBakjxbh4Y">https://www.youtube.com/watch?v=SIBakjxbh4Y</a>
13	<b>Paid media</b> , Display ads, Sponsorships, Classified ads, Mobile ads, Display ads , Rich Media Ads, Product placement, Social media ads, online video, Mobile ads, Paid search	Text book, Chapter 12, 13, 14, page 306-320, <b>Class Discussion:</b> How do you apply the elements of marketing mix in an online context?
14	<b>Earned media:</b> Digital coverage from , traditional media Viral marketing, Ratings and reviews, Social recommendations, Social site discussion , Collaborative content	Text book, Chapter 12, 13, 14, pp; 326-342 <b>Class Discussion</b> What are the new types of interactive marketing communication tools

Lecture	Topics to be discussed	Readings
		marketers can you?
<b>CAT 1</b>		
<b>Module 3: Managing Content in Digital Age</b>		
After studying this module student will be able to understand the importance of content creation and become familiar with the steps involved in developing content marketing strategy.		
15	Managing Content in Digital Age What is content? Why is it important? Importance of Content Marketing Matching content formats to objectives Content Creation The 70/20/10 Content Planning Model	Text Book1 , Chapters 1 page 35-47
<b>CAT 1</b>		
16	<b>Case Study#4: Coca Cola Content Management Strategies</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
17	Building A website that Generates Results Website building process Tactics for Conversion Measurement and Analytics	Text Book1 , Chapters 8 page 177-200 Handouts
18	<b>Students Presentations</b>	
<b>Module 4: Search Engine Optimization</b>		
After studying this module student will learn how search engines work and how they deliver results, implement an effective keyword strategy and techniques for link building.		
19	Basics of Search Engine Optimization Elements of Search Engine How Do Search Engines Work? What is a SEO Algorithm? Algorithm Updates	Text book1, Chapter 4, pp; 53-74 Hand outs, PPTs <b>Class Discussion:</b> How can we do STP of online consumers?
20	<b>YOUTUBE LECTURE VIDEO</b>	<a href="https://www.youtube.com/watch?v=C3l0edsNyY0&amp;list=PLLJ">https://www.youtube.com/watch?v=C3l0edsNyY0&amp;list=PLLJ</a>

Lecture	Topics to be discussed	Readings
		<a href="https://www.youtube.com/watch?v=8NfWeD539Ns&amp;list=PLLJkkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=15">kkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=15</a>
21	SEO Techniques A search engine friendly website structure A well-researched list of key phrases Content optimized to target those key phrases Link popularity User insights Benefits and Challenges Search Trends	Text book1, Chapter 4, pp; 53-74 Handouts, PPTs Class Discussion: Why do e-marketers need to measure attitudes towards technology?
22	<b>YOUTUBE LECTURE VIDEO</b> <a href="https://www.youtube.com/watch?v=27IkL5TXPtA">https://www.youtube.com/watch?v=27IkL5TXPtA</a> <a href="https://www.youtube.com/watch?v=R-9WkL-43fE">https://www.youtube.com/watch?v=R-9WkL-43fE</a>	<a href="https://www.youtube.com/watch?v=8NfWeD539Ns&amp;list=PLLJkkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=18">https://www.youtube.com/watch?v=8NfWeD539Ns&amp;list=PLLJkkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=18</a>
<b>Module 5: Search Advertising and Online Advertising</b> In this module, students will learn how to create search advert and display advertising. They will also understand how to target appropriate customers and how to run advertising campaign.		
23	Search Engine Marketing, Basics of Search Advertising and Online Advertising The Elements of a Search Ad Segmentation Targeting and Positioning Bidding and Ranking for Search Ads Tracking	Handouts, PPTs <b>Group Discussion</b> Advantages and Challenges of Online Advertising
24	<b>Students Presentations:</b>	
25	Difference between Online Advertising and Search Advertising Online Advertising Objectives Types of Display Adverts Payment Models for Display Advertising	Handouts, PPTs

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
26	Getting Your Ads Online Targeting and Optimizing Challenges of Online Advertising Advantages of Online Advertising The Future of Online Advertising	Handouts, PPTs
27	<b>Case study#5: Super Bowl Social Media Command Centre</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
<b>Module 6: Affiliate Marketing</b> In this module, students will learn • Which crucial elements go into a successful affiliate programme and how to set up and run affiliate marketing programme.		
28	Introduction to Affiliate Marketing The Building Blocks of Affiliate Marketing Action and Reward, Tracking Affiliate Networks	Handout, ppts Class Discussions: How do Affiliates Promote Merchants?
29	<b>Case Study# Affiliate Marketing</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
30	Setting Up a Campaign Advantages and Challenges	Handouts, ppts
<b>CAT 2</b>		
<b>Module 7: Social Media Marketing</b> In this module, students will learn how to do marketing on social media networks, how to track and measure your social media marketing success and several valuable strategic uses of social media.		
31	Social Media Marketing Basics Traditional VS Social Media Social Media Networking Overview of Facebook, Twitter, LinkedIn , YouTube Content Creation Image sharing, Video Sharing, YouTube and	Text book1, Chapter 7, pp; 143-142

Lecture	Topics to be discussed	Readings
	Marketing	
32	<b>Case Study#6: Facebook Success Story</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
33	Increasing Website Traffic Using Location and Social Media Tracking Social Media Campaigns <b>Social Media Strategy</b> Dealing with Opportunities and Threats	Text book1, Chapter 7, pp; 143-142 Handouts, ppts
34	<b>Case Study# 7:</b> LinkedIn the business oriented social network	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>
<b>Module 8: Mobile Marketing</b> In this module, students will learn Why mobile is the most important communication channel available to marketers today, a variety of mobile messaging channels and applications, from simple SMS messaging to advanced mobile commerce.		
35	Introduction to Mobile Marketing The Role of Mobile in Personal Communication Mobile Messaging Channels	Text book1, Chapter 5, pp; 77-108
36	Location and Mobile Mobile Commerce Integrating Mobile into Online Marketing Augmented Reality Mobile Analytics	Text book1, Chapter 5, pp; 77-108 Hand outs PPTs
<b>Module 8: Data Analytics</b> In this module, students will learn how to set objectives for digital marketing campaigns, how to capture web analytics data, and techniques and guidelines for analysing data to better understand your web visitors.		
37	Data Analytics Basics Working with data <b>Performance Monitoring and Trends</b> Analyzing Data	Hand outs PPTs
38	<b>Case Study#8: Fuji Xerox CRM Solutions</b>	<a href="https://sites.google.com/site/gu-marketingmentorz/file-cabinet">https://sites.google.com/site/gu-marketingmentorz/file-cabinet</a>

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
39	Project Base Learning Presentations	
40	Project Base Learning 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***

[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 Environment**

**Course Code: MBDS 5011**

**Course Credit: 3**

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

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. 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.

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:

1. To acquaint students with the factors which can affect the business decision making [ NBA- GA-1 Business Knowledge]
2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [NBA-GA- 2 Problem Analysis,]
3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment [NBA-GA-3 Design/ Development of innovative solutions, PSO-2]
4. To critically analyse situations for forward thinking using the latest tools and techniques. [NBA-GA-5 Modern Tool Usage]
5. To identify the stakeholders and analyze their behaviour in international business environment keeping in mind the environment sustainability[NBA-GA-7 Environment Sustainability]
6. To make the students understand the role of ethics in international business. [NBA-GA-8 Ethics]



## **Pedagogy:**

The pedagogy will be a combination of class lectures, case studies, real life examples, case let discussions, group discussions, individual presentation 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, articles and cases will be distributed in the class from time to time. Students are also expected to read and refer to the Economic survey and reports. They are supposed to 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.
5. While studying other courses like Business Strategy 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, 2,3,4,5 and 6 as mentioned above.

### Evaluation Scheme

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1.To acquaint students with the factors which can affect the business decision making 2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition.	1. Business Knowledge  2. Problem Analysis	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	15-17 <sup>th</sup> Feb, 2017	Closed Book
2.	CAT II	5. To identify the stakeholders and analyze their behaviour in international business environment keeping in mind the environment sustainability 6. To make the students understand the role of ethics in international business	7. Environment Sustainability  8 Ethics	Q3(CAT II)-CO5  Q4(CAT II)-CO6	8  8	5-7 <sup>th</sup> Apr, 2017	Closed Book
3.	Quiz I & II	4. To critically analyze situations for forward thinking using the latest tools and techniques.	4. Modern Tool	CO4 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan -3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017	Closed Book
4.	Assignment (s)	3. To assist students in developing their creativity and innovative thinking to	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

		make good decisions in a complex global environment PSO2 - To integrate theory and application from various functional areas through interdisciplinary approach					
--	--	--	--	--	--	--	--

### ***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-I and CAT-II)***

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

### ***Semester End Examination (SEE)***

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>
Business Environment: Text and Cases	Francis Cherunilam, Twenty Second 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 (OUP)
Business Environment	Veena K. Pailwar, PHI
International Business	Hill TMH

International Business	Rakesh Mohan Joshi, OUP
<b>Important weblinks</b>	<ul style="list-style-type: none"> <li>• <a href="https://mospi.nic.in">https://mospi.nic.in</a></li> <li>• <a href="http://finmin.nic.in">http://finmin.nic.in</a></li> <li>• <a href="https://dgft.gov.in">https://dgft.gov.in</a></li> <li>• <a href="https://commerce.gov.in">https://commerce.gov.in</a></li> <li>• <a href="https://rbi.org.in">https://rbi.org.in</a></li> <li>• <a href="http://www.imf.org">www.imf.org</a></li> <li>• <a href="http://www.worldbank.org">www.worldbank.org</a></li> <li>• <a href="http://www.sebi.gov.in">www.sebi.gov.in</a></li> </ul>

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<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, Chapter 2
2	Internal environment, External environment <b>Mahindra and Mahindra: Case Study</b>	Text Book, Chapter 1 <b>Business Environment: Sheikh Saleem, P.19</b>
3	Micro environment, Macro environment	Text Book, Chapter 1
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, <b>Remains of A Dream: Case Study</b> <b>Group Discussion</b>	Text Book, Chapter 5 <a href="https://www.caseforest.com/case-study-REMAINS-OF-A-DREAM.aspx">https://www.caseforest.com/case-study-REMAINS-OF-A-DREAM.aspx</a>
7	Natural environment and Technological environment	Text Book, Chapter 6
8	National income- Different aggregates and its measurements <b>First Advance Estimates of National Income of India 2016-17</b> <b>Student's presentation</b>	Saleem, Chapter 8 <a href="http://pib.nic.in/newsite/PrintRelease.aspx?relid=156182">http://pib.nic.in/newsite/PrintRelease.aspx?relid=156182</a>
<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.		

Session	Topics to be discussed	Readings
9	Characteristics and Problems of Indian economy- <b>Students' Presentation</b>	Handout
10	Inflation- Meaning, Measurement, Causes and its impact on the business <b>Calculating Inflation in India: Case Study</b>	Text Book, Chapter 3 <b>Business Environment: Sheikh Saleem, P.330</b>
11	Role of agriculture in the Indian economy	Text Book, Chapter 37
12	Economic growth and economic development, Human development index	Saleem, Chapter 14
13	Nationalization ,& Privatization <b>Privatization of VSNL: Case Study Group Discussion</b>	Text Book, Chapter 15 <a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/52933/12/12_chapter%205.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/52933/12/12_chapter%205.pdf</a>
14	Disinvestment,	Text Book, Chapter 15
15	Economic Planning- Meaning and Objectives	Text Book, Chapter 35
16	Five year plans in India and impact on Business <b>12<sup>th</sup> Five Year Plan: Case Study</b>	Text Book, Chapter 35 <a href="http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html">http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html</a>
<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.		
17	Money Market: Meaning, Instruments and Functions	Text Book, Chapter 24
18	Capital Market: Role and functions of Stock exchanges in India- <b>Students' presentation</b>	Text Book, Chapter 25
19	SEBI: Functions of SEBI as Regulator	Text Book, Chapter 25 <a href="http://www.sebi.gov.in">www.sebi.gov.in</a>
20	Monetary Policy: Meaning and Objectives	Text Book, Chapter 22
21	Instruments of Monetary Policy <b>Monetary Policy of India : Case Study</b>	Text Book, Chapter 22 <a href="http://www.rbi.org.in">www.rbi.org.in</a>
22	Fiscal Policy: Meaning and Objectives	Text Book, Chapter 22
23	Instruments of Fiscal Policy, Different types of Deficits and Expenditures	Text Book, Chapters 12, 22 & 36 <a href="http://www.finmin.nic.in/budgetforbetterindia/index.html">www.finmin.nic.in/budgetforbetterindia/index.html</a>

Session	Topics to be discussed	Readings
	<b>Union Budget : Case Study</b>	
24	Impact of Demonetization on Indian Business <b>1. Articles: Indias Botched War on Cash</b> <b>2. Article: How will Demonetization Affect Business in India in 2017</b> <b>3. Article: After Day 50: The Results from India's Demonetization Campaign are in The Good, The Bad &amp; The Ugly Demonetization Drive (3 Case Studies)</b> <b>Group Discussion</b>	Articles published in Magazines, Journals  <b>1. Article-<a href="https://hbr.org/2016/12/indias-botched-war-on-cash">https://hbr.org/2016/12/indias-botched-war-on-cash</a></b> <b>2. Article: <a href="http://knowledge.wharton.upenn.edu/article/will-demonetization-affect-business-india-2017">http:// knowledge.wharton.upenn.edu/article/will-demonetization-affect-business-india-2017</a></b> <b>3. Article: <a href="http://www.forbes.com/sites/wadeshepard/2017/01/03/after-day-50-the-results-from-indias-demonetizations-campaign-are-in/#851344a50d19">http:// www.forbes.com/sites/wadeshepard/2017/01/03/after-day-50-the-results-from-indias-demonetizations-campaign-are-in/#851344a50d19</a></b>  <b><a href="http://trak.in/tags/business/2016/12/19/demonetization-good-bad-ugly-case-studies/">http://trak.in/tags/business/2016/12/19/demonetization-good-bad-ugly-case-studies/</a></b>
<b>Module IV: External Sector Environment</b>		
25	Export and Imports of India: Balance of Payments and Disequilibrium and its impact on Business <b>Developing Countries' Trade Dependence and Export Growth Opportunities: Case Study</b>	Sheikh Saleem, Chapter 10  <b>International Business: Rakesh Mohan Joshi, P.116</b>
26	Foreign Trade Policy 2015-20 <b>Foreign Trade Policy 2015-20: Case Study</b>	Sheikh Saleem, 27  <b><a href="http://www.dgft.gov.in/exim/2000/ftp2015-20E.pdf">www.dgft.gov.in/exim/2000/ftp2015-20E.pdf</a></b>
27	Foreign Exchange : Meaning and Types	Sheikh Saleem, Chapter 10
28	Fluctuation in Exchange Rate and Business Risk <b>The Collapse of Thai Baht: Case Study</b>	Sheikh Saleem, Chapter 10  <b>Business Environment: Justin Paul, P.333</b>
29	Foreign Investment: Meaning and Need, Implications of Foreign Investment	Text Book, Chapter 39
<b>Module V: International Business Environment</b>		
The purpose of this module to make the students understand how to operate and make decisions in globalized world.		
30	International Business Environment of Business- An Overview	Hill, Chapter 2
31	International Business Environment of Business: An Overview	Hill, Chapter 2  <b>International Business by Rakesh Mohan Joshi, P.295</b>

Session	Topics to be discussed	Readings
	<b>Cross –Cultural Misapprehension over the Swastika in the West - Case Study</b>	
32	Globalization: Meaning and drivers of Globalization	Hill, Chapter 1
33	Meaning of MNCs, Reasons for growth of MNCs	Saleem, Chapter 26
34	Impact of MNCs, <b>Ranbaxy: No More an Indian Multinational – Case Study</b>	Saleem, Chapter 26 <b>International Business by Rakesh Mohan Joshi, P.571</b>
35	Outsourcing: Meaning and Advantage	Justin Paul, Chapter 27
36	World Trade Organisation (WTO): Principles and functions	Saleem, Chapter 30
37	Major agreements under WTO <b>WTO - Agreements</b>  <b>Article-Impact of WTO on Indian Economy</b>	Saleem, Chapter 30 <a href="http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr03_e.htm">http://www.wto.org/english/thewto_e/whatis_e/inbrief_e/inbr03_e.htm</a> <a href="http://businessessays.net/impact-of-wto-on-indian-economy/">http:// businessessays.net/impact-of-wto-on-indian-economy/</a>
36	Regional Economic Integrations	Rakesh M Joshi, Chapter 6
37	SAARC, European Union, etc.,	Rakesh M Joshi, Chapter 6
38	Ethics in International Business	Sheikh Saleem, Chapter 19
39	<b>Students' presentation on Doing Business in India</b>	
40	<b>Students' presentation on Doing Business in India</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.]

Monday: 2.30-3.30 PM

Wednesday: 3.00-4.00 PM

**Course Name: Management Information System**

**Course Code: MBDS 5012**

**Course Credit: 3**

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

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.

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

1. To acquaint students with the understanding of role played by information system in organization. [NBA\_GA\_1]
2. To highlight the use of technology for achieving critical edge to survive in global era. [NBA\_GA\_3]
3. To make students familiar with the effective decision making by the use of information technology. [NBA\_GA\_2]
4. Identify some of the strategies employed to lower costs improve service through emerging technologies. [NBA\_GA\_5]

### **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples,



cases discussion, projects/assignments on specific companies. Case regarding the usage of information system by various organizations dealing in supply chain, marketing, human resource and other information management sphere will be discussed. 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 start of each session. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships. The project given to the students will help them identify the problems faced in business scenario and the corresponding solution through the problems in understanding the concepts and their application in the real world situation before use of information technology. The following table provide the specific percentage of pedagogy used:

Lecture	Case/video case	Presentation	Research paper on current trends	Self-Study
40	30	10	10	10

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

Knowledge of, fundamentals of information technology/ Foundation course IT and overall business functions is requires as prerequisite for this course. The course provides an ‘Overview’ of fundamental MIS concepts, using integrated framework for ‘Decision Making’ and Analyzing Information Systems. The course is comprised of different types of Information Systems available for Business use in Decision Making and Business Processes, covering Competitive Advantage, Executive Information Systems, Decision Support Systems, Expert Systems and Supply Chain Management etc. While coverage is provided to Information Systems for Functional Areas like Marketing, Manufacturing, Human Resource, Financial Information and Accounting, the focus is maintained on Global Business and current Technological trends.

### **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 use of inform technology in various organizations, 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	4
CAT1&2 (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.

#### **Assignment1:** (Individual)

Students will select an organization and study information system of the organization.

Deadline:

- Before 12th session

#### **Assignment2:** (Group)

Student will be given link to/ soft copy of research paper based on current trends in IT in the group of 4-5 and will give presentation:

Deadline:

- Before 25th session

### **End Term Examination**

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>
Management Information Systems: McGraw-Hill, Tenth Edition.	Laudon & Laudon, Pearson Education, 13 <sup>th</sup> Edition, 2015
<b>SUPPLEMENTARY READINGS</b>	
Management Information System: Managing the Digital Firm	James A. O'Brian, George M Marakas, Ramesh Behl, 2012

MIS: Conceptual Foundations, Structure and Development	Davis & Olson, Tata McGraw Hill, 2011
Journal of Management Information Systems	

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Foundation of Information</b>		
The purpose of this module is to acquaint students with basic concepts of data, information, information system.		
1	Real world information system <b>Case Study- Running the business from the palm of your hand</b>	Text Book, Chapters 1, Section 1 (page-39)
2	Information, Data and information overload	Text Book, Chapters 1, Section 1
3	Organizational hierarchy and Information pyramid	Text Book, Chapters 1, Section 1
4	Components of Information System <b>Ex. Skydive Chicago/Taxi Service</b>	Text Book, Chapters 1, Section 2
5	Competing with Information Technology- Fundamentals of strategic advantage.	Text Book, Chapters 2, Section 1
6	Porters model and use of IT ( <b>Self -study basic Porter's model</b> )	Text Book, Chapters 2, Section 1
7	Information Technology for Strategic Advantage	Text Book, Chapters 3, Section 2
8	IT for Competitive Advantage	Text Book, Chapters 3, Section 2
<b>Module II: Information Technology Infrastructure</b>		
The purpose of this module is to acquaint students with the various form of technical support available for different business needs.		
9	IT Infrastructure( <b>self-study on historical evolution of IT</b> ), Emerging Technology	Text Book, Chapters 3, 4
10	New ways of working in and organization <b>Case: Should you use i-phone for your work?</b>	Text Book, Chapters 5(page 212)
11	Databases and Information management.	Text Book, Chapters 5
12	Data mining and DSS	Text Book, Chapters 5( <b>submission of</b>

Session	Topics to be discussed	Readings
		<b>Assignment1)</b>
CAT-1		
13	<b>Case:Nordea goes green with it- Green IT</b>	Chapters 5 (page 217)
14	Data Mining and data warehousing	Text Book, Chapters 5
15	Foundation of Business Intelligence <b>Video on UPS and Fed Ex</b>	Text Book, Chapters 6
16	Telecommunications & the Internet	Text Book, Chapters 6
17	Wireless Technology	Text Book, Chapters 6
18	<b>Case let of Indian context –Indian Railways</b>	Text Book, Chapters 7 (page 328)
19	Securing Information Systems	Text Book, Chapters 7
20	Security threats and corresponding strategy	Text Book, Chapters 7
<b>Module III: Key System Applications for the Digital Age</b>		
21	Achieving Operational Excellence <b>Case Study- Boeing CAD</b>	Text Book, Chapters 7
22	Achieving Customer Intimacy(IT based CRM)	Text Book, Chapters 8
23	E-SCM Case Study- Arabian Foods and Beverages(AFB)	Text Book, Chapters 9
24	E-Commerce, Digital Markets & Digital Goods	Text Book, Chapters 8
CAT-II		
25	E-Retailing( <b>Assignment 2 submission</b> )	Text Book, Chapters 9
26	E-CRM	Text Book, Chapters 9
27	E-Banking	Text Book, Chapters 10
28	Employee –ERP( <b>Demo of Sales force.com-free trail version for 30 days</b> )	Text Book, Chapters 10
29	Enhancing Decision Making(DSS),	Text Book, Chapters 10
30	Social media and marketing	Text Book, Chapters 10
31	Website tracking and business strategy	Text Book, Chapters 10
<b>Module IV: Building and Managing Systems</b>		
32	Building Systems	Text Book, Chapters 11,
33	Integration and deployment	Text Book, Chapters 12
34	Project management	Text Book, Chapters 12
35	SPM	Text Book, Chapters 12
36	Software project ERP	Text Book, Chapters 13
37	<b>Comprehensive case: New systems and business processes put MoneyGram “on the money”</b>	Text Book, Chapters 13 (page 517)
38	Managing projects <b>Case:Austin energy’s billing system can’t light up</b>	Text Book, Chapters 14 (page 561)
39	Managing Global Systems	Text Book, Chapters 15
40	Wrap-up session( <b>MOC test for ETE preparation</b> )	

Session	Topics to be discussed	Readings
END TERM TEST		

***Students' Interaction Time and Venue***

Thursday & Friday- 4:00 pm to 5:00 pm

C-520

Annex1:

List of Research Paper: (The soft copy of the research paper emailed with course outline to students).

1. Business intelligence: concepts, components, techniques and benefits. [www.jatit.org](http://www.jatit.org)
2. Adoption of Cloud Computing and Services – An Objective Analysis. <http://solutions.us.fujitsu.com>
3. Imagining Technicities: ICT Taste and Skill as Elements in the Configuration of Virtual Worlds Architecture. <http://www.swin.edu.au/ijets>
4. The Impact of Emergent Web 2.0 on Virtual Teams. [scholarworks.lib.csusb.edu/ciima/vol11/iss2/7](http://scholarworks.lib.csusb.edu/ciima/vol11/iss2/7)

Annex2:

List of videos

1. UPS case video. <https://www.youtube.com/watch?v=NMwPV38gpMA>
2. FedEx case video. <https://www.youtube.com/watch?v=fNk1Vdzmjn8>
3. Laudon & Laudon cases. <https://www.pearsonhighered.com/.../Laudon-Video-Case.../9780132764230.html>

**Course Name: CORPORATE FINANCE**

**Course Code: MBDS 5013**

**Course Credit: 3**

<b>MBA 534</b>	<b>Corporate Finance</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
Version 1	Date of Approval	3	0	0	3
Prerequisite					
Co-requisites					

### **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]

### **Text Book:**

2. Pandey, I.M., Financial Management. 7e, Vikas Publishing House Pvt. Ltd., New Delhi. ,
3. Ross Westerfield Jaffe, Corporate Finance. Wiley & Sons, NewYork.

### **Reference Books:**

1. Van, Home J.C.: Financial Management and Policy. 8e, Prentice Hall of India, New Delhi.
2. Damodaran, A:Corporate Finance: Theory and Practice,Wiley & Sons, NewYork.

## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, caselet discussion and projects/assignments on specific investments. Various concepts will be explained with relevant examples from the real world with special emphasis on the financial markets. 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. Group discussions and individual participation is expected and will be rewarded.

## **Course Strategy and Requirements:**

Corporate finance will guide you towards developing an understanding of the financial world. In this course you will learn the relevance of risk and return of any investment. The course also helps in gaining knowledge about valuation of firm, which is crucial for any investment related decision. You are also expected to understand the language of finance and markets by the end of the course.

You are expected to read the topic to be covered prior to the scheduled class. Participation in class is expected. Besides, you are required to take the quizzes, case studies, project and presentation seriously and will be rewarded for the same.

You are expected to implement the following in-order to facilitate learning from the course:

- 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 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-1 & CAT-2 (30 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

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

#### ***Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)***

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.

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

Lecture	Topics to be discussed	Readings
<b><i>Module 1: INTRODUCTION TO FINANCIAL MANAGEMENT</i></b>		
The purpose of this module is to acquaint students with basic concepts of financial management, role of finance manager and to know in depth the goals of financial management.		
1	Introduction to Financial Management, Nature and scope of Financial Management	Text Book, Chapters 1, I.M.pandey, Chapters 1
2	Role of finance manager, functions of finance, financial goals: profit maximisation and wealth maximisation .The	Text Book, Chapters 1; I mpandey, Chapters 1



Lecture	Topics to be discussed	Readings
	changing role of CFO and the finance function	
3	Financial decisions: Investment decision, financing decision, and dividend decision. Objectives of corporate finance	Text Book, Chapters 1; I M Pandey, Chapters 2
4	The basic change in financial management: the three phases of corporate finance. Meaning of agency, agency costs and agency problems and agency conflicts	Text Book, Chapters 2; I M Pandey, Chapters 2
5	Time Preference for money, Future Value- Single Cash flow, Annuity, Sinking Fund, Present Value- Single Cash flow	Text Book, Chapters 2; I M Pandey
6	Valuation of Bonds and shares, Risk and Return, Exercises on Future Value, Present Value, and Bonds Valuation.	Text Book,; I M Pandey, Chapters 3
7	<b>CASE study: Divya Handlooms Pvt. Ltd.</b>	Text Book, Chapters 3; I M Pandey, Chapters 3
<p><b>Module 2: INVESTMENT DECISIONS</b></p> <p>The purpose of this module is to acquaint students with concept of capital budgeting. It helps the students learn the various techniques of analysing risk in capital budgeting. The module also helps the students to learn investment evaluation criteria.</p>		
8	Risk Analysis in Capital Budgeting. Investment Evaluation Criteria: various techniques of capital budgeting: modern and traditional	Text Book,; I M Pandey, Chapters 4
9	NPV based numerical, IRR: Concept, Limitations and its significance, Payback: Meaning, and calculating payback periods.	Text Book,; I M Pandey, Chapters 8
10	ARR: Meaning, Scope, and calculating ARR, Profitability Index: Meaning, Nature, Significance, and functions. How to calculate PI.	Text Book,; I M Pandey, Chapter 8
11	<b>RESEARCH PAPERS: Raroc Based Capital Budgeting and Performance Evaluation: A Case Study of Bank Capital Allocation</b>	<a href="http://www.studymode.com/subjects/research-methodology-on-capital-budgeting-page1.html">http://www.studymode.com/subjects/research-methodology-on-capital-budgeting-page1.html</a>
12	Cost of capital: Concept, Significance, nature, and factors affecting cost of capital	Text Book,; I M Pandey, Chapters 9
13	Cost of Debt, Preference Shares, Equity Shares, Weighted Average Cost of Capital(WACC)	Text Book,; I M Pandey, Chapters 9
14	Theories of Capital structure, Net Income(NI), Traditional, Net Operating Income(NOI) Approach, MM	Text Book,; I M Pandey, Chapters 15

Lecture	Topics to be discussed	Readings
	Hypothesis.	
15	EBIT-EPS Analysis, Leverage analysis- Operating, Financial and Combined leverage.	Text Book,; I mpandey, Chapters 14
16	<b>CASE STUDY: Nike Inc. case study on cost of capital.</b>	www.fin.edu.tw
<b>Module 3: Dividend Decision</b> The focus of this module is to understand the concept of dividend. This will help the students to know the importance of dividend and how it affects the value of a firm. Various dividend decision theories are also covered in this module.		
17	Dividend: Concept, meaning, types, and significance for stakeholders.	Text Book,; I mpandey, Chapters 17
18	Theories/Models in dividend policy: Walter model, Gordon model. Assumptions of the two models.	Text Book,; I mpandey, Chapters 17
19	MM (Miller Modigliani) Hypothesis and theory, Determinants of dividend policy.	Text Book,; I mpandey, Chapters 17
20	<b>The benchmark case: An illustration of the irrelevance of dividend policy. Pg. no. 504</b>	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
21	Personal taxes, issuance costs, and dividends. Firms without sufficient cash to pay a dividend.	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
22	Firms with sufficient cash to pay a dividend, summary report on personal taxes.	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
23	Standard method of cash dividend payment, real-world factors favouring a high dividend policy	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
24	<b>Case Study: How firms make the decision to pay dividends: The case of Apple Computer by Ross Westerfield Jaffe pg.528</b>	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
25	Information content of dividends and dividend signalling. Behavioural finance, desire for current income.	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
26	Repurchase of stock: dividend versus repurchase Dividend versus repurchase: Real world considerations.	Text Book, Chapters 18, Ross Westerfield Jaffe, Chapters 18
27	<b>Research Paper: A Study Of Dividend Policy And Its</b>	www.iosrjournals.org/iosr

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	<b>Effect On Market Value Of Shares Of Selected Banks In India by Dr.VinayKandpal.</b>	-jbm/papers/Vol17-issue1/Version-1/H017114144.pdf
28	Valuation of Equity Shares: meaning, understanding cash flow, dividend discount model, Gordon model	Text Book, Chapters 9; Reily & Brown, Chapters 6
<b>Module 4: SHORT-TERM FINANCE AND PLANNING</b> This module discusses the methodology of calculating working capital requirements of a firm. It covers inventory management and cash management too.		
29	Working Capital Management: Concept, meaning, objectives, types and significance.	Text Book, Chapters 26, Ross Westerfield Jaffe
30	Principles of working capital management, Receivables Management, Inventory Management- EOQ, Reorder Level, Cash Management, Working Capital Finance.	Text Book, Chapters 26, Ross Westerfield Jaffe,
31	The operating cycle and the cash cycle. Some aspects of short term financial policy. Alternative financing policies for current assets	Text Book, Chapters 26, Ross Westerfield Jaffe
32	Cash management: reasons for holding cash. Determining the target cash balance.	Text Book, Chapters 27, Ross Westerfield Jaffe,
33	The Baumol model, the miller model, and other factors influencing the target cash balance.	Text Book, Chapters 27, Ross Westerfield Jaffe,
34	Investing idle cash: seasonal or cyclical activities, planned expenditures, different types of money market securities.	Text Book, Chapters 27, Ross Westerfield Jaffe,
	<b>Activity: Financial Report Analysis of atleast 5 listed companies, and group discussion.</b>	
35	Credit management: terms of sale, credit period, cash discounts and credit instruments.	Text Book, Chapters 28, Ross Westerfield Jaffe,
36	Derivatives: Concept, meaning, objectives, and applications.	Text Book, Chapters 25, Ross Westerfield Jaffe,
37	Derivative as tool for managing risk, Recent Practices in Derivative Market.	Text Book, Chapters 25, Ross Westerfield Jaffe,
38	Forward contracts, future contracts, hedging and swap contracts.	Text Book, Chapters 25, Ross Westerfield Jaffe,
39	Interest rate futures contracts, pricing of treasury bonds, pricing of forward contracts	Text Book, Chapters 25, Ross Westerfield Jaffe,
40	<b>CASE STUDY: Making the Decision to use Derivatives: The Case Of Metallgesellschaft by Ross Westerfield Jaffe. Pg. no. 705</b>	Text Book, Chapters 25, Ross Westerfield Jaffe,

Lecture	Topics to be discussed	Readings
	<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: Management Science**

**Course Code: MBDS 5014**

**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 acquaint students with the factors which can affect the business decision making [ NBA- GA-1 Business Knowledge]
2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [NBA-GA- 2 Problem Analysis,]
3. To assist students in developing their creativity and innovative thinking to make good decisions through mathematical modelling in a complex business environment [NBA-GA-3 Design/ Development of innovative solutions]
4. To empower students with valuable practical analytical skills that will enable them to investigate complex problems in order to objectively evaluate them from various business perspectives. [NBA-GA-4 Conduct investigations of Complex Problems]
5. To critically analyse situations for forward thinking using the latest analytical tools and techniques. [NBA-GA-5 Modern Tool Usage]
6. To impart students about the manager's social responsibilities towards society and environmental sustainability. [NBA-GA-6 The Manager and society]

### **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). 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:

- a. 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.

- b. 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.
- c. Class participation is encouraged not only to clear doubts, but also to develop the ability to analyze and interpret quantitative information.
- d. 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.
- 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:

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:

#### *Evaluation Scheme*

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1.To acquaint students with the factors which can affect the business decision making 3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment	1. Business Knowledge  2. Design/ Development of Innovative Solutions	Q6(CAT-I)-CO1  Q9(CAT-I)-CO3	10  10	15-17 <sup>th</sup> Feb, 2017	Closed Book
2.	CAT II	6. To impart students about the manager's social responsibilities towards society and environmental sustainability 2.To help students in correctly identifying problems and opportunities, analyzing	6.The manager and society	Q6(CAT II)-CO5	10	5-7 <sup>th</sup> Apr, 2017	Closed Book

		alternatives properly, and making the best choices in a given condition	2.Problem Analysis	Q8(CAT II)-CO6	10		
3.	Quiz I & II	4. To critically analyze situations for forward thinking using the latest tools and techniques.	4. Modern Tool	CO4 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan -3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017	Closed Book
4.	Assignment (s)	3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment PSO2 - To integrate theory and application from various functional areas through interdisciplinary approach	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

### 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-I & II Exams

The CAT-I & II exams 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.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Quantitative techniques in management	N.D Vohra, 4 <sup>th</sup> edition , Tata McGraw Hill, New Delhi.
SUPPLEMENTARY READINGS	
An Introduction to Management Science	Anderson, Sweeney and Williams, 11 <sup>th</sup> edition, Cengage India Learning.
Introduction to Operations Research	Hillier, Lieberman, Nag, Basu. 9 <sup>th</sup> edition, McGraw Hill Education
Managerial Decision Modelling with	N. Balakrishnan, B. Render & Ralph M. Stair Jr., 2 <sup>nd</sup>

Spreadsheets	Edition, Pearson Education
Introduction to Management Science with spreadsheets	William J. Stevenson, Ceyhun Ozgur, Tata McGraw Hill, New Delhi.

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

Session	Topics to be discussed	Readings
<b><i>Module I: Introduction to Management Science</i></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><i>Module II: Linear Programming Problems</i></b>		
The focus of this module is to introduce students to LPP and its solution by various methods.		
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, Simplex solution to LPP with mixed constraints.	ND Vohra, Chapter 3



Session	Topics to be discussed	Readings
9	Simplex solution to minimization problems, artificial variables, Big-M method.	ND Vohra, Chapter 3
10	Concept of Duality in LPP, Revision of Matrix Algebra – row matrices, column matrices, transposes matrices.	ND Vohra, Chapter 3
11	Formulating & Solving Linear Programming Model on a Spreadsheet (using Excel Solver to solve the model)	ND Vohra, Chapter 4
12	<b>Case Study: Product Mix (Anderson, Sweeney, Williams, Page 151-152)</b>	<b>Anderson, Williams, Sweeney Chapter 3</b>
13	<b>Case Study: Planning and Advertising Campaign (Anderson, Sweeney, Williams, Page 207-208)</b>	<b>Anderson, Williams, Sweeney Chapter 4</b>
14	<b>Case Presentation / Discussion</b>	
<b><i>Module III: Transportation Problems</i></b> This module introduces students to transportation problems and how to obtain solutions specially structured LPPs.		
15	Definition of TP, General structure of TP, Balanced and Unbalanced transportation problems, Number of basic variables in the initial solution.	ND Vohra, Chapter 5
16	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
17	Checking for optimality of the initial solution in TP, Obtaining the optimal solution using modified distribution method (MODI).	ND Vohra, Chapter 5
18	Using Excel to formulate & solve the Transportation Problems (Hillier, Lieberman, Page 339-340)	Hillier, Lieberman Chapter 8

Session	Topics to be discussed	Readings
19	<b>Case Study: Solution Plus (Anderson, Sweeney, Williams, Page 305-306).</b>	<b>Anderson, Williams, Sweeney Chapter 6</b>
<p><b>Module IV: Assignment Problems</b></p> <p>This module introduces students to Assignment problems and how to obtain solutions specially structured LPPs.</p>		
20	Introduction to Assignment Problems. Assignment Problems a variant of TP, Solution to assignment problems using the Hungarian Method	ND Vohra, Chapter 6
21	Balanced and Unbalanced Assignment Problems, Constrained Assignment Problems.	ND Vohra, Chapter 6
22	Unique vs Multiple Optimal Solutions	ND Vohra, Chapter 6
23	<b>Case Study: A Comparative Analysis of Assignment Problem (Singh, Dubey, Shrivastava) IOSR Journal of Engineering, ISSN: 2250-3021 Volume 2, Issue 8 (August 2012), PP 01-15</b>	<b>(IOSRJEN) www.iosrjen.org</b>
<p><b>Module V: Decision Theory</b></p> <p>This module introduces students to Decision Analysis under certainty, uncertainty, and risk.</p>		
24	Introduction to Decision Analysis, Decision making under certainty (Analytic Hierarchy process).	ND Vohra, Chapter 13
25	Decision Making Under Uncertainty.	ND Vohra, Chapter 13
26	Decision Making Under Risk.	ND Vohra, Chapter 13
27	Multi-stage decision making – decision tree analysis	ND Vohra, Chapter 13
28	Using Spreadsheet to perform Sensitivity Analysis on Decision Trees	Hillier, Lieberman Chapter 15
29	<b>Case Study-6: Property Purchase Strategy (Anderson, Sweeney, Williams, Page 642-643).</b>	<b>Anderson, Williams, Sweeney Chapter 13</b>

Session	Topics to be discussed	Readings
<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.		
30	Competitive games, Conflicts of objectives between players, Strategies, Pay-off matrices.	ND Vohra, Chapter 15
31	Two-person-zero-sum games, Maxi-Min, Mini-Max criterion, Saddle point.	ND Vohra, Chapter 15
32	Games without saddle points-mixed strategy games, Dominance Strategy.	ND Vohra, Chapter 15
33	Solution of game by graphical method of '2 by n' and 'm by 2' games.	ND Vohra, Chapter 15
34	Solution of game by graphical method of '2 by n' and 'm by 2' games.	ND Vohra, Chapter 15
35	<b>Student Presentation / Discussion / Quiz on Decision &amp; Game Theory Strategies.</b>	
<b>Module VII: Queuing theory &amp; input –output analysis</b>		
This module introduces students to Queuing theory or waiting line theory.		
36	General structure of queuing systems.	ND Vohra, Chapter 10
37	Queuing structure	ND Vohra, Chapter 10
38	Queuing Models – Deterministic model.	ND Vohra, Chapter 10
39	Examples of Deterministic models, solutions to deterministic model, Probabilistic Queuing Models	ND Vohra, Chapter 10
40	<b>Case Study: Regional Airlines (Anderson, Sweeney, Williams, Page 533-534)</b>	<b>Anderson, Sweeney, Williams, Chapter 11</b>
<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.]

## **Human Resource Management**

**Course Code: MBDS 5015**

**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:

1. To acquaint students with basic concepts and techniques of human resource management and to help students apply this knowledge in creative problem solving. **(NBA – CO1 Business Knowledge, NBA-CO2 Problem Solving)**
2. 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. **(NBA – CO3 Design and development of innovative solutions, NBA-CO5 Modern Tool usage, NBA –CO9 Individual & Team Work)**
3. To help students understand the various legal compliances that comes in play while fulfilling the human resource function of any organization. **(NBA- CO10 Business Communication)**

### **Evaluation Scheme:**

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. Help the students to understand the concepts and technique of Human Resource management, and recent challenges for HRM. 2. To understand the process of recruitment & selection and design selection process fulfilling the present demand of organization. 3. To acquaint students with the process of job analysis and designing job analysis form.	1. Business Knowledge 2. Problem Solving 3. Modern tool usage	Question No. 1, 2, 5, 6 Question No. 4, 8, 9 Question No. 3, 7	16 22 12	Feb 15 to Feb 18, 2017	Closed Book
2.	CAT-2	1. To describe the process of recruitment, selection and training and development of employees of the organisation in an effective manner. 2. Analyse the central role played by job analysis in all HR activities, and discuss importance and challenges of HR planning.	1. Individual and Teamwork 2. Design & Development of innovative solutions 3. Modern Tool Usage	Question No. Question No. Question No.	50	April, 2017	Closed Book
3.	Case Study & Presentation (Assignment)	1. To help the students to understand various HRM functions and how it supports the organization for effective performance. 2. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment	1. Problem Analysis 2. Business Communication. 3. Business Knowledge 4. Design & development of innovative solutions	Training & Development, Performance Management System, Recruitment & Selection	10	Jan to April, 2017	Open Book/ Take Home
4.	Group Project & presentation	1. To help the students to understand various HRM functions and how it supports the organization for effective performance. 2. To assist students in developing their creativity and innovative	1. Individual and Teamwork and Business Communication. 2. Business Knowledge	Various HRM functions	10	April, 2017	Open Book

		thinking to make good decisions in a complex global environment 3. To help students understand the various legal compliances that comes in play while fulfilling the human resource function of any organization					
--	--	---	--	--	--	--	--

### **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:

- a) 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.
- b) 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)
- c) Discuss the problems they faced in understanding the concepts of human resource management with the faculty.
- d) Try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.
- e) Add value to the class by class participation by discussing examples of pay in different organizations and sectors.
- f) 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.
- g) 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>Learning Goals and Objectives*</b>		
<b>Assessment Components and Marks</b>	1	2	3

Continuous Assessment Test I & II (30 Marks)	√	√	
Quiz (5 Marks)	√		
Assignments & Case Studies (5 Marks)	√	√	√
Group project & Presentation (10 Marks)	√	√	
End Term Examination (50 Marks)	√	√	√

### ***Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)***

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.

#### ***Quizzes***

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.

#### ***Group Project & Presentation***

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.

#### ***Case Study & Assignment***

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.

#### ***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>
Human Resource Management	V.S.P. Rao, Excel Publications, 2013
<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, 2006
Strategic Human Resource Management	Tanuja Agarwal, OUP, India, 2007

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

Lectures	Topics to be discussed	Readings
<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	<b>Case Study: Enterprise Builds on People</b> <b>Pg: 37 &amp; 38 – Human Resource Management, K. Aswathappa</b> 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
4	HR outsourcing <b>Group Discussion: Turning Human Resources in Competitive Advantage</b>	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.		
5	<b>Case Study: Aravind Suiting</b> <b>Human Resource Management; Parvin Durai, Ch.4, Pg. 102-103</b> Talent Acquisition, Importance and Process	Hand-outs.
6	The basics of Job Analysis, Process of Job Analysis	Textbook Chapter 4
7	Methods for collecting Job Analysis Information	Textbook Chapter 4
8	<b>Exercise: Preparation of Job Analysis Form</b>	Textbook Chapter 4
<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.		
9	<b>Case Study: Banking Industry In India</b> <b>Pg: 127-128, Human Resource Management; Sharon Pande &amp; Swapanlekha Basak</b> Nature and Concept of HRP, Objectives and importance	Textbook Chapter 5
10	Methods for HR Forecasting	Textbook Chapter 5
11	Methods for HR Forecasting	Textbook Chapter 5
12	Preparing Manpower Inventory and Succession Planning.	Textbook Chapter 5
13	<b>Discussion: HR Analytics and HRP:</b> <b>Pg. 126 - Human Resource Management; Sharon Pande</b>	



Lectures	Topics to be discussed	Readings
<b>Module IV: Recruitment and Selection</b>		
<p>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.</p>		
14	<b>Case Study: Enron: A not so good ending to a good recruitment plan</b> <b>Pg:178 – 179; HRM – Mary Gowan and David Leepak</b> Introduction to Recruitment	Textbook Chapter 6
15	Internal and External Sources of Recruitment	Textbook Chapter 6
16	Methods of Recruitment, Effective Recruiting <b>Student Activity: Designing an employment advertisement for effective recruitment.</b>	Textbook Chapter 6
17	Introduction and Process of Employee Selection	Textbook Chapter 7
18	Selection Methods, Selection Interviews	Textbook Chapter 7
19	Placement and orientation	Textbook Chapter 7
<b>Module V: Training and Development</b>		
<p>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.</p>		
20	<b>Case Study: Mary Griffins at Derby Foods: Adapted from HBR Case</b> Introduction; Training Vs. Development	Textbook Chapter 9
21	Developing Employees through Training: Training Need Analysis	Textbook Chapter 9
22	On the job and Off the job Training Methods <b>Student Presentations</b>	Textbook Chapter 9
23	Methods and techniques of Management or Executive Development Programs	Textbook Chapter 10
24	Training Evaluation <b>Experiential Learning: Designing a training programme for new recruits at a leading domestic airline.</b>	
25	<b>Student Presentations: HBR Case Study: Danielle Marcoux at AdNet2Win Technologies</b>	
<b>Module VI: Performance Appraisal</b>		
<p>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 a company.</p>		

Lectures	Topics to be discussed	Readings
26	<b>Case Study: Performance Management at TCS: Pg. 498-499: Human Resource Management - Sharon Pande and Swapanlekha Basak</b> Introduction; Purpose of Performance Appraisal, The Performance Appraisal Process	Textbook Chapter 15
27	Methods of Performance Appraisal, 360 Degree Feedback System, Problems in Appraisal	Textbook Chapter 15
28	Essential Characteristics of Performance Appraisal, Potential Appraisal	Textbook Chapter 15
29	<b>Role Play: Confronting a necessary evil</b>	
<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.		
30	<b>Case Study: Greentech India Ltd: Pg: 391 -392; Human Resource Management - Sharon Pande and Swapanlekha Basak</b> Objectives and Nature of compensation, Components of a pay structure, CTC	Textbook Chapter 16
31	<b>Experiential Learning: Calculating Take Home Salary from CTC</b> Job Evaluation	Textbook Chapter 16 &17
32	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.		
33	<b>Case Study: Pak Sweets: Adapted from an HBR case</b> Introduction, Nature & Objectives of Industrial Relations, Factors Influencing IR, Significance of IR	Textbook Chapter 26
34	Industrial Conflict, Forms of Industrial Disputes, Forms and Causes of Industrial disputes	Textbook Chapter 26
35	Industrial Disputes handling Machinery <b>Group Discussion: Is Industrial Relations Relevant in India Today?</b>	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.		
36	E-HRM: E-Self- services; E-recruitment & Selection; E-Performance Management; E-Compensation Management; E-	Textbook Chapter 30

Lectures	Topics to be discussed	Readings
	Training	
37	Introduction of IHRM, Host Country National, Parent Country National, Third Country, Approaches to IHRM (Ethno-centric, geocentric and polycentric)	Textbook Chapter 30
38	<b>Case Study: The Expat Dilemma! An HBR case</b>	
39	<b>Research Paper: An Analysis of E-Human Resource Management Practices: A Case Study of State Bank of Pakistan</b> <b>PDF available with the faculty</b>	<a href="http://docshare01.docshare.tips/files/3890/38909345.pdf">http://docshare01.docshare.tips/files/3890/38909345.pdf</a>
40	Revision	

\* 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.]

**Course Name: Business Research Methodology**

**Course Code: MBDS 5016**

**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. 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, NBA-GA- 10- Business Communication]
2. To acquaint the students with the knowledge to formulating research questions and selecting a research approach, applying research methodology to understand the complex business problems and making decision.[]
3. 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]
4. 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].
5. 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]
6. 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, research papers discussion, experience sharing, real life examples, role plays, 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:**

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 1-6 as follows:

Assessment Components and Marks	Learning Goals and Objectives*					
	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 Research Tools) (10 Marks)			√	√	√	√
End Term 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 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 components students will also develop their creative and innovative thinking by taking critical decisions into consideration.

### ***Continuous Assessment Test (CATI, 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.

### ***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	Cooper & Schindler, Tata McGraw-Hill
<b>SUPPLEMENTARY READINGS</b>	
Business Research Methods	Zikmund, Babin, Adhikari, Carr & Griffin, 8 <sup>th</sup> Edition, Cengage Learning.
Research Methodology : Concepts and Cases	Deepak Chawla & Neena Sondhi, Vikas Publication, 2014
Marketing Research	Naresh K. Malhotra & Satyabhushan Dash, 6 <sup>th</sup> Edition, Pearson India.
Marketing Research	Nargundkar, Rajendra, Tata McGraw-Hill.

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<p><b><i>Module I: Introduction to Business Research</i></b></p> <p>The purpose of this module is to acquaint students with the basics of research methodology like the overview of business research, meaning of research, business research process, contributions of research to theory and practice, and scientific enquiry: inductive / deductive logic.</p>		

Lecture	Topics to be discussed	Readings
1	Introduction to Business Research: Meaning, Types of Research- Exploratory Research and Conclusive Research. <b>Introduction to Research article, Publication, Indexing and Impact factor</b>	Text Book ch1 Reference Book ch1
2	Contributions of research to theory and practice(Research Applications in Business Decision making) , The Process of Research- Overview,	Text Book ch1 Reference Book ch1
3	<b>Research Activity 1 &amp; 2 (Business Research methods by Zikmund, Babin, Carr, Adhikari and Griffin, 2012, Page No. 17)</b> <b>Case study: A small case-let on Indian Company explaining Research process ( Business Research methods by Zikmund, Babin, Carr, Adhikari and Griffin, 2012, Page No. 84)</b>	Text Book ch4 Reference Book ch1
<b>Module II: Formulation of Research Problem and Research Hypothesis</b>		
4	Scientific Enquiry: Inductive and Deductive logic.	Text Book ch2 Reference Book ch2
5	Defining the Research Problem, Role Play : 1 & 2 (Marketing research: an applied Orientation, By Naresh Malhotra and Das, Page No. 62)	Text Book ch2 Reference Book ch2
6	Literature Review-Identifying, accessing and managing sources of information and scholarly literature, <b>Case Study based group Discussion: E-Z pass, (Business Research methods by Zikmund, Babin, Carr, Adhikari and Griffin, 2012, Page No. 17)</b>	Text Book ch5 Reference Book ch2
7	Hypotheses Formulation and Theory/ Model Building,	Text Book ch3 Reference Book ch2
<b>Module III: Research Design Formulation</b> This module discusses the topics - definition and classification of research design.		
8	Research Design: Definition, Formulation of Research Design, Classification of Research Design	Text Book ch6 Reference Book ch3
9	Exploratory Research Design	Text Book ch6

Lecture	Topics to be discussed	Readings
	Simulation Exercises : On Focus Group and projective techniques	Reference Book ch3
10	Descriptive Research Design  <b>Case Study based Group Discussion: Nike: associating athletes, performance and the brand (Marketing research: an applied Orientation, By Naresh Malhotra and Das, Page No. 169)</b>	Text Book ch6  Reference Book ch3
11	Causal Research Design <b>Quiz: 1</b>	Text Book ch6  Reference Book ch3
<p><b>Module IV: Data Collection, Measurement and Scaling</b></p> <p>This module elaborates the primary and secondary data collection: observation, survey and interviews; secondary data sources and internet as source of primary and secondary data. It imparts the understanding of concept of scaling and measurement, reliability and validity.</p>		
12	Primary and Secondary Data Collection: Qualitative and Quantitative methods	Text Book Ch 6  Reference Book Ch5
13	Methods of Qualitative Research- Content Analysis, Focus Group Interviews, Personal Interview Method, Depth interviews, Projective Techniques  <b>Case study: Dunkin-Donuts: Dunking the competition (Marketing research: an applied Orientation, By Naresh Malhotra and Das, Page No. 324-325)</b>  <b>Discussion on Research paper :</b> <b>Methods of data collection in qualitative research: interviews and focus groups</b> <b>P. Gill,1 K. Stewart,2 E. Treasure3 and B. Chadwick4</b> <a href="http://www.nature.com/bdj/journal/v204/n6/full/bdj.2008.192.html">http://www.nature.com/bdj/journal/v204/n6/full/bdj.2008.192.html</a>	Text Book Ch 6, 7  Reference Book Ch 6
14	Survey Research, Observation Methods, Experimentation	Text Book Ch 7  Reference BookCh6



Lecture	Topics to be discussed	Readings
	<b>Case study analysis: Quantitative Empirical Analysis In Strategic Management Richard Bettis,<sup>1</sup> Alfonso Gambardella,<sup>2</sup> Constance Helfat,<sup>3*</sup> And Will Mitchel</b> <a href="http://onlinelibrary.wiley.com/doi/10.1002/smj.2278/full">http://onlinelibrary.wiley.com/doi/10.1002/smj.2278/full</a>	
15	Concept of Measurement and Scaling: Primary scales of Measurement: Nominal Scale, Ordinal scale, Interval Scale, Ratio Scale	Text Book Ch11 Reference Book Ch7
16	Types of Scaling Techniques: Single item and Multiple item, Comparative and non-comparative  <b>Case study based Analysis: Measurement and scaling techniques (Business Research methods by Zikmund, Babin, Carr, Adhikari and Griffin, 2012, Page No. 358)</b>	Text Book Ch11 Reference Book Ch7
17	Measurement Error- Criteria for good measurement  <b>Discussion on Research paper :</b> <b>Measuring the measurement error: A method to qualitatively validate survey data</b> <a href="http://www.sciencedirect.com/science/article/pii/S0304387816000122">Christopher Blattman, Julian Jamison, Tricia Koroknay-Palicz<sup>c</sup>, Katherine Rodrigues, Margaret Sheridan</a> <a href="http://www.sciencedirect.com/science/article/pii/S0304387816000122">http://www.sciencedirect.com/science/article/pii/S0304387816000122</a>	Text Book Ch11 Reference Book Ch7
18	Reliability	Text Book Ch11 Reference Book Ch7
19	Validity  <b>You tube videos</b> <a href="https://www.youtube.com/watch?v=4NQHeI8GD54">https://www.youtube.com/watch?v=4NQHeI8GD54</a>	Text Book Ch11 Reference Book Ch7
20	Questionnaire: Objectives of Questionnaire, Criteria and Procedure of Questionnaire Design,	Text Book Ch 13

Lecture	Topics to be discussed	Readings
		Reference Book Ch8
21	Pilot Testing of Questionnaire Simulation exercises/Case Study	Text Book Ch13  Reference Book Ch8
<b>Module V: Respondent Selection and Data Preparation</b> This module discusses sampling designs and procedures like concept of census and sampling; probability sampling and non-probability sampling, and sample size determination and Data Preparation.		
22	Concept of Sampling, Population and Census Sampling Design	Text Book Ch14 Reference Book Ch9
23	Probability Sampling Design	Text Book Ch14 Reference Book Ch9
24	Non-probability Sampling Design <b>Case Study: Motorola: Projecting the moto life style (Marketing research: an applied Orientation, By Naresh Malhotra and Das, Page No. 356-357)</b>	Text Book Ch14  Reference Book Ch9
25	Determination of Sample Size <b>Case Study: PointSEc Mobile Technologies (Bussiness Resaerch methods by Zikmund, Babin, Carr, Adhikari and Griffin, 2012, Page No. 476)</b>	Text Book Ch14  Reference Book Ch9
26	Potential Sources of Error: Sampling and Non- sampling	Text Book Ch14 Reference Book Ch9
27	<b>Discussion on Research paper:</b>  <b>Lower bounds on sample size in structural equation modeling</b> <b>J. Christopher Westland</b> <b><a href="http://dl.acm.org/citation.cfm?id=1865099">http://dl.acm.org/citation.cfm?id=1865099</a></b>	Text Book Ch14 Reference Book Ch9
28	Data Processing: Fieldworker Validation  <b>Quiz: 2</b>	Text Book Ch 15 Reference Book Ch10
29	Data editing, Coding, Transcribing, Data Cleaning, Tabulating and Statistically adjusting the data.	Text Book Reference Book
<b>Module VI: Data Analysis with SPSS</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.		

Lecture	Topics to be discussed	Readings
30	Hypotheses Testing	Text Book Ch 17 Reference Book Ch12
31	Analysis of Variance – One-way ANOVA, Two-way ANOVA	Text Book Ch13, 18 Reference Book Ch 11
32	Non- Parametric Tests- Chi-Square Test, Mann-Whitney U Test, Wilcoxon Signed Rank Test	Text Book Ch 17 Reference Book Ch 14
33	Correlation	Text Book Ch 18 Reference Book Ch 15
34	Regression	Text Book Ch 18 Reference Book Ch 15
35	Factor Analysis: <a href="https://www.youtube.com/watch?v=pRA3Wapx7fY">https://www.youtube.com/watch?v=pRA3Wapx7fY</a> <a href="https://www.youtube.com/watch?v=MB-5WB3eZl8">https://www.youtube.com/watch?v=MB-5WB3eZl8</a> <a href="https://www.youtube.com/watch?v=UYxboC27190">https://www.youtube.com/watch?v=UYxboC27190</a> <a href="https://www.youtube.com/watch?v=UHj7Vp-gOSck">https://www.youtube.com/watch?v=UHj7Vp-gOSck</a>	Text Book Ch19 Reference Book Ch 15
36	Factor Analysis: <b>Group project based presentation: Develop a research framework and scale, Conduct data collection and analysis</b>  <b>Discussion on research paper:</b> <b><u>Modern factor analysis.</u></b> <b>HH Harman</b> <b><a href="http://psycnet.apa.org/psycinfo/1961-02904-000">http://psycnet.apa.org/psycinfo/1961-02904-000</a></b>	Text Book Ch19 Reference Book Ch 16
37-38	Cluster Analysis	Text Book Ch 19 Reference Book Ch 18
<b>Module VII: Report Writing and Presentation of Research Results</b>		
The purpose of this module is to accustom students with Writing Research Report: Format and Contents, Harvard System of Referencing.		
39	Writing Research Report: Need for documentation, Types of Reports, Report structure, Report Writing, Referencing( Harvard System/ Chicago Style), Quiz 3	Text Book Ch 20 Reference Book Ch 20

Lecture	Topics to be discussed	Readings
40	<a href="https://www.youtube.com/watch?v=g3dkRsTqdDA">https://www.youtube.com/watch?v=g3dkRsTqdDA</a>	Text Book Ch 20 Reference Book Ch 21
	END TERM EXAMINATION	

**Course Name:** Introduction to Business Analytics

**Course Code:** MBDS 5017

**Course Credit:** 2

### Course Background and Learning Objectives:

This introductory course focuses on the various conceptual layers & areas of Business Analytics & Optimization and how they can help to transform the business. Business Analytics is the subset of Business Intelligence, which creates capabilities for companies to compete in the market effectively. Business Analytics uses statistical, operations research and management tools to drive business performance by extracting insights from data and incorporating them in the business strategy.

This course will give a broad understanding of various components and uses of business analytics in different domains like Banking, Retail, Telecom and Insurance etc.

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

- a) To acquaint students with the factors which can affect the business decision making [NBA- GA-1 Business Knowledge]
- b) To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [NBA-GA- 2 Problem Analysis,]
- c) To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment [NBA-GA-3 Design/ Development of

innovative solutions]

- d) 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. [NBA-GA-4 Investigations of Complex Problems]
- e) To critically analyse situations for forward thinking using the latest tools and techniques. [NBA-GA-5 Modern Tool Usage]
- f) To integrate theory and application from various functional areas in an interdisciplinary approach. [PSO-2]

### **Pedagogy:**

The pedagogy will be a combination of class lectures, group discussion, real life examples, cases discussion, projects /assignments. Case regarding the usage of Business Analytics by various organizations dealing in finance, marketing, human resource and other spheres will be discussed. In addition to the text and reference books, additional readings and cases will be used 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. The project given to the students will help them identify the problems faced in business scenario and the corresponding solution through use of business analytics.

### **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 apply the important concepts of business analytics 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) While studying other courses like Business Strategy try to relate and use various

concepts which you have learned from this course.

- d) 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.
- 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. Assignments and Projects will evaluate the conceptual clarity of each student. Assignments, Projects, CAT-1 and CAT-2 will assess the learning goals 1, 2, 3, 4, 5 and 6 as mentioned above.

### ***Evaluation Scheme***

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1.To acquaint students with the factors which can affect the business decision making 2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition.	1. Business Knowledge  2. Problem Analysis	Q8(CAT-I)-CO1  Q9(CAT-I)-CO2	10  10	15-18 <sup>th</sup> Feb, 2017	Closed Book
2.	CAT II	3. To assist students in developing their creativity and innovative thinking to make good decisions in a	3. Design/ Development of	Q8(CAT II)-CO3	10	10-13 <sup>th</sup> Apr, 2017	Closed Book

		complex global environment 5. To critically analyse situations for forward thinking using the latest tools and techniques	Innovative Solutions  5. Modern Tool usage.	Q9(CAT II)-CO5	10		
3.	Projects	4. To critically analyze situations for forward thinking using the latest tools and techniques.	4. Conduct Investigations of Complex Problems	CO4	10	17 <sup>th</sup> April, 2017	Open Book
4.	Assignments	6. To integrate theory and application from various functional areas through interdisciplinary approach	PSO 2	CO6	10	Any time throughout the semester	Open Book

### ***Assignments/Project***

Students will be given assignments and Projects which they are supposed to submit before the deadline. This is to assess the performance of the students and help them in understanding the important concepts of Business Analytics and their applications in the business world.

### ***Continuous Assessment Test (CAT-I and CAT-II)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 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 analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Analytics for Managers; Taking Business Intelligence beyond Reporting	G.H.N Laursen, J Thorlund- Wiley

<b>SUPPLEMENTARY READINGS</b>	
Business Analytics: Principles, Concepts and Applications	Schniederjans, Schniederjans & Starkey, Pearson
New Intelligence for a Smarter Planet	MC Press Online
Website	analyticsvidhya.com

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Business Analytics &amp; Business Intelligence- Meaning, Importance and Process</b>		
1	Overview of Business Intelligence	Textbook, Ch.1
2	Business Analytics: Concept, Terminology & Significance	Textbook, Ch.1
3	Difference between Business Intelligence and Business Analytics	Textbook, Ch.2
4	Business Analytics Process & Decision Making Process	Textbook, Ch.2
5	Case study- A trip to summerhouse	Business analytics for managers: pp. (46-52)
6	Use of Business Analytics in Business Verticals	Textbook, Ch.2
7	Retail, Banking Case study- Shop.ca	Textbook, Ch.2 (IBM Software: Retail)
8	Insurance, Health Care	Textbook, Ch.2
9	Education, Automobile, & Telecommunication etc.	Textbook, Ch.2
10	Case study: AMC networks	IBM Software Analytics: Media & Entertainment
<b>Module II: Business Analytics: Resources and Framework</b>		
11	Resources of Business Analytics: Data- categories of Data	Textbook, Ch.4



Session	Topics to be discussed	Readings
12	ECM framework, Personnel resources	Textbook, Ch.4
13	Data Processing: OLTP, OLAP	Textbook, Ch.5
14	Overview of Data Warehouse and Data mining	Textbook, Ch.5
15	UIMA framework	Textbook, Ch.5
<b>Module III: Reporting Systems</b>		
16	Reporting systems, Dashboard	Textbook, Ch.5
17	Multidimensional modeling	Textbook, Ch.5
18	Applications of BA in Business	Textbook, Ch.5
19	Marketing Analytics	Handouts
20	Financial Analytics	Handouts
21	Government Analytics	Handouts
22	Case Study: Dawn of taxi aggregators	Analyticsvidhya.com
<b>Module IV: Strategies in Business Analytics</b>		
23	Business Analytics Strategy:	Textbook, Ch.6
24	Ensuring Data Quality	Textbook, Ch.6
25	Outsourcing & measuring Business Analytics contribution	Textbook, Ch.6
26	Case study: Essentials of Cross-selling and Up-selling	Analyticsvidhya.com

\* 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.]

**Course Name: Management Accounting & Decision Making**

**Course Code: MBDS 5018**

**Course Credit: 3**

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

Accounting for Decision Making seeks to create value by providing effective tools for analysis, which furnish information that is useful for decision making at all levels in the organization. The course introduces a number of cost and management accounting tools and quantitative techniques that can be used to analyze how business processes consume resources, create value for a firm and its customers, and how this value may be enhanced through activity and process improvement. Major topics include cost behavior, cost analysis, profit planning and control measures.

Management accounting provides information of firm's financial condition and results of its activities through three standard financial statements, i.e., the balance sheet, income statement and statement of cash flows. Accounting for decision making is the next phase in accounting which deals with evaluating the information provided by financial accounting and is essentially meant for internal use of management. It incorporates cost accounting with an aim to ascertain costs, control costs and in the long run reduce costs. This course focuses on *decision facilitating information* for improvement in specific decisions such as to set better prices, to cut costs productively, or to make better allocation of resources and has crucial managerial uses for planning, implementing and controlling the firm's activities. This course, thus, incorporates the analysis and effect of all relevant information for improvement in specific managerial decisions.

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

1. Understand the nature and scope of management accounting. (Sub Goals 3.1)
2. Analyze relevant cost information for decision making in organization (Sub Goal; 3.1 and 3.3)
3. Evaluate absorption costing and marginal costing to maximize the effectiveness of cost incurred. (Sub goal 3.1 and 3.2)
4. Apply management accounting techniques for planning and control like budgeting and variance analysis; (Sub Goal 4.1 and 4.2)

### **Pedagogy:**

The course will facilitate the students in learning the concepts and practices of accounting for decision making. The course will be taught through classroom discussion on concepts, numerical

exercises and cases. Group and individual exercises will be used to develop the skills and techniques needed for analysis. Case discussions, group assignment, class exercises, and real life examples will constitute the learning tools of this course. The students are expected to come prepared for the class by reading the prescribed material as well as by obtaining insights through library research and personal observations.

### **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 understand the behaviour of the cost and its impact on the profit maximisation objective. 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 analyze the cost elements and see the impact of the same in financial report of the company.
- 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>Learning Goals and Objectives*</b>			
<b>Assessment Components and Marks</b>	1	2	3	4

Quiz/ Case Study/ Annual Report Analysis (20 Marks)	√	√	√	√
CAT-1 & CAT-2 (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 1 & 2 (CAT-1 & CAT-2)***

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>
A Textbook of Management Accounting	Mittal.D.K. (2015) , (10th Edition). New Delhi: Galgotias Publications Pvt. Ltd
<b>SUPPLEMENTARY READINGS</b>	
Management and Cost Accounting	Drury, C. (2012), (7 <sup>th</sup> Edition). New Delhi: Cengage Learning India Pvt Ltd.
Cor Horngren, C. T., Sundem, G. L., & Stratton, W. O. (2009). Introduction to	Introduction to Management Accounting (14 <sup>th</sup> Edition). Delhi: Pearson Education.

Management Accounting	
-----------------------	--

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

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Management Accounting</b> The purpose of this module is to acquaint students with the scope of management accounting and basic concepts of the cost and its elements.		
1	Management Accounting and Decision making, Role of Cost accounting and Financial Accounting	Text Book D.K.Mittal, Chapter 1
2	Management Accountant role in implementing strategy	Text Book D.K.Mittal, Chapter 1
3	Cost Accounting Terms: Meaning of the terms like cost, cost unit etc., Cost Classification, Cost Element and Cost Sheet, Cost Element and Cost Sheet	Text Book D.K.Mittal, Chapter 2
4	Cost control, cost reduction and cost management	Text Book D.K.Mittal, Chapter 3
5	Operating Costing: Meaning; utility; cost calculation for service organizations, Transport Costing	Text Book, D.K. Mittal Chapter 3
6	Activity Based Costing: Concept & Relevance.	Text Book, D.K. Mittal Chapter 5
7	<b>CASE STUDY: USING ACTIVITY-BASED COSTING TO IMPROVE PERFORMANCE: A CASE STUDY</b>	REPORT BY Kevin R. Moore from the text book.
<b>Module II: Decision Making</b> The focus of this module is to understand how costs influence a decision to a significant extent. It offers an efficient tool for long term and short term decision making by providing bases for evaluating different alternatives.		
8	Marginal Costing & Tactical Decisions.	Text Book D.K.Mittal, Chapter 7
9	Make or Buy Decision Outsourcing Decision	Text Book D.K.Mittal, Chapter 7
10	Relevant Costing: Absorption & Contribution,	Text Book D.K.Mittal, Chapter 9
11	Target costing and Cost Plus Pricing	Text Book D.K.Mittal, Chapter 10

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
12	<b>CASE STUDY: Financial statements and cost sheet analysis of Delta Airlines for decision making purpose. Charles T. Horngreen pg. 440</b>	Charles T. Horngreen pg. 440
<p><b>Module III: COST CONTROL</b></p> <p>This module discusses budgets which serve purposes of planning, coordination, control and performance evaluation.</p>		
13	Budgeting: Meaning ,utility and procedure	TextBookD.K.Mittal, Chapter 8
14	Types of Budget, Preparation of Flexible Budget, Operating Budget, expenses budget, cash budget, Master Budget	TextBookD.K.Mittal, Chapter 8
15	Concept of Zero Based Budgeting and its Comparison with Traditional Budgeting	TextBookD.K.Mittal, Chapter 8
	<b>Research Paper: Management of Information Systems: Insights from Management Accounting Research</b>	<a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=920829&amp;download=yes">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=920829&amp;download=yes</a>
16	Variance Analysis: Meaning, relevance of variance analysis and types of variances	TextBookD.K.Mittal, Chapter 11
17	Cost Variances: costing standards; various types of cost variance.	TextBookD.K.Mittal, Chapter 11
18	Factors responsible and measures to control variances	TextBookD.K.Mittal, Chapter 11
19	Labor Variance: Meaning, types and computation	TextBookD.K.Mittal, Chapter 11
20	Material Variance: Meaning, types and computation, Overhead Variance: Meaning, types and computation	TextBookD.K.Mittal, Chapter 11
21	<b>CASE STUDY: CEO claims he didn't see variances, but Jurors did. Pg no. 294</b>	Charles T. Horngreen pg. 294
<p><b>Module IV: Responsibility Accounting:</b></p> <p>This module discusses about various responsibility centres, advantages, limitations and how different types of responsibility centres may be carved out for different types of activities based on their suitability for an activity or programme.</p>		
22	Responsibility Accounting: Concept, Importance and Limitations,	TextBook D.K.Mittal, Chapter 12

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
23	Types of Responsibility Centres and Their nature.	TextBookD.K.Mittal, Chapter12
24	Performance Measurement Criteria of different Responsibility Centers.	TextBookD.K.Mittal, Chapter 12
25	Control ratios, concept of standard hour, efficiency ratios	TextBookD.K.Mittal, Chapter 15
26	Budget Reports, essentials of a good budget report, various concepts of capacity.	TextBookD.K.Mittal, Chapter 16
27	<b>CASE STUDY: CEO Compensation and Company Performance: Concepts in Action. Pg no.977</b>	Charles T. Horngreen pg. 977
<b>Module V: Break-even and CVP analysis</b> This module discusses about CVP analysis that helps in studying the relationship of cost and profit to the volume of output and sales so as to maximise profit in different business situations.		
28	CVP assumptions and terminology	TextBookD.K.Mittal, Chapter 13
29	Concept of contribution margin, Break-even point computation.	TextBookD.K.Mittal, Chapter 13
30	Key Factor, CVP Analysis for Sale Mix	TextBookD.K.Mittal, Chapter 13
32	Opportunity, outlay and differential cost and analysis,	TextBookD.K.Mittal, Chapter 16
33	Make or buy decisions, discontinuance of a product decisions	TextBookD.K.Mittal, Chapter 16
34	Optimal use of limited resources - product mix decisions, Sell or process further decisions, introduction of new product	TextBookD.K.Mittal, Chapter 18
35	Sell or process further decisions, introduction of new product. Break-even analysis and charts, segregation of costs and break even charts.	TextBookD.K.Mittal, Chapter 18& 16
33	<b>PRESENTATION: Presentation by students on Break-even analysis of listed companies.</b>	
34	Contribution or gross margin, margin of safety, how to improve margin of safety	TextBookD.K.Mittal, Chapter 14
35	Angle of incidence, angle of incidence at project stage,	TextBookD.K.Mittal,

Lecture	Topics to be discussed	Readings
	at operations stage.	Chapter 14
36	Algebraic presentation of break even analysis, marginal cost equation, desired or budgeted or actual sales.	TextBookD.K.Mittal, Chapter 18
37	Profit volume ratio, variable to sale ratio, limits of P/V ratio, significance of P/V ratio	TextBookD.K.Mittal, Chapter 18
38	Cost control, performance evaluation, profit planning, price indifference point.	TextBookD.K.Mittal, Chapter 21
39	Relevant costs and differential costing, incremental costs, managerial applications of differential costing.	TextBookD.K.Mittal, Chapter 22
40	<b>CASE STUDY: Tiffany tinkers with Sales Mix-and Takes a Cost-Volume-Profit Gamble. Pg no. 65</b>	Charles T. Horngreen pg. 65

\* 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.]

### **Project Based Learning \_Guidelines\_ MBDS 5019<sup>iv</sup> Academic Year: 2017-18**

#### **Essence of PBL:**

Project Based Learning leads students to learn core academic content and builds critical thinking, problem solving, collaboration, communication, and self-management skills through projects. PBL Can give students an opportunity to work with professional experts who enrich and support the teachers knowledge connects to the real world PBL border on busy work and involve meaningful enquiry that engages student's mind. It is effective in helping students understand, apply and retain information and thus improves academic achievements.

#### **PBL Attributes:**

- Organized around a problem/Challenge/Issue without a predetermined solution
- Students design the process of reaching solution
- Requires the critical thinking/problem solving/collaboration/communication



- Students regularly reflect on what they are doing
- A final product/learning is evaluates for quality
- Teacher takes up the role of a facilitator rather than an instructor.

### **PBL Course: Business Process Dashboard**

### **PBL Course Code: MBDS 5019**

**Semester: II Credit: 01 Timeline: Semester II**

**Execution: 1-2 Days/ Wk(Non-working days) Team: Individual/ Group(max. 4)**

**Course Status: Essential Learning Status: Continuous**

**Purpose:** Identify, analyze, and visualize recurring concerns/ trends/patterns in business; then contextualize those patterns in business strategy making process through current knowledge of basic visualization tools like MS excel, SPSS etc.

**Learning Outcome:** at the end of this project students should be able to visualize

- external firm data.
- financial data (industry specific- Banking/Insurance/Health/Telecommunication/NGOs etc.)
- business process ( Recruitment/ retail/manufacturing etc.)
- evaluate business process ( eg. Customer relationship management program/frequency of new offers etc.) through dashboard.
- create dashboards to evaluate various business functions like marketing effectiveness, firm performance, product launch, recruitment, CSR, etc.
- present their design to peers/faculty members /mentors.

### **Documentation/Output: Project Based Learning\_Report\_Template<sup>v</sup>**

- A project plan/statement (in written form)
- Realization of the project (activities which support the project)
- Results of the project (a product or service)
- Final report of the project (a written document that compares the initial plan with actual results).
- Project Failure: students need to analyse the differences between the plan and the results and can conclude about what might have caused the failure.

### **Evaluation:**

Performance is assessed on an individual basis (individual performance in Group as well), and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization.

### **Rubrics: Project Based Learning Rubrics<sup>vi</sup>**

The following criteria may be used for evaluation of the projects:

6. **Relevance:** How clearly were the goal and course of the project characterized in the project?
7. **Structure:** How logical was the strategic plan?
8. **Efficiency & productivity:** How efficiently the resources were handled and results achieved?
9. **Impact:** What is the impact of project on academic learning?
10. **Sustainability:** Are the achieved results here for longer period?

**Course Name: Logistics & Supply Chain Management**

**Course Code: MBDS 6002**

**Course Credit: 3**

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

**Logistics & Supply chain management (LSCM)** is the management of the flow of goods. It includes the movement and storage of raw materials, work-in-process inventory, and finished goods from point of origin to point of consumption. Interconnected or interlinked networks, channels and node businesses are involved in the provision of products and services required by end customers in a supply chain.<sup>[2]</sup> Supply chain management has been defined as the "design, planning, execution, control, and monitoring of supply chain activities with the objective of creating net value, building a competitive infrastructure, leveraging worldwide logistics, synchronizing supply with demand and measuring performance globally". LSCM draws heavily from the areas of operations management, logistics, procurement, and information technology, and strives for an integrated approach

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 supply chain processes.

Logistics & Supply Chain is a discipline for stating how to go with 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

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

1. To develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

**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 Supply Chain 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:**

What we have to learn to do, we learn by doing – as Aristotle pointed out almost 2,400 years ago, learning is about gaining experience. To manage future supply chains, students need to acquire knowledge in numerous fields from mathematical modelling to negotiation skills. However, students need to learn fast in order to keep pace with the constantly accelerating complexity of our supply chains. Different learning styles are available to teach students those supply chain concepts that can make the difference between failure and success. A teaching method that has proven very effective is experiential learning: students learn directly from their own experience. The conceptual clarity and to think the application of operations concepts for supply chains you should follow the following strategies.

- a. Read and identify the problems in understanding the supply process and value chains.
- b. Try to construct problems on your own for a supply chain and come with effective solutions.
- c. Read the caselet and try to find out the learning points pertaining to the specific topic in “Sourcing, Procuring, Logistics Management” & “Supply Chain Management”.
- d. 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.

### **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
Quiz (20 Marks)	√	√	√
CAT 1(15 Marks)	√	√	√
CAT 2(15 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. There will be at least 3 quizzes and best 2 will be taken into consideration for final grade of students.

### **Continuous Assessment Test 1 & 2 (CAT-I, II)**

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 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.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Supply Chain Management	Chopra, Meindl, Kalra, Pearson Education
SUPPLEMENTARY READINGS	
Logistics & Supply Chain Management	G Raghuram, N Rangaraj, Macmillan Business Books
Supply Chain Management, Process, Partnerships, Performance	Douglas M. Lambert, Supply Chain Management Inst, 2008
Basics of Supply Chain Management	Lawrence D, Ed Hill, CRC Press
Designing and Managing the supply chain	David, Philip, Levi, McGraw Hill Companies

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

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Logistics &amp; Supply Chain Management: Concepts</b> The purpose of this module is to acquaint students with basic concepts of the Supply Chain Management and its uses in real life situation, and the formulation of the problems...		
1	Introduction to Logistics Management: Understanding	Text Book: Chopra, Meindl, Chap: 1,2,3
2	Logistics Management: The Generic value chain & decisions	Text Book: Chopra, Meindl, Chap: 1,2,3
3	Classification of Logistics applications	Text Book: Chopra, Meindl, Chap: 1,2,3
4	Importance of supply chain decisions & Total Logistics cost	Text Book: Chopra, Meindl, Chap: 1,2,3
5	Process view of supply chain	Text Book: Chopra, Meindl, Chap: 1,2,3
6	Examples of supply and decision phases	Text Book: Chopra, Meindl, Chap: 1,2,3
7	Competitive and supply chain strategies	Text Book: Chopra, Meindl, Chap: 1,2,3
8	Achieving strategic fit and expanding strategic scope	Text Book: Chopra, Meindl, Chap: 1,2,3
9	Drivers of supply chain performance, Framework for structuring drivers	Text Book: Chopra, Meindl, Chap: 1,2,3
10	System architecture of Supply Chain System	Text Book: Chopra, Meindl, Chap: 1,2,3
11	Facilities, inventory, transportation and information	Text Book: Chopra, Meindl, Chap: 1,2,3
12	Sourcing, pricing and obstacles to achieve strategic fit	Text Book: Chopra, Meindl, Chap:3
13	<b>Case Study: 7 – 11 Japan Company</b>	Text Book: Chopra, Meindl, Chap:3
<b>Module II: Designing the supply chain network and planning demand and supply in a supply chain</b> The objective of this module is to understand the basic insight of supply chain network and related demand and supply.		
14	Role of distribution in a supply chain, factors influencing the distribution network.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
15	Design options for a distribution network, e-business activities.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
16	Role of network design in supply chain and factors influencing the network design decision.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
17	Framework for network design decision, Supply chain integration through push-pull mechanism	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
18	Lack of Supply Chain Coordination & Bull Whip Effect mechanism.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
19	Models for Logistics & Supply Chain Management, facility location and capacity allocation.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
20	Discounted cash flow analysis and representations of uncertainty	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
21	Role of forecasting in Supply Chain: Basic approach to demand forecasting, Time – series approach, measure of errors.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
22	Role of aggregate planning in supply chain and strategies.	Text Book: Chopra, Meindl, Chap: 4,5,6,7,8
23	<b>Case Study: BioPharma Inc.</b>	Text Book: Chopra, Meindl, Chap: 6
<p><b>Module III: Planning and Managing Inventories</b></p> <p>The objective of this module is to recognize and analyse the Market – Demand &amp; Supply factors affecting the Inventories and tools to manage that.</p>		
24	The role of cycle inventory in a supply chain	Text Book: Chopra, Meindl, Chap: 10, 11, 12
25	Economies of scale to exploit fixed cost and quantity decisions	Text Book: Chopra, Meindl, Chap: 10, 11, 12
26	Short term discounting, estimating cycle inventory.	Text Book: Chopra, Meindl, Chap: 10, 11, 12
27	The role of safety inventory in a supply chain and determining the appropriate level of safety inventory.	Text Book: Chopra, Meindl, Chap: 10, 11, 12
28	Impact of supply uncertainty on safety inventory and impact of aggregation on safety inventory.	Text Book: Chopra, Meindl, Chap: 10, 11, 12
29	Importance of the level of Product Availability and factors affecting the optimum level of product availability	Text Book: Chopra, Meindl, Chap: 10, 11, 12
30	Optimising availability of maintenance, repair and operation inventories and setting up of optimum levels of product availability in practice.	Text Book: Chopra, Meindl, Chap: 10, 11, 12
31	<b>Case Study: Managing Inventories at ALKO Inc.</b>	Text Book: Chopra, Meindl, Chap: 11

Lecture	Topics to be discussed	Readings
<b>Module IV: Designing and Planning Transportation Networks.</b>		
The objective of this module is to design and plan transportation network within supply chain.		
32	The role of transportation in supply chain	Text Book: Chopra, Meindl, Chap: 13
33	Modes of transportation and their performance characteristics	Text Book: Chopra, Meindl, Chap: 13
34	Transportation infrastructure and policies	Text Book: Chopra, Meindl, Chap: 13
35	Design Options for a Transportation Network, Role of lean operations in supply chain.	Text Book: Chopra, Meindl, Chap: 13
36	Trade-offs in Transportation Design and Tailored Transportation, Risk Management.	Text Book: Chopra, Meindl, Chap: 13
<b>Module V: Managing IT and Cross Functional drivers in a supply chain</b>		
The objective of this module is to manage and control the IT and cross functional drivers to achieve specific goals.		
37	Role of sourcing in a supply chain, in-house and outsource. Third and Fourth Party Logistics, Reverse Logistics, Supplier Scoring and assessment.	Text Book: Chopra, Meindl, Chap: 14, 15, 16
38	IT enabled purchasing, Supplier selection and procurement process	Text Book: Chopra, Meindl, Chap: 14, 15, 16
39	Integrating Supply Chain with Information Technology, Decision Support Systems for SCM. IT support system for Supply Chain decision making	Text Book: Chopra, Meindl, Chap: 14, 15, 16
40	Relationship between E-Commerce, ERP and SCM	Text Book: Chopra, Meindl, Chap: 14, 15, 16
<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 Title: Strategic Management**

**Course Code: MBDS 6003**

**Course Credit: 3**

**Course Background and Learning Objectives:**

This is an integrative course for the MBA program. It aims to enable the student develop and implement strategic cross-functional decisions towards the attainment of their organization's vision, mission and objectives using strategic management principles and integrating knowledge and skills learned from the other courses.

The student will learn to do strategy formulation, implementation and evaluation, as well as to use various analytical frameworks and tools that can aid managers in decision making. Through this course, the student's strategic thinking capability is expected to be strengthened in critically analysing and integrating information about the company's external and internal environment in the local and global context, and to use this in formulating and implementing innovative strategies towards building a sustainable competitive advantage. The students will likewise be made to understand the different strategy choices and to evaluate strategic management issues and concepts that are important. This course also aims to promote ethical business decisions, the practice of corporate social responsibility and making a contribution towards nation building.

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

- a) Develop vision and mission statements that are ethically sound and that take into consideration corporate social responsibility, ethics, and nation-building dimensions; [NBA GA Ethics]
- b) Identify strategic issues and relevant external and internal factors that need to be addressed by the company; [NBA GA : Problems Analysis]
- c) Develop strategic and financial objectives; [NBA GA The Manager and society]
- d) Formulate appropriate and innovative strategies and programs/action plans to address the strategic issues and to achieve the company's objectives, taking into account relevant external and internal factors; [NBA GA: Design/Development of Innovative Solutions]
- e) Design a Balanced Scorecard and a performance monitoring system. [NBA GA Modern Tool usage]

f) Learning the concept of corporate decision making and corporate governance [NBA  
GA Conduct investigations of Complex Problems]

EC No.	Evaluation Component	Learning Objective	NBA-GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	Develop vision and mission statements that are ethically sound and that take into consideration corporate social responsibility, ethics, and nation-building dimensions Identify strategic issues and relevant external and internal factors that need to be addressed by the company Develop strategic and financial objectives	Ethics  Problems Analysis  The Manager and society	TBD	TBD	TBD	Closed Book
2.	CAT- 2	Formulate appropriate and innovative strategies and programs/action plans to address the strategic issues and to achieve the company's objectives, taking into account relevant external and internal factors; Design a Balanced Scorecard and a performance monitoring system	Design/Development of Innovative Solutions Modern Tool usage	TBD	TBD	TBD	Closed Book
3.	Quiz-1	Design a Balanced Scorecard and a performance monitoring system	Modern Tool usage	Complete Quiz	10	TBD	Closed Book
4.	Assignment(s)	Learning the concept of corporate decision making and corporate governance	Conduct investigations of Complex Problems	Assignment 1	10	Any time throughout the semester	Open Book

### 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.

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.

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

Strategic Management will expose you to many new terms, models and analytical tools/methods. To get the conceptual clarity and apply strategic management tools effectively in real world situations you should follow the following strategies.

- a. You should be ready with different concepts and tools that you have studied in different MBA courses as this course utilises many of these.
- 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. Keep yourself updated about the current developments in corporate world and try to see them with a critical and analytical perspective. You should also develop a habit of discussing the strategic issues involved with your friends, teachers and experts whom you can access. 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	6
Group Case Analysis + Presentation (20 Marks)	√	√	√	√	√	√
Continuous Assessment Test-1 (15 Marks)	√	√	√			
Continuous Assessment Test-2 (15 Marks)			√	√	√	√
Semester-end Exam (50 Marks)	√	√	√	√	√	√

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

### Group Case Analysis

This is a group assignment. In the first session I expect you to form groups of five students each for the purpose of this assignment. In this individual assignment I ask you to do a full case study analysis of a company of your choice or suggested to you. This case analysis will involve ---

- A full strategic appraisal
- The selection of strategic options
- Your strategic solutions for the company's on-going health.

You may also choose to analyse a case from the core text of this course. As with all Case studies the information concerning the firm is dated, and you get the information on a particular date. However you will find that current information is readily available in the business press and online. This assignment requires you to update the company's business position as a matter of research. You should regard the written case material given to you as background information and a starting point for your research into the company and how well it seems to be coping with current challenges.

In the following paragraphs you will find advice on how to approach the different stages of strategy analysis as reflected in the assignments. I also give you advice on how to do well in these assignments.

When considering how you would answer a Case Study in Strategy you might like to follow the model outlined below.

Phase One: Locating the Company in its environment: This is where you set the scene and so you should:

- Offer a brief overview of the company (from your own research or the Case material provided).
- Put the company in its context. At this point you will start to use the various analytical tools available to tell me about the environmental opportunities and constraints operating on the Company and its Industry. PESTEL is the usual device. You should also analyse the characteristics of the industry in which the company has to compete and here you should employ Industry Life Cycle Analysis; market segmentation analysis but above all I would expect to see 5 Forces Analysis carried out in some depth.

- You could emerge from this phase with a partial SWOT , that is a specification of Opportunities and Threats

Phase Two: Now you focus on the company by conducting an internal analysis. Your objective here is to draw out the capabilities that the company has developed and to do so using well-chosen analytical instruments and models. So consider the following:

- Has the company followed a clear Generic Strategy ( Generic Strategies)
- How has the company analysed and responded to its markets. (Market Segmentation).
- What knowledge based resources has the company acquired (Core Competencies).
- Does the company excel at managing value adding activities ( Value Chain Analysis)
- If the company is part of a larger corporation what part of the product or service portfolio is it responsible for?( The Boston Matrix)
- How effectively has the company grown through Diversification? (Ansoff Matrix)
- How has the company expanded and has it done so effectively ( The Porter Diamond and The Expansion Methods Matrix)

If you analyse the company using these instruments (in brackets) you will draw out the Key Capabilities owned by the company within the limits of the case study contents.

Your aim is to match the KC's (key capabilities) of the company against the KSF's (Key success Factors) of the industry (carried out in Phase One) i.e. what typical companies in the industry must excel at to survive

You should emerge from Phase Two with a valid view of the company's level of strategic success and what it has to do to sustain that success or to continuously improve. A good way of closing Phase Two is with the remaining half of your SWOT analysis that is the SW.

Somewhere in this Phase also you will need to appraise the Company's financial situation using well established ratios of outcome and resource utilisation. But please take note you will not cover finance during this course but my expectation is that you have studied finance analysis elsewhere so you should try to include a commentary on the financial predicament of the company.

Phase Three: Now that you have derived a picture of the Company's state of health – what medicine are you going to prescribe? So Phase Three is about Strategic Options over the foreseeable future; which would you offer and which would you recommend? Are you sure that your proposals clearly emerge from your analysis at Phases One and Two, and make sure they are feasible and can be resourced and implemented.

Your job is done. You have analysed the company as it is today, given your judgement about its corporate health and offered your solutions for its future in turbulent times.

### ***Continuous Assessment Tests***

There will be two Continuous Assessment Tests of 90 Minutes each. The specific dates shall be announced in University Calendar for the year. The questions are mostly conceptual, analytical and situational.

### ***Semester-End Examination***

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>
Strategic Management	Hitt Michael A, Ireland R. Duane, Hoskisson Robert E., Manikutty S., 9 <sup>th</sup> Edition, Cengage Learning, New Delhi
<b>SUPPLEMENTARY READINGS</b>	
Strategic management: Text and cases	Dess, Lumpkin and Eisner, 3rd Edition, Tata McGraw Hill, New Delhi
Exploring Corporate Strategy	Johnson, Scholes and Whittington, 7th Edition, Pearson, New Delhi
Strategic Management and Business Policy	Thomas L. Wheelen and J. David Hunger, 11/e Pearson, New Delhi
Crafting and Executing Strategy	Thompson, Strickland, Gamble, and Jain, Tata McGraw Hill, New Delhi
Strategic Management: Concepts and Cases	David, Fred R., 13th edition, Pearson Education Inc., 2011

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Strategic Inputs- Strategic Direction and Environmental Analysis</b>		
The purpose of this module is to acquaint students with Setting Strategic direction of a firm. Strategic Analysis: How to analyse industries and their attractiveness for conducting business? How to analyse firms and their competitive advantage?		
1	Introduction to Strategic Management, Formation of groups and discussion of Course importance, strategy and Assessment	Text Book, Chapters 1; Hitt Case: Coca Cola Opening case Chapter 1
2	The Competitive Landscape, The Global Economy, Technology and Technological Changes; The I/O Model of Above-Average Returns and The Resource-Based Model of Above-Average Returns	Text Book, Chapters 1; Hitt
3	Strategic Focus: Effective Vision and Mission Statements: Importance for firms, Characteristics of good Vision and Mission statements, Setting objectives- Strategic Objectives and Financial Objectives, hierarchy of objectives.	Text Book, Chapters 1; Hitt
4	Stakeholders, Classifications of Stakeholders, Stakeholder Management, Role of Strategic Leaders; The Strategic Management Process	Text Book, Chapters 1; Hitt
5	The External Environment: Opportunities, Threats, Industry	Text Book, Chapters 2; Hitt

Session	Topics to be discussed	Readings
	Competition, and Competitor Analysis  Understanding of Environment: The General, Industry, and Competitor Environments; External Environmental Analysis- Scanning, Monitoring, Forecasting, Assessing; Segments of the General Environment, PESTEL	
6	Industry Environment Analysis; Five Forces Model of Industry analysis; Interpreting Industry Analyses	Text Book, Chapters 2; Hitt Case: Philip Morris, Opening Case Chapter 2.
7	Strategic Groups and Competitor Analysis, Ethical Considerations in competitor analysis	Text Book, Chapters 2; Hitt
8	The Internal Organization: Resources, Capabilities, Core Competencies, and Competitive Advantages  Analysing the Internal Organization; The Context of Internal Analysis; Resources, Capabilities, and Core Competencies	Text Book, Chapters 3; Hitt Case: Apple, Opening Case Chapter 3.
9	Building Core Competencies, Four Criteria of Sustainable Competitive Advantage	Text Book, Chapters 3; Hitt
10	Value Chain Analysis, Outsourcing, Business Process Reengineering	Text Book, Chapters 3; Hitt Case: GE Page 77 Chapter 3.
<b>Module II: Strategy formulation</b>  The focus of this module is on understanding different strategic options available with the firms. These options may be for Business level strategy, Competitive strategy, Cooperative Strategies, Corporate Strategy, Global Strategy etc.		
11	Strategic options- different types and levels; Business-Level Strategy; The Purpose of a Business-Level Strategy,	Text Book, Chapters 4; Hitt Case: Acer Group, Opening Case Chapter 4.
12	Customers: Their Relationship with Business-Level Strategies, Effectively Managing Relationships with Customers- Reach, Richness, and Affiliation; Who: Determining the Customers to Serve, What: Determining Which Customer Needs to Satisfy, How: Determining Core Competencies Necessary to Satisfy	Text Book, Chapters 4; Hitt
13	Types of Business-Level Strategies- Cost Leadership Strategy, Differentiation Strategy and Focus Strategies; Integrated Cost Leadership/Differentiation Strategy	Text Book, Chapters 4; Hitt Case: Kazoo Toys, Page 119 Chapter 4.
14	Competitive Rivalry and Competitive Dynamics; A Model of	Text Book, Chapters 5; Hitt

Session	Topics to be discussed	Readings
	Competitive Rivalry; Competitor Analysis, Market Commonality, Resource Similarity, Drivers of Competitive Actions and Responses	Case: Wal Mart, Page 137 Chapter 5.
15	Competitive Rivalry: Strategic and Tactical Actions, Likelihood of Attack, First-Mover Incentives, Organizational Size, Quality, Likelihood of Response: Type of Competitive Action, Actor's Reputation, Dependence on the Market	Text Book, Chapters 5; Hitt
16	Competitive Dynamics: Slow-Cycle Markets, Fast-Cycle Markets and Standard-Cycle Markets	Text Book, Chapters 5; Hitt Case: Candy Competition, Page 147 Chapter 5.
17	Corporate-Level Strategy; Diversification, Levels of Diversification, Reasons for Diversification  Value-Creating Diversification: Related Constrained and Related Linked Diversification, Operational Relatedness: Sharing Activities, Corporate Relatedness: Transferring of Core Competencies, Simultaneous Operational Relatedness and Corporate Relatedness	Text Book, Chapters 6; Hitt Case: Fosters, Page 157 Chapter 6.
18	Unrelated Diversification, Efficient Internal Capital Market Allocation; Restructuring of Assets	Text Book, Chapters 6; Hitt Case: Oracle, Page 165 Chapter 6.
19	Value-Neutral Diversification: Incentives and Resources to Diversify; Value-Reducing Diversification: Managerial Motives to Diversify	Text Book, Chapters 6; Hitt Case: Johnson & Johnson, Page 169 Chapter 6
20	Merger and Acquisition Strategies; Meaning of Mergers, Acquisitions, and Takeovers,	Text Book, Chapters 7; Hitt Case: Chinese Firms, Page 194 Chapter 7
21	Reasons for Acquisitions and Problems in Achieving Acquisition Success	Text Book, Chapters 7; Hitt Case: Pfizer, Page 196 Chapter 7
22	Restructuring: Downsizing, Down scoping and Leveraged Buyouts; Restructuring Outcomes	Text Book, Chapters 7; Hitt
23	Cooperative Strategy; Strategic Alliances- Primary Type of Cooperative Strategy, Types of Strategic Alliances, Reasons Firms Develop Strategic Alliances	Text Book, Chapters 9; Hitt Case: IBM, Page 253
24	Business-Level Cooperative Strategy, Corporate-Level	Text Book, Chapters 9; Hitt



Session	Topics to be discussed	Readings
	Cooperative Strategy	
25	International Cooperative Strategy, Network Cooperative Strategy; Competitive Risks with Cooperative Strategies and Managing Cooperative Strategies	Text Book, Chapters 9; Hitt Case: TNV BP Joint Vnture, Page 273
26	International Strategy; Identifying International Opportunities: Incentives to Use an International Strategy; International Strategies; International Business-Level Strategy, International Corporate-Level Strategy	Text Book, Chapters 8; Hitt Case: Foreign Companies in China, Page 217 Chapter 8
27	Choice of International Entry Mode: Exporting, Licensing, Strategic Alliances, Acquisitions, New Wholly Owned Subsidiary; Dynamics of Mode of Entry	Text Book, Chapters 8; Hitt
28	Strategic Competitive Outcomes and Risks in an International Environment, Limits to International Expansion: Management Problems	Text Book, Chapters 8; Hitt Case: Anti Counterfeit Coalition , Page 241
<p><b>Module III: Strategy Implementation</b></p> <p>The focus of this module is on understanding how to ensure successful implementation of firm strategies? What is the role of strategic leadership in execution?</p>		
29	Corporate Governance: Theory of Corporate Governance-Agency Relationships	Text Book, Chapters 10; Hitt Case: Satyam, Page 305
30	Board of Directors, Enhancing the Effectiveness of the Board of Directors	Text Book, Chapters 10; Hitt
31	Market for Corporate Control, Corporate Governance in India, Governance Mechanisms and Ethical Behaviour	Text Book, Chapters 10; Hitt
32	Organizational Structure and Controls: Relationships between Strategy and Structure	Text Book, Chapters 11; Hitt Case: Cisco, Page 317
33	Types of Organizational Structures: Simple Structure, Functional Structure and Multidivisional Structure	Text Book, Chapters 11; Hitt Case: HP, Page 329
34	Matches between Strategy and Structure; Matches between Business-Level Strategies and the Functional Structure, Matches between Corporate-Level Strategies and the Multidivisional Structure, Matches between International Strategies and Worldwide Structure, Matches between Cooperative Strategies and Network Structures	Text Book, Chapters 11; Hitt Case: PepsiCo, Page 339

Session	Topics to be discussed	Readings
35	Strategic Leadership: Importance of Strategic Leaders, Leadership Style, The Role of Top-Level Managers	Text Book, Chapters 12; Hitt Case: Xerox, Page 360
36	Managerial Succession	Text Book, Chapters 12; Hitt
37	Key Strategic Leadership Actions	Text Book, Chapters 12; Hitt
38	Presentation on Case Analysis	
39	Presentation on Case Analysis	
40	Presentation on Case Analysis	
<b>SEMESTE-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.]

Master in Business Administration (MBA) Program

**Course Name: Entrepreneurship**

**Course Code: MBDS 6004**

**Course Credit: 2**

### **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 cannot 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, 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 ***learning goals and objectives*** of this course for students to pursue management education are:

1. Develop understanding of the concept of innovation and entrepreneurship along-with the entrepreneurial process and strategy. [NBA- GA-1 Business Knowledge]
2. Equip students with the necessary skills and knowledge towards opportunity identification & selection followed by business plan development. [NBA- GA-3 Design /Development of innovative solutions]
3. 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. [NBA GA- Problem Analysis]
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. [NBA GA- Conduct investigations of complex problems]
5. Create awareness among students regarding institutional support system available for entrepreneurial development in India. [ NBA GA- manager and Society]
  6. Develop understanding of the concept of innovation and entrepreneurship along-with the entrepreneurial process and strategy. [NBA GA-Entrepreneurship and Project Management]

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>1. Develop understanding of the concept of innovation and entrepreneurship along-with the entrepreneurial process and strategy.</p> <p>2. Equip students with the necessary skills and knowledge towards opportunity identification &amp; selection followed by business plan development.</p> <p>3. 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.</p>	<p>Problem Analysis</p> <p>Design /Development of innovative solutions</p> <p>Problem Analysis</p>	<p>Question No: 1,2</p> <p>Question No: 3, 4</p> <p>Ques. 5, 6</p>	<p>22</p> <p>28</p>		Closed Book
2.	CAT-2	<p>4. Create awareness among students regarding institutional support system available for entrepreneurial development in India.</p> <p>5. 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</p>	<p>Conduct investigations of complex problems</p> <p>manager and Society</p>	To be decided	To be decided		Closed Book

		techniques in an innovative context.  6. Develop understanding of the concept of innovation and entrepreneurship along-with the entrepreneurial process and strategy.	Entrepreneurship and Project Management				
3.	Assignment	Case study and research paper analysis			10	To be decided	
4.	Quiz1 and 2				10	To be decided	Take Home Quiz

### **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:**

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.

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

Case Studies are 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.

### ***Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)***

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 will be conceptual, application based, involving higher order thinking and case analysis.

<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

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

Session	Topics to be discussed
<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	
1	Meaning & importance of entrepreneurship, Myths of entrepreneurship, the entrepreneurial economy, scope of entrepreneurship & entrepreneurial career
2	Entrepreneurship as a mindset, the Entrepreneur and characteristics of a successful entrepreneur, understanding and developing entrepreneurial motivation  <b>Research paper- Startup India- A New Paradigm For Young Entrepreneurs</b> <a href="#">SSRN-id2835322%20(2).pdf</a>
3	Entrepreneurial schools-of-thought: Macro and Micro view of entrepreneurial school of thoughts of entrepreneurship
4	The process approaches to entrepreneurship
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 practical skills that students need to know.	
6	Understanding creative Ideas, role of creativity and innovation in entrepreneurship, and creative problem solving
7	The process of creativity and its nature, sources of creativity
8	Idea generation techniques, developing creativity and creative climate
9	Understanding Innovation, types of innovation, and dimensions of innovation  <b>Entrepreneurial Innovation at Google</b> <a href="http://www.albertosavoia.com/uploads/1/4/0/9/14099067/entrepreneurialinnovationatgoogle_publishedversion.pdf">http://www.albertosavoia.com/uploads/1/4/0/9/14099067/entrepreneurialinnovationatgoogle_publishedversion.pdf</a>
10	Sources of innovation, principles of innovation, The Innovation Process , simplified model of innovation process  <a href="https://www.youtube.com/watch?v=I9sNGnxMEXE">https://www.youtube.com/watch?v=I9sNGnxMEXE</a>
11	The process of managing innovation, core abilities in managing innovation
12	<b>Case Study: ChemConnect: creating a new kind of marketplace through digital technologies</b>
<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 plan.	
13	Idea vs. Opportunity, sources of opportunities, assessment and selection of opportunities

Session	Topics to be discussed
14	Details of feasibility analysis: product feasibility, market feasibility
15	Organizational and financial feasibility analysis, Environmental assessment for new ventures, The economic regulatory environment
16	Environmental assessment for new ventures, The economic and regulatory environment
17	Growing with opportunities: concept of business model and its importance, components of an effective business model
18	<i>Case Study:Netflix: Great idea, but will the business model work?</i>
19	The business plan and its components, Writing an effective business plan.
<p><b>Module IV: Entrepreneurial Issues: Launching New Ventures &amp; Managing Growth</b></p> <p>This module includes the details of various skill sets and knowledge required by the students to launch and manage their new ventures in a professional manner.</p>	
20	Forming a new venture team, qualities of founder/ founders, recruiting and selecting employees
21	<i>Case Study: Nokia: how one company built its brand,</i> Types of business ownership structures, choosing a right form of business ownership structure <a href="https://www.entrepreneur.com/article/200516">https://www.entrepreneur.com/article/200516</a>
22	Dealing with the legal issues of a new venture creation, IPR and related issues, encouraging and protecting new ideas
23	An overview of laws concerning entrepreneurs, exploring the financial sources for entrepreneurial ventures
24	Attributes of a successful growing firm, the integration of entrepreneurial and strategic action,
25	Understanding entrepreneurial strategy matrix model , Venture typical life cycle
<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>	
26	Developing Innovative and Entrepreneurial Organization: elements of entrepreneurial culture, component of an innovative organization
28	Integrating entrepreneurship with strategy & managing innovation strategically, factors that encourage or discourage innovation,



Session	Topics to be discussed
29	The innovation planning process and key implementation issues in innovation
30	Stage gate process for new product development, Development funnel model for new product development, Commercialization of Innovation, <b>Case Study: 3M</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.]

### **Program Based Learning**

#### **Project on "Business Plan" (MBDS 6005)**

The PBL program on "Business Plan" has an objective to make students understand answers to the following questions:

- What is a business plan?
- Why is there a need for a business plan?
- Process of business plan making
- Common guidelines when preparing a good business plan?
- Where to find market research, industry and competitor information for the business plan?
- Financial projections for the plan. The scope of business, the Vision and Mission of the company?
- Protection of the information in my business plan
- What is the process of starting a company? What is the procedure of registering a company?
- What are the statutory requirements for starting a company?
- What will be the governance model in terms of shareholding pattern?
- Where will the funds be arranged from? Will there be private equity involved?
- Will there be associations / tie-ups / alliances with companies?

**To execute The Program Based Learning, the students would be divided into groups of 5 students.**

**The students will have to identify unfulfilled needs, the customers who have the needs, how many such customers are there, the locations of the customers, and various segments.**

**The students will have to identify if the proposed business will be regional or national.**

**The students will be required to make a blueprint / process flow of the project with timeline.**

**There will be a fortnightly review of progress.**

**The students will be required to submit a project report as per the guidelines 15 days prior to commencement of end semester exams.**

**The students will be required to make a presentation of their project.**

**SCHOOL OF LIFE LONG LEARNING**

**GALGOTIAS UNIVERSITY**

L	T	P	C
0	0	4	2

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

<b>SLMB 6001</b>	<b>Personality Development</b>
<b>Version 1.01</b>	<b>Date of Approval :</b>
Pre Requisites	English for Employability
Co – Requisites	Basic English
Duration	40 sessions of 50 minutes each

#### **COURSE OBJECTIVES:**

1. To assess the current level of students.
2. To give a real time GD, Interview practice to the students.
3. To prepare the students for the placement process and future career prospects

#### **COURSE OUTCOMES:**

At the end of this course, the learner will be:

1. Able to analyse self and make necessary corrections
2. Able to recognize and make use of the strengths
3. Able to structure and express their thoughts during interviews , GD and presentations
4. Develop skills for career enhancement

#### **REFERENCE BOOKS:**

1. *Delivering Employability Skills in the Lifelong Learning Sector* by Ann Gravells, ISBN-10: 1844452956

2. *What employers want : the work skills handbook* - Karen Holmes, *Publication Date: 2011*
  
3. *The 2020 Workplace* by Jeanne C. Meister and Karie Willyerd
4. *The whole new mind Drive* by Daniel H Pink - 2011
5. *Real world HR interviews from companies across various sectors like IT, ITES, Manufacturing, etc.. in and around NCR region.*
6. *Enhancing Employability @ Soft Skills* by [Shalini Verma](#), Pearson.
7. *Productivity and Employability Skills* by John Heap and Mike Dillon, ISBN-13: 978-0957272620
8. Daily current updates / news papers / corporate people video interviews / YouTube lectures.

**Semester : 4**

Session No	Module	Topics
1 – 7	<b>Group Discussion</b>	Recap of CV / Resume (Print version) –Group Discussion - Types of Group Discussion– Mock Group Discussion
8 - 14	<b>Mock Interviews</b>	Interview Skills – Types of Interviews – Mock Interview– Just a Minute (JAM) - HR round Interview (Final)
15 - 23	<b>Career Awareness</b>	The 2020 Workplace Skills – Future work skills 2020 – Career Building Skills – Motivation – Elocution Skills– Technical Skills (Branch Specific) with special reference to Previous placement company
24 - 40	<b>Soft Skills</b>	Presentation Skills (Individuals & Team) - Negotiation Skills - Emotional Intelligence - Creativity and Leadership skills Online Tests Sample Paper Discussion Verbal communication test in class room

Master in Business Administration (MBA) Program

**Course Name: SERVICES MARKETING**

### Course Background and Learning Objectives

This course explores the dimensions of successful service firms.. Outstanding service organizations are managed differently. Managerial actions are based on totally different assumptions and conceptual frameworks. The results show not only in terms of performance but also in the enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage.

This course will study service management from an integrated viewpoint with a focus on customer satisfaction. The material will integrate operations, marketing, strategy, information technology and organizational issues. Because the service sector is the fastest-growing sector of the economy, this course is intended to help students discover entrepreneurial opportunities. The *learning goals and objectives* of this course for students to pursue management education are:

- a) Identify the special management issues and unique challenges involved in marketing and managing services. (NBA- GA: PO7- Environment and Sustainability)
- b) Understand the expectations of customers and know how to apply this knowledge into genuine value for customers. (NBA- GA: PO3- Design/Development of Innovative solutions)
- c) Interpret service behaviour and service consumption in the light of service-dominant marketing logic and apply this knowledge to in designing and developing services. (NBA- GA: PO1- Business Knowledge)
- d) Apply new approaches to managing customer loyalty and customer equity. (NBA- GA: PO5- Modern Tool Usage)
- e) To analyze practical problems which come in delivery of services, and to apply the understanding of the strategies in overcoming these problems. (NBA- GA: PO2- Problem Analysis)
- f) Appreciate, modify, and/or extend new theories and concepts pertaining to explaining the characteristics of customers' purchasing and consumption behaviour of services and service firms' marketing behaviour and apply the elements of marketing mix (7 P's) in developing a marketing plan for service firm. (NBA- GA: PO11-Entrepreneurship and Project Management)

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component

1.	CAT-1	<p>1. Identify the special management issues and unique challenges involved in marketing and managing services.</p> <p>2. Understand the expectations of customers and know how to apply this knowledge into genuine value for customers.</p> <p>3. To analyze practical problems which come in delivery of services, and to apply the understanding of the strategies in overcoming these problems.</p>	<p>Environment and Sustainability,</p> <p>Design/Development of Innovative solutions</p> <p>Problem Analysis</p>				Closed Book
2.	Project	<p>4. Appreciate, modify, and or extend new theories and concepts pertaining to explaining the characteristics of customers purchasing and consumption behavior of services and service firms marketing behavior and apply the 7Ps of Marketing plan for a service firm</p>	Entrepreneurship & Management	Submission & Presentation	10		Open Book/ Take Home Quiz
4.	Case Study	<p>5. Interpret service behaviour and service consumption in the light of service-dominant marketing logic and apply this knowledge to in designing and developing services.</p>	Business Knowledge	Case Analysis	5		Open Book
5	Quiz	<p>6. Apply new approaches to managing customer loyalty and customer equity.</p>	Modern Tool Usage		5		Handouts
	CAT-2	<p>Interpret service behaviour and service consumption in the light of service-dominant marketing logic and apply this knowledge to in designing and developing services.</p> <p>To analyze practical problems which come in delivery of services, and to apply the understanding of the strategies in overcoming these problems.</p>	<p>Business Knowledge</p> <p>Problem Analysis</p>				Closed Book

### **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. Theories will be explained 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 class. 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 new terms and some familiar words that are in 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. To get the conceptual clarity and for 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.
- 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 Business Strategy, Financial Management, Marketing, etc. 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 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	5	6
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√	√	√	√
CAT I & II (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 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 I & II (CAT I & II)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures for CAT I & 30 lectures for CAT II. 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
Services Marketing: People, Technology, Strategy	Christopher H. Lovelock and Jochen Wirtz, fifth edition. Upper Saddle River, NJ: Prentice Hall, 2004
<b>SUPPLEMENTARY READINGS</b>	
Services Marketing and Management	Audrey Gilmore,, Sage publications, 2 <sup>nd</sup> edition, 2003
Services Marketing Management: A strategic perspective	<a href="#">Hans Kasper</a> , <a href="#">Piet van Helsdingen</a> , <a href="#">Mark Gabbott</a> , 2 <sup>nd</sup> edition, Wiley publications, 2006
Services Marketing: Concepts, Strategies & Cases	K. Douglas Hoffman and John E. G. Bateson, , South-Western, Cengage Learning, 4 <sup>th</sup> edition, 2011;
Services Marketing: Integrating Customer Focus Across the Firm	Zeithaml, Valarie A. Mary Jo Bitner, and Dwayne Gremler , 5th Edition, McGraw-Hill, 2009.

### Course Outline (session-wise)

Session	Topics to be discussed	Readings
<b>Module I: Foundations of Services Marketing</b>		
The focus of this module is to introduce the concept of services to students, create a background for the growth of service sector in India and discuss the different characteristics of services and their implications.		
1	Introduction : Distinct Aspects of Service's  <b>Case Insight:</b> Marketing Product-intangibles and intangible Products,	Text Book, Chapter 1  <b>Source:</b> HBR May June 1981
2	Characteristics of services, Classification of services <b>Article:</b> How can service businesses survive and prosper	Text Book, Chapter 1;  <b>Source:</b> Schmenner, Roger W., How Can Service Businesses Survive and Prosper? , Sloan Management Review, 27:3 (1986:Spring) p.21
3	Marketing implications of service characteristics	Text Book, Chapter 1; <b>Source:</b> <a href="#">C. Gronroos</a> , (1978) "A Service-Orientated Approach to Marketing of Services", European



Session	Topics to be discussed	Readings
	<b>Article:</b> A Service-Orientated Approach to Marketing of Services	Journal of Marketing, Vol. 12 Issue: 8, pp.588-601
4	Introduction to service marketing mix elements: Product, price, place, promotion, people, physical evidence and process.	Text Book, Chapter 1;
5	Growth Drivers of services;	Text Book, Chapter 1
6	Integrating operations, marketing and human resources	Text Book, Chapter 2
7	<b>Case Study 1: Fundisk</b>	<b>Source:</b> Service Marketing- Text & Cases by Verma. Harsh Ch 1, pp. 28
<b>Module II: Managing Consumer behaviour in services</b>		
The focus of this module is to understand the customer behaviour and expectations		
8	Basic concepts; Service encounters; Introduction to servuction model, role theory, script theory and Theatre model of consumer Behaviour  <b>Article:</b> want to perfect your Company's Service? Use Behavioural Science	Text Book, Chapter 2 <b>Source:</b> Chase, Dasu: Want to perfect your Company's Service? Use Behavioural Science, HBROP 2001
9	High and low contact service encounters  <b>Article:</b> Clueing in to customers  <b>You tube video:</b> Consumer Behaviour in a Service Context.	Text Book, Chapter 2  <b>Source:</b> Berry and Bendapudi; Clueing in to customers, HBR 2003.  <b>Source:</b> <a href="https://www.youtube.com/watch?v=JTKgowEyD1Y">https://www.youtube.com/watch?v=JTKgowEyD1Y</a>
10	The purchase process for services	Text Book, Chapter 2

Session	Topics to be discussed	Readings
	<b>Article:</b> Understanding Customer Expectations of service	<b>Source:</b> Parasuraman, Zeithaml, Berry; Understanding Customer Expectations of service, SMR Spring 1991
11	Segmentation & Service Positioning <b>Article:</b> Achieving focus in service organizations	Text Book, Chapter 3 <b>Source:</b> Johnston: Achieving focus in service organizations, TSIJ 1996
12	<b>Case Study 2 :</b> Progressive Insurance Delight its Customers	<b>Source:</b> Text Book, Ch 2, pp. 52
<b>Module III Key Elements of Services Marketing</b> addresses four of the seven elements of the 7Ps:		
13	Product elements ;Service Blueprinting; Flower of service <b>You tube video:</b> Process & Blue Printing	Text Book, Chapter 4 <b>Source:</b> <a href="https://www.youtube.com/watch?v=fUOx9D7B7A8">https://www.youtube.com/watch?v=fUOx9D7B7A8</a>
14	New Service Development <b>Article:</b> Designing and implementing new services: The challenges of integrating service systems	Textbook chapter 4 <b>Source:</b> Tax and Stuart; Designing and implementing new services: The challenges of integrating service systems, JR, 1997
15	Service Branding	Textbook chapter 4
<b>CAT I</b>		
16	Promotion and education (communications strategy)	Text Book, Chapter 6
17	<b>Case Study 3:</b> Montecito State College (MSC)	<b>Source:</b> <a href="http://www.annebodiford.com/MAR4803Final.pdf">http://www.annebodiford.com/MAR4803Final.pdf</a>
<b>Module IV:</b> Managing the Service Delivery Process focuses on three elements of the 7Ps related to service delivery		

Session	Topics to be discussed	Readings
18	Service distribution: Flower of service; Franchising; Distribution of Core and supplementary services.	Textbook Chapter 5
19	Service distribution: Franchising	Textbook Chapter 5
20	<b>Case Study 4:</b> The Pizza Public Company Limited, Thailand (A)-PPCL	<b>Source:</b> With the instructor
21	Pricing	Text Book, Chapter 6;
22	Revenue Management <b>Article:</b> The Strategic levers of Yield Management	Textbook Chapter 6 <b>Source:</b> Kimes and Chase, The Strategic levers of Yield Management, Textbook: pp-217-226
<b>Module V: Delivering the Service</b>		
This module discusses the three P's critical to the effective delivery of the service ie Process, Physical evidence and people		
23	Designing and managing Service Processes <b>Article:</b> Where does the Customer fit in a service operation	Textbook Chapter 8  <b>Source:</b> Chase: Where does the Customer fit in a service operation, HBR 1978
24	Self Service Technologies	Textbook Chapter 8
25	Balancing Demand and productive capacity <b>Article:</b> Service Marketing strategies for coping with demand supply imbalances	Textbook Chapter 9  <b>Source:</b> Shemwell, Cronin: Service Marketing strategies for coping with demand supply imbalances, JSM 1994
26	The Service Environment	Textbook Chapter 10
27	<b>Research Paper</b> <b>Discussion:</b> Impact of Servicescape on Quality Perception	<b>Source:</b> European Journal of Marketing, 2005; 39; 7/8 pg. 785
28	Managing People <b>Case 5:</b> Westjet airlines	Textbook Chapter 11

Session	Topics to be discussed	Readings
		<b>Source:</b> with the instructor
<b>Module VI: Implementing profitable service strategies</b>		
This module covers the issues in implementation of effective services marketing strategies		
29	Managing Relationships with customers <b>Article:</b> Note on Customer Profitability and Lifetime Value	Text Book, Chapter 12 <b>Source:</b> Ofek : Note on Customer Profitability and Lifetime Value, HBSP Note
30	Building Customer Loyalty	Text Book, Chapter 12
<b>CAT II</b>		
31	Complaint Handling and service recovery	Text Book, Chapter 13
32	Service Guarantees	Text Book, Chapter 13
33	Service Quality	Textbook Chapter 14
34	Service productivity	Textbook Chapter 14
35	Service Leadership	Textbook Chapter 15
36	Service Leadership	Textbook Chapter 15
37	Student presentations	On the topic assigned by the instructor
38	Student presentations	On the topic assigned by the instructor
<b>39</b>	Student Presentations	On the topic assigned by the instructor
<b>40</b>	<b>Guest Lecture by Industry Experts</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.

### Suggested Readings:

1. Henry Chesbrough, "Towards a New Science for Services," Harvard Business Review, February 2005, p 43-45
2. Leonard L. Berry and Neeli Bendapudi, "Clueing in Customers," Harvard Business Review, 81, February 2003, p 100-103.
3. "Dentists offer New Services to cut the Fear Factor", Chicago Tribune, February 2003.

### 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: Competency Mapping and Performance Management**

**Course Code: MBHR 6001**

**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 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 centers 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:

- a) To provide an insight in to the fundamental of competency management and its practical application in managing performance in the organizations. [*NBA GA – Business Knowledge*]
- b) To illustrate the development of competency models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same. [*NBA GA- Individual & Team Work, Conduct investigations of Complex Problems*]
- c) To describe the process of competency mapping and profiling for performance measurement and management system. Also to understand the framework of performance measurement and management system for decision-making. [*NBA GA – Problem Analysis*]
- d) 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. [*NBA GA – Modern Tool Usage*]
- e) 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. [*NBA GA - Design/Development of Innovative Solutions.*]

EC No.	Evaluation Component	Learning Objectives	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To provide an insight in to the fundamental of competency management and its practical application in managing performance in the organizations. 2. 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. Business Knowledge 2. Individual & Team Work 3. Conduct Investigation for complex problems		20 10 20	August, 2017	Closed Book
2.	CAT-2	3. To describe the process of competency mapping and profiling for performance measurement and management system. 4. To understand the framework of performance measurement and management system for decision-making.	1. Modern tool usage 2. Problem Analysis		25 25	October, 2017	Closed Book

		5. 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.					
3.	QUIZ & Case study analysis	<ol style="list-style-type: none"> <li>1. 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 ethically.</li> <li>2. To illustrate the development of competency models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same.</li> </ol>	<ol style="list-style-type: none"> <li>1. Business Knowledge</li> <li>2. Individual &amp; Team Work</li> <li>3. Conduct Investigation for complex problems</li> </ol>	QUIZ Case study analysis	10	September to November, 2017	Closed book
4.	Field Project & Presentations	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.	Design/Development of Innovative Solutions	Field Project	10	October third week onwards	Open Book

## 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.

- a) 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.
- b) 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”.
- c) 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.
- d) 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.
- 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’ 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.

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



\* For details of 1, 2, 3, 4, 5, 6 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 1 & CAT 2)**

This component of evaluation is to assess the performance of students after the completion of 15 and 30 lectures consecutively. 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>
Competency Mapping	R.K. Sahu, Excel Books, New Delhi, 2014

Performance Management	Herman Aguinis, Pearson Education, 2014. Pearson Education, India.
<b>SUPPLEMENTARY READINGS</b>	
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):

Lecture	Topics to be discussed	Readings
<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 (Handout)</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 technical, managerial and human; Concept of Competency Maps and Competency Profiles	
<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.		
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 (Handout)</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.	
<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.		
11	Introduction to Core competencies (Organization wide), Business competencies (SBU specific), Team Competencies (project driven), Role competencies (Role wise)	Text Book,

Lecture	Topics to be discussed	Readings
12	<b>Discussion on Research article - Standards and competencies for occupational health technicians (Handout)</b>	Chapter 4
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>	
<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.		
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	
21	Job competency profiling; Role competency profiling - Functional competency profiling, Core competency profiling	
<b>Module V: Performance Management Process</b> The purpose of this module is to explain the important prerequisites needed before a performance management system is implemented and roles & responsibilities of manager and employees in the performance execution and in overall performance management phase.		
22	Performance Management Process model – Prerequisites & Performance Planning (results, behaviour and development plan)	Herman Aguinis, Chapter 2
23	PMP continue...Performance Execution, performance review and performance renewal and recontracting	
24	<b>HBS Case Study – Managing Performance</b> , John J. Gabarro and Linda A. Hill. (Handout)	
<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.		
25	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
26	<b>Case study – The Urgent Order</b> <b>Source: Performance Management by Sourmendra Narain Bagachi, Pg. 67.</b>	
27	Measuring Behaviours, comparative and absolute behavioral measurement systems, Anchors for behavioural checklists	
28	Development of Behavioral Anchored Rating Scale (BARS) Exercise – Select one competency and prepare BARS for the same.	Herman Aguinis, Chapter 5 & 6
29	Gathering Performance Information – Major components of effective appraisal forms; Characteristics of appraisal forms; determining overall rating	
30	<b>Harvard Case Study – Citibank Performance (Handout)</b>	

Lecture	Topics to be discussed	Readings
31	Calculation of overall rating with and without weightages <i>Practice of calculation using performance appraisal form of Grocery Retailer</i>	
32	<i>Case study – Judgmental and mechanical methods of assigning overall performance score at the Daily Planet (source: Performance Management by Herman Aguinis, pg. 147)</i>	
33	<i>Exercise:</i> 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.	
34	Presentation from the students about preparation of BARS	
<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 provides a broader concept of Assessment centres, its process and techniques used in the centres for assessment.		
35	Assessment centre – Introduction, Difference between assessment centre and development centre	Text Book, Chapter 7 & 8
36	Designing assessment Centre – Process, Profile of assessors and Assessor training	
37	Tools and techniques used in assessment Centre - Projective techniques, Group discussions, Simulations – role plays, business games, paper-pencil tests	
38	Using competencies in Mapping HRM, Competency based training and development, recruitment & selection	
39	Presentation from students : Project	
40	Presentation from students: Project	
<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

## **Compensation and Reward Management**

**Course Code: MBHR 6002**

**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

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:

- a) To help students understand how different techniques, tools and methods are used to help determine compensation by the organization that is objectively driven. ***[NBA GA - Modern Tool Usage]***
- b) To assist design and develop compensation systems are tailor made for the specific needs of the organization. ***[NBA GA - Design/Development of Innovative Solutions]***
- c) To critically analyse situations related to compensation and reward management through forward thinking and innovation. ***[NBA GA - Conduct Investigations of Complex Problems]***
- d) To design compensation plans that based on justice, ethics and fairness for all the stakeholders involved. ***[NBA GA – Ethics]***
- e) To understand the wide reach that compensation packages for the society as a unit and how the compensation between organizations is interrelated. ***[NBA GA – The Manager and the Society]***
- f) To understand the interrelatedness of various disciplines and how they affect the compensation designing techniques. ***[NBA GA – Business Knowledge]***

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To help understand the basic concepts of compensation and reward management. 2. To measure the elementary problem solving skills required for the subject. 3. To check the creative problem	1. Design and Development of Innovative Solutions. 2. Conduct Investigation of Complex Problems 3. PSO2 4. PSO1	Ques: 1, 3, 4  Ques: 2,5,6	30  20	August 22 to August 27, 2016	Closed Book

		solving of the students.					
2.	Quiz-1	1.To check the understanding of the subject 2. To check the Problem Solving 3. To measure the degree of complex problem solving acquired	1. Modern Tool Usage 2. Design and Development of Innovative Solutions. 3. Conduct Investigation of Complex Problems 4. Ethics	Complete Quiz	10	19 <sup>th</sup> September 2016	Open Book/ Take Home Quiz
4.	Assignment(s)	1. To check the understanding of the subject 2. To check the Problem Solving 3. To measure the degree of complex problem solving acquired	1. Conduct Investigation of Complex Problems. 2. The Manager and the Society.	Assignment 1	10	Any time throughout the semester	Open Book

### **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:

- a) 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.
- b) 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)
- c) Discuss the problems they faced in understanding the concepts of compensation and reward management with the faculty.
- d) Try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.

- e) Add value to the class by class participation by discussing examples of pay in different organizations and sectors.
- f) 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.
- g) 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
Continuous Assessment Test (30 Marks)	√	√	√
Case Study Analysis and Quiz (20 Marks)	√	√	√
Semester End Examination (50 Marks)	√	√	√

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

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

Held once in a trimester this test helps in judging the understanding of the students as they check both conceptual knowledge as well as theoretical knowledge.

#### ***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.

#### ***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.

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

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>
------------------------------	---------------------------------

Compensation	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (9th edition, McGraw Hill) (2011)
<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):

Session	Topics to be discussed	Readings
<b>Module I: 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,	Text Book: Chapter 1 Dipak K, Bhattacharya Chap-1
2	Principles of Compensation Formulation, Significance of compensation management	Text Book: Chapter 1 Dipak K, Bhattacharya Chap-1
3	Types of Wages; Fair, Minimum and Living; Forms of Pay and Pay Model	Text Book: Chapter 1 Dipak K, Bhattacharya Chap-1
4	Similarities and Differences in Strategies for compensation determination; Steps in developing a total compensation strategy	Text Book Chap: 2 Dipak K, Bhattacharya Chap-1
5	Cost to Company: Meaning and Concept , Components of CTC  <i>Case Study: Weighing Career Choices: Harvard Business Review</i>	Hand-outs to be provided by the faculty
<b>Module II: Theoretical dimensions of Compensation and Statutory provisions/Wage legislature in India</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. 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.		
6	Theories of wages: Social Wage Theories, Wage Control Theories	Richard Henderson Chapter 3
7	Theories of Wages: Justification Theories, Behavioral Economics Theories and Organizational Economics Theories	Richard Henderson Chapter 3
8	Payment of Wages Act, 1936	S.K. Bhatia, Chap: 23



Session	Topics to be discussed	Readings
9	Minimum Wages Act, 1948	S.K. Bhatia, Chap: 24
10	Payment of Bonus Act, 1965 Equal Remuneration Act, 1976	S.K. Bhatia, Chap: 25 and 26
11	Employees Provident Fund Act, 1952 Payment of Gratuity Act, 1972	S.K. Bhatia, Chap: 29 and 30
12	Role of Boards and Commissions in deciding pay in India. Recommendation of 6 <sup>th</sup> Pay Commission.  <i>Article: The Art of Setting Pay: Harvard Business Review</i>	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.		
13	Compensation Strategy and Internal Alignment; Factors shaping Internal Structure;	Textbook Chap: 3 Armstrong and Murlis Chapter 10
14	Strategic choices in designing internal structure; consequences of structure	Textbook Chap 3 Armstrong and Murlis Chapter 11
15	Structure based on jobs, people or both; Job Analysis and Compensation;	Textbook Chap: 4 Armstrong and Murlis Chapter 12
16	Job Evaluation and Compensation	Textbook Chap 5 Armstrong and Murlis Chapter 13
17	Person based structures and compensation; How to form a person based structure;	Textbook: Chap: 6
18	Skill Analysis; Internal structure reflected in compensation  <i>Case Study: So You Want to Lead An Orchestra! Textbook Pages 72 and 73</i>	Textbook: Chap: 6
<b>Module 4: External Competitiveness</b> 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.		
19	External Competitiveness and Compensation Strategy; Factors shaping External Competitiveness	Textbook: Chapter 7 Armstrong and Murlis Chapter 15
20	Designing Pay Levels Mix and Pay Structures;	Textbook: Chapter 8 Armstrong and Murlis Chapter 16 and 17
21	Competitive pay policy- process; Grades and Ranges	Textbook: Chapter 8 Armstrong and Murlis Chapter 16 and 17
22	Broad Banding; Adjusting both internal and external pressures for pay	Textbook: Chapter 8 Armstrong and Murlis Chapter 16 and 17

Session	Topics to be discussed	Readings
23	<i>Case Study: Compensation Management at Metropolis EBSCO Case Study</i>	Handouts available with the Faculty
<b>Module 5: Rewarding Special Groups</b> 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.		
24	Rewarding directors, senior executives, supervisors, scientists & engineers in high technology industries	Textbook Chap 14 Armstrong and Murlis Chapter 37
25	Rewarding knowledge workers-What motivates knowledge workers, Approaches to rewarding knowledge workers. Rewarding Contingent Workers	Textbook Chap 14 Armstrong and Murlis Chapter 37
26	<i>Article: The Life Cycle of CEO Compensation: Harvard Business Review</i>	Article available with the faculty
<b>Module 6: Managing employee benefits</b> 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.		
27	Employee Benefits- Meaning and Concept; Process to Benefit Development; Types of Employee Benefits	Textbook: Chapter 12 Armstrong and Murlis Part 7
28	Components of Employee Benefits; Alternatives to employee Benefits, Statutory Employee Benefits in India	Textbook: Chapter 12 Armstrong and Murlis Part 7
29	<i>Article: Could We Manage Not To Damage People's Health: Harvard Business Review</i>	Handouts with the faculty
<b>Module 7: Incentive Systems</b> 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.		
30	Pay for performance-meaning and concept; Benefits of a sound incentive system, Types of incentives;	Textbook: Chapter 10 Armstrong and Murlis Part 6
31	Types of incentive plans for blue-collar and white-collar workers;	Textbook: Chapter 10 Armstrong and Murlis Part 6
32	Individual incentive plans, group incentive plans;	Textbook: Chapter 10 Armstrong and Murlis Part 6
33	Bonus, Profit Sharing and ESOP.	Textbook: Chapter 10 Armstrong and Murlis Part 6
34	<i>Exercise: Design a benefit and incentive plan for different jobs in the market</i>	
35	<i>HBR Case Study: A Zero Wage Increase Again?</i>	Handouts Available with the faculty
<b>Module 8: Ethical issues relating to Compensation</b>		

Session	Topics to be discussed	Readings
Compensation is a topic that has a lot of ethical dilemmas concerned with it. This module throws light on these ethical dilemmas.		
36	Ethical issues related to compensation; Relationship between compensation & employee turnover	Handouts
37	<b><i>The Academy of Management Journal Article Discussion: Misrepresentation and Expectations of Misrepresentations in an Ethical Dilemma – The Role of Incentives and Temptations</i></b>	Handouts available with the faculty
<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.		
38	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
39	Trends in Reward Management: Skill-based pay; Competency related pay; Relating rewards to organizational performance.	Textbook: Chapter 9
40	<b><i>Case Study: When Salaries aren't secret</i></b>	Handouts available with the faculty

### ***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: Training and Development**

**Course Code: MBHR 6003**

**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 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:

8. To explain the role of training and development in human resources management and describe the psychology of the learning process on which training is based. **[NBA GA-Business Knowledge]**
1. 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. **[NBA GA – Individual & Team Work, Design/Development of Innovative solution]**

2. 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. **[NBA GA – Business Communication, Life – Long Learning]**
3. 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 existing within the organizations so as to capitalize on the human capital by designing different training programs. **[NBA- CO5 Modern Tool usage, NBA-CO9 Individual and team work]**

### *Evaluation Scheme*

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	5. To equip students with both theoretical concepts and practical techniques to manage the training and development function in an organization. 6. To acquaint students with basic concepts of training need, identifying, designing and applying various tools and techniques to conduct the training programme 7. To reliably demonstrate the ability to assess, design, access and implement various methods, techniques and sources of training	4. Business Knowledge 5. Design/Development of Innovative solutions 6. Life-long learning		50	2017	Closed Book
3.	Presentations	1. 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 existing within the organizations so as to	8. Individual and Teamwork 9. Business Communication	Company's Training Practices for designing, evaluation & Training Methods	5	15 <sup>th</sup> March to 31 <sup>st</sup> March 2017	Open Book/ Presentation

		<p>capitalize on the human capital by designing different training programs.</p> <p>2. To evaluate the value of the training once completed from the individual employee and the organization's viewpoint</p>					
4.	Case Study	To equip students with both theoretical concepts and practical techniques to manage the training and development function in an organization.	<p>3. Individual and Teamwork</p> <p>4. Business Knowledge</p>	OB, Perception	5	20 <sup>th</sup> March 2017	Open Book
5.	Training Activities in class	<p>1. 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 existing within the organizations so as to capitalize on the human capital by designing different training programs.</p> <p>2. To evaluate the value of the training once completed from the individual employee and the organization's viewpoint</p>	<p>1. Modern Tool Usage</p> <p>2. Life Long Learning</p> <p>3. Business Communication</p>		10	19 <sup>th</sup> Feb to 10 <sup>th</sup> March, 2017	Open book
6.	CAT 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 existing within the organizations so as to capitalize on the human capital by designing different training programs. To reliably demonstrate the ability to assess, design,	Modern Tool Usage Life Long Learning Individual & Team Work		50	2017	Closed Book

		access and implement various methods, techniques and sources of training.					
--	--	---	--	--	--	--	--

### **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:**

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.

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 caselet and try to find out the learning points pertaining to the specific topic in "Training and Development".
4. 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.
5. 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.

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 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)	√	√	√
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 2 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 concepts/theories of training and learning at the workplace and in a decision-making setting to achieve the objectives of the organization. There would be an assignment on conducting training activity in the classroom so that student would learn training designing and trainer skills. Through these components students will also develop their creative and innovative thinking.



### **Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)**

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>
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):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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, 4 <sup>th</sup> Edition, 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.

Lecture	Topics to be discussed	Readings
4	Learning to be Effective Managers: An Indian Perspective	Blanchard, Thacker & Anand Ram, Chapter 3
5	Reinforcement theory & Kolb's Learning Styles <i>Case Study: Rick's New Job adapted from P.Nick Blanchard, James W. Thacker, V. Anand Ram, 4Edition, Pearson Education India 2010, Chapter 3.</i>	Blanchard, Thacker & Anand Ram, Chapter 3
<p><b>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></p>		
<p><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.</p>		
6	Training Needs Analysis: Meaning and Need for Analysis. Approaches to Training Need Analysis – Proactive TNA, Reactive TNA	Blanchard, Thacker & Anand 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
<p><b>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></p>		
<p><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.</p>		
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	
<p><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.</p>		
15	Traditional Training Methods (On-the-job Training – Scope and Effectiveness)	Blanchard, Thacker &

Lecture	Topics to be discussed	Readings
16	Traditional Training Methods (Lectures and Demonstrations: strengths and Limitations)	Anand Ram, Chapter 7
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 : 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	<b>Training Styles – Giley's Model of Trainer's Styles</b>	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>Case Study: Training Evaluation at NTPC</b> , , Employee training & Development, Noe, Pg. 264.	
<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;

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
32	Identifying management development needs (Additional article Reading: Winning the race for talent in emerging markets, Harvard Business Review)	Raymond A. Noe, & Amitabh Deo Kodwani, Chapter 11
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	
36	Case Study: IBM Reinvents Mentoring, via the web, Employee training & Development, Noe, Pg. 566	
<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.]

## **Industrial Relation and Labor Laws**

**Course Code: MBHR 6004**

**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 and to make the students understand that these efforts have a long reaching impact on all stakeholders. [NBA-GA The Manager and the Society]
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. [NBA-GA Problem Analysis]
3. To empower the students with theoretical as well as practical knowledge of labor legislations and understanding complex situations and problems that can arise from their non-adherence. [NBA-GA Conduct Investigation of Complex Problems]
4. To enable the students understand the importance of implementing Labor Laws in the industry as non-adherence attracts penal provisions. [NBA-GA Business Knowledge]
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. [NBA-GA Business Communication]

### **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.

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To help understand the basic concepts of Industrial Relations 2. To measure the elementary problem solving skills	1. Business Knowledge 2. The Manager and the Society 3. Problem Analysis	TBD	TBD	TBD	Closed Book

		required for the subject. 3. To check the creative problem solving of the students.					
2.	CAT-2	To help the students understand the legal implications of hiring labor. 2. to check their understanding of unique and complex problems. 3. To check how the students can use negotiations to their use.	1. Business Knowledge 2. Business Communication. 3. Conduct Analysis of Complex Problems	TBD	TBD	TBD	Closed Book
3.	Quiz-1	1. To check the understanding of the subject 2. To check the Problem Solving 3. To measure the degree of complex problem solving acquired	1. Conduct Investigation of Complex Problems	Complete Quiz	10	TBD	Closed Book
4.	Assignment(s)	1. To check the understanding of the subject 2. To check the Problem Solving 3. To measure the degree of complex problem solving acquired	1. Conduct Investigation of Complex Problems. 2. The Manager and the Society.	Assignment 1	10	Any time throughout the semester	Open Book

### ***Continuous Assessment Tests***

These tests will be twice in the middle of the semester 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	ArunMonappa, TMG (2012)
Industrial Relations, Trade Unions and Labour Legislations	Sinha and Sinha, Pearson Education(2012)
Industrial Relations	C S VenkataRatnam, 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>
<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, Activity 1	Textbook Ch. 2 and 22
3	Conditions for Successful IR and causes for poor Industrial Relations.	Textbook Ch. 2 and 22
4	<b>Case Study: Sail's voluntary retirement scheme: Handouts Available with the Faculty</b>	
<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		

<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
union rivalry and multiple unions that led to the decline of trade unions in India.		
5	Definition, origin, objectives of Trade unions	Textbook Ch. 5
6	Types and Importance, Methods of Trade Unions and Trade Union activities,	Textbook Ch. 5
7	Recognition of Trade Unions	Textbook Ch. 5
8	Trade union Rivalry and Multiple Unions	Textbook Ch. 5
9	Future direction for Trade Unions, Role play	Textbook Ch. 5
10	The Trade Unions Act 1926	Handouts
11	<b><i>HBR Case Study: Does this Company Need a Union: Handouts Available with the Faculty</i></b>	Handouts
<b><i>Module 3: Industrial Disputes</i></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.		
12	Strikes, Causes of strike, Forms of strikes, Effects of strike	Textbook Ch. 14
13	Methods of settling Industrial disputes: Settlement without state intervention,	Textbook Ch. 14
14	Settlement under the influence of state, Adjudication, Machinery for dispute prevention and settlement	Textbook Ch. 14
15	The Industrial Dispute Act 1947.	Textbook Ch. 14
16	The Industrial Dispute Act 1947.	Textbook Ch. 14
17	<b><i>Case Study: Strike at Cummins India:</i></b>  <a href="http://ac.els-cdn.com/S2212567114001798/1-s2.0-S2212567114001798-main.pdf?_tid=f2314f24-460c-11e7-b6fe-0000aacb35e&amp;acdnat=1496240887_2a37fb442b8700fa500cb0a9e6477404">http://ac.els-cdn.com/S2212567114001798/1-s2.0-S2212567114001798-main.pdf?_tid=f2314f24-460c-11e7-b6fe-0000aacb35e&amp;acdnat=1496240887_2a37fb442b8700fa500cb0a9e6477404</a>	
18	<b>QUIZ 1</b>	
<b><i>Module 4: Collective Bargaining</i></b> 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		



Session	Topics to be discussed	Readings
	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.	
19	Meaning, importance, Types	Text Book Ch. 8
20	Process of Collective Bargaining, <b>You Tube Videos Lecture:</b> <a href="https://www.youtube.com/watch?v=SI7Ws7dgByM">https://www.youtube.com/watch?v=SI7Ws7dgByM</a>	Text Book Ch. 8
21	Levels of Collective bargaining, Hurdles to collective bargaining	Text Book Ch. 8
22	<b>Case Study: Maruti Suzuki Strike: Handouts Available with the Faculty</b>	
<b>Module 5: Employee Grievances and Discipline and Worker's Participation in Management</b>		
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		
23	Definition, Nature of grievances, Causes of grievances	Textbook Ch. 19
24	Model grievance procedure	Textbook Ch. 19
25	Discipline, Causes of Indiscipline, and Approaches, Power Point Presentation	Textbook Ch. 19
26	Meaning, goals, different forms of WPM, schemes of WPM, Discussion on Research paper	Textbook Ch. 19
27	Works Committee, Joint Management Council, and Board Level Participation	Textbook Ch. 19
28	<b>Case Study: Indiscipline:</b> <a href="https://books.google.co.in/books?id=BfowfMU3ExEC&amp;pg=PA185&amp;lpg=PA185&amp;dq=case+study+on+indiscipline&amp;source=bl&amp;ots=uNPpydwrpi&amp;sig=8FQuakXgWJRE8O0bkoR_bjgNzU&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiss4noq5rUAhVENo8KHWNyDIQO6AEIKjAA#v=onepage&amp;q=case%20study%20on%20indiscipline&amp;f=false">https://books.google.co.in/books?id=BfowfMU3ExEC&amp;pg=PA185&amp;lpg=PA185&amp;dq=case+study+on+indiscipline&amp;source=bl&amp;ots=uNPpydwrpi&amp;sig=8FQuakXgWJRE8O0bkoR_bjgNzU&amp;hl=en&amp;sa=X&amp;ved=0ahUKEwiss4noq5rUAhVENo8KHWNyDIQO6AEIKjAA#v=onepage&amp;q=case%20study%20on%20indiscipline&amp;f=false</a>	
<b>Module 6: Labour Legislation in India</b>		
This module will help the students understand various provisions that are given in the		

<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	statutes of India that are applicable to the majority of the establishments and are important for understanding industrial relations.	
29	The Factory's Act 1948	Textbook Chapter 25
30	The Factory's Act 1948,	Textbook Chapter 25
31	The Payment of Wages Act 1952	Hand out
32	The Payment of Wages Act 1952	Hand out
33	The Provident Fund and other Misc. Funds Act, 1952	Hand out
34	Discussion on previous Acts	Hand out
35	The Employee State Insurance Act, 1948	Hand out
36	The Employee State Insurance Act, 1948	Hand out
37	The Workmen Compensation Act, 1923	Hand out
38	The Workmen Compensation Act, 1923	Hand out
39	<b>Revision classes</b>	
40	<b>Revision classes</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: Leadership and Team Building**

**Course Code: MBHR 6005**

**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. To accustom the students with the basic essence of leadership and to identify the main characteristics of global leaders.
2. To accustom the various theories of leadership including their traits and critically analyze the different leadership styles in business.
3. To analyse the changing environmental demands and acquaint the students with models and mechanisms of leadership developmental to develop their skills to become effective leaders.
4. To acquaint the students with the skill sets required to understand the follower's characteristics as well.
5. To 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.
6. To notify the recent trends and challenges in the domain of management with respect to leadership and team building.

### **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 s(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 Leaders

The seven leaders are:

- Naredra Modi, Prime Minister of India
- Mahatma Gandhi
- 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.leadershiptime.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 I and CAT II)***

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 (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	UdayHaldarKumar, Pearson Education, 2013.
Leadership	
<b>SUPPLEMENTARY READINGS</b>	
Leadership: Research Findings, Practice & Skills	J. AndrewDuBrin, 7 <sup>th</sup> Edition, South-Western, Cengage Learning, 2013.
Leadership in Organizations	GaryYukl, 8 <sup>th</sup> Edition, Pearson, 2014.
Leadership: Theory and Practice	Peter G. Northouse, 6 <sup>th</sup> edition, SAGE Publication, 2013.

### 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 Skills; Leadership Traits; Intelligence and Leadership	
5	Concepts of power and authority, Influencing Tactics of a leader	
6	Tactics to becoming an empowering leader	DubrinCh 11
	<b>Article: Former Tata Steel MD JJ Irani on Ratan Tata's Leadership styles, adapted from Business Today( <a href="http://www.businesstoday.in/magazine/focus/j.j.-irani-on-ratan-tata-leadership-style/story/191230.html">http://www.businesstoday.in/magazine/focus/j.j.-irani-on-ratan-tata-leadership-style/story/191230.html</a>)</b>	
<b>Module II: Theories of Leadership and its implications</b>		
This module will make the students understand the implications of different theories to leadership and how they influence our understanding of a leader.		
7	Trait Theories – Ohio State Studies and Michigan State Studies	Text Book, Chapters 2 ; Gary Yukl, Chapter 6 and Chapter 15
8	Contingencies Theories - Path Goal Theory, Fielder's Contingency Theory,	
9	Contingency Theories - Vroom-Jago-Yetton Decision Making Model of Leadership	
10	Transformational Theories - Leadership Participation Inventory, Burns Transformational Leadership Theory	
12	Blake and Mouton Managerial Grid, Leader Member Exchange	
13	Hershey Blanchard Situational Theory	
<b>Module III: Understanding Leadership Styles and Types</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.		
14	Types of Leadership-Transactional, Transformational and Charismatic	
15	Value-based leadership, Authentic leadership	

Session	Topics to be discussed	Readings
16	Ethical Leadership, Situational Leadership, Spiritual and Servant Leadership	Text Book, Chapters 5 ; Gary Yukl, Chapter 12 and 13
17	Level 5 Leadership, Cross-cultural leadership, Entrepreneurial Leader	
18	<b>Case Study: Is Margo too Macro</b>	DuBrinCh 8
<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.		
19	Leadership and Motivation: Leadership and Equity	Text Book, Chapters 8 ; Gary Yukl, Chapter 3 and Chapter 4
20	Leadership and Employee Engagement	
21	Leader as a Coach	
22	Leader Succession and it's process ;	
23	Leadership Developmental Mechanisms	
24	Paradigm shift in Leadership	
25	Process of Leadership Development: Role of Crucibles, Challenges for a new Leader.	
26	Models of Leadership Development( Infosys, Wipro, RPG Model, J K Model, BPO Industry)	
27	<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.		
28	Steps in creative process; Characteristics of creative leaders	Dubrin, Chapter -11; Gary Yukl, Chapter 5
29	Overcoming traditional thinking as a creativity strategy, Organizational methods to enhance creativity;	
30	Establishing a climate for creative thinking, Recent trends in the domain of leadership	
31	<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.		
32	Individual Vs Group Vs Team; Group Development Stages	Text Book, Chapters 9 & 11 ; Gary Yukl, Chapter 10
33	Understanding Team; Differentiating Groups and Teams	
34	Making Teams Effective; Fostering Team Creativity-Collective Wisdom	
35	Skills for Team leaders; Team Building for Work Teams, Building High Performance Teams	
36	<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.		
37	Determinants of Group Processes; Facilitating Team Building	Text Book, Chapters 10 ; Gary Yukl, Chapter 10
38	Determinants of Team Performance; Interpersonal Competence; Team Effectiveness	
39	<b>Team Collapse at Richard, Wood and Hulme LLP – Case Study adapted from HBS premier Case collection</b>	
40	<b>Student Problem Solving</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: Organizational Change and Development**

**Course Code: MBHR 6006**

**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 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:

1. To acquaint students with basic concepts and models of organizational change and development for developing a basic understanding and appreciation for the issues and conditions creating the need for change in modern organizations. [***NBA GA – Business Knowledge***]
2. To provide clarity on various dimensions of change and development and their interconnections in business organizations to understand how to apply a basic change management process in an organization. [***NBA GA – Problem Analysis***]
3. To develop an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance to learn



how to apply some of the key concepts and tools of organizational development and change leadership and management. *[NBA GA – Modern Tool Usage]*

4. Provide an understanding of how to create powerful teams to collaborate and guide change in organizations and develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization. *[NBA GA – Individual & Team Work]*
5. Developing an overall awareness of change as relates to a number of different companies and industries, including the issues associated with operational change, process change, cultural change, technology change, strategic repositioning and human relations. *[NBA GA - Design/Development of Innovative Solutions]*
6. To identify and understand the principles of successful organizational change and familiarizing students regarding ongoing motivation during change and effectively address resistance and learn how to distinguish, evaluate and analyze process from content issues. *[NBA GA- Conduct investigations of Complex Problems.*

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Quest Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>1. To acquaint students with basic concepts and models of organizational change and development for developing a basic understanding and appreciation for the issues and conditions creating the need for change in modern organizations.</p> <p>2. To provide clarity on various dimensions of change and development and their interconnections in business organizations to understand how to apply a basic change management process in an organization</p>	<p>1. Business Knowledge</p> <p>2. Problem Analysis</p>		<p>25</p> <p>25</p>	August, 2017	Closed Book
2.	CAT-2	<p>3. To develop an understanding of the strategic role of change in the organization and the impact of change (or failure to change) on organizational performance to learn how to apply some of the key concepts and tools of organizational development and change leadership and management.</p> <p>4. Provide an understanding of how to create powerful teams to collaborate and guide change in organizations and develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization.</p>	<p>1. Modern tool Usage</p> <p>2. Individual and team work</p>		<p>25</p> <p>25</p>	October, 2017	Closed Book

3.	QUIZ & Case Study	Developing an overall awareness of change as relates to a number of different companies and industries, including the issues associated with operational change, process change, cultural change, technology change, strategic repositioning and human relations.	Design/Development of Innovative Solutions	QUIZ & Case Study	10	August to October, 17	Closed book
4.	Assignment	To identify and understand the principles of successful organizational change and familiarizing students regarding ongoing motivation during change and effectively address resistance and learn how to distinguish, evaluate and analyze process from content issues.	Conduct investigation of complex problem.	Assignment	10	October third week onwards	Open Book

### **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.

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 Development”.

3. More emphasis will be given to managerial applicability of concepts taught in the class. Various Exercises will be used to enhance effective learning.
4. 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 & CAT II (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 1 & CAT 2)***

This component of evaluation is to assess the performance of students after the completion of 15 and 30 lectures consecutively. 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, 2013, 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 Pg. 110.</b>	
<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 (Handout)</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.		

Lecture	Topics to be discussed	Readings
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	<b>Case Study: Bosch Group in India: Transitional to a Transnational Organization, Abhay K. Ojha, IIM Banglore, HBR. (Handout)</b>	
17	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.		
18	Definition & Concept of OD; OD as Action Research Process	Text Book, Chapter 2, 5 and 6; Dipak Kumar Bhattacharya, Chapter 13
19	Evolution of OD, Characteristics of OD	
20	Steps in OD; OD in different organizations; Important Triggers for OD	
21	OD & Leadership Development; Role of External Consultant in OD Processes	
22	OD & Business Process Re-engineering; Organizational Life Cycle Analysis	
23	<b>Case Study: Ford: Peterson's Turnaround. HBR. (Handout)</b>	
<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.		
24	Objective of Organizational Diagnosis; The Diagnostic Cycle	Dipak Kumar Bhattacharya, Chapter 14 and Handouts
25	Different forms of Organizational Diagnosis; Use of Interviews as a diagnostic Tools	
26	Observational Methods of Diagnosis, Questionnaire Development for Organizational Diagnosis	
27	<b>Research Article and Case: Scooters India Ltd: The Case of an Extraordinary Turnaround by Krishna Kumar, IIM Lucknow. (Handout)</b>	
<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.		
28	Introduction to OD Intervention and Strategies; Nature of OD Interventions	Text Book, Chapter 7, 8 and 10 ; Dipak Kumar Bhattacharya, Chapter 15
29	Planning & Design of Interventions ; McKinsey's 7-S Framework	
30	Harrison's Model of Diagnosing; Confrontation Meetings	
31	Survey Feedback; System 4 Management	
32	Grid OD Program; Organizational Mirroring	
33	Team Building Intervention; T-Group Training;	
34	<b>Case Study: The Farm Bank. Kavita Singh, Pg. 228.</b>	
<b>Module VII: Contemporary Issues in Organizational Change and Development</b>		
The module discusses the essence of knowledge management and learning organizations in today's competitive scenario for effective implementation of change. It also highlights the relevance of ethics in organization development		

Lecture	Topics to be discussed	Readings
	and discusses some of the ethical dilemmas in OD practice.	
35	Knowledge Management - Meaning, Assumptions and Benefits	Dipak Kumar Bhattacharya, Chapter 17
36	Knowledge Spiral of Nonaka & Takeuchi	
37	Knowledge management and Change; Learning Organizations and Benefits	
38	Senge's Approach; Learning Organizations & Organizational Change	
39	Ethics in OD; Managing Workplace Diversity <b>Case Study: Leading Change at Simmons. HBR (Handout)</b>	Text Book, Chapter 13 ; Dipak Kumar Bhattacharya, Chapter 19
40	Cross-Cultural Diversity Issues; Globalization and Organizational Change	
<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.]

## **Negotiation & Counseling Skills**

**Course Code: MBHR 6007**

**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 process that requires 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. (NBA-GALife-Long Learning)
2. Develop and execute effective strategies and tactics for different distributive and integrative situations that commonly arise in interpersonal and transactional negotiations, thereby demonstrating how to negotiate effectively in professional and personal situations (NBA-GA **Entrepreneurship and Project Management**)
3. To generate awareness that employees physical, mental, and emotional well-being is important in corporate world and they need to be worked with in totality for achieving personal and professional goals. (NBA-GA **The Manager and Society**)
4. And finally, to make the students aware about counseling as a source of organizational change. Rather than just being an appendage to a company, effective counseling can bring the values, the energy for change, the vitality of acceptance a realization of who we are and what we can be to the very dynamics of work place life. (NBA-GA **Problem Analysis**)

EC No.	Evaluation Component	Learning Objective	NBA-Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. Use an integrated process for strategically planning for, conducting, and debriefing individual and group negotiations, thereby developing skills that make the negotiation environment	1. Life-Long Learning					Closed Book

		<p>friendly, and enabling the parties to reach a win-win agreement</p> <p>2. Develop and execute effective strategies and tactics for different distributive and integrative situations that commonly arise in interpersonal and transactional negotiations, thereby demonstrating how to negotiate effectively in professional and personal situations</p>	2. Entrepreneurship and Project Management				
	CAT-2	<p>1. To generate awareness that employee's physical, mental, and emotional well-being is important in corporate world and they need to be worked with in totality for achieving personal and professional goals.</p> <p>2. And finally, to make the students aware about counseling as a source of organizational change. Rather than just being an appendage to a company, effective counseling can bring the values, the energy for change, the vitality of acceptance a realization of who we are and what we can be to the very dynamics of work place life.</p>	<p>1. The Manager and Society.</p> <p>2. Problem Analysis</p>				
3.	Exercise/Role Play	<p>1. To assess the analytical and problem solving skills.</p> <p>2. To measure the degree of understanding of the basic concepts.</p> <p>3. To find out the application of concepts in real world situations.</p>	<p>1. Modern Tool Usage</p> <p>2. Design and Development of Innovative Solutions.</p> <p>3. Conduct Investigation of Complex Problems</p>	Expatriate Manager Interview	10		
4.	Case Study	<p>1. To assess the analytical and problem solving skills.</p> <p>2. To measure the degree of understanding of the basic concepts.</p> <p>3. To find out the application of concepts in real world situations.</p>	<p>1. Modern Tool Usage</p> <p>2. Design and Development of Innovative Solutions.</p> <p>3. Conduct Investigation of Complex Problems</p>	Case Study Analysis	10		Open Book

### **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:**

The course of Cross Culture 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 the student is expected:

1. To come in the class with the reading of the concept that will be discussed in the class and identify the problems.
2. 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. To discuss the problems they faced in understanding the concepts of compensation and reward management with the faculty.
4. To try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.
5. To add value to the class by class participation by discussing examples of pay in different organizations and sectors.
6. That 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.
7. That 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.

### ***Case Study/Exercises***

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.

### ***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>Module I: An Introduction to Negotiation</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	
3	Common Goals, Flexibility	
4.	Article: Five essential strategies for creative negotiators, by Kandarp 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.		
5.	Negotiation Process Stage 1 (Preparation)	Text Book, Chapters 2; Carrell R. Michael & Heavrin Christina
6.	Negotiation Process Stage 2 (Opening Session)	
7.	Negotiation Process Stage 3 and 4 (Bargaining and Settlement)	B. D Singh, Chapter 1
8.	Guidelines for Effective Negotiation	
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.		

Session	Topics to be discussed	Readings
11	Distributive Bargaining – Opening Offers (Anchoring, Bracketing)	Text Book, Chapters 3; Carrell R. Michael &Heavrin Christina
12	The Role of Norms (Relational Norms, Fairness Norms)	
13	The Role of Norms (Reciprocity Norms and Good Faith Bargaining)	
14	Distributive Bargaining- Counteroffers-Framing Positions Final Negotiated Price	
15	Tactics and Strategies in Distributive Bargaining	B .D Singh, Chapter 1
16	Case Study- The Bollingers: Negotiating with Wal-Mart by James Sibineus and Ellen Nebel adapted from HBS premier case collection	
<b>CAT-I</b>		
<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.		
17	Difference Between Integrative and Distributive Bargaining	Text Book, Chapters 4; Carrell R. Michael &Heavrin Christina
18	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.	
19	Interest Based Bargaining (IBB) principles	
20	Strategies of Integrative Bargaining	B.D Singh, Chapter 1
21	Case Study- Fiji Versus Fiji: Negotiating over Waters, by Francesca Gino, Michael W Toffel and Stephanie Van Sice adapted from HBS Premier Case Collection	
<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.		
22	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
23	Leveraging the Sources of Power ; Reward and Coercive Power Expert and Reference Power	
24	Leveraging Power through Persuasion; Framing the Question Creating persuasive Arguments; Focusing on the Listener’s perspective	
25	Tools for Persuasive Communication	
26	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.		
27	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
28	<b>Closing stage:</b> Learn how to claim value or retain value at the closing stage of a negotiation.	
29	<b>Building relationship:</b> Learn to identify the causes for stalemate and techniques to move past them.	
<b>CAT-I</b>		
<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.		
30	Introduction to Counseling	B.D.Singh Chapter 7
31	Essential Elements of Counseling	B.D.Singh Chapter 7

Session	Topics to be discussed	Readings
32	Need for Counselling at Workplace	B.D.Singh Chapter 7
33	Role Play- Counseling	
<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		
34	Psychoanalytic approach	B.D.Singh Chapter 7
35	Behaviorist Approach	B.D.Singh Chapter 7
36	Humanistic/Person Centric Approach	B.D.Singh Chapter 7
37	Process of Counselling; Developing a Relationship Defining Problems	B.D.Singh Chapter 7
38	Determining Goal; Deciding Plan of Action; Doing the Follow up	B.D.Singh Chapter 7
39-40	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.

Master in Business Administration (MBA) Program

## Cross Culture Management

**Course Code: MBHR 6008**

**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 organizations; 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. **Manager and Society**
2. 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 in order to promote awareness, understanding and collaboration in a culturally dynamic world. **Individual and Team Work**
3. To acquaint the students with 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. **Life Long Learning**
4. To discuss the importance of 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. **Business Ethics**
5. The communication styles, verbal and non-verbal cues are found to be influenced by local culture; hence it is important to focus on managing cross cultural communication. Also students will be made understand about the negotiation process and cultural differences affecting negotiation. **Business Communication**
6. 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 hence the students will be acclimatise and helped to face these challenges. **Business Knowledge**

EC No.	Evaluation Component	Learning Objective	NBA-Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-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	Manager and society	and	Question No: 1, 3	14  16	August 22 to August 27, 2016	Closed Book

		<p>MNC's.</p> <p>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 in order to promote awareness, understanding and collaboration in a culturally dynamic world</p>	Team Work	<p>Question No: 2, 4</p> <p>Question No: 5,6</p>	20		
		<p>To acquaint the students with 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> <p>To discuss the importance of 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.</p>	<p>Life Long Learning</p> <p>Business Ethics</p>				
3.	Assignment -	<p>The communication styles, verbal and non-verbal cues are found to be influenced by local culture; hence it is important to focus on managing cross cultural communication. Also students will be made understand about the negotiation process and cultural differences affecting negotiation.</p>	Business Communication	Expatriate Manager Interview	10	19 <sup>th</sup> August, 2016	Open Book/ Take Home Quiz
4.	Case Study	<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 hence the students will be acclimatise and helped to face these challenges.</p>	Business Knowledge	Case Study Analysis	10	20 <sup>th</sup> September, 2016	Open Book

--	--	--	--	--	--	--	--

## **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:**

The course of Cross Culture 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 the student is expected:

1. To come in the class with the reading of the concept that will be discussed in the class and identify the problems.
2. 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. To discuss the problems they faced in understanding the concepts of compensation and reward management with the faculty.
4. To try and relate the concepts that they have read in the class with subjects like Marketing, Economics, Organizational Psychology and Business Strategy.
5. To add value to the class by class participation by discussing examples of pay in different organizations and sectors.
6. That 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.
7. That 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.

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

Case Studies are 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.

### **Continuous Assessment Test 1 & 2 (CAT-1 & CAT-2)**

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 will be conceptual, application based, involving higher order thinking and case analysis.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
International Management: Culture, Strategy and Behaviour	R M Hodgets , 6 <sup>th</sup> edition, TMH Publication
<b>SUPPLEMENTARY READINGS</b>	
International Management: Managing across borders and cultures	H Deresky, 5 <sup>th</sup> edition, Pearson Education
Cross Cultural Management	Price and Browaeys, 1 <sup>st</sup> edition, Pearson Education
Cross Cultural Management	ShobhnaMadhavan, 1 <sup>st</sup> edition, Oxford University Press
International Human Resource Mangement	K Ashwathappa, 2 <sup>nd</sup> edition, Tata McGraw Hill
International HRM: A Cross-Cultural Approach	Terence Jackson, SAGE Publication

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

<b>Module I: Introduction to Cross –Culture</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 concept; Organizational, Corporate and Professional Culture;	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
2	Determinants of Culture Importance of cross-cultural Management;	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
3	Dimensions of culture, the interacting spheres of Culture;	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
4	Edward Hall Model, Geert Hofstede Model	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
5	Trompenaars 7 dimensions of Culture	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
6	Culture and Management Styles in Selected Countries; Similarities and differences - Doing Business in China, Russia, India, France, Arab Countries;	Hodgetts ch-4,5 &6 Deresky Ch-1&3 Broeways, Chapter 6
Assignment		



<b>Module II: International Assignments and Expatriate Management</b>		
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.		
7	HRM in Globalized world; factors influencing IHRM	Deresky ch-9 Madhavan ch-9, Dowling ch 1
8	Staffing policies- approaches to IHRM;	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
9	Selection criteria and procedure for International assignment	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
10	Influence of culture on Compensation packages	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
11	Guidelines for Training in across cultures Women as international Managers.	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
12	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
13	Reasons for declining foreign assignment Challenges faced by Expats	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
14	Expatriate failure & Repatriation	Deresky ch-9 Madhavan ch-9, Dowling Chapter 1
15	Extra Reading of Article Influences on HRM Practices in MNCs by Philip M. Rosenzweig and Nitin Nohria adapted from Harvard Business School	
<b>CAT I</b>		
<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.		
16	Global Business Teams-meaning, purpose and diversity.	Madhavan Ch-8 and 10, Deresky, 10
17	Impact of culture on group development	Madhavan Ch-8 and 10, Deresky, 10
18	Team strategies and the influence of culture.	Madhavan Ch-8 and 10, Deresky, 10
19	Challenges faced by global teams; Global Manager Developing competencies for global managers;	Madhavan Ch-8 and 10, Deresky, 10
20	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.		
21	The social responsibility of MNC's Ethics in Global Management Ethics Across Cultures	Hodgets Chapter-3 Deresky Chapter-2
22	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.		

23	Managing Cross-Cultural Communication-Business communication across cultures;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
24	Barriers to intercultural communication; Language and culture;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
25	Non-verbal communication and culture;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
26	Negotiation process; Cultural differences affecting negotiation;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
27	Negotiation styles in different countries;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
28	Negotiation strategies across cultures;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
29	Negotiation strategies across cultures;	Bhattacharyya ch-8 and Madhvan,Ch-4, Hodgets Ch-7 Deresky, Ch-4
30	Case Study- Development of a Multi Nations Personnel Selection System- adapted from HBS Premier Case collection	
<b>CAT II</b>		
<b>Module VI: Motivating and Leading in International Context</b>		
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.		
31	Cultural influences on motivation. Leadership and culture	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
32	Current Theories of Motivation	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
33	Indian Motivation Theories	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
34	Theories of Leadership and their Global relevance	Broeways Ch-8Hodgets- chapter 12/13 Madhavan-ch-6
35-36	Japanese Leadership studies, Leadership styles in Europe, South-east Asia and Middle East.	
37	Case Study- Lenovo-IBM: Bridging Cultures, languages and time-zones, case study adapted from HBS Premier Case Collection	
38	Group Presentation for Project- students will be judged on team coordination, communication skills, content, subject matter and the like	
39	Guest Lecture by a person from Industry	
40	Guest Lecture by a person from Industry	
<b>SEMESTER END 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 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: Talent Management**  
**Course Code: MBHR 6009**  
**Credits: 3**

**Course Background and Learning Objectives:**

Organizations around the world are remodelling themselves as they respond to the challenges presented by the global economy. Success in today's competitive business environment is increasingly a result of effective human resource. Structure and technology can be easily duplicated. The factor that can set apart an organization, whether in manufacturing or services, or in the private or public sector – is its people. The highest investments are rooted in the organization's talent creed and each person's potential for contributing to organizational success now and in the future. This course is designed to help you better understand the theory, processes, and practices of Talent management: identifying, selecting, developing and retaining top talent within the organization. This course presents a comprehensive overview of how to effectively develop a talent management strategy.

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

1. To acquaint students with basic concepts and techniques of talent management and to help students apply this knowledge in creative problem solving. *[NBA GA – Design and Development of Innovative Solutions & Business Knowledge]*
2. 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 talent management techniques and how are they linked to all the other functions. *[NBA GA – Conduct Investigation of Complex Problems]*
3. To help the students understand the how talent management is closely related to the strategy of the organization. *[NBA GA – Life Long Learning]*
4. To help the students be able to understand how to use modern tools in strategic talent based decisions of the organization. *[NBA GA – Modern Tool Usage]*
5. To understand how talent management can help improve the overall productivity of the organization. *[NBA GA – Individual and Team Work]*

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To understand the basics of Talent Management 2. To Understand the complexities that lie in the organization in terms of Talent.	1. Business Knowledge 2. Conduct investigation of Complex Problems	TBD	TBD	TBD	Closed Book
2.	CAT -II	1. To measure the understanding of complex organizational issues. 2. To measure the understanding of complexities of culture and Human behavior.	1. Design and development of Innovative Solutions 2. Individual and Team Work	TBD	50	TBD	Closed Book
3.	Quiz-1	1. To understand and use tools. 2. To understand the complex relations in the organizational strategies.	1. Modern Tool Usage 2. Life Long Learning	TBD	10	TBD	Open Book/ Take Home Quiz
4	Assignment(s)			TBD	10	TBD	Open Book

### **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 talent management in addition to the text and reference books recommended.

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

The course of Talent 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 Talent 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 Talent 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 and designing in the field of Talent 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.

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

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

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

Held once in a trimester this test helps in judging the understanding of the students as they check both conceptual knowledge as well as theoretical knowledge.

#### ***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.

#### ***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 Talent management. The case studies will be provided by the faculty.

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

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>
The Talent Management Handbook	Berger and Berger, McGraw Hill (2013)
<b>SUPPLEMENTARY READINGS</b>	
Talent Management' Process of Developing and Integrating skilled workers	Ravinder Shukla. Global India Publications Pvt. Ltd. (2013)
The Talent Powered Organization	Cheese, Peter, Robert J Thomas and Elizabeth Craig, Kogan Page Ltd.
Human Resource Management	Noe and Mondy, Pearson Education (2013)
Human Resource Management	Michael Armstrong, Kogan Page (2013)

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Fundamentals of Talent Management:</b>		
This module will help the students understand the fundamentals of talent management.		
1	Talent Management: Meaning, Importance and objectives	Textbook Chap 1: Shukla Ravinder Chap 1
2	Importance of Talent management to organizational survival	Textbook Chap 2: Shukla Ravinder Chap 1
3	Talent management systems	Textbook Chap 3: Shukla Ravinder Chap 1
4	Talent Acquisitions- Meaning, process and Objectives	Handouts
5	Identifying Competencies for Acquisitions	Textbook Chap 3 and 4
6	<b>Article: Talent Management in the 21<sup>st</sup> Century</b>	<b>HBR Article</b>
<b>Module II: Performance Appraisals and Talent:</b>		
This module will help understand the link between performance appraisal and talent management and how it helps the overall working of the organizations.		
7	Performance Management Systems-Meaning and process	Noe and Mondy Chap 8
8	Designing a Talent driven Performance Management System	Textbook Chap 5
9	Selecting the right Performance Appraisal Method	Textbook Chap 9

Session	Topics to be discussed	Readings
10	Improving performance through Performance appraisal Methods	Textbook Chap 10
11	<b>Case: Cynamids new take on performance appraisal</b>	<b>HBR Case</b>
<p><b>Module III: Succession Planning</b></p> <p>This module helps in understanding how succession and career planning can help in effective talent management.</p>		
12	Succession Planning: Meaning, Objectives and Importance	Noe and Mondy Chap 4
13	Designing a succession planning program	Textbook Chap. 13
14	Determining every employee's potential for Career growth	Textbook Chap 12
15	Determining every employee's potential for Career growth	Textbook Chap 12
16	How to use career development to encompass all employees	Textbook Chap 15
17	Integrating both succession planning and career planning for talent management	Textbook Chap 11
18	Integrating both succession planning and career planning for talent management	Textbook Chap 11
19	<b>Case: When senior executives stop developing</b>	<b>HBR Case Study</b>
<p><b>Module IV: Training, Coaching and Development for Talent Management:</b></p> <p>The use of training, development and Coaching techniques for effective management of talent and understanding the linkages between these and talent retention.</p>		
20	Training, Development and Coaching: Meaning and Importance	Noe and Mondy Chap 7
21	Identifying development needs of your employees	Textbook Chap 19
22	Identifying development needs of your employees	Textbook Chap 19
23	Developing top employees: Principles and Methodologies	Textbook Chap 20
24	Developing top employees: Principles and Methodologies	Textbook Chap 20
25	Using Coaching for building Relationships and Talent	Textbook Chap 21
26	Using Coaching for building Relationships and Talent	Textbook Chap 21
27	Integrating Coaching, Training and Development for Talent Management	Textbook Chap 25
28	Integrating Coaching, Training and Development for Talent Management	Textbook Chap 25
29	<b>Case: AT&amp;T Talent Overhaul</b>	<b>HBR Case</b>
<p><b>Module V: Compensation and Talent Management</b></p> <p>Understanding the linkages between compensation and Talent management is important because compensation helps in retaining the talent for a longer duration n the organization.</p>		
30	Understanding the Linkages between Compensation and Talent Management	Textbook Chap 26

Session	Topics to be discussed	Readings
31	Understanding the Linkages between Compensation and Talent Management	Textbook Chap 26
32	Using rewards to retain employees	Textbook Chap 27
33	Using rewards to retain employees	Textbook Chap 27
34	Using incentives to retain employees	Textbook Chap 28
35	<b>Case Study: Dialoguing the Performance</b>	Handouts
<b>Module VI: Culture and Talent Management</b>		
Using different tools the management can link the talent management with culture of the organization.		
36	Establishing a culture of talent management	Textbook Chap 30
37	Establishing a culture of talent management	Textbook Chap 30
38	Linking Culture and Talent Management	Textbook Chap 31
39	Linking Culture and Talent Management	Textbook Chap 31
40	<b>Case Study: Engaging Employees to be one Firm</b>	Handouts

\* 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:** Financial Institutions, Markets & Services

**Course Code:** MBFI 6001

### **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:



1. To acquaint students with an overall understanding of the concept, emergence and development of financial services. [ NBA- GA-1 Business Knowledge]
2. To make them aware of the legal and regulatory framework governing financial services and its implications. [NBA-GA-8 Ethics]
3. To equip students with an understanding of the mechanics, operations and procedures in performing the services. [ NBA- GA-1 Business Knowledge]
4. 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. [ NBA- GA-4 Conduct investigation of complex problems ]
5. To evaluate empirical evidence of market performance, and contrast it with theories of market performance. [ NBA- GA-11 Entrepreneurship and project management ]
6. 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. [ NBA- GA- 12- Life-long learning ]

### **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. 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.

### **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>Learning Goals and Objectives*</b>					
<b>Assessment Components and Marks</b>		1	2	3	4	5	6
Quiz/ Case Studies/ Project Report Presentation (20 Marks)		√	√	√			
CAT (30 Marks)		√	√	√	√		
End Term Examination (50 Marks)		√	√	√	√	√	√

<b>EC No.</b>	<b>Evaluation Component(EC)</b>	<b>Learning Objective</b>	<b>NBA - GA Addressed</b>	<b>Questions Mapped</b>	<b>Marks</b>	<b>Date &amp; Time</b>	<b>Nature of Component</b>
1.	CAT I	1. To acquaint students with an overall understanding of the concept, emergence and development of financial services. 2. To make them aware of the legal and regulatory framework governing financial services and its implications.	1. Business Knowledge  8. Ethics	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	15-17 <sup>th</sup> Feb, 2017	Closed Book
2.	CAT II	5. To evaluate empirical evidence of market performance, and contrast it with theories of market performance.	11. Entrepreneurship and project management	Q3(CAT II)- CO5  Q4(CAT II)- CO6	8  8	5-7 <sup>th</sup> Apr, 2017	Closed Book
3.	Quiz I & II	4. To apply concepts relevant to financial markets and	4 Conduct investigation of complex problems	CO4 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan - 3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017	Closed Book

		financial institutions, such as the flow of funds, levels of interest rates and interest rate differentials, to current events or topical issues.					
4.	Assignment (s)	3. To equip students with an understanding of the mechanics, operations and procedures in performing the services.	[ NBA- GA-1 Business Knowledge]	CO3 Assignment	10	Any time throughout the semester	Open Book

### ***Quiz/ 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.

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

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 40 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>
Khan, M.Y. Indian Financial System	Tata McGraw Hill, Delhi, (2013).
<b>SUPPLEMENTARY READINGS</b>	

Avdhani: Investment and securities Markets in India	Himalaya publications, Delhi, (2014).
Bhole, M.K Financial Marketys and Institutions	Tata MCGraw Hill, Delhi, (2014).
Ghosh, D : Banking Policy in India	Edition (2012), Allied Publications, New Delhi.
Varshney, P.N.: Indian Financial System	Sultan Chand & Sons, New Delhi, (2014).
Giddy, J.H: Global Financial Markets	ALTBS Publishing House, New Delhi, (2013).

**Course Outline:**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: INTRODUCTION</b>		
The module gives basic knowledge to students about Indian Financial System and its peculiarities.		
1	Nature, Role and Structure of Financial system	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
2	An introduction, nature, and role of money market, Constituents of money markets and its various instruments	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
3	<b>PRESENTATION: Harshad Mehta Scam</b>	
4 & 5	Working of money market instruments in India	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
6	Money market Vs Capital market and recent trends	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
7	<b>Mini Project: Visit a rural area and conduct a study on the penetration of financial services. Prepare a report on financial exclusion.</b>	
<b>Module II:</b> <b><u>. Reserve Bank of India &amp; Commercial Banks</u></b>		
8	Credit creation and credit control	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
9 & 10	Concept and Techniques, An overview of Indian monetary policy	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
11 & 12, 13	Meaning, functions, managements and investment policies of commercial banks	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
14 and 15	Role of RBI in money market and SEBI in Capital market, Organisation management and functions of SEBI	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
16	<b>Mini Project: Analyse the latest Bi-monthly Monetary Policy of RBI</b>	
<b>Module III: <u>Emerging Concept in Indian Banking and role of Development Banks</u></b>		
17	Present structure; e banking and e trading	Khan M. Y, Indian Financial System, latest

Lectur e	Topics to be discussed	Readings
		Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
18 & 19	emerging trends in commercial banks	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
20	An introduction to All India and State Level Development Banks, Concept objectives, and functions of development banks	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
21	<b>RESEARCH PAPER: Indian Banking sector's performance in the post-liberalization period</b>	<b>Source:</b> <b><a href="http://shodhganga.inflibnet.ac.in/bitstream/10603/2875/12/12_chapter%204.pdf">http://shodhganga.inflibnet.ac.in/bitstream/10603/2875/12/12_chapter%204.pdf</a></b>
22	Operational and promotional activities of development banks; IFCI, ICICI, IDBI,IRBI,SIDBI	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
23 & 24	Objectives, functions and role of state level development banks	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
25 & 26	Role of state level development banks in industrial finance	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
27	<b>Assignment: Prepare a comparative analysis of the growth and structure of commercial banking before and after liberalisation period in India.</b>	
<b>Module IV: <u>Merchant Banking and Issue Management, Insurance Sector in India</u></b>		
28	Nature, Concept, Meaning of merchant banking, Growth, Evolution of Merchant Banking in India.	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
29 & 30	Scope of Merchant Banking Services, Functions of Merchant Banks, Role of Merchant Bankers in maintaining health and credibility of the Capital Market, Role of underwriters in issue management and computation of underwriter's liability	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
31	<b>GROUP DISCUSSION: Role of Investment banks, auditing firms and Consulting firms in shaping the current stock market in the light of Satyam Scam</b>	
32	Objectives and role; Investment practices of LIC and GIC investment policies of non-banking financial institutions in India	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
33	IRDA - role and functions; UTI and its schemes, Concept and role of non-banking financial institutions	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
34	<b>Case Study: Merchant Banking- M/S Ganga Lakshmi Pharmaceuticals Pvt. Ltd.</b>	<b>Sasidharan K., Mathews Alex, Financial Services and System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi, Pg 282.</b>

Lectur e	Topics to be discussed	Readings
<b>MODULE V: Mutual Funds and its Regulation and Credit Rating Services in India</b>		
35	Concept, Regulation and performance evaluation of mutual funds, Designing and marketing of mutual funds schemes, Comparison of some schemes of UTI with other players	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
36	<b>Research Paper: A study on investor's attitude towards mutual fund as an investment option</b>	<b>Source:</b> <a href="http://rspublication.com/ijrm/march%2012/6.pdf">http://rspublication.com/ijrm/march%2012/6.pdf</a>
37	Concept and Objective of Credit Rating, Institutions engaged in Credit Rating, Purpose and Procedure of Rating for Debentures, Fixed Deposits, and Short term Instruments.	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
38	Concept, types functions of Mutual Fund, SEBI regulation, Investment strategies of Mutual Funds, Benefits for the investors, Growth of Mutual Funds in India & NAV Computation, Safety, Liquidity and Profitability of Mutual Funds	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
39	Growth of Mutual Funds in India & NAV Computation, Safety, Liquidity and Profitability of Mutual Funds	Khan M. Y, Indian Financial System, latest Edition, Tata McGraw Hill Education Pvt. Ltd., New Delhi.
40	<b>Presentation: A study of Credit Rating Symbols of various Credit Rating Agencies namely CRISIL, ICRA, CARE, FITCH and BRICKWORK.</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.



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

**Course Code: MBFI 6002**

**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. 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:

1. To provide an in-depth appreciation and understanding of the issues, challenges . [ NBA- GA-1 Business Knowledge]
2. To deal with complexities an investor faces in deciding where to invest the investable money[NBA-GA- 2 Problem Analysis,]
3. To gain Knowledge about how to invest it wisely to meet his / her investment objectives. [NBA-GA-3 Design/ Development of innovative solutions, PSO-2]
4. To introduce participants to tools, techniques and models that help in security analysis and managing portfolios. [NBA-GA-8 Ethics]
5. 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. [NBA-GA-7 Environment Sustainability]
6. To attain knowledge about technical aspects and apply them in society. [NBA-GA-5 Modern Tool Usage]

## **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 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:

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 conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
3. Read the caselet and try to find out the learning points pertaining to the specific topic in “Security Analysis and Portfolio Management”.
4. 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.

5. 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.
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***

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.

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date &Time	Nature of Component
1.	CAT-1	To provide an in-depth appreciation and understanding of the issues, challenges 2. complexities an investor faces in deciding where to invest the investable money and how to invest it wisely to meet his / her investment objectives.	<b>Conduct investigations of Complex problems</b>	To be Decided	To be decided	Aug 2017	Closed Book
2	CAT-2	4.To introduce participants to tools, techniques and models that help in security analysis and managing portfolios.	<b>Problem Analysis, Modern Tool usage</b>	To be Decided	To be decided	October 2017	Closed Book
3.	Assignment -	5.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.	<b>Design/Development of Innovative Solutions</b>	To be Decided	To be decided	Anytime	Open Book/ Take Home Quiz
4.	Case Study	5.To provide participants with the opportunity to work with these tools and 6.To apply them to solve real-life investment problems in dynamic local and global environment.	<b>Design/Development of Innovative Solutions</b>	To be Decided	To be decided	ANYTIME	Open Book

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Security Analysis and Portfolio Management	Pandian, Punithavathy, Vikas Publishing House, 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):

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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>		

Session	Topics to be discussed	Readings
The purpose of this module is to help students understand and apply various tools and techniques of security 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.]

**Course Name: Financial Derivatives**

**Course Code: MBFI 6003**

**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. 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. [ NBA- GA-1 Business Knowledge]
2. To assist students in their applications to managerial decision-making to sustain the business in long-run. [ NBA- GA-2 problem analysis]
3. To provide a deep understanding of various Financial Derivatives. [ NBA- GA-1 Business Knowledge]
4. To develop a sound understanding of various concepts, tools and techniques that apply to Derivatives anywhere in the world. [ NBA- GA-6 The Manager and Society]
5. To provide advanced instruction and knowledge in financial markets and instruments [ NBA- GA-7 Environment and Sustainability]
6. To help students in financial engineering together with the quantitative tools essential for understanding modern finance and research methods. [ NBA- GA-9 Individual and Team Work]

## **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.

EC No.	Evaluation Component(EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CATI	1. To acquaint students with basic concepts and techniques of Derivatives and risk management.  2. To assist students in their applications to managerial decision-making to sustain the business in long-run.	1. Business Knowledge  2. [NBA-GA-2 problem analysis]	To be decided		To be decided	Closed Book
2.	CAT II	5. To provide advanced instruction and knowledge in financial markets and instruments 6. To help students in financial engineering together with the quantitative tools essential for understanding modern finance and research methods	7 Environment and Sustainability  1-Business Knowledge	To be decided		To be decided	Closed Book

3.	Quiz I & II	4. To develop a sound understanding of various concepts, tools and techniques that apply to Derivatives anywhere in the world.	NBA- GA-6 The Manager and Society]	To be decided		To be decided	Closed Book
4.	Assignment (s)	3. To provide a deep understanding of various Financial Derivatives	NBA- GA-1 Business Knowledge]	CO3 Assignment		Any time throughout the semester	Open Book

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 I and II)***

This component of evaluation is to assess the performance of students after the completion of several 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>
Futures and Other Derivatives	John C Hull , Pearson Education. (2014)
<b>SUPPLEMENTARY READINGS</b>	
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)

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: 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 <b>Presentations on Derivatives</b>	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

Lectur e	Topics to be discussed	Readings
12	Pricing of Option-Binomial Model Application	Text Book Chapter9
13	Pricing of Option-Black-Scholes Model Introduction	Text Book Chapter 9
14	<b>Case Study: Delphi</b>  <u>Stuart C. Gilson, Victoria Ivashina, Sarah L. Abbott</u> <b>Questions:</b> <b>1.Discuss the problems and issues in the case.</b> <b>2.Assume yourself as a derivative analyst, list down the factors from most to least important in deciding the option price.</b>	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	<b>Case study: Foreign Exchange Hedging Strategies at General motors</b> <b>Mihir A Desai,Mark F Veblen</b> <b>Questions:</b> <b>1.Discuss the effectiveness of strategy adopted by General Motors?</b> <b>2.Would you suggest any other hedging strategy to General Motors?</b>	Harvard Business Case
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 <b>Project on Swaps</b>	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	<b>Case Study- Why Trade Spread Options.</b> <b>Question:</b> <b>1.What do you understand by Spread Options?</b>	Text Book Chapter15

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	<b>2.What are the advantages and disadvantages of Spread Options?</b> <b>3.Assume yourself as a hedging manager, list out the market situations in which you can take the advantage of Spread Option</b>	
26	Application of Delta;	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	Value at Risk (VaR) concept Application	Text Book Chapter18
31	Value at Risk (VaR) hedging	Text Book Chapter17
32	Vega and Gamma	Text Book Chapter19
33	Carbon trading options	Text Book Chapter20
34	<b>Case Study- Carbon Trading</b> <b>Questions:</b> <b>1.List out the characteristics of carbon trading.</b> <b>2.Why the carbon trading is getting so much attention form the investors day by day</b>	Text Book Chapter21
35	Speculations in Global markets around the world	Text Book Chapter22
36	Exotic Option; Weather Derivatives	Text Book Chapter16
37	Energy Derivatives	Text Book Chapter17
38	Insurance Derivatives	Text Book Chapter18
39	<b>Presentations</b>	
40	<b>Research papers</b>	<b>Development of Financial Derivatives Market in India- A 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.]

**Course Name:** Stock and Commodity Market Operations

**Course Code:** MBFI 6004

**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:

1. To provide students with an in-depth appreciation of stock and commodity markets. [NBA- GA-1 Business Knowledge]
2. To provide students an understanding of structure and functioning of stock and commodity markets in India. [NBA-GA- 2 Problem Analysis,]
3. To provide students with an insight of trading of financial securities e.g. shares, bonds

and debentures. [NBA-GA-3 Design/ Development of innovative solutions]

4. To acquaint students with basics of trading in commodities so that they can trade in commodities market. [NBA-GA- 4 conducting investigation of complex problems ]
5. To provide students with an understanding of trading of financial futures and options. [NBA-GA-6 the manager and the society ]
6. To provide a deep knowledge of commodity futures so that they can be comfortable in trading of financial and commodity derivatives. [NBA-GA-8 Ethics]

### **Pedagogy:**

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:

- 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 “Stock and Commodity Market Operations”.
- d. 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.
- e. 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.
- 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. In this course, practice of simulated online trading is the most important activity and students are advised to devote considerable time for this purpose.
- h. 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.

EC No.	Evaluation Component(EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	<p>1. To provide students with an in-depth appreciation of stock and commodity markets. [ NBA- GA-1 Business Knowledge]</p> <p>2. To provide students an understanding of structure and functioning of stock and commodity markets in India.</p>	<p>1. Business Knowledge</p> <p>2. Problem Analysis</p>	<p>Q6(CAT-I)-CO1</p> <p>Q5(CAT-I)-CO2</p>	<p>12</p> <p>8</p>	15-17 <sup>th</sup> Feb, 2017	Closed Book
2.	CAT II	<p>5. To provide students with an understanding of trading of financial futures and options.</p> <p>6. To provide a deep knowledge of commodity futures so that they can be comfortable in trading of financial and commodity derivatives.</p>	<p>6.the manager and the society ]</p> <p>8 Ethics</p>	<p>Q3(CAT II)- CO5</p> <p>Q4(CAT II)- CO6</p>	<p>8</p> <p>8</p>	5-7 <sup>th</sup> Apr, 2017	Closed Book
3.	Quiz I & II	4. To acquaint students with basics of trading in commodities	[NBA-GA- 4 conducting investigation of complex problems ]	CO4 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan - 3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017	Closed Book

		so that they can trade in commodities market.					
4.	Assignment (s)	3. To provide students with an insight of trading of financial securities e.g. shares, bonds and debentures.	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

### ***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 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):

Session	Topics to be discussed	Readings
<b>Module I: Securities Market in India</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
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>TED TALK VIDEO: The real truth about 2008 financial crisis by Brian S. Wesbury</b>	<b>Source:</b> <a href="https://www.youtube.com/watch?v=RrFSO62p0jk">https://www.youtube.com/watch?v=RrFSO62p0jk</a>
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: Thinksoft Global Services IPO Vs. Standard Chartered PLC: Public issue and listing of Indian Depository Receipts</b>	<b>Source: Siddaiah, , Pearson Education, 2011. Page 120-121</b>
<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

Sessio n	Topics to be discussed	Readings
18	Cash Trading and Margin Trading	Hand Out
19	Calculation of Margin, Day Trading and Delivery Based Trading	Hand Out
20	<b>RESEARCH PAPER: Technical analysis in select stock of Indian Companies</b>	<b>Source:</b> <a href="http://ijbarr.com/downloads/2014/vol2-issue4/4.pdf">http://ijbarr.com/downloads/2014/vol2-issue4/4.pdf</a>
21	Depository, Depository Participants, Clearing Members and Custodians	Hand Out
22	Calculation of Brokerage and STT	Hand Out
23	<b>GROUP DISCUSSION: Rise and fall of Badla System</b>	
<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.		
24	Trading of Equity Shares- Order Placing and Order Matching	Hand Out
25	Trading of Equity Shares- Clearing and Settlement	Hand Out
26	Trading of Mutual Funds	Hand Out
27	Trading of Debt Securities- Wholesale Debt Market and Retail Debt Market, Trading in RDM.	Hand Out
28	<b>GROUP DISCUSSION: Harshad Mehta Scam</b>	
29	Trading of Debt Securities- Clearing & Settlement System	Hand Out
30	Trading of Equity Futures (Stock & Index)	Hand Out
31	Clearing and Settlement	Hand Out
32	<b>Assignment: A comparative study of top ten mutual funds in India</b>	
<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.		
33	Introduction to Commodity and Commodity Derivatives	Text Book, Chapter 1 and 3
34	Important Participants, Market Positions, Order Types.	Text Book, Chapter 4 and 5
35	Functioning of Important Commodity Exchanges (NCDEX & MCX)	Text Book, Chapter 4 and 5
36	Products Traded on Indian Commodity Exchanges, Commodity Market Indices	Text Book, Chapter 4 and 5
37	<b>Mini Project: Pick up any one commodity and analyse it's trading data on NCDEX for 7 days.</b>	
<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.		
38	Trading of Commodities- Order Placing and Types of Orders	Text Book, Chapter 6

<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
39	<b>RESEARCH PAPER: Problems and prospects of online share trading in India</b>	<b>Source:</b> <a href="http://www.indianresearchjournals.com/pdf/IJMFSMR/2013/April/14.pdf">http://www.indianresearchjournals.com/pdf/IJMFSMR/2013/April/14.pdf</a>
40	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.]

**Course Name:** Wealth Management

**Course Code:** MBFI 6005

**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. [ NBA-GA-1 Business Knowledge]
2. To provide an understanding with special emphasis placed on the development of a plan or strategy. [ NBA- GA-2 problem analysis]
3. To study the investment and financial issues arising from the management of personal wealth. [ NBA- GA-1 Business Knowledge]
4. To understand & perform simple financial need analysis. [ NBA- GA-6 The Manager and

Society]

5. To explain the features of various forms of investment available to individuals and outline their advantages and disadvantages. [ NBA- GA-7 Environment and Sustainability]
6. To outline the role of retirement & estate planning within the financial planning process. [ NBA- GA-9 Individual and Team Work]

### **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:**

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.

- 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 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.

EC No.	Evaluation Component(EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time
1.	CAT I	1. To introduce the students with financial management concept at a personal level	1. Business Knowledge	Q6(CAT-I)-CO1	12	15-17 <sup>th</sup> Feb, 2017
		2. To provide an understanding with special emphasis placed on the	2. [NBA-GA-2 problem analysis ]	Q5(CAT-I)-CO2	8	

		development of a plan or strategy.				
2.	CAT II	5. To explain the features of various forms of investment available to individuals and outline their advantages and disadvantages.. 6.	7 Environment and Sustainability  1-Business Knowledge	Q3(CAT II)- CO5  Q4(CAT II)- CO6	8  8	5-7 <sup>th</sup> Apr, 2017
3.	Quiz I & II	To understand & perform simple financial need analysis	NBA- GA-6 The Manager and Society]	CO4 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan - 3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017
4.	Assignment (s)	1. 3 - To study the investment and financial issues arising from the management of personal wealth	NBA- GA-1 Business Knowledge]	CO3 Assignment	10	Any time throughout the semester

### ***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.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Personal finance	Jack R Kapoor, Les R Dlabay and Robert J Hughes (2015)
<b>SUPPLEMENTARY READINGS</b>	
Personal Financial Planning	Lawrence J. Gitman , Michael D. Joehnk & Randy Billingsley

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module 1: Wealth management basics</b>		
The focus of this module is to understand fundamental of wealth management. The module acquaints the students with various sections of financial planning.		
1	Meaning of Wealth Management	Text Book, Chapters 1 & 2
2	Need of Wealth Management and Financial Planning	Text Book, Chapters 1 & 2
3	Wealth Management Process	Text Book, Chapter 2-3
4	Wealth Management Process	Text Book, Chapter 4
5	Wealth Management Process	Text Book, Chapter 5
6	Developing personal financial goals	Text Book, Chapter 5
7	Developing personal financial goals	Text Book, Chapter 6-7
8	Financial planning Lifecycle	Text Book, Chapter 6-7
9	Financial planning Lifecycle	Text Book, Chapter 7
10	Application of concepts of Time Value of Money in financial planning and decision making	Text Book, Chapter 8
11	<b>Case study on Financial Planning in case of Uneven Inflows</b>	<a href="http://www.personalfn.com/knowledge-center/financial-planning/case-studies/14-03-">www.personalfn.com/knowledge-center/financial-planning/case-studies/14-03-</a>

Lecture	Topics to be discussed	Readings
		04/financial_planning_in_case_of_uneven_inflows.aspx
<b>Module 2: Tax and Liability Planning</b>		
12	Taxes and financial planning	Text Book, Chapter 9
13	Income tax fundamentals, Filing income tax return, Tax planning strategies	Text Book, Chapter 10-11
14	Meaning of consumer credit and Cost involved in obtaining credit	Text Book, Chapter 10-11
15	Information creditors look for providing credit Consumer loan	<b>Group Discussions on NPV vs IRR</b>
16	Home loan, Auto loan and Credit cards etc, Role of Loans in maximization of personal wealth	<b>Text Book, Chapter 13,</b> <a href="https://www.idfc.com/thought_leadership/case_studies.htm">https://www.idfc.com/thought_leadership/case_studies.htm</a>
17	<b>Case study on Defining an Appropriate Asset Allocation</b>	<a href="http://www.personalfn.com/knowledge-center/financial-planning/case-studies/14-05-13/defining_an_appropriate_asset_allocation.aspx">www.personalfn.com/knowledge-center/financial-planning/case-studies/14-05-13/defining_an_appropriate_asset_allocation.aspx</a>
<b>Module 2: <u>Financial Health Evaluation and Budgeting</u></b>		
The focus of this module is to understand fundamental of financial health evaluation. The module acquaints the students with various sections budgets and evaluation.		
18	Preparation of Personal Income Statement and Personal Balance Sheet	Text Book, Chapter 13
19	Ratio Analysis	Text Book, Chapter 13
20	Preparation of Budgets	Text Book, Chapter 13
21	Financial Goals Decisions	Text Book, Chapter 14
22	<b>CASE STUDY : How to Restructure Your Liabilities Wisely?</b>	<a href="http://www.personalfn.com/knowledge-center/financial-planning/case-studies/13-10-15/how_to_restructure_your_liabilities_wisely.aspx">www.personalfn.com/knowledge-center/financial-planning/case-studies/13-10-15/how_to_restructure_your_liabilities_wisely.aspx</a>
23	Application of concepts of Time Value of Money in financial planning and decision making	Text Book, Chapter 14
<b>Module 3: <u>Insurance and Investment Planning</u></b>		
The Focus of this module is to understand the fundamentals of insurance and investment planning. The module acquaints the students with various concepts of risk management plan.		
24	Develop a risk management plan using insurance, disability insurance	Harvard Business Case

Lecture	Topics to be discussed	Readings
25	<b>Case study: Planning for your Golden Years</b>	<a href="http://www.personalfn.com/knowledge-center/financial-planning/case-studies/13-11-05/case_4_planning_for_your_golden_years.aspx">www.personalfn.com/knowledge-center/financial-planning/case-studies/13-11-05/case_4_planning_for_your_golden_years.aspx</a>
26	Importance of property	Text Book, Chapter 17
27	liability insurance	Text Book, Chapter 17
28	automobile insurance	Text Book, Chapter 17
29	disability insurance	Text Book, Chapter 18
30	Cost of health Insurance	Text Book, Chapter 18
31	various types of health care coverage	Text Book, Chapter 19
32	Purpose and principle of life insurance	Text Book, Chapter 19
33	Creation of a plan for insurance	Text Book, Chapter 20
34	Importance of Nomination in Insurance	Text Book, Chapter 20
<b>Module 3: Retirement and Estate planning</b>		
The Focus of this module is to understand the fundamentals of retirement planning. The module acquaints the students with various concepts of retirement expenses.		
35	Overview and need for retirement planning	Text Book, Chapter 22
36	Retirement living expenses	Text Book, Chapter 22
37	Planning your retirement income, Need and Objective of estate planning	Text Book, Chapter 22
38	Writing a will, Common features and requirement of valid will	Text Book, Chapter 22
39	Changing and revoking Will. Administration of estate, Trusts, selecting a trustee	Text Book, Chapter 22
40	<b>Case study – Retirement Planning Made Easy</b>	<a href="http://www.cockburnlucas.co.uk/about-us/case-study-retirement-planning-made-easy/">http://www.cockburnlucas.co.uk/about-us/case-study-retirement-planning-made-easy/</a>
<b>END TERM EXAMINATION</b>		

**Course Name: Advance Corporate Finance**

**Course Code: MBFI 6006**

**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 education are:

1. To acquaint students with the basic Understanding of real value options.[ NBA- GA-1 Business Knowledge]
2. Appraise liability and risk management, long term investment decisions, raising funds for large projects.[NBA-GA-5 Modern tool usage]
3. To provide the Knowledge of the process and benefits of corporate restructuring . [NBA-GA-6 The manager and the society ]
4. To critically analyse situations for forward thinking using the latest tools and techniques.[NBA-GA-3 Design development of innovative solutions]
5. To expose students to the concepts of financial risk management. [PSO-1]
6. To acquaint students with the knowledge of initial public offerings.[NBA-GA-7 Environment and Sustainability]

## **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.

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 conceptual issues on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
3. Read the caselet and try to find out the learning points pertaining to the specific topic in “Insurance”.
4. 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.

5. 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.
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.

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.

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I CAT II	1.To acquaint students with the basic Understanding of real value options. 4. To critically analyse situations for forward thinking using the latest tools and techniques.	1. Business Knowledge  4 Design development of innovative solutions]	Q6(CAT-I)-CO1	12	28 <sup>th</sup> to 30 <sup>th</sup> dec 2017	Closed Book
2.				Q4(CAT-I)-CO4 Q6(CAT II)-CO6	8 12		

		6. To acquaint students with the knowledge of initial public offerings.	6. Environment and Sustainability		8		
3.	Quiz I & II	To expose students to the concepts of financial risk management.	5. PSO-1	CO5 Complete Quiz	10 (5+5)	Any time throughout the semester	Closed Book
4.	Assignment (s)	To provide the student a framework for analyzing transactions including understanding strategic rationale, valuation methodologies, deal structures, bidding strategies, and the need for a value proposition to analyze problems.	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

### ***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, <b>Students projects on value based management</b>	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 <b>Group discussion on Real Options</b>	Text Book, Chapter 2.
5.	Estimating Volatility, Financial Options	Text Book, Chapter 2.
6.	Managing Real Value Options	Text Book, Chapter 2.
	<b>Research paper on A Real Option Perspective on Valuing Gas Fields</b>	<a href="https://papers.tinbergen.nl/13126.pdf">https://papers.tinbergen.nl/13126.pdf</a>
<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 <b>Students presentation on financial innovation</b>	Text Book, Chapter 3.
9.	Asset Securitisation	Text Book, Chapter 3.
	<b>Securitization Market in India &amp; Analysis of Structured Products</b>	<a href="https://www.iimcal.ac.in/sites/all/files/pdfs/wps_776.pdf">https://www.iimcal.ac.in/sites/all/files/pdfs/wps_776.pdf</a>
<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 <b>Projects on IPO</b>	Text Book, Chapter 4.
13.	Hot and Cold market	Text Book, Chapter 4.
	<b>Case study on Risk management in oil and gas industry</b>	<a href="https://www.iimcal.ac.in/sites/all/files/pdfs/wps_776.pdf">https://www.iimcal.ac.in/sites/all/files/pdfs/wps_776.pdf</a>
<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.		



Lecture	Topics to be discussed	Readings
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>Research paper on analysis of relationships of ADR and GDR prices with the national and international market</b>	<a href="https://papers.tinbergen.nl/13126.pdf">https://papers.tinbergen.nl/13126.pdf</a>
<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.
25.	Approached for risk management	Text Book, Chapter 6.
26.	<b>Group discussion on risk management</b>	
27.	<b>A case study on a starbucks on every corner</b>	<a href="https://www.scribd.com/document/288031830/A-Starbucks-on-Every-Corner">https://www.scribd.com/document/288031830/A-Starbucks-on-Every-Corner</a>
<b>Module VII: Project Financing</b>		
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.		
28.	Reasons, concept of project financing	Text Book, Chapter 7.
29.	Agency cost of debt, Free cash flow problem	Text Book, Chapter 7.
30.	Public-private sector partnerships	Text Book, Chapter 7.
31.	Funding sources	Text Book, Chapter 7.
32.	Credit ratings constraints	Text Book, Chapter 7.
33.	Role of bilateral and multilateral organizations	Text Book, Chapter 7.
34.	<b>Group discussion on public-private sector partnerships</b>	
35.	<b>Case study On credit rating in india: a study of rating methodology of rating agencies</b>	<a href="https://papers.tinbergen.nl/13126.pdf">https://papers.tinbergen.nl/13126.pdf</a>
<b>Module VIII: Creative value through corporate restructuring</b>		
The purpose of this module is to explain students the essence of restructuring, its types and reasons for growing popularity.		
36.	Corporate restructuring: concept, significance, and reasons for corporate restructuring.	Text Book, Chapter 10.
37.	Types of corporate restructuring	Text Book, Chapter 10.
38.	Spin offs Vs Asset Sales	Text Book, Chapter 10.
39.	Estimation of Potential for Value Creation	Text Book, Chapter 10.
40.	<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.]

**Course Name: Mergers, Acquisitions and Corporate Restructuring**

**Course Code: MBFI 6007**

**Course Credit: 3**

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

The field of mergers and acquisitions is undergoing a dramatic change. Not a single day passes by when we do not read news about a merger or takeover. Though we observed very few acquisitions in the eighties and nineties, there is a general expectation that the number of acquisitions that we are going to observe will be on the rise in the new century. Secondly, most of the mergers in India have been intra-group mergers. We have seen very few inter-group mergers in the past. The number of inter-group mergers however, is also generally expected to be higher in the new decade.

Internationally the number of companies having restructured their operations to add shareholders' value is on the rise, it is still at a very nascent stage in India. However, with more and more companies showing interests in creating shareholders' value, we can expect the corporate restructuring activities to rise in the future.

This course will present the theories and empirical evidence on corporate control transactions, the process of evaluating acquisition targets and its application in practice. Findings on the reaction of stock prices to information on control transactions will be used to analyze the effects of various policy options in such transactions. Strategies of acquisition will be studied as well as defensive measures against them, their purpose and their consequences. The class will combine lecture material, case discussion, quantitative and qualitative analyses and discussions of relevant news. There will be an emphasis on fundamental concepts of valuation and other areas of **corporate finance** related to M&A as corporate restructurings. This course is designed to provide students with an understanding of the elements of the process by which mergers, acquisitions and other corporate restructuring transactions take place. A major focus will be the linkage between corporate strategy and investment decisions in the transaction process with

the objective of increasing shareholder value.

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 corporate restructuring. [NBA-GA-1 Business Knowledge]
2. The applications of concepts and techniques to managerial decision-making to sustain the business in long-run. [NBA-GA-4 Conduct investigations of complex Problems]
3. Examining the role that M&A plays in the contemporary corporate world, and its use as a strategic tool to provide growth, enhance competitive position, transform a company or industry, and create shareholder value. . [NBA-GA-6 The Manager and Society, PSO1]
4. To critically analyse situations for forward thinking using the latest tools & techniques. [NBA-GA-5 Modern Tools usage]
5. To provide the student a framework for analysing transactions including understanding strategic rationale, valuation methodologies, deal structures, bidding strategies, and the need for a value proposition to analyse problems.[ NBA-GA-3 Design/Development of Innovative Solutions, PSO2]
6. To make students understand the role of ethics in mergers & acquisitions.[NBA-GA-8 Ethics]

### **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:**

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 Merger 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 caselet and try to find out the learning points pertaining to the specific topic.
4. 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.
5. 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.
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 semester end examination will assess the learning goals as mentioned above.

### *Evaluation Scheme*

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	<p>1. To acquaint students with basic concepts and techniques of corporate restructuring.</p> <p>4. The applications of concepts and techniques to managerial decision-making to sustain the business in long-run.</p> <p>6. Examining the role that M&amp;A plays in the contemporary corporate world, and its use as a strategic tool to provide growth, enhance competitive position, transform a company or industry, and create shareholder value.</p> <p>8. To make students understand the role of ethics in mergers &amp; acquisitions.</p>	<p>1. Business Knowledge</p> <p>4. Conduct Investigation of Complex Problems</p> <p>6. The Manager &amp; Society</p> <p>8 Ethics</p>	<p>Q6(CAT-I)-CO1</p> <p>Q4(CAT-I)-CO4</p> <p>Q6(CAT II)-CO6</p> <p>Q3(CAT II)-CO8</p>	<p>12</p> <p>8</p> <p>12</p> <p>8</p>	28 <sup>th</sup> -30 <sup>th</sup> dec 2017	Closed Book
3.	Quiz I & II	To critically analyse situations for forward thinking using the latest tools & techniques.	5. Modern Tool	CO5 Complete Quiz	10 (5+5)	Any time throughout the semester	Closed Book
4.	Assignment (s)	To provide the student a framework for analyzing transactions including understanding strategic rationale, valuation methodologies, deal structures, bidding strategies, and the need for a value proposition to analyze problems.	3. Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

<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 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>
Takeovers, Restructuring, and Corporate Governance	J Fred Weston, Mark L Mitchell and J Harold Mulherin, Pearson. (2014)
<b>SUPPLEMENTARY READINGS</b>	
Mergers and Acquisitions	Rajinder S. Aurora, Kavita Shetty, Sharad R. Kale Oxford Higher education. (2013)
Merger, Acquisitions and Corporate Restructuring	Patrick A. Gaughan, Wiley India,
Creating Value from Mergers and Acquisitions	Sudi Sudarsanam ,FT Prentice Hall. (2013)
Mergers Restructuring and Corporate Control	Weston, Chung and Hoag, Prentice Hall. (2014)

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

Lecture	Topics to be discussed	Readings
<b>Module 1: An Introduction:</b>		
The purpose of this module is to acquaint students with basic concepts of Historical overview of mergers and acquisitions and reasons for corporate restructuring		
1	Corporate Restructuring defined in terms of Merger Consolidation Acquisition Divestiture	, Text Book, Chapters 1 ,2 and 3; Sudi sudarsanam Chapter 2-3
2	Demerger Joint venture Capital Reduction Buy-back securities	Text Book, Chapters 1 ,2 and 3; Sudi sudarsanam Chapter 2-3
3	Delisting Reasons of Restructuring Barriers of restructuring	Text Book, Chapters 1 ,2 and 3; Sudi sudarsanam Chapter 2-3
4	<b>Case Study: Acquisition of Corus by Tata steel Hindalco and Novelis Merger</b> <b>Questions:</b> 1. What is the case all about? 2. How would you teach the case in the class room teaching environment?	Harvard Business Case
5	<b>Case Study: Daimler</b> <b>Richard F. Meyer, Michael G. Rukstad, Coughlan, Stephen</b> <b>Questions:</b> 1. What are the key features of the case? Explain. 2. What is the case all about?	Harvard business Case
6	Frederic Trautwein Merger Motive Model Monopoly theory Efficiency theory	Text Book, Chapter 4-7; Sudi sudarsanam, Chapter 7
7	Valuation theory Practical questions	Text Book, Chapter 4-7; Sudi sudarsanam, Chapter 7
8	Raider theory and practical questions	Text Book, Chapter 4-7; Sudi sudarsanam, Chapter 7
9	Empire Building theory and practical questions	Text Book, Chapter 4-7; Sudi sudarsanam, Chapter 7
10	Friendly Vs Hostile takeover Takeover tactics	Text Book, Chapter 4-7; Sudi sudarsanam, Chapter 7
11	Major guidelines on Corporate Restructuring – Companies Act 1956	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
12	SEBI Regulations, 1998 on buy back, listing and delisting of shares	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
13	SEBI Regulations, 1997 on Substantial Acquisition of Shares and Takeovers	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
14	Provisions of Competition Act 2002 on M&A Ethical issues	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
15	Corporate refocusing	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
16	Strategic alliances as an alternative to mergers and acquisition	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
17	Organising for acquisitions	Text Book, Chapter 8-12; Sudi sudarsanam, Chapter 8-10
<b>Module 2: Accounting for Amalgamation</b>		
The purpose of this module is to acquaint students with basic concepts of Accounting for amalgamation and various defences against takeover.		

Lecture	Topics to be discussed	Readings
	<b>CASE STUDY:</b> Acquisition of WhatsApp by Facebook: A Calculated Risk?	<a href="http://icmrindia.org/casestudies/catalogue/Business%20Strategy/BSTR459.htm">http://icmrindia.org/casestudies/catalogue/Business%20Strategy/BSTR459.htm</a>
18	Accounting for Amalgamation	Text Book, Chapter 13; Sudi sudarsanam , Chapter 11-13
19	Amalgamation in the nature of purchase	Text Book, Chapter 13; Sudi sudarsanam , Chapter 11-13
20	Amalgamation in the nature of mergers	Text Book, Chapter 13; Sudi sudarsanam , Chapter 11-13
21	Bid strategies and tactics	Text Book, Chapter 13; Sudi sudarsanam , Chapter 14
22	Taxation planning	Text Book, Chapter 14-15; Sudi sudarsanam, Chapter 11-13
23	Set off and carry forward of gains and losses	Text Book, Chapter 14-15; Sudi sudarsanam, Chapter 11-13
24	Defences against takeover	Text Book, Chapter 14-15; Sudi sudarsanam, Chapter 11-13
25	Bid resistance motives and strategies	Text Book, Chapter 14-15; Sudi sudarsanam, Chapter 11-15
	<b>STUDENTS' PRESENTATION:</b> Presentation by students on Taxation planning.	
<b>Module 3: Sources of Finance</b>		
The purpose of this module is to acquaint students with basic various sources of funding available for mergers and acquisition.		
26	<b>CASE STUDY: Disney's Acquisition of Pixar</b>	<a href="http://www.icmrindia.org/casestudies/catalogue/Business%20Strategy/BSTR203.htm">http://www.icmrindia.org/casestudies/catalogue/Business%20Strategy/BSTR203.htm</a>
27	Cost of defence and its impact	Text Book, Chapter 15; Sudi sudarsanam, Chapter 15-16
28	Paying for the acquisitions	Text Book, Chapter 14-15
29	Deal structuring and negotiation	Text Book, Chapter 14-15
30	Sources of Funds Modes of payment	Text Book, Chapter 16-17; Sudi sudarsanam, Chapter 16
31	Leveraged Buy Outs	Text Book, Chapter 16-17; Sudi sudarsanam, Chapter 17
32	Cost of Capital revisited Valuation of Companies	Text Book, Chapter 18-20; Sudi sudarsanam, Chapter 19
33	Methods of enterprise and equity Valuation	Text Book, Chapter 16-17; Sudi sudarsanam, Chapter 19-20
34	DDM and DCF Model Issues in Valuation of Companies	Text Book, Chapter 16-17; Sudi sudarsanam, Chapter 20-21
35	Strategic alliances	Text Book, Sudi sudarsanam, Chapter 23-25
36	Reverse mergers and de-mergers; Buy-back of shares	Text Book, Sudi sudarsanam, Chapter 23-25
37	Divestiture Spin-off and split-up	Text Book, Sudi sudarsanam, Chapter 23-25
38	Divestiture Spin-off and split-up	Text Book, Sudi sudarsanam Chapter 25



Lecture	Topics to be discussed	Readings
39	Disinvestment Debt restructuring	Text Book, Sudi sudarsanam Chapter 25
40	<b>CASE STUDY: The Adidas-Reebok merger case study</b>	<a href="http://www.icmrindia.org/cases_tudies/catalogue/Business%20Strategy/The%20Adidas%20-%20Reebok%20Merger.htm">http://www.icmrindia.org/cases_tudies/catalogue/Business%20Strategy/The%20Adidas%20-%20Reebok%20Merger.htm</a>
<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: MBFI 6008**

**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 foreign 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:

1. To acquaint students with basic concepts and techniques of international finance. [NBA-GA-1 Business Knowledge]
2. Applications of international finance techniques to managerial decision-making to sustain the business in long-run. [NBA-GA-1 Business Knowledge]
3. 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. [NBA-GA-3 Design/Development of Innovative Solutions]
4. The purpose of this course is to provide an overview of global financial markets and the Finance function in a multinational setting. [NBA-GA-2 Problem Analysis]
5. 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 [NBA-GA-5 Modern Tools usage]
6. To study the mathematics of exchange rate along with accounting and disclosure norms for foreign currency transactions. [NBA-GA-6 The Manager and Society]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), real life examples, cases' discussion and projects/assignments. Each concept of working capital management 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.

This course includes theoretical and applied components. Practical applications are useful, but cannot be studied fruitfully without a sound knowledge of the underlying theory. Hence there will be considerable emphasis on the theory. Numerical examples will be very important in illustrating the concepts and applications to be covered in this course. The format will be predominantly lecture-oriented, supplemented by a set of case lets. It will also assist in applying the knowledge of working capital management to an actual business situation so as to get the best and most out of cash managers or finance managers or officers.

### **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 working capital 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 caselet and try to find out the learning points pertaining to the specific topic in “Working Capital Management”.
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 semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

### Evaluation Scheme

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1. To acquaint students with basic concepts and techniques of international finance.  2. Applications of international finance techniques to managerial decision-making to sustain the business in long-run	1. Business Knowledge  2. Business Knowledge	Q6(CAT-I)-CO1  Q4(CAT-I)-CO4	12  8	25 to 27th Aug, 2017	Closed Book
2.	CAT II	3. 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	3.Design/Development of Innovative Solutions  4. Problem Analysis	Q6(CAT II)-CO6  Q3(CAT II)-CO8	12  8	16-18 <sup>th</sup> Oct, 2017	Closed Book

		benefits.  4. The purpose of this course is to provide an overview of global financial markets and the Finance function in a multinational setting					
3.	Quiz I & II	To critically analyse situations for forward thinking using the latest tools & techniques.	5. Modern Tool	CO5 Complete Quiz	10 (5+5)	8 to 14 Aug, 2017 & 22 to 28 <sup>th</sup> Sept, 2017	Closed Book
4.	Assignment (s)	To provide the student a framework for analyzing the mathematics of foreign exchange transactions.	The Manager and Society	CO3 Assignment	10	Any time throughout the semester	Open Book

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√
CAT-1 & CAT-2 (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 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>
International Financial Management	P. G Apte, McGraw Hill
<b>SUPPLEMENTARY READINGS</b>	
International Finance	Levi, Maurice, McGraw Hill, New York
Multinational Business Finance ,Reading mass	Eiteman, David K, Arthur Stonehill and Michael H. Moffett, Wesley Publishing company,Addission
Multinational Financial Management	Shapiro, Allen C., Prentice Hall, New Delhi

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction</b>		
<i>The objective of this module is to explain the meaning, nature and scope of International Finance. Identify the global business scenario, comprehend meaning and concept of BOP and explain the international financial environment and foreign trade.</i>		
1	Meaning, nature and scope of International financial management	Text Book, P.G Apte
2	International Financial Markets & Institutions	Text Book, P.G Apte
3	Balance of Payments and recent developments	Text Book, P.G Apte
4	Foreign Trade Meaning	Text Book, P.G Apte
5	International Financial Environment: Balance of Trade & Balance of Payments, Less Developed countries & the third world Debt.	Text Book, P.G Apte
6	Introduction of foreign exchange market in India, Role of RBI.	Text Book, P.G Apte
7	Exchange rates.	Text Book, P.G Apte
8	<b>Case Study:</b> Hindustan Unilever and Working Capital Challenges (Amit Kumar Arora) 1 .What are the challenges faced by Hindustan Unilever in order to solve its negative working capital problem? 2. How would you present the case in front of the class?	Case Study Source: : <a href="http://icmai.in/Knowledge-Bank/upload/case-study/2013/Negative-Working.pdf">http://icmai.in/Knowledge-Bank/upload/case-study/2013/Negative-Working.pdf</a>
<b>Module II: : Foreign Exchange Markets &amp; FERA and FEMA</b>		
<i>The focus of this module is to explain Exchange positions, trading in foreign exchange, Offshore banking operations, Lending &amp; borrowing and Euro currencies</i>		

Session	Topics to be discussed	Readings
9	Foreign Exchange Markets: Exchange positions, trading in foreign exchange, Offshore banking operations, Lending & borrowing, Euro currencies	Text Book, P.G Apte
10	Foreign Exchange Rates Determination: Exchange rate mechanism, Direct rates & Indirect rates, Bid & offered rates, Spot & forward rates, Inter-bank rates.	Text Book, P.G Apte
11	Foreign Exchange Rate Exposures and Measurement: Trade Finance, Export credits, FCNR & EEFC a/Cs, International leasing	Text Book, P.G Apte
12	Forfeiting, Counter-trade, External Finance, ODA	Text Book, P.G Apte
13	Multilateral agencies, Equity as a source, Offshore market.	Text Book, P.G Apte
14	<b>FERA</b>	Text Book, P.G Apte
15	<b>FEMA</b>	Text Book, P.G Apte
16	<b>Presentation cum Activity:</b> Make a list of any credit offered by you or any of your family member. Calculate the average collection period and interest rate charged along with any delinquency cost.	Class Power point Presentations by students
	<b>Case Study:</b> A Comparative Analysis of Management of Working Capital in Fertiliser Industry (Mansavi Gumber and Dr. Surender Kumar)	Case study source: <a href="http://ijiet.com/wp-content/uploads/2012/11/11.pdf">http://ijiet.com/wp-content/uploads/2012/11/11.pdf</a>
<b>Module III: Exchange Control Regulations &amp; Foreign Exchange Regulations</b>		
<i>This module is intended to describe explain the meaning of Foreign Exchange Risk Management and Role of Banks in Foreign exchange markets &amp; foreign trade.</i>		
17	Exchange control regulations in India.	Text Book, P.G Apte
18	Risk Management & Interest rates	Text Book, P.G Apte
19	Types of exposures & risks	Text Book, P.G Apte
20	Objectives of Risk Management	Text Book, P.G Apte
21	Corporate philosophy of exposure management	Text Book, P.G Apte
22	Role of Banks in Foreign exchange markets & foreign trade	Text Book, P.G Apte
23	Methods of International settlement through banks	Text Book, P.G Apte
24	Foreign Exchange regulations and role of regulatory authorities: Drafts , Mail Transfers & TTs , Collection of Bills of exchange both clean and documentary, Documentary credit as a method of payment	Text Book, P.G Apte
25	Role of RBI in Foreign Exchange Market in India, Control measures, Control over banks and other players in the market	Text Book, P.G Apte
26	International monetary fund & financial system, IMF	Text Book, P.G Apte
27	<b>Case Study:</b> Analyzing the Working Capital Management on Company's Performance a Case Study of Chemical Sector Listed in KSE (Nisar Ahmad Bazmi, Muhammad Ilyas)	Case Study source : <a href="http://www.iosrjournals.org/iosr-jbm/papers/ndbmr-volume-1/L.pdf">http://www.iosrjournals.org/iosr-jbm/papers/ndbmr-volume-1/L.pdf</a>
<b>Module IV: Mathematics of Exchange rate</b>		

Session	Topics to be discussed	Readings
<b><i>This module will discuss Mathematics of exchange rates i.e. TT rates – buying rates &amp; selling rates, spot rates, hedging, swap, cross currency rates etc, Mathematics of forward contracts &amp; derivatives, Case studies on LCs , FCNR &amp; EEFC a/cs, Case studies on FEMA regulations.</i></b>		
28	Exchange rates & world liquidity, World Bank, European union	Text Book, P.G Apte
29	Mathematics of exchange rates i.e. TT rates – buying rates & selling rates, spot rates	Text Book, P.G Apte
30	Hedging, swap, cross currency rates etc	Text Book, P.G Apte
31	Mathematics of forward contracts & derivatives	Text Book, P.G Apte
32	Case studies on LCs , FCNR & EEFC a/cs	Text Book, P.G Apte
33	Case studies on FEMA regulations	Text Book, P.G Apte
34	Accounting for Foreign Operations, A Survey of International Taxation, Tax Implications of Foreign Activities of an Indian Enterprise, Tax implications of Foreign Activities of Foreign Enterprises in India	Text Book, P.G Apte
35	Accounting and Disclosure Norms for Foreign Currency Transactions: Double Taxation Relief's, Tax Havens and Multi-national Corporations	Text Book, P.G Apte
36	<b>Case Study: REL- Cytec</b> 1.What the case is all about? Explain the three key issues highlighted in the said case? 2.What would you suggest to cytec management to deal with the working capital (cash) crisis?	REL Hackell Group Company Source: <a href="http://www.thehackettgroup.com/casestudies/cytec/">http://www.thehackettgroup.com/casestudies/cytec/</a>
<b><i>Module V: Accounting and Disclosure Norms for Foreign Currency Transaction</i></b> <b><i>This module will cover analysis of Foreign Financial Statements and Issues in performance evaluation</i></b>		
37	Analysis of Foreign Financial Statements	Text Book, P.G Apte
38	Issues in performance evaluation	Text Book, P.G Apte
39	Revision	Text Book, P.G Apte
40	<b>Case Study and Discussion:</b> Working Capital Management: A Case Study of OCM ( Rohit Kanda)	Case study source: <a href="http://iosrjournals.org/iosr-jbm/papers/ies-mcrc-icscm/Part%203/26.pdf">http://iosrjournals.org/iosr-jbm/papers/ies-mcrc-icscm/Part%203/26.pdf</a>
<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*** – Friday 11 am-1pm

[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 Financing**

**Course Code: MBFI 6009**

**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:

1. To acquaint students with basic concepts and techniques of Capital Budgeting analysis. [NBA- GA-1 Business Knowledge]
2. 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. [NBA-GA- 2 Problem Analysis,]
3. To explain the strategic, qualitative and organisational considerations, which impinge on capital budgeting decisions,. [NBA-GA-3 Design/ Development of innovative solutions, PSO-2]
4. To applications to managerial decision-making to sustain the business in long-run. [NBA-GA-5 Modern Tool Usage]
5. To suggests ways to improve project appraisal and capital budgeting in practice. [NBA-GA-7 Environment Sustainability]
6. To evaluate capital Budgeting Projects. [NBA-GA-8 Ethics]

### **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:**

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.

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 caselet and try to find out the learning points pertaining to the specific topic.
4. 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.
5. 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.
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 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 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.

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1.To acquaint students with indepth capital Budgeting knowledge. 2.To develop understanding on various aspects of project management.	<b>Conduct investigations of Complex problems</b>	To be Decided	To be decided	Aug 2017	Closed Book
2	CAT-2	3To explain the strategic and orgainsation considerations on capital budgeting..	<b>Problem Analysis, Modern Tool usage</b>	To be Decided	To be decided	Oct 2017	Closed Book
3.	Assignment -	4.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.	<b>Design/Development of Innovative Solutions</b>	To be Decided	To be decided	anytime	Open Book/ Take Home Quiz
4.	Case Study	5To suggest ways of improvement in project appraisal 6.To apply them to solve real-life investment problems in dynamic local and global environment in capital budgeting .	<b>Design/Development of Innovative Solutions</b>	To be Decided	To be decided	anytime	Open Book

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

Lecture	Topics to be discussed	Readings
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
13	Decision tree analysis	Text Book, Chapter 10-11
14	Project rate of return	Text Book, Chapter 10-11
15	Group Discussions	Group Discussions on NPV vs IRR
16	Choice between mutually exclusive projects and unequal life Case Study:IDFC	Text Book, Chapter 13, <a href="https://www.idfc.com/thought_leadership/case_studies.htm">https://www.idfc.com/thought_leadership/case_studies.htm</a>
<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		
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	Case Study: <u>Globalizing the Cost of Capital and Capital Budgeting at AES</u> <u>Mihir A. Desai, Doug Schillinger</u>  1. What the case is all about? Explain the three key issues highlighted in the said case?  2. What alternative technique you would suggest to the company for Project Decision Making?	Harvard Business Case

Lecture	Topics to be discussed	Readings
<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.		
25	Case Study: Airport Express metro line: Project Financing Hukam Singh Chaudhary; Sushil Kumar; Vijay Aggarwal  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?	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
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	Text Book, Chapter 20
35	Private equity	Text Book, Chapter 21
36	Network techniques for project management ,	Text Book, Chapter 22
37	Students Presentations	
38	Student Presentations	
39	Cost Benefit Analysis of Research Infrastructures: The state-of-art in project appraisal  <a href="http://www.eiburs.unimi.it/Downloads/Deliverables/Paper%20outlines/The%20state%20of%20art%20in%20project%20appraisal.pdf">http://www.eiburs.unimi.it/Downloads/Deliverables/Paper%20outlines/The%20state%20of%20art%20in%20project%20appraisal.pdf</a>	Research paper
40	A review on the project appraisal processes for major public investments in China  <a href="https://www.ntnu.no/documents/1261860271/1262021752/054_BeslutningsprosessKina21juni2012_lagt%20ut%20som%20arbeidsrapport.pdf">https://www.ntnu.no/documents/1261860271/1262021752/054_BeslutningsprosessKina21juni2012_lagt%20ut%20som%20arbeidsrapport.pdf</a>	Research paper
<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:** 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. [ NBA- GA-1 Business Knowledge]
2. To develop a broad understanding of the tax laws and accepted tax practices. . [NBA-GA-6 The manager and the society ]
3. To introduce practical aspects of tax planning as an important managerial decision-making process. [NBA-GA-3 Design/ Development of innovative solutions]
4. To expose the participants to real life situations involving taxation and to equip them with techniques for taking tax-sensitive decisions. [NBA-GA-8 Ethics]
5. To update the participants on current topics/debatable issues involving direct and indirect taxation. [PSO-1]
6. To acquaint students with the various deductions and exemptions. [ NBA- GA-1 Business Knowledge]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, company's taxation policies, questions discussion, and 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.

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. Try to analyse the annual report of the companies to see the impact of corporate Taxations on wealth maximisation and profit maximisation.
4. 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.
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:

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.

Assessment Components and Marks	Learning Goals and Objectives*			
	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.

EC No.	Evaluation Component(EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature Compon
1.	CAT I	1. To acquaint the participants with basic principles	1. Business Knowledge	Q6(CAT-I)-CO1	12	28 <sup>th</sup> – 30 <sup>th</sup> dec 2017	Closed Book
2.							

		<p>underlying the provisions of direct and indirect tax laws.</p> <p>2. To develop a broad understanding of the tax laws and accepted tax practices. .</p> <p>5. To update the participants on current topics/debatable issues involving direct and indirect taxation.</p> <p>6. To acquaint students with the various deductions and exemptions.</p>	<p>2. [NBA-GA-6 The manager and the society ]</p> <p>7. PSO-1</p> <p>1. Business Knowledge</p>	<p>Q5(CAT-I)-CO2</p> <p>Q3(CAT II)- CO5</p> <p>Q4(CAT II)- CO6</p>	<p>8</p> <p>8</p>		
3.	Quiz I & II	<p>4. To expose the participants to real life situations involving taxation and to equip them with techniques for taking tax-sensitive decisions.</p>	[NBA-GA-8 Ethics]	CO4 Complete Quiz	10 (5+5)	Any time throughout the semester	Closed Book
4.	Assignment (s)	<p>3. To introduce practical aspects of tax planning as an important managerial decision-making process.</p>	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

***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><i>Module I: Income Tax</i></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
4	<b>CASE STUDY ON CORPORATE TAX REFORMS</b>	
<b><i>Module II: Computation of the Income</i></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.		
5	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
6	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4

Lecture	Topics to be discussed	Readings
7	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
8	Salaries, perquisites, gratuity and retirement benefits	Text Book, Chapter 4
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	Income from house property,	Text Book, Chapter 5
13	Capital gains	Text Book, Chapter 7
14	Capital gains	Text Book, Chapter 4
15	Capital gains	Text Book, Chapter 7
16	Income from other sources	Text Book, Chapter 8
17	Income from other sources	Text Book, Chapter 8
18	Income from other sources	Text Book, Chapter 8
19	Income from business and profession	Text Book, Chapter 6
20	Income from business and profession	Text Book, Chapter 6
21	Income from business and profession <b>Students presentation on capital gains</b>	Text Book, Chapter 6
22	<b>Research paper on Corporate Tax Planning Activities: Overview of Concepts, Theories, Restrictions, Motivations and Approaches</b>	<a href="http://www.researchgate.net/publication/286871592_Corporate_Tax_Planning_Activities_Overview_of_Concepts_Theories_Restrictions_Motivations_and_Approaches">www.researchgate.net/publication/286871592_Corporate_Tax_Planning_Activities_Overview_of_Concepts_Theories_Restrictions_Motivations_and_Approaches</a>
<b>Module III: Deductions &amp; Exemptions :</b>		
This module discusses various deductions allowed from the income and exemption of taxes on types of income		
23	Deduction and Exemption in Additional Tax on Undistributed Profit	Text Book, Chapter 11
24	Deduction and Exemption in Additional Tax on Undistributed Profit	Text Book, Chapter 11
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
27	Companies Profit, Surtax Act, Computation of Tax Liability.	Text Book, Chapter 13
28	Companies Profit, Surtax Act, Computation of Tax Liability. <b>Students test on computation of tax liability</b>	Text Book, Chapter 13
28	<b>Research paper on the corporate tax system: overview and options for reform</b>	<a href="https://fas.org/sgp/crs/misc/R42726.pdf">https://fas.org/sgp/crs/misc/R42726.pdf</a>
<b>Module IV: Tax Planning</b>		
This module discusses about the tax planning concepts.		
30	Meaning and Scope, Planning and Location of Undertaking, ,	Text Book, Chapter 20

Lecture	Topics to be discussed	Readings
31	Type of Activities, Ownership Pattern	Text Book, Chapter 20
32	Tax Planning Regarding Dividend Policy,	Text Book, Chapter 20
33	Issue of Bonus Shares	Text Book, Chapter 21
34	Inter Corporate Dividend and Transfers,	Text Book, Chapter 21
35	Inter Corporate Dividend and Transfers,	Text Book, Chapter 22
36	Tax Planning Relating to Amalgamation and Merger.  <b>Group discussion on tax planning</b>	Text Book, Chapter 22
37	<b>research paper on Conforming tax planning in multinational and domestic entity firms</b>	<a href="https://www.ntanet.org/wp-content/uploads/proceedings/2016/183-kalbitz-eichfelder-conforming-tax-planning-paper.pdf">https://www.ntanet.org/wp-content/uploads/proceedings/2016/183-kalbitz-eichfelder-conforming-tax-planning-paper.pdf</a>
<b>Module V: Decision Making For Tax Payment</b>		
This module discusses about decision making strategies for making the payment.		
38	Tax Consideration - Make or Buy	Text Book, Chapter 25
39	Tax Consideration - Own or Lease, Close of Continue Tax Consideration - Close or Continue, Sale in Domestic Market and Exports. <b>Project on tax consideration</b>	Text Book, Chapter 25
40	<b>research paper on tax compliance and the public disclosure of tax information</b>	<a href="https://www.business.unsw.edu.au/research-site/publications-site/ejournaloftaxresearch-site/Documents/01_LavermicoccaBuchan_RoleOfReputationalRisk.pdf">https://www.business.unsw.edu.au/research-site/publications-site/ejournaloftaxresearch-site/Documents/01_LavermicoccaBuchan_RoleOfReputationalRisk.pdf</a>
<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: Sales & Distribution Management**

**Course Code: MBMK 6001**

**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:

1. 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. (GA-4: Conduct Investigation of Complex Problems)

2. 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. (GA- 9: Individual & Team Work)
3. To lay special emphasis on the practicing manager's problems and dilemmas in various selling and distribution situations for forward thinking through creativity. (GA-2: Problem Analysis)
4. To make the student understand the relevance of new electronic communication and its use in sales and distribution management (GA-5: Modern tool usage)
5. To provide students with the practical and theoretical understanding of distribution management with special focus of logistics and supply Chain. accommodation business distribution channels and branding (GA- 1: Business knowledge)
6. To make the students realize the importance of ethics in sales (GA-8: Business Ethics)

EC No.	Evaluation Component	Learning Objective	NBA-Addressed GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>1. 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</p> <p>3. To lay special emphasis on the practicing manager's problems and dilemmas in various selling and distribution situations for forward thinking through creativity.</p>	<p><i>Conduct Investigation of Complex Problems</i></p> <p><i>Problem Analysis</i></p>	TBD	TBD	TBD	Closed Book
2.	Assignment	2. To assist students in developing their creativity	<i>Individual and Team Work</i>	TBD	TBD	TBD	Closed Book

		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					
3.	Case Study	2.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.	<b>Individual and Team Work</b>	TBD	10	TBD	Closed Book
4	Quiz	4.To make the student will understands the relevance of new electronic communication and its use in sales and distribution management [PO - Modern tool usage	Modern Tool Usage	Complete Quiz	10	TBD	Closed Book
5	CAT-2	5.To provide students with the practical and theoretical understanding of distribution management with special focus of logistics and supply Chain. accommodation business distribution channels and branding.  6.To make the students realise the importance of ethics in sales	<b>Business Knowledge</b>  <b>Business Ethics</b>	TBD	TBD	TBD	Closed Book

### 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:**

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.

- 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 “Sales & Distribution Mgmt”.
- 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.

### ***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 I&II***

This component of evaluation is to assess the performance of students after the completion of 15 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 both theory and real situation based.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Sales and Distribution Management	Tapan Panda & Sunil Sahadev, Oxford, 2 <sup>nd</sup> Edition.
<b>SUPPLEMENTARY READINGS</b>	
Sales and Distribution Management, Text and Cases	Krishna Havaladar & V.M Cavale, TMH, Second Edition.
Marketing Channels	Anne T. Coughlan; Pearson Education.

### **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	Text Book, Chapter 1

Lecture	Topics to be discussed	Readings
	sales mgmt.	
2	Importance of sales mgmt., types of personal selling, types of selling	Text Book, Chapter 1
3	Difference between sales & marketing, role of sales mgmt in mktg., Sales process, Emerging trends in sales mgmt.	Text Book, Chapter 1
4	Selling skills – Communication skills <b>YouTube Videos:</b> <b>Communication Skills for effective selling</b>	Text Book, Chapter 2 <b>Source:</b> <a href="http://www.youtube.com/watch?v=-pul4Qxd-A">www.youtube.com/watch?v=-pul4Qxd-A</a> <a href="http://www.youtube.com/watch?v=fXjmlvVEoXE">www.youtube.com/watch?v=fXjmlvVEoXE</a>
5	Selling skills – Listening, Conflict skills <b>YouTube Videos:</b> <b>Listening Skills for Effective Selling</b>	Text Book, Chapter 2 <b>Source:</b> <a href="http://www.youtube.com/watch?v=DpxteBi1K58">www.youtube.com/watch?v=DpxteBi1K58</a>
6	Selling skills – Negotiation, problem solving skills	Text Book, Chapter 2
7	<b>Case Study: MRF Tyres</b>	<b>Source:</b> 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 <b>YouTube video: Best Way to Open a Sales Talk</b>	Text Book, Chapter 3 <b>Source:</b> <a href="http://www.explaniania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk">http://www.explaniania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk</a>
9	The selling process last four stages <b>YouTube video: How to close a deal.</b>	Text Book, Chapter 3 <b>Source:</b> <a href="http://www.explaniania.com/en/channels/work/detail/how-to-close-a-deal">http://www.explaniania.com/en/channels/work/detail/how-to-close-a-deal</a> <a href="http://www.explaniania.com/en/channels/work/detail/selling-skills-total-value-experience">http://www.explaniania.com/en/channels/work/detail/selling-skills-total-value-experience</a>
10	<b>Case Study –Diary of an Insurance Seller</b>	<b>Source:</b> Text Book, Chapter 3, p139
11	Sales Force Automation	Text Book, Chapter 5 <b>Source:</b> Proquest

Lecture	Topics to be discussed	Readings
	<b>Research Paper Discussion: Factors that impact sales person's performance in virtual environments</b>	
12	Sales Organization design – Line orgn. Orgn. design by territory	Text Book, Chapter 6
13	Sales Organization design – Orgn. design by product, Orgn. design by customer	Text Book, Chapter 6
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 <b>Video: Designing Territories</b>	Text Book, Chapter 7 <b>Source:</b> <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>
	<b>Case Study Discussion- MM Marketing Company</b>	<b>Source:</b> Krishna Havaldar & v. M cavale, Ch 4, p 116
16	Management of sales quota – Sales Volume quota	Text Book, Chapter 8
17	Management of sales quota – Sales budget quota, Sales activity quota, Combined quota.	Text Book, Chapter 8
18	Methods of Setting Quotas	Text book, Chapter 8
19	Sales force compensation – Factors, Financial compensation	Text Book, Chapter 12
20	Sales force compensation – Non financial compensation, trends	Text Book, Chapter 12
21	Sales Force Control <b>Article: What's a Professional Sales Person?</b>	Text Book, Chapter 13 <b>Source:</b> Proquest
22	Performance Appraisal of the sales force. <b>Case Study: Godrej Security Systems: A Sales person's Story</b>	Text Book, Chapter 14 <b>Source:</b> Text Book, Ch 14, pp 472
<b>Module III: Distribution Management</b>		
This module discusses various tools of channel management.		
23	Distribution Channel Management. – Activities, Need for distribution channels : value addition, Rural Distribution Channels <b>Case insight: Role of distribution Channels</b>	Text Book, Chapter 15 Source: Text Book, Ch 15, pp 481

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
24	Marketing Channels- Introduction, Channel Formats <b>Case Insight: Dell Computer's Zero- Level Channel of Distribution</b>	Krishna Havaladar & V.M Cavale, Chapter 9 Source: Havaladar & Cavale, Ch 16, pp 516
25	Channel Levels, Channel Systems <b>Case insight: Marketing Channel Structure for a Consumer Durable Company</b>	Krishna Havaladar & V.M Cavale, Chapter 9 Source:Havaladar & Cavale, Ch 16, pp 528
26	Designing channel & planning process	Krishna Havaladar & V.M Cavale, Chapter 12
27	Channel Institutions: Retailing –Introduction, Theories, & Formats	Krishna Havaladar & V.M Cavale, Chapter 13
28	Channel Institutions: wholesaling- Functions, Classification & Trends	Krishna Havaladar & V.M Cavale, Chapter 14
29	Selecting channel partners	Krishna Havaladar & V.M Cavale, Chapter 12
30	Managing channel behaviour (power & conflict) <b>Case Study Discussion- Helifex Cables</b>	Text Book, Chapter 19 <b>Source:</b> Text Book, Ch 19, pp 542
31	Market Logistics & SCM - definition & scope of logistics and its extension into SCM, logistics & other functions : Interface <b>Case Study: Atlas India Ltd.</b>	Krishna Havaladar & V.M Cavale, Chapter 15 <b>Source:</b> Havaladar, ch 15, pp 562
32	Market Logistics & SCM - Inventory Management, Warehousing, Transportation	Krishna Havaladar & V.M Cavale, Chapter 15
33	Presentation	Sales Presentation
34	Presentation	Sales Presentation
35	Presentation	Sales Presentation
36	Guest Lecture by Industry experts	As per the topic assigned by faculty
<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.

### **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.]

## **Marketing Research**

### **MBMK 6002**

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

Marketing research is an important component of managerial decision-making. A wide range of strategic and tactical decisions for successful run of a firm requires valid and reliable information. 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 “lifblood” 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:

1. To develop an understanding of the meaning and significance of marketing research. [NBA GA **Life Long Learning**]
2. 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. [NBA GA **Business Knowledge**]
3. To learn the use of a number of latest softwares (such as SPSS) for analysing data in order to assist in managerial decision making. [NBA GA **Modern Tools Usage**]
4. To understand 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 short-term and long-term objectives. [NBA GA **Conduct Investigations of Complex Problems**]
5. To effectively present research findings to key stakeholders. [NBA GA **Design/Development of Innovative Solutions**]
6. To make students adept in the use of various statistical tools and techniques which can be used data analysis and help in managerial decisions. [NBA GA **Modern Tools Usage**]

**Table 1: Evaluation Scheme**

EC No.	EC	Learning Objectives	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1. To help students in understanding the basic concepts related to marketing research. 2. To help students understand how to analyze complex problems. 3. To Help students come up with innovative solutions	1. Life Long Learning. 2. Conduct Investigation of Complex Problems 3. Design and Development of Innovative solutions	TBD	TBD	TBD	Closed Book
2.	CAT-2	1. To help students in understanding the basic concepts related to marketing research. 2. To help students understand how to analyze complex problems.	1. Life Long Learning. 2. Conduct Investigation of Complex Problems 3. Design and Development of	TBD	TBD	TBD	Closed Book

		3. To Help students come up with innovative solutions	Innovative solutions				
3.	Quiz	1. To help students understand problem analysis	1. Problem Analysis. 2. Conduct investigation of complex problems.	Complete Quiz	10	TBD	Closed Book
4.	Assignments/ Project	1. To help students understand how to make complex decisions.	1. Conduct investigation of complex problems 2. Design and Development of Innovative solutions. 3. Modern Tool Usage	Assignment 1	10	Any time throughout the semester	Open Book
<b>Keys:</b> EC= Evaluation Component; TBD= To be Decided							

## 2. 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.

## 3. Course Strategy and Requirements:

This is a “hands on” course the heart of which is a research project. It is a demanding project



that will take the entire semester to complete. When it is completed you will have 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.

4. 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.
5. 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).
6. 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.
7. 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.
8. 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.
9. 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.

### **10. 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.

**Table 2: Learning Goals and Objectives**

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
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 refer to section 1.						

### ***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.

**Table 3: Suggested Readings**

AUTHOR & PUBLICATION	
<b>RECOMMENDED TEXT BOOK</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

**Table 4: Course Outline (session-wise)**

Session	Topics to be discussed	Readings
<b>Module I: Introduction to Marketing Research</b>		
<i>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.</i>		
1	<b>Introduction to course-</b> A Decision Making Perspective of Marketing Research, Marketing Research- Nature and Scope, Role in decision support system	Text Book, Chapters 1; Malhotra and Dash
2	<b>Marketing Research-</b> An Overview of the Marketing Research, Types, Industry and roles Case Study- <b>Marketing Research: A Perspective</b>	Text Book, Chapters 1; Malhotra and Dash Marketing Management by Rajat Saxena (p.110).

Session	Topics to be discussed	Readings
3	<b>Marketing Research Process</b>	Text Book, Chapters 1; Malhotra and Dash
<b>Module II: Review of Business Research Methods</b> <i>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.</i>		
4	Problem Definition and Developing a research approach, Problem Identification,	Text Book, Chapters 2; Malhotra and Dash Students will be asked to devise their own research problems.
5	<b>Methodology- Research Designs</b>	Text Book, Chapters 3; Malhotra and Dash The students will define their problem according to the design that suits best.
6	<b>Methods of Secondary Data Collection</b>	Text Book, Chapters 4; Malhotra and Dash The students will devise the objectives of their research.
7	<b>Methods of Secondary Data Collection</b>	Text Book, Chapters 5; Malhotra and Dash Hypothesis based on the objectives will be developed.
8	<b>Qualitative Research</b>	Text Book, Chapters 6, 7, 8; Malhotra and Dash
9	<b>Case Study- Continuous Prescription Research: A Marketing Intelligence Tool No Pharma Company can Afford to Ignore</b>	Principals of Marketing by Philip Kotler <i>et al.</i> (South Asian Perspective), p.86
10	<b>Survey and quantitative observation techniques</b>	Text Book, Chapters 10; Malhotra and Dash The students will plan their data collection strategies according to their problems.
11	<b>Causal research design: experimentation</b>	Text Book, Chapters 11; Malhotra and Dash
12	<b>Measurement and scaling</b>	Text Book, Chapters 12; Malhotra and Dash
13	<b>Questionnaire design</b>	Text Book, Chapters 13; Malhotra and Dash
14	<b>Sampling: design and procedures,</b>	Text Book, Chapters 14; Malhotra and Dash Sample size, Technique and attributes of each student research problem will then be determined.
15	<b>Sampling: Sample Size determination</b>	Text Book, Chapters 15; Malhotra and Dash
16	<b>Fieldwork and Data Preparation</b>	Text Book, Chapters 16, 17; Malhotra and Dash
17	<b>Frequency distribution, and Cross-tabulation</b>	Text Book, Chapters 18; Malhotra and Dash
18	<b>Hypothesis testing: Chi square and T-test</b>	Text Book, Chapters 18; Malhotra and Dash
19	<b>Student Presentations</b>	
<b>Module III: Advance Data Analysis</b> <i>The focus of this module is on advance data analysis tools. Special emphasis will be on multivariate data analysis methods.</i>		
20	<b>Analysis of variance and covariance</b>	Text Book, Chapters 19; Malhotra and Dash

Session	Topics to be discussed	Readings
21	<b>Analysis of variance and covariance</b>	Text Book, Chapters 19; Malhotra and Dash
22	<b>Analysis of variance and covariance</b>	Text Book, Chapters 19; Malhotra and Dash
23	<b>Correlation and regression Analysis</b>	Text Book, Chapters 20; Malhotra and Dash
24	<b>Multiple Regression Analysis</b>	Text Book, Chapters 20; Malhotra and Dash
25	<b>Discriminant analysis:</b> Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra and Dash
26	<b>Discriminant analysis:</b> Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra and Dash
27	<b>Discriminant analysis:</b> Basic concept, Relationship to regression and ANOVA, Discriminant analysis model, Conducting discriminant analysis	Text Book, Chapters 21; Malhotra and Dash
28	<b>Factor analysis:</b> Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra and Dash
29	<b>Factor analysis:</b> Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra and Dash
30	<b>Factor analysis:</b> Basic concept, Factor analysis model, conducting factor analysis, Applications of common factor analysis	Text Book, Chapters 22; Malhotra and Dash
31	<b>Cluster analysis:</b> Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra and Dash
32	<b>Cluster analysis:</b> Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra and Dash
33	<b>Cluster analysis:</b> Basic concept, Conducting cluster analysis, Applications of non-hierarchical clustering, Clustering variables	Text Book, Chapters 23; Malhotra and Dash
34	<b>Multidimensional scaling:</b> Basic concepts in multidimensional scaling, Conducting multidimensional scaling, Assumptions and limitations of MDS	Text Book, Chapters 24; Malhotra and Dash
35	<b>Multidimensional scaling:</b> Basic concepts in multidimensional scaling, Conducting multidimensional scaling, Assumptions and limitations of MDS	Text Book, Chapters 24; Malhotra and Dash
36	<b>Conjoint analysis:</b> Basic concepts in conjoint analysis, Conducting conjoint analysis, Assumptions and limitations of conjoint analysis	Text Book, Chapters 24; Malhotra and Dash
37	<b>Interpretation of Data and Drawing Inferences Research Report Writing and Research</b>	Text Book, Chapters 24; Malhotra and Dash

Session	Topics to be discussed	Readings
	<b>Publications</b>	
38	<b>Case Study:</b> Jaguar Landrover and Tata:	Marketing Management-A <i>South Asian perspective</i> Kotler, Keller, Koshy & Jha, 13 <sup>th</sup> edition, Pearson Education, 2011 <b>Hand out/ Class Presentation</b> Make a presentation on acquisition of Jaguar and Range Rover by Tata's.
39	You tube video: <i>Tutorial- Introduction to SPSS</i>	<a href="https://www.youtube.com/watch?v=SL2bZXfWQIs">https://www.youtube.com/watch?v=SL2bZXfWQIs</a>
40	Practical session on SPSS and AMOS	Text Book, Chapters 26
<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.		

### 11. *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 to 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: MBMK 6003

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. (NBA-GA, **Problem Analysis**)
2. To help students understand the evolution of retail formats, theories of retail

development. (NBA-GA, **Business Knowledge**)

3. To guide students to select store location, merchandise planning, visual merchandising and category management. (NBA-GA, **Design/Development of Innovative Solutions**)
4. To introduce to retail pricing and promotion mix elements for better decision makings. (NBA-GA, **Conduct Investigations of Complex Problems**)
5. To make students aware about latest development of global retail technology and automation. NBA-GA, **Individual and Team Work**)
6. To provide an understanding of effective store operations. (NBA-GA, **The Manager and Society**)

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	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 help students understand the evolution of retail formats, theories of retail development 3. To guide students to select store location, merchandise planning, visual merchandising and category management	Problem Analysis,  Business Knowledge,  Design/Development of Innovative Solutions	TBD	TBD	TBD	Closed book
3.	CAT 2 Assignment -	3. To guide students to select store location, merchandise planning, visual merchandising and category management  4. To introduce to retail pricing and promotion mix elements for better decision makings.	Design/Development of Innovative Solutions  Conduct Investigations of Complex Problems	TBD	TBD	TBD	Closed book
4.	Case Study	5. To make students aware about latest development of global retail technology and automation.  6.To provide an understanding of effective store operations	Individual and Team Work,  The Manager and Society	TBD	10	TBD	Open Book
5	Presentations	6.To provide an understanding of effective store operations	The Manager and Society	TBD	10	TBD	Open book Handouts

TBD= To be Decided

### **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.

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:**

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	5	6
Assignment/Group Project (20 Marks)	√	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1 to 6 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
<p><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.</p>		
1	What is retailing? Evolution of Retailing in India Importance of Retailing Drivers of Retail Change in India Function of Retailing Organized and unorganized Retailing	Text Book Chapter 1, pp; 4-10 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	Theories of retail development Emerging Trends in Retailing Global Retailing Scenario	Text Book Chapter 1, pp; 4-10
3	<b>Case Study: Reliance Jewels</b>	Handouts
4	Indian Retail Industry, Retailing Environment in India Career in retailing	SU, Chapter 3, pp; 62-73,  Class Discussion: Name your favourite apparel retailer. Discuss the criteria you use in making your selection?
5	<b>Case Study: Lessons in Indian Retailing, Sapna Pradhan pp; 566,</b>	SP, Chapter1; pp; 51-88, Class Discussion: Do you believe that customer service in retailing is improving or declining?
6	“It happened only in India” by Kishore Biyani	Read the full book and discuss in the class
<p><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.</p>		
7	Classification of Formats Classifying on the Basis of Ownership Independent Retailers	SU, chapter 5 , pp; 118-140,

Session	Topics to be discussed	Readings
	A Chain Retailer Franchising Leased Department Cooperatives	Assignment: Conduct a secondary data analysis to prepare a project report on changes and evolution of organized retailing in India.  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
8	Classification on the basis of Merchandise offered Food Based Retailing Non food based retailing	Text Book Chapter 13
9	<b>Case Study: Sony looks to a small store format</b>	Text Book Chapter 13, pp 387
10	Non Store Retailing Service Retailing New Retailing Formats Challenges to Retail Development in India	chapter 13, pp; 387  SU, Chapter 5, pp; 118-140,
<b>Module III: Deciding Store Location</b> 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.		
11	Role of Location in Retail Business Types of Store Location and Level of Store Location Steps involved in store location	SP, Chapter 7, pp; 158-175, Case: SP, Big Bazaar: The route to Indian Mass Market, page 574
12	<b>Case: Big Bazaar: The route to Indian Mass Market,</b>	SP, page 574
13	Methods of evaluating trading area Determine Location for Online Retailers Trends in retail property in India	SP, Chapter 7, pp; 158-175,  Class Discussion: Assignment

Session	Topics to be discussed	Readings
		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 the reasons of such reliance among customers?
<p><i>Module IV: Role of Technology in Retailing</i></p> <p>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	Need and importance of Technology in Retailing Gaining the Technology Edge Wal-Mart Way Role of Technology in Retail	SU, Chapter 5, pp; 537-544, Class Discussion: How are retailers responding to emerging demographic trends in India?
15	<b>Case study # 7-ELEVEN TURNS UP ITS RETAIL INFORMATION SYSTEM</b>	Handouts
16	Retail Information System Types of technology used in Retailing	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></p> <p>This module will help to understand the concept of merchandising, evolution of merchandising, factors affecting the buying functions and merchandiser roles and functions.</p>		
17	Understanding retail buying behaviour, Merchandise Mix, Devising Merchandise Plans,	SP, Chapter 9, pp; 203-220,  Case: SP , Gili : The making of the super brand, pp; 590,
18	Buying Organization Formats and Processes, 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?

Session	Topics to be discussed	Readings
19	Implementing Merchandise Plan	SP, Chapter 10, page 226-250  Class Discussion: Why has the retailers emerged as a leader in the marketing channel?
20	Process of Merchandise Planning Merchandise security and reverse logistics	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?
21	Category management and its need Key areas of category management Factors Affecting the Growth of Category Management	
22	Category Management Process	
	<b>Case study: Category management for cosmetics</b>	SP, RM, pp 645
<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>		
23	Establishing a pricing strategy, factors affecting pricing decisions Pricing Options for Retailers	SU, Chapter 5, pp; 472-491, SU Text book Case: Fast food Pricing Revisited, chapter 17, pp; 507
24	<b>Case Study : Gilli: Making of a super brand</b>	SP, RM, pp 566
25	Retail pricing policies and strategies, / price setting Pricing on the Internet	SP, Chapter 10, pp; 280-292  Class Discussion: Why do some retailers opt for mark downs only at the end of the season?
26	Implementing Pricing Strategy	SU, Chapter 5, page 472-491

Session	Topics to be discussed	Readings
		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>		
27	Retail as a Communication Medium Retailer and Manufacturer Advertising Strategy	Text Book Chapter 18 Pp; 519-539  Class Discussion: What do you understand by term retail image? Does a good retail image necessarily mean a strong brand value?
28	<b>Case Study: Shopper Stops Building a Retail Brand</b>	SP, RM, pp 620
29	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?
30	Planning a retail promotional strategy	Text Book, Chapter 19 Pp; 544-568  <b>Class Discussion:</b> Is the concept of IMC relevant to a retailer?
<p><i>Module VIII: Establishing and Maintaining Store Image</i> After studying this module students will be able to examine the concept of retail image and its importance. They will also understand the role of store layout and design to attract customers.</p>		
31	Store Design and Visual Merchandising The Principles of Store Design	Text Book, Chapter 19 Pp; 518-540
32	Elements of Store Design Online Retailer Store Front	Text Book, Chapter 19 Pp; 518-540
33	Visual Merchandising Planogram	Text Book, Chapter 19 Pp; 518-540

Session	Topics to be discussed	Readings
		<b>Class Discussion:</b> Why it is sometimes difficult for a retailer to convey its image to consumers?
<i>Module IX: 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.		
34	Basic of store operations, store administration and management of premises Responsibility of a Store Manager	SP, Chapter 16, pp; 362-373 Class Discussion: How important is the support of appropriate IT systems to the success of retail chain business?
35	Key Components of Retail Operations Managing Promotion, Events, Alliances and Partnership 5S of retail operations	SP, Chapter 16, pp; 362-373
36	Case Study: Starbucks: Creating the experience,	SP, RM, pp 649
37	Case Study: Nanz a lesson to learn from	SP, RM, pp 566
38	Case Study: Wooing the luxury consumers	SP, RM, pp 642
39	Students Presentations	Topics to be given in the class
40	Students Presentations	Topics to 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 Name: Integrated Marketing Communications**

**Course Code: MBMK 6004**

**Course Credit: 3**

### **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:

1. To acquaint students with basic concepts and techniques of marketing communication and its application to strategic marketing decision-making. (NBA-GA, Business Knowledge)
2. 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. (NBA-GA, Problem Analysis)

3. To develop the ability to understand consumers psychology to design effective marketing communication program. (NBA-GA, Design/Development of Innovative Solutions)
4. To equip students with skills to make effective IMC design decisions (NBA-GA, Conduct Investigations of Complex Problems)
5. To assist students to apply specific IMC mix tools to common marketing communications challenges in local and global context. (NBA-GA, Business Communication)
6. To assist students to develop creative ideas for effective marketing communication with ethical and value orientation. (NBA-GA, Ethics)

EC No.	Evaluation Component	Learning Objective	NBA-Addressed GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>To acquaint students with basic concepts and techniques of marketing communication and its application to strategic marketing decision-making</p> <p>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.</p> <p>To develop the ability to understand consumers psychology to design effective marketing communication program.</p>	<p>Business Knowledge,</p> <p>Problem Analysis,</p> <p>Design/Development of Innovative Solutions</p>	TBD	TBD	TBD	Closed Book
3.	CAT 2 Assignment -	<p>To equip students with skills to make effective IMC design decisions</p> <p>To assist students to apply specific IMC mix tools to common marketing communications challenges in local and global context.</p>	<p>Conduct Investigations of Complex Problems</p> <p>Business Communication</p>	TBD	TBD	TBD	Closed Book
4.	Case Study	To assist students to develop creative ideas for effective marketing communication with ethical and value orientation	<p>Individual and Team Work,</p> <p>Ethics</p>	TBD	TBD	TBD	Open Book

5	Presentations	To equip students with skills to make effective IMC design decisions	Conduct Investigations of Complex Problems	TBD	TBD	TBD	Open Book
---	---------------	--	--	-----	-----	-----	-----------

### **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.

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Assignment/Group Project (20 Marks)	√	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1 to 6 learning goals and objectives, see above of this 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.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Integrated Advertising, Promotion and Marketing Communication	Clow, K.E., & Baack, D. (2015), 6 <sup>th</sup> Edition. Pearson. 2015
<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.
Advertising Principles and Practice	Wells, D.Williams & Burnett, J and Moriarty, S (2013), 7 <sup>th</sup> Edition. Pearson. 2013
Psychology of Advertising	Fennis M Bob, and Stroebe Wolfgang, Psychology Press; 1 <sup>st</sup> Edition (2010)
Brand Building Advertising	Ambi Prameswaran, McGraw, 1 <sup>st</sup> Edition, 2014
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 <sup>th</sup> 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 <sup>nd</sup> 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):**

Session	Topics to be discussed	Readings
<b>Module I: Introduction to IMC and the Communications process</b>		
<i>After studying this chapter student will understand communication process the role of communication in marketing program. They will know the basics of branding and tactics to build effective corporate image.</i>		
1	Introduction to IMC The Communications Process Evolution of marketing communications	Text Book, Chapters 1; pp-1-31; 37-43 ; Belch et al., Chapters 1 & 2

Session	Topics to be discussed	Readings
2	Reasons for its growth, promotional tools for IMC, trends	Text Book, Chapters 1; pp-1-31; 37-43
3	Corporate Image and Brand Management: Components of a corporate Image; Role of corporate image	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
4	Identifying the desired image	Text Book, Chapter 2; pp-50-55 <b>Class Discussion</b> What new trends are affecting marketing communication?
5	Changing an Image;	Text Book, Chapter 2; pp-56-60, CB <b>Class Discussion</b> How does a corporate image affect consumers and the company itself?
6	<b>Case Study: Barbie VS Bratz</b>	Text Book, Chapter 2; pp-52
7	Branding: types of brands, Developing a Brand, brand equity, measuring brand equity;	Text Book, Chapter 2; pp-61-75, CB Case : Hanes: evaluation and brand loyalty, Handouts
8	Private brands, packaging, international implications	Text Book, Chapter 2; pp-61-75, CB
9	<b>Case Study: A Healthy Image</b>	Text Book, Chapter 2; pp-53
<b>Module2: Consumer Psychology of IMC</b> After Studying this module students will be able to understand steps and issues associated with the consumers buying decision making process.		
10	Socio-cultural influence on consumers	Text Book, Chapter 3; pp-82-90,

Session	Topics to be discussed	Readings
	decisions Psychological influences that motivates consumers Behavioural influences on consumer decision making Consumers purchasing process Trends in consumers buying environment	CB <b>Discussion Question:</b> Why is it difficult to understand consumers' behaviour?
<b>Module 3: Integrated Marketing Communication Planning</b> After reading this module students will be able to identify basic components of IMC plan and formulating the marketing communication plans.		
11	IMC components, IMC Planning Process	Text Book, Chapter 4; pp-121
12	Case Study Bose High End Sound Production	Text Book, Chapter 4; pp-121
13	Case Study: Advertising Jeans to Teens	Text Book, Chapter 5; pp-151
<b>Module 4: Advertising Design and Management</b> <i>After studying this module activities involved in advertising management, selection of ad agency, ad designs, and effective campaign management etc.</i>		
14	Overview of Advertising Management Choosing an advertising agency; Role of advertising personnel	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?
15	Advertising Campaign Management	Text Book, Chapter 5; pp 169-171; CB <b>Class Discussion:</b> What are the primary goals of advertising?
16	<b>Case Study: Lighting up Kindle</b>	Text Book, Chapter 6, pp 184

Session	Topics to be discussed	Readings
17	Advertising Budget Marketing communication objectives Establishing a communication budget Types of budgets Media selection	Text Book, Chapter 5; pp 169-171; CB Class Discussion: What are the key elements of advertising budget?
18	The Creative Brief;	Text Book, Chapter 5; pp 173-175; CB <b>Class Discussion:</b> How does a creative brief facilitate effective advertising?
19	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, Text book, chapter 6, pp; 184, CB
20-21	Advertising appeals	Text Book, Chapter 6; pp: 186-211; CB <b>Class Discussion:</b> What roles do visual and verbal image play in advertisement?
22	Message Strategies –cognitive, affective, conative strategies	Text Book, Chapter 7; pp-218-226; CB Class Discussion: What are the main types of advertising appeal?
23	Executional Frameworks;	Text Book, Chapter 7; pp-227-232; CB Class Discussion: What are the primary areas of concern in international advertising?
24	Sources and Spokespersons;	Text Book, Chapter 7; pp-233-240; CB



Session	Topics to be discussed	Readings
	Advertising effectiveness	Class Discussion: Why do companies use celebrity for advertising?
25-26	Media Strategy; Media Planning; Media Mix; Achieving Advertising objectives	Text Book, Chapter 7, 8; pp-241-243; 252, 261 Class Discussion: Which characteristics are most important when selecting a source?
<p><b>Module 5: IMC Promotional Tools</b></p> <p>. After studying this module students will be able to understand and apply communication mix effectively.</p>		
27-28	Nature of Trade Promotions; Objectives of Trade Promotions; Designing Trade Promotion Types of trade promotions	Text Book, Chapter 9; pp-296-315, CB Discussion Question: How can various forms of consumer promotion help to pull consumer into stores and push product onto the shelves?
29	<b>Case Study: Bing Challenging Google's search engine dominance</b>	Text Book, Chapter 9; pp-288; CB
30-31	Personal Selling; Database Marketing	Text Book, Chapter 11; pp: 358-370, CB <b>Class Discussion:</b> What role does data base marketing play in creating and enhancing relationships with customers?
32	Direct Marketing, Permission Marketing What is the relevance of Permission Marketing?	Text Book, Chapter 11; pp 375-379; CB <b>Discussion Questions:</b> What are the advantages and disadvantages of various types

Session	Topics to be discussed	Readings
		of direct marketing?
33-34	Public Relations: Functions, tools, assessing corporate reputation; Creating positive Image, Preventing image damage	Text Book, Chapter 12; pp: 392-382, CB <b>Class Discussion:</b> What relationship exists between public relations and the marketing activities performed by a company?
35	Event Marketing and Sponsorships	Text Book, Chapter 12; pp: 406-414;CB Class Discussions: How can marketers tie sponsorship to public relations efforts to strengthen a customer base?
36	Digital Marketing, Social media marketing communications	Text Book, Chapter 13; pp: 428-447; CB <b>Class Discussion</b> How can company assure consumers about security concern while purchasing online?
37	Evaluating IMC Program Copy testing, media evaluation, Behavioural Evaluations, campaign evaluation	Text Book, Chapter 15; pp: 480-492; CB <b>Class Discussion:</b> How do marketing teams match evaluation methods with IMC?
38-40	Students Presentations	Topics to 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.

### 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

**Course Name: Product and Brand Management**

**Course Code: MBMK 6005**

**Course Credit: 3**

### **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 to:

- 1) Understand key principles of branding (NBA-GA, **Business Knowledge**)
- 2) Explain branding concepts and ideas in their own words (NBA-GA, **Problem Analysis**)
- 3) Understand and conduct the measurement of brand equity and brand performance (NBA-GA, **Design /Development of Innovative Solutions**).

- 4) Practically develop a brand, including positioning and communication (NBA-GA, **Design/Development of Innovative Solutions**).
- 5) Understanding of Brands as unique socio cultural entities. (NBA-GA, **The Manager and Society**)
- 6) Consider ethical issues (NBA-GA, **Ethics**)

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	Appreciation & understanding of the importance of Brands & the process of Branding  Appreciation of Brands as long term tangible assets owned by companies	Problem Analysis, Design/Development of Innovative Solutions  Conduct Investigations of Complex Problems		Question No: 1, 3  Question No: 2, 4  Question No: 5,6	14  16  20	August 22 to August 27, 2016	Closed Book
3.	Assignment -	Appreciation of Brands as long term tangible assets owned by companies	Conduct Investigations of Complex Problems		Class Discussions	5	19 <sup>th</sup> August, 2016	Open Book/ Take Home Quiz
4.	Case Study	Understanding of Brands as unique socio cultural entities.	Business Communication		Case Study Analysis	5	20 <sup>th</sup> September, 2016	Open Book
5	Presentations	Appreciation of Brands as long term tangible assets owned by companies	Conduct Investigations of Complex Problems		Case Analysis	10	20 <sup>th</sup> September, 2016	Handouts

### **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.

- Students are directed to read the contents in the course serially
- Students should ensure that they complete the pre-requisites stated for the chapter before plugging into the chapter
- References provided at the end of each chapter should be explored for deeper gains.
- The students are suggested to try and solve the Test Exercises at the end of each chapter to test and evaluate themselves.
- 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.
- 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	5	6
Assignment/Group Project (20 Marks)	√	√	√	√	√	√
CAT-1 & CAT-2 (30 Marks)	√	√	√	√	√	√
Semester End Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1 to 6 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 (CAT1 and 2)***


This component of evaluation is to assess the performance of students midterm.. 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>
<b>Strategic Brand Management</b>	<b>Kevin Lane Keller, Ambi Parmeswaran, Issac Jacob, Pearson, 3rd Edition 2013</b>
<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
Strategic Brand Management	Kapferer, J. N.,
Best Practice Cases in Branding.	Keller, K. L., Pearson.
The Origins of Brands	Ries, Al., & Ries, L. New York: Collins, 2004
Kellogg on Brand Management	Tybout, A., & Calkins, T. Wiley
Brand Management: Text and Cases	Verma, H. V., Brand management: text and cases, Excel Books, 2007
Brand Management : Principles and Practices	Kirti Dutta, Oxford, 1 <sup>st</sup> Edition 2013


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

 <b>Galgotias University</b>	<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
		<b>Semester: WINTER</b>
<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Brands</b>		
This module provides a broad picture of Strategic Brand Management		
1	What is product? Product VS Brand, Challenges in New Product Development, Reasons for New Product Failure, New Product Development Process	Text Book Chapter 1

 <b>Galgotias University</b>		<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
			<b>Semester: WINTER</b>
<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>	
2	Level of Products, Product Classification, product mix, PLC	Text Book Chapter 1	
3	Concept of Brands, The genesis of Brands. Branding challenges and opportunities The need for Brands, Products as distinct as Brands Can services be branded?	Text Book Chapter 1 <b>Classroom discussion on genesis of brands like Colgate</b>	
4	<b>Case Study:</b> <a href="#">Nestlé's Brand Management Strategies</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
<b>Module II: The customer based brand equity</b> <i>After studying this module students will be able to understand customer based brand equity, brand knowledge, source of brand equity, steps in brand building etc.</i>			
5	Making a brand strong: brand knowledge Sources of brand equity	Text Book Chapter 2	
6	Four steps of brand building	Text Book Chapter 2	
7	Creating customer value	Text Book Chapter 2 <b>Class Discussion: The Marketing Advantages of Strong Brands</b>	
8	Case study: <a href="#">Himalaya Drug Company - Branding Ayurveda</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
<b>Module III: Brand Positioning</b> <i>This module helps to understand fundamentals of brand positioning and brand mantra.</i>			
9	Identifying and establishing brand positioning	Text Book Chapter 3	
10	Positioning guidelines	Text Book Chapter 3 Class discussions: <b>Positioning Politicians</b>	
11	Defining and establishing brand mantra	Text Book Chapter 3	
12	Case Study: <a href="#">P&amp;G's Brand Management System</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
<b>Module IV: Planning and implementing brand marketing program</b> <i>This module will help students to get fair ideas on choosing the brand elements</i>			



 <b>Galgotias University</b>		<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
			<b>Semester: WINTER</b>
<b>Lecture</b>	<b>Topics to be discussed</b>		<b>Readings</b>
13	Choosing brand elements- I		Text Book Chapter 4
14	<b>Case Study: BARBIE VERSUS BRATZ</b>		Handouts
15	Option and tactics of brand elements		Text Book Chapter 4 <b>Class Discussion:</b> Private Labels vs national brands
<b>Module V: Deigning marketing Program to build brand Equity</b> After studying this module students will be able to understand new perspectives on marketing.			
16	New perspective on Marketing		Text Book Chapter 5
17	<b>Case Study: L'Oreal Building A Global Cosmetic Brand*</b>		Handouts
18	Product strategy		Text Book Chapter 5
19	Price strategy		Text Book Chapter 5
20	Channel strategy		Text Book Chapter 5
21	Integrated marketing communication to build brand equity		Text Book Chapter 6 Class Discussions: <b>How Cause Marketing helps in Brand Building</b>
22	Marketing communication options		Text Book Chapter 6
23	Developing integrated marketing communication program		Text Book Chapter 6
<b>Module VI: leveraging secondary brand associations to build brand Equity</b> This module will help to conceptualize secondary brand association leveraging process.			
24	Conceptualizing the leveraging process		Text Book Chapter 7  <b>Class Discussion:</b> <u><a href="#">Focus On Product Or Purpose?</a></u>
25	Company , country of origin, co-branding, channel of distribution		Text Book Chapter 7

 <b>Galgotias University</b>		<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
			<b>Semester: WINTER</b>
<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>	
26	Licensing, celebrity endorsement, sporting, cultural and other events	Text Book Chapter 7	
27	<b>Case Study: The Siyaram Celebrity Endorsement Experience</b>	Handouts	
<b>Module VII: Growing and sustaining brand equity</b> <i>After studying this module students will be able to understand</i> Brand architect, brand hierarchy, brand extension etc.			
28	Designing and implementing brand strategies	Text Book Chapter 11	
29	Brand architect, brand hierarchy , designing a branding strategy	Text Book Chapter 11	
30	Brand Extension	Text Book Chapter 12	
31	Case Study: <a href="#">Virgin - Brand Extension or Brand Dilution?</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
<b>Module VIII: Managing Brand overtime</b> <i>This module will help students to apply the strategies to manage the brand overtime.</i>			
32	Reinforcing brands, revitalizing brands	Text Book Chapter 13	
33	<b>Class Discussion on lifecycle of Brands</b>	Text Book Chapter 13	
34	Global Brand Strategy	Text Book Chapter 14	
35	Case Study: <a href="#">Samsung - The Making of a Global Brand</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
36	Case Study: <a href="#">Branding a Commodity - The Tata Steel Way</a>		
37	Case Study: <a href="#">Beetle: The Birth, Growth, Death and Revival of a Cult Brand</a>	Case Study in Brand management, ICFAI, Vol 1, <a href="http://www.icmrindia.org">http://www.icmrindia.org</a>	
38	Students Presentations	Topics to be given in the class	
39	Students Presentations	Topics to be given in the class	
40	Students Presentations	Topics to 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.

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: International Marketing**

**Course Code: MBMK 6006**

**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. [NBA GA: Design/Development of Innovative Solutions]
2. Acquire an overview of the contemporary issues in international marketing and the unique challenges faced by marketing managers in the dynamic global environment. [NBA GA: Problem Analysis]
3. Develop insights into how differences in global economic, cultural, social, political, and legal environments influence marketing decisions. [NBA GA: Conduct investigations of Complex Problems]
4. Develop strategic thinking in the context of complex problems and challenges faced by executives and managers taking decisions in global and international marketing context

. [NBA GA: Modern Tool Usage]

5. Develop leadership skills and ethical values necessary to deal with the uncertainty and changes faced in international marketing. [NBA GA: Individual and Team Work]
6. Develop knowledge and skills to analyze cross cultural variables and their impact on international marketing. [NBA GA: Business Communication]

### **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 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.

- 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.
- Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
- 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.
- 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..

- Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
- 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
<b>Module I: Introduction to International Marketing and the global marketing environment</b>  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.		
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.



Session	Topics to be discussed	Readings
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 and IMF	Text Book, Chapters 2; pp ; 53-64 Class discussion -Discuss the impact of GATS, TRIMS and TRIPS on global trade.
6	World Bank; Prospects and consequences of global Institutions	Text Book, Chapter 2; pp; 53-64. Discussion on the purpose and impact of World Bank.
7	Geography and Global markets; Dynamics of Global population trends; World Trade Routes. Historical perspective in Global Business.	Text Book, Chapters 3; pp ; 68-79; Textbook Case The Not So Wonderful World of Euro Disney-Things are better now at Paris Disneyland pp-727-731
8	Origins of culture; Elements of Culture. Foundations of Culture; The Cultural Environment of Global markets;	Text Book, Chapters 3; pp ; 83-103 Class discussion -World trade routes bind the world together.” Discuss.
9	Cultural Dynamics in Assessing Global markets;	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.
10	Cultural Knowledge; Cultural Change	Text Book, Chapters 4; pp ; 141-150 Class Discussion -Culture are dynamic. How do they change?

Session	Topics to be discussed	Readings
		What is the relevance to marketing? -How can resistance to cultural change influence product introduction?
11	Culture, management Style and Business systems;  Management styles around the world;  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.
12	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
13	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
14	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
15	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
16	Assessing Global Market Opportunities: Multicultural Research;	Text Book, Chapter 8; pp 258-285; Textbook Case International Marketing Research at Mayo Clinic pp-762-766
	<b>CAT 1</b>	

Session	Topics to be discussed	Readings
17	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
18	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
19	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.
<b>Module II: Developing Global Marketing Strategies</b>		
20	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
21	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?
22	Developing Products and Services for Consumers :	Text Book, Chapter 12; pp 405-424; Textbook Case Tambrands overcoming cultural resistance pp-795-798

Session	Topics to be discussed	Readings
	Quality; Culture; Adaptation	
23	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.
24	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. -
25	International Marketing Channels: Designing the channel;	Text Book, Chapter 14; pp 472-486; “Seven Rules of International Distribution,” Harvard Business Review, Nov-Dec 2000 Class Discussion -Discuss how stage of economic development affects the distribution channel in International marketing
26	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
27	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
28	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
29	Integrated marketing communications and International Advertising	Text Book, Chapter 16; pp 552-575; Class Discussion -Outline some of the major problems confronting an international advertiser.

Session	Topics to be discussed	Readings
	and promotion: planning	
30	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?
31	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?
32	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
	<b>CAT 2</b>	
33	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.
34	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>		
35	Negotiating with International Customers, Partners and Regulators: Impact of culture on negotiation	Text Book, Chapter 19; pp 660-674; Textbook Case Iberia Airlines builds a BATNA pp-799-802

Session	Topics to be discussed	Readings
	behaviour	
36	Country Notebook: Cultural Analysis; Economic Analysis; Market Audit and Competitive market Analysis: Asia	Text Book, pp: 692-702 Assignment As a consultant to an SME , develop an international marketing strategy using the country notebook
37	Country Notebook: Cultural Analysis; Economic Analysis; Market Audit and Competitive market Analysis: European Union	Text Book, pp: 692-702 Assignment As a consultant to an SME , develop an international marketing strategy using the country notebook
38	Country Notebook: Cultural Analysis; Economic Analysis; Market Audit and Competitive market Analysis: Americas	Assignment As a consultant to an SME , develop an international marketing strategy using the country notebook
39	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 considerations of international marketing research.
40	Guest Lecture by Industry Expert	

\* 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% over 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: B2B MARKETING**

**Course Code: MBMK 6007**

**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 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 to:

1. Demonstrate an understanding of the special B2B Marketing issues and possess the ability to actively participate in this process (NBA GA Problem Analysis)
2. Understand the expectations of customers and know how to apply this knowledge into genuine value for customers. (NBA GA Business Knowledge)
3. Use B2B marketing information and research to identify B2B marketing opportunities and/or solve B2B marketing problems. (NBA GA Design/Development of Innovative Solutions)
4. 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. (NBA GA Conduct Investigations of Complex Problems)
5. Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution. (NBA GA Individual and Team Work, )
6. 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. (NBA GA The Manager and Society)



EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>Demonstrate an understanding of the special B2B Marketing issues and possess the ability to actively participate in this process</p> <p>Understand the expectations of customers and know how to apply this knowledge into genuine value for customers</p> <p>B2B marketing information and research to identify B2B marketing opportunities and/or solve B2B marketing problems</p>	<p>Problem Analysis,</p> <p>Business Knowledge,</p> <p>Design/Development of Innovative Solutions</p>	TBD	TBD	TBD	Closed Book
2.	CAT 2 Assignment -	<p>Use teams and interpersonal processes to integrate information across functional areas to analyze cases, as well as develop a B2B marketing plan</p> <p>Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution</p>	<p>Conduct Investigations of Complex Problems</p> <p>Individual and Team Work,</p>	TBD	TBD	TBD	Closed Book
3	Case Study	<p>Describe a range of common strategies for use with each of the various marketing mix tools: product, pricing, promotion, and distribution</p>	The Manager and Society	Complete Quiz	10	TBD	Closed Book
4		Determine and identify a firm's present or potential market segments.	Individual and Team Work,	Assignment 1	10	Any time throughout the semester	Open Book

### 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 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.

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

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 Paperback, 3 <sup>rd</sup> Edition 2010
SUPPLEMENTARY READINGS	
Business Marketing Management	Michael D. Hutt, 10 <sup>th</sup> Edition, Cengage Learning India; (2012)
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 ,

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

Session	Topics to be discussed	Readings
<b>Module 1 : Overview of B2B Marketing</b> 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  Business market planning, Industrial demand  Case: Flipkart Vs Amazon: Vendor Management	Text Book, Chapter 1  Source: <a href="http://articles.economictimes.indiatimes.com/2014-08-01/news/52327472_1_binny-bansal-myntra-letsbuy">http://articles.economictimes.indiatimes.com/2014-08-01/news/52327472_1_binny-bansal-myntra-letsbuy</a>
<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

Session	Topics to be discussed	Readings
	<b>Case 3:</b> “McDonalds’s Internal Capabilities and Success Strategies for India”	<b>Source:</b> <a href="http://www.slideshare.net/ProfessorMathur/4-reasons-why-mcdonalds-is-succeeding-in-india">http://www.slideshare.net/Professor Mathur/4-reasons-why-mcdonalds-is-succeeding-in-india</a> <a href="http://www.casestudyinc.com/case-study-mcdonalds-india-business-strategy">http://www.casestudyinc.com/case-study-mcdonalds-india-business-strategy</a>
<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:  <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>		

Session	Topics to be discussed	Readings
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:  What can be the Basis of B2B market segmentations?  <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>  Class Assignment: Visit the TCS company website and Answer the Question:  How has TCS mastered targeting with its 8 verticals within IT?
12	Positioning	Text Book, Chapter 6,  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>  How can we relate the Positioning efforts of a company by understanding the buying patterns of our buyers?

Session	Topics to be discussed	Readings
13	Process of Developing Positioning Strategy  Case: “Strategic Competitive Advantage of Volvo to beat CAT and JCB in construction business in terms of growth.”	Text Book, Chapter 6  Source : <a href="http://www.exacttarget.com/blog/a-btob-email-marketing-success-story-volvo-construction/">http://www.exacttarget.com/blog/a-btob-email-marketing-success-story-volvo-construction/</a>
<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.		
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.cgsb.com/Userfiles/doc/10.31%20%20Dynamic%20Pricing%20in%20B2B%20Context_12_1_1.pdf">http://cn.cgsb.com/Userfiles/doc/10.31%20%20Dynamic%20Pricing%20in%20B2B%20Context_12_1_1.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>



Session	Topics to be discussed	Readings
		Discuss how TCS has created a successful product strategy by creating verticals in its IT business?
17	Branding in business market <b>Case 2: “Strategic Competitive Advantage of Zara and a Luxury Brand Killer”</b>	Text Book, Chapter 7  <b>Source:</b> <a href="http://www.bloomberg.com/bw/articles/2013-11-14/2014-outlook-zaras-fashion-supply-chain-edge">http://www.bloomberg.com/bw/articles/2013-11-14/2014-outlook-zaras-fashion-supply-chain-edge</a>
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?
<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.		
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 Case: JLR – TATA Deal. How is the takeover more logical	Text Book, Chapter 9  Source: <a href="http://www.tata.in/article/inside/gBSH6UMaz!\$\$\$!s=/TLYVr3YPkMU=">http://www.tata.in/article/inside/gBSH6UMaz!\$\$\$!s=/TLYVr3YPkMU=</a>

Session	Topics to be discussed	Readings
	w.r.t. to the different businesses Tata has under its portfolio”	<a href="http://www.livemint.com/Companies/UhROXPttBWa40lVOgtS6wL/How-Tata-Motors-turned-JLR-around.html">http://www.livemint.com/Companies/UhROXPttBWa40lVOgtS6wL/How-Tata-Motors-turned-JLR-around.html</a>
<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.		
	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 <b>Case 4:</b> “Airtel- My Plan Tele calling Sales Pitch- Segmentation- Targeting Strategy”	Text Book, Chapter 12  Source: <a href="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</a> <a href="http://telecomtalk.info/tag/airtel-my-plan-corporate-employees/">http://telecomtalk.info/tag/airtel-my-plan-corporate-employees/</a>
<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 Case : “Tata Communication- Enterprise Services- Strategy”	Text Book, Chapter 11 Source: <a href="http://www.frost.com/prod/servlet/cpo/291232358">www.frost.com/prod/servlet/cpo/291232358</a>

Session	Topics to be discussed	Readings
Module 9: Planning , Implementation and Control in Business Marketing 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 <b>Case 1: Indigo Airlines Vs Kingfisher Airlines</b>	Text Book, Chapter 13 <a href="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</a>
Module 10: B2B through E-Commerce 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.
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?

Session	Topics to be discussed	Readings
32	Marketing Strategy for E-Market Place Youtube: B2B Marketing in a Digital World	Text Book, Chapter 14  Source: <a href="https://www.youtube.com/watch?v=-nTkBhsUIRQ">https://www.youtube.com/watch?v=-nTkBhsUIRQ</a>
<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.		
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 period - Exceptional Pricing and Possibilities	Text Book, Chapter 15 Class Assignment:  How can B2B companies decide on Markets? What factors to look forward to? How to scan market Environment?
35	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.

Session	Topics to be discussed	Readings
36	Industry Expert	Seminar/ Lecture
37		Student Presentations
38		Student Presentations
39		Student Presentations
40		Student Presentations

\* 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:

1. <https://www.b2binternational.com/publications/b2b-marketing/>
2. <http://www.b2bmarketing.com/>
3. <http://blog.marketo.com/category/b2b-marketing>
4. <http://www.marketingteacher.com/apple-marketing-mix/>
5. <http://www.industryweek.com/finance/top-margin-killing-myths-about-b2b-pricing>
6. <http://www.forbes.com/sites/yec/2014/04/22/three-ways-to-build-customer-trust/>
7. <http://www.smartinsights.com/b2b-digital-marketing/>
8. <http://www.dnb.com/connectors/most-effective-b2b-content-marketing-strategies.html>
9. <http://www.crmsearch.com/india-top-10-crm.php>
10. <http://www.kurtsalmon.com/en-us/Retail/vertical-insight/827/Seven-Facets-of-Modern-Category-Management->
11. <http://www.trulydeeply.com.au/madly/2015/03/02/discounts-detrimental-to-brands/>
12. <http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf>
13. <http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html>
14. <http://www.brainrider.com/resource/b2b-content-marketing-strategy-template/>
15. <http://www.circle-research.com/wp-content/uploads/B2B-market-segmentation-research.pdf>
16. <http://www.quickmba.com/strategy/levels/>
17. <http://www.retentionscience.com/5-ways-big-data-is-changing-ecommerce/>
18. <http://www.slideshare.net/jwatton/behavioral-marketing-the-end-of-segmentation-in-b2b-marketing>
19. <http://www.managementstudyguide.com/market-segmentation.htm>
20. <http://www.slideshare.net/ruthstevens/demand-gen-zoominfo-webinar-segmentation-5-15-dw-edits>
21. <http://www.quickmba.com/strategy/levels/>
22. <http://www.nielsen.com/us/en/insights/news/2009/b2b-discovers-market-segmentation.html>

23. <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: Consumer Behavior**

**Course Code: MBMK 6008**

**Course Credit: 3**

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

The course aims to impart skills in consumer insight – by understanding of the needs and wants which exist as conscious thought and the deeper, sub-conscious motives that drive human behavior at an implicit level. Theoretical and technological advances in the field of psychology allow understanding of the inner workings of the human mind thus making it possible to evaluate opinions, test new products and packaging, make predictions about emerging needs, design promotion and advertising executions, and conceptualize the marketing strategy in new ways. This course aims to leverage psychological knowledge to enhance consumer insight, and is based on a consideration of how the brain works, what factors influence consumer choice, and a critical evaluation of psychological assessment tools. The course also reviews a range of “levers” that can be used to understand and influence purchase behavior. The course is developed around a model of human cognition consisting of sequential mental processing steps (e.g., awareness, interpretation, attitude, etc.) that intervene between the marketing mix (input) and purchase behavior (output). Based on this conceptual framework, the course covers the major topics of consumer behavior, including attitudes, impulsive vs. deliberative purchase, psychographic profiling and assessment, brand loyalty, experiential marketing, self and identity, and product satisfaction. The course uses a mix of large cases, mini-cases, experiential exercises and lectures to advance these concepts.

The learning goals and objectives of this course for students pursuing management education are:

1. To equip students with basic concepts and techniques of psychological processes that drive consumer behaviour so that effective marketing programmes can be designed. (GA 3- Design/ Development of Innovative Solutions)
2. To acquire an understanding of the psychological processes that underlie the effectiveness of marketing strategy in terms of impact on consumer behaviour in cross cultural context both local and global. (GA-4: Conduct Investigation of Complex Problems)
3. To create Proficiency and knowledge in students about the various disciplines contribution in understanding consumer behaviour in an integrated manner. (GA-1: Business Knowledge)
4. To make students familiar with the advances in consumer research in deciphering buyer motivation, and behavior (pre-purchase, purchase and post purchase), impact of social and cultural variables on consumption decisions. (GA-5: Modern Tool Usage)
5. To assist students to develop consumer insight for effective marketing decisions with ethical and value orientation. (GA-8: Business Ethics)
6. Analyze the trends in consumer behavior, and apply them to the marketing of an actual product or service. (GA-2: Problem Analysis)

EC No .	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date &Time	Nature of Component
1.	CAT-1	<p>1. To acquire an understanding of the psychological processes that underlie the effectiveness of marketing strategy in terms of impact on consumer behaviour in cross cultural context both local and global.</p> <p>3.To create Proficiency and knowledge in students about the various disciplines</p>	<p><i>Conduct Investigation of Complex Problems</i></p> <p><i>Business Knowledge</i></p> <p><i>Business Ethics</i></p>				Closed Book

		<p>contribution in understanding consumer behaviour in an integrated manner.</p> <p>5.To assist students to develop consumer insight for effective marketing decisions with ethical and value orientation.</p> <p>6.Analyze the trends in consumer behavior, and apply them to the marketing of an actual product or service.</p>	<b><i>Problem Analysis</i></b>				
2.	Assignment	To equip students with basic concepts and techniques of psychological processes that drive consumer behaviour so that effective marketing programmes can be designed.	<b><i>Design/ Development of Innovative Solutions</i></b>	Submission	5		Open Book/ Take Home Quiz
4.	Case Study	Analyze the trends in consumer behaviour, and apply them to the marketing of an actual product or service	<b><i>Problem Analysis</i></b>	Case Analysis	5		Open Book
5	Quiz	To make students familiar with the advances in consumer research in deciphering buyer motivation, and behaviour (pre-purchase, purchase and post purchase), impact of social and cultural variables on consumption decisions	<b><i>Modern Tool Usage</i></b>		5		Handouts
6	CAT-2	To create Proficiency and knowledge in students about the various disciplines contribution in	<b><i>Business Knowledge</i></b>				Closed Book



	<p>understanding consumer behaviour in an integrated manner.</p> <p>To acquire an understanding of the psychological processes that underlie the effectiveness of marketing strategy in terms of impact on consumer behaviour in cross cultural context both local and global.</p>	<p><i>Conduct Investigation of Complex problems</i></p>				
--	--	---	--	--	--	--

### **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 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
<b>SUPPLEMENTARY READINGS</b>	
Consumer Behaviour	Sharma, Seth & Mittal, Cengage Learning 2016
Consumer Behaviour	Kumar Ramanuj, PHI Learning Pvt. ltd. (2009)
Consumer Behaviour – In Indian Context	Srivastava and Khandai, Galgotia Publishing Company, 2008
Consumer Behavior- Building Marketing Strategy	<a href="#">Hawkins &amp; Mothersbaugh</a> , 12 <sup>th</sup> edition, TMH

<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 <b>Youtube video- Importance of Studying Consumer Behavior</b>	Text Book, Chapter 1, pp: 1-20  <b>Source:</b> <a href="https://www.youtube.com/watch?v=v1q1nnPCcKw">https://www.youtube.com/watch?v=v1q1nnPCcKw</a>

2	Levels of Consumer Decisions <b>Case Study 1:</b> Cat Food Strategy,	Text Book, Chapter 14; pp 526-545  <b>Source:</b> Text Book, pp-C-33
3	Models of Consumer Decision	Text Book, Chapter 14; pp 526-545
4	Information Gathering & Evaluation: Information Search, Defining criterion for choice, Evaluation rules used by consumers,	Text Book, Chapter 14; pp 526-545
5	Mapping attributes, comparison of brands, positioning options, product and promotions related strategies.	Text Book, Chapter 14; pp 526-545
6	Are consumers Rational or emotional. Involvement theory and its applications	Text Book, Chapter 7; pp-220-224
<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
8	Perception. Thresholds of perception, Subliminal	Text Book, Chapter 6; pp-150-188

	perception, Sensory dynamics of perception; elements of perception	
9	Perceptual mapping methods, multidimensional scaling. Consumer imagery; Perceived value components, generating attribute lists, mapping methods.	Text Book, Chapter 6; pp – 150-188
10	Perceptual Mapping & Positioning: Value perception; mapping perceptions and value perceptions of consumers	Text Book, Chapter 6; pp – 150-188
11	Consumer Motivation: Need identification; Needs & Brand Choice <b>Youtube video-</b> Consumer Motivation - Maslow's Hierarchy of Needs	Text Book, Chapter 2; pp-83-109  <b>Source:</b> <a href="https://www.youtube.com/watch?v=wEY1hHpIN1I">https://www.youtube.com/watch?v=wEY1hHpIN1I</a>
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; <b>Case Study 2:</b> Jack Link's Beef Jerky Going Hip & Healthy.	Text Book, Chapter 5; pp-116-137  <b>Source:</b> Consumer Behavior, Hawkins, pp. 463

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
<b>CAT 1</b>		
16	<b>Case Study 3:</b> The Dental Care Aisle of Confusion	<b>Source:</b> Text Book, pp-C-15
17	Learning: Learning strength, generalization and discrimination, schema formation and change, positioning and repositioning. <b>Youtube video- Consumer Behaviour and Learning</b>	Text Book, Chapter 7; pp-198-225  <b>Source:</b> <b><a href="https://www.youtube.com/watch?v=Db5HiXN8q3Q">https://www.youtube.com/watch?v=Db5HiXN8q3Q</a></b>
18	Attitude: Consumer Attitude theory; Concept of attitude ; Structural Models of Attitude	Text Book, Chapter 8; pp-238-263
19	Consumer Attitude Formation; Measurement and Modification of	Text Book, Chapter 8; pp-238-263

	Consumer Attitudes, measurement methods, data analysis and identification of problem areas	
20	Strategies of attitude change; Attribution theory and Cognitive dissonance; Persuasion	Text Book, Chapter 8; pp-238-263
<b>Module IV: External Influences on Consumer Behaviour</b>		
21	Family Influences on Buyer Behaviour; Consumer Socialization. <b>Case Study 4 : Ranbir Singh- Buying Insurance</b>	Text Book, Chapters 10; pp 312-320  <b>Source: Consumer Behavior, Hawkins, pp. 298</b>
22	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
23	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
24	Selected Consumer Behavior applications of Social Class; Reference	Text Book, Chapters 10; pp 312-320

	Groups, Opinion Leaders and Social Influences	
25	<b>Research Paper: Family structure &amp; Joint Purchases</b>	<b>Source: Proquest</b>
26	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
27	Culture, the concept meaning and; Values and beliefs, Rituals, Customs, Tradition, Understanding cultural and sub-cultural influences on individual, norms and their role, customs, traditions and value system.	Text Book, Chapters 13; pp 394-416
28	Cross Cultural Consumer Behaviour; Cross Cultural Consumer Analysis	Text Book, Chapters 14; pp 456-473
29	Consumers and Diffusion of Innovations; The Diffusion Process;	Text Book, Chapters 15; pp 482-513
30	The Adoption Process: Profiling the Consumer Innovator	Text Book, Chapters 15; pp 482-513
<b>CAT II</b>		
<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		



31	Methods of consumer research, Applications of consumer behaviour knowledge in marketing. Diversity of consumers and their behaviors	Text Book, Chapter 2; pp 20-38
32	Profiling the consumer and understanding their needs. Segmentation; Research Process	Text Book, Chapter 2; pp 20-38
33	<b>Case Study 5:</b> Nike: Associating Athletes, Performance, and the Brand	<b>Source:</b> With the Instructor
34	Ethics in Consumer Research	Text Book, Chapter 2; pp 20-38
35	Group Presentations	
36	Group Presentations	
37	Group Presentations	
38	Group Presentations	
39	Industry Expert	Seminar Lecture
40	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.

Recommended by the Board of Studies on:

Date of Approval by the Academic Council:

**Class/Laboratory Schedule:**

Theory: Three 50-minute lectures per week.

**Signature of Faculty**

**Date: 10-03-2017**

**Course Name: Rural Marketing**

**Course Code: MBMK 6009**

**Course Credit:3**

### 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:

- 1) To make students aware of the complexities involved in the marketing in rural areas [NBA GA **Business Knowledge**].
- 2) To assist students in understanding the rural consumer, identify rural market opportunities, and differentiating the rural market from urban market. [NBA GA **Conduct Investigations of Complex Problems**]
- 3) To develop student understanding of expectations of rural consumers and instil in them the ability to apply knowledge for creating genuine value for rural customers. (NBA-GA **Design/Development of Innovative Solutions**)
- 4) To develop in students the ability to take decisions relating to the rural marketing mix, in terms of targeting, segmenting, distribution and communication strategy.[NBA GA **Design/Development of Innovative Solutions**]
- 5) To make students aware of the challenges for rural marketers in future and prepare them for continuously changing scenarios in rural India. (NBA-GA **Life Long Learning**)
- 6) To develop team spirits among the students in order to develop an effective and sustainable management plan for rural India. (NBA-GA **Individual and Team Work**)

**Table 1: Evaluation Scheme**

EC No.	EC	Learning Objectives	NBA- GA Addressed	Questions Mapped	Marks (50)	Date &Time	Nature of Component
1.	CAT-1	1. To help students in understanding the basic concepts related to marketing research.	1. Life Long Learning. 2. Conduct Investigation of	TBD	50	TBD	Closed Book

		2. To help students understand how to analyze complex problems. 3. To Help students come up with innovative solutions	Complex Problems 3. Design and Development of Innovative solutions				
2.	CAT-2	1. To help students in understanding the basic concepts related to marketing research. 2. To help students understand how to analyze complex problems. 3. To Help students come up with innovative solutions	1. Life Long Learning. 2. Conduct Investigation of Complex Problems 3. Design and Development of Innovative solutions	TBD	50	TBD	Closed Book
3.	Quiz	1. To help students understand problem analysis	1. Problem Analysis. 2. Conduct investigation of complex problems.	Complete Quiz	10	TBD	Closed Book
4.	Assignments/ Project	1. To help students understand how to make complex decisions.	1. Conduct investigation of complex problems 2. Design and Development of Innovative solutions. 3. Modern Tool Usage	Assignment 1	10	Beginning of the semester	Open Book
<b>Keys:</b> EC= Evaluation Component; TBD= To be Decided							

## 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 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.

## 2. 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.

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.

### 3. 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.

**Table 2: Evaluation Scheme and Learning Goals & Objectives**

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Assignment/Group Project (20 Marks)	√	√	√	√	√	√
CAT (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of learning goals and objectives, please refer to section 1

#### *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	Explanation of rural markets. Live examples and application of marketing in rural sector.	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 and their purchase dynamics. Discussion	Text Book Chapter 1.
3	A look at penetration of product categories in rural India and evolution of rural marketing in India. Internet Based Study	Text Book Chapter 2.
4	<b>Video Presentation: “The road to rural India.”</b>	Text Book Chapter 2.
<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 environment factors, opportunities and challenges due to the environment. Discussion	Text Book Chapter 2, Questions: What are the avenues and roadblocks for rural markets?
6	Nature and Size of Rural Markets, Discussion	Text Book Chapter 2, Questions: Does size affect the performance of rural markets?
7	Points of difference between urban & rural markets, Points of similarity between urban & rural markets, Exercise	Text Book Chapter 3,

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
8	Consumer segmentation, Exercise	Text Book Chapter 5,
9	Video presentation on a typical Indian village & rural folk	Text Book Chapter 3,
<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 3, Questions: Is the rural consumer affected by the urban charade?
11	Consumer Buying Behaviour model, Discussion	Text Book Chapter 3, Questions: How is the rural buying behavior different from that of a rural setup?
12	Factors Affecting Consumer Behaviour, Exercise	Text Book Chapter 3
13	Consumer Buying Process and Brand Loyalty, Case Study	Text Book Chapter 3
14	Factual presentation from Business World, Whitebook & other sources Video presentation on a rural festival	Text Book Chapter 3, 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
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		
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

Lecture	Topics to be discussed	Readings
<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,
<b>Module IX: Socio cultural changes in rural India</b>		
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 12, N. V. Badi, R. V. Badi

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
38	Various issues and aspects relating to future of rural marketing & emerging/ current trends, Discussion	Chapter 12,
39	Discuss on ethics & the rural consumer	Chapter 12,
40	Do ethical values differ in Rural India? [HBS Case: eHealthpoint: Healthcare for Rural India Richard G. Hamermesh; Mona Sinha; Elizabeth Vrolyk	Chapter 12,
	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?

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.]

## **Course Name: Global Business Strategy**

**Course Code: MBIB 6001**

**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:

1. 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. [NBA GA 1 Business Knowledge]
2. Appraise the resources and capabilities of the global firm in terms of their ability to confer sustainable competitive advantage and formulate strategies that leverage a firm's core competencies. [NBA GA Design/Development of Innovative Solutions, ]
3. Distinguish the two primary types of competitive advantage: cost and differentiation and formulate strategies to create a cost and/or a differentiation advantage. Analyze dynamics in competitive rivalry including competitive action and response, and make appropriate recommendations for acting both proactively and defensively. [NBA GA 2 Problem Analysis]
4. 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 [NBA GA 4 Conduct investigations of Complex Problems]

5. To critically analyse situations for forward thinking through innovation. [NBA GA-5 Modern Tool Usage]
6. Recognize strategic decisions that present ethical challenges and make appropriate recommendations for ethical decision-making. [NBA GA Business Communication and Ethics]

### **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.

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. Try to follow the major decisions taken by big corporations around the world and analyze why they are doing this.
4. 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.

5. While studying other courses like International Economics, Global outsourcing etc. 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.

Sl. No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date Time	Nature of Component
1.	CAT-1	<p>.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</p> <p>2. To sensitize students to the society of which they are an integral part and to guide them in using their creativity and make themselves socially responsible while appreciating the importance of the society as a stakeholder in their decision-making</p> <p>3. To explain the interrelationships between the physical, social and economic environments and the need to conserve and use our resources without compromising the needs of the future generations</p> <p>4.To acquaint students with the latest models in theory building thus enabling them to apply them to complex managerial problems with confidence</p> <p>5. To encourage the students to think out of the box and break the mould in order to enable them to analyse problems effectively and innovatively</p> <p>6. To make the students feel completely at ease in using latest analytical tools compatible with the modern day dynamic business environment essential for a global manager</p>	<p>1-Business Knowledge</p> <p>6-Manager and Society</p> <p>7- Environment and Sustainability</p>	<p>Question-1, 2, 3</p> <p>Ques-4</p> <p>Ques-5,6</p>	<p>22</p> <p>8</p> <p>20</p>	<p>25-27 August, 2017</p>	<p>Closed Book</p>
2.	Quiz-1	1.	2- Business Knowledge	Complete Quiz	10	September 19	Closed Book
3.	Quiz-2	6	5-Modern Tool Usage	Complete Quiz	10	October 19	Closed Book
4.	Quiz-3	4	8 Conduct investigations of complex problems	Case Study/Quiz	10	November 18th	Closed Book
5.	Assignment(s)	7	7- Environment and Sustainability	Assignment 1	10	Any time in Sem	Open Book
		5	2- Problem Analysis	Assignment 2	10	Any time in Sem	Open Book

### ***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 and management	Stonehouse, Campbell, Hamill, Purdie, Wiley India
Redefining global strategy	Pankaj Ghemawat, Harvard Business Review Press

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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

Session	Topics to be discussed	Readings
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>Case Study: CIMA: Developing ethical business strategies</b>	<a href="http://businesscasestudies.co.uk/cima/developing-ethical-business-strategies/introduction.html">http://businesscasestudies.co.uk/cima/developing-ethical-business-strategies/introduction.html</a>
<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,	Text Book, Chapter 6
20	Cultural and institutional distances	Text Book, Chapter 6
21	How to enter- Scale of entry and modes of entry	Text Book, Chapter 6
	<b>Case Study: McDonalds-The route to fast food franchising</b>	<a href="http://businesscasestudies.co.uk/mcdonalds-restaurants/the-route-to-fast-food-franchising/introduction.html">http://businesscasestudies.co.uk/mcdonalds-restaurants/the-route-to-fast-food-franchising/introduction.html</a>
22	Defining strategic alliances and network	Text Book, Chapter 7
23	A comprehensive model of strategic alliances and network	Text Book, Chapter 7
24	Formation of strategic alliances,	Text Book, Chapter 7
25	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.		
26	Product diversification,	Text Book, Chapter 9
27	Geographic diversification	Text Book, Chapter 9
28	Combining product and geographic diversification	Text Book, Chapter 9
29	Acquisitions and restructuring	Text Book, Chapter 9
30	Multinational strategies and structures	Text Book, Chapter 10
31	Worldwide learning, innovation and knowledge management	Text Book, Chapter 10
	<b>Case Study: IMI-Developing growth strategies to become a market leader</b>	<a href="http://businesscasestudies.co.uk/imi/developing-growth-strategies-to-become-a-market-">http://businesscasestudies.co.uk/imi/developing-growth-strategies-to-become-a-market-</a>

Session	Topics to be discussed	Readings
		<a href="#">leader/introduct.html</a>
32	Concentrated vs diffused ownership	Text Book, Chapter 11
33	Private and family ownership	Text Book, Chapter 11
34	State ownership	Text Book, Chapter 11
35	Principal- agent conflict, Principal-principal conflict	Text Book, Chapter 11
36	Board of directors- Key features and role	Text Book, Chapter 11
37	Stakeholder view of firm	Text Book, Chapter 12
38	<b>Case study : Argana from a local supplier to a global player</b>	Text Book,
39	<b>Case study: Mattel and the toy recalls</b>	Text Book
40	<b>Case study: Unilever's Fair and Lovely whitening cream- doing well but not doing good</b>	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***

Monday: 1:45-2:35 p.m.

Thursday: 3:30-4:20 p.m.

**Course Name: International Economics**

**Course Code: MBIB 6002**

**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:

1. To acquaint students with different theoretical models of international economics and their impact on business decision. [ NBA- GA-1 Business Knowledge].
2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [NBA-GA-2 Problem Analysis,]
3. To encourage the learners to investigate international complex ‘real world’ situations of globalized world and resolve them by understanding the root causes of those problems [NBA-GA- 4 Conduct Investigations of Complex Problems].
4. To critically analyse situations for forward thinking using the latest tools and techniques. [NBA-GA-5 Modern Tool Usage]
5. To identify the stakeholders and analyze their behaviour in international business environment keeping in mind the environment sustainability[NBA-GA-7 Environment Sustainability]
6. To assist them in understanding the impact of the economies of regional integration and multilateral arrangements to facilitate managerial decision making. [NBA-GA-9-Individual and Team Work].

### **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 1,2,3,4,5 and 6 as mentioned above.

### *Evaluation Scheme*

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1. To acquaint students with different theoretical models of international economics and their impact on business decision. 2. To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition.	1. Business Knowledge  2. Problem Analysis	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	15-17 <sup>th</sup> Sept., 2017	Closed Book
2.	CAT II	3. To encourage the learners to investigate international complex 'real world' situations of globalized world and resolve them by understanding the root causes of those problems 6. To assist them in understanding the impact of the economies of regional integration and multilateral arrangements to facilitate managerial decision making.	4. Conduct Investigations of a complex problems  9. Individual and Team work	Q3(CAT II)-CO3  Q4(CAT II)-CO6	8  8	5-7 <sup>th</sup> Apr, 2017	Closed Book
3.	Quiz I & II	5. To identify the stakeholders and analyze their behaviour in international business environment keeping in mind the environment sustainability	7. Environment Sustainability	CO5 Complete Quiz	10 (5+5)	30 <sup>th</sup> Jan -3 <sup>rd</sup> Feb, 2017 & 27-31 <sup>st</sup> Mar, 2017	Closed Book
4.	Assignment (s)	4 To critically analyze situations for forward thinking using the latest tools and techniques.	5. Modern tools	CO4 Assignment	10	Any time throughout the semester	Open Book

### *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-I and CAT-II)***

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

### ***Semester End Examination (SEE)***

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>
International Economics	Robert J. Carbaugh, 11 <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	Dominick Salvatore, 10 <sup>th</sup> Edition, wiley India
International Economics: Theory, Application and Policy	Charles Van Marrewijk, Oxford University Press

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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: Trade Theories</b>		
This module focuses on historical development of modern trade theory, details of absolute advantage and comparative advantage theories of trade, Factor-Endowments theory, Factor-Price equalization, Stolper-Samuelson theorem, Returns to scale, Transportation Costs and Comparative Advantage.		
4	Historical Development of Modern Trade Theory, Absolute advantage	Text Book, Chapter 2

Lecture	Topics to be discussed	Readings
5	Comparative advantage	Text Book, Chapter 2
6	<b>Case Study: Do US Companies have to Outsource Production to Low Wage Countries to Remain Competitive?</b>	Text Book, P.No.56-57
7	Gains from Trade, Complete and partial specialization	Text Book, Chapter 2
8	The Factor-Endowments theory (Heckscher-Ohlin theory)	Text Book, Chapter 3
9	Factor-Price equalization, Stolper-Samuelson theorem	Text Book, Chapter 3
10	Skill as a source of Comparative Advantage : Returns to scale	Text Book, Chapter 3
11	Transportation Costs and Comparative Advantage	Text Book, Chapter 3
<b>Module III: Barriers to trade</b>		
This module aims to cover tariffs, tariff welfare effects, import quota, dumping and comparison of tariff, quota and dumping.		
12	Tariffs – import and export	Text Book, Chapter 4
13	Tariff Welfare effects: Consumer Surplus & Producer Surplus, Tariff Welfare effects : small and large nation	Text Book, Chapter 4
14	Arguments for trade restrictions, Import Quota	Text Book, Chapter 4
15	Quota versus Tariffs. Dumping	Text Book, Chapter 4
16	<b>Case Study: A voluntary Export Restraint in Practice: Japanese automobiles</b>	Paul R. Krugman & Maurice Obstfeld, Chapter 8
<b>Module IV: Trade Regulations and policies</b>		
This module covers GATT, Multilateral Trade Negotiations, WTO and Intellectual Property Rights. further it focuses on trade policies for the developing nations. It covers primary product prices, standard labour practices and comparison of import substitution and export led growth.		
17	GATT, Multilateral Trade Negotiations	Text Book, Chapter 6
18	WTO. and settling Trade disputes	Text Book, Chapter 6
19	Intellectual Property Rights.	Text Book, Chapters 6
20	Stabilizing Primary-Product prices	Text Book, Chapter 7
21	Standard labour practices	Text Book, Chapter 7
22	Import substitution versus Export-led growth	Text Book, Chapter 7
23	<b>Case study: Mexico Abandons Import Substituting Industrialization</b>	Paul R. Krugman & Maurice Obstfeld, Chapter 10
<b>Module V: 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.		
24	The Theory of Multinational Enterprise, Multinational Firms in Practice	Text Book, Chapter 9; Paul R.Krugman & Maurice Obstfeld, Chapter 17
25	Need for FDI	Text Book, Chapter 9
26	International Joint ventures,	Text Book, Chapter 9
27	Multinational Enterprise as a source of Conflict	Text Book, Chapter 9
<b>Module VI: The Balance of Payments and Foreign Exchange and Exchange Rate Determination</b>		
The focus of this module is on double entry accounting and on BOP structure. Further it 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		
27	Double –Entry Accounting , BOP Structure	Text Book, Chapter 10
28	Current and Capital accounts. Deficits and Surpluses	Text Book, Chapter 10
29	Markets and Types of Transactions	Text Book, Chapter 11
31	Arbitrage, Hedging, Exchange rate determination	Text Book, Chapter 12
32	Effects of inflation, inflation differentials and the Exchange rate	Text Book, Chapter 12
33	Purchasing power parity theory, Causes of deviations from PPP	Text Book, Chapter 12; Charles Van Marrewijk, Chapter 20
34	Exchange-Rate Overshooting. Forecasting Foreign Exchange-Rates.	Text Book, Chapter 12
35	<b>Case Study: The Demand for International Reserves</b>	Paul R. Krugman & Maurice Obstfeld, Chapter 17
36	Exchange Rates – Systems and Adjustments	Text Book, Chapter 15
37	Capital control and Devaluation, Exchange Rate and Balance of	Text Book, Chapter 15

Lecture	Topics to be discussed	Readings
	Payments	
38	Increasing the credibility of Fixed Exchange Rates, Dollarization	Text Book, Chapter 15
39	Guest lecture	
40	Guest Lecture	
<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: Trade Documentation & Procedures**

**Course Code: MBIB 6003**

**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 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.

This course 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:

1. To apply the knowledge of humanities, sciences, mathematics, operations management and business analytics for the solutions of complex business problems. [NBA GA-1 Business Knowledge]
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. [NBA GA-3 Design/Development of Innovative Solutions]
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. [NBA GA-4 Conduct Investigations of Complex Problems]
4. 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. [NBA GA-5 Modern Tool Usage]
5. To communicate effectively on complex business activities with business community and with society at large, such as, being able to comprehend & make effective presentations, design documentation & write effective reports, and give & receive clear instructions. [NBA GA-8 Business Communication]
6. To demonstrate knowledge, understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. [NBA GA-9 Entrepreneurship and Project Management]

### **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. 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:

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

1. Know what is going to be taught in the next class. Understand its relevance. If possible, read beforehand. This will keep you attentive.
2. If you are unable to get the conceptual clarity, ask questions in the class, or afterwards. Read a lot.
3. Always jot down some key notes in class, and develop them on your own, after the lecture is over.
4. If something is not understood, don't leave it till the semester end.
5. 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.
6. Stay updated with current affairs, related to your field of study, and find correlation and relevance with what you have studied in theory class.
7. Discuss with friends, teachers, learned people you find around you.
8. Take up short projects whenever time permits – in holidays, winter vacation, on your trip to 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.

Assessment Components	Marks	Learning Goals and Objectives					
		1	2	3	4	5	6
Assignments	05				√		√
Quiz	05	√	√	√			
Project & Presentation	10	√	√	√	√	√	√
CAT -I and II	30	√	√	√	√	√	√
SEE	50	√	√	√	√	√	√
<b>Total</b>	<b>100</b>						

\* For details of 1, 2, 3, 4, 5 and 6 learning goals and objectives, see above of this course outline.

**Evaluation Scheme**

<b>E C No .</b>	<b>Evaluat ion Compo nent</b>	<b>Learning Objective</b>	<b>NBA- GA Addressed</b>	<b>Questio ns Mapped</b>	<b>Marks (50)</b>	<b>Date Time</b>	<b>Natur e of Comp onent</b>
-----------------------------	---	---------------------------	------------------------------	----------------------------------	-----------------------	----------------------	--



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>		<p>Close d Book</p>
----	-------	--	---	--	-------------------------------	--	---------------------

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 communicate effectively on complex business activities with business community and with society at large, such as, being able to comprehend &amp; make effective presentations, design documentation &amp; write effective reports, and give &amp; receive clear instructions.</p> <p>6. To demonstrate knowledge, understand &amp; apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments.</p>	<p>5. Modern Tool Usage</p> <p>8. Business Communication</p> <p>9. Entrepreneurship and Project Management</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>		<p>Close d Book</p>
3.	Quiz-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>1- Business Knowledge</p>	<p>Complete Quiz</p>	<p>10</p>		<p>Close d Book</p>

4.	Quiz-2	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.	3. Design/Development of Innovative Solutions]	Complete Quiz	10		Close Book
5.	Quiz-3	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.	4. Conduct investigations of complex problems	Complete Quiz	10		Close Book
6.	Assignment(s)	4.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 1	10		Open Book
7.	Assignment(s)	6. To demonstrate knowledge, understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments.	11. Entrepreneurship and Project Management	Assignment 2	10		Open Book

### ***Assignments***

This is an individual assessment of conceptual and theoretical understanding. There will be 2 assignments and the average of these 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-I and CAT-II***

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 Import Management	Paul, Aserkar, Second Edition, Oxford University Press
<b>SUPPLEMENTARY READINGS</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
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
6-8	<b>India's Trade Policy</b> Foreign Trade Policy (2015- 2020) General Provisions Regarding Imports and Exports	<b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications
9-10	<b>World Bodies</b> WB, IMF, WTO and Trade liberalization <b>Case Study: Analysis of trade before and after the WTO:</b> <b>A case study of India</b>	<b>International Trade</b> , Cherunilam Dr. Shamsher Singh: Global Journal of Finance and Management (2014), Vol 6, Number 8, pp. 801-808
<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.		
11-12	<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
13-15	<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	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications <b>Handbook of Procedures (2015-20): Ministry of Commerce and Industry, Government of India</b>

Session	Topics to be discussed	Readings
	Custom Clearance of Export Cargo Shipment	
16-19	<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 Insurance Certificate Shipping Bill/Bill of Entry Exchange Declaration Form Bills of Exchange Bill of Lading Introduction to Import Documents  <b>Case Study: A study on export procedure and documentation in Needle Industries Pvt. Ltd.: Nilgiris</b>	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press, <b>Trade Policy Document (Latest)</b> GOI, Available from Nabhi Publications  <b>Export Documentation and Procedure</b> <a href="https://www.youtube.com/watch?v=PoBFkhvfEdI">https://www.youtube.com/watch?v=PoBFkhvfEdI</a> <a href="https://www.youtube.com/watch?v=t5akMj54T7U">https://www.youtube.com/watch?v=t5akMj54T7U</a> <b>Understanding Import Documentation and Procedures</b> <a href="https://www.youtube.com/watch?v=ihLw078a1YI">https://www.youtube.com/watch?v=ihLw078a1YI</a> <a href="https://www.youtube.com/watch?v=_odDY6OBhak">https://www.youtube.com/watch?v=_odDY6OBhak</a>  Prakash, Amudha and Suganya: International Journal of Science and Research (September 2015), Vol. 4, Issue 9, pp. 716-723
20-21	<b>Custom Clearance of Export Cargo</b> Customs valuation The harmonized system	<b>Global Marketing Management</b> , Keegan, Pearson
22-25	<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.		
26-29	<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
30-34	<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	<b>Logistics Management and World Seaborne Trade</b> , Muthiah, Himalaya

Session	Topics to be discussed	Readings
	Containerization	
35-40	<b>Country specific Study</b> Doing business with middle east countries Doing business with China Doing business with Australia  <b>Case Study: Doing Business in China- A risk analysis</b>	<b>Export Import Management</b> , Paul, Aserkar, Oxford University Press  <b>India China Bilateral Trade Relationship: S K Mohanty</b> , Research and Information System for developing countries  Karthik Jayaraman: Journal of Emerging knowledge on Emerging Markets (2009): Vol. 1, Issue 1, pp. 55-62

### *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 Business Law**

**Course Code: MBIB 6004**

**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 [NBA GA-Business knowledge]
2. Develop the ability to enable students to think critically and identify legal problems arising out of global business transactions [NBA GA-Problem solving]

3. Develop an understanding of how the social political and economic issues have impact on the laws on a global basis [NBA GA- The Manager and society]
4. To understand the policies of cultural relativism with an attempt to take on the business ethics exhibited by the nation in which the business is working a particular deal, as opposed to attempting to carry any of their own business ethics across cultural boundaries.[NBA GA-Ethics]
5. To demonstrate the effective communication in a concise and accurate manner using standard business and legal terminology. [NBA GA- Business communication]
6. Develop the ability to enable students to think critically and identify legal problems arising out of global business transactions [NBA GA-Life long learning]
7. To develop student's knowledge of the global regulatory bodies relevant to business in order to operate/work and succeed as a leader in dynamic, multicultural local and global business environment(NBA GBA-Program specific outcome-1)

### 8. Evaluation Scheme

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1 & 2	1.Develop an understanding of the legal framework of global business, 2.Develop the ability to enable students to think critically and identify legal problems arising out of global business transactions, 3.Develop an understanding of how the social political and economic issues have impact on the laws on a global basis. 4.student should have knowledge of the global regulatory bodies relevant to business in order to operate/work and succeed as a leader in dynamic,multicultural local and	Business knowledge,  Problem solving,  The Manager and society  To operate and succeed as a leader in dynamic and multicultural local and global business environment	CO1-Q1  C02-Q2  C0-3- Q5  PSO1-Q6	30		Closed Book



		global business environment					
3.	Quiz	To understand the policies of cultural relativism with an attempt to take on the business ethics exhibited by the nation in which the business is working a particular deal, as opposed to attempting to carry any of their own business ethics across cultural boundaries.	Ethics	CO-4	10	Any time throughout the trimester	Closed Book
4.	Case study	1.To demonstrate the effective communication in a concise and accurate manner using standard business and legal terminology. [NBA GA-Business communication 2.Develop the ability to enable students to think critically and identify legal problems arising out of global business transactions	Business communication  Lifelong Learning	CO-5  CO-6	10	Any time throughout the trimester	Open Book

### **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.

1. 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.
2. 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.
3. 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.
4. Then a session of questions which will be related to the exercising of concept and making student to understand the practicality of concept.
5. 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 .
6. 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.
  - i. 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 Beverley & Agustí Fillberto, Thomas South Western Publisher
International Business Law	Carr Indira, Fifth Edition, Cavendish Publishing Limited

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<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 ,1964	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	United Nations convention of goods by sea	
30	Multimodal Transportation Act 1993,Cargo Insurance or Marine Insurance	Text Book, Unit-iv Chapter-9
31	Cargo Insurance or Marine Insurance	Text Book, Unit-iv Chapter-9
32	Insurable value ,Disclosure and Representations ,Double Insurance	Text Book, Unit-iv Chapter-9
33	Warranties, Voyage ,Premium, Rights of insurance on payment ,Return Premium	Text Book, Unit-iv Chapter-18
34	World Customs Organisation (WCO),Custom Act 1962-Scope,Nature ,Custom Administration ,Organisational set up	Text Book, Unit-v Chapter-2
35	Custom Administration ,Organisational set up	Text Book, Unit-v Chapter-2
36	Prohibition and detection of illegally imported and exported goods	Text Book, Unit-v Chapter-2
37	Levy of Customs Duties, Types of custom duties	Text Book, Unit-v Chapter-3
38	Safeguard duty, Valuation of goods	Text Book, Unit-v Chapter-3
39	Exemptions ,Remission, Demands (Refund)	
40	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.]

The reason for modifying the course outline of International business law is that Globalisation, Trans National Corporation and World trade Organisation has already been covered in subjects like Business policy and Strategy, Business Environment and including them in international Business law shall be mere repetition and the rest of the topics shall be explained in detail.

**Course Name: Global Outsourcing**

**Course Code: MBIB 6005**

**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. 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. [NBA GA-3 Design/Development of Innovative Solutions]
2. Use research based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of information to provide valid conclusions. [NBA GA-4 Conduct Investigations of Complex Problems]
3. 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. [NBA GA-5 Modern Tool Usage]
4. Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings. [NBA GA-9 Individual and Team Work]
5. To demonstrate knowledge, understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. [NBA GA-11 Entrepreneurship and Project Management]
6. To operate/work and succeed as a leader in dynamic, multicultural local and global business environment. [PSO-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.

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. 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.
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. 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	4	5	6
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√	√		√	√
CAT I & CAT II (30 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

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

#### Evaluation Scheme

<b>E C No .</b>	<b>Evaluat ion Compo nent</b>	<b>Learning Objective</b>	<b>NBA- GA Addressed</b>	<b>Questio ns Mapped</b>	<b>Marks (50)</b>	<b>Date Time</b>	<b>Natur e of Comp onent</b>
-----------------------------	---	---------------------------	------------------------------	----------------------------------	-----------------------	----------------------	--

1.	CAT-1	<p>7. 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>8. 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.</p> <p>9. To create, select, and apply appropriate modern management &amp; IT tools, techniques and resources including prediction &amp; modelling to complex business activities with an understanding of the limitations.</p>	<p>3. Design/Development of Innovative Solutions]</p> <p>4. Conduct Investigations of Complex Problems</p> <p>5. Modern Tool Usage</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>		<p>Close d Book</p>
----	-------	--	--	--	-------------------------------	--	---------------------

2.	CAT-2	<p>10. Function effectively as an individual, and as a member or leader in diverse teams and in multidisciplinary settings.</p> <p>11. To demonstrate knowledge, understand &amp; apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments.</p> <p>12. To operate/work and succeed as a leader in dynamic, multicultural local and global business environment</p>	<p>9. Individual and Team Work</p> <p>11. Entrepreneurship and Project Management.</p> <p>PSO-2</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>		<p>Close d Book</p>
3.	Quiz-1	<p>1. To create, select, and apply appropriate modern management &amp; IT tools, techniques and resources including prediction &amp; modelling to complex business activities with an understanding of the limitations.</p>	<p>5. Modern Tool Usage</p>	<p>Complete Quiz</p>	<p>10</p>		<p>Close d Book</p>
4.	Quiz-2	<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. Design/Development of Innovative Solutions]</p>	<p>Complete Quiz</p>	<p>10</p>		<p>Close d Book</p>

5.	Quiz-3	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.	4. Conduct investigations of complex problems	Complete Quiz	10		Close Book
6.	Assignment(s)	4. To operate/work and succeed as a leader in dynamic, multicultural local and global business environment	5. PSO-2	Assignment 1	10		Open Book
7.	Assignment(s)	5. To demonstrate knowledge, understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments.	11. Entrepreneurship and Project Management	Assignment 2	10		Open Book

### ***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 I & II (CAT-I &II)***

This component of evaluation is to assess the performance of students after the completion of 15 lectures and 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 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 Mcivor: Cambridge university press
Global business process outsourcing: Concepts and practices	T.P. Rajmanohar: ICAFI

### 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 <b>Case Study: Managing IT outsourcing and core capabilities of business change- The Commonwealth Bank of Australia case</b>	Text Book, Chapter 1 <b>Wilcocks, Oshri, Kotlarsky</b>
<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
14	Implementing strategic sourcing, Maintaining control	Text Book, Chapter 3
15	Making an informed outsourcing decision	Text Book, Chapter 3
16	<b>Case Study- The giant awakens: Sheen Software Systems considers China for offshore IT outsourcing</b>	<b>Wilcocks, Oshri, Kotlarsky</b>
<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	Text Book, Chapter 4
21	Cost benefit analysis	Text Book, Chapter 4
22	Outsourcing options	Text Book, Chapter 5
23	Emerging outsourcing opportunities	Text Book, Chapter 5

Session	Topics to be discussed	Readings
24	Selecting your suppliers and vendors	Text Book, Chapter 6
25	Determining all the costs <b>Case Study: Outsourcing in Practice</b>	Text Book, Chapter 6 <b>Text Book, Chapter 5</b>
26	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.		
27	Managing your outsourcing vendors	Text Book, Chapter 7
28	Negotiating contracts	Text Book, Chapter 8
29	Implementing best practices	Text Book, Chapter 8
30	Establishing contract measurements	Text Book, Chapter 8
31	<b>Case Study- Transforming a human resource function through outsourcing: The BAE systems</b>	<b>Wilcocks, Oshri, Kotlarsky</b>
32	Renegotiating or terminating the contract	Text Book, Chapter 8
33	Avoiding common outsourcing mistakes	Text Book, Chapter 11
34	Knowing when to say no to outsourcing	Text Book, Chapter 11
35	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.		
36	Starting an outsourcing business	Text Book, Chapter 18
37	Pricing and promotion	Text Book, Chapter 18
38	Knowing your price floors	Text Book, Chapter 18
39	Determine your price point	Text Book, Chapter 18
40	<b>Case study- Strategic challenges facing captive centres</b>	<b>Wilcocks, Oshri, Kotlarsky</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.]

**Course Title: Management of Service Operations**

**Course Code: MBOP 6001**

**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 education are:

1. To develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)

6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

### **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.

- 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. 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.
- d. 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. 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
Presentation/Quiz (20 Marks)	√	√	√
'CAT 1 & 2 (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 & 2 (CAT-1 & 2)

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
Service Management –Operations, Strategy /Information Technology	Fitsimmons and Fizesimmons – TMH
SUPPLEMENTARY READINGS	
Service Operations Management: Improving Service Delivery	Robert Johnston, Graham Clark, Michael Shulver; Pearson, 4 <sup>th</sup> edition

Service Management & Operations	Haksever, Render, Rumel, Pearson.
Quality Management: creating and sustaining organizational effectiveness	Summers, PHI, New Delhi
Six sigma demystified: A self Teaching guide	Keller, TMH, New Delhi
Operations Research	N.D Vohra, Mc. Graw Hill

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Service Operations: Concepts</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 Fizesimmons, Chap:1
2	The history and importance of quality and quality conventions in service operations management.	Text Book: Fitsimmons and Fizesimmons, Chap:1
3	Quality as management framework and its competitive advantage	Text Book: Fitsimmons and Fizesimmons, Chap:1
4	Three levels of quality and Deming's Philosophy	Text Book: Fitsimmons and Fizesimmons, Chap:1
5	Difference between manufacturing and service operations	Text Book: Fitsimmons and Fizesimmons, Chap:1
6	Characteristics of Service Operation management	Text Book: Fitsimmons and Fizesimmons, Chap:1
7	Various pure service organisations and their peculiarities	Text Book: Fitsimmons and Fizesimmons, Chap:1
8	The service handling techniques	Text Book: Fitsimmons and Fizesimmons, Chap:1
9	Quality issues in service operations	Text Book: Fitsimmons and Fizesimmons, Chap:1
10	Process improvement concept in service operations.	Text Book: Fitsimmons and Fizesimmons, Chap:1
11	Field service and its impact on manufacturing organisation.	Text Book: Fitsimmons and Fizesimmons, Chap:1
12	<b>Case study: Re-engineering a business process - Dr. Martens case study</b>	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.		

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
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
19	Waiting line analysis for service	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
20	Improvement elements of waiting line analysis	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
21	The calling population: The arrival Rate and service times	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
22	Queue discipline and length: Lead Times, Lag times	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
23	Basic waiting line structures and operating characteristics	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
24	Traditional cost relationships in waiting line analysis.	Text Book: Fitsimmons and Fizsimmons, Chap:2,5
25	<b>Case Study: Service Blues!</b>	<a href="http://himadri.cmsdu.org/documents/POM_Case_Studies.pdf">himadri.cmsdu.org/documents/POM_Case_Studies.pdf</a>
26	<b>Case: Peapod; Smart Shopping for Busy People</b>	Text Book: Fitsimmons and Fizsimmons, Page: 493-495; Chap:15; Service Supply Relationships
<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.		
27	The basic-Single server model: Waiting Line model	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
28	Improvement analysis solution to Single-server model and advance version of the same.	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
29	Multiple server model and customer requirement assessments	Text Book: Fitsimmons and

Lecture	Topics to be discussed	Readings
		Fizsimmons, Chap:3,6, 7, 8, 13
30	Customer satisfaction parameters and indices	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
31	Service measurement issues: SERVQUAL	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
32	Customer feedback collection and analysis	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
33	Customer service evaluation	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
34	Quality aspect in service operations management.	Text Book: Fitsimmons and Fizsimmons, Chap:3,6, 7, 8, 13
35	<b>Case: Customer driven Learning at Radisson Hotels Worldwide</b>	Prof. Arthur V Hill; Operations Management; Roger Shroeder; TMH; Page-466-473; <a href="http://www.Radisson.com">http://www.Radisson.com</a>
<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.		
36	IT enabled : Tools and techniques, Use of ERP, DSS tools for extracting Information,	Text Book: Fitsimmons and Fizsimmons, Chap:10, 14, 16
37	Data warehousing and Data mining: Concepts, Call centre operations and management	Text Book: Fitsimmons and Fizsimmons, Chap:10, 14, 16
38	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 Fizsimmons, Chap:10, 14, 16
39	<b>Case: Amazon.com</b>	Text Book: Fitsimmons and Fizsimmons, Page: 121-122; Chap:5; Technology in Services
40	<b>Case: Evolution of B2C E-Commerce in Japan</b>	Text Book: Fitsimmons and Fizsimmons, Page: 122-124; Chap:5; Technology in Services
<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.]

**Course Title: Project Management**

**Course Code: MBOP 6002**

**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:

1. To develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

### **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 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.

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 caselet and try to find out the learning points pertaining to the specific topic in “Project planning” & “Project Management”.
4. 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.
5. 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.
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. 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
Presentation/Quiz (20 Marks)	√	√	√
CAT 1 & 2 (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 & 2 (CAT-1 & 2)**

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
Project Management	Prasanna Chandra, Mc. Graw Hill
SUPPLEMENTARY READINGS	
Project Management	S Chaudhry, Tata Mc. Graw Hill.
Total Quality Management	P.K. Joy, Macmillan Indian Ltd
Project Finance	H.R. Machiraju, Vikas Publishing House
Project Management in Practice	Meredith, Jack R., Sutton, Margaret M., Shafer, Scott M., Wiley

### **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
12	<b>Case Study: HP's account PMO framework builds worldwide consistency and success.</b>	<a href="http://www.pmi.org/Business-Solutions">http://www.pmi.org/Business-Solutions</a>
13	<b>Case study: Pan Europa Foods S.A. by C Opitz &amp; R F Bruner</b>	Text Book: Jack R. Meredith , Chap: 2, Page-82-89
<b>Module II: Capital Expenditure Decisions</b>		
The objective of this module is to understand the basic insight of Capital Budgeting decision.		
14	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
15	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
16	Importance of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
17	Kinds of capital expenditure decisions	Text Book: Prasanna Chandra,

Lecture	Topics to be discussed	Readings
		Chap 1,2,7,8,9,10
18	Capital expenditure budgeting process	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
19	Criteria of capital budgeting: NPV	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
20	Criteria of capital budgeting: IRR	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
21	Criteria of capital budgeting: Payback Period	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
22	Resource allocation framework and budgeting difficulties	Text Book: Prasanna Chandra, Chap 1,2,7,8,9,10
23	<b>Case Study:</b> 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>
24	<b>CASE: Gujarat Auto by Eric Woodcock</b>	Text Book: Jack R. Meredith , Chap: 7, ( <b>Page No- 321-324</b> )
<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.		
25	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4,5
26	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4,5
27	Secondary sources of information	Text Book: Prasanna Chandra, Chap 4,5
28	Market survey	Text Book: Prasanna Chandra, Chap 4,5
29	Demand forecasting	Text Book: Prasanna Chandra, Chap 4,5
30	Uncertainties in demand forecasting	Text Book: Prasanna Chandra, Chap 4,5
31	Coping with uncertainties: Technical and Financial Analysis	Text Book: Prasanna Chandra, Chap 4,5
32	<b>Mini project on Forecasting</b>	
<b>Module IV: Determination of Risk factors</b>		
The objective of this module is to study risk factors associated with Project Management.		
33	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
34	Need for social cost benefit analysis	Text Book: Prasanna Chandra, Chap 11, 14
35	Main feature of social cost benefit analysis: UNIDO approach, Little-	Text Book: Prasanna Chandra,

Lecture	Topics to be discussed	Readings
	Mirrless approach	Chap 11, 14
36	<b>Student presentation on Capital budgeting Technique</b>	Text Book: Jack R. Meredith , Chap: 8
<b>Module V: Network Analysis</b>		
The objective of this module is to plan, organize and control the resources to achieve specific goals.		
37	Introduction to Project Management. Rules for drawing the network diagram.	Text Book: Prasanna Chandra, Chap 22
38	Application of CPM and PERT techniques in project planning and control. Illustration by taking numerical examples (on CPM).	Text Book: Prasanna Chandra, Chap 22
39	Case Study: China Telecom Corporation uses PMI standards to develop communications network for Nanshan District.	Text Book: Prasanna Chandra, Chap 22
40	<b>CASE: Top Line Arena by Eric Woodcock</b>	Text Book: Jack R. Meredith , Chap: 8, (Page no-380-382)
<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 Title: Materials Management & Inventory Control**

### **Course Code: MBOP 6003**

### **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:

1. To develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)
3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management.(NBA-GA **Design/Development of Innovative Solutions**)
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions.(NBA-GA **Conduct Investigations of Complex Problems**)
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices.(NBA-GA **The Manager and Society**)
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. (NBA-GA **Entrepreneurship and Project Management**)

### **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, costs, 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,

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 caselet and try to find out the learning points pertaining to the specific topic in "Inventory Control" & "Material Management".
4. 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.
5. 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.
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. 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
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 & 2 (CAT-1 & 2)**

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
Materials Management-an integrated approach	Gopalakrishnan P. and Sundaresan, M PHI, New Delhi
SUPPLEMENTARY READINGS	
Introduction to Materials Management	Arnold, Chapman, Clive: Pearson/ Prentice Hall
Materials Management-Procedures, Text and Cases	Dutta, A.K, PHI, New Delhi
Purchasing and Materials Management	Nair, N.K, Vikas Publishing, New Delhi.

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

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Materials Management: Concepts</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.

Lecture	Topics to be discussed	Readings
		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. and Sundaresan, Chap: 1,2,3
5	Master Production Schedule: Concept and applicability	Text Book: Gopalakrishnan P. and Sundaresan, Chap: 1,2,35,
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: Re-engineering materials management:</b> 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



Lecture	Topics to be discussed	Readings
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. 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	<b>Case Study:</b> <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
34	<b>Case Study: Carl's Computers</b>	Introduction to Material Management: Arnold, Chapman, Clive: Pearson/Prentice Hall; Chap-10, Order Quantities, Page-301-303
35	<b>Student Presentation: Comparative analysis of Inventory Models</b>	
<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.		
36	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
37	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
38	<b>Case Study: A sustainable materials management case study: Critical metals and mobile devices</b>	env/epoc/wgwpr(2009)8/final : Peter Börkey
39	<b>Case Study: Costmart Warehouse</b>	Introduction to Material Management: Arnold, Chapman, Clive: Pearson/Prentice Hall; Chap-12, Physical Inventory & Warehouse Management, Page-356-359.
40	<b>Revision</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.]

**Course Name: Management of Physical assets**

**Course Code: MBOP 6004**

**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 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. To develop student understanding of the underlying concepts, strategies and issues involved in the Service Operations Management and analytics of a firm.(NBA-GA **Business Knowledge**)
2. To identify, formulate and analyse complex business problems using principles of waiting line and quality management among the students which helps them to manage service operations management.(NBA-GA **Problem Analysis**)

3. To empower student understanding of designing solutions for business problems and develop systems & processes that meet the specified needs of service operations management. **(NBA-GA Design/Development of Innovative Solutions)**
4. To empower student with research based knowledge and methods including service design experiments, analysis and interpretation of data synthesized with information to provide valid conclusions. **(NBA-GA Conduct Investigations of Complex Problems)**
5. To enable student apply reasoning informed by contextual knowledge to assess the issues related to society, health, safety, law, and culture and the consequent responsibilities relevant to the service operations management practices. **(NBA-GA The Manager and Society)**
6. To impart knowledge, to understand & apply business project management principles to one's own work, as a member and team leader, to manage projects in multidisciplinary environments. **(NBA-GA Entrepreneurship and Project Management)**

### **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-1 & 2 (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 Tests (CAT-1 & 2)***

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 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
<b>SUPPLEMENTARY READINGS</b>	
Maintenance Planning and Control	F. P. Kelley , Butterworth

### 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 maintenance, Preventive	Text Book, Chapter 3; Jardine 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 Centered Maintenance.	Text Book, Chapter 3; Jardine AKS, Chapter 3
11	Thermographic Analysis etc., Condition Based and Reliability Centered Maintenance.	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5
12	Thermographic Analysis etc., Condition Based and Reliability Centered Maintenance.	Text Book, Chapter 4; Jardine AKS, Chapters 4 & 5

Lecture	Topics to be discussed	Readings
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>		
<b>In this module we shall cover the maintenance and prevention of asset, periodicity and tools.</b>		
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 Chain Factors, Regional and Community Location Factors.	Text Book, Chapter 7; Jardine AKS, Chapter 8
23	Location Incentives, Geographic Information Systems.	Text Book, Chapter 7; Jardine AKS, Chapter 8
24	Location Analysis Techniques ,Location Factor Rating, Location Factor Rating with Excel and OM Tools	Text Book, Chapter 8; Jardine AKS, Chapter 9
25	Center-of-Gravity Technique, Center-of-Gravity Technique with Excel and OM Tools.	Text Book, Chapter 8; Jardine AKS, Chapter 9
26	Load-Distance Technique Load-Distance Technique with Excel and OM Tools.	Text Book, Chapter 8; Jardine AKS, Chapter 9
27	Case Study Presentation by students	
28	Case Study Presentation by students	
29	Maintenance Planning:	Text Book, Chapter 8; Jardine

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Maintenance Crew size planning, Scheduling of maintenance activities, Failure Mode and Criticality Analysis, Fault Tree Analysis.	AKS, Chapter 9
30	Maintenance Planning: Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns.	Text Book, Chapter 8; Jardine AKS, Chapter 9
31	Maintenance Planning: Maintenance Crew size planning,	Text Book, Chapter 8; Jardine AKS, Chapter 9
32	Maintenance Planning: Maintenance Crew size planning,	Text Book, Chapter 8; Jardine AKS, Chapter 10
33	Scheduling of maintenance activities, Failure Mode and Criticality Analysis,	Text Book, Chapter 8; Jardine AKS, Chapter 10
34	Scheduling of maintenance activities, Failure Mode and Criticality Analysis,	Text Book, Chapter 9; Jardine AKS, Chapter 10
35	Scheduling of maintenance activities, Failure Mode and Criticality Analysis,	Text Book, Chapter 9; Jardine AKS, Chapter 10
36	Fault Tree Analysis,	Text Book, Chapter 9; Jardine AKS, Chapter 10
37	Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns.	Text Book, Chapter 9; Jardine AKS, Chapter 10
38	Prioritizing the Maintenance Activities, Scheduling of Activities during Planned and Forced shutdowns	Text Book, Chapter 10; Jardine AKS, Chapter 11
39	Spare parts Classification VED, FSN Classification, Insurance Spares provisioning, Repairable spares, Non repairable Spares.	Text Book, Chapter 10; Jardine AKS, Chapter 11 & 12
40	Optimal Rotable Spare Parts Pl, Report Generation for Assets	Text Book, Chapter 10; Jardine AKS, Chapter 11 & 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***

[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 Title: Procurement Management**

**Course Code: MBOP 6005**

**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:

1. Conceptualize, perceive, start and develop purchase process.(Sub Goals 1.1,2.1)
2. 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)
3. 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.

1. Read and identify the problems in unmanaged procurement channel in organizations.
2. Try to streamline processes and even coming with technology to facilitate procurement.
3. Read the caselet and try to find out the learning points pertaining to the specific topic in “Sourcing Process” & “Purchase Management”.
4. 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.
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:

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.

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1.To acquaint students with the factors which can affect the business decision making 3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment	1. Business Knowledge  2. Design/ Development of Innovative Solutions	Q6(CAT-I)-CO1  Q9(CAT-I)-CO3	10  10		Closed Book
2.	CAT II	6. To impart students about the manager’s social responsibilities towards society and environmental sustainability	6.The manager and society	Q6(CAT II)-CO5	10		Closed Book

		2.To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition	2.Problem Analysis	Q8(CAT II)-CO6	10		
3.	Quiz I & II	4. To critically analyze situations for forward thinking using the latest tools and techniques.	4. Modern Tool	CO4 Complete Quiz	10 (5+5)		Closed Book
4.	Assignment (s)	3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment PSO2 - To integrate theory and application from various functional areas through interdisciplinary approach	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

\* 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-I & II Exams**

The CAT-I & II exams 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>
Procurement, Principles and Management	<u>Peter Baily</u> , <u>David Farmer</u> , <u>Barry Crocker</u> , <u>David Jessop</u> , <u>David Jones</u> , PHI, New Delhi
<b>SUPPLEMENTARY READINGS</b>	
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.

### 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	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
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
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
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
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- 2
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- 2
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- 2
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- 9
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> : 9
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- 9
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-10
13	Student Presentation on Basics of Procurement	

Lecture	Topics to be discussed	Readings
<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.		
14	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
15	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
16	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
17	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
18	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
19	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- 7
20	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- 7
21	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- 7
22	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- 7
23	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- 7
24	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- 7
25	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- 7
26	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-,8
27	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- 7
28	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

Lecture	Topics to be discussed	Readings
<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.		
29	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- 11
30	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- 11
31	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- 11
32	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-11
33	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- 11
34	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- 11
35	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- 11
36	Case Study:Sony Ericsson Inc.	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 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.		
37	Meaning, Benefits of e-procurement, Barriers to e-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-18
38	Various methods of e-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-18
39	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-18
40	Student Debate on Outsourcing	
<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: Total Quality Management & Six Sigma**

**Course Code: MBOP 6006**

**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.

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 caselet and try to find out the learning points pertaining to the specific topic in “Quality Control” & “Quality Management”.
4. 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.
5. 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.
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. End-Term Test and ‘Ceteris Paribus’ Simulation Game will assess the learning goals 2 and 3 respectively as mentioned above.

EC No.	Evaluation Component (EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date & Time	Nature of Component
1.	CAT I	1.To acquaint students with the factors which can affect the business decision making 3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment	1. Business Knowledge  2. Design/ Development of Innovative Solutions	Q6(CAT-I)-CO1  Q9(CAT-I)-CO3	10  10		Closed Book

2.	CAT II	6. To impart students about the manager's social responsibilities towards society and environmental sustainability 2.To help students in correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition	6.The manager and society  2.Problem Analysis	Q6(CAT II)-CO5  Q8(CAT II)-CO6	10  10		Closed Book
3.	Quiz I & II	4. To critically analyze situations for forward thinking using the latest tools and techniques.	4. Modern Tool	CO4 Complete Quiz	10 (5+5)		Closed Book
4.	Assignment (s)	3. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment PSO2 - To integrate theory and application from various functional areas through interdisciplinary approach	3.Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

\* 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-I & II Exams**

The CAT-I & II exams 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>
------------------------------	---------------------------------

Total Quality Management	P.N. Mukherjee, Prentice Hall of India, 2006
<b>SUPPLEMENTARY READINGS</b>	
The Management and Control of Quality	Evans, Cengage Learning, New Delhi, 2005
Taguchi techniques for Quality Engineering	Ross, TMH, New Delhi
Quality Management: creating and sustaining organizational effectiveness	Summers, PHI, New Delhi
Six sigma demystified: A self Teaching guide	Keller, TMH, New Delhi

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Quality Management: Concepts</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, 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>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
13	Student Presentation on Different Quality Philosophies	
<b>Module II: Quality Concepts</b>		
The objective of this module is to understand the basic insight of Quality Concepts: Kaizen, ISO, Kanban etc		
14	Kaizen, concepts and its significance, strategy and practice	Text Book: P.N. Mukherjee, Chap:2
15	Quality function deployment (QFD)	Text Book: P.N. Mukherjee, Chap:2
16	Characteristics and objectives of quality circles	Text Book: P.N. Mukherjee, Chap:2
17	Customer driven quality requirements, KANBAN	Text Book: P.N. Mukherjee, Chap:2
18	Customer perception of quality and feedback	Text Book: P.N. Mukherjee, Chap:2
19	Quality Management: Quality circles and quality control charts	Text Book: P.N. Mukherjee, Chap:2
20	Quality management system (QMS)	Text Book: P.N. Mukherjee, Chap:2
21	Benchmarking, Setting up of quality standards	Text Book: P.N. Mukherjee, Chap:2
22	ISO 9000 series: functionality and applicability	Text Book: P.N. Mukherjee, Chap:2
23	ISO 14000 series: Environmental compliances	Text Book: P.N. Mukherjee, Chap:2
24	Documentation Standards: ISO series	Text Book: P.N. Mukherjee, Chap:2
25	Environmental management system and its standards	Text Book: P.N. Mukherjee, Chap:2
26	Case Study: The case of missing Reservation	Page No- 194,Evans
<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.		
27	Process Improvement: Concepts and applicability	Text Book: P.N. Mukherjee, Chap:9
28	Quality tools: Flow Charts and its applications	Text Book: P.N. Mukherjee, Chap:9
29	Quality tools: Histograms and Pareto analysis	Text Book: P.N. Mukherjee, Chap:9
30	Quality Tools: Ishikawa Diagram (Cause and Effect): Application.	Text Book: P.N. Mukherjee,

Lecture	Topics to be discussed	Readings
	(Numerical)	Chap:9
31	Quality tools: DFD and its applicability	Text Book: P.N. Mukherjee, Chap:9
32	Statistical Process Control(Numerical)	Text Book: P.N. Mukherjee, Chap:9
33	Control Charts for variable: Mean Charts, Range Charts, Process Capability(Numerical)	Text Book: P.N. Mukherjee, Chap:9
34	Control Charts for Attributes :p- charts, np-charts, c-charts (Numerical)	Text Book: P.N. Mukherjee, Chap:9
35	Case Study-A hopeful Telecommuter	Page -304, Evans, Cengage
<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.		
36	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:10
37	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,10
38	Project Selection for Six-Sigma, Continuous improvement to determine the capability of a process	Text Book: P.N. Mukherjee, Chap:, 11
39	Case Study- Can six Sigma work in Health Care	Page- 146,Evans,Cengage
40	Case discussion/Presentation by Students	
<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.

**Course Name: Business Intelligence & Cognos**

**Course Code: MBBA 6001**

**Course Credit: 3**

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

The great amount of available internal and external data has created unprecedented challenges as well as opportunities for today's enterprises. Firms are increasingly relying on business intelligence in the decision process to stay competitive in the market. The ability to understand the role of Business Intelligence in identifying business problems and seizing opportunities, and further to apply data analytics to enhance business performance has also become a key asset for managers.

This course provides a comprehensive introduction to the concepts, techniques and applications of business intelligence (BI). The class will equip students with a managerial overview of business intelligence, a basic understanding of statistics and economics foundations in BI, a general exposure to real world BI applications and trends, and hands-on practices of BI software..

**Course Pre requisite:** No official prerequisite, preferably some knowledge in Data base Management Concepts

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

1. To familiarize the students with basic business intelligence terminology and provide them with a managerial overview of data driven decision making pertaining to Business problems/ Issues/ Opportunities [NBA-GA-2, Problem Analysis]
2. To introduce the students with real-world business intelligence examples across different industries and expose them to the trends in business intelligence.[NBA-GA- 1- Business Knowledge]
3. To develop the skill in using business intelligence software like Cognos ,so as to solve business problems.[ 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 business intelligence project in a team.[ NBA-GA- 9- Individual and Team Work].

**Pedagogy:**

The pedagogy will be a combination of lectures, case discussions, software tutorials, in-class assignments, invited guest sessions and a team project. All class sessions will be interactive, requiring students to actively participate in and contribute to the class. 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.

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 innovative learning approach.
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 course to the best of your ability. The more time and effort you put into this course, 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 dataset. 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 and tool used. 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:

Assessment Components and Marks	Learning Goals and Objectives*					
	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 BI Tool-Cognos 10) (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 business intelligence concepts and to develop business reports 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 (CATI, 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 (SEE)***

Semester End 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.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Business Intelligence-The Savvy Manager's guide IBM Cognos 10 Report Studio	David Loshin, Morgan Kaufmann Publishers  Filip Draskovic, Roger Johnson
SUPPLEMENTARY READINGS	
Business Intelligence –A Managerial Perspective of Analytics Fundamentals of Business Analytics	Sharda, Delen and Turban, Pearson  R N Prasad and Seema Acharya, Wiley India
ONLINE RESOURCES	
<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 ):**

Lecture	Topics to be discussed	Readings
<b>Module I: Business Intelligence ,Information development and Decision Support</b>		
To understand today's turbulent business environment and describe how organizations survive and even excel in such an environment by solving problems and exploiting opportunities. The module explains the need for computerized support of managerial decision making. It also describes the business intelligence (BI) methodology and concepts		
1	<a href="#">Opening Case: Magpie Sensing Employs Analytics to Manage a Vaccine Supply Chain Effectively and Safely</a>	RB Ch 1
2-4	Changing Business Environments and Computerized Decision Support	Textbook Chapter 1
5-6	Value of Business Intelligence-Bridging the Gaps Between Information Technology and the Business Users <a href="#">Case: Sabre Helps Its Clients Through Dashboards and Analytics (www.youtube.com/watch?v=NXEL5F4_aKA .)</a>	Textbook Chapter 3
7	Business Intelligence Success Factors	Textbook Chapter 3
<b>Module II: BI Environment</b>		
The module aims to explain basic framework of business Intelligence, differentiate between OLTP(On-Line Transaction Processing) and OLAP(On-Line Analytical Processing) systems and various operations of OLAP.		
9	A Framework for Business Intelligence (BI)	Textbook Chapter 5
10	Data Processing-OLAP versus OLTP	Textbook Chapter 8 ,RB Ch 2
11	OLTP- Advantages, challenges, Shortcomings	Textbook Chapter 8, RB Ch 2
12	OLAP Architectures, MOLAP, ROLAP,HOLAP	Textbook Chapter 8, RB Ch 2
13	OLAP Operations on multi-dimensional data: Slicing, Dicing, Roll Up, Drill Down, Drill Across, Drill Through	Textbook Chapter 8, RB Ch 2
14	<a href="#">Case: Smart Business Reporting Helps Healthcare Providers Deliver Better Care</a>	RB Ch 3
<b>Module III: Basics of Data Warehousing &amp; Data Integration</b>		
This module provides the foundation for an important type of database, called a data warehouse, which is primarily used for decision support and provides improved analytical capabilities. The module explains the types of digital data processing. 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.		
14	<a href="#">Opening Case: Isle of Capri Casinos Is Winning with Enterprise Data Warehouse</a>	R B Ch 2
15	Need for Warehouse, Data Mart, Operational Data Stores(ODS)	Textbook Chapter 6, R B Ch 2
16	Kimball's approach versus Inman's approach to Data warehousing, Goals of Data Warehouse, Data Sources for Data Warehouse	RB Ch 2, Textbook Chapter 8

Lecture	Topics to be discussed	Readings
	<a href="#">Case: Things Go Better with Coke's Data Warehouse</a>	
17-18	ETL, Data mapping, data staging	Textbook Chapter 13
19	Approaches to Data integration, needs and advantages.	Textbook Chapter 13
20	Data Quality and maintaining data quality	Textbook Chapter 12
21	Data Profiling.	Textbook Chapter 10
22	<a href="#">Case: EDW Helps Connect State Agencies in Michigan</a>	R B Ch 2
<b>Module IV: 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...		
23	Data Modeling Basics: Entity, Attribute, Cardinality	Textbook Chapter 8, RB Ch 2
24	Types of Data Models: Conceptual data model, Logical data model, Physical model	Textbook Chapter 8, RB Ch 2
25-26	Dimensional modeling, Fact Table and Dimensional Table	Textbook Chapter 8, RB Ch 2
27-28	Star and Snowflake Schema <a href="#">Group Activity: Designing a Dimensional Model using Excel 2010</a>	Textbook Chapter 8, RB Ch 2
<b>Module V: Business Reporting, Visual Analytics, and Business Performance Management</b> This module shall familiarize the student the need for and the power of business reporting, understand the importance of data/information visualization and Learn different types of visualization techniques.		
29	<a href="#">Opening Case: Self-Service Reporting Environment Saves Millions For Corporate Customers</a>	RB Ch 3
30	Business Reporting Definitions and Concepts – <a href="#">Case: Flood of Paper Ends at FEMA</a>	RB Ch 2,3
31-32	The Emergence of Data Visualization and Visual Analytics - Performance Dashboards -Types of Charts and Maps <a href="#">Case: Tableau Saves Blastrac Thousands of Dollars with Simplified Information Sharing</a>	Textbook Chapter 19, RB Ch 3
33	Business Performance: Management and Measurement-Balance Score Card Method <a href="#">Case: IBM Cognos Express Helps Mace for Faster and Better Business Reporting</a>	RB Ch 3
34	Reporting with Cognos 10.1(or above)	IBM Cognos 10 Report Studio
35-36	Introduce Cognos BI, Highlight key capabilities of Cognos BI, Understand Cognos multi layered architecture	IBM Cognos 10 Report Studio
37	Introduction to Framework Manager, Identify the different data sources within the studios	IBM Cognos 10 Report Studio
38	Report, Query, Analysis, Job, Agent and Page Properties.	IBM Cognos 10 Report Studio
39	Introduction to Report Studio, Report Studio User Interface- Create ,Save and Run Reports.	IBM Cognos 10 Report Studio
40	Student Project Presentations	
<b>SEMESTER END EXAMINATION</b>		

**Course Name: Relational Data Base Management System**

**Course Code: MBIT 6001**

**Course Credit: 3**

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

The course is designed to provide the students with a fundamental understanding of Database Management Systems with specific reference to Relational Databases and how business processes and procedures are translated to a working DBMS that is aligned to the organizational goals. The formation of databases and their integration act as a precursor to evolution of Data Warehouses which in turn act as data repositories for mining and other analytical purposes

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

- 1.1.** Discuss the concept of placing business data into context thereby creating information. **(Business Knowledge and business communication)**
- 1.2.** Identify the components of Database Management System architecture. **(Modern Tool Usage)**
- 1.3.** Describe and practice the process of creation of a working Database Management system starting from analysis of business processes and requirements. **(Design/Development of Innovative Solutions)**

### **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples, cases discussion, projects/assignments on specific companies. Case regarding the usage of information system and data management will be discussed. 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-s stakeholder relationships. The project given to the students will help them identify the problems faced in business scenario and the corresponding solution through use of information technology.

<b>Lecture</b>	<b>Case/video case</b>	<b>Presentation</b>	<b>Research paper on current trends</b>	<b>Mini Project</b>
----------------	------------------------	---------------------	---	---------------------

40	30	10	10	10
----	----	----	----	----

### Course Strategy and Requirements:

The use of RDBMS in organization and its decision making is a must for the survival of the business.

- 1.1. Basic understanding of Business processes and familiarity with any spreadsheet application.

### 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 use of inform technology in various organizations, 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 1 & 2 (30 Marks)	√		
Case study and project & 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.

#### **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

#### **Evaluation Scheme**

EC No.	Evaluati on Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date &Time	Nature of Component
1.	CAT-1	Discuss the concept of placing business data into context thereby creating information	Business Knowledge and business communication	4,5		Aug 2017	Closed Book
2.	CAT-2	Identify the components of Database Management System architecture.	Modern Tool Usage	4,5		Oct 2017	Closed Book
3.	Project	All 3 Objectives	All three NBA	1		Sep 2017	
4.	Case Study	Describe and practice the process of creation of a working Database Management system starting from analysis of business processes and requirements.	Design/Development of Innovative Solutions	1			Open Book
6.	Quiz	Identify the components of Database Management System architecture.	Modern Tool Usage	1-5			Closed Book

### End-Term Test

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

### Lab Test:

As a part of internal assessment a lab test will be taken for 10 marks. The DBMS lab will be conducted on Oracle or MS-Access.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Modern Database Management Systems	J. Hoffer, M. Prescott and Heikki Topi, Pearson
Microsoft Excel 2010: Data Analysis and Business Modelling	Wayne L. Winston, PHI, ISBN 978-81-203-4259-0
SUPPLEMENTARY READINGS	
Database System Concepts	Abraham Silberchatz, Henry F. Korth, 3 <sup>rd</sup> Edition
Microsoft Excel 2007-Bible	Walkenbach John, Wiley Publishing Inc. (ISBN 978-0-470-04403-2)
Management Information Systems	James A. O'Brian, George M Marakas, Ramesh Behl, McGraw-Hill, Ninth Edition
Management Information System: Managing the Digital Firm	Laudon & Laudon, Pearson Education, Eighth Edition

## Course Outline (session-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Foundation of Information system</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 <b>(Video lecture giving benefits of databases)</b>	O'Brian, Chapter 1 and chapter 2; Laudon, Chapter 1  <a href="https://www.youtube.com/watch?v=M2HNbleSkKI">https://www.youtube.com/watch?v=M2HNbleSkKI</a>
3	Fundamentals of strategic advantage	O'Brian, Chapter 1 and chapter 2; Laudon, Chapter 1
4	<b>Case study (Class discussion): JetBlue &amp; the Veterans Administration Case (Self Study):</b>	O'Brian, Chapter 1 and chapter 2
5	IPL Teams strike gold with information technology.	handout
<b>Module II: The Context of Database Management</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 for information system students.		
6	Database Environment: Basic Concepts and definitions of Data, Database, DBMS, data models, information, metadata, Entities, Relationships etc.	Text Book, Chapter 1; Date, Chapter 1
7	Traditional file processing Vs database approach	Text Book, Chapter 1: Date, Chapter 1
8	Components of database environment, Range of Database applications, Evolution of database systems  <b>(Discussion in class room using research paper)</b>	Text Book, Chapter 1; Date, Chapter 1  <a href="http://dl.acm.org/citation.cfm?id=356664">http://dl.acm.org/citation.cfm?id=356664</a>
9	Database development process: SDLC Vs Prototyping,	Text Book, Chapter 2; Korth, Chapter 2 and Chapter 3
10	Managing the people involved in database development, Three schema architecture for database development.	Text Book, Chapter 2; Korth, Chapter 2
11	<b>Case study: Developing a database application for Pine Valley Furniture Company.</b>	Handout
<b>Module III: Database Analysis</b>		
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		

Lecture	Topics to be discussed	Readings
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.		
12	Modelling the rules of an organization	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
<b>CAT - 1</b>		
13	The E-R Model: An overview	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
14	Modelling entities and attributes, Modelling relationships <b>(Allotment of problem assignment on ER diagram)</b>	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
15	ER Modelling example-Pine Valley Furniture company	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
16	<b>ER Modelling example-Pine Valley Furniture company</b>	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
17	<b>Case Study: Mountain View Community Hospital Database</b>	Text Book, Chapter 3; Date, Chapter 3 and Chapter 4
<b>Module IV: Database Design and Implementation</b>		
This module covers the logical aspects of Database design. It also contains optimization of database design by 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.		
18	Logical database design, Relational data model	Text Book, Chapter 5; Korth, Chapter 3
19	Integrity constraints <b>(Submission of mini project on the basis of ER diagrams)</b>	Text Book, Chapter 5
20	Transforming ER diagrams into relations: Mapping entities	Text Book, Chapter 5; Korth, Chapter 7
21	Transforming ER diagrams into relations: Mapping relationships	Text Book, Chapter 5; Korth, Chapter 7
22	Introduction to Normalization, Functional dependencies and keys,	Text Book, Chapter 5; Korth, Chapter 7
23	Normalization Example <b>[Allotment of research papers for study on recent trends in database – Assignment 2]</b>	Text Book, Chapter 5; Korth, Chapter 7 <b>(Papers given in annexure)</b>
24	<b>Case study: Database design and Implementation of Mountain view community hospital</b>	Text Book, Chapter 5 and chapter 7
<b>CAT-2</b>		
25	Introduction to SQL, Role of SQL in a database architecture, SQL environment	Text Book, Chapter 7; Korth, Chapter 4
26	Creating, deleting and modifying tables in SQL <b>(Demonstration of SQL queries using laptop and projector in class)</b>	Text Book, Chapter 7; Korth, Chapter 4
27	Inserting and updating data through SQL	Text Book, Chapter 7; Korth, Chapter 4

Lecture	Topics to be discussed	Readings
28	[Student Presentation on the basis of assignment 2]	
29	Client-server database environment, internet based database environment	Text Book, Chapter 9 and Chapter 10
30	Data warehousing and its applications to business. (Video lecture from NPTEL on data mining)	Text Book, Chapter 11 <b>Refer S.No. 6 in annexure</b>
31	<b>Case study: Up gradation to a data warehouse of Mountain View Community Hospital</b>	Text Book, Chapter 11
<b>Module V: Introduction to Spreadsheet Basics &amp; SQL</b>		
The purpose of this module is to acquaint students with basic concepts of the Spreadsheet based Modeling and importance of the same in business decision making. SQL with the help of Oracle or MS Access.		
32	Creating Range Names, Name Manager	Text Book, Wayne Chapter 2, Walkbench 2
33	Look Up functions, Vlookup, Hlookup, Lookup , Index functions, Match functions	Text Book, Wayne Chapter 3, Walkbench 3
34	Simple IF statements, Nested IF with AND/OR/NOT (Situation based problem on given student database)	Text Book, Wayne Chapter 4,5, Walkbench 4
35	Text functions, Overview of following functions: Left, Right, Mid, Trim, Len, Find, Search, Rept, Concatenate, Replace, Value, Upper, Lower, Char	Text Book, Wayne Chapter 6, Walkbench 5
36	Handling Dates in Excel, DATEVALUE, TODAY, WORKDAYNETWORKDAYSYEAR, MONTH, DATE, DATEIF functions	Text Book, Wayne Chapter 7, Walkbench 6
37	<b>SQL lab sessions</b>	LAB MANUAL
38	<b>SQL lab sessions</b>	LAB MANUAL
39	<b>MS-Excel lab sessions</b>	LAB MANUAL
40	<b>MS-Excel lab sessions</b>	LAB MANUAL
<b>END TERM EXAMINATION</b>		

**Annexure:**

- 1) Research paper on **Evolution of Data-Base Management Systems**  
(<http://dl.acm.org/citation.cfm?id=356664>)
- 2) **Research paper on Data Mining Industrial Applications**  
(<http://cdn.intechweb.org/pdfs/13182.pdf>)
- 3) **Research paper on An Overview of Data Warehousing and OLAP Technology**  
(<http://www.cs.sfu.ca/CourseCentral/459/han/papers/chaudhuri97.pdf>)



4) **Research paper on Research Problems in Data Warehousing**

(<http://ilpubs.stanford.edu:8090/91/1/1995-24.pdf>)

5) **Video lecture giving benefits of databases:**

<https://www.youtube.com/watch?v=M2HNbleSkKI>

6) **Video lecture on data mining by nptel**

(<http://nptel.ac.in/courses/106106093/35>)

**Students' Interaction Time**

[Thursday 2 PM to 4 PM in room number C-520]

**Course Name: ERP (with a SAP package as Practical)**

**Course Code: MBIT 6002**

**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 to make business process successful. [ **Business Knowledge and business communication** ]
2. Comprehend the ethical, global and security challenges while implementing an ERP system and look at the ERP vendors and industry needs. [ **Modern Tool Usage** ]

3. 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. [ **Design/Development of Innovative Solutions** ]

### **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.

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:**

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.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
CAT 1 & 2 (30 Marks)	√		
Case study and project & Quiz (20 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 1 & 2 (CAT-1 & CAT-2)***

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.

### ***Semester End Examination (SEE)***

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.

### **Evaluation Scheme**

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	Have an overview on the implementation process and the role of people, vendors, consultants and the organization in making the ERP implementation to make business process successful	Business Knowledge and business communication	4,5		Aug 2017	Closed Book
2.	CAT-2	Comprehend the ethical, global and security challenges while implementing an ERP	Modern Tool Usage	4,5		Oct 2017	Closed Book

		system and look at the ERP vendors and industry needs					
3.	Project	All 3 Objectives	All three NBA	1		Sep 2017	
4.	Case Study	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	Design/Development of Innovative Solutions	1			Open Book
6.	Quiz	Comprehend the ethical, global and security challenges while implementing an ERP system and look at the ERP vendors and industry needs.	Modern Tool Usage	1-5			Closed Book

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Enterprise Systems for Management	Luvai Motiwalla, Guido Tabelliniad, Jeffrey Thompson, Pearson
SUPPLEMENTARY READINGS	
ERP Demystified	Alexis Leon, 2007, TMH
ERP in Practice: ERP Strategies for Steering Competence & Competitive Advantage	Jagannathan Vamanan, 2007, 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, Informationsilos and Systems Integration)	Textbook Chapter 1, Leon Chapter 1
2	ERP Systems (What is ERP, Evolution ofERP, Role of ERP in Business, Systemcomponents, ERP architecture, Benefits andlimitations of ERP) ERP Implementation ( ERP lifecycle,Implementation strategies, Software andvendor selection, )	Textbook Chapter 1, Leon Chapter 1
3	<b>Case Study : Kennamental Dana Holding, and Others: ERPs Get a Second Lease on Life</b>	<b>Oberain(Page no 322)</b>
4	Operations and post-ImplementationPeople and Organization (ProjectManagement, Role of Consultants, ChangeManagement, BPR)	Textbook Chapter 1, Leon Chapter 1
5	ERP Vendors (Key Vendors, SoftwareExtensions and Trends)	Textbook Chapter 1, Leon Chapter 1
6	Implications for Management, [HBS Case An ERP Story: Background (A)Carmen Bernier, Vital Roy, Eric Brunelle	Textbook Chapter 1

Lecture	Topics to be discussed	Readings
<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.		
7	Systems Integration (Functional Silos, Horizontal and Vertical silos, Business Processes and Silos)	Textbook Chapter 2
8	Logical versus Physical SI, Integration steps, Benefits and limitations, ERP and its role in Logical Integration and Physical Integration)	Textbook Chapter 2
9	ERP architecture	Textbook Chapter 3
10	ERP Layered Architecture, Two-tier architecture, benefits and limitations, Web based architectures, Service oriented architectures)	Textbook Chapter 3
11	ERP Modules, Production Module, Purchasing Module, Inventory Management Module	Textbook Chapter 3
12	Sales and Marketing module, Finance Module, HR Module, Miscellaneous modules,	Textbook Chapter 3
13	<b>Case Study : NetSuite Inc., Berlin Packaging, Churchill Downs, and Others: The Secret to CRM Is in the Data</b>	<b>(O'berain)(Page no: 346</b>
14	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.		
15	SDLC (Traditional versus Rapid SDLC)	Textbook Chapter 4
16	ERP implementation lifecycle(Implementation Plan, Implementation methodology, Traditional ERP lifecycle,Rapid ERP Lifecycles, Implications formangement)	Textbook Chapter 4
17	Implementation strategies ( Hardware,software and people resources)	Textbook Chapter 5
18	Third Party Products, Database requirements	Textbook Chapter 5
19	ERP Approaches (Governance,Implementation Methodology, VanillaImplementation)	Textbook Chapter 5
20	Software and Vendor Selection (Vendorresearch, Matching User Requirements tofeatures)	Textbook Chapter 6
21	Requests for bids, Vendor analysisand Elimination	Textbook Chapter 6
22	Contract management andlicense agreements	Textbook Chapter 6
23	Operations and post implementation ( Go-Live Readiness, ERP Training, Stabilization,Post production support, KnowledgeTransfer	Textbook Chapter 7
24	<b>Research paper on <u>Hardware and Software Requirements for Implementation of ERP</u></b>	<a href="https://www.researchgate.net/...Requirements...ERP.../Hardware-and-Software-Require">https://www.researchgate.net/...Requirements...ERP.../Hardware-and-Software-Require</a>
<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		
25	Program and Project Management -Project Team, Module and subject matter experts,	Textbook Chapter 8
26	Project leadership, Critical success factors,Project scope, Change Management, Managing Scope Creep	Textbook Chapter 8
27	<b>Research paper on Change Management in ERP Productsts</b>	<a href="http://www.gfoa.org/sites/default/files/GFR_OCT_11_16.pdf">www.gfoa.org/sites/default/files/GFR_OCT_11_16.pdf</a>
28	Organizational Change and BPR	Textbook Chapter 9

Lecture	Topics to be discussed	Readings
29	Organizational commitment, Business process change, Business process Reengineering	Textbook Chapter 9
30	BPR methodology, Project organization, Roles and Responsibilities	Textbook Chapter 9
31	Outsourcing (What is outsourcing, drawbacks, Offshore outsourcing, SaaS)	Textbook Chapter 9
32	Legal Issues -software licensing	Textbook Chapter 10
33	Implementation partners and consultants	Textbook Chapter 10
34	Supply chain management -SCM drivers, SCM flows, E-SCM components, E-procurement, ERP systems and supply chain, Supply chain integration with ERP	Textbook Chapter 11
35	<b>Case Study : Cisco Systems, Black &amp; Decker, and O'Reilly Auto Parts: Adapting Supply Chains to Tough Times</b>	<b>O'berain (Page no 332)</b>
<p><b>Module V: SAP Practical Implementation</b></p> <p>Takes the students through the various ERP extensions like Supply chain management and Customer Relationship management and their integration with ERP using SAP.</p>		
36	Lab Demonstration Lab 1	
37	Lab Demonstration Lab 2	
38	Lab Demonstration Lab 3	
39	Lab Demonstration Lab 5	
40	Lab Demonstration Lab 6	
<b>SEMESTER END LAB 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.]

**Course Name: E-Governance**

**Course Code: MBIT 6004**

**Course Credit: 3**

### **Course Description:**

This course introduces the technology of e-government with an in-depth examination of current government development and management challenges in the delivery of services and information, electronically, to their constituents' 24 hours a day seven days a week. Several topics are examined: (1) current E-government challenges and trends (2) Web presence development (3) statutes affecting development and management (4) constituent needs assessment (5) service delivery application and

transaction package (6) how to develop effective E-government administrators (7) long/short range planning and budgeting.

**Expected Outcomes:**

1. Develop knowledge consistent with analyst level administrators rather Web site developers.
2. Develop skills and abilities to assist municipalities with electronic government development.
3. Develop the ability to discuss current electronic government issues and trends.
4. Comprehend and discuss local and national issues, technology, service delivery systems, statutes, history, and trends affecting electronic government development.
5. Develop the ability to perform customer needs assessments relating to electronic government development.
6. Develop a working knowledge of procedures in developing Web presence, from emerging to fully integrated, electronic government Web sites.
7. Conduct an interview with a Web Administrator, City Manager, or County Administrator and present a written and oral summary.
8. Evaluate local, county, and state government Web sites
9. Develop an e-government operating model for secure on-line transactions
10. Submit and present (PowerPoint) a policy position paper about a current e-government dilemma in Georgia.

**Nature of course: Theory**

**Course Synopsis: This course contains concepts of E-Governance policies and data warehousing / data mining.**

**Goal: To provide the knowledge of good governance using information and communication technologies and case studies of different countries.**

**Course Contents:**

**Module 1: Introduction**

E-Governance: Needs of E-Governance, Issues in E-Governance applications and the Digital Divide; Evolution of E-Governance, Its scope and content; Present global trends of growth in E-Governance: Other issues.

**Module 2: Models of E-Governance**

Introduction; Model of Digital Governance: Broadcasting/ Wilder Dissemination Model, Critical Flow Model, Comparative Analysis Model, Mobilization and Lobbying Model, Interactive-service Model/Government-to-Citizen-to-Government Model (G2C2G); Evolution in E-Governance and Maturity Models: Five Maturity Levels, Characteristics of Maturity Levels, Key areas, Towards Good Governance through E-Governance Models.

**Module 3: E-Governance Infrastructure and Strategies**

E-readiness: Digital System Infrastructure, Legal Infrastructural Preparedness, Institutional Infrastructural Preparedness, Human Infrastructural Preparedness, Technological Infrastructural Preparedness; Evolutionary Stages in E-Governance.

**Module 4: Data Warehousing and Data Mining in Government**

Introduction; National Data Warehouses: Census Data, Prices of Essential Commodities; Other areas for Data Warehousing and Data Mining: Agriculture, Rural Development, Health, Planning, Education, Commerce and Trade, Other Sectors.

**Module 5: Case Studies**

National Informatics Centre; E-Governance initiative in USA; E-Governance in China; EGovernance in Brazil and Sri Lanka.

**Text / Reference books:**

1. **E-Governance: Concepts and Case Studies**, C.S.R. Prabhu, Prentice-Hall of India Private Limited, 2004.
2. **Backus, Michiel, e-Governance in Developing Countries**, IICD Research Brief, No. 1, March 2001.

**Suggested Internet Web Sites (not an all-inclusive list):**

American Society for Public Administration -- Advancing Excellence in Public Service  
<http://www.aspanet.org/>

Carl Vinson Institute of Government -- About the Institute <http://www.cviog.uga.edu/about/>

FirstGov – Official Site for US Government Information, Services, Transactions, and Forms  
<http://www.firstgov.gov/>

Georgia Department of Community Affairs – Sharing a Common Theme of “Community Building” through Community Development, Housing, Economic development, and Community Service  
<http://www.dca.state.ga.us>

Georgia Municipal Association -- Assisting Georgia’s Local Governments in Becoming Innovative, Effective, and Responsive <http://www.gmanet.com/index.shtml>

Georgia Technology Authority -- <http://gta.georgia.gov/>

Government Technologies -- News, Trends, and Best Practices in E-Gov  
<http://egov.govtech.net/index.phtml>

International City/County Management Association -- Strengthening the Quality of Local Government through Professional Management <http://www.icma.org/go.cfm>

National Association of Counties – Counties Care for America <http://www.naco.org>

Public Technology, Inc -- Bringing the Benefits of Technology to Local Governments  
<http://pti.nw.dc.us/>

**Course Name: Web Analytics**

**Course Code: MBIT 6005**

**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 (online data) to make strategic and operational decisions. [**Conduct investigations of Complex Problems**]
2. To acquaint the students with the usage of the website and to be able to suggest improvements in the design of a website and knowledge of Search Engine Optimization techniques. [**Modern Tool usage**]
3. To give them knowledge on ethics of online presence and data usage. [**Ethics**]
4. To acquaint the students with knowledge of starting a new successful website. [**Entrepreneurship and Project Management**]
5. To introduce the concept and usage of Google Analytics tools to apply concepts of web analytics. [**Integration of theory and application**]

### **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.

<b>Lecture</b>	<b>Case/video case</b>	<b>Presentation</b>	<b>Research paper on current trends</b>	<b>Mini Project</b>
40	30	10	10	10

### **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.

1. Students are directed to read the contents in the course serially from Chapter 1 to Chapter 14.
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. 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.
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:**

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. The project will require the students to work in group to study the website allocated to them, in terms of its performance.

Mile stones for project:

Week1: synopsis

Week3: intermediate report

Week6: Submission of report

#### ***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.

### **Evaluation Scheme**

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	Understanding the need to study health of website	<b>Conduct investigations of Complex Problems</b>	4,5	50	Aug 2017	Closed Book
2.	CAT-2	Metrix for analyzing performance of website	<b>Modern Tool usage</b>	4,5	50	Oct 2017	Closed Book
3.	Project	Use of google analytics	<b>Integration of theory and application</b>	1	10	Nov 2017	
4.	Case Study	Ecommerce, website popularity and startups	<b>Entrepreneurship and Project Management</b>	1	10	Sep 2017	Open Book
6.	Quiz	Ethics and security issues	<b>Ethics</b>	1-5	10	Sep 2017	Closed Book

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Web Analytics-An Hour a day	Avinash Kaushik, Wiley Publishing Inc.
<b>SUPPLEMENTARY READINGS</b>	
Advanced Web Metrics with Google Analytics	Brian Clifton, Wiley Publishing Inc.
Web Analytics 2.0-The Art of online Accountability and Science of Customer Centricity	Avinash Kaushik, Wiley Publishing, Inc.
Search Engine Optimization	Jacqui Carrel, Ventus Publishing.
<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):**

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction and Fundamentals of Web Analytics</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
6	Foundational metrics and standard reports  <b>Case: Big Bang Boosts Sales by 274% With Help From Red Orbit</b>	Textbook, Chapter 5; Clifton, Chapter 2; Kaushik, Chapter 3  <b>Handout</b>
<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.		
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
<b>CAT-1</b>		
16	Industrial project discussion on SEO activity (Off page)	
17	Industrial project discussion on SEO activity (On Page)  <b>Case: Ryanair uses analytics to drive increased website revenue and performance</b>	<b>Hand out</b>
<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.		
18	Rationale for website testing,	Textbook, Chapter 10; Clifton, Chapter 12

Lecture	Topics to be discussed	Readings
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
<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.		
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 of brand and category keywords, Search keyword funnels and keyword forecasts	Textbook, Chapter 12; Kaushik, 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	Web 2.0 Analytics and dynamic pages	Textbook, Chapter 12; Kaushik, Chapter 6
29	Measuring the success of RSS  <i>Case: Atom Insight</i>	Textbook, Chapter 12; Kaushik, Chapter 6  <i>Hand out</i>
<b>Module V: 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.		
30	Path Analysis – Challenges and alternative Reporting Mechanism	Textbook, Chapter 13
<b>CAT-II</b>		
31	Conversion Rate, Real Time Data,	Textbook, Chapter 13
32	Standard KPIs	Textbook, Chapter 13
<b>Module VI: 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.		
33	Using the power of segmentation	Textbook, Chapter 14; Kaushik, Chapter 8
34	Best practices for conversion rates	Textbook, Chapter 14; Kaushik, Chapter 8
35	Advanced search engine	Textbook, Chapter 14; Kaushik, Chapter 11
36	Advanced search engine marketing techniques through PPC analysis	Textbook, Chapter 14
37	Measuring the site abandonment rate metric	Textbook, Chapter 14
39	Measurement of impact of campaigns	Textbook, Chapter 14
40	Making your analysis and reports connectable <i>Research paper: Team matrix Google</i>	Textbook, Chapter 14 <i>Hand out</i>
<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***

**Course Name: Applications of Cloud computing in management**

**Course Code: MBIT 6006**

**Course Credit: 3**

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

This course covers a series of current cloud computing technologies, including technologies for Infrastructure as a Service, Platform as a Service, Software as a Service, and Physical Systems as a Service. For different layers of the cloud technologies, practical solutions such as Google, Amazon, Microsoft, Salesforce.com, etc. solutions as well as theoretical solutions (covered by a set of papers) are introduced. Most of the course will be covered by the student presentations. This course is also highly application oriented, involving hand-on exploration of existing technologies as well as development of new technologies.

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

- a. To understand basics of cloud computing for business management and understand how data can be processed in clouds. [**Business knowledge and Business Communication**]
- b. To acquaint students with resource management in clouds. [**Modern tools and usage**].
- c. To make students familiar with the applications of cloud computing in management and identify some of the strategies employed for understanding and designing cloud computing environment. [**Design/Development of Innovative Solutions**]

### **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples, cases discussion, projects/assignments on specific companies. Case regarding the usage of information system by various organizations dealing in supply chain, marketing, human resource and other information management sphere will be discussed. 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. The project given to the students will help them identify the problems faced in business scenario and the corresponding solution through use of information technology.

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

Knowledge of, fundamentals of cloud computing / Foundation course and overall business functions is required as prerequisite for this course. The course provides an ‘Overview’ of fundamental cloud computing concepts, using integrated framework for ‘Decision Making’ and Analyzing Information Systems. The course is comprised of different types of Information Systems available for applications of cloud computing in management and Business Processes, covering SaaS, IaaS, PaaS, Security in cloud computing etc .

### **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 use of information technology in various organizations, will help in evaluating the understanding of real time scenario by the students. End-Term Test will assess the learning goals 2.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	1	2	3
CAT 1 & 2 (30 Marks)	√		
Case study and project & 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.

### **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

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	To understand basics of cloud computing for business management and understand how data can be processed in clouds	Business Knowledge and business communication	4,5		Aug 2017	Closed Book
2.	CAT-2	To acquaint students with resource management in clouds..	Modern Tool Usage	4,5		Oct 2017	Closed Book
3.	Project	All 3 Objectives	All three NBA	1		Sep 2017	
4.	Case Study	To make students familiar with the applications of cloud computing in management and identify some of the strategies employed for understanding and designing cloud computing environment.[	Design/Development of Innovative Solutions	1			Open Book
6.	Quiz	To acquaint students with resource management in clouds..	Modern Tool Usage	1-5			Closed Book

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

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>
Cloud Computing Implementation, Management and Security t: CRC Press	John W. Rittinghouse and James F. Ransome, 13 <sup>th</sup> “Cloud Computing Implementation, Management and Security”, 2010, CRC Press, Taylor & Francis Group, Boca Raton London New York.
<b>SUPPLEMENTARY READINGS</b>	
Cloud Computing – Insights into new era infrastructure	Kumar Saurahb, Cloud Computing – Insights into new era infrastructure, Wiley India, 2nd Edition, 2012
Cloud Computing: Web-Based Applications That Change the Way You Work and	Michael Miller, Cloud Computing: Web-Based Applications That Change the Way You Work and Collaborate Online, Que Publishing, 2009



### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Introduction</b>		
The purpose of this module is to acquaint students with basic concepts of cloud computing .		
1	Introduction to cloud computing	Text Book, Chapters 1, Section 1
2	Evolution-cloud computing, hardware	Text Book, Chapters 1, Section 1
3	Internet ,software , virtualization	Text Book, Chapters 1, Section 1
4	Web services of cloud	Text Book, Chapters 1,
5	Infrastructure as a service, .	Text Book, Chapters 1
6	Platform as a service <b>(Research paper on Iaas, PaaS , SaaS)</b>	Text Book, Chapters 1 <b>Research papers given in annexures</b>
7	Designing of cloud network	Text Book, chapter 1
8	Designing of cloud network	Text Book, chapter 1
<b>Module II: Implementation and control</b>		
The purpose of this module is to acquaint students with the implementation and privacy issues of clouds		
9	Privacy and its relation to Cloud-based Information Systems	Text Book, Chapters 2
10	Privacy and its relation to Cloud-based Information Systems	Text Book, Chapters 2
11	Security in the Cloud.	Text Book, Chapters 2
12	Security in the Cloud. <b>(Research paper on security and Privacy in cloud computing)</b>	Text Book, Chapters2 <b>Research papers given in annexures</b>
13	Common Standards in the Cloud	
14	Common Standards in the Cloud	Text Book, Chapters2
15	End-User Access to the Cloud Computing.	Text Book, Chapters 2
<b>MID TERM EXAMINATION</b>		
16	End-User Access to the Cloud Computing	Text Book, Chapters 2
17	Legal and ethical dimensions	Text Book, Chapters 2
18	Legal and ethical dimensions	Text Book, Chapters 2
<b>Module III: Cloud computing for managers</b>		
19	Centralizing Email Communications – Collaborating on Schedules	Text Book, Chapters3
20	To-Do Lists	Text Book, Chapters 3

Session	Topics to be discussed	Readings
21	Contact Lists – online Community development	Text Book, Chapters3
22	online collaboration tools for projects	Text Book, Chapters 3
23	online collaboration tools for projects	Text Book, Chapters 3
24	Cloud computing for business	Text Book, Chapters 3
25	<b>Case study on Healthcare business of Net magic through cloud computing)</b>	<b>Handout</b>
<b>Module IV: Application of cloud services</b>		
26	Applications – Online Planning and Task Management	Text Book, Chapters 4,
27	Event Management	Text Book, Chapters 4
28	CRM- Cloud service development tools	Text Book, Chapters 4
29	word processing, databases and storing and file sharing on cloud	Text Book, Chapters 4
30	<b>Case Study on Google Maps-Google Cloud</b>	<b>Handout</b>
<b>Module5</b>	<b>Virtual office management</b>	Textbook, chapter 4
31	Web-based communication tools	Textbook, chapter 5
32	Web Mail Services –Web Conference	Textbook, chapter 5
33	Tools –Social Networks and Groupware – collaborating via blogs and Wikis;	Textbook, chapter 5
34	Tools –Social Networks and Groupware – collaborating via blogs and Wikis;	Textbook, chapter 5
35	Tools –Social Networks and Groupware – collaborating via blogs and Wikis;	Textbook, chapter 5
36	IBM, Amazon Ec2	Textbook, chapter 6
37	IBM, Amazon Ec2	Textbook, chapter 6
38	Google Apps for Business	Textbook, chapter 6
39	Salesforce.com <b>Discussed through Research paper on Salesforce.com</b>	Textbook, chapter 6 <b>Annexures</b>
40	Ramco-On-Demand	Textbook, chapter 6

### ***Students' Interaction Time and Venue***

Thursday & Friday- 4:00 pm to 5:00 pm

C-520

Annexures

**1. A Comparative Study of SaaS, PaaS and IaaS in Cloud**

[https://www.ijarcse.com/docs/papers/Volume\\_4/6\\_June2014/V4I6-0158.pdf](https://www.ijarcse.com/docs/papers/Volume_4/6_June2014/V4I6-0158.pdf)

**2. Security and Privacy in Cloud Computing - Semantic Scholar**

<https://pdfs.semanticscholar.org/6bf0/9fec0557a3d95f874c841e830a1b9a4d3346.pdf>

3. [The MULTITENANT APPLICATION BASED on SALESFORCE.COM](http://ijcsmc.com/docs/papers/December2014/V3I12201499a21.pdf)

[ijcsmc.com/docs/papers/December2014/V3I12201499a21.pdf](http://ijcsmc.com/docs/papers/December2014/V3I12201499a21.pdf)

**Course Name: Software Project Management**

**Course Code: MBIT 6007**

**Course Credit: 3**

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

The course is designed to provide the students with a fundamental understanding of Software project management. A Software Project is the complete procedure of software development from requirement gathering to testing and maintenance, carried out according to the execution methodologies, in a specified period of time to achieve intended software product. All such business and environmental constraints bring risk in software development hence it is essential to manage software projects efficiently. Software project management is essential to incorporate user requirements along with budget and time constraints.

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

- 1.4. This course discusses the need of project management in software development process. (**Business Knowledge**)
- 1.5. This course elaborates on the framework of software project management. (**Modern Tool Usage**)
- 1.6. This course highlights different techniques for software cost estimation and activity planning. (**Design/Development of Innovative Solutions**)

### **Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples, cases discussion, projects/assignments on specific companies. Case regarding the usage of software project management framework will be discussed. 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-s stakeholder relationships. The project given to the students will help them identify the problems faced in business scenario and the corresponding solution through use of information technology.

Lecture	Case/video case	Presentation	Research paper on current trends	Mini Project
40	30	10	10	10

### Course Strategy and Requirements:

Software project management is the art and science of planning and leading software projects. It is a sub-discipline of project management in which software projects are planned, implemented, monitored and controlled. The students are required to have basic knowledge of software and MIS

### 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 use of inform technology in various organizations, will help in evaluating the understanding of real time scenario by the students. End-Term Exam will assess the learning goals 2.

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
CAT 1 & 2 (30 Marks)	√		
Case study and project & 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.

#### **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

### ***Evaluation Scheme***

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	Discuss the concept of SPM	Business Knowledge and business communication	4,5		Aug 2017	Closed Book
2.	CAT-2	Identify the components of SPM framework.	Modern Tool Usage	4,5		Oct 2017	Closed Book
3.	Project	All 3 Objectives	All three NBA	1		Sep 2017	
4.	Case Study	Based on software project planning	Modern Tool Usage	1			Open Book
6.	Quiz	Technique for cost estimation and project planning	Design/Development of Innovative Solutions	1-5		Aug, Oct 2017	Closed Book

### **End-Term Exam**

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

### ***Lab Test:***

As a part of internal assessment a lab test will be taken for 10 marks. The DBMS lab will be conducted on Oracle or MS-Access.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Software Project Management	Bob Hughes, Mike Cotterell and Rajib Mall: – Fifth Edition, Tata McGraw Hill, New Delhi, 2012.
<b>SUPPLEMENTARY READINGS</b>	
Effective Software Project Management	Robert K. Wysocki– Wiley Publication, 2011.
Software Project Management	Walker Royce: - Addison-Wesley, 1998.
Managing Global Software Projects	Gopaldaswamy Ramesh, “Managing Global Software Projects” – McGraw Hill Education (India), Fourteenth Reprint 2013

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

Lecture	Topics to be discussed	Readings
<b>Module I: Project evaluation and project planning</b> This module includes the identifications of all the stakeholders in the project and the mode of communication among them. It also considers if any additional communication facilities are required.		
1	Importance of Software Project Management	Text Book, Chapter 1
2	Activities Methodologies – Categorization of Software Projects	Text Book, Chapter 1
3	Setting objectives – Management Principles – Management Control – Project portfolio Management.	Text Book, Chapter 1
4	Cost-benefit evaluation technology – Risk evaluation – Strategic program Management	Text Book, Chapter 2
5	Stepwise Project Planning <b>Research paper: Handout</b>	Text Book, Chapter 2 <b>Robert Frese (2003-12-16). "Project success and failure: what is success, what is failure, and how can you improve your odds for success?". University of Missouri-St. Louis</b>
<b>Module II: Project life cycle and effort estimation</b> This module highlights the life cycle of a software project.		
6	Software process and Process Models – Choice of Process models – mental delivery–	Text Book, Chapter 3
7	Rapid Application development – Agile methods – Extreme Programming – SCRUM	Text Book, Chapter 3
8	Managing interactive processes – Basics of Software estimation –	Text Book, Chapter 3
9	Effort and Cost estimation techniques –	Text Book, Chapter 4
10	COSMIC Full function points – COCOMO II A Parametric Productivity Model – Staffing Pattern.	Text Book, Chapter 4
11	<b>A CASE STUDY ON SOFTWARE PROJECT MANAGEMENT IN INDUSTRY – EXPERIENCES AND CONCLUSIONS</b>	<b>Handout</b> <a href="https://www2.swc.rwth-aachen.de/docs/98_FESM A.pdf">https://www2.swc.rwth-aachen.de/docs/98_FESM A.pdf</a>
<b>Module III: Activity planning and risk management</b>		
12	Objectives of Activity planning	Text Book, Chapter 5, Reference Chapter 5 and Chapter 6
13	Project schedules, Activities, Sequencing and scheduling	Text Book, Chapter 5, Reference Chapter 5 and Chapter 6

Lecture	Topics to be discussed	Readings
14	Network Planning models, Forward Pass & Backward Pass techniques.	Text Book, Chapter 5, Reference Chapter 5 and Chapter 6
15	Critical path (CRM) method	Text Book, Chapter 5, Reference Chapter 5 and Chapter 6
16	Risk identification, Assessment, Monitoring	Text Book, Chapter 6
17	PERT technique	Text Book, Chapter 6
18	<b>Research paper: Handout</b>	<b>Robert Frese (2003-12-16). "Project success and failure: what is success, what is failure, and how can you improve your odds for success?". University of Missouri-St. Louis</b>
19	Monte Carlo simulation – Resource Allocation –	Text Book, Chapter 6
20	Creation of critical patterns – Cost schedules	Text Book, Chapter 6
<b>Module IV: <i>Project management and control</i></b>		
21	Framework for Management and control	Text Book, Chapter 7; Reference Chapter 8
22	Collection of data Project termination	Text Book, Chapter 7; Reference Chapter 8
23	Visualizing progress – Cost monitoring	Text Book, Chapter 7; Reference Chapter 8
24	Earned Value Analysis	Text Book, Chapter 7; Reference Chapter 8
25	Project tracking – Change control-	Text Book, Chapter 7; Reference Chapter 8
26	Software Configuration Management	Text Book, Chapter 7; Reference Chapter 8
27	Managing contracts	Text Book, Chapter 7; Reference Chapter 8
<b>CAT-2</b>		
28	Contract Management.	Text Book, Chapter 7; Reference Chapter 8
<b>Module V: <i>Staffing in software projects</i></b>		
29	Managing people —— Ethical and Programmed concerns	Text Book, Chapter 9
30	Organizational behavior	Text Book, Chapter 9
31	Best methods of staff selection	Text Book, Chapter 9
32	Motivation	Text Book, Chapter 9
33	The Oldham-Hackman job characteristic model	Text Book, Chapter 9

Lecture	Topics to be discussed	Readings
34	Working in teams – Decision making	Text Book, Chapter 9
35	Team structures – Virtual teams	Text Book, Chapter 9
36	Communications genres – Communication plans.	Text Book, Chapter 9
37	<b>Recent development SPM: Through research paper</b>	<b>DOI: 10.1007/s11518-012-5190-5. J Syst Sci Syst Eng (Jun 2012) 21(2): 129-143</b>
38	Project Presentation	
39	Project Presentation	
40	Revision	
<b>END TERM EXAMINATION</b>		

**Annexure:**
***Students' Interaction Time***

[Thursday 2 PM to 4 PM in room number C-520]

**Course Title: Print Industry I**
**Course Code: MBMM 6001**
**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		
<b>34-36</b>		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		
<b>37-39</b>		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**
**MBMM 6002**
**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		

**Subject: Broadcast Industry**

**Course Code: MBMM 6003**


**First year : MBA (MM)**

**Course Description**

Module	Content
Module I	<ul style="list-style-type: none"> <li>History of TV in India</li> <li>Economics of TV Industry in India</li> <li>Organizational structure of a TV channel – news and entertainment</li> </ul>
Module II	<ul style="list-style-type: none"> <li>Types of Programming in TV</li> <li>Thinking in Visuals and Writing to Visuals</li> <li>Three C's of TV News in India – Crime, Cinema, Cricket</li> <li>Basics of TV news production</li> </ul>
Module III	<ul style="list-style-type: none"> <li>History and Growth of Radio in India</li> <li>The FM radio revolution in India</li> <li>Radio frequencies: AM and FM transmission</li> <li>Present Scenario: Role of Prasar Bharati Corporation</li> <li>Formats of Radio Programmes</li> <li>Basics of Radio Production</li> </ul>

### Prescribed Readings –

1. Globalization and Television - Sunetra Sen Narayan
2. Mass Communication in India – Keval J Kumar
3. TV Journalism – Novodita Pande, Aph Publishing Corporation
4. Broadcast Journalism: Basic Principles by S.C. Bhatt; Haranand Publications Pvt Ltd.

 <b>Galgotias University</b>	<b>COURSE SYLLABUS</b> <b>Print Industry II</b>	
	<b>MBMM 6004</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 Industry</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 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>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.



**GALGOTIAS**

**NIVE**

(Under the Companies Act No. 12 of 2019)

**Galgotias University**

**Public Relations & Corp Comm.-**

**COURSE SYLLABUS**

Subject Code : MBMM

6005

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>
II Design and strategy	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	
III Execution	PR campaigns: creating an interactive online social platform Analyzing effective PR campaigns  Practical: Analyzing some PR campaigns	<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>
IV The PR manager	Managing issues and crisis; Profile of some PR firms  Practical: Selecting some PR firms and reviewing their activities and clients	<a href="http://www.indiaprwire.com/pr-agency/">http://www.indiaprwire.com/pr-agency/</a>

**GALGOTIAS SCHOOL OF BUSINESS**

# **HEALTH CARE ADMINISTRATION & MEDICAL CARE**

**Course Code: MBHH 6001**

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	Concept of health & disease
			Concept of well being

		responsible for disease causation, its prevention & estimation of disease load in the community.	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
5	National Health Policy	To create an awareness about the health policy in India, its targets and achievements. To understand the role of hospitals as a supportive & referral services to the national goal.	Health for all by 2000 AD and Primary Health Care 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 of health statistics in future planning for health care services & understand health information system in India.	Need, Common rates & ratio
			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
		To familiarize with concept of health insurance, its scope and applicability in our country.	Analysis of demand and supply
Health Insurance Schemes and social			
Security scheme like CGHS, ESI etc. in India			
Medical care system & Health Insurance			
11.	Population Dynamics	To study the science of demography and its role in population policy of India	System in different countries (USA, UK, USSR)
			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

**HOSPITAL SUPPORT SERVICES AND MANAGEMENT OF  
HAZARDS (MBHH 6002)**

**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: MBHH 6003**

**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.

**MBHH 6004- 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 marinating 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: MBHH 6005**

**Objective:** This course intends to familiarize the students of various activities and operational aspects in a hospital.

### **COURSE CONTENTS:**

#### **Module I**

hours)

(8



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 Name: Business Intelligence & Cognos**

**Course Code: MBBA 6001**

**Course Credit: 3**

**Course Background and Learning Objectives:**

The great amount of available internal and external data has created unprecedented challenges as well as opportunities for today's enterprises. Firms are increasingly relying on business intelligence in the decision process to stay competitive in the market. The ability to understand the role of Business Intelligence in identifying business problems and seizing opportunities, and further to apply data analytics to enhance business performance has also become a key asset for managers.

This course provides a comprehensive introduction to the concepts, techniques and applications of business intelligence (BI). The class will equip students with a managerial overview of business intelligence, a basic understanding of statistics and economics foundations in BI, a general exposure to real world BI applications and trends, and hands-on practices of BI software..

**Course Pre requisite:** No official prerequisite, preferably some knowledge in Data base Management Concepts

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

1. To familiarize the students with basic business intelligence terminology and provide them with a managerial overview of data driven decision making pertaining to Business problems/ Issues/ Opportunities [NBA-GA-2, Problem Analysis]
2. To introduce the students with real-world business intelligence examples across different industries and expose them to the trends in business intelligence.[NBA-GA- 1- Business Knowledge]
3. To develop the skill in using business intelligence software like Cognos ,so as to solve business problems.[ 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 business intelligence project in a team.[ NBA-GA- 9- Individual and Team Work].

**Pedagogy:**

The pedagogy will be a combination of lectures, case discussions, software tutorials, in-class assignments, invited guest sessions and a team project. All class sessions will be interactive, requiring students to actively participate in and contribute to the class. 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.

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 innovative learning approach.
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 course to the best of your ability. The more time and effort you put into this course, 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 dataset. 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 and tool used. 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:

Assessment Components and Marks	Learning Goals and Objectives*					
	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 BI Tool-Cognos 10) (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 business intelligence concepts and to develop

business reports 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 15/35 lectures. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

### ***Semester End Examination (SEE)***

Semester End 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 Intelligence-The Savvy Manager's guide IBM Cognos 10 Report Studio	David Loshin, Morgan Kaufmann Publishers  Filip Draskovic, Roger Johnson
<b>SUPPLEMENTARY READINGS</b>	
Business Intelligence –A Managerial Perspective of Analytics Fundamentals of Business Analytics	Sharda, Delen and Turban, Pearson  R N Prasad and Seema Acharya, Wiley India
<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 ):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Business Intelligence ,Information development and Decision Support</b>		
To understand today's turbulent business environment and describe how organizations survive and even excel in such an environment by solving problems and exploiting opportunities. The module explains the need for computerized support of managerial decision making. It also describes the business intelligence (BI) methodology and concepts		
1	<a href="#">Opening Case: Magpie Sensing Employs Analytics to Manage a Vaccine Supply Chain Effectively and Safely</a>	RB Ch 1
2-4	Changing Business Environments and Computerized Decision Support	Textbook Chapter 1
5-6	Value of Business Intelligence-Bridging the Gaps Between Information Technology and the Business Users	Textbook Chapter 3

Lecture	Topics to be discussed	Readings
	<a href="http://www.youtube.com/watch?v=NXEL5F4_aKA">Case: Sabre Helps Its Clients Through Dashboards and Analytics (www.youtube.com/watch?v=NXEL5F4_aKA .)</a>	
7	Business Intelligence Success Factors	Textbook Chapter 3
<b>Module II: BI Environment</b> The module aims to explain basic framework of business Intelligence, differentiate between OLTP(On-Line Transaction Processing) and OLAP(On-Line Analytical Processing) systems and various operations of OLAP.		
9	A Framework for Business Intelligence (BI)	Textbook Chapter 5
10	Data Processing-OLAP versus OLTP	Textbook Chapter 8 ,RB Ch 2
11	OLTP- Advantages, challenges, Shortcomings	Textbook Chapter 8, RB Ch 2
12	OLAP Architectures, MOLAP, ROLAP,HOLAP	Textbook Chapter 8, RB Ch 2
13	OLAP Operations on multi-dimensional data: Slicing, Dicing, Roll Up, Drill Down, Drill Across, Drill Through	Textbook Chapter 8, RB Ch 2
14	<a href="#">Case: Smart Business Reporting Helps Healthcare Providers Deliver Better Care</a>	RB Ch 3
<b>Module III: Basics of Data Warehousing &amp; Data Integration</b> This module provides the foundation for an important type of database, called a data warehouse, which is primarily used for decision support and provides improved analytical capabilities. The module explains the types of digital data processing. 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.		
14	<a href="#">Opening Case: Isle of Capri Casinos Is Winning with Enterprise Data Warehouse</a>	R B Ch 2
15	Need for Warehouse, Data Mart, Operational Data Stores(ODS)	Textbook Chapter 6, R B Ch 2
16	Kimball's approach versus Inman's approach to Data warehousing, Goals of Data Warehouse, Data Sources for Data Warehouse <a href="#">Case: Things Go Better with Coke's Data Warehouse</a>	RB Ch 2, Textbook Chapter 8
17-18	ETL, Data mapping, data staging	Textbook Chapter 13
19	Approaches to Data integration, needs and advantages.	Textbook Chapter 13
20	Data Quality and maintaining data quality	Textbook Chapter 12
21	Data Profiling.	Textbook Chapter 10
22	<a href="#">Case: EDW Helps Connect State Agencies in Michigan</a>	R B Ch 2
<b>Module IV: 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...		
23	Data Modeling Basics: Entity, Attribute, Cardinality	Textbook Chapter 8, RB Ch 2
24	Types of Data Models: Conceptual data model, Logical data model, Physical model	Textbook Chapter 8, RB Ch 2
25-26	Dimensional modeling, Fact Table and Dimensional Table	Textbook Chapter 8, RB Ch 2
27-28	Star and Snowflake Schema <a href="#">Group Activity: Designing a Dimensional Model using Excel 2010</a>	Textbook Chapter 8, RB Ch 2
<b>Module V: Business Reporting, Visual Analytics, and Business Performance Management</b> This module shall familiarize the student the need for and the power of business reporting, understand the importance of data/information visualization and Learn different types of visualization techniques.		

Lecture	Topics to be discussed	Readings
29	<a href="#">Opening Case: Self-Service Reporting Environment Saves Millions For Corporate Customers</a>	RB Ch 3
30	Business Reporting Definitions and Concepts – <a href="#">Case: Flood of Paper Ends at FEMA</a>	RB Ch 2,3
31-32	The Emergence of Data Visualization and Visual Analytics - Performance Dashboards -Types of Charts and Maps <a href="#">Case: Tableau Saves Blastrac Thousands of Dollars with Simplified Information Sharing</a>	Textbook Chapter 19, RB Ch 3
33	Business Performance: Management and Measurement-Balance Score Card Method <a href="#">Case: IBM Cognos Express Helps Mace for Faster and Better Business Reporting</a>	RB Ch 3
34	Reporting with Cognos 10.1(or above)	IBM Cognos 10 Report Studio
35-36	Introduce Cognos BI, Highlight key capabilities of Cognos BI, Understand Cognos multi layered architecture	IBM Cognos 10 Report Studio
37	Introduction to Framework Manager, Identify the different data sources within the studios	IBM Cognos 10 Report Studio
38	Report, Query, Analysis, Job, Agent and Page Properties.	IBM Cognos 10 Report Studio
39	Introduction to Report Studio, Report Studio User Interface- Create ,Save and Run Reports.	IBM Cognos 10 Report Studio
40	Student Project Presentations	
<b>SEMESTER END EXAMINATION</b>		

**Course Name: Data Mining for Business Analytics**

**Course Code: MBBA 6002**

**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 mining 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 (SEE)*

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 (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Data Mining</b> The module introduces the concept and need of data mining, Data mining process, basic terminology of DM .		
1	Opening Case/Research: Data mining for improved cardiac care <a href="http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf">http://www.dataminingcasestudies.com/DMCS_WorkshopProceedings25.pdf</a> Data mining - business value of data mining, and how technology can be used to create this value ,data mining related terms	Text book Ch 1
2-4	Overview of Data mining process, core ideas- classification, Association rules, Predictive Analytics, Data reduction, dimension reduction , data exploration , visualization, supervised and unsupervised data mining	Text book Ch 2` , 3, 4, 5
5-6	Steps in Data mining- organization, preparation and cleaning of Data sets Case: <a href="#"><u>Assessing Loan Risks: A Data Mining Case Study - Exclusive Ore Inc.</u></a>	Text book Ch 2
<b>Module II: Data Mining Fundamentals: Predictive Modelling</b> The module explains the fundamental methodologies of data mining which include linear model versus tree induction, logistic regression, Bayesian & memory-based reasoning, nearest neighbours, variable normalization, text classification, “Naïve” Bayes, spam filtering Bootstrapping, Bagging, Boosting		

<b>7</b>	Performance Evaluation	Text book Ch 5
<b>8-9</b>	Multiple Linear regression, explanatory Vs Predictive modeling	Text book Ch 6
<b>10-12</b>	Nearest Neighbors, Naïve Bayes Case: <a href="http://www.ijera.com/papers/Vol3_issue5/DI35605610.pdf">www.ijera.com/papers/Vol3_issue5/DI35605610.pdf</a>	Text book Ch 7,8
<b>13-14</b>	Classification and regression trees	Text book Ch 9
<b>15</b>	Logistic Regression	Text book Ch 10
<b>16-17</b>	Neural Nets	Text book Ch 11
<b>18-19</b>	Combining methods- Bagging, Boosting Case: <a href="http://xore.com/casestudies/dm_at_usda_(itpro).pdf">Assessing Loan Risks: A Data Mining Case Study .</a> <a href="http://xore.com/casestudies/dm_at_usda_(itpro).pdf">http://xore.com/casestudies/dm_at_usda_(itpro).pdf</a>	Text book Ch 13
<p><b>Module III: Descriptive/ Unsupervised Data Mining</b></p> <p>This module includes the descriptive data mining, unsupervised methods, associations, clustering Possible Applications: Fraud Detection, Targeted Marketing, Customer Retention variable selection, feature engineering, social networks, Text mining</p>		
<b>20-22</b>	Association Rules- discovering association rules in transaction Databases( Affinity rules and market basket Analysis) Case: Market basket recommendations for the HP SMB store <a href="http://www.dataminingcasestudies.com/DMCS_Works_hopProceedings25.pdf">http://www.dataminingcasestudies.com/DMCS_Works_hopProceedings25.pdf</a> Research Paper: <a href="http://www.sigmod.org/vldb/conf/1994/P487.PDF">http://www.sigmod.org/vldb/conf/1994/P487.PDF</a>	Text book Ch 14
<b>23-25</b>	Collaborative filtering- user-based, item based	Text book Ch 14
<b>26-28</b>	Cluster Analysis- Hierarchical, non-hierarchical Research Paper: <a href="http://glaros.dtc.umn.edu/gkhome/fetch/papers/docclusterKDDTMW00.pdf">http://glaros.dtc.umn.edu/gkhome/fetch/papers/docclusterKDDTMW00.pdf</a>	Text book Ch 15

**Module IV: Data Mining in Action: cases, applications, and practical insight**

This module explains the 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

<b>29-30</b>	Bottleneck of knowledge engineering, Rule-Based systems	Text book Ch 1
<b>31-34</b>	Applications of Data mining- credit management Case: 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>	Text book Ch 1-20
<b>35-36</b>	Social Network Analytics-Applications, advantages and disadvantages	Text book Ch 19
<b>37-38</b>	Text Mining- Applications, advantages and disadvantages	Text book Ch 20
<b>39-40</b>	<b>Revision and Class Presentations</b>	
	<b>Semester End Examination</b>	

**Course Name: Advanced Statistics and Econometrics**

**Course Code: MBBA 6003**

**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 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:

1. 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]

2. 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,]
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. [NBA-GA-3, Design/Development of Innovative Solutions].
4. 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]
5. 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]
6. 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:

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. 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 .	Evaluat ion Compo nent	Learning Objective	NBA- GA Addressed	Questio ns Mapped	Marks (50)	Date Time	Natur e of Comp onent

1.	CAT-1	<p>13. To apply the knowledge of humanities, sciences, mathematics, operations management and business analytics for the solutions of complex business problems.</p> <p>14. 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>15. 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>		<p>Close d Book</p>
----	-------	---	---	--	-------------------------------	--	---------------------

2.	CAT-2	<p>16. 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>17. 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>18. 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
<b>Module IV: Violations of Assumptions</b>		
22	Heteroskadasticity-Meaning and Consequences	Gujarati, Ch. 11
23	Heteroskadasticity- 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	Gujarati, Ch. 10

Lecture	Topics to be discussed	Readings
	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>	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.]

**Course Name: Big Data Analytics**

**Course Code: MBBA 6004**

**Course Credit: 3**

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

Use of information has become central for the survival and development of the human race. Today we experience a true deluge of data which record and shape our lives, ranging from

large global issues such as climate change to the smallest local problem such as controlling a thermostat. The critical screening and processing of Big Data has become a world-wide effort, requiring academic attention from diverse disciplines. The challenge is to develop theoretical and innovative scientific and technological solutions to cater to the needs of the industry, the society and the environment. Given the wide gap between demand and supply of scientists, technologists and key experts in the domain of Data Analytics today, the course has been initiated to prepare the interested young minds for the academic analysis of such Big Data and its applications in the society today, from business concerns to social practices and cultural change.

The course has been designed to impart an in-depth knowledge of Big Data processing using Hadoop and Spark. The course provides with an in-depth understanding of the Hadoop framework including HDFS, YARN, and MapReduce. Students will learn to use Pig, Hive to process and analyze large datasets stored in the HDFS. This course provides an overview of the field of big data analytics so that you can make informed business decisions in distributed environment.

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

1. To familiarize the students with a concrete understanding of Business problems/ Issues/ Opportunities related to Big Data and combine the students' power to logically model and analyze diverse decision making scenarios as a necessity in dynamic and global business environment [NBA-GA-1, Business Knowledge]
2. To acquaint the students with the knowledge to Analytics and applying analytics in Business [NBA-GA-2, Problem Analysis]
3. To acquaint the students with the Descriptive/ Predictive and Prescriptive analytical skills and understand the alignment between analytical and decision making process to investigate the complex business problems in distributed environment. [NBA-GA-4, Conduct investigations of Complex Problems]
4. To equip the students with the command to Use advanced analytical tools/ decision-making tools/ operation research techniques to analyze the complex problems. [NBA-GA-5, Modern Tool Usage]
5. To expose the students to the importance of report generation of large datasets. [NBA-GA- 10- Business Communication]
6. To guide the students to infer the results and presenting Analytical report in a real life situations to solve problems in various business domains such as manufacturing, retail, software, banking/ finance and pharmaceutical. [ 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 Hadoop, 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 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:

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 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 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
Classroom Quizzes(Two quizzes with 05 marks each)	√	√	√	√	√	√
CAT I/Cat II (30 Marks)	√	√	√	√	√	√
Case studies/Lab Sessions( Hands on Research Tools) (10 Marks)			√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

\* For details of 1-6 learning goals and objectives, see above of this course outline.

### ***Continuous Assessment Test (CATI, 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.

### ***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>
Big Data, Big Analytics: Emerging Business Intelligence and Analytics	Michael Minelli, Michele Chambers, and Ambiga Dhiraj
Big Data and Analytics	Seema Acharya, Subhashini Chhellappan, Willey
<b>SUPPLEMENTARY READINGS</b>	
Big Data and Business Analytics	Jay Liebowitz, CRC Press
Data Analytics	Anil Maheshwari, McGH
“HADOOP: The definitive Guide”,.	Tom White ,O Reilly 2012
, “Understanding Big data ”,	Chris Eaton,Dirk derooset al. McGraw Hill, 2012.
	Holden Karau

Learning Spark: Lightning-Fast Big Data Analysis	Vignesh Prajapati , Packt
Big Data with R and Hadoop	
<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>	

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: INTRODUCTION TO BIG DATA</b> This module introduces the concept of big data and Big Data Analytics and emphasizing on applications of big data in industry.		
1	Overview of Big Data and Importance	Text Book Ch 1
2-3	Distributed File System	Text Book Ch2, Handouts
4	Drivers of Big Data- Four Vs	Text Book Ch 1
5	Big Data Analytics	Text Book Ch 1
6	Big Data Applications-Industry Examples	Text Book Ch 2
<b>Module II: INTRODUCTION TO HADOOP AND HADOOP ARCHITECTURE</b> Module explains the concept of virtualization, Hadoop ecosystem and MapReduce		
7	Concept of Virtualization	
8-10	Big Data – Apache Hadoop & Hadoop EcoSystem	Text Book Ch2 (IBM Software: Retail) IBM Software Analytics: Media & Entertainment
11-12	Overview of HDFS, Comparison with traditional Databases	Ref Book Ch 1
13-15	Understanding MapReduce- Map and Reduce	Text Book Ch 4, Ref Book Ch 1
16-17	Installing Hadoop, making Single node/multimode Clusters-	Ref Book Ch 1(Vignesh), Handouts
<b>Module III: HDFS, HIVE AND HIVEQL, HBASE HDFS</b> Basic understanding of Hive, HiveQL and HBase is provided in this module.		
18-19	Understanding Hive	Ref Book Ch 7(Vignesh)
20-21	Understanding HiveQL	Ref Book Ch 7(Vignesh)
22-23	Understanding HBase	Ref Book Ch 7(Vignesh)

Lecture	Topics to be discussed	Readings
<b>Module IV: SPARK</b>		
Fast data analysis is essential while looking at the enormous data. The module provides explains the data analysis with Spark		
24	Understanding Data analytics project Life Cycle	
25-28	Introduction to Data Analysis with Spark	Ref Book Karau Ch1-4
29-32	Downloading Spark and Getting Started	Handouts
<b>Module V : NoSQL</b>		
Module explains the concept of NoSQL and its usage in industry.		
33	Understanding NoSQL- advantages of NoSQL	Handouts, Ref Boo Joe Celko Ch 1-2, Text Book Ch 4
34-35	SQL vs NoSQL	Handouts, Ref Boo Joe Celko Ch 1, Text Book Ch 4
36-37	Use of NoSQL in Industry	Handouts, Ref Boo Joe Celko Ch 1, Text Book Ch 4
38-40	Revision and Project Presentations	
	Semester End term Examination	

## Suggested Course Materials

### Software

Mahout: <http://mahout.apache.org/> Hive:

<https://cwiki.apache.org/confluence/display/Hive/Home> Piglatin:

<http://pig.apache.org/docs/r0.7.0/tutorial.html> Hadoop: <http://hadoop.apache.org/> Casadenra:

<http://cassandra.apache.org/>

### Suggested Projects

[Tweeter Data Management](#)

[Anomaly Detection](#)

[Stream Mining for Tweets](#)

[Text Mining](#)

[Sentiment Analysis](#)



**Course Name: Modeling and Analysis with Spreadsheets**

**Course Code: MBBA 6005**

**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]

**Course Pre requisite:** Students are expected to have basic knowledge of spreadsheets, statistics, mathematical models, business analytics.

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

1. To familiarize the students with decision modeling terminology and provide them with

a managerial overview of data driven decision making pertaining to Business problems/ Issues/ Opportunities [NBA-GA-2, Problem Analysis]

2. To introduce the students with real-world problems involving optimal resource allocation and risk analysis for decisions involving uncertainty; some data analysis and forecasting.[NBA-GA- 4- Conduct Investigations of Complex Problems]
3. To develop the skill decision modeling using MS-Excel 2010 to set up, analyze and solve business decision problems. so as to solve business problems.[ NBA-GA-5, Modern Tool Usage]
4. To expose the students to the importance of report generation of the data analysis.[ NBA-GA- 10- Business Communication]
5. To guide the students to integrate theory and application from various functional areas through interdisciplinary approach.[ PSO2- To integrate theory and application from various functional areas through interdisciplinary approach]
6. To practice the management skills with emphasis on systematic, logical thinking, and problem solving on spreadsheets in a team. [NBA-GA-3, Design/Development of Innovative Solutions].

### **Pedagogy:**

The pedagogy will be a combination of 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. All class sessions will be interactive, requiring students to actively participate in and contribute to the class. This will help to develop creativity and innovative thinking in students to manage multi-stakeholder relationships and hands on to solve real world business problems/challenges.

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

This course focuses on the analysis of business problems, and the use of excel 2010 as a problem-solving tool. This encompasses the understanding and application of appropriate use of spreadsheets for data analyses and decision-making.

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 solved the assigned tasks.

2. Have a positive attitude and be willing to engage in innovative learning approach.
3. Participate openly and thoughtfully in classroom discussions and tool usage.
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 with spreadsheets.

Fulfil the requirements of this course to the best of your ability. The more time and effort you put into this course, 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 dataset. 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 and tool used. Marks will be deducted for not adhering to Schedule or unnecessary reproduction of material from internet or other sources; 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.

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 MS Excel) (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 of decision models. Through project report students are expected to apply business decision concepts Through these components students will develop their creative and innovative thinking by taking critical decisions into consideration.

**Continuous Assessment Test (CATI, 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 (SEE)**

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

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
"Managerial Decision Modelling With Spreadsheets"	Balakrishnan Nagraj, Render Barry and M.Stain Jr. Ralph, Third Edition, Pearson (ISBN 978-81-317-1485-0)
SUPPLEMENTARY READINGS	
"Excel 2010, Data Analysis and Business Modelling"	Winston L. Wayne, 2011, PHI Learning (ISBN 978-81-203-4359-0)
"Microsoft Excel 2016-Bible"	Walkenbach John, Wiley Publishing Inc. (ISBN 978-0-470-04403-2)
"Operations Research: Principles and Practice"	Ravindran, Phillips and Solberg, Second Edition, Wiley India Pvt. Ltd.

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

Session	Topics to be discussed	Readings
<b>Module I: Introduction to Managerial Decision Modeling</b>		
This module introduces the students with the decisions making process in the organization and its importance.		
1	<b>Opening Case: Patrick's Paradox</b> Overview of Decision modelling	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

Session	Topics to be discussed	Readings
<b>Module II: Linear Programming Modeling (LPM)</b> This module helps in implementing and solving LPM problems using spreadsheet.		
5	Introduction, Developing a Linear <b>Case Study: Golding Landscaping and Plants, Inc</b>	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 <b>Case Study: Mexicana Wire Winding, Inc.</b>	Text Book, Chapters 2,4
<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 <b>Case Study: Old Oregon Wood Store</b>	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 <b>Case Study: Custom Vans Inc</b>	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: <b>Case Study: Chase Manhattan Bank</b>	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 <b>Case Study: Binder's Beverage</b>	Text Book, Chapters 5
<b>Module IV: Nonlinear programming models and decision models</b> This module helps students in implementing nonlinear models through spreadsheet.		
22-24	Integer, goal and nonlinear programming models	Text Book, Chapters 6
25	Decision analysis,	Text Book, Chapters 6
26	Decision making under uncertainty <b>Case Study: Easley Shopping Center</b>	Text Book, Chapters 6

Session	Topics to be discussed	Readings
27	Decision making under risk	Text Book, Chapters 8
28	Decision trees <b>Case Study: Ski Right</b>	Text Book, Chapters 8
<b>Module V: Queuing and Simulation</b>		
This module teaches modelling of queue.		
29	Queuing models, system costs	Text Book, Chapters 9,10
30	single server and multiple server queuing systems	Text Book, Chapters 9,10
31	Simulation models <b>Case Study: Abjar Transport Company</b>	Text Book, Chapters 9,10
32	Monte Carlo simulation <b>Case Study: Alabama Airlines</b>	Text Book, Chapters 9,10
<b>Module VI: Forecasting</b>		
This module gives knowledge of implementing forecasting model in spreadsheet		
33	Types of forecasts, Qualitative forecasting	Text Book, Chapters 11
34	Qualitative forecasting <b>Case Study: Forecasting Football Game Attendance at Southwestern University</b>	Text Book, Chapters 11
35	Forecast error	Text Book, Chapters 11
36	Trend and Seasonality	Text Book, Chapters 11
37-38	Lab Assignment of the module	Text Book, Chapters 11
39-40	Project Presentation	
Semester end term examination		

<sup>i</sup> Subject to changes made and well documented by the concerned faculty.

<sup>ii</sup> Attached herewith

<sup>iii</sup> Attached herewith

<sup>iv</sup> Subject to changes made and well documented by the concerned faculty.

<sup>v</sup> Attached herewith

<sup>vi</sup> Attached herewith