





**Syllabus of  
BBA**

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**Name of School:** School of Business

**Department:** Management

**Year:** 2017-2018

**GALGOTIAS UNIVERSITY, SCHOOL OF BUSINESS  
BACHELOR OF BUSINESS ADMINISTRATION  
PROGRAM STRUCTURE 2017-20**

First Semester							
Sl. No.	Course Code	Course Title	L	T	P	J	C
1	BBAD 1001	Principles of Management	3	0	0	0	3
2	BBAD 1002	Financial Accounting	3	0	0	0	3
3	BBAD 1003	Microeconomics	3	0	0	0	3
4	BBAD 1004	Business Mathematics	3	0	0	0	3
5	BBAD 1005	Business Communication	3	0	0	0	3
6	BBAD 1006	IT skills	3	0	0	0	3
7	BBAD 1007	Business World Exposure	0	0	0	0	1
8	ENVS 1001	Energy and Environment Studies	3	0	0	0	3
<b>Total Credits</b>							<b>22</b>

Second Semester							
Sl. No.	Course code	Course Title	L	T	P	J	C
1	BBAD 1008	Business Statistics	3	0	0	0	3
2	BBAD 1009	Cost Accounting	3	0	0	0	3
3	BBAD 1010	Macroeconomics	3	0	0	0	3
4	BBAD 1011	Business Law	3	0	0	0	3
5	BBAD 1012	Information Systems for Management	3	0	0	0	3
6	BBAD 1013	Principles of Marketing I	3	0	0	0	3
7	BBAD 1014	Organizational Behavior	3	0	0	0	3
8	BBAD 1015	Learning from NGO	0	0	0	0	1
9	FREN 1003	FRENCH -I	0	3	0	0	3
<b>Total Credits</b>							<b>25</b>
Third Semester							

Sl. No.	Course Code	Course Title	L	T	P	J	C
1	BBAD 2001	Human Resource Management	3	0	0	0	3
2	BBAD 2002	Principles of Marketing II	3	0	0	0	3
3	BBAD 2003	International Business Business Environment	3	0	0	0	3
4	BBAD 2004		3	0	0	0	3
5	BBAD 2005	Production and Operations Management	3	0	0	0	3
6	BBAD 2006	E business	3	0	0	0	3
7	BBAD 2007	Financial Management	3	0	0	0	3
8	BBAD 2008	Social Initiative	0	0	0	0	1
9	FREN-2001	FRENCH -II	0	3	0	0	3
<b>Total Credits</b>							<b>25</b>

Sl. No.	Course Code	Course Title	L	T	P	J	C
1	BBAD 2009	Research Methods	3	0	0	0	3
2	BBAD 2010	Marketing of Services	3	0	0	0	3
3	BBAD 2011	Project Planning and Management	3	0	0	0	3
4	BBAD 2012	Spreadsheet Based Decision Making	3	0	0	0	3
5	BBAD 2013	Operations Research	3	0	0	0	3
6		Elective 1	3	0	0	0	3
7		Elective 2	3	0	0	0	3
8	BBAD 2014	Understanding Business Process	0	0	0	0	1
9	SLBB2002	Presentation Skills	0	0	2	0	1
<b>Total Credits</b>							<b>23</b>

Fifth Semester							
Sl. No.	Course Code	Course Title	L	T	P	J	C
1	BBAD 3001	Business Policy and Strategic Management	3	0	0	0	3
2	BBAD 3002	Entrepreneurship	3	0	0	0	3
3	BBAD 3003	Business Ethics and Corporate Governance	3	0	0	0	3
4	BBAD 3004	Summer Internship Project	0	0	0	0	6

5		Elective-3	3	0	0	0	3
6		Elective-4	3	0	0	0	3
7		Elective-5	3	0	0	0	3
8		Elective 6	3	0	0	0	3
9	BBAD 3005	Business Function Report	0	0	0	0	1
10	SLBB3001	Campus to Corporate - Employability Enhancement Skills	0	0	2	0	1
<b>Total Credits</b>							<b>29</b>

Sixth Semester							
Sl. No.	Course code	Course Title	L	T	P	J	C
1	BBAD 9999	Industrial Research Project	0	0	0	0	9
2							
3							
4							
5							
6							
7							
<b>Total Credits</b>							<b>9</b>

Elective Courses							
Sl. No.	Course Code	Course Title	L	T	P	J	C
1	BBMK 2015	Sales and Distribution Management	3	0	0	0	3
2	BBMK 2016	Digital marketing	3	0	0	0	3
3	BBFI 2015	Money and Capital Markets in India	3	0	0	0	3
4	BBFI 2016	Financial Markets and Institutions	3	0	0	0	3

5	BBHR 2015	Performance Management	3	0	0	0	3
6	BBHR 2016	Compensation & Reward Management	3	0	0	0	3
7	BBMK 3006	Retail Management	3	0	0	0	3
8	BBMK 3007	Brand Management	3	0	0	0	3
9	BBMK 3008	Advertising Management	3	0	0	0	3
10	BBMK 3009	Consumer Behavior	3	0	0	0	3
11	BBFI 3006	Financial Services	3	0	0	0	3
12	BBFI 3007	International Finance	3	0	0	0	3
13	BBFI 3008	Working Capital Management	3	0	0	0	3
14	BBFI 3009	Investment Management	3	0	0	0	3
15	BBHR3006	Organizational change and Development	3	0	0	0	3
16	BBHR3007	Industrial Relations and Labor Laws	3	0	0	0	3
17	BBHR3008	Training and Development	3	0	0	0	3
18	BBHR3009	International HRM	3	0	0	0	3

BBA	
Semester	Credits
1	22
2	25
3	25
4	23
5	29
6	9
	133

**Bachelor of Business Administration**

**Detailed Syllabus**

**2017-20**

Bachelor of Business Administration (BBA) Program

**Course Name: Principles of Management**

**Course Code: BBAD 1001**

**Course Credit: 3**

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

Principles of Management is a comprehensive introductory course on the management process from a manager's perspective, with particular emphasis on the skills, competencies, techniques and knowledge needed to successfully manage an organization. The course emphasizes the functions of management i.e. planning, organizing, leading, staffing and controlling to attain well defined objectives. This course will review the evolution of management thought, function and practice and will stress current approaches and emerging concepts. It develops a practical approach to management by studying the strategies used in the local business environment through assignments and case study.

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

1. To acquaint students with the basic essence of management. **(Business knowledge and The manager and society).**
2. To accustom students with an overview of the functioning of organizations. **(Business knowledge and The manager and society).**
3. The various theories and processes of management including its functions; identify and critically analyze their roles of leadership in business. **(Problem analysis and The manager and society).**
4. To recognize elements of the communication process and the guidelines for organizational design. **(Business Communication).**
5. The interpersonal roles related to work groups and demonstrate knowledge of the basic language of management. **(Individual and Team work and Life-long Learning)**
6. To demonstrate understanding of social responsibilities in business context. **(Business Ethics).**

### **Pedagogy**



The pedagogy will be a combination of Class lectures, Real life examples, Presentations, Group discussions, You Tube Videos, Case studies and Role Plays. 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. 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.

### **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.

#### ***Evaluation Scheme***

<b>E C No .</b>	<b>Evaluat ion Compo nent</b>	<b>Learning Objective</b>	<b>NBA- Addressed</b>	<b>GA</b>	<b>Questio ns Mapped</b>	<b>Marks (50)</b>	<b>Date &amp;Time</b>	<b>Nature of Componen t</b>
1.	CAT-1	1. To acquaint students with the basic essence of management. 2. To accustom students with an overview of the functioning of organizations.	1. Business knowledge 2. The Manager and Society			30		Closed Book
2	CAT-2	The various theories and processes of management including its functions; identify and critically analyze their roles of leadership in business	1. Problem Analysis 2. Business Knowledge			20		Closed Book
3	Presentations	The interpersonal roles related to work groups and demonstrate knowledge of the basic language of management.	1. Individual and Teamwork			10		Open Book/ Presentation

3.	Case Study	1. To accustom students with an overview of the functioning of organizations. 2. The interpersonal roles related to work groups and demonstrate knowledge of the basic language of management.	1. Individual and work 2. Business knowledge		10		Open Book
4.	Assignments	1. To demonstrate understanding of social responsibilities in business context	1. Business Ethics		10		
5.	Quizzes	To accustom students with an overview of the functioning of organizations	1. Business Knowledge 2. Business communication		10		

### ***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.

### ***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. This is to monitor students' performance continuously and make them aware about their mistakes and wrong understanding of the concepts.

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

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

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Management	Tripathy, P.C. and P.N. Reddy, Tata McGraw Hill Pub. Co., Ltd.
<b>REFERENCE BOOKS (SUPPLEMENTARY READINGS)</b>	

Principles and Practices of Management	B.P Singh, T N Chabra, Dhanpat Rai Publication, Delhi
Principles of Management	Koontz, O'Donnell, McGraw Hill, Tokyo
Management Theory and practice with case studies	Jain Vandana, International Book House Pvt. Ltd, New Delhi.

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction and Evolution of Management</b>		
1	Management Concepts, definition, nature, importance <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=dTzSkz9yrWo">https://www.youtube.com/watch?v=dTzSkz9yrWo</a>	Chapter 1 P C Tripathi,
2	Management as Art, Science and Profession; <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=nn3Jv6UWH6g">https://www.youtube.com/watch?v=nn3Jv6UWH6g</a>	Chapter 1 P C Tripathi,
3	Principles and Functions	Chapter 1 P C Tripathi,
4	Scientific Management by F.W. Taylor	Chapter 2 P C Tripathi,
5	Administrative Management by Henri Fayol <b>Case Study</b> <a href="https://www.slideshare.net/Sheikh_Rehmat/14-principles-of-management-by-henri-fayol-with-case-study">https://www.slideshare.net/Sheikh_Rehmat/14-principles-of-management-by-henri-fayol-with-case-study</a>	Chapter 2 P C Tripathi,
6	Bureaucratic Management by Webber	Chapter 2 P C Tripathi,
7	Human Relations Approach by Elton Mayo	Chapter 2 P C Tripathi,
8	Systems Approach and Contingency Approach <b>Assignment</b>	Chapter 2 P C Tripathi,
<b>Module II: Managerial roles</b>		
9	Mintzberg's Managerial Roles <b>Case Study</b> <a href="https://www.slideshare.net/KhawajaZaheer/managerial-roles-case-study">https://www.slideshare.net/KhawajaZaheer/managerial-roles-case-study</a>	Chapter 1 P C Tripathi and Handouts
10	Management Levels and Skills; Challenges of management;	Chapter 1 P C Tripathi and Handouts

Lecture	Topics to be discussed	Readings
11	Era of dynamic engagement;	Chapter 1 P C Tripathi and Handouts
12	Globalization and Management. <b>Case studies:</b> <a href="https://impactsofglobalization.wikispaces.com/A+Case+Study+--+Coca-Cola+in+India">https://impactsofglobalization.wikispaces.com/A+Case+Study+--+Coca-Cola+in+India</a> <a href="https://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=39976&amp;ResourceId=916599">https://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=39976&amp;ResourceId=916599</a>	Chapter 1 P C Tripathi and Handouts
<b>Module III: Management Process &amp; Planning</b>		
13	Management Process;	Chapter 4 P C Tripathi
14	Planning Concept, Objectives, Types and Steps In Planning	Chapter 4 P C Tripathi
15	Strategic Planning ; Management by objectives (MBO); <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=0qM5YYWaRC4">https://www.youtube.com/watch?v=0qM5YYWaRC4</a>	Chapter 5 P C Tripathi
16	Decision Making and Steps in Decision Making. Forecasting meaning. <b>Interactive exercise</b>	Chapter 5 P C Tripathi
17	<b>Quiz I</b>	
<b>Module IV: Organizing</b>		
17	Organizing-definition and characteristics;	Chapter 7 P C Tripathi
18	Principles of Organization;	Chapter 7 P C Tripathi
19	Organizational Structure-Peter Drucker; Types of organizational structure-formal and informal;	Chapter 7 P C Tripathi
20	Authority, responsibility and accountability, span of control; Delegation of Authority <b>Group Presentations</b>	Chapter 7 P C Tripathi
23	Centralization and decentralization; Departmentalization;	Chapter 7 P C Tripathi
24	Staffing Function- meaning, process and importance.	Chapter 11 P C Tripathi
25	<b>Quiz II</b>	
<b>Module V: Directing and Controlling</b>		
26	Directing-Definition and Nature; types and barriers.	Chapter 15 P C Tripathi

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
27	Leadership- definition, styles of Motivation-definition, theories-Maslow's,	Chapter 15 P C Tripathi
28	Herzberg's and McGregor's Theories of Motivation	Chapter 15 P C Tripathi
29	Communication- definition, process	Chapter 15 P C Tripathi
30	Communication: Types and Barriers	Chapter 15 P C Tripathi
31	Process of Control, types of control;	Chapter 18 P C Tripathi
32	Contemporary issues in controlling.	Chapter 18 P C Tripathi
33	<b>Case Study: Wal-Mart in America and around the Globe, Koontz; Page no-424</b> <b>Assignment</b>	
<b>Module VI: Ethics &amp; Corporate Social Responsibility</b>		
34	CSR- meaning, definition and importance; <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=FPzHEzkNvRU">https://www.youtube.com/watch?v=FPzHEzkNvRU</a>	Chapter 3 P C Tripathi
35	Areas of corporate social responsibility; Ethics-definition, meaning and importance; <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=dis9v-OCMeM">https://www.youtube.com/watch?v=dis9v-OCMeM</a>	Chapter 3 P C Tripathi
36	Basic approaches to Ethics; Ethical and Unethical Behaviour <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=qlsyjfwkIwU">https://www.youtube.com/watch?v=qlsyjfwkIwU</a>	Chapter 3 P C Tripathi
37	Codes of Ethics; Whistle Blowing;	Chapter 3 P C Tripathi
38	Tools of Ethics: Values, rights, duties & moral rules;	Chapter 3 P C Tripathi
39	Encouraging ethical Behaviour and Creating an ethical workplace Current corporate social responsibility and ethics issues. <b>YouTube Video</b> <a href="https://www.youtube.com/watch?v=gIQHU5fWt1o">https://www.youtube.com/watch?v=gIQHU5fWt1o</a>	Chapter 3 P C Tripathi
40	Doubt Clearing Session	

**Course Name: Financial Accounting**

**Course Code: BBAD - 1002**

## **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. . [ NBA-GA-8 Ethics]
2. To explain use of accounting equation in basic transaction analysis. [ NBA-GA-2 Problem analysis]
3. To develop understanding of recording of transaction so as to present data in an accurate and meaningful manner. . [ NBA-GA-4 Conduct investigation of complex problems]
4. To explain preparation of financial statements and articulation of these financial statements. [ NBA-GA-10 Business communication]
5. To explain depreciation accounting this is an integral component of income measurement. . [ NBA-GA-4 Conduct investigation of complex problems]
6. To use accounting information as a basis for decision-making based on the analysis and interpretation of data from financial statements. [ NBA-GA-3 Development of innovative solutions]

### **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.

- (i) Read and identify the problems in understanding the concepts before the start of each session. If you are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
- (ii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (iii) Read the caselet and try to find out the learning points pertaining to the specific topic in “Financial Accounting”.
- (iv) 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.
- (v) Thus, class participation is very much useful for better understanding of the concept. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.

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

### Assessment of Learning Goals and Objectives:

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

### 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. 2. To explain use of accounting equation in basic transaction analysis.	1. Ethics  2. Problem analysis	Q1, Q2 and Q5 (CAT -1)  CO8  Q3 and Q6(b) (CAT-I)-CO2	20  10	25 to 27th Aug, 2017	Closed Book
2.	CAT II	3. To develop understanding of recording of transaction so as to present data in an	3. Conduct investigation	Q5(CAT II)-CO4	8	16-18 <sup>th</sup> Oct, 2017	Closed Book



		accurate and meaningful manner. 4. To explain preparation of financial statements and articulation of these financial statements	of complex problems  4. Business communication	Q4(CAT II)-CO10	8		
3.	Quiz I & II	5. To explain depreciation accounting this is an integral component of income measurement.	5. Conduct investigation of complex problems	CO4 Complete Quiz	10 (5+5)	8 to 14 Aug, 2017 & 22 to 28 <sup>th</sup> Sept, 2017	Closed Book
4.	Assignment (s)	6. To use accounting information as a basis for decision-making based on the analysis and interpretation of data from financial statements.	7. Development of innovative solutions	PSO3 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 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

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
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 Perspective	Narayanswamy, R PHI, 4 <sup>th</sup> Edition.
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 ,

Lecture	Topics to be discussed	Readings
		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 –I:</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 Equation	Text Book Sofat, R. & 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,

Lecture	Topics to be discussed	Readings
		Chapter 8
12	Balancing the Accounts, Preparation of Trial Balance	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 7
13	Searching of Errors	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 7
14	Rectification of Errors	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 7
15	<b>CASE STUDY:</b> M/S Hari Ram and Sons, Panipat— Journal Entries	H.Kaushal. Page no. 155
<p><b>Module III: Depreciation-Provisions &amp; reserves</b></p> <p>This module will sensitize students to the concept of depreciation, Provisions &amp; reserves. Also students will be equipped with the methods to treat depreciation</p>		
16	Meaning and Need of Depreciation,	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 14
17	Methods for providing Depreciation (Overview)	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 14
18	Straight Line Method of Depreciation	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 14
	<b>ASSIGNMENTS:</b> Assignments on the effect of change in depreciation methods of any company.	
19	Diminishing value method of Depreciation	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition, Chapter 14
20	Meaning of Reserves & Provision, Difference between Reserves & Provision	Text Book Sofat, R. & Hiro, P. PHI, 2 <sup>nd</sup> edition,

Lecture	Topics to be discussed	Readings
		Chapter 14
	<b>CASE STUDY:</b> Heda Computing Systems: Depreciation Method	H. Kaushal. Page no.197
<b>Module IV: Preparation of Financial Statements</b>		
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		
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 , 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 ,

Lecture	Topics to be discussed	Readings
		Chapter 10
29	<b>CASE STUDY: M.N.O. Ltd.</b> —study of Balance Sheet, Profit & Loss Account and Financial Highlights.	H.Kaushal. Page no. 157
30	Reading of Annual Report-(Company 1)	Britannia Annual Report
31	<b>CASE STUDY: Johnson &amp; Johnson</b> 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</b> <b>Case study: Johnson &amp; Johnson; Analysing an annual Report</b>
<b>Module IV: Analysis of Financial Statements</b>		
This module will focus on equipping students with the tools to analyse the financial statements. Students will also be sensitized about how financial statement are analysed are used by various users of accounting information for decision making		
32	Need and Purpose of analysis of Financial Statements	Shankaranarayana Chapter 9
33	Tools for analysis of Financial Statements	Shankaranarayana Chapter 9
34	Horizontal and Vertical Statements	Shankaranarayana Chapter 9
35	Ratio Analysis- Liquidity	Shankaranarayana Chapter 9
36	Ratio Analysis- Solvency	Shankaranarayana Chapter 9
37	Ratio Analysis- Profitability	Shankaranarayana Chapter 9
38	Ratio Analysis- Market Ratios	Shankaranarayana Chapter 9
39	<b>Comprehensive Case of Ratio Analysis:</b> Questions:	<b>Harvard Business School</b> <b>Case study: Starbucks</b>

Lecture	Topics to be discussed	Readings
	1. How you will explain these ratios helpful in ascertaining Value of Starbucks Corporation? 2. What the case is all about? Explain the three key features of the case.	<b>Corporation; Financial Analysis of Business Strategy</b>
40	<b>REPORT ANALYSIS:</b> Annual Report Analysis of some selected companies, to be done by students.	
	<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: Micro Economics**

**Course Code: BBAD 1003**

**Course Credit: 3**

### Course Background and Learning Objectives:

Microeconomic is a course, through which students will learn to apply an analytical approach to the study of how individuals and societies deal with the fundamental problem of scarce resources. This approach is applied to everyday decisions faced by individuals as they try to maximize their utility, to businesses that try to maximize profits and to the whole of society as it attempts to use its resources efficiently. Topics covered in class will include: supply and demand; consumer theory; the theory of the firm under perfect competition, monopoly and other market structures and factor markets. The economic principles learnt in microeconomics can be applied in many real life situations, whether the future finds you reading the newspaper, running a business, or sitting in the work place. The purpose of this course is to give students a thorough understanding of the principles of economics that applies to the functions of individual decision makers, both consumers and producers, within the economic system. The successful completion of this course should allow students to take better managerial decisions.

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-8 Business Ethics]
- 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 2 Problem Analysis]
- 6.to enable the students in taking up leadership positions and try new avenues as entrepreneurs and also enhance their project management capabilities as entrepreneurs.[NBA GA 11 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 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.

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 “Micro economics”.
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 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.
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, statements, 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**

<b>EC No.</b>	<b>Evaluation Component</b>	<b>Learning Objective</b>	<b>NBA- GA Addressed</b>	<b>Questions Mapped</b>	<b>Marks (50)</b>	<b>Date Time</b>	<b>Nature of Component</b>
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1.	CAT-1	<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 enable the students in taking up leadership positions and try new avenues as entrepreneurs and also enhance their project management capabilities as entrepreneurs</p>	<p>1- Business Knowledge</p> <p>8-Business ethics</p> <p>7- Environment and Sustainability</p> <p>8- Conduct investigations of complex problems</p> <p>2-Problem Analysis</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>
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			11- Entrepreneurs hip and project management				
2.	Quiz-1	1.	2- Business Knowledge	Complete Quiz	10	Septe mber 19	Closed Book
3.	Quiz-2	6	8-Business ethics	Complete Quiz	10	Octob er 19	Closed Book
4.	Quiz-3	4	8 Conduct investigations of complex problems	Case Study/Qui z	10	Nove mber 18 <sup>th</sup>	Closed Book
5.	Assignme nt(s)	7		Assignmen t 1	10	Any time in Sem	Open Book

		5	2- Problem Analysis	Assignment 2	10	Any time in Sem	Open Book
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### ***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>
Microeconomics (Connect for McConnell)	Campbell R. McConnell; Stanley L. Brue; Sean M. Flynn
<b>SUPPLEMENTARY READINGS</b>	
Microeconomics: Theory and Applications,	D. N. Dwivedi, (2012), 2e, Pearson Education.
Microeconomics in context	Neva Goodwin, Nelson 2 <sup>nd</sup> edition.(2009), PHI Learning
Principles of Microeconomics	N. Gregory Mankiw, 4e, Thomson: South-Western.

Modern Microeconomics	Koutsoyiannis, ELBS.
Managerial Economics	Geetika, Piyali Ghosh, 2e McGraw-Hill
Managerial Economics	S. Prusty, PHI.
Economics	Paul A. Samuelson & William D. Nordhaus, 17e, McGraw-Hill.

### Course Outline (lecture-wise):

Sessi on	Topics to be discussed	Readings
<b>Module I: Introduction to Microeconomics</b>		
This module is introductory in nature and covers fundamental aspect of microeconomics. The purpose of this module is to describe the nature of microeconomic and discuss its branches, uses and limitations.		
1	Introduction to Microeconomics: Economics is a Social Science	Text Book, Chapter 1
2	Two Major Branches of Economics	Text Book, Chapter 1
3	Microeconomics As a positive Science	Text Book, Chapter 1
4	Microeconomics As a normative Science	Text Book, Chapter 1
5	The Uses of Microeconomic Theories	Text Book, Chapter 1
6	Limitations of Microeconomic Theories	Text Book, Chapter 1
	<b>Case study: Government Intervention</b>	<a href="http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch03.pdf">http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch03.pdf</a>
<b>Module II: Supply-Demand Analysis</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 and techniques of demand estimation,.		
7	The Concept of Market	Text Book, Chapter 3
8	The Demand Side of the Market: Meaning, Law of Demand	Text Book, Chapter 3
9	The Demand Side of the Market: Factors behind the Law of Demand	Text Book, Chapter 3
10	The Supply Side of the Market: Meaning, Law of	Text Book, Chapter 3

<b>Sessi on</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Supply	
11	The Supply Side of the Market: Shifts in the Supply Curve	Text Book, Chapter 3
12	The Market Equilibrium: Market Mechanism, Graphical Illustration of Price Determination	Text Book, Chapter 3
14	The Elasticity of Demand	Text Book, Chapter 3
15	Price Elasticity of Demand: Measuring Arc and Point Elasticity of Demand	Text Book, Chapter 3
16	Determinants of Price Elasticity of Demand	Text Book, Chapter 3
17	Price Elasticity of Supply: Definition and Measurement	Text Book, Chapter 3
18	Determinants of Price Elasticity of Supply	Text Book, Chapter 6
19	Mathematical Illustrations on Price Elasticity of Demand & Supply	Text Book, Chapter 7
	<b>Case Study: The demand for gas</b>	<a href="http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch04.pdf">http://fdslive.oup.com/ www.oup.com/orc/res ources/busecon/econo mics/gillespiebusiness 2e/01student/cases/gill espie2e_case_ch04.pd f</a>
<b>Module III: Consumer Behaviour</b>		
This module attempts at understanding the economic theory of consumer behaviour through cardinal and ordinal approaches and the concept of Consumer surplus and its applications		
20	Theory of Consumer Demand: Utility Approach	Text Book, Chapter 3
21	Cardinal utility approach, The Law of Diminishing Marginal utility, Consumer Equilibrium	Text Book, Chapter 6
22	Ordinal utility approach, Properties of Indifference curves, consumer Equilibrium	Text Book, Chapter 7
23	Marshallian Concept of Consumer Surplus	Text Book, Chapter 10
<b>Module IV: 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 V.		

<b>Sessi on</b>	<b>Topics to be discussed</b>	<b>Readings</b>
24	Meaning of Production, Input and output	Text Book, Chapter 11; Petersen, Lewis, & Jain, Chapter 6
25	Theory of production in short-run [relationship among total, average and marginal productivity of labour, law of diminishing returns]	Text Book, Chapter 11
26	Theory of production in long-run [expansion path, and returns to scale]	Text Book, Chapter 11
27	The Isoquant curve	Text Book, Chapter 11
28	Derivation and properties of Isoquant curve	Text Book, Chapter 12
29	Isoquant map and economic region of production	Text Book, Chapter 6
30	Cobb-Douglas production function and returns to scale	Text Book, Chapter 12
31	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
32	Types of costs in long-run [total, average, marginal, and inter-relationships]	Text Book, Chapter 7; Petersen, Lewis, & Jain, Chapter 7
33	Mathematical Illustrations	Handout
	<b>Case Study: Facebook</b>	<a href="http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch05.pdf">http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch05.pdf</a>
<b>Module V: Market structure</b>		
The focus of this module is to analyze the different types of markets and how the price and output is determined in each of these markets.		
34	Perfectly competitive market [characteristics, supply and demand curve] Case study: Outsourcing to India: Way to Fast Track	Text Book, Chapter 16
35	Perfectly competitive market [profit maximizing price determination in short-run and long-run]	Text Book, Chapter 16
36	Monopoly [characteristics, demand curve]	Text Book, Chapter 17
37	Cost and Revenue curves under monopoly, Price	Text Book, Chapter



<b>Sessi on</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Discrimination under monopoly	17; Mankiw, Chapter 7
38	Monopolistic Competition [characteristics, supply and demand curve, profit maximizing price determination in short-run and long-run,	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 9
39	Monopolistic competitive market [product differentiation (advertising and brand names), solve problems]	Text Book, Chapter 18
40	Excess Capacity under Monopolistic competition ( solve problems]	Text Book, Chapter 18
	<b>Case Study: Monopolies</b>	<a href="http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch09.pdf">http://fdslive.oup.com/www.oup.com/orc/resources/busecon/economics/gillespiebusiness2e/01student/cases/gillespie2e_case_ch09.pdf</a>
	<b>END TERM EXAMINATION</b>	

**Course Name: Business Mathematics**

**Course Code: BBAD 1004**

**Course Credit: 3**

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

The objective of this paper is to develop student's familiarity with the basic concept of Mathematics and broad based knowledge of mathematics with emphasis on business applications. Also, this course will provide an exposure about the Mathematics, commonly used in business management and it can be made more effective in some cases by use of more advanced mathematics such as calculus, matrix algebra and linear programming. To help the students to understand basic mathematics relevant to business and commerce as well.

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 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 topic of mathematics 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 take the best decisions.

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

Decision-making in today's social and business environment has become a complex task. In Mathematics, the study of the topics based on ratio, proportions, and percentage, principles of counting, matrices and determinants, differential and integral calculus helps to take effective decision-making in our daily life. For real life problem, the decision makers always examine

the problem from both the quantitative and the qualitative perspective as well.

To get the conceptual clarity and to learn the basic concepts of Mathematics 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 “Business Mathematics”.
4. Any difficulty in understanding the concepts while solving the mathematics problems, 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 mathematical 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.

### **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 the 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**

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 Mathematics	G. C. Sharma and Madhu Jain, Galgotia Publications Pvt. Ltd.
<b>SUPPLEMENTARY READINGS</b>	
Business Mathematics	Kashyap Trivedi and Chirag Trivedi; Dorling Kindersley (India) Pvt. Ltd., Pearson Education in South Asia.
Business Mathematics	D. C. Sancheti and V. K. Kapoor; Sultan Chand & Sons.
Mathematics for Management: An Introduction	M. Raghavachari; Tata McGraw-Hill Education Pvt. Ltd.
Business Math	Cheryl Cleaves and Margie Hobbs, 8 <sup>th</sup> Edition, Prentice Hall.
Practical Business Math: An Applications Approach	Michael D. Tuttle; Brief Edition; Prentice Hall PTR.
Business Mathematics	Mritujay Kumar, Galgotia Publications Pvt. Ltd.

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

Lecture	Topics to be discussed	Readings
<b>Module I: A review to elementary mathematics</b>		
The purpose of this module is to acquaint students with basic concepts of the elementary mathematics.		
1	Introduction to Real Numbers, Properties of Real Numbers.	Text Book: Chapter 1, Sharma and Jain
2	Illustration by taking numerical examples.	Text Book: Chapter 1, Sharma and Jain
3	Absolute values and various properties of real numbers, and illustration by taking the numerical examples.	Text Book: Chapter 1, Sharma and Jain
4	Introduction to Ratio, Continued Ratio and Inverse Ratio; Numerical examples based on these topics.	Text Book: Chapter 6, NCERT
5	Introduction to Proportion, Continued Proportion, Direct Proportion and Inverse Proportion; Numerical examples based on these topics.	Text Book: Chapter 6, NCERT
6	Introduction to Variation, Inverse Variation and Joint Variation; Numerical examples based on these topics.	Text Book: Chapter 13, NCERT
7	Percentage-Meaning and Computations of Percentages.	Text Book: NCERT
<b>Module II: Set Theory and Functions</b>		
The purpose of this module is to acquaint students with basic concepts of the Set theory and Functions with the applications in business problems.		
8	Set and its concept.	Text Book: Chapter 2, Sharma and Jain
9	Subsets, Equality of two sets, Null set, Universal set and Complement of a set, and illustration by numerical examples.	Text Book: Chapter 2, Sharma and Jain
10	Venn diagram, Union and Intersection of sets. Difference of two sets, and illustration by numerical examples.	Text Book: Chapter 2, Sharma and Jain
11	Basic Operations on Sets, and illustration by numerical examples.	Text Book: Chapter 2, Sharma and Jain
12	De Morgan's laws, Cartesian product of two sets, and illustration by numerical examples.	Text Book: Chapter 2, Sharma and Jain
13	Applications of set theory	Text Book: Chapter 2, Sharma and Jain
14	Functions: Meaning and definition of function.	Text Book: Chapter 2, Sharma and Jain
15	Different types of functions: Linear, Quadratic, Algebraic and Transcendental functions.	Text Book: Chapter 2, Sharma and Jain
16	Functions used in Economics and Commerce: Supply function & Demand function, Cost function, Revenue function, Profit function.	Text Book: Chapter 2, Sharma and Jain
17	Composition of Functions	Text Book: Chapter 2, Sharma

Lecture	Topics to be discussed	Readings
		and Jain
18	<b>Student Presentation on Set Theory:</b>	
<b>Module III: Coordinate Geometry</b>		
The purpose of this module is to acquaint students with basic concepts of the Coordinate geometry.		
19	Distance between two points in $R^2$ , Slope of a line, Area of a triangle, Area of quadrilateral, and illustration by numerical examples.	Text Book: Chapter 16, Trivedi and Trivedi
20	General equation of straight line, some standard forms of equation of straight line: Equation of a line joining two given points, and illustration by numerical examples.	Text Book: Chapter 16, Trivedi and Trivedi
21	Equation of a line having slope and passing through a given point, and illustration by numerical examples.	Text Book: Chapter 16, Trivedi and Trivedi
22	Equation of a line having slope and making intercept on Y axis, Equation of a line making intercepts on both X-axis and Y-axis, and illustration by numerical examples.	Text Book: Chapter 16, Trivedi and Trivedi
23	Concept and Properties of parallel and perpendicular lines, and illustration by numerical examples.	Text Book: Chapter 16, Trivedi and Trivedi
<b>Module IV: Principle of Counting, Principle of Mathematical Induction &amp; Sequences and Series</b>		
The purpose of this module is to acquaint students with basic concepts of the Principle of Counting, Mathematical Induction & Sequences and Series, with the applications in business problems.		
24	Concept of Factorial, Permutations and Combination, the fundamental principle of counting, Permutation with Restriction.	Text Book: Chapter 23, Trivedi and Trivedi
25	Principle of Mathematical Induction	Text Book: Chapter 25, Trivedi and Trivedi
26	Sequences & Series: Arithmetical Progression.	Text Book: Chapter 7, Sharma and Jain
27	Sequences & Series: Geometric Progression.	Text Book: Chapter 7, Sharma and Jain
28	<b>Student Presentation based on Applications of AP &amp; GP in business:</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: Business Communication**

**Course Code: BBAD 1005**

**Course Credit: 3**

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

Business communication curriculum plays an integral role in preparing students for the workforce. In order for students to succeed in the ever-changing world of business, the course is focused on creating reading, writing and speaking skills. Proper self-expression, social communication, voice modulation and business etiquettes form the rest of this course.

The primary aim of this course is to improve the students' ability to speak and understand spoken English in general and develop skills in the following areas in particular:

- Structuring and delivering formal presentations
- Taking part in discussions
- Facing Interviews

These activities will also include some training in reading and writing presentations in English. This is to facilitate the students' absorption of academic and professional knowledge based on varied texts to further their participation in class discussions and their ability to make presentations of their projects. The course is based on reading, presenting and discussing topical texts e.g. from newspapers, journals etc. The texts concern economic, political, social and business subjects. Students' knowledge of subjects, which form part and parcel of their business studies, together with their background knowledge, will be drawn on. Students will be introduced to various formats of oral presentations. In connection with the presentations and discussions there will be guidance and training in structuring and presenting material. Presentations will be given by students both individually and in groups and they will focus on social and business issues.

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

1. Improve reading and comprehension skills of the students.

2. Enable the students to develop and enhance skills for drafting clear and concise business letters.
3. Develop confidence and conquer stage fear through presentation.
4. Develop confidence by learning business etiquettes.
5. **To be effective in facing interviews for employment or for advanced courses in Management.**

**Pedagogy:**

The pedagogy will be a combination of class lectures, experience sharing, real life examples, presentations, group discussions, videos and case study discussions.

**Course Strategy and Requirements:**

Communication underpins how we, as human beings, function and operate in just about every area of our lives – the appropriate use of language and communication is the basis for success in virtually every domain of human activity, from business, to all areas of work. This course offers the tools to understand the many complex and fascinating ways in which language and communication work in the world, and also to improve your own abilities and skills in communication and daily discourse.

The aim of this course is to allow you to develop an in-depth understanding of the English language and its role in the world as well as an in-depth understanding of communication in terms of how it functions at interpersonal, public, group and intercultural levels. The English language is the dominant language of international communication and with increasing globalization, it is important to have a refined understanding of the nature and structure of English and how we communicate with each other. An understanding of the various dimensions of language and communication will give you the ability to communicate more effectively in this complex, globalised world.

**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. Drafting a business report, delivering a business presentation, preparing resumes and facing interviews will evaluate the conceptual clarity of students.



Overall theoretical aspect and conceptual knowledge shall be judged by written assessment.

***Group Presentation/Report/Resume/Group Formals/Interviews***

This component of evaluation is to assess the performance of students as an individual in drafting reports and while appearing for interviews and as a group member in presentations and group discussions. All the components assess the LSRW (Listening, Speaking, Reading, and Writing) skills of the students.

***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>
Communication Skills	Lata, P., Kumar, S. (2012), Oxford Publications.
<b>SUPPLEMENTARY READINGS</b>	
Soft Skills for Everyone	Butterfield, J. (2012), Cengage Learning.
BCOM (Business Communication)	Lehman, C.M., DuFrene, D.D., Sinha, M. (2012), Cengage Learning, India
Business Communication	Chaturvedi, P.D, Chaturvedi, M. (2013) Pearson

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Communication</i></b>		
The purpose of this module is to acquaint students with basic concepts of communication and to make them understand the importance of good and efficient communication in the corporate world.		
1	Business Communication – Introduction, Importance, Objectives.	Text Book, Chapters 1 ; Additional reference, Part 2 Unit A
2	Communication process, Elements and dimensions of communication.	Text Book, Chapters 1 ; Additional reference, Part 2 Unit A

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
3	Channel of communication, Barriers of Communication. Over-coming barriers of communication.	Text Book, Chapters 1 ; Additional reference, Part 2 Unit A
4	Verbal and Non-verbal Communication.	Text Book, Chapters 1 ; Additional reference, Part 2 Unit A
<p><b>Module II: Reading and Listening skills</b></p> <p>This module focuses on the importance of reading and listening skills in achieving success both in academic and professional life.</p>		
5	Developing effective reading skills.	Text Book, Chapters 16 ; Chaturvedi&Chaturvedi Chapter 2
6	Listening skills: Types; Strategy.	Text Book, Chapters 2 ; Additional reference, Part 2 Unit D
7	Interpersonal communication and communication styles.	Text Book, Chapters 2 ; Additional reference, Part 2 Unit A
<p><b>Module III: Planning Written and Spoken Messages</b></p> <p>Using written communication is not easy. This module lays emphasis on the usage of accurate expression in the form of grammar, language and paragraph construction while writing a business messages.</p>		
9	Business messages: Introduction, Process.	Text Book, Chapters 4 ; Additional reference, Part 1 Unit B
10	Style Considerations – Brevity, Clarity, Accuracy, You Attitude.	Text Book, Chapters 2; Butterfield, Part 1 Unit B
11	Words often Confused Word often Misspelt.	Text Book, Chapters 3 ; Butterfield, Part 1 Unit B
12	Common errors in business-writing	Text Book, Chapters 20 ; Butterfield, Part 1 Unit B
13	Paragraph Writing- Structure, construction and features.	Text Book, Chapters 20 ; Thill Chapter 6
<p><b>Module IV: Business letter writing</b></p>		

Session	Topics to be discussed	Readings
After studying this module students will be able to write different types of business letters effectively.		
14	Need, Functions and Kinds of Business Letters.	Text Book, Chapters 6, 7, 8 & 9 ; Additional reference, Part 1 Unit E
15	Layout of Letter Writing, Types of Letter Writing	Text Book, Chapters 6, 7, 8 & 9 ; Additional reference, Part 1 Unit E
16	Routine Claims, Routine Requests.	Text Book, Chapters 6, 7, 8 & 9 ; Additional reference, Part 1 Unit E
17	Procedural Messages- Circulars, Agenda, Notice, Office Orders, Memorandums.	Text Book, Chapters 6, 7, 8 & 9 ; Additional reference, Part 1 Unit E
18	Preparing Bad News Messages, Preparing Persuasive Messages.	Text Book, Chapters 6, 7, 8 & 9 ; Additional reference, Part 1 Unit E
<p><b>Module V: Business Reports:</b></p> <p>This module explains the various aspects of a business report including its features and types.</p>		
19	Nature, Importance and Types: Short Report, Formal Report and Routine Report.	Text Book, Chapters 23 ; Butterfield, Part 1 Unit C
20-21	Structure and Layout of Reports-Important Preparatory, Steps-Specimen.	Text Book, Chapters 23 ; Butterfield, Part 1 Unit C
22	Report on Business Issues, Guidelines for writing project reports.	Text Book, Chapters 23 ; Butterfield, Part 1 Unit C
<p><b>Module VI: Writing for Employment:</b></p> <p>This module focuses on the different formats of resume and cover letters.</p>		
23-24	Writing an effective cover letters, follow up letters.	Text Book, Chapters 22 ; Butterfield, Part 1 Unit D
25-26	Resume, Organizing contents in a Resume.	Text Book, Chapters 22 ; Butterfield, Part 1 Unit D

Session	Topics to be discussed	Readings
<p><b>Module VII: Job Interviews &amp; Business Etiquettes:</b></p> <p>This module focuses on the dos and don'ts for achieving success in job interviews. Good business etiquette allows your business to put its best foot forward and can protect business owners and employees from internal and external conflicts by setting a high standard for behaviour by all. Business etiquette is a set of standards for behaviour in which individuals treat everyone respectfully and display good manners in all interactions.</p>		
27	Job Interview: Introduction, process, stages, and types.	Text Book, Chapters 13 ; Chaturvedi & Chaturvedi Chapter 18
28	Desirable qualities and preparation.	Text Book, Chapters 13 ; Chaturvedi & Chaturvedi Chapter 18
29	<i>Business Etiquettes:</i> Introductions, Greetings and Art of Conversation.	Text Book, Chapters 16; Additional reference, Part 5 Unit A
30	Dressing and Grooming, Business Meals. Table Manners	Text Book, Chapters 16; Additional reference, Part 5 Unit A
31	Mock Interviews	
<p><b>Module VIII: Designing and Delivering Business Presentation</b></p> <p>Companies and organizations often utilize business presentations as a means of selling an idea or product, for training purposes, or to motivate the audience. Since a lot can ride on a presentation, the presenter should prepare and rehearse until he's confident that he's ready to present. Several factors determine the effectiveness on the intended audience.</p>		
33	Planning an Effective Business Presentation.	Text Book, Chapters 13; Additional reference, Part 2 Unit E
34	Organizing the Content	Text Book, Chapters 13; Additional reference, Part 2 Unit E
35	Designing & <i>Delivering</i> Presentation Visuals	Text Book, Chapters 13; Additional reference, Part 2 Unit E
36	Debates – Features, Do's and Don'ts.	Text Book, Chapters 13; Additional reference, Part 2 Unit E
37-40	<b>Group Discussion &amp; Presentations</b>	

**Course Name: Information Technology Skills**

**Course Code: BBAD 1006**

**Course Credit: 3**

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

In the past two decades, computers have reshaped our lives at home, work or school. The vast majority of businesses now use computerized equipment in some way and most companies are networked both internally and externally. Employees who once had little use for technology now interact with computers almost every minute of the workday. It there for becomes essential for all business graduates to understand how this machine works and more importantly how to use it in their professional lives in the near future. The knowledge and skills that one gains from the course should pay dividends in the future, as computers become even more common at home and at work.

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

- 1.1. To introduce to the students importance of IT in business. (**Business Knowledge**)
- 1.2. To introduce to the students various families of computer components and how these work together and allow us to interact with the system. (**Modern Tool Usage**)
- 1.3. To introduce to the students with the application of IT tools and information system in all spheres of life specifically in business. (**The manager and society**)

### **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.

Lecture	Case/video case	Presentation	Research paper on current trends	Mini Project
40	30	10	10	10

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

The course begins with a basic overview of fundamentals like the many types of computers in use today and why people use them. As our knowledge grows we shall realize that all computers are basically similar. Like any machine, a computer is a collection of parts which are categorized according to the work they do. We shall learn about these various families of computer components and how these work together and allow us to interact with the system. We shall discover the importance of software, without which a computer could do nothing. We shall also realize that the user is an essential part of a complete computer system. Basic level of Familiarity with Computers is required.

### **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.

#### ***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 topic from any of the five module 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 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.	The manager and the society	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.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Introduction to computers	Peter Norton, 2010, TMH Education

<b>SUPPLEMENTARY READINGS</b>	
Information Technology for Management	Efraim Turban, Linda Volonino, 2010, Wiley
Microsoft Excel 2007-Bible	Walkenbach John, Wiley Publishing Inc. (ISBN 978-0-470-04403-2)

### Course Outline (session-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Basics of Computers</b>		
The purpose of this module is to acquaint students with the need, necessity, applications of computers in businesses today. The module contains topics such as the basic classification, organizations, capabilities and limitations of modern day computers. The lab component introduces students to the basics of MS Excel.		
1	Why Computers?	Textbook Chapter 1A
2	Computer organization	Textbook Chapter 1A
3	Classification	Textbook Chapter 1A
4	Components, Capabilities	Textbook Chapter 1A
5	Characteristics, Limitations  <b>Case: SIEMENS AG IS TRANSFORMING ITSELF INTO AN E-BUSINESS Turban Ch1, Pg2</b>	Textbook Chapter 1A
<b>Module II: Essential Components of Computer Hardware</b>		
Formulas and functions are essential to manipulating data and obtaining useful information from your Excel workbooks. The sessions in this part present a wide variety of formula examples that use many Excel functions.		
6	CPU Architecture	Textbook Chapter 5B
7	CPU working and Performance Factors	Textbook Chapter 5B
8	CPU working and Performance Factors	Textbook Chapter 5B
9	Memory Hierarchy and primary memory, Secondary Memory	Textbook Chapter 6
10	Storage Devices – Magnetic storage devices, Optical storage devices, Flash Memory.	Textbook Chapter 6
11	Input devices: Voice speech devices, MICR, OMR,  Bar code reader, Output devices - Visual Display Unit, printers, plotters	Textbook Chapter 3 and Chapter 4



Lecture	Topics to be discussed	Readings
<b>Module III: Essential Components of Computer Software</b>		
The module introduces students on the significance of softwares, their evolution, types and working.		
12	Introduction; Types of software with examples;	Textbook Chapter 7 and Chapter 8
13	Introduction to languages, compiler, interpreter and assembler,	Textbook Chapter 7 and Chapter 8
14	Operating System: Definition, Functions, Types and Classification,	Textbook Chapter 7 and Chapter 8
15	Elements of GUI based operating system	Textbook Chapter 7 and Chapter 8
<b>Module IV: Computer Networks</b>		
Data communications- the electronic transfer of information between computers- became a major focus of the computer industry. This demand for networks has increased as businesses have realized the value of networking. By interconnecting many individual networks into a massive single network, people around the world can share information as though they were across the hall from one another. The Internet is an example of one such network as is possibly the single largest network in existence today.		
16	Overview of Computer Networks	Textbook Chapter 9
17	Types of computer networks (LAN, WAN and MAN)	Textbook Chapter 9
18	Network topologies	Textbook Chapter 9
19	Components of computer networks (servers, workstations, network interface cards, hub, switches, cables, etc.)	Textbook Chapter 9
20	Internet: Overview of Internet	Textbook Chapter 10
21	Architecture & Functioning of Internet, Basic services over Internet like WWW, FTP, Telnet, Gopher etc	Textbook Chapter 10
22	IP addresses, ISPs, URL, Domain names, Web Browsers, Internet Protocols	Textbook Chapter 10
23	Search engines, e-mail, Web browsing, searching, downloading & uploading from Internet. <b>Case : NATIONAL SEMICONDUCTOR CORPORATION; Turban Ch5, pg125</b>	Textbook Chapter 10
<b>Module V: Foundation of Information Systems</b>		
Introduces students to the concepts of business Information systems, their uses and their role in strategy making and delivery		
24	Real world information system Components of Information System	O'Brian Chapter 1 and chapter 2
25	Competing with Information Technology Fundamentals of strategic advantage	O'Brian Chapter 1 and chapter 2
26	<b>Case (Class discussion) : JetBlue &amp; the Veterans Administration</b>	O'Brian Chapter 1 and chapter 2

Lecture	Topics to be discussed	Readings
	End term exam	

#### 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>)

### **Project Based Learning \_Guidelines\_ BBAD1007**

**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 World Exposure**

**PBL Course Code: BBAD1007**

**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:** Understand the business setup (local/global) in any domain, to begin with the profession in management studies, in real world.

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

- understand big picture of business world.
- formulate problem/issues/challenges statement of business.
- develop the patterns of thought, theories, skills and fundamental knowledge of the management discipline.
- align the fundamental of management/business observed in real world and those being taught in the classroom.
- to navigate, evaluate, integrate and apply knowledge not explicitly included in the academic curriculum.

**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?

ENVS 1001	Energy and Environmental Sciences	L	T	P	C
Version 1.1	Date of Approval:	3	0	0	3
Pre-requisites/Exposure	NA				
Co-requisites					

### Course Objectives

- To develop awareness about our environment.
- To develop a concern about sustainable development.

### Course Outcomes

The students will be able to understand the followings:-

1. Understand About environment and its components and Problems associated with natural resources and their sustainable use
2. Chemical Toxicity of the chemicals in the environment and Sources of pollution in air , water and soil and Solid waste management and natural Disaster management.
3. Understanding about social issues.
4. Understanding of role of information technology to address environmental issues.
5. Application of sustained Chemistry.

### Catalogue Description

The students will understand the objective of environmental studies and importance of natural resources conservation. They will realize the effect of toxic chemicals available in the environment. The students will learn about the sources, effects and control measures of air, water, soil, noise, thermal pollution. They will also be made aware of natural disaster management. The students will understand the need of sustainable development, environment laws, role of information technology in the environment. The students will be explained basic principles of green Chemistry and concept of atom economy.

### Text Books

- Environmental Studies, Anubha Kaushik, C P Kaushik, New Age International Publishers, 2008, ISBN:978-81-224-2159-0.
- Environmental Studies, Suresh K. Dhameja, S.K. Kataria and Sons , 2008, ISBN: 81-88458-77-5
- Text Book of Environmental Studies, Erach Bharucha, University Press (India) Private Limited, 2005, ISBN: 978 81 7371 540 2
- Environmental Studies ( From Crisis to Cure) Second Edition. , R. Rajagopalan, Oxford University Press, 2012, ISBN 0-19-807208-2.
- Environmental Studies, Ranu Gadi, Sunitta Rattan, Sushmita Mohapatra, S.K. Kataria and Sons , 2008, ISBN: 81-89757-98-9.

### Reference Books/ Other Study material

1. Environmental Studies , Benny Joseph , Tata McGraw Hill Education Private Limited, 2009, ISBN: 987-0-07-064813-5.
2. Environmental Studies, Anindita Basak, Pearson Education, 2009, ISBN: 978-81-317-2118-6.
3. Principles of Environmental Science (Inquiry and Applications), William P. Cunningham & Mary Ann Cunningham, Tata McGraw Hill Education Private Limited, 2007, ISBN: 987-0-07-064772-0.

### 4. Course Content

#### Unit I: Environment & Natural Resources

Definition, scope, importance, need for public awareness, Environmental Management Systems its objectives, components, EIA, Natural Resources – forest resources – use, exploitation, deforestation, construction of multipurpose dams – effect on forests, Water resources – use of surface and subsurface water; effect of floods, drought, water conflicts, Mineral resources – Use and exploitation, environmental effects of extracting and using mineral resources, Food resources – food problems, advantage and disadvantage of fertilizers & pesticides, effect on environment, Energy resources – need to develop renewable energy, land resources – Land degradation, landslides, soil erosion, desertification & case studies.

#### **Unit II: Chemical Toxicology**

Toxic chemicals in the environment, Impact of toxic chemicals on enzymes, biochemical effects of arsenic, cadmium, lead, chromium, mercury, biochemical effects of pesticides

#### **Unit III: Environmental Pollution**

Definition – Causes, pollution effects and control measures of Air, Water, Soil, Marine, Noise, Thermal, Nuclear hazards. Solid waste management: causes, effects and control measures of urban and industrial wastes, pollution measures, case studies, Disaster management: floods, earthquake, cyclone and landslides.

#### **Unit IV: Social Issues, Human Population and the Environment**

Urban problems related to energy & sustainable development, water conservation, problems related to rehabilitation – case studies, Consumerism and waste products - Environment Protection Act, Air, Water, Wildlife, Forest Conservation Act, Environmental legislation and public awareness. Population growth, variation among nations, Population explosion, Environment and human health, Value Education, Women and Child Welfare, Role of Information Technology – Visit to local polluted site /Case Studies.

#### **Unit V: Green Chemistry**

Introduction, Basic principles of green technology, concept of Atom economy, Tools of Green technology, zero waste technology.

**Mode of evaluation:** The theory and lab performance of students are evaluated separately.

**Course Name: Business Statistics**

**Course Code: BBAD 1008**

**Course Credit: 3**

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

Statistics is a mathematical body of science pertaining to the collection, analysis, interpretation or explanation, and presentation of data. Statistics is usually considered to be a distinct mathematical science rather than a branch of mathematics. Statistical techniques are used in a

wide range of types of scientific and social research, including: biostatistics, computational biology, computational sociology, network biology, social science, sociology and social. Statistics form a key basis tool in business and manufacturing as well.

Business statistics deals with what it is, how and when to apply statistical techniques to decision – making situations and how to interpret the result. Some issues this course addresses are descriptive and inferential statistics is data collection, probability, sampling, correlation, regression, time series, index number and hypothesis. In this student shall understand how to take decision, interpret result and use statistical techniques in different fields.

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 Statistics.[ NBA- GA-1 Business Knowledge]
2. To make students understand statistical applications to managerial decision-making to sustain the business in long-run. [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,
4. To correctly identify problems and opportunities, analyzing alternatives properly, and making the best choices to maximize profit, minimize loss, managerial decisions. [NBA-GA-4 Conduct investigations of Complex Problems]
5. To take decisions in national interests, social and environmental benefits. [NBA-GA-6 The Manager and society]
6. To critically analyse situations for forward thinking through creativity. [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, case let discussion, simulation game and projects/assignments on specific condition & situation. Each Statistical theory will be explained by various types of illustrations & 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 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. Statistics is no different. Central Tendency, Dispersion, Skewness, Hypothesis, Estimation Theory – these terms are part of the Statistics’ language. In this course, you will encounter many new terms and some familiar words that Statistician 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 Statistician 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. Read the Problems and try to find out the learning points pertaining to the specific topic in “Statistics”.
4. Any difficulty in understanding Statistics 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 Statistics 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.

#### ***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 operations research 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.

#### ***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 Statistics	Mritunjay .Kumar, Galgotia Publishing Company
<b>SUPPLEMENTARY READINGS</b>	
Statistics for management	Richard I Levin and David S.Rubin, Pearson Education
Statistics for Management	Beri, Tata McGraw-Hill



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

Session no.	Topics to be discussed	Readings
<b>Module I: Introduction to Statistics, central tendency, Dispersion:, skewness,</b> The purpose of this module is to acquaint students with basic concepts of the Statistics and give the idea about mean Median, Mode and its uses in real life.		
01	Role of statistics: Application of inferential statistics in managerial decision-making;, measures of	Mritunjay .Kumar-chapter 1
02	Measures of central tendency: mean, objective of mean	Mritunjay .Kumar-chapter 3
03	Median, and their implications; Mode and their implications;	Mritunjay .Kumar-chapter 3
04	Measures of Dispersion: Significance of Variance. Range, Interquartile deviation.	Mritunjay .Kumar-chapter 3
05	Mean deviation, standard deviation	Mritunjay .Kumar-chapter 4
06	Measures of Skewness ,	Mritunjay .Kumar-chapter 4
07	<b>Case Study: “Hingiri Hospital” in J.K. Sharma, “Business Statistics, 2<sup>nd</sup> edition, Pearson Education; Page-170</b>	
<b>Module II: Introduction to Probability , Theoretical Distributions</b> The purpose of this module is to acquaint students with basic concepts of the probability and its uses in business decision-making and Theoretical Distributions.		
08	Probability: Concept of probability and its uses in business decision-making; Probability:	Mritunjay .Kumar-chapter 11
09	Addition and multiplication theorem of probability	Mritunjay .Kumar-chapter 11
10	Conditional Probability	Mritunjay .Kumar-chapter 11

11	Bayesian analysis, and its application	Mritunjay .Kumar-chapter 11
12	Theoretical Distributions	Mritunjay .Kumar-chapter 12
13	Concept and application of Binomial;	Mritunjay .Kumar-chapter 12
14	Concept and application of Poisson	Mritunjay .Kumar-chapter 12
15	Concept and application of Normal distributions	Mritunjay .Kumar-chapter 12
16	Numerical problems based on probability	Mritunjay .Kumar-chapter 12
17	<b>Case Study: “Rupa Hospital” in JIT S Chandan, “Statistics for Business and Economics”, Vikas Publishing House Pvt. Ltd.,Page-161. (adapted from “East Mercy Medical Center” in <i>Groebner and Shannon</i></b>	
<b>Module III: Estimation Theory and Hypothesis Testing</b> The purpose of this module is to acquaint students with basic concepts of Estimation Theory (point estimation and interval estimation) & Hypothesis testing with different type of test and its uses in research.		
18	Estimation Theory	Mritunjay .Kumar-chapter 13
19	Hypothesis Testing	Mritunjay .Kumar-chapter 13
20	Formulation of Hypotheses	Mritunjay .Kumar-chapter 13
21	Application of Z-test,	Mritunjay .Kumar-chapter 13
22	Application of t-test	Mritunjay .Kumar-chapter 14
23	Application of F-test	Mritunjay .Kumar-chapter 14

24	$\chi^2$ (Chi) Square-test in testing of the hypothesis. Sampling theory	Mritunjay .Kumar-chapter 14
25	<b>Case Study: “Significant testing at Oxford Cereals” in <i>Levin and Stephen</i>, “Statistics for Managers”, 7<sup>th</sup> edition, PHI Learning Pvt. Ltd., page-305</b>	
<b>Module IV: Forecasting Techniques</b>  The purpose of this module is to basic concepts of correlation with two or more variables & regression and relationship between correlation and regression and its uses in forecasting technique.		
26	Meaning and types of correlation	Mritunjay .Kumar-chapter 6
27	Karl Pearson correlation	Mritunjay .Kumar-chapter 6
28	Spearman rank correlation	Mritunjay .Kumar-chapter 6
29	Regression equations and their application	Mritunjay .Kumar-chapter 6
30	Partial correlation & regression	Mritunjay .Kumar-chapter 8
31	Multiple correlation & regression	Mritunjay .Kumar-chapter 8
32	Relationship between correlation & regression	Mritunjay .Kumar-chapter 7
33	<b>Mini Project: Collect the data of daily stock market prices for 2 Companies, for past 15 days (1-15<sup>th</sup> March,2017) and formulate the two regression equations. On the basis of these equations, predict the stock prices for Company Y for 10 days (1.10<sup>th</sup> April,2017)</b>	

**Module V: Time Series**

The purpose of this module is to acquaint students with basic concepts of index number & time series and its uses in Constructing family budget and changing base years and study of seasonal variations of different businesses.

34	Meaning , Types of index numbers, uses of index numbers,	Mritunjay .Kumar-chapter 9
35	Construction of Price, Quantity and Volume indices	Mritunjay .Kumar-chapter 9
36	Splicing, time reversal factor,	Mritunjay .Kumar-chapter 9
37	trend analysis using moving average	Mritunjay .Kumar-chapter 10
38	trend analysis using regression analysis	Mritunjay .Kumar-chapter 10
39	Seasonal, cyclical study Statistical elimination of cyclical factors	Mritunjay .Kumar-chapter 10
40	<b>Case Study: Principled Forecasting in Levin and Stephen, “Statistics for Managers”, 7<sup>th</sup> edition, PHI Learnig Pvt. Ltd., page-609</b>	
<b>END TERM</b>		

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**Course Name: Cost Accounting**

**Course Code: BBAD 1009**

**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.

Financial 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. Prepare cost sheet in order to explain the various types of direct and indirect cost incur in business. (Sub Goals 3.1)
2. Analyze relevant cost information for decision making in organization (Sub Goal; 3.1 and 3.3)
3. Evaluate Cost Management System 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)
5. Built Decision making regarding how to cut costs productively
6. Aim to ascertain costs, control costs and in the long run reduce costs

### **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.

- (vii) 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).
- (viii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (ix) Try to analyze the cost elements and see the impact of the same in financial report of the company.
- (x) 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.
- (xi) 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.

### Evaluation:

EC No.	Evaluation Component( EC)	Learning Objective	NBA - GA Addressed	Questions Mapped	Marks	Date &Time	Nature of Component
1.	CAT I	1.Prepare cost sheet in order to explain the various types of direct and indirect cost incur in business.  2. Analyze relevant cost information for decision making in organization.	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	1.Built Decision making regarding how to cut costs productively 2.Aim to ascertain costs, control costs and in the long run reduce costs	7. Environment Sustainability  8 Ethics	Q3(CAT II)-CO5  Q4(CAT II)-CO6	8  8	10 <sup>th</sup> -13 <sup>th</sup> April Apr, 2017	Closed Book

3.	Quiz I & II	Apply management accounting techniques for planning and control like budgeting and variance analysis;	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)	Evaluate Cost Management System to maximize the effectiveness of cost incurred.	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 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 Cost and Management Accounting	SN Maheshwari and Mittal , New Delhi.
<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 Management Accounting	Introduction to Management Accounting (2013). Delhi: Pearson Education.
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### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Cost Accounting</b>		
The purpose of this module is to acquaint students with basic concepts of the cost and its elements.		
1	Management Accounting and Decision making, Role of Cost accounting and Financial Accounting	Text Book, Chapter 1
2	Management Accountant role in implementing strategy	Text Book, Chapter 1
3	Cost Management Concepts.	Text Book, Chapter 1
4	Cost terms used for strategic decision making (Direct and indirect)	Text Book, Chapter 1
5	Costs for external reporting (product and period cost)	Text Book, Chapter 1
6	Cost sheet preparation	Text Book, Chapter 5
7	Analyzing Cost	Text Book, Chapter 5
	<b>Mhlume Sugar Company Limited: A Case Study In Costing And Pricing</b>	<a href="http://www.cpp.edu/~jis/1996/Hurt.pdf">http://www.cpp.edu/~jis/1996/Hurt.pdf</a>
<b>Module II: Material Costing, Planning and Control</b>		
The focus of this module is to understand the material costing		
8	Procedure for material procurement and use	Text Book, Chapter 2
9	Material costing methods	Text Book, Chapter 2
10	Costing Procedure for spoiled, scrap and defective work	Text Book, Chapter 2
11	Planning materials requirement (EOQ , Inventory levels and reserve stocks)	Text Book, Chapter 2
12	Materials control (Principles and Methods)	Text Book, Chapter 2
	<b>Case study: Stuart daw</b>	

Lectur e	Topics to be discussed	Readings
<b>Module III: Labour Costing, Control and Accounting:</b> This module discusses various labour costing techniques.		
13	Productivity and efficiency of labor.	Text Book, Chapter 3
14	Remuneration Methods (Straight piece rate, differential piece rate, Incentive wage plans)	Text Book, Chapter 3
15	Learning curve theory	Text Book, Chapter 3
16	Organization for labor cost accounting and control	Text Book, Chapter 3
17	Accounting for labor related costs (Overtime, Bonus payments, vacation pay, guaranteed annual wage plans ,apprenticeship and training programs, pension)	Text Book, Chapter 3
18	Labor related deductions	Text Book, Chapter 3
	<b>Activity-Based Costing: a Case Study on a Taiwanese Hot Spring Country Inn's Cost Calculations</b>	
<b>Module IV: Factory Overhead Costing and Control:</b> This module discusses about various overheads control system.		
19	Procedure of factory overheads including allocation, apportionment, reapportionment and absorption.	Text Book, Chapter 4
20	Repeated distribution and algebraic method for reciprocal, service department costs.	Text Book, Chapter 4
21	Calculation and use of Predetermined factory overhead rate.	Text Book, Chapter 4
22	Applied and actual FOH, under /over applied FOH.	Text Book, Chapter 4
23	Traditional Costing Vs. Activity Based Costing	Text Book, Chapter 4
24	Activity Based Management	Text Book,Chapter 4
	<b>TRANSPORT COST ANALYSIS: A Case study of the total costs of private and public transport in Auckland.</b>	<a href="https://www.niwa.co.nz/sites/niwa.co.nz/files/import/">https://www.niwa.co.nz/sites/niwa.co.nz/files/import/</a>

Lecture	Topics to be discussed	Readings
		attachments/chc2006_6.pdf
<b>Module V: Making Managerial Decisions</b>		
This module discusses about decision making strategies in cost accounting system		
25	Operating Costing	Text Book, Chapter 6
26	Concept of contribution margin, Break even point computation.	Text Book, Chapter 7
27	Key Factor, CVP Analysis for Sale Mix	Text Book, Chapter 7
28	Application of CVP Analysis	Text Book, Chapter 7
29	Opportunity, outlay and differential cost and analysis,	Text Book, Chapter 7
30	Make or buy decisions, discontinuance of a product decisions	Text Book, Chapter 7
31	Optimal use of limited resources - product mix decisions,	Text Book, Chapter 7
32	Sell or process further decisions, introduction of new product	Text Book, Chapter 7
	<b>A Case Study On Marginal Costing In Godrej Consumer Product Ltd</b>	
<b>Module VI: Accounting for planning and control for an organization</b>		
This module discusses about various accounting for planning and control:		
33	Fixed vs. flexible budgets, Zero Base budgeting, types of budgets (sales, capital, operating expenses budgets etc.)	Text Book, Chapter 8
34	Reconciliation of cost and Financial Accounts	Text Book, Chapter 9
35	Standard costing and variance analysis - Standard costs and estimated costs, variances analysis (material and labour)	Text Book, Chapter 9
36	Budgeting	Text Book, Chapter 10
37	Management Control System	Text Book, Chapter 10
38	Responsibility Accounting	Text Book, Chapter 11
39	Integrated accounts	Text Book, Chapter 11

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
40	Non Integrated accounts	Text Book Chapter 11
	1. <b><u>Case A: Effect of assumed standard levels</u></b> 2. <b><u>Case B: Factory overhead variance analysis</u></b>	<a href="http://www.accountingdetails.com/standard_costing_variance_analysis_case_study.htm">http://www.accountingdetails.com/standard_costing_variance_analysis_case_study.htm</a>
<b>Research paper</b>	<b>An Empirical Study Of The Use Of Cost Accounting Systems In Libyan Agricultural Firms</b>	<a href="http://etd.uum.edu.my/4895/2/s92544_abstract.pdf">http://etd.uum.edu.my/4895/2/s92544_abstract.pdf</a>
	END TERM EXAMINATION	

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**Course Name: Macro Economics**

**Course Code: BBAD 1010**

**Course Credit: 3**

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

Business takes place in the broad context of the macro economy; hence an understanding of factors that influence the overall economy is essential for managers. Macroeconomics course provides an introduction to the language and data of aggregate economy. This course is designed to give the students a clear understanding of the basic concepts and macroeconomic policy issues. This course would also provide analytical tools for macroeconomic analysis. This course comprises of measurement and determination of national income; the multiplier; fiscal policy; budget deficits; monetary policy; aggregate supply and aggregate demand; IS-LM analysis and stabilization policy for unemployment and inflation.

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 macroeconomic analysis and their applications to managerial decision-making to sustain the business in long-run. [NBA GA – Business Knowledge]

2. To assist students in developing their creativity and innovative thinking to make good decisions in a complex global environment by correctly identifying problems and opportunities, analyzing alternatives properly, and making the best choices in a given condition. [NBA GA-Problem analysis, Conduct investigations of complex problems]
3. To critically analyse situations for forward thinking through innovation. [NBA GA-Design /Development of innovative solutions]

#### 7. 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.To acquaint students with basic concepts and techniques of Macroeconomics and their applications to managerial decision-making 2 To assist students in developing their creativity and innovative thinking 3.To help students to critically analyse situations for forward thinking through creativity.	1. Business Knowledge 2. Problem Analysis, Conduct Investigation of Complex Problems 3. Design and Development of Innovative solutions, Macro Environment Sustainability.	Q1, Q2, Q6	50	-	Closed Book
3.	Quiz	1. To help students understand problem analysis	1. Problem Analysis 2. Conduct investigation of complex problems	Complete Quiz	10	-	Closed Book

4.	Assignment(s)	1. To help students understand complex decision making	1. Conduct investigation of complex problems  2. Macro Environment Sustainability.	Assignment	10	Any time throughout the semester	Open Book
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\*To be decided

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case studies discussion, group discussion, research paper analysis presentation and 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.

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 “Macroeconomics”.
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 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.
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, statements, 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.

#### ***Quiz/ Case Studies/ group discussion /research paper analysis and 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 research article 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.

### ***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>
Macroeconomics Theory and Policy	Vanita Agarwal , Pearson Education
<b>SUPPLEMENTARY READINGS</b>	
Principles of Macroeconomics	William A.McEachern & A. Indira 1 <sup>st</sup> edition (2012), Cengage India
Macroeconomics	R. Glenn Hubbard & Anthony Patrick O'Brien(2007), Pearson Education
Economic Environment of Business	V.K.Pailwar, PHI

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Overview of Macro economics &amp; Basic concepts</b> The purpose of this module is to acquaint students with basics of macroeconomics, role of macroeconomics in developed and developing nations, difference between micro and macro economics. It would also cover the concept of circular flow of income and expenditure in two, three and four sector.		
1	Macroeconomics Concepts, Background of Macroeconomics, Need and Limitations of Macroeconomics.	Text Book, Chapter 1
2	Macroeconomics in developed and developing nations  Research article discussion: <a href="https://www.researchgate.net/publication/284173966_Studying_Macroeconomic_Indicators_as_Powerful_Ideas">https://www.researchgate.net/publication/284173966_Studying_Macroeconomic_Indicators_as_Powerful_Ideas</a>	Text Book, Chapter 1
3	Difference between micro and macroeconomics	Text Book, Chapter 2
4	The circular flow of income and expenditure: Introduction, Two sector model of Economy- Continued	Text Book, Chapter 2



Sessi on	Topics to be discussed	Readings
5	The circular flow of income and expenditure: Three sector and four sector model of Economy  Case Study : Olympian Effort to Boost Economy  Source: “Olympics booster dose for Britain’s ailing economy”, The Hindu Business Line, 17 April 2012.	Text Book, Chapter 2
<b>Module II: : National Income and its Determination</b> This module aims at explaining the measurement of national income and measurement of inflation, apart from different models of output and income determination and related concepts.		
6	National Income: Introduction  Case Study : Can National Happiness Be Measured?  Sources: <a href="http://www.grossnationalhappiness.com/">http://www.grossnationalhappiness.com/</a> : “IIT-G to conduct gross state happiness index survey on the lines of Bhutan,” <a href="http://articles.timesofindia.indiatimes.com/2012-02-01/guwahati/31012043_1_pilot-survey-assam-gross-national-happiness">http://articles.timesofindia.indiatimes.com/2012-02-01/guwahati/31012043_1_pilot-survey-assam-gross-national-happiness</a> ; <a href="http://www.forbes.com/2010/07/14/world-happiest-countries-lifestyle-realestate-gallup_print.html">http://www.forbes.com/2010/07/14/world-happiest-countries-lifestyle-realestate-gallup_print.html</a> .	Text Book, Chapter 3
7	National Income aggregates, Measurement of National Income	Text Book, Chapter 3
8	Measuring inflation: Real income, money income, consumer price index: concept and practical problems  Research article presentation: <a href="http://finmin.nic.in/WorkingPaper/understanding_inflation_controlling.pdf">http://finmin.nic.in/WorkingPaper/understanding_inflation_controlling.pdf</a>	Text Book, Chapter 19
9	Case Study: Impact of International movements in Oil prices on Domestic Inflation, Source: GOI(2009) ,Economic Survey 2008-9	V.K.Pailwar, Economic Environment of Business, Chapter 4
10	Mathematical Illustrations on National Income	Text Book, Chapter 3
11	The Classical Model of Income Determination: Introduction	Text Book, Chapter 3
12	The Classical Model of Income Determination: Say’s Law	Text Book, Chapter 3
13	The Classical Model of Income Determination: Output and Employment in the classical model	Text Book, Chapter 3
14	Keynesian Model of Income Determination: Aggregate Demand in a Two Sector Economy	Text Book, Chapter 5
15	Consumption Function, Saving Function	Text Book, Chapter 5

Sessi on	Topics to be discussed	Readings
16	Keynesian Model of Income Determination: Shifts in Aggregate Demand and The Multiplier	Text Book, Chapter 6
17	Applicability of the multiplier to less Developed countries	Text Book, Chapter 6
18	Mathematical Illustrations on National income Determination and Multiplier	Text Book, Chapters 6&7
<b>Module III: Analysis of the Monetary Sector</b> This module discusses the money and concepts related to money in macroeconomics like- supply of money, theory of money, process of credit creation and deposit multiplier. Apart from this the Classical and Keynesian approach of demand for money and rate of interest is also a part of this module basics.		
19	Money: Introduction	Text Book, Chapter 11
20	Supply of Money ,Theory of Money Supply in India,	Text Book, Chapter 12
21	The process of Credit Creation and the deposit multiplier	Text Book, Chapter 12
22	Demand for Money and rate of interest :Classical Approach	Text Book, Chapter 13
23	Demand for Money and rate of interest :Keynesian Approach	Text Book, Chapter 14
24	Case Study: Monetary and Liquidity conditions ,Source: RBI(2009),Annual Report	V.K.Pailwar, Economic Environment of Business Chapter 6
<b>Module IV: Monetary and Fiscal Policy</b> This module covers the monetary policy, instruments of monetary policy, fiscal policy, instruments of fiscal policy, concept and structure of budget.		
25	Monetary Policy : Introduction	Text Book, Chapter 25
26	Instruments of Monetary Policy,	Text Book, Chapter 25
27	Meaning of Fiscal Policy  Case Study: FISCAL POLICY: Canada 1930 - 1985 Source: Bank of Canada. "Fiscal Policy". Available at; <a href="http://www.bankofcanada.ca/tag/fiscal-policy/">http://www.bankofcanada.ca/tag/fiscal-policy/</a>	Text Book, Chapter 25
28	Instrument of Fiscal Policy	Text Book, Chapter 25
29	Structure of Government Budget(GD on current Budget and key findings of Economic Survey)	Budget statistics
30	Different types of deficits	Handouts
31	Causes of deficit in India	Handouts
32	Mathematical Illustration on Budget	

Sessi on	Topics to be discussed	Readings
<b>Module V: IS-LM Framework: Equilibrium in the Goods and Money Market</b>		
This module is synthesis of the theory of income and output and theory of money and interest. It analyzes the linkages and the interactions between the goods and money markets to determine the level of income and interest rate.		
33	The IS-LM Model for a Two Sector Economy: Introduction	Text Book, Chapter 16
34	The Goods Market Equilibrium in a Two Sector economy : IS Curve	Text Book, Chapter 16
35	The Money Market Equilibrium in a Two Sector economy : LM Curve	Text Book, Chapter 16
36	Equilibrium in Two markets: Goods Market and Money Market	Text Book, Chapter 16
37	Disequilibrium to equilibrium: The Process Of Adjustment	Text Book, Chapter 16
38	A shift in the IS-LM curves	Text Book, Chapter 16
39	Mathematical Illustration on IS-LM	Handouts
40	Case study- The fine tuning of George W. Bush, source: The Economist, January 6.2003. <a href="http://www.economist.com">www.economist.com</a>	Mankiw(fourth edition), Principles of Macroeconomics, Chapter 23
<b>END-TERM TEST</b>		

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**Course Name: Business Law**

**Course Code: BBAD 1011**

**Course Credit: 3**

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

Business Law emphasizes business within the frameworks of Indian Territory and legal laws, impacts in global economy. Students will examine the relationship of law and ethics, contract law, and methods of dispute resolution. Analysis of relevant cases and current issues in the law will be incorporated. Business Law has a very wide scope; it helps in better understanding of the relationship between law and business, the role of law in starting and legalities of running a business. Using case analysis, class discussion this course explores the constitutionality of the Indian regulatory system and how contract, company law, partnership act and other laws operate. The course examines the legal framework/ environment of commerce and business and provides practical insights into the complexities of business regulation.

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

are:

1. To develop basic understanding of business laws by which they can understand how individuals and businesses are affected by the legal environment. [NBA GA – Business Knowledge].
2. To develop techniques to acquire problem solving techniques to be able to present coherent, concise legal arguments-[NBA GA – Problem analysis]
3. To assist the students to develop innovative solution by the process of taking steps by proper investigation of the issues and complying with the legal formalities of business law and to meet the specific needs of the organization. [NBA GA- Design/Development of Innovative Solutions],
4. To develop a capacity to think critically, strategically and creatively including an ability to identify and articulate legal issues, apply reasoning and research, engage in critical analysis and make reasoned choices- [NBA GA- Conduct investigations of Complex Problems ]
5. Develop an understanding of how the social political and economic issues have impact on the laws and the society at large.[NBA GA- The Manager and society]
6. To develop ‘the application of ethical values to business behaviour and to recognize the relationship between and the differences that exist in the legal, ethical and social responsibilities of business. [NBA GA-Ethics]

## 8. Evaluation Scheme

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	1 To develop basic understanding of business laws by which they can understand how individuals and	[NBA GA – Business Knowledge].	Q1-Q5	10	15-18 February 2017	Closed Book

		<p>businesses are affected by the legal environment.</p> <p>2.To develop techniques to acquire problem solving techniques to be able to present coherent, concise legal arguments.</p> <p>3.To assist the students to develop innovative solution by the process of taking steps by proper investigation of the issues and complying with the legal formalities of business law and to meet the specific needs of the organization.</p> <p>1. Develop an understanding of how the social political and economic issues have impact on the laws</p>	<p>[NBA GA – Problem analysis]</p> <p>[NBA GA- Design/Development of Innovative Solutions],</p>	<p>Q8</p> <p>Q7</p>	<p>10</p> <p>10</p>		
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2.	CAT-2	and the society at large.	[NBA GA- The Manager and society]	Q6	10	10-13 March 2017	Closed Book
3.	Quiz	1.To develop ‘the application of ethical values to business behaviour and to recognize the relationship between and the	[NBA GA- Ethics]	Compl ete Quiz	5	Any time throughout the semester	Open Book

		differences that exist in the legal, ethical and social responsibilities of business					
4.	Assignment (Case study)- 10 marks	To develop a capacity to think critically, strategically and creatively including an ability to identify and articulate legal issues, apply reasoning and research, engage in critical analysis and make reasoned choices.	[NBA GA- Conduct investigations of Complex Problems ]	Assign ment	5	Any time throughout the semester	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) / Research paper analysis
3. Quizzes
4. Presentations
5. Case Laws/Case Study

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

The field of Business is not a new field; its origin is from the origin of mankind. Earlier it was called as give and take. Then when we became more civilized we named or define it in a technical language and name it as business. After the formation of business in the modern society we start coming across different problems related to it and to rectify it we make certain rules and regulations which help in its working in confined way so we named this rule as laws. This led to formation of the subjects known as Business law. To make the law uniform in eye of each and every person we make certain lists and get them authorized that can be easily understood as that we made and formed certain punishment if someone not follows the law. These punishments help in securing human grounds and also safeguard the human society. Business law has various aspects, it is not only confined to the buying and selling of goods but it is also part of national economy and development of society. In this subject we will study different Business law Like Contract law, Partnership, Sales of good, competition law, and Consumer Rights. There will be deeper understanding of concepts by having tutorials, Presentation, debates, weekly tests and doubts clearing Sessions etc.

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 if 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. Student presentations will evaluate the conceptual clarity of each student most frequently. Quiz, Case studies discussion, Research paper analysis and semester end examination will assess the learning goals 1,2,3,4, 5 and 6 as mentioned above.

#### ***Quiz/ Case Studies/ Student Presentation/ Research paper 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, case studies discussion and project report presentation, Research paper analysis shall 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 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>
Business Law	Goel P.K, 2010 Edition, Biztantra dreamlech Press, New Delhi.

for Managers	
<b>SUPPLEMEN TARY READINGS</b>	
Business Legislation for Management	Kuchhal M.C & Prakash Deepa,2007,Vikas publication House Pvt .Ltd.
Business and Corporate Laws	Aggarwal S.K ,First Edition ,Galgotias Publication Pvt Ltd.
Indian Business Law	Aggarwal S.K & Singhal K, Second Edition, Galgotias Publication Pvt. Ltd
Mercantile Law	Gulshan S.S, Second Edition, Excel Books New Delhi
Business Law	Kuchhal M.C, Vikas Publishing House.
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.
Business Law	Tejpal Sheth, 2 <sup>th</sup> Edition, Pearson Education, New Delhi
Web links	<a href="https://www.lawteacher.net/.../carlill-v-carbolic-smoke-ball-co-contract-law-essay.php">https://www.lawteacher.net/.../carlill-v-carbolic-smoke-ball-co-contract-law-essay.php</a> <a href="http://www.casebriefs.com/blog/law/contracts/contracts-keyed-to-farnsworth/remedies-for">http://www.casebriefs.com/blog/law/contracts/contracts-keyed-to-farnsworth/remedies-for</a> <a href="https://www.youtube.com/watch?v=enuRHorTn9E&amp;t=467s">https://www.youtube.com/watch?v=enuRHorTn9E&amp;t=467s</a> <a href="https://www.youtube.com/watch?v=fXK7F_W5yJI&amp;t=4436s">https://www.youtube.com/watch?v=fXK7F_W5yJI&amp;t=4436s</a> <a href="http://indianresearchjournals.com/pdf/APJMMR/2012/December/8.pdf">http://indianresearchjournals.com/pdf/APJMMR/2012/December/8.pdf</a> <a href="https://indiankanoon.org/doc/55216283/">https://indiankanoon.org/doc/55216283/</a> , <a href="https://indiankanoon.org/doc/191124257/">https://indiankanoon.org/doc/191124257/</a> <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1558970">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1558970</a> <a href="http://essayandreportwriting.com/academics/report-writing-samples/solomon-v-solomon-c">http://essayandreportwriting.com/academics/report-writing-samples/solomon-v-solomon-c</a> <a href="http://www.ccr.org.in/uploads/2/1/9/6/21961628/reliance_big_entertainment_private_ltd_v">http://www.ccr.org.in/uploads/2/1/9/6/21961628/reliance_big_entertainment_private_ltd_v</a>

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

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction</b>		
The purpose of this module is to define Students what is the meaning of law, Need of law for society, and what are the various source of law		
1	Meaning of Law ,Law and Society ,Business law, Its Significance and Modern civilized Society – Group Discussion	Text Book, Part-I Chapters 1; Sheth Tejpal, Chapters 1 & 2
2	Sources of Law, An Introduction of. Indian Legal System and Business Law.- Group Discussion	Text Book, Part-1Chapters 2 ; Sheth Tejpal, Chapters 1 & 2
3	Constitution of India-Some Relevant Aspects-	Text Book, Part-I Chapters 2; Sheth Tejpal, Chapters 1 & 2
<b>Module I I: Indian Contract Act 1872</b>		
The purpose of this module is to explain the students basic concepts of Contract its essentials, and various other topics like performance of contract, discharge of contract, remedies for breach of contract, bailment & pledge		
4	Definition of Contract, Definition of agreement, What is Enforceability of Agreement, Difference Between contract and agreement,	Text Book, Chapters 1 & 2; Sheth Tejpal, Chapters 1 & 2,
5	Classification of contracts. Essential Elements of Contract-	Text Book, Part-I Chapters 3; Sheth Tejpal, Chapters 1 & 2,
6	Meaning of Offer,Essentials of valid Offer, Types of Offers, <b>Case Study-Carlil v. Carbolic Smoke Ball Co.</b>	Text Book Part-I Chapters 3; Sheth Tejpal, Chapters 1 & 2, <a href="https://www.lawteacher.net/.../carlill-v-carbolic-smoke-ball-co-contract-law-essay.php">https://www.lawteacher.net/.../carlill-v-carbolic-smoke-ball-co-contract-law-essay.php</a>
7	Lapse and Revocation of offer, acceptance, Essentials of valid Acceptance.	Text Book, Part-I Chapters 3, Sheth

		Tejpal, Chapters 1 & 2
8	Communication of offer ,Acceptance, Revocation of offer and acceptance	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
9.	Meaning of Performance of contract , What can demand Performance, Who should Perform the Promise	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
10	Discharge of contract,types of discharge of contract, Difference between different terms	Text Book,; Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
11	Doctrine of Frustration of Contract and its Exceptions	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
12	Remedies for breach of contracts, types of sue, <b>Case study-Hadley v. Baxendale</b>	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2. <b><a href="http://www.casebriefs.com/blog/law/contracts/contracts-keyed-to-farnsworth/remedies-for-breach/hadley-v-baxendale/">http://www.casebriefs.com/blog/law/contracts/contracts-keyed-to-farnsworth/remedies-for-breach/hadley-v-baxendale/</a></b>
13	Concept of Bailment ,Essentials of valid bailment ,Rights of Bailor and Bailee, Duties of Bailor and Bailee	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
14	Concept of Pledge, Essentials of Valid Pledge, Rights of Pawnor and Pawee, Duties of Pawnor and Pawee	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2
15	Concept of Guarantee, Essentials of Valid Guarantee, Types of Guarantee, Rights and duties of Surety and Principle Debtor, Revocation of Guarantee	Text Book, Part-III Chapters 3, Sheth Tejpal, Chapters 1 & 2, <b><a href="https://www.youtube.co">https://www.youtube.co</a></b>

		<a href="#">m/watch?v=enuRHorTn9E&amp;t=467s</a>
<b>Module III: 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		
16	Definition, Essentials of Valid Sales, Difference between sale and Agreement to sell, Meaning of term Goods.	Text Book, Part-1 IIC Chapters 4 Sheth Tejpal, Chapters 1 & 2, <a href="https://www.youtube.com/watch?v=fXK7F_W5yJI&amp;t=4436s">https://www.youtube.com/watch?v=fXK7F_W5yJI&amp;t=4436s</a>
17	Types of goods, Price of goods .How contract of sale is made	Text Book, Part-1 IIC Chapters 4 Sheth Tejpal, Chapters 1 & 2
18	Condition and Warranty, Implied conditions and Implied warranties, Distinguish between condition and warranty, - Group Discussion	Text Book, Part-1 II, Chapters 4 Sheth Tejpal, Chapters 1 & 2
19	Meaning of Transfer of Goods, Significance of transfer of goods ,Rules Regarding transfer of Property	Text Book, Part-1 IIC Chapters 4 Sheth Tejpal, Chapters 1 & 2
20	Performance of contract of sale, Rights and duties of Buyer, Rights and Duties of seller.-Student presentation	Text Book, Part-1 IIC Chapters 4 Sheth Tejpal, Chapters 1 & 2
21	Doctrine of Caveat Emptor, Exceptions of Doctrine of Caveat emptor, Unpaid Seller, Rights of unpaid Seller.	Text Book, Part-1 IIC Chapters 4 Sheth Tejpal, Chapters 1 & 2
<b>Module IV: Law Relating to Consumer Protection</b>		
Module relating to consumer protection and safeguards their interest. How a consumer file a Complaint ,Manner of Making a complaint ,Procedure on admission of complaint.,		
21	Objective of Consumer Protection Act, Meaning of consumer, Goods, Services ,Complaint, Restrictive Trade Practice	Text Book, Part-III, Chapters 6, Sheth Tejpal, Chapters 1 & 2

22	Unfair Trade Practice ,Defect, Deficiency, Consumer dispute, Consumer disputes Redressal Agencies	Text Book, Part-III, Chapters 6, Sheth Tejpal, Chapters 1 & 2
23	Manner of Making a Complaint, Findings of Agencies	Text Book Part-III ,Chapters 6, Sheth Tejpal, Chapters 1 & 2
24	Some decisions of National Commission/and Supreme Court For Protection of consumer Rights <b>Case Study- U.P.Power Corporation Ltd. &amp; Ors vs Anis Ahmad on 1 July, 2013</b> <a href="https://indiankanoon.org/doc/55216283/">https://indiankanoon.org/doc/55216283/</a> <b>Oriental Insurance Co. Ltd vs Shri Mohanlal Agarwalla. on 18 January, 2003</b> <a href="https://indiankanoon.org/doc/191124257/">https://indiankanoon.org/doc/191124257/</a>	Text Book, Part-III, Chapters 6, Sheth Tejpal, Chapters 1 & 2 <a href="http://indianresearchjournals.com/pdf/APJMMR/2012/December/8.pdf">http://indianresearchjournals.com/pdf/APJMMR/2012/December/8.pdf</a>
<b>Module V: Partnership Act 1932</b>		
The focus of this module to define the concept of Partnership ,Types of Partnership ,Different rights and duties of Partners, Registration of Partnership ,What are the effects of non-registration of partnership firm ,dissolution of firm,		
25	Definitions of firm, Partner, Partnership, Types of Partnership, Rights of Partners ,Duties of Partners	Text Book, Part-VII, Chapters 10 ,Section-1, Sheth Tejpal, Chapters 1 & 2
26	Position of Minor as a Partner in partnership, Registration of Partnership Firm, Process of registration,	Text Book, Part-VII, Chapters 10 ,Section-1 Sheth Tejpal, Chapters 1 & 2
27	Partnership Deed, Alteration in Partnership Deed, Role of Registrar	Text Book, Part-VII, Chapters 10 ,Section-1 Sheth Tejpal, Chapters 1 & 2
28	Effect of Non-registration of Partnership Firm, Dissolution of partnership firm, Difference Between	Text Book, Part-VII, Chapters 10 ,Section-1

	dissolution of firm or dissolution of partnership <b>Dissolution of Indian Firms - Various Modes</b>	Sheth Tejpal, Chapters 1 & 2 <a href="https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1558970">https://papers.ssrn.com/sol3/papers.cfm?abstract_id=1558970</a>
<b>Module VI: Companies Act 1956</b>		
This module discusses about Formation of companies, Types of companies, Articles, Memorandum, Prospectus Meeting Winding –up of companies,		
29	Definitions, Characteristics of company, Kinds of Companies, Difference between Public and Private Companies – Student presentation. <b>Case Study – Solomon Vs Solomon &amp; Co Ltd</b>	Text Book, Part-VI, Chapters 9 ,Section-1 Sheth Tejpal, Chapters 1 & 2 <a href="http://essayandreportwriting.com/academics/report-writing-samples/solomon-v-solomon-co-ltd-case-study-analysis/">http://essayandreportwriting.com/academics/report-writing-samples/solomon-v-solomon-co-ltd-case-study-analysis/</a>
30	Memorandum of company, its contents, Doctrine of Ultra-Vires, Alteration of MOA	Text Book, Part-VI, Chapters 9 ,Section-3 Sheth Tejpal, Chapters 1 & 2
31	Article of Association, Its contents, Alteration in AOA, Difference between AOA and MOA.	Text Book, Part-VI, Chapters 9 ,Section-4 Sheth Tejpal, Chapters 1 & 2
32	Doctrine of Constructive Notice and Indoor Management, Prospectus <b>Case Study- Royal British Bank Vs Turquand</b>	Text Book, Part-VI, Chapters 9 ,Section-4 Sheth Tejpal, Chapters 1 & 2 <a href="https://www.lawteacher.">https://www.lawteacher.</a>

		<b>net/free-law-essays/company-law/evolution-of-the-doctrine-law-essays.php</b>
33	Meaning of Prospectus, Contents of Prospectus, Misstatement in Prospectus and Liabilities-	Text Book, Part-VI, Chapters 9 ,Section-5 Sheth Tejpal, Chapters 1 & 2
34	Share and share capital, company Management and Administration	Text Book, Part-VI, Chapters 9 ,Section-7&9 Sheth Tejpal, Chapters 1 & 2
35	Winding-Up of Company ,mode of winding-up and its process, Role and Power of liquidator in winding-up of company- Group discussion	Text Book, Part-VI, Chapters 9 ,Section-14 Sheth Tejpal, Chapters 1 & 2
<b>Module VII Competition Act 2002</b>		
Focus of this Module on Act, Prohibition of certain agreements, Abuse of Dominant Position and Regulation of combination. Role of CCI etc.		
36	Introduction of Competition Act, Brief History of this Act	Text Book, Part-V, Chapters 8 ,Section-3 Sheth Tejpal, Chapters 1 & 2
37	Extent and Application of the Act, Meaning of some important terms	Text Book, Part-V, Chapters 8 ,Section-3; Sheth Tejpal, Chapters 1 & 2
38	Prohibition of certain Agreements, Abuse of Dominant Position and Regulation of combination	Text Book, Part-V, Chapters 8 ,Section-3, Sheth Tejpal, Chapters 1 & 2
39	Competition Commission of India (CCI),Director	Text Book, Part-V,



	General (DG),Penalties,  <b>Case Study- M/s Reliance Big Entertainment Private Limited (Informant) v. Tamil Nadu Film Exhibitors Association (Opposite Party)</b>	Chapters 8 ,Section-3 Sheth Tejpal, Chapters 1 & 2  <a href="http://www.ccr.org.in/uploads/2/1/9/6/21961628/reliance_big_entertainment_private_ltd_v._tamil_nadu_film_exhibitors_association_.pdf">http://www.ccr.org.in/uploads/2/1/9/6/21961628/reliance_big_entertainment_private_ltd_v._tamil_nadu_film_exhibitors_association_.pdf</a>
40	Competition Advocacy, Finance, Accounts, Audit	Text Book, Part-V, Chapters 8 ,Section-3 Sheth Tejpal, Chapters 1 & 2
<b>END TERM EXAMINATION</b>		

**\*Course Name: Information Systems for Mangers**

**Course Code: BBA 213**

**Course Credit: 3**

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

Information Systems (IS) 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:

- 1.4. To acquaint students with the understanding of role played by information system in organization (**Business Knowledge**)
- 1.5. To acquaint students with use of technology with respect to different functional area. (**Modern Tool Usage**)
- 1.6. Discuss the importance of security, privacy, and ethical issues as they relate to information systems. (**Ethics**)

### **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:**

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 Analysing 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.

#### **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 an organization and study information system deployed there 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 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.	The manger and the society	1			Open Book
6.	Quiz	Ethics and security in IT.	Ethics	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
Introduction to computers	Peter Norton, 2010, TMH Education
SUPPLEMENTARY READINGS	
Information Technology for Management	Efraim Turban, Linda Volonino, 2010, Wiley
Management Information System: Managing the Digital Firm	Laudon & Laudon, Pearson Education, Eighth Edition
MIS: Conceptual Foundations, Structure and Development	Davis & Olson, Tata McGraw Hill
Journal of Management Information Systems	

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I:</b> Introduction to Information system		
The purpose of this module is to acquaint students with basic concepts of data, information, information system.		
1	Understanding ISs, changing face of Business environment, IT versus IS	Text Book, Chapters 1,

Session	Topics to be discussed	Readings
		Turban Chapters 1
2-3	Hardware Resources, Software resources, Network Resources, Data resources, Managing E-transformation	Text Book, Chapters 1, Turban Chapters 1
4-5	IS infrastructure, evolution of business processes and organizational structure, Competitive edge of networks, Technological foundation of a computer network	Text Book, Chapters 2, Turban Chapters 1,2
6-7	Internet telephony and VoIP, Network planning and management	Text Book, Chapters 3, Turban Chapters 6
8-9	Concept of Database management systems, Application of Data base management systems and data warehousing <b>Case study (Class discussion): JetBlue &amp; the Veterans Administration Case (Self Study):</b>	Text Book, Chapters 4, Turban Chapters 5
<b>Module II: Information Systems for Business applications</b> The purpose of this module is to acquaint students with the various form of technical support available for different business needs.		
10-11	IS for sales and marketing, Marketing cycle and components of Marketing Information systems <b>Case –IPL teams strike gold with information technology pg. 80</b>	Text Book, Chapters 5, Turban Chapters 7
12-13	Channel systems, Sales support systems, Customer systems	Text Book, Chapters 5, Turban Chapters 7
14-15	Information systems for HR- Recruitment and selection, Training and development, Information systems for HR- Employee Relationship, Performance Management	Text Book, Chapters 6
16-17	Information systems for Finance. IS for Working Capital Management, Financial analysis and planning	Text Book, Chapters 6
18-19	Enterprise Information Systems, ERP	Text Book, Chapters 7
20-21	E-Business and ERP, E-CRM, Sales force automation, Service automation <b>Case: SIEMENS AG IS TRANSFORMING ITSELF INTO AN E-BUSINESS Turban Ch1, Pg2</b>	Text Book, Chapters 7
<b>Module III: Information Systems Planning and development</b>		
22-23	Business Systems Planning	Text Book, Chapters 9
24-25	SDLC	Text Book, Chapters 9
26-27	Prototyping	Text Book, Chapters 9

Session	Topics to be discussed	Readings
28-29	Rapid Application Development	Text Book, Chapters 9
30	Data Flow Diagrams	Text Book, Chapters 9
31	ER Diagrams	Text Book, Chapters 9
<b>Module IV: Information systems Security Management</b>		
32-33	Security threats to IS Security Policy and enforcement	Text Book, Chapters 11, Turban Chapters 12
34-35	Security Management Standards and Global Practices Security access control systems and technologies	Text Book, Chapters 11
36	Security Risk Management Framework <b>Case: CISCO pg 120</b>	Text Book, Chapters 11
<b>Module V: Information Systems for Business Effectiveness</b>		
37	Impact of IS in business effectiveness	Text Book, Chapters 12
38	Tangible versus Intangible returns	Text Book, Chapters 12
39	Evaluating the impact on effectiveness	Text Book, Chapters 12
40	Effectiveness as a function of cost, value, performance and positioning	Text Book, Chapters 12
40	Presentation	
END TERM TEST		

**Annexure:**

Research paper on **Evolution of Data-Base Management Systems**  
(<http://dl.acm.org/citation.cfm?id=356664>)

**Research paper on Data Mining Industrial Applications**

(<http://cdn.intechweb.org/pdfs/13182.pdf>)

**Research paper on An Overview of Data Warehousing and OLAP Technology**

(<http://www.cs.sfu.ca/CourseCentral/459/han/papers/chaudhuri97.pdf>)

**Research paper on Research Problems in Data Warehousing**

(<http://ilpubs.stanford.edu:8090/91/1/1995-24.pdf>)

**Video lecture giving benefits of databases:**

<https://www.youtube.com/watch?v=M2HNbleSkKI>

**Video lecture on data mining by nptel**

<http://nptel.ac.in/courses/106106093/35>

**Course Name: Principles of Marketing-I**

**Course Code: BBAD 1013**

**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 glocalisation has called for the understanding of the subject in a practical way.

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

1. To make students aware about the marketing concepts, principles, contemporary issues and strategies involved in the marketing management of a firm. (NBA-GA **Business Knowledge**)
2. To make student understands the principles and practices of “consumer behaviour” and infuse in them creative thinking and an ability to apply marketing knowledge for creating genuine value for customers. (NBA-GA **Design/Development of Innovative Solutions**)
3. To develop in students, an understanding of marketing research enabling them, build a research orientation. (NBA-GA **Problem Analysis**)
4. To develop team spirits among the students in order to develop an effective and environmentally sustainable marketing management plan. (NBA-GA **Individual and**

### Team Work)

5. To make students aware of the challenges for marketers in future and prepare them to understand the need for creating offerings as per the continuously changing market scenarios. (NBA-GA **Life Long Learning**)
6. To make students aware of the responsibilities of a marketer towards the customers and society and to make them realise the importance of right promotion mix and distribution mix. (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>1. To make students aware about the marketing concepts, principles, contemporary issues and strategies involved in the marketing management of a firm.</p> <p>2. To make student understands the principles and practices of “consumer behaviour” and infuse in them creative thinking and an ability to apply marketing knowledge for creating genuine value for customers.</p> <p>5. To make students aware of the challenges for marketers in future and prepare them to understand the need for creating offerings as per the continuously changing market scenarios.</p>	<p>Business Knowledge</p> <p>Design/ Development of Innovative Solutions</p> <p>Life Long Learning</p>	<p>Question No: 1,2,3&amp;8</p> <p>Question No: 6, 7</p> <p>Question No: 4,5,9</p>	<p>16</p> <p>20</p> <p>14</p>	Feb, 2017	Closed Book
2.	Assignment -	1. To make students aware about the marketing concepts, principles, contemporary	Business Knowledge	The written submission	2.5	2 <sup>nd</sup> Feb August, 2017	Open Book/ Take



		<p>issues and strategies involved in the marketing management of a firm.</p> <p>4.To develop team spirits among the students in order to develop an effective and environmentally sustainable marketing management plan.</p>	Individual and Team Work	The written submission	2.5	27 <sup>th</sup> March 2017	Home Quiz
3.	Case	4.To develop team spirits among the students in order to develop an effective and environmentally sustainable marketing management plan.	Individual and Team Work	Analysis	5	Once every week	Open Book
4.	Quiz	1. To make students aware about the marketing concepts, principles, contemporary issues and strategies involved in the marketing management of a firm.	Business Knowledge	Quiz Answers	2.5	1 <sup>st</sup> week Feb 2017	Closed Book
		5. To make students aware of the challenges for marketers in future and prepare them to understand the need for creating offerings as per the continuously changing market scenarios.	Life Long Learning	Quiz Answers	2.5	Last week March 2017	Closed Book
5.	Presentations	3. To develop in students, an understanding of marketing research enabling them, build a research orientation.	Problem Analysis	Presentations	2.5	3 <sup>rd</sup> week April 2017	Open Book
		6. To make students aware of the responsibilities of a marketer towards the customers and society and to make them realise the importance of right promotion mix and distribution mix.	The Manager and Society	Presentations	2.5	3 <sup>rd</sup> week April 2017	Open Book

6.	CAT 2	5. To make students aware of the challenges for marketers in future and prepare them to understand the need for creating offerings as per the continuously changing market scenarios.	Life Learning	Long	To be made	40		Closed book
						10		

### **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.

### **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.

#### ***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 Tests (CAT- I & 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.

**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
Marketing Management	Kotler, Keller, Kosy and Jha, Pearson, 12 <sup>th</sup> Edition 2013
SUPPLEMENTARY READINGS	
Principles of Marketing	Kotler, Armstrong, Pearson Education, 10 <sup>th</sup> edition, 2012
Marketing Management	Ramaswamy & Namakumari, Macmillan Publishing, 3 <sup>rd</sup> Edition 2012
Marketing Management	Kumar & Meenakshi, Vikas Publishing, 2 <sup>nd</sup> Edition, 2013

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

Session	Topics to be discussed	Readings
<b>Module I: Marketing Principles: The basics of Marketing, the core concepts, newer avenues and approaches on marketing</b>		
1	Definition of marketing, Historic prospective and evaluation of Marketing as a field of study, Relevance of marketing in modern business	Textbook Chapter 1 Class Discussion: What is the practical significance of Marketing as a discipline?
2	Definition of marketing, Historic prospective and evaluation of Marketing as a field of study, Relevance of marketing in modern business cont.....	Textbook Chapter 1 Class Discussion: How has marketing evolved?

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
3	Core marketing concepts (exchange, transaction, needs, wants, demand, offering, brand, customer value, competition);	Textbook Chapter 1 Class Discussion How have the concepts helped develop the basics of this subject?
4	Marketing concepts (Production, product, selling, marketing, social marketing concepts);  <b>Nike: Case Study</b>	Textbook Chapter 1 Class Discussion: How have the concepts developed over time? <b>Text Book, Ch 1(pp. 23)</b>
5	Concept of Integrated marketing, delivering value	Textbook Chapter 1 Class Discussion: How has Integrated Marketing helped change the face of marketing?
6	Developing marketing plans and strategies <b>Coca Cola: Integrated Case</b>	Textbook Chapter 2 Class Discussion How do proper plans help in further processes? <b>Page 30, Kotler, Keller, Koshi Jha 12th Edition</b>
<b>Module II: Marketing Environment: It examines the nature of marketing environment, determines environmental related issues, and provides a context for developing marketing strategies.</b>		
7	Understanding the Marketing environment and adopting marketing to the changing environment	Textbook Chapter 3 Class Discussion: What factors constitute the environment?
8	Case Study Discussion- Budweiser  You tube video: <a href="https://www.youtube.com/watch?v=BV-mghLRHbg">https://www.youtube.com/watch?v=BV-mghLRHbg</a>	Textbook Chapter 3, Kotler Keller Koshi Jha, page: 82
9	Understanding the Marketing environment and adopting marketing to the changing environment	Textbook Chapter 3 Class Discussion: How does environment affect the marketing decisions?

Session	Topics to be discussed	Readings
10	Market segmentation, targeting and positioning, niche marketing;	Textbook Chapter 8 Class Discussion: Why segmentation is necessary?
11	Market segmentation, targeting and positioning (STP) , niche marketing;	Textbook Chapter 8 Class Discussion: Discuss various methods of STP and its affect.
12	HSBC : Case Study Discussion:	Textbook Chapter 8, pp 226
13	An overview of marketing of services. Case: Southwest Airlines.  Youtube Lecture Services Marketing: <a href="https://www.youtube.com/watch?v=5MBEHY7Q0Ls">https://www.youtube.com/watch?v=5MBEHY7Q0Ls</a>  <b>Southwest Airlines -Services Marketing: Case Study</b>	Textbook Chapter 13, Class Discussion: Why services need to be marketed?  <b>Case: Text Book, Page: 359</b>
14	An overview of international, digital and rural marketing wrt to India cont.....  International Marketing  <a href="https://www.youtube.com/watch?v=X3uQT8wiKMo">https://www.youtube.com/watch?v=X3uQT8wiKMo</a>  Google Ad words: <a href="https://www.youtube.com/watch?v=ioGhmFzhKVK">https://www.youtube.com/watch?v=ioGhmFzhKVK</a>  Rural Marketing:  <a href="https://www.youtube.com/watch?v=Ctlh5Gx1VMk">https://www.youtube.com/watch?v=Ctlh5Gx1VMk</a>	Textbook Chapter 13, Class Discussion: What is the future of Marketing.
<b>Module III: Consumer Behavior: This module explores consumer behaviour. It considers how psychological concepts affecting customers buying behaviour.</b>		
15	Consumer Behavior- definition, models , Buying motives, consumer motivation	Textbook Chapter 6 Class Discussion: How does consumer behaviour affect marketing? <b>Kotler, Keller, Koshi Jha</b>

Session	Topics to be discussed	Readings
	<b>Disney: Case Study</b>	<b>12th Edition, Ch 6, (pp. 172)</b>
16	Consumer decision making process, buying roles	Textbook Chapter 6 Class Discussion: What is The decision making process for automobiles in India?
17	Consumer Decision Making	Textbook Chapter 6
18	Organizational buying behavior; process and types  <b>Case: General Electric</b>	Textbook Chapter 7 Class Discussion: What is organizational buying behaviour? <b>Kotler, Keller, Koshi Jha 12th Edition, Page 197.</b>
19	Marketing Research- need, process, and importance	Textbook Chapter 3, Class Discussion: What are Marketing Research needs and their significance.
20	Types of research methods(exploratory, descriptive, cause and effect), Process of Market Research,	Textbook Chapter 3 Class Discussion: What are the steps to define a research problem.
21	Marketing Research tools (questionnaires, interview, projective tests, ), sample size, sampling unit , data sources  Marketing Research:  <a href="https://www.youtube.com/watch?v=yuMheUsCnGE">https://www.youtube.com/watch?v=yuMheUsCnGE</a>	Textbook Chapter 3, Class Discussion: What are the quantitative research tools?
22	Marketing Research  <b>Sony: Case Study</b>	Textbook Chapter 4, <b>Kotler, Keller, Koshi Jha 12th Edition, Page 113</b>

Session	Topics to be discussed	Readings
<b>Module IV: Understanding the marketing mix: This module discusses the fundamentals of Product, Price, Place &amp; Promotion and how company deploy them.</b>		
23	PRODUCT:- Definition of product, levels of product	Textbook Chapter 12, Class Discussion: What is the importance of a product.
24	PRODUCT: - Types of product; Packaging and labeling	Textbook Chapter 12, Class Discussion What does a proper product add value to the brand image?
25	Product line management , line depth, width , length concerns	Textbook Chapter 12, Class Discussion: What are the product line marketing decisions?
26	Product mix, Product differentiation	Textbook Chapter 12, Class Discussion: How can we differentiate one product from another?
27	PLC- stages and corresponding strategies	Textbook Chapter 12, Class Discussion: Why do products have a life cycle?
28	Product Management and marketing strategies	Textbook Chapter 12, Baines, Fill, Page & Sinha, oxford, pp265 Case-Life cycling Online Fashion
29	New Product Management  <b>Toyota: Case Study</b>	Assorted notes , Class Discussion: What are new products and what are their marketing implications? <b>Kotler, Keller, Koshi Jha 12th Edition, Page 335</b>

Session	Topics to be discussed	Readings
	Product Lecture:  <a href="https://www.youtube.com/watch?v=5OQAD606Yow">https://www.youtube.com/watch?v=5OQAD606Yow</a>	
30	Theory of diffusion of an innovation.	Assorted notes, Class Discussion How does innovation help build excitement in the customer?
31	PRICE:- Pricing objectives, factors influencing pricing,	Textbook Chapter 14, Class Discussion: What is the Importance of pricing.
32	Pricing strategies   <b>Ebay: Case Study</b>  Pricing:  <a href="https://www.youtube.com/watch?v=POTBei26Jow">https://www.youtube.com/watch?v=POTBei26Jow</a>	Textbook Chapter 14, Class Discussion: Read Case  <b>Kotler, Keller, Koshi Jha            12th Edition, Page 390</b>
33	Distribution:- Types of distribution channels;	Textbook Chapter 15, Class Discussion: How does proper distribution help attain marketing goals?
34	Role of intermediaries, functions and utility concept	Textbook Chapter 16, Class Discussion: What are the types and functions of intermediaries?
35	Channel strategy decisions, Physical distribution management	Textbook Chapter 16, Class Discussion: Why a well defined channel is necessary?



Session	Topics to be discussed	Readings
	<p><b>Wal-Mart: Case Study</b></p> <p>YouTube: Channel / Place in Marketing:  <a href="https://www.youtube.com/watch?v=aOT4Wnuv3E8">https://www.youtube.com/watch?v=aOT4Wnuv3E8</a></p>	<p><b>Kotler, Keller, Koshi Jha 12th Edition, Page 440</b></p>
36	Promotion: promotion mix,	Textbook Chapter 17, Class Discussion How does promotion helps in creating awareness?
37	Advertising- 5 M's, Role and functions of advertising, Sales Promotion: Types of sales promotion (Trade promotion, consumer promotion),	Textbook Chapter 18, Class Discussion: The affect of advertising in buying decisions.
38	Advertising vs. Sales promotion, Sales Promotion tools	Textbook Chapter 18, Class Discussion: How are advertising and sales promotion different?
39	<p>Personal selling: challenges and responsibilities, Personal selling skills, Managing Public Relations</p> <p><b>Virgin Group: Case Study</b></p> <p>YouTube: Promotion Mix  <a href="https://www.youtube.com/watch?v=rVQQ_M8t254">https://www.youtube.com/watch?v=rVQQ_M8t254</a></p>	<p>Textbook Chapter 18, Class Discussion: The affect and techniques of personal selling in Consumer durables</p> <p><b>Kotler, Keller, Koshi Jha 12th Edition, Page 498</b></p>
40	Guest Lecture by Industry Expert	
<b>END TERM EXAMINATION</b>		

**Course Name: Organizational Behaviour**

**Course Code: BBAD 1014**

## Course Credit: 3

### Course Background and Learning Objectives:

Organizational behavior, or "people skills," is the field of study that investigates the impact that individuals, groups, and structure have on behavior within organizations, for the purpose of applying such knowledge toward improving an organization's effectiveness. Organizational behaviour has a goal to help the managers make a transition to the new paradigm. Some of the new paradigm characteristics include coverage of second-generation information technology and total quality management such as empowerment, reengineering and benchmarking, and learning organizations for managing diversity at work. The new paradigm sets the stage for the study, understanding, and application of the time-tested micro-variables, dynamics and macro-variables. One must know why management needs a new perspective to meet the environmental challenges and to shift to a new paradigm.

Understanding human behaviour plays an important role in determining a manager's effectiveness. Developing managers' interpersonal skills helps organizations attract and keep high-performing employees. Positive social relationships are associated with lower stress at work and lower turnover. Finally, companies with reputations as good places to work have been found to generate superior financial performance.

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 behaviour and their applications to develop employees effectiveness in organizations. (**The manager and society and Life-long learning** )
- 2 Provide an understanding of the relationship between organization and behavioural sciences. (**Environment and sustainability**)
- 3 Provide a view about how groups & teams work in an organization. (**Individual and Team Work, Business Knowledge**)
- 4 To provide an understanding about interpersonal relationships and their existence in the organization and familiarize students with the concepts and dynamics of motivation and leadership. (**Business Ethics and The manager and society**)

### Pedagogy

The pedagogy will be a combination of Class lectures, Real life examples, Presentations, Group discussions, You Tube Videos, Case studies and Role Plays. 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. 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:

Understanding and managing people's behaviour in the organizational setting is quite challenging job for managers in the present context because of the complexities involved in this process. Organizational Behaviour has contributed a lot towards the development of knowledge for managing people at work. Its increasing role in management can be appreciated by the fact that it has been made compulsory subject of study for the students of management at all levels. In this course, you will learn many new concepts, models and theories; 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 Behaviour".
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.

#### *evaluation Scheme*

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 basic concepts and models of organizational behaviour and their applications to develop	1.The manager and society 2.Life-long learning	Question No. 6, 7, 9	30	15th Feb 2017 to 18th Feb 2017	Closed Book

		employees effectiveness in organizations.					
2.	CAT-2	<ol style="list-style-type: none"> <li>To provide an understanding about interpersonal relationships and their existence in the organization and familiarize students with the concepts and dynamics of motivation and leadership</li> <li>Provide a view about how groups &amp; teams work in an organization</li> </ol>	<ol style="list-style-type: none"> <li>Business Ethics</li> <li>The manager and Society</li> <li>Individual and Teamwork</li> </ol>	Question No. 6, 7, 9	30	10 <sup>th</sup> Apr 2017 to 14 <sup>th</sup> Apr 2017	Closed Book
3.	Presentations	<ol style="list-style-type: none"> <li>Provide a view about how groups &amp; teams work in an organization.</li> </ol>	<ol style="list-style-type: none"> <li>Individual and Teamwork</li> <li>Business Knowledge</li> </ol>	Organizational change and development, Group/Team	10	15 <sup>th</sup> March 2017	Open Book/Presentation
4.	Case Study	<ol style="list-style-type: none"> <li>Provide an understanding about the organization and behavioural sciences.</li> </ol>	<ol style="list-style-type: none"> <li>Individual and Teamwork</li> <li>Business Knowledge</li> </ol>	OB, Perception	10	20 <sup>th</sup> March 2017	Open Book
5.	Assignments	<ol style="list-style-type: none"> <li>To acquaint students with basic concepts and models of organizational behaviour and their applications to develop employees effectiveness in organizations.</li> </ol>	<ol style="list-style-type: none"> <li>The Manager and Society</li> <li>Life-long learning</li> </ol>	Foundations of OB	10		Open book
6.	Quizzes	<ol style="list-style-type: none"> <li>Provide a view about how groups &amp; teams work in an organization</li> </ol>	<ol style="list-style-type: none"> <li>Business Knowledge</li> </ol>	Groups and Teams	10		

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

This component of evaluation is to assess the performance of students as an individual in understanding the concepts and its application in different situation at workplace. Quizzes and group presentations will also 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 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. 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>
Organizational Behaviour	K. Aswathappa, 9 <sup>th</sup> Edition, Himalaya Publishing House, 2012.
<b>SUPPLEMENTARY READINGS</b>	
Organizational Behaviour: Concepts, Realities, Applications and Challenges	P.G. Aquinas, 2 <sup>nd</sup> Edition, Excel Books, 2013.
Organizational Behaviour and Management	John M. Ivancevich, Robert Konopaske and Michael T. Matteson, 9 <sup>th</sup> Edition, Tata McGraw Hill Education Pvt. Ltd., 2012.
Organizational Behaviour	L.M. Prasad, 5 <sup>th</sup> Edition, Sultan Chand and Sons, 2014.

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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: Concept and definition, Fields contributing to OB;	Text Book, Chapters 1 & 3; L.M. Prasad, Chapter 3
2	Foundations to OB and Importance of OB; Shortcomings of OB	
3	Future Perspectives of OB; Emerging Challenges in OB. <b>Case study: "Does the human touch work?" Organizational behaviour, Pearson, Kavita Singh, Page No, 2-3.</b> <b>Assignment</b>	

Lecture	Topics to be discussed	Readings
<p><b>Module II: Perception</b></p> <p>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.</p>		
6	<p><b>Case study on Alba limited, OB, Pearsons, Kavita Singh, Page No, 56-57.</b></p> <p>Meaning &amp; Definition of Perception; Perceptual Process</p>	Text Book, Chapter 7; L.M. Prasad, Chapter 6
7	<p>Factors influencing Perception</p> <p><b>Exercise on Gender Role Stereotype</b></p>	
8	<p>Perceptual errors like stereotyping, fundamental attribution error, etc.</p> <p><b>Quiz 1</b></p>	
<p><b>Module III: Personality &amp; Attitude</b></p> <p>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.</p> <p>The module emphasises to understand the nature and role of attitudes and values in human behaviour. It makes students understand how attitudes and values are formed in an individual; also understand how attitudes and values can be managed effectively.</p>		
9	Personality- Meaning, Definition and Nature; Determinants of Personality	Text Book, Chapter 8; L.M. Prasad, Chapter 5
10	<p>Personality Traits &amp; MBTI</p> <p><b>Real Case- It's all a matter of Personality, OB, Fred Luthans Page No- 153,154</b></p>	
11	<p>Attitudes - Meaning and Definition; Formation of attitudes; Functions of attitudes</p> <p><b>Case Study on Attitudes: Is being modern a disqualification? Source: OB, Pearsons, Kavita Singh, Page No, 117.</b></p>	Text Book, Chapter 9; L.M. Prasad, Chapter 9
12	Attitudes and Workplace; Values - Meaning and Definition;	
13	<p>Types of values</p> <p><b>Youtube video on workplace attitude</b>  <a href="https://www.youtube.com/watch?v=aK8iINv0wWs">https://www.youtube.com/watch?v=aK8iINv0wWs</a></p> <p><b>Project on Big Five Traits</b></p>	
<p><b>Module IV: Learning</b></p> <p>This module discusses the learning concept and its implications for organizational behaviour. The focus is to understand through classical conditional theory how learning takes place in organizational settings. The module will make students understand the mechanism for using reinforcement for developing desirable behaviour.</p>		
14	Learning - Meaning and Definition; Explicit and Tacit knowledge	

Lecture	Topics to be discussed	Readings
	<b>You Tube Lecture on learning.</b> <b>Classical conditioning</b> <a href="https://www.youtube.com/watch?v=EYxUdPj-EEY">https://www.youtube.com/watch?v=EYxUdPj-EEY</a>	Text Book, Chapter 10; L.M. Prasad, Chapter 7
15	Principles of Learning; Classical Conditioning Theory <b>Classical conditioning Vs. Operant conditioning</b> ( <a href="https://www.youtube.com/watch?v=EYxUdPj-EEY">https://www.youtube.com/watch?v=EYxUdPj-EEY</a> )	
16	Operant Conditioning Theory <b>Case study: The cosmetic queen and the software king, OB, Pearsons, Kavita Singh, Page No, 80-81.</b>	
<b>Module V: Dynamics of Groups and Team</b> This module discusses the nature of group dynamics. It also examines the behaviour of different groups that exist in the organization-both formal and informal. Also it makes students understand the synergy in teams.		
17	Groups - Meaning and Definition; Why People join Groups; Nature of Groups <b>You Tube video on teamwork</b> ( <a href="https://www.youtube.com/watch?v=fUXdrI9ch_Q">https://www.youtube.com/watch?v=fUXdrI9ch_Q</a> )	Text Book, Chapter 14 and Chapter 15; L.M. Prasad, Chapter 12
18	Types of Groups – Formal Groups and Informal Groups	
19	Stages of Group Formation <b>Case study: The making of a global workplace, OB, Pearsons, Kavita Singh, Page No, 255.</b>	
20	Teams - Meaning and Definition; Nature of Teams; Benefits of Teams	
21	Types of Teams – Problem-Solving, Self-Managed, Virtual Teams and Cross-Functional Teams <b>Team building exercises.</b>	
22	Team Issues; Differences between Groups and Teams <b>Quiz 2</b>	
<b>Module VI: Interpersonal Relationship</b> The module focuses on understanding the importance of interpersonal behaviour at workplace, analyze and improve interpersonal behaviour through transactional analysis.		
23	Interpersonal Relationships: Meaning and Definition; Importance of Interpersonal Relationships at Workplace <b>Managing interpersonal relationship</b> ( <a href="http://www.ic.org/wiki/interpersonal-relationships-and-conflict-resolution/">http://www.ic.org/wiki/interpersonal-relationships-and-conflict-resolution/</a> )	L.M. Prasad, Chapter 11
24	Meaning of Transactional Analysis; Child, Adult and Parent Ego States <b>Role Plays – Interactive Exercises</b>	
25	Johari Window; Uses and Benefits of Transactional Analysis <b>Youtube video on Johari Window</b>	

Lecture	Topics to be discussed	Readings
	<a href="https://www.youtube.com/watch?v=EsKtOAPAy_k">https://www.youtube.com/watch?v=EsKtOAPAy_k</a>	
26	<b>Case Study HBR: An English Teacher in South Korea</b>	
<b>Module VII: Motivation and Leadership</b>		
The module discusses the concept of motivation and the way it affects human behaviour, understand various theories of motivation for identifying how people are motivated. The module also discusses the 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.		
27	Motivation - Meaning and Definition; Process of Motivation	Text Book, Chapter 11; L.M. Prasad, Chapter 8
28	Theories of Motivation: Maslow's Need Hierarchy; ERG Theory	
29	Herzberg's Two Factor Theory; Theory X and Y <b>(Group Presentations)</b>	
30	Leadership: Meaning and Definition; Leadership Theories - Ohio and University of Michigan's Studies <b>Case study: Leadership in India Inc, OB, Pearsons, Kavita Singh, Page No, 261.</b>	Text Book, Chapter 18; L.M. Prasad, Chapter 14
31	Blake and Mouton's Managerial Grid <b>(Group Presentations)</b>	
32	Leadership Styles and their Implications <b>Class Discussion: What makes a leader effective?</b>	
<b>Module VIII: Stress &amp; Conflict Management</b>		
The module discusses the nature and causes of stress, understand the impact of stress on behaviour and identify the strategies for coping stress effectively. Module also 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.		
33	Stress - Meaning and Definition; Types of Stress;	Text Book, Chapter 13; L.M. Prasad, Chapter 10
34	Sources of Stress; Stress Management Strategies <b>Case Study: Stressed out managers, Lee Smith, P.G. Aquinas, Pg. 170-171</b>	
35	Conflict - Meaning and Definition; Sources of Conflicts	Text Book, Chapter 17; L.M. Prasad, Chapter 18
36	Types of Conflict; Process of Conflict	
37	Strategies to Resolving Conflict; Conflict Management Styles <b>You Tube Video on conflict management</b> <a href="https://www.youtube.com/watch?v=GnB3MpUfv_k">https://www.youtube.com/watch?v=GnB3MpUfv_k</a>	
38	Negotiation as a method for Conflict Resolution. <b>Role Plays</b>	
<b>Module IX: Change Management</b>		



Lecture	Topics to be discussed	Readings
The module discusses the basic nature of organizational change and reasons behind this. The module will acquaint students with the reasons for resistance to change and strategies to overcome it.		
39	Organizational Change - Meaning; Importance of Change and Forces of Change in the Organization <b>You Tube Video on Change Management</b> ( <a href="https://www.youtube.com/watch?v=dhkLMKxncc8">https://www.youtube.com/watch?v=dhkLMKxncc8</a> ) <a href="https://www.tinypulse.com/blog/sk-case-studies-successful-change-management">https://www.tinypulse.com/blog/sk-case-studies-successful-change-management</a>	Text Book, Chapter 22; L.M. Prasad, Chapter 25
40	Resistance to Change; Overcoming Resistance to Change. <b>Case Study: Fear of going private, James Farris, P.G. Aquinas, Page No. 406.</b>	
<b>END TERM EXAMINATION</b>		

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### Program Based Learning

#### Learning from NGOs (BBAD1015)

The PBL program on “Learning from NGOs” has an objective to make students understand the following questions:

- What is an NGO?
- What are their main characteristics?
- Is there a way by which there can be a partnership between the government and NGOs?
- What are the funding agencies that support NGOs? What is the revenue model of the NGOs?
- Which institutions and research organizations undertake projects in partnership with NGOs?
- How many different NGOs will be studied?
- What are the primary and secondary areas of concern for identified NGO is working? Realization of concerns?
- What are the statutory requirements of starting an NGO? The process of application and getting the permissions to commence work.
- What is the governance model of the NGO? The management of NGO. Is it a profit earning NGO?
- Are the people in NGOs sensitized on Morality / Human Values / Ethics?
- What is the qualification parameter for people to join the NGO? The Job Description and Specifications for all the positions in the organizational structure.
- Are there any retained earnings of the NGO? How does the NGO utilize the retained earnings?
- What is NGO Partnership System?

- Is there a relationship between the number of years of experience of NGO and changes in employment, income and education of public associated with the NGO?
- Is there a relationship between the retained earnings of the NGO and changes in employment, income and education of public associated with the NGO?
- Various programs / Projects being undertaken in association / support of other NGOs and agencies.

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

**The students will have to identify a reputed NGO that has established itself at regional /national / international level.**

**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.**

Pradan, Priya & Parivaar.

<b>Programme</b>	<b>U.G</b>
<b>Batch</b>	<b>2017 – 2021</b>
<b>Semester</b>	<b>I</b>
<b>Course Title</b>	<b>French -I</b>
<b>Course Code</b>	<b>FREN-1003</b>
<b>Version</b>	<b>1.00</b>
<b>Credits</b>	<b>3</b>

### **1.0 Course Description**

**This course aims to impart basic communicative and cultural skills to the learners . Students will learn basic grammatical structures and vocabulary which will enable them to comprehend and formulate basic sentences. Different aspects of history, culture and politics of Japan will be introduced in the class so as to impart basic cultural competence to the students. This will make them aware of the cultural nuances of the language.**

### **2.0 Course Objectives**

1. This course attempts to give the students working knowledge of French Language with emphasis on communicative competence.
2. This course will impart all the four skill viz. reading, writing, listening and speaking.
3. Basic French sentences will be introduced and practiced.
4. Sufficient vocabulary will be given to the students to converse in a given situation such as, in a Coffee House, at the airport, in a restaurant and in the marketplace.
5. This course aims to give our students an interdisciplinary approach in order to compete with the globalized world.
6. This course will expose the students to a new culture and promote respect for the 'others' and inculcate tolerance.

**3.0 Course Pre-requisite :** None

**4.0 Course Outcomes**

1. On completion of the course, the students will be able to speak simple sentences, and read short sentences and, paragraphs.
2. They will be able to introduce themselves and speak briefly about their family members, friends etc.
3. They will have a brief understanding of French society and culture.

**5.0 Prescribed Texts**

1. M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l'élève. Paris: Maison des Langues, 2009.
2. M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d'exercices. Paris: Maison des Langues, 2009

**6.0 Additional References**

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette.
2. Echo A1, Author:Jacky Girardet ,CLE International
3. Girardeau, Bruno et Nelly Mous. Réussir le DELF A2. Paris: Didier, 2010

**4. Pedagogy**

The delivery of course will be a mix of class room instruction, role play and presentations by students.

**5. Detailed Outline of the Course**

**SESSION WISE INSTRUCTION PLAN**

<b>French-I (FREN-1003)</b>				<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
				<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Session No</b>	<b>Module</b>	<b>Topics</b>	<b>Core Reading</b>	<b>Additional Reference</b>			
<b>1 – 4</b>	<b>1</b>	Entrer un contact avec quelqu'un, saluer, salutations formelle et informelle, découvrir l'alphabet, s'excuser, communiquer avec tu et vous, masculin/féminin, les nombres 0 à 100					
<b>5-14</b>	<b>2</b>	<b>Se présenter, remercier, le genre des noms, les pronoms sujet et tonique, l'article défini et indéfini.</b>					
<b>15-23</b>	<b>3</b>	<b>Parler de ses goûts et de ses loisirs, poser des questions, décrire quelqu'un, les verbes au présent, la négation du verbe, le pluriel des noms, les adjectives.</b>					
<b>24-31</b>	<b>4</b>	<b>Demander/donner des informations sur une personne, parler de soi, de sa famille, comprendre et écrire un mail, l'adjectif possessif, le verbe « aller »,</b>					
<b>32-40</b>	<b>5</b>	<b>Nommer/situer un objet, exprimer la surprise, demander de faire quelque chose, exprimer une obligation, l'adjectif interrogatif, les prépositions de lieu, la négation de l'article indéfini, il faut..., pouvoir, vouloir. Demander/dire l'heure, demander pourquoi et répondre, l'interrogation, faire, connaître, l'accord des adjectifs en genre et en nombre, le pronom "on"</b>					

**Course Name: Human Resource Management**

**Course Code : BBAD 2001**

**Course Credit: 3**

## Course Background and Learning Objectives:

During the last few decades the personnel function has undergone sea change and there has been a widespread usage of the term Human Resource Management. This course describes how the human assets are being put to use in the service of organizational objectives. Organizations utilize resources- physical, financial and human- to produce results. When people work to the best of their abilities and work with zeal, enthusiasm and commitment, organizations grow to gigantic proportions. Hence it is utmost important for the organizations to understand to get the right people into the right place at the right time and then help the managers to maximize their performance and future potential.

It is needless to mention that HRM is evolving from being a mere support function to one of strategic importance. Several authors note that HRM policies and practices are becoming crucial because they can act as mechanisms for coordination and control of international operations. There is an increased awareness of the importance of employees for company competitiveness, the question of how to manage people in foreign affiliates has become increasingly important. HRM practices aimed at the acquisition, development and motivation of firm employees help produce human assets that are valuable, rare, non-substitutable, hence providing a source of competitive advantage for the organization.

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

1. Help the students understand the meaning of Personnel management and Human Resource management, and challenges faced by modern HRM. (**Business Knowledge and The manger and society**)
2. Analyze the central role played by job analysis in all HR activities, and discuss importance and challenges of HR planning. (**Business Knowledge**)
3. To describe the process of recruitment, selection and training and development of employees of the organisation in an effective manner. (**Individual and Teamwork and Business Communication**)
4. To understand the Compensation management and performance appraisal system of a firm and to find out the ways to handle grievances of the employees in order to maintain harmonious industrial relations in the organisation. (**Design/Development of Innovative Solutions and 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. Help the students understand the meaning of Personnel management and Human Resource management, and challenges faced by modern HRM.</p> <p>2. To understand the Compensation management and performance appraisal system of a firm and to find out the ways to handle grievances of the employees in order to maintain harmonious industrial relations in the organisation.</p>	<p><b>1.</b> Business Knowledge</p> <p><b>2.</b> The manger and society</p> <p><b>3.</b> Design/Deve lopment of Innovative Solutions and Problem Analysis</p>	<p>Question No. 1, 2, 3</p> <p>Question No. 4,5</p> <p>Question No. 6</p>	<p>22</p> <p>16</p> <p>12</p>	August 22 to August 27, 2016	Closed Book
2.	CAT-2	<p>1. To describe the process of recruitment, selection and training and development of employees of the organisation in an effective manner.</p> <p>2. Analyse the central role played by job analysis in all HR activities, and discuss importance and challenges of HR planning.</p>	<p><b>1.</b> Individual and Teamwork</p> <p><b>2.</b> Business Communicat ion</p> <p><b>3.</b> Business Knowledge</p>	<p>Question No. 2,6</p> <p>Question No. 1,3</p> <p>Question No. 4</p>	<p>20</p> <p>14</p> <p>8</p>	Oct 03 to Oct 07, 2016	Closed Book

3.	Presenta- tion	<ol style="list-style-type: none"> <li>To describe the process of recruitment, selection and training and development of employees of the organisation in an effective manner.</li> <li>Help the students understand the meaning of Personnel management and Human Resource management, and challenges faced by modern HRM.</li> </ol>	<ol style="list-style-type: none"> <li>Individual and Teamwork and Business Communication.</li> <li>Business Knowledge</li> </ol>	Recruitm- ent and selection	10	22 <sup>nd</sup> August, 2016	Open Book/ Take Home Quiz
4.	Case Study	<ol style="list-style-type: none"> <li>To describe the process of recruitment, selection and training and development of employees of the organisation in an effective manner.</li> <li>Help the students understand the meaning of Personnel management and Human Resource management, and challenges faced by modern HRM.</li> </ol>	<ol style="list-style-type: none"> <li>Individual and Teamwork and Business Communication.</li> <li>Business Knowledge</li> </ol>	Training	10	22 <sup>nd</sup> Septem- ber, 2016	Open Book

### **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:**

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. This is an introductory course that covers the basic HR concepts, key functions, and strategies. It will look at the HR management functions/activities, emphasizing, ONLY basic principles, i.e. the definition, rationale and challenges of: HR Planning, Staffing, Performance Management, employee Development, Compensation and Benefits management, and Employee Relations and Discipline.

- (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 articles in Newspaper, especially Wednesday's ASCENT which describes Job description, recruitment methods and articles on current HR issues by prominent HR leaders of affluent companies.
- (iii) Read the caselet and try to find out the problems pertaining to the specific topic in HRM, and try to analyse the problems, find out best alternatives to the situation.
- (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 and meet the learning goals. End-Term Test will assess the learning goals 1, 2, 3, and 4 respectively as mentioned above, while Assignment will assess learning goal 2 and 3 while Case Study will assess all the learning goals.

***Assignment***



This is an individual assignment. It will help the students understand the about the best practices followed by the various organisations and make them analytical. It will try to seek the analytical skills in the students.

**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 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.

**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
Human Resource Management	K Ashwathappa, 6 <sup>th</sup> edition, Tata Mc Graw Hills, 2010
SUPPLEMENTARY READINGS	
Human Resource Management	L M Prasad, 3 <sup>rd</sup> edition, Sultan Chand and Sons, 2010
Human Resource Management	Sharon Pandey, Pearson Education, 2011
Human Resource Management	Dessler Gary, 12 <sup>th</sup> edition, Pearson Education, 2010
Human Resource Management	Pravin Durai, Pearson Education, 2010

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

Session	Topics to be discussed	Readings
<b>Module I: Introduction to HRM</b>		
HRM is a process of bringing people and organisations together; therefore this module helps in understanding the changing role of HRM and its importance in the organisation.		

Session	Topics to be discussed	Readings
1	HRM – definition, scope and nature	K Ashwathappa, chapter 1 & chapter 3
2	Role and function of HRM	
3	Evolution of HRM	
4	Challenges and New trends in HRM, Personnel Management vs. HRM,	
5	<p>Introduction of Research article On HRM:</p> <p><b>Discussion on research paper:</b>The transfer and diffusion of HRM practices within MNCs: lessons learned and future research directions by <b>Flora F. T. Chiang</b>, Lemaski, &amp; Birtch <a href="http://www.tandfonline.com/doi/abs/10.1080/09585192.2016.1246461">http://www.tandfonline.com/doi/abs/10.1080/09585192.2016.1246461</a></p> <p><b>Discussion on research paper:</b> A bridge over troubled water: Replication, integration and extension of the relationship between HRM practices and organizational performance using moderating meta-analysis</p> <p><a href="http://www.sciencedirect.com/science/article/pii/S1053482216300341">http://www.sciencedirect.com/science/article/pii/S1053482216300341</a></p> <p><a href="#">Daniel Tzabbar<sup>a</sup></a>, <a href="#">Shay Tzafrir<sup>b</sup></a>, <a href="#">Yehuda Baruch</a></p>	
6	Strategies for the New Millennium: Role of HRM in Strategic Management Concept, Quiz:1	
7	<p>Why doesn't the HR department get any respect? – A case study by Robert Galford adapted from HBS Premier case collection.</p> <p><a href="https://hbr.org/1998/03/why-doesnt-this-hr-department-get-any-respect">https://hbr.org/1998/03/why-doesnt-this-hr-department-get-any-respect</a></p>	
<p><b>Module II: Acquiring Human Resources</b></p> <p>It is the integral part of any HR activity to recruit and select the best personnel for the organisation in order to achieve the organisational goals effectively and efficiently. Therefore this module deals with HR planning for future and current requirements of the firm.</p>		
8	HR Planning – Objectives, Process and challenges	K Ashwathappa, chapter 4
9	Job Analysis- definitions, importance, problems	K Ashwathappa, chapter 5
10	Job Description and Job Specification	
11-12	Recruitment – Sources, Process and methods- merits/demerits,	K Ashwathappa, chapter 6

Session	Topics to be discussed	Readings
13	Selection Process – Tests and Interviews, Placement and Induction	K Ashwathappa, chapter 7
14	<b>Role Play</b> <ul style="list-style-type: none"> <li>• An Organization XYZ is introducing a new product line, being HR manager create a draft for Manpower planning.</li> <li>• Being an HR manager prepare a selection process, interview questions, related resume and an interviewee (either from the other groups or anyone else they want) for the job advertisement against the position of production Manager, Sales manager and HR manager.</li> <li>• Play roles of a selection committee.</li> </ul>	
15	Job Changes – Transfers, Promotions/Demotions, Separations	K Ashwathappa, chapter 29
16	<b>Case Study based Group discussion: Promoting the protégé, (HRM, text and Case, K, Aswathappa, Page no. 133), Assignment- Prepare a Job Description and Job specification of Production Manager, Sales manager and HR manager.</b>	
<b>Module III: Training and developing Human resources</b> <p>After the successful selection of employees for the firm, the next step is to train and develop them in order to make them learn the new concepts of the job or to brush up the skill sets of the employees in order to meet the changes in the business environment. Also, it will bring out the performance appraisal methods to evaluate the performance of the employees.</p>		
17	Concept, Importance and Types of Training	K Ashwathappa, chapter 8
18	Methods of Training, Designing Training Programme, Discussion on Research paper: Decoding training effectiveness: the role of organisational factors by Amitabh DeoKodwani <a href="http://www.emeraldinsight.com/doi/abs/10.1108/JWL-05-2016-0038">http://www.emeraldinsight.com/doi/abs/10.1108/JWL-05-2016-0038</a>	
19	Evaluation of Training Effectiveness, Case study based group discussion: Backfired surmise (HRM, text and Case, K, Aswathappa, Page no. 317)	
20	Performance and Potential Appraisal – Concept and Objectives	K Ashwathappa,

Session	Topics to be discussed	Readings
21	Traditional and Modern Methods for Evaluation of Employee Performance,	chapter 9
22	Limitations of Performance Appraisal Methods, Quiz-2	
23	<b><i>Experiential Exercises on designing a Training Program: Students are asked to design a training program: 1. for the Data Analyst in IT firm with reference to changes in Technology. 2. For the bank manager with reference to Demonetization.</i></b>	
<b><i>Module IV: Compensation of Human Resources</i></b>		
This module helps to understand the mechanism of compensation management with a view to adopt suitable compensation plan and to identify contingent factors in compensation plan. Also this module helps to identify the nature of skill-based pay and wage structure and methods of wage payment so that suitable wage structure could be devised.		
24	Types of Compensation, Components of Employee Compensation	K
25	Compensation Management Process	Ashwathappa, chapter 11
26	Job Evaluation – Concept, Process and Significance	
27	Job based versus skill based pay, wage/salary differentials	Ashwathappa, chapter 11 &Chapter 12
28	Remuneration – Base and Supplementary,  <b>You tube</b> lecture:  Compensation management, Components of Employee Compensation  <a href="https://www.youtube.com/watch?v=dyafgJ0bawk">https://www.youtube.com/watch?v=dyafgJ0bawk</a>	
29	<b><i>Case Study: Software Solutions limited adapted from L M Prasad, Principles of Management; Sultan Chand and Sons, 6th edition</i></b>	
<b><i>Module V: Managing Industrial Relations</i></b>		
This module helps to understand the dynamics of IR with a view to design good IR system, to find out the causes of indiscipline among the trade unions and other employees and to handle the grievance in an amicable manner. Also, to bring out the importance of collective bargaining.		
30	Dynamics of Industrial Relations- objectives	K
31	Approaches to IR	Ashwathappa,

Session	Topics to be discussed	Readings
32	Developing IR system, Causes of poor IR, <b>Discussion on Research paper:</b> Industrial relations now: Where are we? Where to next? By Rae Cooper Keith Townsend <a href="http://journals.sagepub.com/doi/abs/10.1177/0022185616678376?journalCode=jira">http://journals.sagepub.com/doi/abs/10.1177/0022185616678376?journalCode=jira</a>	chapter 19
33	Causes of Indiscipline, maintaining discipline, code of discipline	K Ashwathappa, chapter 22
34	Grievance procedure,	
35	Collective Bargaining- approaches to Collective bargaining, collective bargaining process, quiz-3	
36	Case study based Group discussion: A case study on Shree Cement Limited: cementing the people first agenda- by Abhoy K Ojha, adapted from HBS Premier case collection	
<p><b>Module VI: Current Issues of HRM</b></p> <p>It is very important to understand the changing role and face of HRM in order to meet the requirements of the industry in an effective manner. The current issues of HRM discussed in this module talk about the HR outsourcing by various MNCs and work life balance between working couples and working mothers. Also the challenges faced by International HRM.</p>		
37	Human Resource Outsourcing, Work-life balance, Dual Career Couples, Workforce Diversity, Golden Handshake	Handouts
38	International HRM, Managing Inter Country Differences, <b>Case study: The office Equipment company (HRM, text and Case, K, Aswathappa, Page no. 731)</b>	K Ashwathappa, chapter 28
39	Presentationbased on Group project: <b>Student Diversity Audit:</b> Conduct a student diversity audit of university and submit a report  <ol style="list-style-type: none"> <li>1. Observe the degree of student diversity that exists in the halls.</li> <li>2. Visit the international student department and ask for statistics on the number and profiles of visa students. ·</li> <li>3. What special services or support groups are provided for minorities?</li> <li>4. Identify the diversity related clubs that exist on campus.</li> </ol>	

Session	Topics to be discussed	Readings
	5. Visit a regular meeting of one of these student organizations. Talk to members about the campus atmosphere toward them. What are their concerns?	
40	Doubt clear session	

\*

**Course Name: Principles of Marketing II**

**Course Code: BBAD 2002**

**Course Credit: 3**

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

Marketing is all about attracting and retaining customers. Whether it's a charity trying to solicit donations or a multinational wanting to increase monthly sales, marketing plays a central role. It's no wonder well rounded marketing professionals - who are skilled in the social sciences, particularly psychology, sociology, and economics, as well as the creative arts - are in such high demand.

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

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

The course covers various marketing elements like Product, Price, Promotion, Place etc. and various decisions required to be taken by marketers under such headings. Course also underlines various issues and strategies to tackle these elements effectively and efficiently.

Galgotias's marketing course will teach everything needed to know to strategically analyze the market, build brand equity, and engage target market in an impactful way. The rules of marketing have changed: It's not about having a competitive advantage, it's about leveraging it.

### **The Learning Goals and Objectives**

Students will be able to

1. Understand the competitive environment and design strategies using various elements of the marketing mix. (PO-7: Environment & Sustainability)
2. Understand consumer's needs, acquisition, retention and life time value. (PO- 2: Problem Analysis)
3. Find and develop new product ideas, understand customer value perception and prices setting (PO- 3: Design & Development of Innovative Solutions)
4. Learn channel management and communicating customer value successfully. (PO-10: Business Communication)
5. Correlate their learning to the latest marketing trends and ethical marketing practices. (PO-6: The Manager & Society)
6. To function effectively as a marketing manager and as a member of diverse team and in multidisciplinary settings (PO-9: Individual & Team Work)

The objective is to develop an insight into the elements of the Marketing Mix to provide an understanding for the modern marketing process and systems. This course will bridge academic theory with industry practice. It will also make students aware about the latest marketing strategies and trends.

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	3. Find and develop new product ideas, understand customer value perception and prices setting  2. Understand consumer's needs, acquisition, retention and life time value	<i>Design &amp; Development of Innovative Solutions</i>				September, 2017	Closed Book
2.	Assignment	1. Understand the competitive environment and design strategies using various elements of the marketing mix	<i>Environment &amp; Sustainability</i>		Submission	5	October, 2017	Open Book/ Take Home Quiz
4.	Case Study	3. Find and develop new product ideas, understand customer value perception	<i>Design &amp; Development of Innovative Solutions</i>		Case Analysis	5	October, 2017	Open Book

		and prices setting					
5	Quiz	5. Correlate their learning to the latest marketing trends and ethical marketing practices	<i>The Manager &amp; the Society</i>		5	Sep-Nov, 2017	Handouts
6	CAT-2	6.To function effectively as a marketing manager and as a member of diverse team and in multidisciplinary settings  4. Learn channel management and communicating customer value successfully	<b><i>Individual &amp; Team Work</i></b>  <b><i>Business Communication</i></b>			October, 2017	Closed Book

### **Pedagogy:**

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

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

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

Effective marketing strategy with an awareness and understanding of sustainable business



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

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

1. If they are unable to get the conceptual clarity after the end of the session, immediately ask questions in the class (if time permits), or after the class (preferably same day).
2. Students will try to solve problems on their own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
3. They will read the case-let and try to find out the learning points pertaining to the specific topic in “Marketing Management”.
4. If they face any difficulty in understanding marketing concepts while studying business newspapers and listening to business news channels, clarify their doubts by asking friends, or the teacher.
5. They should always try to relate the application of various marketing concepts, which they have learned from this course.
6. They are required to participate in class discussions for better understanding of the concept.
7. Moreover, there will be assignments/projects assigned to all of them either individually or in group. Late submission of assignments/projects will not be accepted.

### ***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>
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Marketing Management-A South Asian Perspective	Kotler, Keller, Koshy & Jha. 12 <sup>th</sup> Edition Pearson Education, 2011
<b>SUPPLEMENTARY READINGS</b>	
Marketing Management-A South Asian perspective	Kapoor and Iacobucci, 1 <sup>st</sup> Edition, Cengage Learning, 2010.
Principles of Marketing	Kotler, Armstrong, Agnihotri & Ehsan ul Haque , 13 <sup>th</sup> Edition, Pearson Education, 2011.
Marketing Management	Saxena, 4 <sup>th</sup> Edition, Tata McGraw Hill, 2011
Marketing Management	Ramaswamy, Namakumari, 4 <sup>th</sup> Edition, McMillan Publications, 2010
Marketing: Asian Edition	Baines, Fill, Page and Sinha, 1 <sup>st</sup> Edition Oxford University Press, 2013

Session	Topics to be discussed	Readings
<b>Module 1: Introduction to POM-II</b>		
After studying this module students will be able to understand product and its classification, product levels and packaging strategies. They will be able to develop new product ideas, learn product development process. They will also be able to describe PLCs and develop marketing strategies.		
1	Review of POM I	Text Book, Chapter 1-11;
2	Introduction to Product Management-Basic concepts  <b>Case Study 1: LHSM, Garnier Fructis Fortifying Shampoo + Oil</b>	Text Book, Chapter 10  <b>Source:</b> Text Book, Chapter 10, pp; 277
3	Types of products	Text Book, Chapter 12
4	Product Mix  <b>Case Study 2: Kellogg's Special K</b>	Text Book, Chapter 10  <b>Source:</b> LHSM, Ch 11, pp; 300
5	New Product Development Process	Text book, Chapter 11

Session	Topics to be discussed	Readings
6	PLC Strategies	Text book, Chapter 11
7	Branding Basics Benefits of branding <b>YouTube videos: What is Branding?</b>	Text Book, Chapter 10 Source: <a href="https://www.youtube.com/watch?v=By9m3UBiRZM">https://www.youtube.com/watch?v=By9m3UBiRZM</a>
8	Branding strategies Packaging , labeling, UPC	
9	Global issues in branding	Text Book, Chapter 10
<b>Module 2: Designing and Managing Services</b> After studying this module students will be able to define, classify service, and differentiate from goods. They will be able to understand the difference between marketing of goods and service. This module also helps students to develop strategies to improve service quality.		
10	Services Marketing -Basic Concepts Importance of service in the economy <b>Case Study 3: Taj Hotel, Resorts and Palaces</b>	Text Book, Chapter 12 <b>Source:</b> LHSM, Ch 12, Page 320
11	Importance and characteristics of services Difference between goods and services	Service Marketing, Christopher Lovelock, Ch 1
12	Services Quality , Gap Model	Text Book, Chapter 12
13	Marketing mix of services	Text Book, Chapter 12
<b>Module 3: Marketing Channels: Delivering Customer Value</b>		

Session	Topics to be discussed	Readings
<p>This module focuses on managing the distribution channels efficiently. Students will be able to understand channel behaviour and organization. They will be able to take channel design and management decisions. They will also understand the nature and importance of marketing logistics and integrated supply chain management.</p>		
14	Channel Management –Basics  <b>Case Study 4: Go Indigo</b>	Text Book, Chapter 13  <b>Source:</b> LHSM, Chapter 13, Page 356
15	Channel Structure  Managing channel strategy decisions	Text Book, Chapter 13
<b>CAT I</b>		
16	Managing channel relationships	Text Book, Chapter 13
17	Channel Management –A SCM approach	Text Book, Chapter 14
<p><b>Module 4: Communicating Customer Value</b></p> <p>After studying this module student will be able to understand role of marketing communication, application of marketing communication, learn major steps in developing effective communication. This module will also help students to understand methods for setting promotion budget and design promotion mix strategies for an organization.</p>		
18	Introduction to Integrated Marketing Communication,  Role of promotion in marketing mix  <b>Case Study 5: Hero Motocorp</b>	Text Book, Chapter 17  <b>Source:</b> LHSM, Chapter 16, pp; 446
19	IMC approach to Communication Mix	Text Book, Chapter 16
20	Factors affecting the promotion mix	Text Book, Chapter 16

Session	Topics to be discussed	Readings
21	Basics of Advertising	Text Book, Chapter 17
22	Classification of advertising  <b>YouTube Video: Classification of Advertising</b>	Text Book, Chapter 17  <b>Source:</b> <a href="https://www.youtube.com/watch?v=0FFNzKIHMR">https://www.youtube.com/watch?v=0FFNzKIHMR</a>
23	Creative decisions  Media decision in advertising  Campaign management	Text Book, Chapter 18
24	Personal Selling	Text Book, Chapter 18
25	Public Relation & Direct Marketing	Text Book, Chapters 17
26	Sales Promotion	Text Book, Chapter 18
<b>Module 5: Understanding and Capturing Customers Value</b>		
This module will give strong foundations to students to identify factors affecting a firm's pricing decisions, pricing policies and application of various pricing strategies.		
27	Importance of Price  Importance of price to marketing manager  <b>Case Study 6: I-Phone</b>	Text Book, Chapter 19  <b>Source:</b> LHSM, Chapter 19, Page 534
28	Pricing objectives  Types of Competition  Factors to consider when setting the Price	Text Book, Chapter 19

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
29	Cost based, competition based and value based pricing	Hand outs
30	Product mix Pricing Strategies Price Adjustment Relationship of price to quality <b>Case Study 7: Akash Tablets</b>	Text Book, Chapter 19-20 Source: LHSM, Chapter 20, Page 557
<b>CAT II</b>		
<b>Module 6: Marketing Organization and CRM</b>		
This module focuses on the need to understand marketing organization. Students will also be able to understand the technology based application of CRM.		
31	Principles of designing Marketing Organization The changing role of marketing organization	TKP, Chapter 28
32	Methods of organizing marketing organization Product management organizations	TKP, Chapter 28
33	Introduction to CRM CRM cycle <b>Case Study 8: Loyalty program Westside – Club West</b>	Text Book, Chapter 21 <b>Source:</b> LHSM, Ch 21, pp; 592
34	Leverage customer information Privacy concerns and CRM	Text Book, Chapter 21
<b>Module 7: Emerging Trends in Marketing</b>		

Session	Topics to be discussed	Readings
After studying this module students will be able to understand new marketing trends and opportunities. They will be able to apply these concepts for competitive advantage for their organizations.		
35	Introduction to Global Marketing Scope of global marketing Global marketing vs domestic marketing	TKP, Chapter 32
36	Cultural dimensions of global marketing Reason for globalization Global marketing decisions	TKP, Chapter 32
37	Marketing Ethics and CSR,	KAAH ,Chapter 20
38	Consumerism <b>YouTube Videos: What is Consumerism?</b>	KAAH ,Chapter 20 Source: <a href="https://www.youtube.com/watch?v=D9gcGjCF60">https://www.youtube.com/watch?v=D9gcGjCF60</a>
39	Environmentalism	KAAH ,Chapter 20
40	Industry Expert	Lecture/ seminar
End Term Exam		

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**Course Name: International Business**

**Course Code: BBAD 2003**

**Course Credit: 3**

### Course Background and Learning Objectives:

We are living in the era of globalization and markets around the world are linked through the movement of goods, labor and capital. Markets in other countries provide opportunities for business to grow and also pose threat to their survival. It is necessary for any business organization to understand these things in proper perspective and take good business decisions. This course is

designed in a systematic and logical manner to understand and manage international business. How international business differs from domestic business, international trade theory, foreign exchange market, options available for business organization and structure of organization etc. are included in the course to develop a comprehensive understanding regarding international business.

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

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

### **Pedagogy:**

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

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

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

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 international business.
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 courses like Strategic management, International HRM, Brand management etc. try to relate and use various concepts, and theories which you have learned from this course.
6. Thus, class participation is very much useful for better understanding of the concepts and theories. This will be appreciated and rewarded if you add value to the class through your questions, statement, and comments. It is the quality of these that is more important than the quantity.
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.

#### ***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 Business	Charles Hill and Arun Jain, Tenth edition, TMH
<b>SUPPLEMENTARY READINGS</b>	
International Business: Text and Cases	Francis Cherunilam, Fifth edition, PHI
International Business	Justin Paul, Fifth edition, PHI
International Business	Rakesh Mohan Joshi, First edition, Oxford University Press
International Business: Environments and Operations	Sullivan, Salwan, Radebaugh, Daniels, Twelfth edition, Pearson
International Business	K. Aswathappa, Fifth edition, TMH

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to International Business and environment framework</b> The purpose of this module is to acquaint students with the basic concepts of international business and the different environments within which it is done.		
1	Meaning of Globalization, Emergence of Global institutions	Text Book, Chapter 1
2	Drivers of globalization	Text Book, Chapter 1
3	Globalization debate	Text Book, Chapter 1
4	Managing in global market place	Text Book, Chapter 1

Session	Topics to be discussed	Readings
5	Global economic environment	Text Book, Chapter 1
6	Differences in political system	Text Book, Chapter 2
7	Differences in economic system	Text Book, Chapter 2
8	Differences in legal system	Text Book, Chapter 2
9	Differences in culture, values and norms Case Study- McDonald's and Hindu culture	Text Book, Chapter 3
<b>Module II: : International trade theory and regional integration</b> This module aims at developing the understanding regarding the theories of international trade and the impacts of regional integration on international trade.		
10	An overview of trade theory, Absolute advantage	Text Book, Chapter 5
11	Comparative advantage	Text Book, Chapter 5
12	Heckscher-Ohlin theory	Text Book, Chapter 5
13	National competitive advantage: Porter's diamond	Text Book, Chapter 5
14	Level of economic integration	Text Book, Chapter 9
15	Case for regional integration, Case against regional integration	Text Book, Chapter 9
<b>Module III: Global monetary system and FDI</b> This module discusses the theories of foreign exchange market and the movement of capital around the globe.		
16	Function and nature of foreign exchange market	Text Book, Chapter 10
17	Economic theory of exchange rate determination	Text Book, Chapter 10
18	Currency convertibility	Text Book, Chapter 10
19	Gold standard, Bretton Woods system	Text Book, Chapter 11
20	Fixed vs Floating exchange rate	Text Book, Chapter 11
21	FDI in world economy	Text Book, Chapter 7
22	Horizontal FDI, Vertical FDI	Text Book, Chapter 7
<b>Module IV: Strategy and Structure of International business</b> This module covers the different types of strategies available to the firms in the international business and the resulting changes in the organizational structure.		
23	Strategy of firm and international business	Text Book, Chapter 12
24	Global strategy and profitability	Text Book, Chapter 12
25	Cost pressures, local responsiveness	Text Book, Chapter 12
26	Basic entry decisions	Text Book, Chapter 14
27	Entry modes, selecting an entry mode	Text Book, Chapter 14

Session	Topics to be discussed	Readings
28	Strategic alliances	Text Book, Chapter 14
29	Organization of International Business	Text Book, Chapter 13
30	Organization structure	Text Book, Chapter 13
31	Organizational culture, Organizational change	Text Book, Chapter 13
<b>Module V: Managing International Business</b>		
This module discusses how to manage the international business in regard to marketing, human resource and accounting.		
32	Globalization of markets and brands	Text Book, Chapter 17
33	Market segmentation	Text Book, Chapter 17
34	Distribution strategy Case Study- Giant Bicycles of Taiwan goes global	Text Book, Chapter 17
35	Strategy, production and logistics	Text Book, Chapter 16
36	Managing a global supply chain	Text Book, Chapter 16
37	Strategic role of international HRM	Text Book, Chapter 18
38	Staffing policy	Text Book, Chapter 18
39	Country differences in accounting standards	Text Book, Chapter 19
40	Consequences of different accounting standards	Text Book, Chapter 19
<b>END TERM EXAMINATION</b>		

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**Course Name: Business Environment**

**Course Code: BBAD 2004**

**Course Credit: 3**

### Course Background and Learning Objectives:

Business decisions are affected by many factors. Some of these factors are within the control of the concerned business organization and others are outside the control of the business organization. Government policies, competitors' behavior, intermediaries etc are some important aspects which no business organization can afford to overlook. All these factors can have major affect on the revenue, cost or profit if the organization and it is always better to consider these factors before making any important business decision. This course is designed to provide the basic understanding of all such factors in a systematic and logical manner. Economic problems, economic planning, monetary policy, fiscal policy etc. are included in this course to provide a comprehensive approach to understand the environment under which any business organization works and takes basic business decisions.

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]
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 (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 applications 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. If you face 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 Policy & 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.

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.

### Evaluation Scheme

#### 1.

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1 & 2	1.To acquaint students with basic concepts of Business environment and their applications to managerial decision-making 2 To assist	1. Business Knowledge		Q1, Q2, Q6	50	3 <sup>rd</sup> October to 7 <sup>th</sup> October 2016	Closed Book

		students in developing their creativity and innovative thinking  3.To help students to critically analyse situations for forward thinking through creativity.	3. Design and Development of Innovative solutions, Environment Sustainability.				
3	Quiz/Projects	1. To help students understand complex decision making	1. Conduct investigation of complex problems  2.Business Environment Sustainability.	Assignment	20	Any time throughout the semester	Open Book

### **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, Project Component of evaluation has been designed to assess the learning goals and objectives. Project will evaluate the conceptual clarity of each student most frequently, project report presentation and semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

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

**Implication of PBL** –Each student will be assigned the specific task to collect and analyse it in the context of the Business Environment. The list of various subcategories will be provided to the students in advance. Each project will be based on Secondary Data and student is expected to produce the report in terms of Descriptive, Inferential and predictive Analysis to understand the business world in empirical way.

Data related to National Income Accounting for India vis-à-vis major economies like India's Trading and economic partners will be gathered by students for the comparative study. (data is available at World Bank data base)

Social, demographic and economic indicators series are available in various publications like Economic Survey, Census and RBI website; student may allocate to study the changing trend across various indicators.

The role of Foreign Investment is vital today, the sector specific and its spatial distribution data can be obtain from the website of DIPP, FIPB and SIA.

Student may advise to collect the data of India's foreign trade (Import and Export) with trading partner in individual capacity.

Data relate to Foreign Trade may be commodity specific and is available on WTO and DGFT website.

### ***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.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Environment for B.Com.	Shaikh Saleem, First edition, Pearson
<b>SUPPLEMENTARY READINGS</b>	
Business Environment: text and cases	Francis Cherunilam, Himalaya Publishing House
Business Environment	A.C. Fernando, Pearson
Business Environment	Veena K. Pailwar, PHI
Business Environment text and cases	Justin Paul, Third edition, TMH
<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>



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### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module I: Introduction to Business Environment</b> The purpose of this module is to acquaint students with different types of environments which affect business decision making.		
1	Meaning of Business Environment	Text Book, Chapter 1
2	Social factors, Economic factors, Cultural factors	Text Book, Chapter 1
3	Political factors, Legal Factors, Technological factors	Text Book, Chapter 1
4	Business environment and strategic management	Text Book, Chapter 1
5	<b>Global economic environment</b> <b>Case Study- Mahindra &amp; Mahindra</b>	<b>Business Environment: Sheikh Saleem, P.19</b>
<b>Module II: : National income and Economic planning in India</b> This module aims at making students familiar with the concept of national income, economic planning and industrial licensing policy in India.		
6	Meaning and definition of national income <b>First Advance Estimates of National Income of India 2016-17</b> <b>Student's presentation</b>	Text Book, Chapter 7 <b><a href="http://pib.nic.in/newsite/PrintRelease.aspx?relid=156182">http://pib.nic.in/newsite/PrintRelease.aspx?relid=156182</a></b>
7	Measurement of national income	Text Book, Chapter 7
8	Major features of national income in India	Text Book, Chapter 7
9	Economic planning – meaning and types	Text Book, Chapter 2
10	Objectives of five year plans in India	Text Book, Chapter 2
11	Twelfth five year plan	Text Book, Chapter 2
12	Industrial licensing- Objectives	Text Book, Chapter 3
13	Recent industrial licensing policy	Text Book, Chapter 3
<b>Module III: Economic problems in India</b> This module discusses the major economic problems, their causes and effects in India.		
14	Concept, meaning and causes of poverty	Text Book, Chapter 9
15	Measures to reduce poverty	Text Book, Chapter 9
16	Poverty and inclusive growth	Text Book, Chapter 9

<b>Sess ion</b>	<b>Topics to be discussed</b>	<b>Readings</b>
17	Concept, meaning and types of unemployment	Text Book, Chapter 10
18	Factors responsible for unemployment	Text Book, Chapter 10
19	Inflation- meaning and measurement	Text Book, Chapter 11
20	Causes of inflation	Text Book, Chapter 11
21	Effects of inflation  <b>Calculating Inflation in India: Case Study</b>	Text Book, Chapter 11 <b>Business Environment: Sheikh Saleem, P.330</b>
22	Parallel economy and Regional imbalance	Text Book, Chapter 12
<b>Module IV: Financial markets in India and Government policies</b>		
This module covers the money market, capital market and government's monetary and fiscal policies to regulate these markets.		
23	Money market in India	Text Book, Chapter 5
24	Indian capital market	Text Book, Chapter 5
25	Function of Indian financial system	Text Book, Chapter 5
26	Concept and meaning of stock exchange	Text Book, Chapter 6
27	Role of SEBI  <b>Presentations on SEBI</b>	Text Book, Chapter 6
28	Monetary policy – meaning and objectives	Text Book, Chapter 4
29	Instruments of monetary policy	Text Book, Chapter 4
30	Concepts and meaning of fiscal policy	Text Book, Chapter 5
31	Objectives of fiscal policy	Text Book, Chapter 5
	<a href="http://www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf">Stock market and industry growth [EBRD - Working papers]</a>  <a href="http://www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf">www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf</a>  <b>Group Discussion</b>	<a href="http://www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf">Stock market and industry growth [EBRD - Working papers]</a> <a href="http://www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf">www.ebrd.com/downloads/research/economic/workingpapers/wp0081.pdf</a>
<b>Module V: External Sector</b>		
This module looks into India's economic transaction with the rest of the world through trade and investment.		
32	Export and imports of India – Components and directions	Text Book, Chapter 15
33	Export promotion measures	Text Book, Chapter 15
34	Foreign investment- meaning and need	Text Book, Chapter 13

Sess ion	Topics to be discussed	Readings
35	Adverse implications of foreign investment	Text Book, Chapter 13
36	Meaning of MNCs	Text Book, Chapter 14
37	Reasons for growth of MNCs	Text Book, Chapter 14
38	<b>Impact of MNCs Case Study- Ranbaxy Sellout</b>	<b>Text Book, Chapter 14</b>
39	WTO- Principles and functions	Text Book, Chapter 17
40	Major agreements under WTO	Text Book, Chapter 17
	<b>END-TERM TEST</b>	

**Course Name: Production & Operations Management**

**Course Code: BBAD 2005**

**Course Credit: 3**

### Course Background and Learning Objectives:

**Operations management** is an area of management concerned with overseeing, designing, and controlling the process of production and redesigning business operations in the production of goods or services. It involves the responsibility of ensuring that business operations are efficient in terms of using as few resources as needed, and effective in terms of meeting customer requirements. It is concerned with managing the process that converts inputs (in the forms of raw materials, labor, and energy) into outputs (in the form of goods and/or services). The relationship of operations management to senior management in commercial contexts can be compared to the relationship of line officers to highest-level senior officers in military science. The highest-level officers shape the strategy and revise it over time, while the line officers make tactical decisions in support of carrying out the strategy. In business as in military affairs, the boundaries between levels are not always distinct; tactical information dynamically informs strategy, and individual people often move between roles over time.

*“Operations keeps the lights on, strategy provides a light at the end of the tunnel, but project management is the train engine that moves the organization forward”.- Joy Gumz*

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. 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.

Production and Operations Management is a discipline for stating how to complete a production process within a certain timeframe, usually with defined stages, and with designated resources. One view of production and operations 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: human resources, 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. 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:**

The goal of this program is to show the principles of operations and how they relate to making a firm more competitive. Another idea is to teach the strategic importance of good supply chain design, planning, and operation for every product. The operations manager should understand how weaknesses in supply chain design, planning, and operation can hurt the performance of a firm. This program identifies inventory, transportation, information, and facilities as the key drivers of successful operations management. Operations Manager shall have to create symmetry between movement of product, information and fund. Applying information technology tools while improving the process and operations of a company. Here in this course we shall study mapping and improving a process. Process mapping and audit would be a key activity for this course. Strategies to be followed would 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 drawing process map and audit.
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 Strategic Management, 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.

### 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.

### End-Term Test

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

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Productions and Operations Management	S.N. Chary, Tata Mc. Graw Hill
<b>SUPPLEMENTARY READINGS</b>	
Productions and Operations Management	Upendra Kachhru, Pearson Education Ltd
Productions and Operations Management	Adam, Everett E & Ronald J. Ebert, Prentice Hall
Productions and Operations Management	<u>K. Aswathappa</u> <u>K. Shridhara Bhat</u> , Himalaya Publishing House

## Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Production &amp; Operations Management: Concepts</b>		
The purpose of this module is to acquaint students with basic concepts of the Production and Operations Management and its uses in real life situation, and the formulation of the problems.		
1	Introduction to Production Management.	Text Book: S.N. Chary, Chap 1, 2
2	Brief history of Production Management	Text Book: S.N. Chary, Chap 1, 2
3	Basic Concept of Production	Text Book: S.N. Chary, Chap 1, 2

Lecture	Topics to be discussed	Readings
4	Basic Concept of Operations Management	Text Book: S.N. Chary, Chap 1, 2
5	Transformation processes	Text Book: S.N. Chary, Chap 1, 2
6	Types of Transformation process	Text Book: S.N. Chary, Chap 1, 2
7	Types of Transformation process	Text Book: S.N. Chary, Chap 1, 2
8	Roles and Responsibilities of Operations Manager	Text Book: S.N. Chary, Chap 1, 2
9	Roles and Responsibilities of Production Manager	Text Book: S.N. Chary, Chap 1, 2
10	Production Cycle	Text Book: S.N. Chary, Chap 1, 2
11	Classification of decision areas.	Text Book: S.N. Chary, Chap 1, 2
12	<b>Case Study: Whither an MBA at Strutledge?</b>	Operations Management, Taylor, Page No- 31
<b>Module II: Quality Management and Statistical Quality Control</b>		
The objective of this module is to understand the basic insight of Quality control mechanism in production and operations management.		
13	Concept of Quality and Dimensions	Text Book: S.N. Chary, Chap 9,10,11
14	Evolution of Quality concept	Text Book: S.N. Chary, Chap 9,10,11
15	Quality Guru's and Awards	Text Book: S.N. Chary, Chap 9,10,11
16	Quality Guru's and Awards	Text Book: S.N. Chary, Chap 9,10,11
17	Total Quality Management	Text Book: S.N. Chary, Chap 9,10,11
18	Total Quality Management	Text Book: S.N. Chary, Chap 9,10,11
19	Quality Specification	Text Book: S.N. Chary, Chap 9,10,11
20	Design Quality: Tools and Techniques	Text Book: S.N. Chary, Chap 9,10,11

Lecture	Topics to be discussed	Readings
21	Design Quality: Tools and Techniques	Text Book: S.N. Chary, Chap 9,10,11
22	Zero Defects: Concept of Six Sigma	Text Book: S.N. Chary, Chap 9,10,11
23	Zero Defects: Concept of Six Sigma	Text Book: S.N. Chary, Chap 9,10,11
24	Six Sigma – Methodology: DMAIC, DMADV	Text Book: S.N. Chary, Chap 9,10,11
25	Cost of Quality, Continuous Improvement, Control Charts	Text Book: S.N. Chary, Chap 9,10,11
26	Statistical Quality Control: Managerial Roles	Text Book: S.N. Chary, Chap 9,10,11
27	<b>Student Presentation on Quality Control</b>	
<b>Module III: Facility Location, Capacity Layout</b>		
The objective of this module is to recognize and analyse the potential plant location and layout to yield maximum output at optimum cost.		
28	Facility Location Importance and planning	Text Book: S.N. Chary, Chap 29,30,31
29	Facility Location Importance and planning	Text Book: S.N. Chary, Chap 29,30,31
30	Plant Location Methods	Text Book: S.N. Chary, Chap 29,30,31
31	Factor Rating, Centre of Gravity Methods	Text Book: S.N. Chary, Chap 29,30,31
32	Analytic Delphi Method	Text Book: S.N. Chary, Chap 29,30,31
33	Introduction to capacity planning	Text Book: S.N. Chary, Chap 29,30,31
34	Four Basic Lay Out Formats, Problems in Facility Layout.	Text Book: S.N. Chary, Chap 29,30,31
35	<b>Case Study: Workout Plus</b>	Taylor,Page No.293
<b>Module IV: Materials and Inventory Management</b>		
The objective of this module is to study materials management process, inventory management, purchasing function and stores layout.		
36	Introduction to materials management.	Text Book: S.N. Chary, Chap 26, 20, 21, 22, 27, 28



<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
37	Purchasing Function and management.	Text Book: S.N. Chary, Chap 26, 20, 21, 22, 27, 28
38	Purchasing Function and management :sourcing and outsourcing	Text Book: S.N. Chary, Chap 26, 20, 21, 22, 27, 28
39	Concept and types of Inventory: ABC, VED, FSN analysis.	Text Book: S.N. Chary, Chap 26, 20, 21, 22, 27, 28
40	<b>Case Study–The Instant Paper Clip Office Supply Company</b>	Taylor, Page No-587
<b>Semester 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.]

Bachelor's in Business Administration (BBA) Program

**Course Name: E-Business**

**Course Code: BBAD 2006**

**Course Credit: 3**

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

Given the competitive business forces operating in the global arena, e-business operations attract a paradigm shift from traditional brick and mortar to brick & click business domain. The richness in standard transactional and operating procedures has contributed significantly in enhancing the scope of e-business both in product and service sector. The growing importance of electronic business to a company's growth, development and survival cannot be ignored in light of the current dynamism in the technological environment.

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

- 1 To understand the need of the transition from traditional business to electronic business. [Sub-goal: 1.4, 1.5 and 2.2]
- 2 To understand how electronic business is conducted and managed, its major opportunities, limitations, issues and risks. [Sub-goal: 3.1, 3.2, 4.1 and 4.2]

## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), experience sharing, real life examples, case let discussion, computer laboratory exercises using Salesforce sales cloud online instance and hands on exposure on google analytics and projects/assignments on specific companies. In addition to the text and reference books, additional readings and cases will be shared with the class online from time to time.

## **Course Strategy and Requirements:**

Mixed mode learning strategy will be adopted in the class whether instructor led training approaches will unravel the path before the students to pursue self learning. In this process students will be able to appreciate different business models of e-business and could connect with them and will be able to analyze different case studies as they would be discussed in the class.

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

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Keeping in mind students' heterogeneous background, and strategies specified above, the following components of evaluation have been designed to assess the learning goals and objectives. Quizzes will evaluate the conceptual clarity of each student most

frequently. Case studies discussion, project report presentation 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
Quiz/ Case Studies/ Project Report Presentation (20 Marks)	√	√
CAT-1 & CAT-2 (30 Marks)	√	√
End Term Examination (50 Marks)	√	√

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

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

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

#### ***Continuous Assessment Test 1 & 2 (CAT-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>
e-Business 2.0, Roadmap for Success	Dr. Ravi Kalakota & Marcia Robinson, Pearson Education. 2011 2 <sup>nd</sup> ed.
<b>SUPPLEMENTARY READINGS</b>	
E-Business: A Management Perspective	Jonathan Reynolds, Oxford,2010
E-Business and E-Commerce Management	Dave Chaffey, Pearson, 3 <sup>rd</sup> Ed.2010
Electronic Commerce Framework, Technologies and Applications	Bharat Bhasker, TMH, 3rd edition.2010
E-Commerce – The cutting edge of business	Kamlesh Bajaj, TMH,2010

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to E-Business and Spotting E-Business Trends</b>		
The purpose of this module is to acquaint students with basic concepts of the E-Business and different e-business models and to analyse the present trends of e-business from perspectives of consumers, marketers and other stake holders.		
1	Defining need of e-commerce and brief history.	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds Chapter 2
2	Shifting to e-business from e-commerce Framework	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds Chapter 2
3	Types of business model	Text Book, Kalakota & Robinson Chapter 1 ; Reynolds Chapter 2
4	Case Discussion: Pepperfry, Aramshop	
5	Trends Driving e-business	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
6	Customer oriented trends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
7	Organizational trends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
8	Employee Megatrends	Text Book, Kalakota & Robinson Chapter 2 ; Reynolds Chapter 3
9	Case Discussion: Facebook, Amazon	
<b><i>Module II: Digitizing the E-Business Design</i></b> This module discusses standard pricing rules under different assumptions about the structure of the market in which the firm operates. It also examines certain pricing practices such as mark-up pricing, multiple product pricing, etc.		
10	E-business patterns: the structural foundation	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
11	Click and brick pattern, portal pattern,	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
12	e-market maker pattern	Text Book, Kalakota & Robinson Chapter 3 ; Reynolds Chapter 7
13	Case Discussion: Intuit, IRCTC	
14	Interlocking layers of e-business	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
15	Self diagnosis	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
16	Operational, Service and continuous	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
17	innovation excellence models	Text Book, Kalakota & Robinson Chapter 4 ; Reynolds Chapter 8
18	Guest Lecture by a person from Industry	

Lecture	Topics to be discussed	Readings
<p><b>Module III: Strategy formulation for e-business design</b></p> <p>This module focuses on e-business strategies and their potential impact of profitability. Besides theory this module undertakes hands on training of one CRM application i.e., Salesforce sales cloud and a lab demonstration of Google analytics which showcase the application of e-business strategies in business simulated in a lab environment.</p>		
19	Constructing the E-Business architecture	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
20	The new era of cross functional integrated applications	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
21	Problems caused by lack of integration	Text Book, Kalakota & Robinson Chapter 5 ; Reynolds Chapter 3
22	Case Discussion: Flipkart, Yebhi	
23	Strategy formulation for e-business design	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
24	Roadmap to move a company into e-business	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
25	Implementing Supply chain and CRM	Text Book, Kalakota & Robinson Chapter 12 ; Reynolds Chapter 6
26	E- Supply chain architecture	Text Book, Kalakota & Robinson Chapter 9 ; Reynolds Chapter 9
27	E - CRM architecture	Text Book, Kalakota & Robinson Chapter 6 ; Reynolds Chapter 9
28	Mobilizing the organization: tactical execution	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
29	Tactical e-Project management	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
30	Tactical e-Development process	Text Book, Kalakota &

Lecture	Topics to be discussed	Readings
		Robinson Chapter 15 ; Reynolds Chapter 10,11
31	Adoption management	Text Book, Kalakota & Robinson Chapter 15 ; Reynolds Chapter 10,11
32	E-government initiatives, Measuring effectiveness of e-governance.	Reynolds Chapter 8, Chaffey Chapter 4
33	A demonstration of application of Google analytics	
34	A demonstration of Sales force Salescloud Application to understand effective CRM	
35	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
36	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
37	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
38	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
39	Lab Session1: Salescloud Application for Hands on training on cloud based CRM application instance	
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.

### ***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 Management**

**Course Code: BBAD 2007**

**Course Credit: 3**

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

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

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

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

1. Understand the limitations of conventional finance and the reasons explaining dividend decisions and working capital management. [ NBA- GA-1 Business Knowledge]
2. Understand the theory and practice of corporate finance techniques. . [NBA-GA- 2 Problem Analysis,]
3. Develop an awareness of the organizational financial resources and procedures used in maximizing the revenues and minimizing the cost of capital. [NBA-GA-3 Design/ Development of innovative solutions, PSO-2]
4. To communicate proficiently in writing and speaking to address Financial Issues. [NBA-GA-5 Modern Tool Usage]
5. To develop responsibility to take decisions in future in an organization which is not



adverse to the Financial environment in which it operates. [NBA-GA-7 Environment Sustainability]

6. An ability to identify and to address their own educational needs in a changing world in ways sufficient to maintain their competence and to allow them to contribute to the advancement of Financial knowledge[NBA-GA-8 Ethics]

### **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 semester end examination will assess the learning goals 1, 2 and 3 as mentioned above.

<b>Assessment Components and Marks</b>
Quiz/ Case Studies (10 Marks)

PBL Project Report Presentation(25marks)
CAT-1 (15Marks)
Semester End Examination (50 Marks)

### ***Evaluation***

#### ***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 (CAT-1 )***

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

#### ***Project Based learning(PBL)***

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

#### ***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.

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 Corporate decision making  2. To Understand theory and practical of corporate finance.	1. Business Knowledge  2. Problem Analysis	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	25-28AUG 2017	Closed Book
2.	CAT II	5.To develop responsibility to take decosns in and financial environment.  6.To identify and address their own educational needs	7. Environment Sustainability  8 Ethics	Q3(CAT II)-CO5  Q4(CAT II)-CO6	8  8	13-17 OCT, 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)	Aug and Oct 2017	Closed Book
4.	Assignment (s)	3,to be proficient in finance environment	3.Design/ Development	CO3 Assignment	10	Any time throughout	Open Book

			of Innovative Solutions			the semester	
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RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Financial Management by I M Pandey	Latest Edition, Vikas Publishing House Pvt. Ltd.
<b>SUPPLEMENTARY READINGS</b>	
Van Home, J.C. 2011, Financial Management and Policy	12th Ed., Prentice Hall of India
Damodaran, A. 2009, Corporate Finance : Theory and Practice	2nd Edition., Wiley & Sons
M.Y Khan & P.K Jain, “Financial Management”	Latest Edition, Tata McGraw Hills, New Delhi
Prasanna Chandra, “Financial Management”	Latest Edition, Tata McGraw Hills, New Delhi
Brigham Eugene F; Ehrhardt Michael C., “Financial Management”	India Edition, Cengage Learning.

### Course Outline (lecture-wise):

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

Lecture	Topics to be discussed	Readings
8	Exercises on Future Value, Present Value, and Bonds Valuation	Chapter 2, I.M.Pandey
<b>Module III: Investment Decisions</b>		
The purpose of this module is to guide and train students for taking sensible investment decisions.		
9	Risk Analysis in Capital Budgeting. Investment Evaluation Criteria:	Chapter 4,5,8,14 I. M Pandey
10	NPV based numerical	Chapter 4,5,8,14 I. M Pandey
11	IRR: Concept, Limitations and its significance	Chapter 4,5,8,14 I. M Pandey
12	Payback: Meaning, and calculating payback periods	Chapter 4,5,8,14 I. M Pandey
13	ARR: Meaning, Scope, and calculating ARR	Chapter 4,5,8,14 I. M Pandey
14	Profitability Index: Meaning, Nature, Significance, and functions. How to calculate PI	Chapter 4,5,8,14 I. M Pandey
15	Practical exercises having calculation of various capital budgeting decisions collectively like NPV, PI and PB simultaneously etc.	Chapter 4,5,8,14 I. M Pandey
16	<b>Case Study: HOLA-KOLA-The Capital Budgeting Decision by Lena Booth</b>	Harvard Case Study
<b>Module IV: Financing Decisions</b>		
The purpose of this module is to guide		
17	Cost of capital: Concept, Significance, nature, and factors affecting cost of capital.	Chapter 9, 15, I. M Pandey
18	Cost of Debt, Preference Shares, Equity Shares,	Chapter 9, 15, I. M Pandey
19	Weighted Average Cost of Capital(WACC),	Chapter 9, 15, I. M Pandey
20	Theories of Capital structure	Chapter 9, 15, I. M Pandey
21	Net Income(NI),	Chapter 9, 15, I. M Pandey
22	Traditional, Net Operating Income(NOI) Approach, MM Hypothesis,	Chapter 9, 15, I. M Pandey
23	EBIT-EPS Analysis	Chapter 9, 15, I. M Pandey
24	Leverage analysis- Operating, Financial and Combined Leverage	
<b>Module V: Dividend Decisions</b>		
25	Dividend: Concept, meaning, types, and significance for stakeholders	Chapter 17, 18, I M Panday
26	Theories/Models in dividend policy	Chapter 17, 18, I M Panday
27	Walter, Gordon	Chapter 17, 18, I M Panday
28	MM (Miller Modigliani) Hypothesis and theory,	Chapter 17, 18, I M Panday
29	Determinants of dividend policy.	Chapter 17, 18, I M Panday
30	<b>Case Study: Eastboro Machine Tools Corp. by Robert F. Bruner,</b>	Harvard Case Study
<b>Module VI: Working Capital Management</b>		

Lecture	Topics to be discussed	Readings
31	Working Capital Management: Concept, meaning, objectives, types and significance	Chapter 27, 29, 30 and 31, I M Pandey
32	Principles of working capital management,	Chapter 27, 29, 30 and 31, I M Pandey
33	Receivables Management.	Chapter 27, 29, 30 and 31, I M Pandey
34	Inventory Management- EOQ, Reorder Level,	Chapter 27, 29, 30 and 31, I M Pandey
35	Cash Management	Chapter 27, 29, 30 and 31, I M Pandey
36	Working Capital Finance	Chapter 27, 29, 30 and 31, I M Pandey
37	<b>Case Study:Whirlpool and the built-in appliance industry in India by Sandeep Puri, Adeshwar Raja Balaji Prasad,Natarajan Anc, Parasaran Vs, Sashikanth Yenika,Vijay Kumar Venna</b>	Harvard Case Study
<b>Module VII: Contemporary Issues in Corporate Finance</b>		
38	Derivatives: Concept, meaning, objectives, and applications	Chapter 33, I M Pandey
39	Derivative as tool for managing risk	Chapter 33, I M Pandey
<b>SEMESTER END EXAMINATION</b>		

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

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

[Each faculty member teaching this course for one Section needs to mention 2 hours towards students' interaction time per week between 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 “Social Initiatives” (BBAD 2008)**

The PBL program on “Social Initiatives” has an objective to make students understand the following questions:

- Identifying various social initiatives by a Business Organization?
- Identifying whether the social initiative is by choice or by the compulsions of the company act as a part of CSR initiative?
- What are their main characteristics of the initiatives?

- Is there a partnership with local/state/central government in the social initiative?
- Is there a partnership with other business organizations or NGOs in the implementation of the social initiative?
- The study of total expenditure on the initiatives
- What is the process of implementing the social initiative? Process Flow.
- What is the control mechanism for implementing the Initiative?
- Who are the persons responsible for implementation of the program? Is the initiative a part of marketing / sales / corporate communications / HR department?
- The Job Description and Specifications for all the positions in the organizational structure.
- Are the people in the implementation of initiatives sensitized on Morality / Human Values / Ethics?
- How does the organization quantify the benefits to the society?
- Is there a relationship between the number of years of the initiative and changes in employment, income and education of the intended recipients of the benefits?

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

**The students will have to identify a reputed organisation that has established itself at regional /national / international level.**

**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.**

<b>Programme</b>	<b>U.G Course</b>
<b>Batch</b>	<b>2017 – 2021</b>
<b>Semester</b>	<b>I</b>
<b>Course Title</b>	<b>French-II</b>
<b>Course Code</b>	<b>FREN-2001</b>
<b>Version</b>	1.00
<b>Credits</b>	3

## **7.0 Course Description**



The course aims at intermediate written and oral skills (comprehension and expression) in French corresponding to A1 level of the French Language Proficiency Test . Along with language teaching, different aspects of history, culture and politics of France will also be introduced in the class. This will make them aware of the cultural nuances of the language and prepare them better for a inter-cultural communication. The skills imparted in this course shall help them in dealing with the delegations from France. Also, if they get a chance to go to France, they will be in a position to interact with native speakers. In a globalized world, understanding of other cultures constitutes an important component of soft skills. This can be enhanced by foreign language teaching. This will also promote an interdisciplinary approach in students.

## **8.0 Course Objectives**

7. This course attempts to give the students working knowledge of French Language with emphasis on communicative competence.
8. This course will also open up avenues for our students for higher education in France.
9. This course will emphasize on the four Rs viz. reading, writing, listening and speaking.
10. Day to day expressions in French will be introduced and practiced thoroughly.
11. Sufficient vocabulary will be given to the students to converse in a given situation.
12. Brief discussions on cultural, political and historical issues will be part of this course.
13. Through this course, the learners will acquire the required knowledge that can be used in daily life and work situations.
14. This course aims to give our students an interdisciplinary approach in order to compete in the globalized world.

## **9.0 Course Pre-requisite : French-I**

## **10.0 Course Outcomes**

4. On completion of the course, the students will be able to carry out simple conversations, read short paragraphs and simple stories in French.
5. They would be able to give their brief self- introductions and can speak briefly about their family members and friends verbally.
6. They will acquire proficiency equivalent to A1 level of the French Language Proficiency Test.
7. They will have an understanding of French society and culture.

### **11.0 Prescribed Texts**

1. M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Livre de l’élève. Paris: Maison des Langues, 2009.
2. M. Denyer, A. Garmendia, C. Royer, Marie–Laure Lions–Olivieri, Version Originale 1 (A1) Cahier d’exercices. Paris: Maison des Langues, 2009

### **3. Additional References**

1. Alter Ego 1- méthode de français, Annie Berthet, Catherine Hugot, V. Kizirian, Béatrix Sampsonis, Monique Waendendries, Hachette.
2. Echo A1, Author:Jacky Girardet ,CLE International
3. Girardeau, Bruno et Nelly Mous. Réussir le DELF A2. Paris: Didier, 2010

### **4. Pedagogy**

The delivery of course will be a mix of class room instruction, role play, group discussions and presentation by the students.

### **5. Evaluation Scheme**

	<b>Weight age (Percentage)</b>
• <b>Assignment &amp; Quiz (1,2 &amp;3)</b>	<b>20%</b>
• <b>CAT 1 *</b>	<b>15%</b>
• <b>CAT 2</b>	<b>15%</b>
• <b>End Term Exam (3 hours)</b>	<b>50%</b>

\*Continuous Assessment Test

### **6. Detailed Outline of the Course**

#### **SESSION WISE INSTRUCTION PLAN**

<b>French-II (FREN-2001)</b>			<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
			<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Session No</b>	<b>Module</b>	<b>Topics</b>				
<b>1 – 4</b>	<b>1</b>	Parler de sa relation avec les langues, exprimer son point de vue (1), exprimer des difficultés et des émotions, parler de faits passés, exprimer une motivation				

<b>5-14</b>	<b>2</b>	<p>Présenter les personnages d'un film, raconter l synopsis d'un film, exprimer son avis, justifier son opinion</p> <p>Décrire un logement et des objets, localiser, faire des comparaisons, exprimer des préférences, nommez ses activités quotidiennes</p>		
<b>15-23</b>	<b>3</b>	<p>Les film français, Parler de sa sante, décrire des douleurs et des symptômes, demander et donner des conseils, donner des instructions, exprimer son point de vue (2)</p>		
<b>24-31</b>	<b>4</b>	<p>Situer dans le passé, décrire des situations du passé et du présent .</p> <p>Poser des questions sur un parcours de vie, décrire et rapporter des faits et des situations du passé, raconter des anecdotes, situer des événements dans le passé, demander des informations .</p>		
<b>32-40</b>	<b>5</b>	<p>Faire des prévisions, parler de l'avenir, parler de condition et de conséquences, exprimer différent degrés de certitude, parler du temps</p>		

Bachelor of Business Administration (BBA) Program

**Course Name: Research Methods**

**Course Code: BBAD 2009**

**Course Credit: 3**

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

Business research methods provide the insight into the challenges faced by managers in research for business decision making. This course enables graduate students to design and implement research in business and related disciplines. Students develop techniques in the selection and design of appropriate research methodologies in the identification of a research problem in a business environment. The course examines the research process from problem identification and setting through a review of pertinent literature as secondary sources and an examination of the descriptive survey research design. Particular attention is given to the student's perspective of the research process and its applicability to his/her career endeavours. It provides a forum for the student to improve research and presentation skills through discussion and practical applications.

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

1. Define the research process and describe its components: problem selection, hypothesis formulation, design, sampling, measurement, data collection and analysis, and conclusions and identify and access appropriate secondary research sources (including literature reviews). [NBA\_GA\_1\_2]
2. Accurately interpret and evaluate published empirical research articles, Design and assess research in a situated business setting, and Construct testable hypotheses for business situations. [NBA\_GA\_3\_4]
3. Develop the appropriate research methodology for a specific business situation, discuss critically the basic methods for testing hypotheses, and Evaluate empirical research in business decision context(s). [NBA\_GA\_5\_6]

## **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), Data analysis, research papers discussion, experience sharing, real life examples, case study 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.

Lecture	Research paper on current trends	Situation based problems	Interpretation and decision making	Mini Project
40	20	10	10	10

### **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 introduction 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. Quizzes will evaluate the conceptual clarity of each student most frequently. Each group of students would be assigned a company and they have to choose the research problem related to assigned company as per their common 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; project report and project report presentation, CAT-1, CAT-2 and semester end examination will assess the learning goals 1, 2 and 3 as follows

Assessment Components and Marks	Learning Goals and Objectives*		
	1	2	3
Quiz/ Case Studies/ Project Report/ Project Reports Presentation (20 Marks)	√	√	√
CAT-1 (15 Marks) & CAT-2 (15 Marks)	√	√	√
End Term Examination (50 Marks)	√	√	√

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

### ***Quiz/ Project Report/ Project Reports Presentation***

Quiz 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 1 will be taken into consideration for final grade of students. Similarly, project report and project report presentation also be considered as the components of evaluation to assess students' performance in a group and individually. This is a group as well as individual (through presentation) 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. Through these components students will also develop their creative and innovative thinking by taking critical decisions into consideration.

Mini Project: (Group)

The students are given a research topic (Annex1) and are required to finish the project in 2 phases:

Phase1-submission of literature review (5 marks)

Phase 2- submission of complete report hard copy & viva (5 marks)

Research paper assignment: (Annex 2)

Students will be given research paper (either soft copy or link) and they will submit written assignment on its summary.

### **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 contextual, numerical, analytical and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Research Methodology: Methods and Techniques	Kothari C. R., 2 <sup>nd</sup> Edition, New Age International Publishers.
<b>SUPPLEMENTARY READINGS</b>	
Business Research Methods	Zikmund, Babin, Carr & Griffin, 8 <sup>th</sup> Edition, Cengage Learning.
Business Research Methods	Bryman & Bell, 3 <sup>rd</sup> Edition, Oxford
Business Research Methods	Cooper & Schindler, Tata McGraw-Hill
Research Methodology	Panneerselvam, R, PHI Learning, India

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Research</b>		
The purpose of this module is to acquaint students with basics of Research Methodology like Definition, scope, limitations and types, Objectives of research planning a research, steps in planning, research designs and its types Nature and Scope of Research Methodology, Formulation of Research Problem, Statement of Research Objectives, Research Hypothesis.		
1	Definition, scope, limitations of research	Text Book, Chapter 1; Zikmund, Chapter 1.
2	Objectives of research	Text Book, Chapter 1; Zikmund, Chapter 1.
3	Planning a research, steps in planning	Text Book, Chapter 1; Zikmund, Chapter 1.

Lecture	Topics to be discussed	Readings
4	Research Types	Text Book, Chapter 4; Zikmund, Chapter 4.
5	Research Designs <b>Case: Mini case on selecting research design</b>	Text Book, Chapter 3; Zikmund, Chapter 4. (page 45)
6	Nature of Research Methodology <b>Mini project: students choose research design for their respective topics</b>	Text Book, Chapter 1; Zikmund, Chapter 1.
7	Scope of Research Methodology	Text Book, Chapter 1; Zikmund, Chapter 1.
8	Formulation of Research Problem	Text Book, Chapter 2; Zikmund, Chapter 6.
9	Statement of Research Objectives	Text Book, Chapter 2; Zikmund, Chapter 6.
10	Research Hypothesis <b>Sage case on hypothesis: <a href="http://www.eifl.net">www.eifl.net</a> &gt; E-Resource</b>	Text Book, Chapter 9; Zikmund, Chapter 21.
<b>Module II: Collection of Data</b>		
This module discusses the topics - Collection of data, types, primary & secondary methods. Scaling meaning of scaling, classification, basis, important scaling techniques, rating scales & ranking scales. Methods of Data Collection: Observation Design, Interviewing for Research and Formulation of Questionnaires, Scaling Techniques and Techniques of Data Analysis.		
11	Collection of data, types, primary & secondary methods	Text Book, Chapter 6; Zikmund, Chapter 8.
12	Scaling meaning of scaling, classification and basis	Text Book, Chapter 5; Zikmund, Chapter 13.
13	Scaling techniques, rating scales & ranking scales, Scaling Technique	Text Book, Chapter 5; Zikmund, Chapter 13.
14	Methods of Data Collection: Observation Design	Text Book, Chapter 6; Zikmund, Chapter 10.
15	Methods of Data Collection: Interviewing for Research	Text Book, Chapter 6; Zikmund, Chapter 10.
16	Formulation of Questionnaires ( <b>Mini project continued</b> )	Text Book, Chapter 6; Zikmund, Chapter 15.
17	Formulation of Questionnaires	Text Book, Chapter 6; Zikmund, Chapter 15.
18	Techniques of Data Analysis <b>Through paper by Dr Nidhi: Translating the challenges to enablers of VT involved in software projects.(soft copy given to</b>	Text Book, Chapter 7; Zikmund, Chapter 20.



Lecture	Topics to be discussed	Readings
	students)	
<b>Module III: Sampling and Sampling Techniques</b>		
This module covers the topics – Definition of population and samples, types and techniques of sampling: probability and non probability sampling, theory of estimation of sample size.		
19	Definition of population and samples	Text Book, Chapter 4; Zikmund, Chapter 16.
20	Types and techniques of sampling	Text Book, Chapter 4; Zikmund, Chapter 16.
21	Probability and non-probability sampling <b>(Research paper summary submission)</b>	Text Book, Chapter 4; Zikmund, Chapter 16.
22	Probability and non probability sampling	Text Book, Chapter 4; Zikmund, Chapter 16.
23	Probability and non probability sampling	Text Book, Chapter 4; Zikmund, Chapter 16.
24	Theory of estimation of sample size <b>(Numerical on sample size calculation)</b>	Text Book, Chapter 4; Zikmund, Chapter 17.
<b>Module IV: Analysis of Data</b>		
The focus of this module is to impart the understanding of Application of Statistical Tools and Techniques: T-test, Chi-square Test, Correlation, and Regression.		
25	T-test	Text Book, Chapter 9; Zikmund, Chapter 21 & 22.
26	ANOVA <b>Through paper by Dr Nidhi: Translating the challenges to enablers of VT involved in software projects.(soft copy given to students)</b>	Text Book, Chapter 9; Zikmund, Chapter 21 & 22.
27	Chi-square Test	Text Book, Chapter 10; Zikmund, Chapter 21.
28	Chi-square Test	Text Book, Chapter 10; Zikmund, Chapter 21.
29	Correlation	Text Book, Chapter 7; Zikmund, Chapter 23.
30	Correlation	Text Book, Chapter 7; Zikmund, Chapter 23.
31	Regression	Text Book, Chapter 7; Zikmund, Chapter 23.
32	Regression	Text Book, Chapter 7; Zikmund, Chapter 23.

Lecture	Topics to be discussed	Readings
	<b>Research paper on analysis of economic performance:</b> <a href="http://www.afahc.ro/ro/afases/2014/manag/Fechete_Nedelcu_b.pdf">www.afahc.ro/ro/afases/2014/manag/Fechete_Nedelcu_b.pdf</a>	
<b>Module V: Report Writing</b> This module elaborates the Interpretation of Data and Drawing Inferences, Research Report Writing, Research Publication.		
33	Interpretation of Data and Drawing Inferences	Text Book, Chapter 14; Zikmund, Chapter 25.
34	Interpretation of Data and Drawing Inferences	Text Book, Chapter 14; Zikmund, Chapter 25.
35	Interpretation of Data and Drawing Inferences	Text Book, Chapter 14; Zikmund, Chapter 25.
36	Interpretation of Data and Drawing Inferences	Text Book, Chapter 14; Zikmund, Chapter 25.
37	Research Report Writing	Text Book, Chapter 14; Zikmund, Chapter 25.
38	Research Report Writing	Text Book, Chapter 14; Zikmund, Chapter 25.
39	Research Report Writing	Text Book, Chapter 14; Zikmund, Chapter 25.
40	Research Publications <b>(Mini project report submission)</b>	Text Book, Chapter 14; Zikmund, Chapter 25.
<b>END TERM EXAMINATION</b>		

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

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

[Friday 9-11 am room c-520]

**Course Name: Marketing of Services**

**Course Code: BBAD 2010**

**Course Credit: 3**

**Course Background and Learning Objectives:**

One of the outcomes of the growing importance of services in the global economy has been the realization among marketers that managing a service requires a fundamentally different way of operating the business when compared to producing and selling goods. This uniqueness comes from the very intangible nature of services, which impacts their conception, design, communication, delivery, purchase and consumption. Other characteristics of services like heterogeneity, perishability and simultaneity also increase the complexities of management and require greater integration of the traditionally distinct organizational functions of marketing, human resources and operations.

As statistics go, services account for 70%+ of the GNP in most developed economies. In a typical year, a majority of the business graduates go to work for service organizations. In the OECD countries, four out of every five members of the workforce holds a service sector job. Yet, the business curriculum generally focuses on the manufacturing sector of the economy and management theories relate largely to manufacturing firms.

Further, this course examines the important and growing role services marketing plays in consumer and organizational target markets. Discussing current issues in services marketing and customer service strategies, this course focuses on effective customer relationship management; key service delivery elements; and service recovery strategies that lead to the successful implementation of a customer focus in service-based businesses.

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

- 1 Identify the special management issues and unique challenges involved in marketing and managing services. (NBA- GA: PO7- Environment and Sustainability)

- 2 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)*
- 3 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)*
- 4 Apply new approaches to managing customer loyalty and customer equity. *(NBA- GA: PO5- Modern Tool Usage)*
- 5 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)*
- 6 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 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>	Environment and Sustainability,	Design/Development of Innovative solutions	<p>Question No: 1, 5,6</p> <p>Question No: 7, 8</p>	<p>14</p> <p>20</p>	15-18 February, 2017	Closed Book

			Problem Analysis	Question No: 2,3,4,9	16		
2.	Project	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	Entrepreneurship & Management	Submission & Presentation	10	18-22 April, 2017	Open Book/ Take Home Quiz
4.	Case Study	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.	Business Knowledge	Case Analysis	5	5-26 April, 2017	Open Book
5	Quiz	6. Apply new approaches to managing customer loyalty and customer equity.	Modern Tool Usage		5	5 <sup>th</sup> Jan- 27 Apr, 2017	Handouts
	CAT-2	Interpret service behaviour and service consumption in the light of service-dominant marketing logic and apply this knowledge to in designing and developing services.  To analyze practical problems which come in delivery of services, and to apply the understanding of the strategies in overcoming these problems.	Business Knowledge			10-14 <sup>th</sup> April 2017	Closed Book

			Problem Analysis				
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### **Pedagogy:**

A variety of learning methods will be used which will emphasize a cooperative learning format. Instructor will facilitate a participative learning experience through lectures, discussions and presentations combined with practical exercises. Students will be encouraged to discuss issues of topical interest. Specific methods include development of:

- Conceptual base, through lectures & class discussions
- Analytical ability: through examples/ case discussions/ presentations
- Practical skills: through Net based exploratory exercises

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

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

Thus the understanding of this subject needs 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 observe the services delivered around you analyze and discuss it with your classmates.
- 3 Read the case studies and research papers to find out the learning points pertaining to the specific topic in “Services Marketing”.
- 4 While studying courses like Business Strategy, Operations Management, Marketing, etc. try to relate the use and usefulness of various concepts, which you have learned from this course.

- 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, Sessional exams and End-Term Test will evaluate the conceptual clarity of each student most frequently. Experiential Learning Project will assess the learning goals 5 and 6 respectively as mentioned above.

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Quiz (10 Marks)	✓	✓	✓	✓		
Group Assignments (10 Marks)					✓	✓
Session Exams I and II (15 Marks each)	✓	✓	✓	✓	✓	✓
End-Term Test (50 Marks)	✓	✓	✓	✓	✓	✓

\* For details of 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.

### **Group Assignments**

The assignments based on the live scenarios will be given to the students to work in groups and submit their reports on same.

## Sessional Exams and End-Term Test

These tests are 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 Lovelock, Jochen Wirtz, Jayanta Chatterjee (Publishers: Pearson Education), (5th edition) (LWC)
SUPPLEMENTARY READINGS	
Service Marketing	Dr. Harsh V. Verma, 2 <sup>nd</sup> Edition, Pearson
Services Marketing	Valarie A Zeithaml, Mary Jo Bitner, Dwayne D Gremler and Ajay Pandit, 5th Edition, TMH
Service Marketing	Govind Apte, 15 <sup>th</sup> Edition, Oxford University Press
Service Marketing- Text & Cases	Harsh V. Verma, 2 <sup>nd</sup> Edition, Pearson

### 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 to Services Marketing, reasons for growth of service sector in India	Text Book, Chapter 1;
2	Differences among services, Tangibility continuum and integrating with other functions	Text Book, Chapter 1;
3	Characteristics of services, distinctive marketing challenges and solutions	Text Book, Chapter 1
4	Introduction to service marketing mix elements: Product, price, place, promotion, people, physical evidence and process. <b>Youtube Video: Etihad Airlines- 7Ps</b>	Text Book, Chapter 1 <b>Source:</b> <a href="https://www.youtube.com/watch?v=GhFpvXsmBXY">https://www.youtube.com/watch?v=GhFpvXsmBXY</a>



5	<b>Case Study 1: Fundisk</b>	<b>Source: Service Marketing- Text &amp; Cases by Verma. Harsh Ch 1, pp. 28</b>
6	Overview of Gaps Model of Service Quality: Knowledge gap, service design gap, service delivery gap and communication gap. <b>YouTube video: Service Quality- Gap Model</b>	Zeithaml, TMH Chapter 2 Source: <a href="https://www.youtube.com/watch?v=iGjl5S0tpYI">https://www.youtube.com/watch?v=iGjl5S0tpYI</a>
<b>Module II: Understanding Customers</b> The focus of this module is to understand the customer behaviour and expectations to close the knowledge gap of service gap model. Customer behaviour in service encounter, the consumer decision making process, search-experience-credence attributes.		
7	Perceived risks, Customers way to handle risks and Marketers responses to handle risks.	Text Book, Chapter 2
8	Customer expectations and perceptions, Zone of tolerance: Desired and adequate service level <b>You tube video: Consumer Behaviour in a Service Context.</b>	Text Book, Chapter 2; <b>Source:</b> <a href="https://www.youtube.com/watch?v=JTKqowEyD1Y">https://www.youtube.com/watch?v=JTKqowEyD1Y</a>
9	Customer Satisfaction, Service Quality Dimensions <b>Case Insight: Progressive Insurance Delight its Customers</b>	Text Book, Chapter 2; <b>Source: Text Book, Ch 2, pp. 52</b>
10	Types of service encounters, encounter cascade for different services.	Text Book, Chapter 2
11	<b>Case Study 2: The United/Continental Airlines merger</b>	<b>Source:</b> <a href="http://apps.aima.in/aima_library/lastyearques.aspx">http://apps.aima.in/aima_library/lastyearques.aspx</a>
<b>Module III: Positioning Services in Competitive Markets: This module discusses how a value proposition should be positioned in a way that creates competitive advantage for the firm and how firms can segment a service market, position their value proposition and finally focus on attracting their target segment.</b>		

12	Achieving competitive advantage through focus, Market segmentation forms the basis for focussed strategies,	Text Book, Chapter 3
13	Service Attributes & Levels, Developing an Effective Positioning Strategy <b>Case Insight: Capsule Hotels</b>	Text Book, Chapter 3  <b>Source: Text Book, Ch 3, pp. 65</b>
14	Positioning Maps to Plot Competitive Strategy	Text Book, Chapter 3
15	<b>Case Study 3: Positioning a Chain of Child Care Centres away from the Competition</b>	<b>Source: “How we Built a Strong Company in a Weak Industry,’ Harvard Business Review, Feb 2001, 51-57; <a href="http://www.brighthorizons.com">www.brighthorizons.com</a></b>
<b>CAT- I</b>		
<b>Module IV: Applying the 4P’s of Marketing to Services: This module discusses 4Ps of service Marketing that account for the specific characteristics of services that makes them different from goods marketing.</b>		
16	Planning & Creating Service products, The Flower of Service	Chapter 4, text Book
17	The Flower of Service (contd), New Service Development <b>Youtube video: Flower of Services</b>	Chapter 4, text Book  <b>Source: <a href="https://www.youtube.com/watch?v=dOpSY0vZTOU">https://www.youtube.com/watch?v=dOpSY0vZTOU</a></b>
18	Distribution in a Service Context,	Chapter 5, Text Book
19	Distribution Options for Serving Customer, Place & Time Decisions	Chapter 5, Text Book
20	Pricing strategy in Services	Chapter 6, Text Book
21	Putting Service Pricing into Practice <b>Youtube video: Revenue Management by Grand Hotel</b>	Chapter 6, Text Book  <b>Source: <a href="https://www.youtube.com/">https://www.youtube.com/</a></b>

		<a href="#">watch?v=YDgRspiqRFo&amp;t=30s</a>
22	<b>Case Study 4: Pricing at World Gym</b>	<b>Source:</b> <a href="http://www.universalteach erpublications.com/mba/unsolved/ms65/paper3.htm">http://www.universalteach erpublications.com/mba/unsolved/ms65/paper3.htm</a>
23	Role and Challenges of Service Communications	Chapter 7, Text Book, Zeithmal, A. V, Chapter 16 &17.
24	Marketing Communication planning, The Marketing Communication Mix	Chapter 7, Text Book, Zeithmal, A. V, Chapter 16 &17.
25	<b>Case Study 5: Mirch Masala – New Found Sanguinity</b>	<b>Source:</b> <a href="http://apps.aima.in/aima_library/lastyearques.aspx">http://apps.aima.in/aima_library/lastyearques.aspx</a>
<b>ModuleV: Managing the Customer Interface: This module focuses on managing the interface between customers and the service organization.</b>		
26	Flowcharting Customer Service processes	Chapter 8, Text book
27	Blue printing services, Service process redesign, <b>You tube video: Process &amp; Blue Printing</b>	Chapter 8, Text Book <a href="https://www.youtube.com/watch?v=fUOx9D7B7A8">https://www.youtube.com/watch?v=fUOx9D7B7A8</a>
28	Managing Capacity & demand, Inventory Demand through waiting lines & queuing systems	Chapter 9, text Book; Zeithmal, V.A Chapter 15
29	Service environment: purpose, Theories of consumer responses	Chapter 10, Text book
30	Dimensions of the Service environment	Chapter 10, Text Book
<b>CAT- II</b>		
31	<b>Research Paper Discussion: Impact of Servicescape on Quality Perception</b>	<b>Source:</b> European Journal of Marketing, 2005; 39; 7/8 pg. 785

32	Managing People- Importance, Service Leadership & culture <b>Case Study 6: Oh! What an Experience</b>	Chapter 11, Text Book <b>Source:</b> <a href="http://apps.aima.in/aima_library/lastyearques.aspx">http://apps.aima.in/aima_library/lastyearques.aspx</a>
<b>Module VI: Implementing Service Strategies: This module focuses on 4 key issues in the implementation of effective service marketing strategies</b>		
33	Customer loyalty: wheel of Loyalty, Strategies for Developing Loyalty Bonds with Customers & CRM	Chapter 12, text Book
34	Customer Complaint handling, Customer responses to effective Service Recovery	Chapter 13, text Book
35	Service Quality- Measuring, Tools to analyse & address	Chapter 14, Text Book
36	Service leadership: service profit Chain,	Chapter 15, Text Book
37	Creating Leading Service Organization	Chapter 15, Text Book
	<b>Case Study 7: The Service Guarantee</b>	<b>Source:</b> <a href="http://apps.aima.in/aima_library/lastyearques.aspx">http://apps.aima.in/aima_library/lastyearques.aspx</a>
38	<b>Group Presentation</b>	As per the topic given by the faculty
39	<b>Group Presentation</b>	As per the topic given by the faculty
40	<b>Group Presentation</b>	As per the topic given by the faculty

\* 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.]

**10-02-2017**

Bachelor of Business Administration (BBA) Program

**Course Name: Project Planning & Management**

**Course Code: BBAD 2011**

**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.

<b>Assessment Components and Marks</b>	<b>Learning Goals and Objectives*</b>		
	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.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Project Management	Prasanna Chandra, Mc. Graw Hill
<b>SUPPLEMENTARY READINGS</b>	
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):**

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: Introduction to Project Management: Concepts</i></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: 1
2	Uses, scope and applications of Project Management in managerial decision-making.	Text Book: Prasanna Chandra, Chap: 1
3	Characteristics of Projects	Text Book: Prasanna Chandra, Chap: 1
4	Classification of Projects: National & International	Text Book: Prasanna Chandra, Chap: 1
5	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 3
6	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 3

Lecture	Topics to be discussed	Readings
7	Project Management: Tools and Techniques	Text Book: Prasanna Chandra, Chap: 1
8	Roles and Responsibilities of Project Manager.	Text Book: Prasanna Chandra, Chap: 3
9	Roles and Responsibilities of Project Manager	Text Book: Prasanna Chandra, Chap: 3
10	Project Life cycle	Text Book: Prasanna Chandra, Chap: 2
11	Project Selection Process	Text Book: Prasanna Chandra, Chap: 2
12	<b>Case study: Pan Europa Foods S.A.</b>	Text Book: Jack R. Meredith , Chap: 2
<b>Module II: Capital Expenditure Decisions</b>		
The objective of this module is to understand the basic insight of Capital Budgeting decision.		
13	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 7
14	Meaning and features of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 7
15	Importance of capital budgeting decisions	Text Book: Prasanna Chandra, Chap 7
16	Kinds of capital expenditure decisions	Text Book: Prasanna Chandra, Chap 8
17	Capital expenditure budgeting process	Text Book: Prasanna Chandra, Chap 8
18	Criteria of capital budgeting: NPV	Text Book: Prasanna Chandra, Chap 8
19	Criteria of capital budgeting: IRR	Text Book: Prasanna Chandra, Chap 8
20	Criteria of capital budgeting: Payback Period	Text Book: Prasanna Chandra, Chap 8
21	Resource allocation framework	Text Book: Prasanna

Lecture	Topics to be discussed	Readings
		Chandra, Chap 8
22	<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.		
23	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4
24	Information required for marketing and demand analysis	Text Book: Prasanna Chandra, Chap 4
25	Secondary sources of information	Text Book: Prasanna Chandra, Chap 4
26	Market survey	Text Book: Prasanna Chandra, Chap 4,
27	Demand forecasting, Uncertainties in demand forecasting	Text Book: Prasanna Chandra, Chap 4,
28	Coping with uncertainties: Technical and Financial Analysis	Text Book: Prasanna Chandra, Chap 5,
29	Technical and Financial Analysis	Text Book: Prasanna Chandra, Chap 5
30	<b>Mini project on Forecasting of a particular Share</b>	
<b>Module IV: Determination of Risk factors</b>		
The objective of this module is to study risk factors associated with Project Management.		
31	Analyses of Project Risk	Text Book: Prasanna Chandra, Chap 11
32	Market Risk and Firm Risk	Text Book: Prasanna Chandra, Chap 11
33	Social-Cost benefit analysis: Need for social cost benefit	Text Book: Prasanna

Lecture	Topics to be discussed	Readings
	analysis	Chandra, Chap 14
34	Need for social cost benefit analysis, : UNIDO approach, Little-Mirrless approach	Text Book: Prasanna Chandra, Chap 14
35	<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.		
36	Introduction to Project Management.	Text Book: Prasanna Chandra, Chap 22
37	Rules for drawing the network diagram.	Text Book: Prasanna Chandra, Chap 22
38	Application of CPM and PERT techniques in project planning and control.	Text Book: Prasanna Chandra, Chap 22
39	Illustration by taking numerical examples (on CPM and PERT).	Text Book: Prasanna Chandra, Chap 22
40	<b>CASE: Top Line Arena by Eric Woodcock (Page no-380)</b>	Text Book: Jack R. Meredith , Chap: 8, ( <b>Page no-380</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: Spreadsheet based decision making**

**Course Code: BBAD 2012**

**Course Credit: 3**

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

This course specifies the 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 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. This course helps to summarizing, reporting and analyzing data. It might also include analytic models to help employers increase profits, reduce costs or manage operations more efficiently. The course attempts to make these applications available to all students

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

1. To acquaint students with the investigation of complex problems and find out solutions. [NBA\_GA\_1]
2. To highlight the use of spreadsheets formulas and design innovative solutions.[NBA\_GA\_2]
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 acquire business knowledge.[NBA\_GA\_3]

### **Pedagogy:**

The pedagogy will be a combination of Lecture; Situation based Testing, self study, interpretation and decision making and YouTube videos. Situation based testing helps students to analyse better real time problems and design innovative solutions. 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. The problems given to the students will help them identify the problems faced in business scenario and the corresponding solution through use of spreadsheets technology. The following table provide the specific percentage of pedagogy used:

Lecture	Situation based problems	Self study	Interpretation and decision making	YouTube videos/links
40	30	10	10	10

### Course Strategy and Requirements:

This course requires that students should be working familiarity with any of the available spreadsheet applications including formatting, built in formulae and data summarizing. Basic understanding of the issues and challenges faced by various functional areas along with a cross functional outlook.

### 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. Lab evaluation will evaluate the conceptual clarity of each student most frequently. Real time 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)	√		√	
Real time situations (20 Marks)		√		
End Term Examination (50 Marks)	√	√	√	

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

#### ***Situation based Testing assignment***

This is an individual assessment component of evaluation consisting of questions based on concepts covered in the practical labs.

#### ***Interpretation and decision making problem:***

Students will be given a complex problem, they have to analyze and develop innovative solutions.  
(Group based)

**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>
Microsoft Excel 2010: Data Analysis and Business Modeling	Wayne L. Winston, PHI, ISBN 978-81-203-4259-0
<b>SUPPLEMENTARY READINGS</b>	
Excel 2010, Data Analysis and Business Modeling	Winston L. Wayne, 2011, PHI Learning (ISBN 978-81-203-4359-0)
Microsoft Excel 2007-Bible	Walkenbach John, Wiley Publishing Inc. (ISBN 978-0-470-04403-2)

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to name range and look up functions.</b>		
The purpose of this module is to acquaint students with basic concepts of name range and look up functions.		
1	Significance of Spreadsheets in decision making	Text Book, Chapters 1, Section 1
2	Creating Range Names	Text Book, Chapters 2
3	Creating Range Names	Text Book, Chapters 2
4	Name Manager	Text Book, Chapters 2
5	Vlookup	Text Book, Chapters 3
6	Vlookup	Text Book, Chapters 3
7	Hlookup	Text Book, chapter 3
8	Vlook up ,Hlookup and look up( <b>Situation based problems</b> )	Text Book, chapter 3
<b>Module II: Index, Match and text and date functions</b>		
The purpose of this module is to acquaint students with the syntax and applications of index, match and text functions and date functions.		

Session	Topics to be discussed	Readings
9	Syntax of index function and problem.	Text Book, Chapters 4
10	Problems of index functions	Text Book, Chapters 4
11	Syntax of match function and problem ( <b>Situation based Testing assignment</b> )	Text Book, Chapters 5
12	Problems of match function and syntax of text functions (LEFT, RIGHT, MID, TRIM, LEN, FIND, SEARCH, REPT)( <b>Situation based problems of match</b> )	Text Book, Chapters6
13	Syntax of text functions ( CONCATENATE, REPLACE, VALUE, UPPER, LOWER, CHAR)	Text Book, Chapters6
14	Problems of text functions( <b>Situation based problems of employee table</b> )	Text Book, Chapters6
15	Problems of text functions.( <b>Situation based problems of employee table</b> )	Text Book, Chapters6
<b>Lab Assessment 1</b>		
16	Handling Dates in Excel, DATEVALUE, TODAY, WORKDAYNETWORKDAYSYEAR, MONTH, DATE, DATEIF functions( <b>video of date functions</b> )	Text Book, Chapters 7
17	Problems ( <b>Situation based problems of students age, working days</b> )	Text Book, Chapters 7
18	Problems( <b>Situation based problems of network days</b> )	Text Book, Chapters 7
<b>Module III: Financial functions through Excel</b>		
<i>This module covers basic financial functions with the help of excel.</i>		
19	Excel NPV function( <b>Self Study</b> ), NPV with irregular intervals	Text Book, Chapter 8
20	Problems of NPV functions( <b>Situation based Problems</b> )	Text Book, Chapters 8
21	IRR of cash flows, Unique IRR, MIRR	Text Book, Chapters 9
22	Problems of IRR of cash flows, Unique IRR, MIRR( <b>Situation based Problems</b> )	Text Book, Chapters 9
23	FV, PV, CUMPRINC, CUMIPMT	Text Book, Chapters 10
24	Problems of FV, PV, CUMPRINC, CUMIPMT( <b>Situation based Problems</b> )	Text Book, Chapters 10
25	Resolving Circular References( <b>Video of circular reference</b> )	Text Book, Chapters 10, Annexure a
<b>Module IV: Time functions and 3-D formulas</b>		
<i>This module covers date and time functions both and multidimensional formulas.</i>		
26	Handling Date and Time simultaneously, NOW, TIME, TIMEVALUE	Text Book, Chapters 13
27	Problems ( <b>Situation based problems of calculating employee salary</b> )	Text Book, Chapters 13
28	Handling Multidimensional Formulas( <b>ex- video of employee database</b> )	Text Book, Chapters 15, Annexure a.2
29	Problems( <b>Interpretation and decision making problem of mass communication database</b> )	Text Book, Chapters 15
<b>Lab Assessment 2</b>		



Session	Topics to be discussed	Readings
<b>Module5</b>	<b>Sensitivity analysis , data tables and pivot tables</b> This module suggests basic concepts of decision making to solve complex problems.	
31	Sensitivity Analysis with Data Tables, Goal Seek application <b>(video of Student database)</b>	Textbook, chapter 17, Annexure a.3
32	Problem Sensitivity Analysis with Data Tables, Goal Seek application <b>(Interpretation and decision making of online shopping system)</b>	Textbook, chapter17
33	Problems of Sensitivity Analysis with Data Tables, Goal Seek application <b>(Interpretation and decision making of student data table)</b>	Textbook, chapter 17
34	Types of histograms: symmetric, Positively skewed, negatively skewed, multiple peaks	Textbook, chapter 18
35	Problems Types of histograms: symmetric, Positively skewed, negatively skewed, multiple peaks <b>( Interpretation and decision making online shopping)</b>	Textbook, chapter 18
36	Problems Types of histograms: symmetric, Positively skewed, negatively skewed, multiple peaks <b>( Interpretation and decision making of hospital database)</b>	Textbook, chapter 18
37	Problems Types of histograms: symmetric, Positively skewed, negatively skewed, multiple peaks	Textbook, chapter 18
38	Problems of Types of histograms: symmetric, Positively skewed, negatively skewed, multiple peaks	Textbook, chapter 18
39	Using Pivots, Row Labels, Column Labels, Values, Report Filter, Slicing and Dicing	Textbook, chapter 6
40	Problems of Using Pivots, Row Labels, Column Labels, Values, Report Filter, Slicing and Dicing <b>(Situation based Problems of employee increment table from original database)</b>	Textbook, chapter 6

### *Students' Interaction Time and Venue*

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

C-520

Annexures

a) Videos:

1. <https://www.youtube.com/watch?v=j0nRTcoKrE0>
2. <https://www.youtube.com/watch?v=e40IUSERSSA>
3. <https://www.youtube.com/watch?v=WtcUYXVic-4>

**Course Name: Operations Research**

**Course Code: BBAD 2013**

**Course Credit: 3**

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

The objective of this paper is to develop student's familiarity with the basic concept and tools in Operations Research. To provide an exposure about the Optimization Techniques, commonly used in business decision-making problems. To enable the students to formulate the problem into mathematical programming problems, obtain the optimum solution and interpret the decision.

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 topic of theory will be explained graphically and/or 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 take managerial decisions.

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

Decision-making in today's social and business environment has become a complex task. In Operations Research, the study of the quantitative techniques helps to take effective decision-making in our daily life. For real life problem, the decision makers always examine the problem from both the quantitative and the qualitative perspective as well.

To get the conceptual clarity and to think the applications of Operations Research 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 "Operations Research".
- 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 Business Strategy, Financial Management, Marketing, etc. try to relate the use and usefulness of various optimization 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.

## 8 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-1 & CAT-2 (15 Marks & 15 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 operations research 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**

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>
Operations Research – An Introduction	Hamdy A Taha, 7 <sup>th</sup> Edition, Prentice Hall.
<b>SUPPLEMENTARY READINGS</b>	
Quantitative Techniques in Management	N D Vohra, 2 <sup>nd</sup> Edition, Tata McGraw Hill.
Management Science/ Operations Research: A strategic perspective	Peter C Bell, South-Western College Pub.
Quantitative Techniques	C R Kothari, 3 <sup>rd</sup> edition, Vikas Publishing House.
Operations Research (Theory and Applications)	J K Sharma, 4 <sup>th</sup> edition, Macmillan.
Quantitative Techniques (for Managerial Decisions)	J K Sharma, Macmillan.

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Operations Research &amp; Linear programming Problem-I</b>		
The purpose of this module is to acquaint students with basic concepts of the Operations Research and its uses in real life situation, and the formulation of the problems into mathematical programming problems.		
1	Introduction to Operations Research (OR)	Text Book: J K Sharma
2	Uses, scope and applications of OR in managerial decision-making.	Text Book: J K Sharma
3	Introduction to Linear Programming Problem (LPP), general forms of LPPs.	Text Book: J K Sharma

Lecture	Topics to be discussed	Readings
4	Mathematical formulation of the problems into LPPs, Product-mix problems	Text Book: J K Sharma
5	Illustration by taking numerical examples.	Text Book: J K Sharma
6	Illustration by taking numerical examples.	Text Book: J K Sharma
7	Types of Solutions in LPP.	Text Book: J K Sharma
8	Graphical Method to solve the LPP and its limitation.	Text Book: J K Sharma
9	Illustration by taking numerical examples (Case of Optimal Solution)	Text Book: J K Sharma
10	Illustration by taking numerical examples (Case of No solution)	Text Book: J K Sharma
11	Illustration by taking numerical examples (Case of unbounded )	Text Book: J K Sharma
12	<b>Case Study: Product Mix (Anderson, Sweeney, Williams, Page 151-152)</b>	<b>Anderson, Williams, Sweeney Chapter 3</b>
<b>Module II: Linear programming Problem-II</b>		
The objective of this module is to solve LPPs, which have two or more than two variables.		
13	Different forms of LPPs: Standard form, Canonical forms	Text Book: J K Sharma
14	The Solution of LPPs by the Simplex Method.	Text Book: J K Sharma
15	Illustration by taking numerical examples (Case of Optimal Solution).	Text Book: J K Sharma
16	Illustration by taking numerical examples (Case of Infinite Solution).	Text Book: J K Sharma
17	The use of artificial Variables: Big-M Method.	Text Book: J K Sharma
18	Illustration by taking numerical examples.	Text Book: J K Sharma
19	Duality in LPPs, Conversion of Primal Problem(s) into Dual and vice versa.	Text Book: J K Sharma
20	<b>Student Presentation on Linear Programming Simplex Method:</b>	
<b>Module III: Transportation and Assignment Problems</b>		
The objective of this module is to recognize and formulate a transportation and assignment problems involving a large number of routes.		
21	Introduction to Transportation problems (TPs), Conversion of LPP into TP formulation.	Text Book: J K Sharma
22	Method of finding Initial basic feasible solution: North-West Corner Rule.	Text Book: J K Sharma
23	Method of finding Initial basic feasible solution: Matrix Minima	Text Book: J K Sharma
24	Method of finding Initial basic feasible solution: Vogel's	Text Book: J K Sharma

Lecture	Topics to be discussed	Readings
	Approximation Method.	
25	Method for getting optimum solution of Transportation Problem: MODI method.	Text Book: J K Sharma
26	Illustration by taking numerical examples.	Text Book: J K Sharma
27	Illustration by taking numerical examples (Case of handling degeneracy in TPs)	Text Book: J K Sharma
28	Assignment Problem, Complete degenerate form: A special case of TP.	Text Book: J K Sharma
29	Algorithm and its applications	Text Book: J K Sharma
30	<b>Case Study: Solution Plus (Anderson, Sweeney, Williams, Page 305-306).</b>	<b>Anderson, Williams, Sweeney Chapter 6</b>
<b>Module IV: Game Theory</b>		
The objective of this module is to study the strategic decision making.		
31	Introduction to Game Theory, Concept of Game	Text Book: J K Sharma
32	Two-Person Zero Sum Game, saddle point	Text Book: J K Sharma
33	Pure and Mixed strategy games	Text Book: J K Sharma
34	Illustration by taking numerical examples (on Pure strategy & Mixed strategy games).	Text Book: J K Sharma
35	<b>Student Presentation / Games on Decision &amp; Game Theory Strategies.</b>	
<b>Module V: Project Management</b>		
The objective of this module is to plan, organize and control the resources to achieve specific goals.		
36	Introduction to Project Management.	Text Book: J K Sharma
37	Rules for drawing the network diagram.	Text Book: J K Sharma
38	Application of CPM and PERT techniques in project planning and control.	Text Book: J K Sharma
39	Illustration by taking numerical examples (on CPM).	Text Book: J K Sharma
40	Illustration by taking numerical examples (on PERT).	Text Book: J K Sharma
	<b>END TERM EXAMINATION</b>	Text Book: J K Sharma

\* 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 BBAD2014<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: Understanding Business Process**

**PBL Course Code: BBAD2014**

**Semester: IV    Credit: 01    Timeline: Semester IV**

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

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

**Purpose:** Understand the importance of involvement of various stakeholders (Government, employees, customers, business partners, suppliers etc.) in business growth.

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

- understand various stakeholders of business.
- understand the role of Government/other stakeholders in business growth.



- evaluate the impact of government policies on business process.( eg. GST( Goods and Services Tax))
- list the impact of other stakeholders on business process ( pertaining to specific business domain eg. Finance/Retail/Telecommunication/Hospitality/Real Estate/Banking etc., and its stakeholders).
- integrate and apply knowledge for enhanced learning of academic curriculum.

**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: Business Policy and Strategic Management**

**Course Code: BBAD 3001**

**Course Credit: 3**

**Course Background and Learning Objectives:**

This is an integrative course where students learn to see business problems from a systems perspective. The goal is to learn the fundamentals of how to manage organizations strategically. Strategic management of organizations is a complex undertaking which starts with the central

question: why are some firms more profitable than others? The course will require you to examine this question by integrating knowledge from prior business courses, while simultaneously learning and applying new strategic management concepts, principles, frameworks and methodologies.

New material will cover the various components of strategy formulation, implementation and evaluation. Formulation components include conducting an external and internal analysis, applying SWOT and differentiating among the three levels of strategy (functional, business, and corporate). Implementation components include governance, ethics, organizational structure, control systems and culture. Evaluation involves monitoring the execution of strategy to determine the extent strategic goals are being achieved and the degree competitive advantage is being created and sustained.

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

1. To learn the fundamentals of strategic management. [Sub Goal 1.5] [PO: Business Knowledge]
2. To understand the fundamental principles of and relationships among business functions such as: finance, human resources, marketing, and operations. [Sub Goal 1.5, 3.1] [PO: Problem Analysis]
3. To understand the relationships of business to individuals, other organizations, government and society. [Sub Goal 2.1, 2.3, 4.1] [PO: Conduct investigations of Complex Problems]
4. To analyse complex, unstructured qualitative and quantitative problems, using appropriate tools. [Sub Goal 4.2] [PO: Design/Development of Innovative solutions]
5. To understand the stakeholders perspective to strategic decision making [Sub Goal 1.1] [PO: The Manager and society]
6. To understand the importance of corporate governance and decision making for the sustainability of business organisation. [Sub Goal 1.4, 3.1] [PO: Environment and Sustainability]

The course is designed to help you develop skills and judgment for your business career. The intent is to sharpen your ability to think critically and logically, and to help you learn to

diagnose situations from a strategic point of view.

### **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); you tube videos, discussion on research papers, 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:**

Business Policy and 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.

- 1 You should be ready with different concepts and tools that you have studied in different courses as this course utilises many of these.
- 2 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).
- 3 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.
- 4 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.

- 5 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.
- 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' 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, 4,5,6s learning goals and objectives, kindly see above of this course outline.

#### **Group Case Analysis**

There will be a group project focusing on a specific firm. In the first session I expect you to form groups of five students each for the purpose of this assignment. The project includes selecting a firm,

applying strategic management tools to analyse the firm and presenting your findings and recommendations to the class.

Groups will be evaluated on their project performance and how well they question and comment on the presentations of the other groups. Also, groups will evaluate team-members contribution within groups.

### ***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. The specific dates shall be announced in University Calendar for the year.

<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	Jhonson, 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):**

Session	Topics to be discussed	Readings
<p><b>Module I: Strategic Direction and Environmental Analysis</b></p> <p>The purpose of this module is to acquaint students with Setting Strategic direction of a firm. Strategic Analysis involves analysis a firm's external and internal environment.</p>		
1	Introduction to Business Policy and Strategic Management, Formation of groups and discussion of Course importance, strategy and Assessment  <b>Case Study: Right Chemistry Between Formulation &amp; Implementation At Deepak Nitrite</b>	Text Book, Chapters 1; Hitt  <b>(Strategic Management by Dr. Azhar Kazmi &amp; Dr. Adeta Kazmi, 2016, pp 363-364.)</b>
2	Importance of Strategic Management; 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: 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, The Strategic Management Process	Text Book, Chapters 1; Hitt
5	External Environmental Analysis- Scanning, Monitoring, Forecasting, Assessing; Segments of the General Environment, PESTEL	Text Book, Chapters 2; Hitt
6	Industry Environment Analysis; Five Forces Model of Industry analysis; Interpreting Industry Analyses  <b>Case Study : What lies in the store for the Retailing Industry in India</b>	Text Book, Chapters 2; Hitt  <b>(Strategic Management by Dr. Azhar Kazmi &amp; Dr. Adeta Kazmi, 2016 , pp 125-126)</b>
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	Text Book, Chapters 3; Hitt
9	Building Core Competencies, Four Criteria of Sustainable Competitive Advantage	Text Book, Chapters 3; Hitt
10	Value Chain Analysis, Outsourcing	Text Book, Chapters 3; Hitt

Session	Topics to be discussed	Readings
	<b>Discussion on research paper : On The Art Of Strategic Management</b>	<a href="http://www.idpublications.org/wp-content/uploads/2013/08/The-Art-of-Strategic-Management-A-Key-to-Success-in-Corporate">http://www.idpublications.org/wp-content/uploads/2013/08/The-Art-of-Strategic-Management-A-Key-to-Success-in-Corporate</a>
<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 etc.		
11	Strategic options- different types and levels; Business-Level Strategy; The Purpose of a Business-Level Strategy,	Text Book, Chapters 4; Hitt
12	Customers: Their Relationship with Business-Level Strategies, Effectively Managing Relationships with Customers	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
14	Competitive Rivalry and Competitive Dynamics; A Model of Competitive Rivalry; Competitor Analysis  <b>You tube video</b>	Text Book, Chapters 5; Hitt  <a href="https://www.youtube.com/watch?v=AOCMAvPqUg0">https://www.youtube.com/watch?v=AOCMAvPqUg0</a>
15	Competitive Rivalry: Strategic and Tactical Actions, Likelihood of Attack, First-Mover Incentives; Type of Competitive Action	Text Book, Chapters 5; Hitt
16	Competitive Dynamics: Slow-Cycle Markets, Fast-Cycle Markets and Standard-Cycle Markets	Text Book, Chapters 5; Hitt
17	Corporate-Level Strategy; Diversification, Levels of Diversification, Reasons for Diversification Value-Creating Diversification.  <b>Case Study : Strategising at Murugappa Group</b>	Text Book, Chapters 6; Hitt  <b>(Strategic Management by Dr. Azhar Kazmi &amp; Dr. Adeta Kazmi, 2016 , pp 26-27)</b>
18	Unrelated Diversification; Restructuring of Assets	Text Book, Chapters 6; Hitt
19	Value-Neutral Diversification; Managerial Motives to Diversify	Text Book, Chapters 6; Hitt

Session	Topics to be discussed	Readings
	<b>You tube video</b>	<a href="https://www.youtube.com/watch?v=UuS5_ZAUT68">https://www.youtube.com/watch?v=UuS5_ZAUT68</a>
20	Merger and Acquisition Strategies; Meaning of Mergers, Acquisitions, and Takeovers.  <b>Case Study</b>	Text Book, Chapters 7; Hitt  <a href="http://www.dhardhar.com/2013/09/two-case-studies-in-mergers-and-acquisitions-why-some-succeed-while-others-fail/">http://www.dhardhar.com/2013/09/two-case-studies-in-mergers-and-acquisitions-why-some-succeed-while-others-fail/</a>
21	Reasons for Acquisitions and Problems in Achieving Acquisition Success	Text Book, Chapters 7; Hitt
22	Restructuring: Downsizing, Downscoping and Leveraged Buyouts; Restructuring Outcomes	Text Book, Chapters 7; Hitt
23	Cooperative Strategy; Strategic Alliances, Types of Strategic Alliances, Reasons Firms Develop Strategic Alliances	Text Book, Chapters 9; Hitt
24	Business-Level Cooperative Strategy	Text Book, Chapters 9; Hitt
25	Corporate-Level Cooperative Strategy You tube video <a href="https://www.youtube.com/watch?v=uhfFoINNEKI">https://www.youtube.com/watch?v=uhfFoINNEKI</a>	Text Book, Chapters 9; Hitt
26	International Strategy; Identifying International Opportunities: Incentives to Use an International Strategy	Text Book, Chapters 8; Hitt
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	Text Book, Chapters 8; Hitt
<b>Module III: Strategy Implementation</b>		
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?		
29	Corporate Governance: Theory of Corporate Governance	Text Book, Chapters 10; Hitt



Session	Topics to be discussed	Readings
	<b>Case Study: Corporate governance practices in India</b>	( <a href="http://icmai.in/Knowledge-Bank/upload/case-study/2014/Corporate-Governance.pdf">http://icmai.in/Knowledge-Bank/upload/case-study/2014/Corporate-Governance.pdf</a> )
30	Board of Directors, Enhancing the Effectiveness of the Board of Directors.  <b>Discussion on Research Paper : Board's role in strategic planning :</b>	Text Book, Chapters 10; Hitt  <a href="https://www.mnhospitals.org/Portals/0/Documents/Trustees/Board-Role-in-Strategic-Planning.pdf">https://www.mnhospitals.org/Portals/0/Documents/Trustees/Board-Role-in-Strategic-Planning.pdf</a>
31	Market for Corporate Control, Corporate Governance in India,	Text Book, Chapters 10; Hitt
32	Organizational Structure and Controls: Relationships between Strategy and Structure	Text Book, Chapters 11; Hitt
33	Types of Organizational Structures: Simple Structure, Functional Structure and Multidivisional Structure	Text Book, Chapters 11; Hitt
34	Matches between Strategy and Structure  <b>You tube video</b>	Text Book, Chapters 11; Hitt  <a href="https://www.youtube.com/watch?v=62o2v6zEdx4">https://www.youtube.com/watch?v=62o2v6zEdx4</a>
35	Strategic Leadership: Importance of Strategic Leaders, The Role of Top-Level Managers  <b>Case Study : Strategic Leadership &amp; Innovation at Apple</b>	Text Book, Chapters 12; Hitt  <a href="https://www.homeworkmarket.com/sites/default/files/qx/15/04/03/11/apple_case_0.pdf">https://www.homeworkmarket.com/sites/default/files/qx/15/04/03/11/apple_case_0.pdf</a>
36	Key Strategic Leadership Actions	Text Book, Chapters 12; Hitt
37	Presentation on Case Analysis	
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 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: Entrepreneurship**

**Course Code: BBAD 3002**

**Course Credit: 3**

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

The entrepreneurs are the business leaders continuously looking for ideas and opportunities for fostering economic growth and development of a nation. As we know that India is a developing country and is trying to be a developed country as soon as possible. In a developing country, entrepreneurship plays an important role because it is one of the most important inputs in the economic development and prosperity of a nation. India as a developing country needs entrepreneurs who are competent to perceive new opportunities and are willing to incur the necessary risk in exploiting them. Further, a developing economy is required to be brought out of the vicious circle of low income and poverty. Here, entrepreneurs can play their important role because they can break this vicious circle. Both, entrepreneurs and helping government can change a developing country in to a developed country. Regarding addressing to another big problem of unemployment of India, again, entrepreneurs are important, because they are the source of employment creation for many people in our country. Hence, entrepreneurs play an effective role in reducing the problem of unemployment in a country which in turn clears the path towards economic development of the country.

With this background, the entrepreneurship course has been designed which offers students an opportunity of using their knowledge and skills in recognizing situations which offer business opportunities. It concentrates on how ideas can be developed into opportunities not just from the perspective of developing new businesses but also from the perspective of promoting new

ideas within the established organizations. The course also helps students in understanding the support system, incentives, policies and programmes available for entrepreneurial development in India. The main aim of this course is to enable students to obtain a critical and practical understanding of the various aspects of entrepreneurship. The *learning goal and objectives* of this course are to:

- 1 To familiarize the students with the understanding of the important concepts related to Entrepreneurship, the knowledge of which is essential for modern Business.[ NBA-GA-1 Business Knowledge]
- 2 Motivate and equip students with the necessary skills and knowledge to start and manage a firm [NBA- GA-3 Design /Development of innovative solutions]
- 3 To probe and scrutinize the complex cases dealing with entrepreneurial skills.[ NBA-GA- 4 Conduct investigations of Complex problems]
- 4 To create awareness among students about entrepreneurs & their corporate social responsibility. .[NBA-GA-6 The Manager and Society]
- 5 To create awareness among students about environmental sustainability. [NBA-GA-7 Environmental Sustainability]
- 6 To assign various projects related to entrepreneurship to them . [NBA-GA-11 Entrepreneurship & project management]

## **7 Pedagogy:**

The pedagogy will be a combination of lectures, discussions on relevant examples and other experience sharing relevant to this course. Case study discussion, interactive exercises, assignments and/or projects on specific topics will also be used to teach this course.

## **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* 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 friend.

- (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 concepts while studying newspapers/ business magazines and/ or listening to business news, clarify your doubts by asking the teacher.
- (v) There will be some assignments/projects (Individual/ group assignments) assigned to students and students are required to do their assignments/ projects in time. Late submission of assignments/projects will not be accepted.

### Assessment of Learning Goals and Objectives:

Components of evaluation are very crucial pertaining to assessing the learning goals and objectives of the course. Regarding assessment of the students' learning, Quizzes will be used to evaluate the conceptual knowledge of the students. Individual/ group assignment(s)/ project and business plan development will be used for assessing the applied orientation of the students' learning and End-Term Test for assessing the whole learning objectives and goals as mentioned above in this course outline.

Assessment Components and Marks	Learning Goals and Objectives*					
	1	2	3	4	5	6
Quiz/ Case Studies/ Assignment/ Business Plan Development (20 Marks)	√	√	√	√	√	√
CAT-1 (15 Marks) & CAT-2 (15 Marks)	√	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√	√

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

### Quiz/ Case Studies/ Assignment/ Business Plan Development

This quiz component of evaluation consists of conceptual and theoretical short and multiple choice questions. There will be at least 3 quizzes and best 2 will be taken into consideration for grading the students. Individual assignment can also be asked as a part of student's individual assessment. Case studies discussion and Business Plan development or project

might also be considered as the components of evaluation to assess the applied orientation of the students in a group.

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

This component of evaluation is designed to assess the students' performance after the completion of 15 lectures and 30 lectures respectively. The purpose of this continuous assessment is to monitor the students' performance on a continuous basis.

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

The purpose of End Term Examination is to assess students individually by keeping the overall learning goals and objectives in mind. Here, the nature of questions will be analytical, applied and situational.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Entrepreneurship: Successfully Launching New Ventures	Barringer (2008), Pearson Education Publishing
<b>SUPPLEMENTARY READINGS</b>	
Entrepreneurship	Hisrich & Peters (2010), TMH Publication
Entrepreneurship in the New Millennium	Kuratko, Donald F. & Hodgetts (2009), Cengage Learning
Entrepreneurship and Innovation in Corporations	Morris Michael H. Kuratko, Donald F. & Covin Jeffrey G. (2008), Cengage Learning
Fundamentals of Entrepreneurship and Small Business Management	Desai Vasant, (2009), Himalaya Publishing House

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b><i>Module I: The Entrepreneurial Perspective</i></b>		
This module mainly focuses on the concepts of entrepreneurship and entrepreneur along-with an overview of the entrepreneurial career for students.		
1.	Meaning, importance and relevance of entrepreneurship, role of entrepreneurship in economic development, impact of entrepreneurial firm's on society	Text Book , Chapter 1; Kuratko, Chapter 2
2.	Nature and characteristics of entrepreneurship and entrepreneur, why become an entrepreneur?	Text Book Chapter 1, Kuratko, Chapter 2.
3.	Characteristics of successful entrepreneurs, myths about entrepreneurs/ entrepreneurship	Text Book Chapter 1, Kuratko, Chapter 2

Session	Topics to be discussed	Readings
4.	Understanding details of entrepreneurship process, approaches to entrepreneurship	Text Book, Chapter 1; Kuratko, Chapter 2
5.	Macro vs. micro view of entrepreneurial school of thoughts	Kuratko, Chapter 2
6.	Developing entrepreneurial mindset and motivation, models of entrepreneurial motivation	Kuratko, Chapter 4
7.	Scope of entrepreneurship and entrepreneurial career	Kuratko, Chapter 1
8.	<i>Case Study: Partnering for success: Working together: how Biotech firms and large drug companies bring pharmaceutical products to market</i>	<b>Text Book, Chapter 1</b>
9.	<i>Case Study: ChemConnect: creating a new kind of marketplace through digital technologies</i>	<b>Text Book, Chapter 1</b>
10.	<i>Entrepreneurial Exercise to understand individual's entrepreneurial potential.</i>	<b>Kuratko, Chapter 1</b>
<p><b>Module II: Understanding Opportunity, Business Plan &amp; Business Model</b></p> <p>This module includes the various aspects of opportunity identification &amp; selection, choosing appropriate business model and develop good business plan based on the opportunity.</p>		
11.	Idea versus opportunity, sources of ideas and the idea generation process	Text Book, Chapter 2; Kuratko, Chapter 5
12.	Understanding environmental trends suggesting business or product opportunity gaps, Problem solving and creativity,	Text Book, Chapter 2; Kuratko, Chapter 5
13.	Idea generation techniques,	Text Book, Chapter 2
14.	Encouraging and protecting new ideas	Text Book, Chapter 2; Kuratko, Chapter 13
15.	<b>Idea Generation Exercise</b>	

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
16.	Opportunity recognition process and selection of opportunities	Text Book, Chapter 2; Kuratko, Chapter 7
17.	Sources of opportunities	Text Book, Chapter 2; Kuratko, Chapter 7
18.	Details of feasibility analysis: product feasibility, market feasibility,	Text Book, Chapter 3; Kuratko, Chapter 7
19.	Organizational and financial feasibility analysis, role of feasibility analysis in developing successful business ideas	Text Book, Chapter 3; Kuratko, Chapter 7
20.	Understanding industry analysis and its relevance in a new firm, using five forces model to pose questions to determine potential success of a new venture	Text Book, Chapter 4; Kuratko, Chapter 8
21.	Growing with opportunities: concept of business model and its importance, components of an effective business model	Text Book, Chapter 5
22.	<b><i>Case Study: Netflix: Great idea, but will the business model work?</i></b>	<b>Text Book, Chapter 5</b>
23.	The business plan and its components, writing an effective business plan.	Text Book, Chapter 9
<p><b><i>Module III: Starting and Managing Growth of an Entrepreneurial Firm</i></b></p> <p>This module focuses on the various skills and knowledge which is required by the students to launch and manage their new ventures.</p>		
24.	The new venture team, qualities of founder/ founders, recruiting and selecting employees	Text Book, Chapter 6; Kuratko, Chapter 12
25.	Different types of business ownership structures, choosing a right form of business organization	Text Book, Chapter 8; Kuratko, Chapter 12
26.	Why most new ventures need funding, sources of personal financing	Text Book, Chapter 10; Kuratko, Chapter 14
27.	Preparation for debt or equity financing, sources	Text Book, Chapter 10;

Session	Topics to be discussed	Readings
	of equity and debt financing	Kuratko, Chapter 14
28.	Key marketing issues for new ventures: marketing mix for a new venture, segmentation, targeting and positioning for a new venture firm	Text Book, Chapter 11; Kuratko, Chapter 9
29.	<b><i>Case Study: Nokia: how one company built its brand</i></b>	<b>Text Book, Chapter 11</b>
30.	Dealing with the legal issues of a new venture creation, IPR and related issues	Text Book, Chapter 12; Kuratko, Chapter 13.
31.	Preparing for the challenges for growth, the entrepreneurial culture vs. administrative culture to manage growth	Text Book, Chapter 13; Kuratko, Chapter 16.
32.	Basic model of firm growth, attributes of a successful growing firm, a venture's typical life cycle	Text Book, Chapter 13; Kuratko, Chapter 16
33.	Understanding Internal vs. External growth strategies, Internal growth strategies: new product development, international expansion	Text Book, Chapter 14; Kuratko, Chapter 16
34.	<b><i>Case Study: Panera Bread: Occupying a favourable position in a highly competitive industry</i></b>	Text Book, Chapter 4
35.	External growth strategies: mergers and acquisitions, licensing	Text Book, Chapter 14 & 15; Kuratko, Chapter 16
36.	Strategic alliances & Joint Ventures and Franchising	Text Book, Chapter 14 & 15; Kuratko, Chapter 16
<b><i>Module IV: Entrepreneurial Support System and Regulatory Framework/Mechanisms for Entrepreneurs</i></b>		
This module is an important component of the course which tells the students about the various schemes and incentives and also the institutional support system available to entrepreneurs of India.		
37.	Government Policies & Programmes for entrepreneurs	Desai, Chapter 22, 24 & 27 and Information available at



Session	Topics to be discussed	Readings
		Ministry of MSME, Govt. Of India
38.	Incentives, Schemes and other support system available to entrepreneurs in India	Desai, Chapter 22, 24 & 27 and Information available at Ministry of MSME, Govt. Of India
39.	Role of various national, state, and district level agencies/organizations assisting entrepreneurs in India.	Desai, Chapter 22, 24 & 27 and Information available at Ministry of MSME, Govt. Of India
40.	Guest Lecture from an Entrepreneur / Agencies providing support System to Entrepreneurs	
	<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***

There would be at least 2 hours towards students' interaction time per week between Monday – Friday. The detail time schedule of 2 hours will be announced to the students during their commencement of the course.

**Course Name: Business Ethics and Corporate Governance**

**Course Code: BBAD 3003**

**Course Credit: 3**

### **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.



	Component						
1.	CAT-1	<p>1. To help the students understand the importance of ethics in the organization.</p> <p>2. To help the student understand the groundwork is laid for ethics through Theories and Religion</p>	<p>1. Business Ethics</p> <p>2. Problem Analysis</p>		30	Feb 14-17, 2017	Closed Book
					20		
2.	CAT II	<p>1. To judge the students comprehension of complex tradeoffs.</p> <p>2. To help the students understand the importance of a good governed organization in the society</p>	<p>1. The Manager and the Society</p> <p>2. Problem Analysis</p> <p>3. Business Ethics</p>				
3.	Quiz-1	<p>1. To check the understanding of the subject</p> <p>2. To check the Problem Solving</p>	<p>1. The Management and the Society</p> <p>2. Environment and sustainability</p> <p>3. Business Knowledge</p>	Complete Quiz	10		Open Book/ Take Home Quiz
4.	Assignment(s)	<p>1. To check the understanding of the subject</p> <p>2. To check the Problem Solving</p> <p>3. To measure the degree of complex</p>	<p>1. The Manager and the Society.</p> <p>2. Life long Learning</p>	Assignment 1	10	Any time throughout the semester	Open Book

		problem solving acquired					
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### **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.

### **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 will be the tools to achieve the various learning goals from time to time.

	<b>Learning Goals and Objectives*</b>				
<b>Assessment Components and Marks</b>	1	2	3	4	5
CAT1 & CAT2 (30 marks)	√	√	√	√	√
Assignment/Case Study (20 Marks)	√	√	√	√	√
End Term Examination (50 Marks)	√	√	√	√	√

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

#### ***Assignment***

This is an individual assignment. It will help the students understand the ethical decisions taken by the best companies around the world. It will make the students aware about the best practices followed by the various organisations and make them analytical.

#### ***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 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.


### **EndTerm Examination (ETE)**


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


<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Business Ethics and Corporate Governance	A.C. Fernando(2010), 2 <sup>nd</sup> edition, Pearson Education
<b>SUPPLEMENTARY READINGS</b>	
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):**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<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	<p><b>Case Study for the Module: Too Much Information: A Harvard Case Study</b></p>  <p>TMI_Module 1.pdf</p> <p>Definition and concept of Ethics and business ethics; History of Ethics</p>	A.C. Fernandochapter 1

Session	Topics to be discussed	Readings
2	Institutionalising Ethics	A.C. Fernando chapter 1
3	Code of conduct and ethics for managers, Ethical Committees.	A.C. Fernando chapter 1
4	Significance and need for business ethic	A.C. Fernando chapter 1
5	Values and Ethics, Ethical Decision Making	A.C. Fernando chapter 1
6	<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: Theories of Business Ethics</b> <p>It is very important for organisations to realise the importance of business ethics in the light of various theories proposed by Kant and other scholars. Also the teachings of various religions propose the introduction of ethics in day to day running of businesses. The Gandhian principles are also relevant in today's world of corruption and unethical behaviour of organisations.</p>		
7	<b>Case Study: \$2,500 – A Harvard Case Study</b>   \$2500_Module 2.pdf  Consequential Normative theories- Egoism theory Utilitarianism: Ethics of Welfare	A.C. Fernando chapter 2
8	Kantianism: Ethics of Duty	A.C. Fernando chapter 2
9	Other Normative Theories- Stockholder theory Stakeholder Theory	A.C. Fernando chapter 2
10	Social Contract Theory- Criticisms	A.C. Fernando chapter 2
11	Indian Ethical Traditions-Teachings from Gita, Islam, Christianity	A.C. Fernando chapter 2
12	Gandhian principles	A.C. Fernando chapter 2
13	<b>Group Discussion: Are religious organizations more ethical?</b>	
<b>Module III: Ethics of Consumer Protection &amp; Environmental Ethics</b> <p>This module describes the need for studying various acts pertaining to Consumer rights and Environment protection rights in the light of various forums build by the state and organisations.</p>		

Session	Topics to be discussed	Readings
14	<b>Why It Pays To Be Honest: How Unethical Marketing Practices Cost Pharmaceutical Giant Johnson &amp; Johnson \$2.2 Billion</b>  <a href="http://www.ipost.com/blog/news/why-it-pays-to-be-honest-how-unethical-marketing-practices-cost-johnson-johnson-2-2-billion/">http://www.ipost.com/blog/news/why-it-pays-to-be-honest-how-unethical-marketing-practices-cost-johnson-johnson-2-2-billion/</a>  Consumer and Consumer Protection- Definition; Parties to consumer protection	A.C. Fernando chapter 3
15	Consumer Duties and responsibilities	A.C. Fernando chapter 3
16	How are Indian Consumers Exploited	A.C. Fernando chapter 3
17	Legal Protection to Consumers  Consumer Protection Act, 1986	A.C. Fernando chapter 3
18	Environmental Preservation: Role of Stakeholders	A.C. Fernando chapter 4
19	Waste Management and Pollution Control, Key Strategies for Industrial Pollution Prevention Managing Environmental issues	A.C. Fernando chapter 4
20	<b>YouTube: Story of Cosmetics</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 Cosmetics manufacturing organization to the Consumer Protection.</b>	
<b>Module IV: Corporate Social Responsibility</b>  According to Law any organisation with net profit of Rs 500 Crore is legally obliged to take out 2 % of its profit for the purpose of CSR. This module throws light on the importance and need of CSR and the steps required to achieve me.		
21	<b>Case Study: Organic Growth at Walmart: A Harvard Case Study</b>   Walmart_Module 3.pdf  Definitions; Why social responsibility of business?	A.C. Fernando chapter 9
22	Theories of CSR: Trusteeship Model, Social Entity Theory  Pluralistic Model	A.C. Fernando chapter 9
23	Models of CSR: Ethical Model, Statist Model, Liberal Model Stakeholder Model	A.C. Fernando chapter 9
24	Advantages of CSR; Scope of CSR	A.C. Fernando chapter 9

Session	Topics to be discussed	Readings
25	CSR of Stakeholders: Consumers and community, Employees Owners	A.C. Fernando chapter 9
26	Steps to Attain CSR	A.C. Fernando chapter 9
27	<b>YouTube Video: Corporate Social Responsibility and SBI</b> <a href="https://www.youtube.com/watch?v=VifQfC3PsYE">https://www.youtube.com/watch?v=VifQfC3PsYE</a> <b>Discussion on how an organization CSR can help the society at large.</b>	
<b>Module V: Corporate Governance: An overview</b> Since Management takes care of the day to day operations of the business and the shareholders invest their money for the business, it becomes very important to find out the accountability and transparency on the part of management, this module describes all of it.		
28	<b>Case Study: Sky Air Inc; A Harvard Case Study</b>  Sky Air Inc_ Module 5.pdf Definitions of Corporate Governance; Market Model & Control Model of Governance	A.C. Fernando chap 13
29	OECD Requirements of CG; Cadbury Committee Report on CG	A.C. Fernando chap 13
30	Issues in the corporate governance	A.C. Fernando chap 13
31	Relevance of corporate governance; Benefits of good corporate governance to a corporation; Benefits to Society	A.C. Fernando chap 13
32	<b>Meltdown: The Day that World Crashed</b> <a href="https://www.youtube.com/watch?v=8Ozw-OKm5yE&amp;list=PLCINewEPvu6FBO7n20d9lcPMrBLbN4Fk-">https://www.youtube.com/watch?v=8Ozw-OKm5yE&amp;list=PLCINewEPvu6FBO7n20d9lcPMrBLbN4Fk-</a> <b>First two parts of a 4 part documentary highlighting the causes and effects of the Sub-Prime Crisis.</b>	
<b>Module VI: Theory and Practice of Corporate Governance</b> Corporate Governance theories in this module help us to understand the various models for good corporate governance in order for transparency in the organization.		
33	<b>Case Study: How the Global Trust Bank lost the Trust</b> <b>Ch 14, A.C. Fernando</b> Concept of corporation and corporate, Characteristics of Corporation	A.C. Fernando chap 14
34	Theories of corporate governance- Agency Theory, Stewardship theory	A.C. Fernando chap 14



Session	Topics to be discussed	Readings
35	Stakeholder and sociological theory, Criticisms	A.C. Fernando chap 14
36	Corporate Governance Systems: The Anglo American Model of Governance, The German Model of Governance Indian Model of Governance	A.C. Fernando chap 14
37	Good Corporate Governance: Obligation to Society: Obligation to Employees; Obligation to Customers	A.C. Fernando chap 14
38	<b>Meltdown: The Day that World Crashed</b>  <a href="https://www.youtube.com/watch?v=8Qzw-OKm5yE&amp;list=PLCINewEPvu6FBO7n20d9lCPMrBLbN4Fk-">https://www.youtube.com/watch?v=8Qzw-OKm5yE&amp;list=PLCINewEPvu6FBO7n20d9lCPMrBLbN4Fk-</a>  <b>The remaining two parts of the four part documentary.</b>	
39	Students must discuss in detail how bad corporate governance and unethical practices led to one of the biggest financial crisis on the world.	
40	Revision and concluding session	
<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 \_ BBAD3005<sup>vii</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 Function Report**

**PBL Course Code: BBAD3005**

**Semester: V    Credit: 01    Timeline: Semester V**

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

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

**Purpose:** Understand, in depth, the business function as per the specialization taken from a set of Finance/Marketing/ Human Resource courses, leading to ability to generate new questions, test ideas, and drawing own conclusions.

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

- observe and document some issues/problems in above mentioned business functions.
- deliberate on the listed issues//challenges as per their knowledge.
- draw up an action plan to work on these issues/challenges on their own.
- collect the viewpoint of their peers/ teachers/mentors
- conclude with some novel solution to the problem.
- Evaluate themselves for their learning of academic curriculum.

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

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

- 1 **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?

**Course Name: Money and Capital Markets in India**

**Course Code: BBFI 2015**

**Course Credit: 3**

**Course Background and Learning Objectives:**

Financial markets are the backbone of any economy. These markets connect the deficit sector in an economy to the surplus sector, and this helps in the growth of financial, industrial and economic activities in any country.

Financial markets are broadly divided in two groups i.e. money market and capital market. While money market is concerned with lending and borrowing of short term and securities of short term maturity, capital market consists of long term lending and borrowing, and securities of long term maturity. These markets are further divided in primary and secondary markets.

Well-organized and well-regulated money and capital markets provide excellent investment opportunities to investors for creating wealth and fulfilling their investment objectives, and at the same time it helps corporate in raising funds. These markets facilitate sustainable development of economy by providing liquidity, marketability, and safety of investments to the investors.

Money and capital markets provide unique services and benefits to corporate, individual investors and governments. With each passing year, activity level in these markets is rising. Television commentators, financial writers, analysts, and market strategists are all overtaking each other to get investors' attention. Herein lies the significance of a course which could provide systematic knowledge of functioning of these markets.

The course is designed to provide the students with an insight of structure and functioning of Indian money and capital markets. The course will also focus on understanding of important instruments of these markets.

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

1. To provide students with an in-depth appreciation .[NBA - GA- 1 Business Knowledge]
2. To understand students of structure and functioning of Indian money market.[ NBA-GA-2 Problem Analysis]
3. To provide students with a detailed understanding of structure and functioning of Indian capital market. [NBA - GA- 1 Business Knowledge]
4. To provide detailed understanding of different constituents of capital market and money market. [ NBA-GA-2 Problem Analysis]
5. To provide students with an understanding of Initial Public Offers and trading in securities.[ NBA-GA-5 Modern tool Usage]
6. To provide practical implications of trading in capital market.[NBA-GA-4 Conduct investigation of complex problems]

**Pedagogy:**

This course shall be organized through a mixture of lectures, class discussions, cases, exercises and problem solving. 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 understanding the structure and functioning of Indian money and capital markets.

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 financial market 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. Money and capital 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 you should follow 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 “Money and Capital Markets in India”.
4. 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.
5. While studying the course Money and Capital Markets in India, 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, assignment, CAT-1, CAT-2 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/ Assignment (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.

### ***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 provide students with an in-depth appreciation .  2. To understand students of structure and functioning of Indian money market	1. Business Knowledge  2. Problem Analysis	To be decided		To be decided	Closed Book
2.	CAT II	4. To provide detailed understanding of different constituents of capital market and money market.  6. To provide practical implications of trading in capital market.	4. Problem analysis  6. conuct investigation of complex problems	To be decided		To be decided	Closed Book
3.	Quiz I & II	5. To provide students with an understanding of Initial Public Offers and trading in securities.	5. Modern Tool	To be decided		To be decided	Closed Book
4.	Assignment (s)	2. To provide students with a detailed understanding of structure and functioning of	3.Design/ Development	To be decided		Any time throughout	Open

		Indian capital market.	of Innovative Solutions			the semester	Book
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### ***Quiz/ Case Studies/ Assignment***

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 assignment 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 various concepts and models in a decision-making setting. Through these components students will also develop their creative and innovative thinking by taking various 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>
Indian Financial System	Pathak, B. V., Latest Edition, Pearson Education, New Delhi.
<b>SUPPLEMENTARY READINGS</b>	
Financial Markets and Services	Gordon, E, Natrajan, K., Latest Edition, Himalaya Publishing House, New Delhi.
Financial Institutions Management	Saunders, Irwin, Latest Edition, McGraw Hill, New Delhi.
Financial Services and Markets	Pandian P., Latest Edition, Financial Services and Markets, Vikas Publishing House, New Delhi.
Indian Financial System	Machhiraju, H. R., Latest Edition, Vikas Publishing House, New Delhi.
Financial Institutions and Markets	Madura, Jeff, Latest Edition, Thomson Learning, New Delhi.

Indian Financial System	Khan, M. Y, Latest Edition, Tata McGraw-Hill, New Delhi.
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**Course Outline (session-wise):**

<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Financial Markets</b>		
Purpose of this module is to acquaint students with Indian money and capital markets and important instruments of these markets.		
1	Introduction to Money Market and Capital Market	Text Book, Chapter 1
2	Structure and Functions of Money Market	Text Book, Chapter 1
3	Structure and Functions of Capital Market	Text Book, Chapter 1
4	Role of Money Market and Capital Market	Text Book, Chapter 1
5	Money Market Instruments: Treasury Bills <b>Case study on Treasury Bill Auctions</b>	Text Book, Chapter 4
6	Money Market Instruments: Commercial Papers	Text Book, Chapter 4
7	Money Market Instruments: Certificate of Deposits	Text Book, Chapter 4
8	Money Market Mutual Funds	Text Book, Chapter 4
9	Call Money Market	Text Book, Chapter 4
10	Money Market Intermediaries	Text Book, Chapter 4
11	Secondary Market for Money Market Instruments	Text Book, Chapter 4
12	Capital Market Instruments: Equity Shares	Machiraju, H. R., Chapter 15
13	Capital Market Instruments: Bonds and Debentures	Machiraju, H. R., Chapter 15
14	Capital Market Instruments: Mutual Funds <b>Students presentation on money and capital markets</b>	Machiraju, H. R., Chapter 15
<b>Module II: Capital Market: Primary Market</b>		
The purpose of this module is to acquaint students with the concept and operations of primary market. It also covers various methods of issuing securities and important intermediaries in primary market.		
15	Introduction to Primary Market, Public Issue of Securities	Text Book, Chapter 6
16	Types of Issues	Text Book, Chapter 6
17	Pricing of Public Issues	Text Book, Chapter 6
18	Book Building Method <b>Projects on book building method</b>	Text Book, Chapter 6



<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
19	Primary Market Intermediaries	Text Book, Chapter 6
20	Underwriting of Public Issue	Text Book, Chapter 6
21	Green Shoe Option	Text Book, Chapter 6
22	Mutual Funds: New Fund Offers	Text Book, Chapter 6
23	<b>Case Study: Motilal Oswal Financial Services Ltd.: An IPO in India</b>  <b>1.What were the difficulties faced by Motilal Oswal Financial securitites in launching an IPO?</b>  <b>2.Was there any different option other than IPO for raising money in capital market for the company?</b>	Harvard Case Study
<b><i>Module III: Capital Market: Secondary Market</i></b> The purpose of this module is to acquaint students with the structure and functioning of secondary market.		
24	Introduction to Secondary Market, Meaning and Organization of Stock Exchanges	Text Book, Chapter 8
25	Membership and Functioning of Stock Exchanges	Text Book, Chapter 8
26	Functions of Stock Exchanges	Text Book, Chapter 8
27	Important Stock Exchanges in India (NSE )	Text Book, Chapter 8
28	Important Stock Exchanges in India (BSE)	Text Book, Chapter 8
29	Demutualisation of Stock Exchanges, Listing of Securities  <b>Students projects on stock exchanges</b>	Text Book, Chapter 8
30	Stock Market Indices- Contd.	Text Book, Chapter 8
31	Methodology of Constructing an Index	Text Book, Chapter 8
32	Circuit Breakers	Text Book, Chapter 8
33	Secondary Market Intermediaries	Text Book, Chapter 8
34	Trading of Stocks at NSE and BSE  <b>A case study of NSE and BSE in India</b>	Live Online Trading
<b><i>Module IV: Debt Market</i></b>		

<b>Sessio n</b>	<b>Topics to be discussed</b>	<b>Readings</b>
The purpose of this module is to familiarise students with the structure of Indian debt market.		
35	Debt Market: Introduction, Recent Trends, Major Participants  <b>Group discussion on Debt Market</b>	Text Book, Chapter 10
36	Private Corporate Debt Market, Public Sector Undertaking Bond Market  <b>Case study on corporate bond markets in India</b>	Text Book, Chapter 10
37	Government Securities Market	Text Book, Chapter 10
<b>Module V: Regulation of Money and Capital Market in India</b>		
The purpose of this module is to familiarise students with the regulation of money and capital markets in India.		
38	Self Regulation by Stock Exchanges	Text Book, Chapter 24
39	Role of RBI	Text Book, Chapter 24
40	Role of SEBI  <b>Case study on SEBI SAHARA :a saga of big numbers and innocuous names</b>	Text Book, Chapter 24
<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 Markets & Institutions**

**Course Code: BBFI 2016**

**Course Credit: 3**

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

Financial institutions provide financial services for its clients or members. One of the most important financial services provided by these institutions is acting as financial intermediaries. They are responsible for transferring funds from investors to companies in need of those funds. Financial institutions facilitate the flow of money through the economy. With globalization of economies across the world, the role of financial institutions has become increasingly complex and the risks undertaken by these firms on behalf of clients has become less transparent and more difficult to comprehend. It is no surprise that most recent talk has been around the extent to which government regulations are necessary. To do so, savings are brought to provide funds for loans. This course provides students a basic understanding of the institutions and markets.

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

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

1. To apply concepts relevant to financial markets and financial institutions. [NBA-GA-1 Business Knowledge]
2. To acquaint students with 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]
3. To evaluate empirical evidence of market performance. [ NBA-GA-11 Entrepreneurship and project management]
4. To contrast market performance with theories of market performance. [ NBA-GA-7 Environment and sustainability]
5. To determine and analyze the appropriate measures of risk and return for various financial instruments . [ NBA-GA-2 Problem analysis]
6. To understand the mechanics and regulation of financial intermediaries and securities

exchanges. [ NBA-GA-3 Development of innovative solutions]

### **Pedagogy:**

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

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

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

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

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 “Capital and Money Market”.

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 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.
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-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.

### **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 apply concepts relevant to financial markets and financial institutions.  2. To acquaint students with flow of funds, levels of interest rates and interest rate differentials, to current events or topical issues	1. Business Knowledge  2. conduct investigation of complex problems.	Q6(CAT-I)-CO1  Q5(CAT-I)-CO2	12  8	25 to 27th Aug, 2017	Closed Book
2.	CAT II	4. To contrast market performance with theories of market performance  6. To understand the mechanics and regulation of financial intermediaries and securities exchanges.	4. Environment and sustainability  6. Development of innovative solutions	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 determine and analyze the appropriate measures of risk and return for various financial instruments	5.problem analysisI	CO5 Complete Quiz	10 (5+5)	8 to 14 Aug, 2017 & 22 to 28 <sup>th</sup> Sept, 2017	Closed Book
4.	Assignment (s)	3.To evaluate empirical evidence of market performance	3.Entrepreneurship and	PSO2 Assignment	10	Any time throughout the semester	Open Book

			project management				
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### ***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>
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 (lecture-wise):**

Lectur e	Topics to be discussed	Readings
<p><b>Module 1: Introduction to Financial markets</b></p> <p>The purpose of this module is to acquaint students with basic understanding of financial markets, its functions, working, and role in an economy. The students will also come to know about the constituents of an economy.</p>		
1	Nature of Financial system	Text Book, Chapters 1 & 2; Petersen, Lewis, & Jain, Chapters 1 & 2
2	Role of Financial System in an economy	Chapter 1, Machiraju
3	Financial system and economic development; Indian financial system	Chapter 1, Machiraju
4	An overview about Indian Financial System	Chapter 1, Machiraju
5	An introduction, nature and role of money market	Chapter 1, Machiraju
6	Constituents of money markets and its various instruments	Chapter 1, Machiraju
7	Recent trends in money market	Chapter 1, Machiraju
8	Working of money market instruments in India <b>STUDENTS PRESENTATION ON MONEY AND CAPITAL MARKETS</b>	Chapter 1, Machiraju
9	An introduction to capital market	Chapter 1, Machiraju
10	Constituents of capital markets and its various instruments	Chapter 1, Machiraju
11	Recent trends in capital market	Chapter 1, Machiraju
12	Money market Vs Capital market	Chapter 1, Machiraju
13	Role of RBI in money market	Chapter 1, Machiraju
14	Role of SEBI in Capital market <b>CASE STUDY ON SEBI SAHARA : A SAGA OF BIG NUMBERS AND INNOCUOUS NAMES</b>	Chapter 1, Machiraju <a href="http://ppa.org.in/media/post_image/31st_july_2014_subrato_roy_case_study.pdf">http://ppa.org.in/media/post_image/31st_july_2014_subrato_roy_case_study.pdf</a>
15	Organisation management and functions of SEBI	Chapter 1, Machiraju
<p><b>Module 2: Reserve Bank of India &amp; Commercial Banks</b></p>		
16	Credit creation and credit control: Concept and Techniques;	Chapter 2 and 4, Machiraju



Lectur e	Topics to be discussed	Readings
17	An overview of Indian monetary policy;  <b><i>CASE STUDY ON INDIAN BUDGET, MONETARY POLICY</i></b>	Chapter 2 and 4, Machiraju  <a href="https://www.researchgate.net/publication/267943899_Impact_of_Union_Budgets_on_Indian_Stock_Market_-_A_Case_Study_of_NSE">https://www.researchgate.net/publication/267943899_Impact_of_Union_Budgets_on_Indian_Stock_Market - A Case Study of NSE</a>
18	Meaning, functions, managements and investment policies of commercial banks;  <b><i>Projects on commercial banks</i></b>	Chapter 2 and 4, Machiraju
<b>Module 3: All India and State Level Development Banks</b>		
19	Present structure; e banking and e trading; emerging trends in commercial banks  <b><i>Presentations on E-banking</i></b>	Chapter 5, 8, 9 , Machiraju
20	An introduction to All India and State Level Development Banks: Concept objectives, and functions of development banks;	Chapter 5, 8, 9 , Machiraju
21	Operational and promotional activities of development banks; IFCI, ICICI, IDBI,IRBI,SIDBI;  <b><i>CASE STUDY on IFCI – facing a survival dilemma</i></b>	Chapter 5, 8, 9 , Machiraju
22	Objectives, functions and role of state level development banks;	Chapter 5, 8, 9 , Machiraju
23	Role of state level development banks in industrial finance;	Chapter 5, 8, 9 , Machiraju
24	Objectives and role; Investment practices of LIC and GIC investment policies of non-banking financial institutions in India;	Chapter 5, 8, 9 , Machiraju

Lectur e	Topics to be discussed	Readings
	<b><i>Projects on LIC and GIC</i></b>	
<b><i>Module 4: Insurance Sector, UTI, and Non-Banking Financial institutions</i></b>		
25	Insurance Regulatory and Development Authority-role and functions;	Chapter 7,8,9, Machiraju
26	Objectives, functions and various schemes of UTI;	Chapter 7,8,9, Machiraju
27	Concept and role of non-banking financial institutions; Sources of finance;	Chapter 7,8,9, Machiraju
28	Functions of non-banking financial institutions;	Chapter 7,8,9, Machiraju
29	Role of UTI in industrial finance; <b><i>CASE STUDY ON UTI US-64 SCHEME</i></b>	Chapter 7,8,9, Machiraju <a href="http://www.indianmirror.com/indian-industries/indian-scams/utiscam.html">http://www.indianmirror.com/indian-industries/indian-scams/utiscam.html</a>
30	The concept of mutual funds	Chapter 7,8,9, Machiraju
<b><i>Module 5: Mutual Funds and Merchant Banking</i></b>		
31	Regulation of mutual funds (with special reference to SEBI guidelines)	Chapter 9, 10, 11, Machiraju
32	Performance evaluation of mutual funds <b><i>GROUP DISCUSSION ON MUTUAL FUNDS PERFORMANCE</i></b>	Chapter 9, 10, 11, Machiraju
33	Designing and marketing of mutual funds schemes;	Chapter 9, 10, 11, Machiraju
34	Latest mutual fund schemes in India- an overview;	Chapter 9, 10, 11, Machiraju
35	Comparison of some schemes of UTI with other players;	Chapter 9, 10, 11,

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
		Machiraju
36	Concept, functions and growth of Merchant Banking;	Chapter 9, 10, 11, Machiraju
37	Government policy on merchant banking services;	Chapter 9, 10, 11, Machiraju
38	SEBI guidelines;	Chapter 9, 10, 11, Machiraju
39	Future of merchant banking of India;	Chapter 9, 10, 11, Machiraju
40	<b><i>CASE STUDY ON HDFC ASSET MANAGEMENT COMPANY LIMITED</i></b>	<a href="https://www.slideshare.net/kezarali/mutual-fund-a-case-study-on-hdfc-mutual-fund-asset-management-company">https://www.slideshare.net/kezarali/mutual-fund-a-case-study-on-hdfc-mutual-fund-asset-management-company</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***

[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 Services**

**Course Code: FIN363**

**Course Credit: 3**

**Course Background and Learning Objectives:**

The new millennium has seen a decisive shift towards a new domain of financial services. While financial institutions and instruments constitute the hard core of the financial system, financial services represent the software portion of the financial environment. They represent all kinds of services provided in financial terms, where the essential commodity is money. The present course will primarily probe into some of the leading and vibrant financial 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 equip students with an understanding of the mechanics, operations and procedures in performing the services. [ NBA-GA-4 Conduct investigation of complex problems]
3. To prepare students for opportunities in the financial service industry [ NBA-GA-11 Entrepreneurship and project management]
4. Developing an appreciation among the students for the Banking services and products. [ NBA-GA-2 Problem analysis]
5. To understand Funds investment strategies in analyzing a fund and its management and credit rating procedure of business. [ NBA-GA-7 Environment and sustainability]
6. To explain the need of depository system and depository participants. NSDL, CDSL and benefits of a depository system. [ NBA-GA-3 Design of innovative solutions]

**Pedagogy:**

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

The course shall demand lot of effort and active participation from students. Students are not only expected to read the suggested texts and references, but also to be fully aware of the current investment scenario in India as well as across the globe. A useful piece of advice is to

talk to your peers and course instructor as often as possible. That not only will keep your spirits up but will also allow trying out new ideas, allowing for dismissing unworthy ones and improving the ones which are good.

**Course Strategy and Requirements:**

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

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 “Capital and Money Market”.
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 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.
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-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.

### 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 an overall understanding of the concept, emergence and development of financial services.  2. To equip students with an understanding of the mechanics, operations and procedures in performing the services	1. Business Knowledge  2. Conduct investigation of complex problems	Q6(CAT-I)-CO1  Q5(CAT-I)-CO4	12  8	25 to 27th Aug, 2017	Closed Book

2.	CAT II	3.To prepare students for opportunities in the financial service industry  4. Developing an appreciation among the students for the Banking services and products.	3.Entrepreneurship and project management  6.Problem analysis	Q5(CAT II)-CO11    Q4(CAT II)-CO2	8    8	16-18 <sup>th</sup> Oct, 2017	Closed Book
3.	Quiz I & II	5.To understand Funds investment strategies in analyzing a fund and its management and credit rating procedure of business.	5. Environment and sustainability	CO7  Complete Quiz	10 (5+5)	8 to 14 Aug, 2017 & 22 to 28 <sup>th</sup> Sept, 2017	Closed Book
4.	Assignment (s)	6.To explain the need of depository system and depository participants. NSDL, CDSL and benefits of a depository system	6. Design of innovative solutions	PSO3  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 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>
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 (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Financial markets</b>		
The purpose of this module is to acquaint students with Emerging trends in Financial Services. The students will also come to know about the constituents of an economy.		
1	Nature of financial services in an economy.	Text Book, Dr Punithavathy Pandian
2	Scope and meaning of financial services in an economy.	Chapter 1, Dr Punithavathy Pandian
3	Significance of financial services in an economy.  <b>Case Study : Financial Services and performance Improvement: A Case Study of Aditya Birla Financial Services Group (ABFSG)</b>	Chapter 1, Dr Punithavathy Pandian
<b>Module II: Merchant Banking and Issue Management</b>		
The purpose of this module is to acquaint students with merchant banking and issue management. The students will also come to know about the processes of issue management.		
4	Meaning of merchant banking	Chapter 3,4, Dr Punithavathy Pandian



Lectur e	Topics to be discussed	Readings
5	Origin and growth of merchant banking	Chapter 3,4, Dr Punithavathy Pandian
6	Evolution of merchant banking in India	Chapter 3,4, Dr Punithavathy Pandian
7	Scope of merchant banking services	Chapter 3,4, Dr Punithavathy Pandian
8	Functions of Merchant Banks <b>Research paper on analysis of merchant banking in India</b>	Chapter 3,4, Dr Punithavathy Pandian <a href="http://elibrary.vssdcollege.ac.in/web/data/books-com-sc/mcom-final/analysis%20of%20merchant%20banking%20in%20india.pdf">http://elibrary.vssdcollege.ac.in/web/data/books-com-sc/mcom-final/analysis%20of%20merchant%20banking%20in%20india.pdf</a>
9	Role of Merchant Bankers in maintaining health and credibility of the Capital Market. <b>CASE STUDY on merchant banking of State Bank of India</b>	Chapter 3,4, Dr Punithavathy Pandian
<p><b>Module III: Leasing &amp; Hire Purchase</b></p> <p>The purpose of this module is to acquaint students with leasing and hire purchase. The students will also come to know about the processes of hire purchase.</p>		
10	Role of underwriters in issue management and computation of underwriter's liability.	Chapter 5,6, Dr Punithavathy Pandian
11	Types of Leasing. Fixation of Lease Rentals.	Chapter 5,6, Dr Punithavathy Pandian
12	Factors influencing Lease Vs Buy Decision.	Chapter 5,6, Dr Punithavathy Pandian
13	Accounting treatment for Leasing. Growth and Prospects of Leasing Industry in India	Chapter 5,6, Dr Punithavathy Pandian
14	Hire Purchase agreement- Types, difference between hire purchase and lease.  <b>Research paper on The Determinants of the Leasing Decision of Small and Large Companies</b>	Chapter 5,6, Dr Punithavathy Pandian <a href="http://onlinelibrary.wiley.com/doi/10.1111/1468-036X.00062/full">http://onlinelibrary.wiley.com/doi/10.1111/1468-036X.00062/full</a>
<p><b>Module IV: Factoring &amp; Forfeiting</b></p> <p>The purpose of this module is to acquaint students with factoring and forfeiting. The students will also come to know about the processes of factoring.</p>		

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
15	Concept of Factoring	Chapter 7,8, Dr Punithavathy Pandian
16	Types of Factoring Players in Factoring.	Chapter 7,8, Dr Punithavathy Pandian
17	Factoring Mechanism. Factoring in India. Cost and Benefit of Factoring.	Chapter 7,8, Dr Punithavathy Pandian
	Issues involved in Factoring Business. Bill Discounting and Forfeiting  <b>Research paper on Factoring and Forfeiting</b>	Chapter 7,8, Dr Punithavathy Pandian  <a href="https://link.springer.com/chapter/10.1057/9780230594326_13">https://link.springer.com/c hapter/10.1057/97802305 94326_13</a>
<b>Module V: Credit Rating</b>		
The purpose of this module is to acquaint students with credit rating. The students will also come to know about different scales of rating.		
18	Objectives of Credit Rating.	Chapter 7,8, Dr Punithavathy Pandian
19	Institutions engaged in Credit Rating  <b>Research paper on concept of credit rating agencies</b>	Chapter 7,8, Dr Punithavathy Pandian  <a href="http://www.sebi.gov.in/sebi_data/attachdocs/1288588001441.pdf">http://www.sebi.gov.in/se bi_data/attachdocs/128858 8001441.pdf</a>
20	Purpose and Procedure of Rating for Debentures	Chapter 7,8, Dr Punithavathy Pandian
21	Fixed Deposits, and Short term Instruments. Role of CRISIL and ICRA. <b>Case study of CRISIL</b>	Chapter 7,8, Dr Punithavathy Pandian
<b>Module V: Mutual Fund</b>		
The purpose of this module is to acquaint students with mutual funds. The students will also come to know about different types and process of mutual funds.		
22	concept of mutual fund	Chapter 15, Dr

Lectur e	Topics to be discussed	Readings
		Punithavathy Pandian
23	types and functions of Mutual Fund	Chapter 15, Dr Punithavathy Pandian
24	SEBI regulation	Chapter 15, Dr Punithavathy Pandian
25	Investment strategies of Mutual Funds	Chapter 15, Dr Punithavathy Pandian
26	Benefits for the investors, Growth of Mutual Funds in India & NAV Computation	Chapter 15, Dr Punithavathy Pandian
27	Safety, Liquidity and Profitability of Mutual Funds <b>Case study on HDFC mutual asset management company</b>	Chapter 15, Dr Punithavathy Pandian
<p><b><i>Module VI: Venture Capital</i></b></p> <p>The purpose of this module is to acquaint students with venture capital. The students will also come to know about different concepts of venture capital.</p>		
28	Concept and Characteristics of Venture Capital	Chapter 16, Dr Punithavathy Pandian
29	Origin and Growth of Venture Capital	Chapter 16, Dr Punithavathy Pandian
30	Difference between Venture Capital Financing and Conventional funding.	Chapter 16, Dr Punithavathy Pandian
31	Venture Capital Schemes	Chapter 16, Dr Punithavathy Pandian
32	Agencies involved in providing Venture Capital, Finance Ministry Guidelines.  <b>Research paper on venture capital financing and growth of new firms</b>	Chapter 16, Dr Punithavathy Pandian  <a href="https://www.gsb.stanford.edu/faculty-research/working-papers/venture-capital-financing-growth-startup-">https://www.gsb.stanford.edu/faculty-research/working-papers/venture-capital-financing-growth-startup-</a>

Lectur e	Topics to be discussed	Readings
		firms
33	Different stages of venture capital financing & Computation  <b>Case study on Hewlett-packard venture capital investing</b>	Chapter 16, Dr Punithavathy Pandian
<p><b>Module VII: Banking</b></p> <p>The purpose of this module is to acquaint students with banking concepts. The students will also come to know about banking structure.</p>		
34	Introduction to Banking Services, Commercial Credit, Retail Credit, Deposit & Fees-based Products.  <b>Case study on internet banking services</b>	Chapter 17, Dr Punithavathy Pandian
<p><b>Module VIII: Insurance services</b></p> <p>The purpose of this module is to acquaint students with insurance concepts. The students will also come to know about insurance history.</p>		
35	Life, Non Life & Other types of Insurance Health Insurance, Group Insurance	Chapter 18, Dr Punithavathy Pandian
36	Computation on the basis of Human Life Value Index  Pension Schemes Insurance Intermediaries Agents & Brokers.  <b>Research paper on customers preferences of insurance services</b>	Chapter 19, Dr Punithavathy Pandian
<p><b>Module IX: Depository Services</b></p> <p>The purpose of this module is to acquaint students with Depository services. The students will also come to know about depository history.</p>		
37	Introduction – DEMAT A/C – Need for Demat A/C – Rules governing of Demat A/C  <b>Research paper on working of depository system in India.</b>	Chapter20, Dr Punithavathy Pandian
38	Conversion of Physical Securities to Electronic form,	Chapter 20, Dr Punithavathy Pandian
39	Pan card requirement - Advantages of Demat A/c	Chapter 20, Dr Punithavathy Pandian

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
40	Service Charges – Know Your Customer -Norms stipulated by SEBI  <b>Case study on HDFC and ICICI demat account.</b>	Chapter 20, Dr Punithavathy Pandian
<b>END TERM EXAMINATION</b>		

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

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

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

**Course Name: International Finance**

**Course Code: BBFI 3007**

**Course Credit: 3**

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

The course provides an analytic framework for understanding how cross-border financing, valuation, risk management, and investment decisions are influenced by a variety of factors including exchange rates, legal & tax considerations and country risk. The course aims to equip students with tools and techniques to understand how firms can create, measure, and sustain value across borders.

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

1. To understand global capital markets operations. [NBA-GA-1 Business Knowledge]

2. To appreciate the influences of cross currency interest and exchange rates. [NBA-GA-4 Conduct investigations of complex Problems]
3. To acquaint students with cross border legal and tax structures on cross border financing, valuation, and investment decisions. [NBA-GA-2 Problem Analysis]
4. To learn tools & techniques for any cross border transaction of a firm. [NBA-GA-5 Modern Tools usage]
5. To understand international best practices for any cross border transaction of a firm. [NBA-GA-5 Modern Tools usage]
6. To acquaint students with international monetary system. [NBA-GA-6 The Manager and Society]

### **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



1.	CAT I	<p>1 To understand global capital markets operations.</p> <p>4 To learn tools &amp; techniques for any cross border transaction of a firm.</p>	<p>1. Business Knowledge</p> <p>4. Modern tools usage</p>	<p>Q6(CAT-I)-CO1</p> <p>Q4(CAT-I)-CO4</p>	<p>12</p> <p>8</p>	<p>25 to 27th feb , 2017</p>	Closed Book
2.	CAT II	<p>6. To understand international best practices for any cross border transaction of a firm.</p> <p>5. To learn tools &amp; techniques for any cross border transaction of a firm.</p>	<p>7. Modern Tools usage</p> <p>5. Modern Tools usage</p>	<p>Q6(CAT II)-CO6</p> <p>Q3(CAT II)-CO8</p>	<p>12</p> <p>8</p>	<p>16-18<sup>th</sup> mar, 2017</p>	Closed Book
3.	Quiz I & II	To critically analyse situations for forward thinking using the latest tools & techniques.	5. Modern Tool	<p>CO5</p> <p>Complete Quiz</p>	10 (5+5)	8 to 14 feb, 2017 & 22 to 28 <sup>th</sup> mar, 2017	Closed Book



4.	Assignment (s)	To appreciate the influences of cross currency interest and exchange rates. [NBA-GA-4 Conduct investigations of complex Problems]	Conduct investigations of complex Problems]	CO3 Assignment	10	Any time throughout the semester	Open Book
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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 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>
International financial management	Jeff Madura
<b>SUPPLEMENTARY READINGS</b>	
International financial	Sumati verma
International Business COMPETING IN THE GLOBAL MARKETPLACE	Charles W. L. Hill

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

<b>Session No</b>	<b>Module</b>	<b>Topic</b>	<b>Core Reading</b>	<b>Additional References</b>
<b>MODULE 1 : Currencies and Assets Prices</b>				
<b>This module provides an overview of multinational corporation . It explains the goals of the MNC along with the motives and risks of international business.</b>				
01	Currencies and Asset Prices	Financial Management in a Global Context		Chapter 1, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.
02	Currencies and Asset Prices	Objective of the Firm and the impact of risk		Chapter 1 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.
03	Currencies and Asset Prices	Nature of risk exposure and its measurement		Chapter 1 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.
04	CASE STUDY	Decision to expand internationally		Chapter 1 Jeff Madura , Pg 32

**MODULE 2 : FOREIGN EXCHANGE MARKET**

**The focus of this module is to understand various international financial markets that have been developed. The specific objective of this chapter are to describe the background and corporate use of international financial markets.**

05	Foreign Exchange Market	Characteristics of Global Foreign Exchange Markets	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
06	Foreign Exchange Market	Spot and Forward Market	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
07	Foreign Exchange Market	Relationship between Spot and Forward Rates	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
08	Foreign Exchange Market	Activities in the Forex Markets	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
09	Foreign Exchange Market	Market Participants	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
10	Foreign Exchange Market	Correspondent Banking	<b>Chapter 7 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
11	CASE STUDY	Decision to use international financial markets	<b>Jeff Madura, Pg 78</b>

**MODULE 3:**

**The objective of this module is to understand what factors influence exchange rates so as to anticipate how exchange rate may change in response to specific conditions.**

12	<b>Foreign Exchange Rate</b>	Determination of Exchange Rates	<b>Chapter 11 Chapter 3, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.:</b>
13	<b>Foreign Exchange Rate</b>	Theories of Exchange Rate Determination.	<b>Chapter 11 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.:</b>
14	<b>Foreign Exchange Rate</b>	Indian Forex Market & its Structure	<b>Chapter 11 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.:</b>
15	<b>Foreign Exchange Rate</b>	Central Bank Interventions	<b>Chapter 11 Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.:</b>
16	<b>CASE STUDY</b>	Assessment of future exchange rate movements	<b>Chapter 11 Jeff Madura, Pg 99</b>
<b>MODULE 4:</b>			
<b>The objective of this model is to acquaint students with development on international monetary system.</b>			

17	International Monetary System	International Monetary System	Chapter 4, 5 <b>Chapter 2, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
18	International Monetary System	<b>Balance of Payments</b> and International Economic Linkages	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
19	International Monetary System	The Bretton Woods System & further developments	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
20	International Monetary System	Economic Monetary Union - the emergence of Euro	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
21	International Monetary System	Current and Capital Accounts	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
22	International Monetary System	Capital Account Convertibility	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
23	International Monetary System	Emerging Indian BOP scenario	Chapter 4, 5 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
24	CASE STUDY	BREXIT	
<b>MODULE 5 :</b>			
<b>The objective of this module is to explain the various functions involved in managing exposure to exchange rate risk.</b>			

25	<b>Multinational Financial Decision Making</b>	Foreign Exchange Risk Management	Chapter 12, 13, 14, 21 <b>Chapter 8, 9, 10, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
26	<b>Multinational Financial Decision Making</b>	Transaction Exposure	Chapter 12, 13, 14, 21 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
27	<b>Multinational Financial Decision Making</b>	Economic Exposure	Chapter 12, 13, 14, 21 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
28	<b>Multinational Financial Decision Making</b>	Translation Exposure	Chapter 12, 13, 14, 21 <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
29	<b>CASE STUDY</b>	Assessment of government influence on exchange rates	<b>Jeff Madura, Pg 164</b>

**MODULE 6 :**

The objective of this module is to provide background of currency derivatives, which are commonly traded to capitalize on hedge against exchange rate movements.

30	Currency Derivatives	An Introduction to Currency Derivatives	<b>Chapter 6, 8, 9, 10, 15, 16 Chapter 5 &amp; 9, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>	
31	Currency Derivatives	Interest Rate & Currency Swaps	<b>Chapter 6, 8, 9, 10, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>	
32	Currency Derivatives	Currency Futures	<b>Chapter 6, 8, 9, 10, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>	
33	Currency Derivatives	Currency Options	<b>Chapter 6, 8, 9, 10, Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>	
34	CASE STUDY	Use of currency derivative instruments		<b>Jeff Madura, Pg 126</b>
<b>MODULE 7:</b>				
<b>The objective of this module is to capitalize on foreign business opportunities in direct foreign investment .</b>				

35	Cross-border Financing	Medium & Long Term International Financing	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
36	Cross-border Financing	Eurocurrency Markets	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
37	Cross-border Financing	Development Banks and Multilateral Lending Agencies	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
38	Cross-border Financing	Foreign Currency Convertible Bonds/ American Depository Receipts/ Global Depository Receipts/ Foreign Institutional Investors	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
39	Cross-border Financing	Project Finance Instruments Loan Syndication / Guarantees Short term Financing and Current Assets Management	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
40	Cross-border Financing	Documentary Credits Short Term Export/ Import Financing options with Indian Corporate	<b>Chapter 17, 18, 19</b> <b>Eiteman, David K., Stonehill, Arthur I., and Moffett, Michael H.</b>
	CASE STUDY	Use of currency derivative instruments	<b>Jeff Madura,</b> <b>Pg 126</b>
<b>STUDENT'S PRESENTATION ON CORPORATE STRATEGY AND FDI</b>			

#### **6. Faculty Contact Hours**

It will be announced as per the class schedule.



**Course Name: Working Capital Management**

**Course Code: BBFI 3008**

**Course Credit: 3**

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

The finance managers spend a significant amount of time on problems related to short-term finance, short-term or working capital management. Realizing the significance of working capital finance for a firm, this course is designed to expose the learners towards the approaches, techniques, financing and management of working capital in a firm. It would cover the different components of working capital (cash, receivables, payables, inventory, etc.), and how to manage them so as to maximize shareholder wealth. The principles and concepts of finance theory will be applied to problems and decisions associated with working capital. The focus would be towards the optimal (or value-maximizing) use of working capital. This course includes theoretical and applied components. Practical applications are useful, but cannot be studied fruitfully without a sound knowledge of the underlying theory.

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 working capital management. [NBA-GA-1 Business Knowledge]
2. The applications to managerial decision-making to sustain the business in long-run. [NBA-GA-4 Conduct investigations of complex Problems]
3. To assist students in developing a general understanding of the concepts relevant to working capital management. [NBA-GA-2 Problem Analysis]
4. To develop working capital management skills. [NBA-GA-5 Modern Tools usage]
5. To become familiar with techniques of working capital management to be used in decision-making situations.[ NBA-GA-6 The Manager and Society]
6. To assist students in developing an understanding of complex techniques of inventory management.[NBA-GA-2 Problem Analysis]

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory and solving problems), real life

examples, caselet 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 working capital management.  4. To develop working capital management skills.	1. Business Knowledge  4. Modern Tools Usage	Q6(CAT-I)-CO1  Q4(CAT-I)-CO4	12  8	25 to 27th Aug, 2017	Closed Book
2.	CAT II	5. To become familiar with techniques of working capital management to be used in decision-making situations  6. To assist students in	5.The Manager & Society	Q6(CAT II)-CO6	12	16-18 <sup>th</sup> Oct, 2017	Closed Book

		developing an understanding of complex techniques of inventory management.	6. Problem Analysis	Q3(CAT II)-CO8	8		
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 techniques to be used in the decision making process.	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>
Working Capital Management: Strategies & Techniques	Hrishikesh Bhattacharya, PHI, (2013),
<b>SUPPLEMENTARY READINGS</b>	
Financial Management	I M Pandey, Vikas Publication, (2015),
Working Capital Management: Principles & Practice	Satish B. Mathur, New age Publications, (2013).
Working Capital Management	Dileep R. Mehta, PHI, (2014),
Working Capital Management	V.K. Bhalla, Anmol Publications, (2014),

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	<p><b>Module I: Introduction</b>  <i>The objective of this module is to explain the meaning, nature and scope of working capital. Identify determinants of working capital, comprehend meaning and computation of operating cycle and explain the process of estimating working capital requirement.</i></p>	

Session	Topics to be discussed	Readings
1	Meaning, nature and scope of WCM	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
2	Determinants of WCM	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
3	Current Assets Vs Total Assets, Operating Cycle-Meaning.& Types	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
4	Operating Cycle- Computation.	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
5	Estimation of WC requirements: Formula	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
6	Estimation of WC requirements: Application	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
7	Control Mechanism	Text Book, Chapters 1; Satish B. Mathur, Chapter 1 & 2
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: : Receivables Management and Credit Policy</b>  <i>The focus of this module is to explain the basics of receivables management, elements of credit policy, and comprehend credit granting decisions, elucidate the impact of credit policy changes and understand the collection, monitoring and control of receivables.</i>		
9	Basics of Receivables Management	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
10	Elements of Credit Policy	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
11	Credit granting decisions	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
12	Impact of Credit policy changes	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
13	Collection	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
14	Monitoring	Text Book, Chapters 4; Satish B.

Session	Topics to be discussed	Readings
		Mathur, Chapter 5
15	Control of receivables.	Text Book, Chapters 4; Satish B. Mathur, Chapter 5
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: Inventory Management</b> <i>This module is intended to describe explain the meaning of inventory and motives of holding inventory, understand inventory behavior, explain the process of costing and valuation of inventory and elucidate various techniques of inventory management.</i>		
17	Meaning of Inventory, Motives of Holding Inventory	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
18	Inventory Behavior	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
19	Costing of Inventory	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
20	Valuation of Inventories: FIFO	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
21	Valuation of Inventories: LIFO	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
22	Valuation of Inventories: WAC	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
23	Techniques of Inventory Management: Concept and Formula of EOQ	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
24	Techniques of Inventory Management: Application of EOQ Technique	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
25	Comparative evaluation of inventory policy	Text Book, Chapters 5; Satish B. Mathur, Chapter 6
26	Selective Inventory Control.	Text Book, Chapters 5; Satish B. Mathur, Chapter 6

Session	Topics to be discussed	Readings
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-ibm/papers/ndbmr-volume-1/L.pdf">http://www.iosrjournals.org/iosr-ibm/papers/ndbmr-volume-1/L.pdf</a>
<b>Module IV: Cash Management</b>  <i>This module will discuss cash and motives of its holding. It will also explain the process of managing and measuring liquidity, collection management, and disbursement management and explain the process of cash forecasting.</i>		
28	Concept of Cash	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
29	Management	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
30	Measurement of Liquidity	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
31	Collection Management	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
32	Disbursement Management	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
33	Cash Forecasting: Types	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
34	Cash Budget: Meaning, Utility and Format	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
35	Cash Budget: Preparation	Text Book, Chapters 6; Satish B. Mathur, Chapter 4
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>Module V: Financing of Working Capital Requirements</b>  <i>This module will cover financial structure, different approaches of working capital finance, short and long term sources of funds and principles and methods of lending.</i>		
37	Approaches to Working Capital Financing	Text Book, Chapters 8; Satish B. Mathur, Chapter 7



Session	Topics to be discussed	Readings
38	Short term and long term sources of funds	Text Book, Chapters 8; Satish B. Mathur, Chapter 7
39	Factoring and Lending	Text Book, Chapters 8; Satish B. Mathur, Chapter 7
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:** Investment Management

**Course Code:** BBFI 3009

**Course Credit:** 3

**Course Background and Learning Objectives:**

**Investment management** is the professional asset management of various securities (shares, bonds and other securities) and other assets (e.g., real estate) in order to meet specified investment goals for the benefit of the investors. Investors may be institutions (insurance companies, pension funds, corporations, charities, educational establishments etc.) or private investors (both directly via investment contracts and more commonly via collective investment schemes e.g. mutual funds or exchange-traded funds).

The term asset management is often used to refer to the investment management of collective investments, while the more generic fund management may refer to all forms of institutional investment as well as investment management for private investors. Investment managers who specialize in *advisory* or *discretionary* management on behalf of (normally wealthy) private investors may often refer to their services as money management or portfolio management often within the context of so-called "private banking".

The provision of investment management services includes elements of financial statement analysis, asset selection, stock selection, plan implementation and ongoing monitoring of investments. Coming under the remit of financial services many of the world's largest companies are at least in part investment managers and employ millions of staff.

Fund manager (or investment adviser in the United States) refers to both a firm that provides investment management services and an individual who directs fund management decisions.

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

7. To acquaint students with basic concepts and techniques of investment management. [NBA-GA-1 Business Knowledge]
8. To study applications of investment management to managerial decision-making to sustain the business in long-run. [NBA-GA-4 Conduct investigations of complex Problems]
9. To study the theory and empirical evidence relevant for investing, particularly in the context of portfolio management. [NBA-GA-4 Conduct investigations of complex Problems]
10. To assist students in developing their knowledge and abilities to devise an investment policy. [NBA-GA-5 Modern Tool Usage]
11. To assist students in devising an investment policy that aims at maximizing the expected return of a portfolio given a certain amount of risk. This approach is the basis of virtually all quant investing strategies. [NBA-GA-6 The Manager and Society]
12. To study the valuation of securities and portfolio construction and management. [NBA-GA-4 Conduct Investigations of Complex Problems]

**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:**

Security analysis 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 securities, 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:

- (xii) 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).
- (xiii) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.
- (xiv) Read the caselet and try to find out the learning points pertaining to the specific topic.
- (xv) 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.
- (xvi) 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.
- (xvii) 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.
- (xviii) 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***

<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 basic concepts and techniques of investment management.  2. To study applications of investment management to managerial decision-making to sustain the	1. Business Knowledge	Q6(CAT-I)-CO1	12	25 to 27th Aug, 2017	Closed Book

		business in long-run.	2. Conduct Investigation of Complex Problems	Q4(CAT-I)-CO4	8		
2.	CAT II	4. To assist students in developing their knowledge and abilities to devise an investment policy  6. To study the valuation of securities and portfolio construction and management	4. Modern Tool Usage  6. Conduct Investigations of Complex Problems	Q6(CAT II)-CO6  Q3(CAT II)-CO8	12  8	16-18 <sup>th</sup> Oct, 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)	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 understanding and analyzing the alternatives to investment and their risk and return characteristics.	3. Design/ Development of Innovative Solutions	CO3 Assignment	10	Any time throughout the semester	Open Book

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

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Investment & Portfolio Management	Prasanna Chandra, Tata McGraw Hill
<b>SUPPLEMENTARY READINGS</b>	
Investment Analysis and Portfolio Management	Frank K. Reilly, Keith C. Brown, Cengage Learning
Investment Analysis and Management	Charles P Jones, John Wiley
Security Analysis & portfolio Management	S Kevin, PHI
Security Analysis and Portfolio Management	Punithavathy Pandian, Vikas Publishing
Security Analysis and Portfolio Management	Fischer & Jordan, PHI
Fundamentals of Investments	Alexander, Gordon, Jeffery, and Sharpe Williams
Fundamentals of Investment Management	Hirt and Block, Tata McGraw Hill
Financial Management	Khan & Jain, Tata McGraw Hill
Investments and Portfolio Management	Bodie, Kane, and Marcus, McGraw-Hill

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

Lecture	Topics to be discussed	Readings
<p><b>Module 1: Introduction to Investment and Investment Alternatives</b></p> <p>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 instruments and securities available in the market.</p>		
1	Concept of Investment, Investment Objectives: Meaning of investment, reasons for investing and overall introduction to investments and asset management.	Text Book, Chapters 1; Reily & Brown, Chapters 1
2	Investment Vs. Speculation: Difference between investment, speculation and gambling, when a transaction can be considered as investment or speculation.	Text Book, Chapters 1; Reily & Brown, Chapters 1
3	Investment Process: setting the investment objectives, investment policy, deciding portfolio strategy, asset selection and measuring and evaluating performance	Text Book, Chapters 2; Reily & Brown, Chapters 2
4	Type of Investors: understanding various types of investors, reasons and different styles of investments	Text Book, Chapters 2; Reily & Brown, Chapters 2
5	Government Securities, Debt Securities: meaning of government securities, T-Bills, bonds, zero coupon bonds, floating rate bonds, capital indexed bonds, term loans, debentures	Text Book, Chapters 2;
6	Equity Shares, Mutual Funds: rights issue, bonus shares, preference shares, cumulative preference shares, meaning of mutual funds, growth fund, balanced fund, debt fund, and various other types of mutual funds available	Text Book, Chapters 19; Reily & Brown, Chapters 25
7	Money Market Securities, and Other Alternatives: Benefits and functions of Money Market, Money Market Instruments, T-bills, commercial paper, certificate of deposit and banker's acceptance	Text Book, Chapters 2; Reily & Brown, Chapters 2
8	Case Study: "Impact of Demographics on Select Investment Avenues: A Case Study of Twin Cities of Hyderabad and Secundrabad, India". By Bhanu Siressa, Chee Shree Laxmi	<a href="http://indianresearchjournals.com/pdf/IJMFSMR/2013/June/4.pdf">indianresearchjournals.com/pdf/IJMFSMR/2013/June/4.pdf</a>
<p><b>Module 2: Risk and Return</b></p> <p>The purpose of this module is to acquaint students with concepts of risk and return. It helps the students learn the various techniques of measuring risk and return for individual securities and portfolio. The module also helps the students identify various types of risk.</p>		
9	Concept and Measurement of Risk and Return: meaning of risk and return, variance, standard deviation, expected return	Text Book, Chapters 4; Reily & Brown, Chapters 9
10	Components of Investment Risk: systematic and unsystematic risk	Text Book, Chapters 4; Reily & Brown, Chapters 9
11	Problems: Calculation of return, expected return, standard deviation and Variance	Text Book, Chapters 4

Lecture	Topics to be discussed	Readings
12	Problems: Calculation of Portfolio Variance	Text Book, Chapters 4
13	Case Study: “Return and Risk analysis: a case study in equity mutual funds operating in the Greek Financial Market.” by JN Sorros	www.emeraldinsight.com>doi>abs
14	Market Risk, equity market risk, interest rate risk, currency risk, commodity risk	Text Book, Chapters 4
15	Inflation Risk, impact of inflation on the economy and markets, Business Risk, strategic risk, transaction risk, operational risk	Text Book, Chapters 4;Reily & Brown, Chapters 9
16	Financial Risk, asset backed risk, credit risk, foreign investment risk	Text Book, Chapters 4;Reily & Brown, Chapters 9
<b>Module 3: Investment Analysis</b> The focus of this module is to understand fundamental and technical analysis. The module acquaints the students with various sections of fundamental analysis: economic, industry and company analysis. Dow theory and various charting patterns along with efficient market hypothesis are also covered in this module.		
17	Fundamental Analysis: meaning, importance of fundamental analysis, styles of fundamental analysis	Text Book, Chapters 13;Reily & Brown, Chapters 11
18	Economic Analysis: key factors considered in economic analysis, GDP and its growth rates, analyzing world and country specific economy.	Text Book, Chapters 14;Reily & Brown, Chapters 12
19	Industry Analysis: factors considered in industry analysis, Porter’s five forces model, growth potential	Text Book, Chapters 14;Reily & Brown, Chapters 14
20	Company Analysis: Factors considered in company analysis, understanding financial statements	Text Book, Chapters 15;Reily & Brown, Chapters 15
21	Company Analysis: Analyzing and projecting financial statements, ratios	Text Book, Chapters 15;Reily & Brown, Chapters 15
22	Technical Analysis: meaning, characteristics and principles of technical analysis, systematic trading, random walk hypothesis	Text Book, Chapters 16;Reily & Brown, Chapters 16
23	Dow Theory: relevance, basic tenets of Dow theory	Text Book, Chapters 16;Reily & Brown, Chapters 16
24	Individual Security Analysis: understanding trend, basic charts for technical analysis	Text Book, Chapters 16;Reily & Brown, Chapters 16
25	Technical charting patterns: Line charts, bar charts, candlestick charts, point and figure charts, moving averages	Text Book, Chapters 16;Reily & Brown, Chapters 16
26	Technical charting patterns: head and shoulders, cup and handle, double tops and bottoms, triangles, flags, rounding bottom	Text Book, Chapters 16;Reily & Brown, Chapters 16
27	Case Study: Fundamental Analysis in Emerging Markets: Autoweb Holdings 1. Illustrate the case and worrying issues in your own words and	Harvard Case Study

Lecture	Topics to be discussed	Readings
	prepare a case synopsis.  2. What would you suggest to Autoweb Holdings management to increase the share valuation?	
	Project Work on Fundamental Analysis Report followed by student presentation	
28	Efficient Market Hypothesis: rational expectations, weak form efficiency, semi strong form efficiency, strong form efficiency	Text Book, Chapters 9; Reilly & Brown, Chapters 6
29	Research Paper: “Technical Analysis in Select Stocks of Indian Companies” By C. Boobalan	ijbarr.com/downloads/2014/vol 2-issue4/4.pdf
<b>Module 4: Valuation of Securities and Portfolio Construction and Management</b>		
This module discusses the methodology of valuing various securities. It covers valuation of shares, preference shares, bonds along with Sharpe’s index model, CAPM, APT and portfolio evaluation.		
30	Valuation of Equity Shares: meaning, understanding cash flow, dividend discount model, Gordon model	Text Book, Chapters 13; Reilly & Brown, Chapters 15
31	Valuation of Equity Shares: comparables approach, p/e ratio and its relevance to valuation, other ratios used in valuation	Text Book, Chapters 13; Reilly & Brown, Chapters 15
32	Problems: Valuation of Equity Shares	Text Book, Chapters 13; Reilly & Brown, Chapters 15
33	Valuation of Preference Shares: understanding valuation models and solving related numerical problems	Text Book, Chapters 13; Reilly & Brown, Chapters 15
34	Valuation of Bonds: present value approach to bond valuation, yield to maturity, coupon yield, bond duration	Text Book, Chapters 11; Reilly & Brown, Chapters 19
35	Problems: Valuation of Bonds	Text Book, Chapters 11
36	Research Paper: “Bond Valuation and the Pricing of Interest rate Options in India” By Jaynath R Varma	<a href="https://faculty.iima.ac.in/~jrvarma/papers/ijaf2-2.pdf">https://faculty.iima.ac.in/~jrvarma/papers/ijaf2-2.pdf</a>
37	Markowitz Risk-Return Optimisation: concept, mathematical model, efficient frontier,	Text Book, Chapters 7; Reilly & Brown, Chapters 7
38	Sharpe Index Model and its assumptions	Chapter 7
39	Capital Asset Pricing Model, security market line, assumptions	Text Book, Chapters 8; Reilly & Brown, Chapters 8
40	Arbitrage Pricing Theory, understanding the APT model, its relationship with CAPM, factors in APT	Text Book, Chapter 8; Petersen, Lewis, & Jain, Chapter 8
41	Case Study: “Capital Asset Pricing Model in Indian Context” By R. Vadiyanath	<a href="http://www.iimb.ernet.in/~vaidya/model-indian-context.pdf">www.iimb.ernet.in/~vaidya/model-indian-context.pdf</a>
42	Portfolio Evaluation: Sharpe ratio, Treynor ratio, Jensen alpha	Text Book, Chapters 22, 23
<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: Performance Management**

**Course Code: BBHR 2015**

**Course Credit: 3**

**Course Background and Learning Objectives:**

Performance management is a continuous process of identifying, measuring and developing the performance of individual and teams and aligning their performance with the strategic goals of the organization. And, *performance management systems* are the key tools that can be used to transform people's talent and motivation into a strategic business advantage. The performance of an organization depends on the performance of its people, regardless of the organization's size, purpose, and other characteristics. An effective Performance Management system helps employees to identify ways to improve performance and provides the opportunity to discuss career direction and prospects. It presents the opportunity to plan for and set objectives to further develop their career and are "developmental in approach". It focuses on creating, facilitating and enabling performance culture in which individual/team on their own unleashes potentials.

This course is designed to enable students to explore effective processes and systems for managing performance at the individual, team and organization level that help increase an organization's human capital. It will provide students with an understanding of the key role performance management plays in achieving corporate strategy and optimizing productivity. Within the scope of "managing performance" students will gain knowledge of how to measure and develop performance. Interactive opportunities will be provided to build skills needed to assist line managers in managing performance, including: establishing and communicating performance criteria; coaching for performance improvement; and conducting performance review discussions. This course will also examine the relationship between performance management and other HRM functions.

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

13. To provide an insight in to the fundamental of performance management and its

practical application in managing individual and team performances. **(Individual and Team work and Business knowledge)**

14. To illustrate the development of performance models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same. **(Problem analysis and Design and Development of Innovative solutions)**
15. To describe the process of performance measurement and management system to design job analysis and performance measurement system based on the match between roles to be performed and required KSA. **(Modern Tool Usage and Conduct Investigations of Complex problems)**
16. To acquaint them about effective performance review feedback and counselling and coaching techniques for employee development and making the organization more effective in the competitive environment. **(Business Ethics and Business Communication)**

## **Pedagogy**

The pedagogy will be a combination of Class lectures, Real life examples, Presentations, Group discussions, You Tube Videos, Case studies and Role Plays. 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. 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.

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

Quiz/ Case Studies/ Assignments 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.

### ***Evaluation Scheme***

<b>E C No .</b>	<b>Evaluat ion Compo nent</b>	<b>Learning Objective</b>	<b>NBA- Addressed</b>	<b>GA</b>	<b>Questio ns Mapped</b>	<b>Marks (50)</b>	<b>Date &amp;Time</b>	<b>Nature of Compon ent</b>
1.	CAT-1	1. To provide an insight in to the fundamental of performance management and its practical application in managing individual and team performances.  2.To illustrate the development of performance models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same.	1.Individual Team	and work		30		Closed Book
2	CAT-2	To describe the process of performance measurement and management system to design job analysis and performance measurement system based on the match between roles to be performed and required KSA	1. Problem Analysis  2. Design and Development of Innovative solutions			20		Closed Book
3	Presenta tions	To illustrate the development of performance models for better person-job fit and provide insight into the implementation prerequisites and strategies for the same.	Modern Tool Usage			10		Open Book/ Presentatio n

3.	Case Study	. To provide an insight in to the fundamental of performance management and its practical application in managing individual and team performances.	1. Individual and Team work 2. Business knowledge		10		Open Book
4.	Assignments	To provide an insight in to the fundamental of performance management and its practical application in managing individual and team performances.	1. Business Ethics 2. Business Communication		10		
5.	Quizzes	To acquaint them about effective performance review feedback and counselling and coaching techniques for employee development and making the organization more effective in the competitive environment	1. Business Ethics 2. Business communication		10		

### ***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.

### ***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. 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.

### **Text Book:**

1. Bagchi, S. N., *Performance Management*, Cengage Learning, India, 2011.

### Reference Books:

1. Kohli, A.S. & Deb, T., *Performance Management*, Oxford Pub, 2009.
2. Aguinis, H., *Performance Management*, Pearson Education, 2009.
3. Singh, B. D., *Performance Management System*, Excel Books, 2010.
4. Rao, T.V., *Performance Management and Appraisal Systems: HR Tools for Global Competitiveness*, Response Books, 2011.

### Course Outline (Lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Performance Management</b>		
1	Performance Management – Concept, Perspective, Scope and Significance;  <b>YouTube Video:</b>  <a href="https://www.youtube.com/watch?v=ZT2I2EQngN4">https://www.youtube.com/watch?v=ZT2I2EQngN4</a>  <a href="https://www.youtube.com/watch?v=YJuDeLO5yxU">https://www.youtube.com/watch?v=YJuDeLO5yxU</a>	Text Book, Chapter 1 ;
2	Philosophy of performance management; Performance appraisal vs. Performance management	Kohli and Deb Chapter 2
3	Conceptual model of performance management;	
4	Imperatives of Performance Management; Performance Prism	
5	Determinants of job performance  <b>Assignment</b>	
6	<b>Case study: Performance Appraisal in Career Builder Pvt. Ltd., Bagchi , Page no-19.</b>	
<b>Module II: Challenges to Performance Management Process</b>		
7	Common challenges to PM  <b>Research Articles</b> <a href="http://www.employment-studies.co.uk/system/files/resources/files/mp89.pdf">http://www.employment-studies.co.uk/system/files/resources/files/mp89.pdf</a>  <a href="http://www.gfoa.org/sites/default/files/GFR_APR_11_65.pdf">http://www.gfoa.org/sites/default/files/GFR_APR_11_65.pdf</a>	Text Book, Chapter 2  Kohli and
8	Impact of organizational structure on Performance management Process	

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
9-10	Different organizational structure – Macro, decentralized, and micro <b>Group Presentations</b>	Deb Chapter 2
11	Implications for performance management process <b>Quiz</b>	
<b><i>Module III: Performance Management Process</i></b>		
12	Performance Management Process – Introduction; Management process linkage to performance management	Text Book, Chapter 3 and Chapter 4; Kohli and Deb Chapter 3,4,5
13	Preconditions of PMS – organizational readiness & organizational fit	
14	Components of PMS in brief – performance planning, managing, appraisal & monitoring	
15	Performance Planning – meaning, objectives, characteristics and importance <b>You Tube Video:</b> <a href="https://www.youtube.com/watch?v=0fqgvg82XSs">https://www.youtube.com/watch?v=0fqgvg82XSs</a>	
16-17	Planning theories of goal setting and methodologies of performance planning  <b>Case study: Hill-View Project</b>  <b>Bagchi , Page no-106</b>	
<b><i>Module IV: Defining Performance and Performance Measurement Metrics</i></b>		
18	Defining Performance and Cascading organizational goals to individual goals  <b>Research Article</b> <a href="https://hbr.org/2007/07/using-the-balanced-scorecard-as-a-strategic-management-system">https://hbr.org/2007/07/using-the-balanced-scorecard-as-a-strategic-management-system</a>	Text Book, Chapter ; 3 Kohli and Deb Chapter 3,5
19-21	Approaches for defining performance – Behaviour-based approach, Task-based approach and Result-based approach;	
22	Limitations of each approach	
23	Performance Measurement – Deciding the correct method.  <b>YouTube Video:</b>  <a href="https://www.youtube.com/watch?v=R4HPYYR5iLw">https://www.youtube.com/watch?v=R4HPYYR5iLw</a>	
24	<b>Case study: Genesis Pharmaceuticals, Bagchi, Page no 75</b>	

Lecture	Topics to be discussed	Readings
<b>Module V: Performance Appraisal</b>		
25	Performance Appraisal: Meaning, Characteristics and objectives	Text Book, Chapter 6; Kohli and Deb Chapter 7
26	Principles of Appraising performance – Technical, extended, appraisal and Maintenance phase	
27	Process of Performance appraisal;	
28-29	Methods of Performance appraisal - Traditional and Modern <b>Group Presentations</b>	
30-32	Modern methods of appraisal – MBO & 360-degree  <a href="https://www.linkedin.com/pulse/20140805054616-52205043-how-mbo-helped-fix-a-troubled-project-a-case-study">https://www.linkedin.com/pulse/20140805054616-52205043-how-mbo-helped-fix-a-troubled-project-a-case-study</a>  <a href="https://www.bcc.com.pl/en/academy-of-better-business/mbo-in-makro-metro-group-company-s-objective-identified-with-the-one-of-its-employees.html">https://www.bcc.com.pl/en/academy-of-better-business/mbo-in-makro-metro-group-company-s-objective-identified-with-the-one-of-its-employees.html</a>  <a href="http://web.viapeople.com/viaPeople-blog/bid/65018/Case-Study-Starwood-Hotels-Takes-360-Degree-Feedback-to-a-New-Level">http://web.viapeople.com/viaPeople-blog/bid/65018/Case-Study-Starwood-Hotels-Takes-360-Degree-Feedback-to-a-New-Level</a>  <a href="https://www.etsplc.com/wp-content/uploads/2015/07/ETS_Case_study_pepsico_FINAL_2.pdf">https://www.etsplc.com/wp-content/uploads/2015/07/ETS_Case_study_pepsico_FINAL_2.pdf</a>	
33	Common Rating Errors – Central Tendency, Halo & Horn Effect, Spill-over effect, contrast effect, latest behavior, status effect <b>Group Presentations</b>	
34	Common Problems in employee Assessment	
<b>Module VI: Performance Review &amp; Counselling</b>		
35	Objectives and rules of Performance review meetings	Text Book, Chapter 6; Kohli and
36	Performance Counselling – concept and principles <b>YouTube</b> <b>Video:</b> <a href="https://www.youtube.com/watch?v=bM014AHHt1Y">https://www.youtube.com/watch?v=bM014AHHt1Y</a>  <a href="https://www.youtube.com/watch?v=H7olQUtNym0">https://www.youtube.com/watch?v=H7olQUtNym0</a>	
37	Performance Counselling Skills – active listening, responding and questioning	

Lecture	Topics to be discussed	Readings
	<b>Assignment</b>	Deb
38-39	Role plays for performance counselling and review meetings.	Chapter 4
40	<b>Interactive exercise Quiz</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

## Compensation and Reward Management

**Course Code: BBHR 2016**

**Course Credits: 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 students 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:

- 1 To acquaint students with basic concepts and techniques of compensation and reward management and understanding the relationship that exists between the organizational working and employee compensation. [NBA GA – Business



Knowledge]

- 2 To gain insight into the design, implementation and administration of compensation and benefits packages in the organizations. [NBA GA – Design and Development of Innovative Solutions]
- 3 To help the students understand and analyse issues regarding the disbursement of compensation and how to smoothen the process. [NBA GA – Problem Analysis]
- 4 To critically analyse situations for forward innovative thinking in the terms of payment for both individual and teams. [NBA GA – Individual and Team Work]
- 5 To help the students understand the structure behind the payment of wages and statutory obligations they need to fulfil. [NBA GA – The Manager and the Society]
- 6 To help the students understand the tools and techniques used in the design of a compensation plan. [NBA GA – Modern Tool Usage]

#### Evaluation Scheme

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 basics of concepts.  2. to help students understand how to analyze complex problems.	1. Business Knowledge  2. Conduct Investigation of Complex Problems  3. Problem Analysis	Q 1, 2, 3  Q 6  Q 4, 5	50	22 <sup>nd</sup> Aug to 27 <sup>th</sup> August 2016	Closed Book
2.	CAT-2	1. To help the students understand the basics of concepts.  2. to help students understand how to	1. Business Knowledge  2. Design and Development of Innovative solutions  <a href="#">3. Modern tool usage</a>	QTBD	50	3 <sup>rd</sup> October to 7 <sup>th</sup> October 2016	Closed Book

		analyze complex problems.  3. To Help students come up with innovative solutions					
3.	Quiz	1.To help students understand problem analysis	1. Problem Analysis  <a href="#">2. Individual and Team Work</a>	Complete Quiz	10	23 <sup>rd</sup> September 2016	Closed Book
4.	Assignment(s)	1. To help students understand complex decision making	<a href="#">1. The manager and the Society</a>  2. Design and Development of Innovative solutions	Assignment 1	10	Any time throughout the semester	Open Book

\*To be decided

### **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:

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 compensation and reward 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 compensation and reward 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.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Compensation Management	Dipak K. Bhattacharya , Oxford Publications (1 <sup>st</sup> edition)
<b>SUPPLEMENTARY READINGS</b>	
New Compensation Management in a Changing Environment	S. K. Bhatia, Deep and Deep Publications, 2009 Reprint
Compensation	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (9th edition, McGraw Hill)
Compensation Management in a Knowledge based World	Richard Henderson, Pearson Education.
Constructive Industrial Relation and Labour Laws	S.K. Bhatia, Deep and Deep Publications

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

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module 1: Basic of Compensation:</b>		
This module will help the students understand the term compensation, analyse wages and compensation differences, examine different concepts associated with determination of wages and assess the various components and dimensions of employee reward systems.		
1	Meaning and Concept of Wage and Salary – Concept, Nature of Compensation	Textbook Chapter 1
2	Scope, Objectives, Principles and importance of Wage and Salary Administration	Textbook Chapter 1
3	Theories of Wage and Salary	Textbook Chapter 1
4	Theories of Wage and Salary	Textbook Chapter 1
5	Concept of Minimum wages, Fair Wages, Living Wages, Need Based Wages, Dearness Allowance, Fringe Benefits, Bonus and Executive	Textbook Chapter 1

Session	Topics to be discussed	Readings
	Compensation.	
6	Concept of Blue Collar Employees and White Collar Employees and differences in their compensation.	Textbook Chapter 1
7	Cost to company- Meaning and Concept; Components of Cost to Company	Textbook Chapter 1
8	<i>HBR Article: A Simpler way to Pay: Handouts available with the faculty</i>	
<p><b>Module 2: Legislation Regarding Wages in India</b></p> <p>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.</p>		
9	Payment of Wages Act, 1936	S.K. Bhatia, Chapter 23
10	The minimum Wages Act, 1948	S.K. Bhatia, Chapter 24
11	The Equal Remuneration Act, 1976	S.K. Bhatia, Chapter 25
12	The Payment of Gratuity Act, 1971	S.K. Bhatia, Chapter 29
13	The Employee's Provident Funds and Miscellaneous Provisions Act, 1952	S.K. Bhatia, Chapter 30
14	Wage Commissions and Wage Boards	Textbook Chapter 1
15	Recommendations of the 6th Pay Commission	Hand-outs
16	Quiz I (from the syllabus covered till date)	
<p><b>Module 3: Internal Factors Considered in Compensation Management</b></p> <p>The purpose of this module is to help students understand the need for job design, job analysis and job evaluation in determination of wages for an organization and how performance</p>		
17	Understanding Job Design; strategies, components and techniques to job design	Textbook Chapter 4
18	Job Analysis: Concepts, methods and parts	Textbook Chapter 4
19	Job evaluation; Concept and Methods	Textbook Chapter 4
20	Job Evaluation; Methods to job Evaluation	Textbook Chapter 4
21	Understanding Factors that affect pay Internally	Textbook Chapter 4
22	Relating PMS to Compensation	Textbook Chapter 5
23	Developing successful Performance Management Systems	Textbook Chapter 5
24	Developing successful Performance Management Systems	Textbook Chapter 5
25	Compensation Broad-banding using PMS	Textbook Chapter 5
26	<i>Case Study: Grass Cutter vs. Gas Cutter: Handouts available with the faculty</i>	

Session	Topics to be discussed	Readings
<b>Module 4: External Factors in Compensation Design:</b> The purpose of this module is help students understand that external factors like what type of compensation strategies your competitor is following also has an impact on the organization's compensation strategy.		
27	Factors affecting pay external to the organization	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 7)
28	Strategies followed by the competitors	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 7)
29	Understanding the use of Salary surveys to compensation	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 7)
30	Types of Pay Grades and Structures	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 7)
31	Implementing Pay grade and Structures	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 7)
32	<b>HBR Article: Six dangerous Myths about Pay: Handouts available with the faculty</b>	
<b>Module 5: Employee Benefits</b> The purpose of this module is bring conceptual clarity in the understanding of employee benefits, factors affecting employee benefits and how to design a good benefit package.		
33	Understanding employee benefits; monetary and non-monetary benefits	Textbook Chapter 8
34	Types of employee benefits; statutory obligations while deciding employee benefits	Textbook Chapter 8
35	Deferred compensation plans and alternatives to employee benefits	Textbook Chapter 8
36	<b>Report on Employee Benefits Trend In India 2017: Report available with the faculty.</b>	
<b>Module 6: Employee Incentives:</b> The purpose of this module to help students understand the role of incentives in the organization, factors affecting it and the different types of Incentives used.		
37	Incentives - meaning and concept; Benefits of a sound incentive system, Types of incentives;	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 10)
38	Different Types of Incentive plans	George T. Milkovich, Jerry M. Newman, C.S.

Session	Topics to be discussed	Readings
		VenkataRatanam (Chapter 10)
39	Different Types of Incentive plans	George T. Milkovich, Jerry M. Newman, C.S. VenkataRatanam (Chapter 10)
40	<b><i>HBR Case Study: Incentive Problems in a Software Company: Handouts available with the Faculty</i></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: Organizational Change and Development**

**Course Code: BBHR 3006**

**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. Provide clarity on various dimensions of change and development and their interconnections in business organizations. (**Business Knowledge and Problem Analysis**)
- 2 To provide an understanding of most common types of problems that occur in organizations and how organizations develop complete action plans that are aligned and integrated with each other for optimum effectiveness. (**Conduct Investigation of Complex Problem**)
- 3 Provide an understanding of how to create powerful teams to collaborate and guide change in organizations; develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization. (**Individual and Team work and Business Communication**)
- 4 To identify and understand the principles of successful organizational change and familiarizing students regarding ongoing motivation during change and effectively address resistance. (**Life Long Learning**)

### **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. In this course, you will learn many new concepts, models and theories; 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.

Assessment Components and Marks	Learning Goals and Objectives*			
	1	2	3	4
Quiz/ Case Studies/ Assignments 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.

### Evaluation Scheme:

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions 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. Provide clarity on various dimensions of change and development and their interconnections in business organizations.</p> <p>2. Provide an understanding of most common types of problems that occur in organizations and how organizations develop complete action plans that are aligned and integrated with each other for optimum</p>	<p>1. Business Knowledge</p> <p>2. Conduct Investigation of Complex Problem</p>				August 2017	Closed Book



		effectiveness.					
2.	CAT-2	<p>1. Provide an understanding of most common types of problems that occur in organizations and how organizations develop complete action plans that are aligned and integrated with each other for optimum effectiveness.</p> <p>2. To identify and understand the principles of successful organizational change and familiarizing students regarding ongoing motivation during change and effectively address resistance.</p>	<p>1. Conduct Investigation of Complex Problem</p> <p>2. Design/Development of Innovative Solutions</p> <p>3. Life Long Learning</p>			Oct, 2017	Closed Book
3.	Presentation	<p>1. To acquaint students with basic concepts and models of organizational change and development. Provide clarity on various dimensions of change and development and their interconnections in business organizations.</p> <p>2. Provide an understanding of how to create powerful teams to collaborate and guide change in organizations; develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization.</p>	<p>1. Design and Development of Innovative Solutions.</p> <p>2. Conduct Investigation of Complex Problems</p> <p>3. Individual and Team work</p>	OC/OD C			Open Book/ Take Home Quiz
4.	Case Study	<p>1. To acquaint students with basic concepts and models of organizational change and development. Provide clarity on various dimensions of change and</p>	<p>1. Design and Development of Innovative Solutions.</p>	ODC			Open Book

	development and their interconnections in business organizations.  2. Provide an understanding of how to create powerful teams to collaborate and guide change in organizations; develop a realistic change management strategy which gets acceptance and generates sense of ownership in the organization.	2. Conduct Investigation of Complex Problems				
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### ***Quiz/ Case Studies/ Youtube/ 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.

### ***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>
Organization Change & Development	Dipak Kumar Bhattacharya, Oxford University Press, 2012
<b>SUPPLEMENTARY READINGS</b>	
Organizational Change and Development	Kavita Singh, 2 <sup>nd</sup> Edition, 2010, Excel Books
Organizational Development: Behavioral Science Interventions for organizational	W.L. French, C.H. Bell and V.Vohra, 6e, Pearson, 2014

Improvement	
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):

Lecture	Topics to be discussed	Readings
<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	Text Book, Chapter 2; Kavita Singh, Chapter 1
2	Need for Organizational Change	
3	Change Triggers: Business Development driven change, Culture-driven change, Process –driven change, Competency –driven change.	
4	Types of Change – Planned vs. Emergent, Developmental, Transitional & Transformational;	
5	Key elements for Success in Organizational Change; Challenges in Implementing Organizational Change	
6	<b>Case Study: Change in Customer Service of Alcatel, Dipak K. Bhattacharya, pg 126.</b>	
<b>Module II: Understanding Organizational System, Structure, &amp; Design</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.		
7	System View of an Organization	Text Book, Chapter 1; Kavita Singh, Chapter 11
8	Types of Organizational Structure and Systems	
9	Open System Approach to an Organization	
10	Socio-Technical System Thinking; Business Process Re-engineering and Change	
	<b>Case Study: Transformational Organizational Structure how restructuring IT led to breakthrough performance and value. Dr Bryson Payne, CIO, North Georgia College &amp; State University</b>	
<b>Module III: Organizational Change Process</b>		
The purpose of 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.		
11	Process of Change; Features of Organizational Change	Text Book, Chapter 3 ;
12	SWOT Analysis and Change Process; Change and its impact.	

Lecture	Topics to be discussed	Readings
		Kavita Singh, Chapters 2 and 3
13	Kurt Lewin's Force Field Analysis - Resistance to Change, Overcoming Resistance to Change;	
14	Kurt Lewin's Three Stage Process of Change  <b>Case Study: Making Friends at Pillco, Kavita Singh, pg 140.</b>	
<b>Module IV: 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.		
15	Organizational Effectiveness & Excellence–Meaning & Importance	Text Book, Chapters 4, 5 and 9; Kavita Singh, Chapter 5
16	Change through Six Sigma	
17	Change Management- The Skill Requirements; Change Management Iceberg	
18	Culture and Change; Effective Change Management;	
19	Employee Attitudes in Organizational Change Process	
20	Qualities of Change Agent; Approaches to Change Management	
	<a href="https://www.youtube.com/watch?v=TnKe7QQsp3I&amp;t=3s">https://www.youtube.com/watch?v=TnKe7QQsp3I&amp;t=3s</a>	
<b>Module V: 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.		
21	Definition & Concept of OD; OD as Action Research Process	Text Book, Chapter 13 ; Kavita Singh, Chapters 6 and 7
22	Evolution of OD, Characteristics of OD; Steps in OD	
23	OD in different organizations; Important Triggers for OD	
24	OD & Leadership Development; Role of External Consultant in OD Processes;	
25	Organizational Life Cycle Analysis	
	<a href="https://changedesignportal.worldsecureystems.com/videos/videos.html">https://changedesignportal.worldsecureystems.com/videos/videos.html</a>	
<b>Module VI: 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.		
26	Objective of Organizational Diagnosis; The Diagnostic Cycle	Text Book, Chapter 14 ; Kavita Singh, Chapter 7
27	Different forms of Organizational Diagnosis	
28	Use of Interviews as a diagnostic Tools and Observational Methods of Diagnosis	
29	Questionnaire Development for Organizational Diagnosis	

Lecture	Topics to be discussed	Readings
	<b>Assignment: Use of Interviews and Questionnaire.</b>	
<b>Module VII: 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.		
30	Introduction - OD Intervention and Strategies	Text Book, Chapter 15 ; Kavita Singh, Chapters 9 and 12
31	McKinsey's 7-S Framework	
32	Harrison's Model of Diagnosing; Confrontation Meetings	
33	Survey Feedback; System 4 Management	
34	Grid OD Program	
	<b>Assignment: <a href="https://www.questback.com/">https://www.questback.com/</a></b>	
<b>Module VIII: Knowledge Management &amp; Organizational Learning in Change</b>		
The module discusses the essence of knowledge management and learning organizations in today's competitive scenario. The module also explains the approaches and models of pioneer's in the field of knowledge management and learning.		
35	Knowledge Management - Meaning, Assumptions and Benefits	Text Book, Chapter 17 ; Kavita Singh, Chapter 13
36	Knowledge Spiral of Nonaka & Takeuchi; Knowledge management and Change	
37	Learning Organizations and Benefits; Senge's Approach	
	<b>Case Study: Knowledge management--Case studies. I. Jennex, Murray, 1956- HD30.2.C378 2005 658.4'038--dc22 (Handout)</b>	
<b>Module IX: Contemporary Issues in OD</b>		
The module highlights the relevance of ethics in organization development and discusses some of the ethical dilemmas in OD practice. Also it focuses on diversity management at workplace and other related concerns raised by globalization.		
38	Ethics in OD	Text Book, Chapters 16, 19 and 20; Kavita Singh, Chapter 8
39	Managing Workplace Diversity; Cross-Cultural Diversity Issues	
40	Globalization and Organizational Change	
	<b>Case Study: Dealing with staff performance issues, Ethical Dilemmas Case Studies, CCAB. (Handout)</b>	
<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.]

## **Industrial Relation and Labor Laws**

**Course Code: BBHR 3007**

**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 competence of addressing these issues in the present days. As long as people are needed in industry and business, industrial relations will remain an area of concern as well as influence in affecting the performance of the organization. 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 understand that Industrial relations the complex and diverse concepts of industrial relations with multi stakeholders perspectives and the application of this knowledge in creative problem solving. [NBA GA – Problem Analysis]
2. To help students understand the how industrial relations and trade unionism has evolved globally and how does this have an impact on industrial relations and trade unionism in India. [NBA GA – Conduct Investigation of Complex problems]
3. To empower the students with theoretical as well as practical knowledge of labor legislations. [NBA GA – Business Knowledge]
4. To enable the students understand the importance of implementing Labor Laws in the industry as non-adherence attracts penal provisions. [NBA GA – Business Ethics]
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]

6. To understand the multidisciplinary approaches used in problem solving. [NBA GA – Design and Development of Innovative Solutions]

### **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.

### **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-I	1) To assess student understanding of the concepts and how do they relate to industrial relations.  2) To help students understand the complex industrial relations situations.	1. Business Knowledge  2. Problem Analysis	TBD	50	As per Schedule	Closed Book
2.	CAT-II	1) To check the understanding of Complex interdisciplinary problems that exist in IR.  2) To understand collective bargaining as	1. Conduct Investigation of Complex Issues.  2. Business Communication			As Per Schedule	

		a problem solving tool.					
3.	Case Study	1)To check problem solving skills	1. Design and Development of Innovative Solutions.		10	To be decided	Closed Book
4.	Assignment(s)	1) Understanding of Labor Laws.	1. Business Ethics		10	Any time throughout the semester	Open Book

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Industrial Relations	C.S. Venkata Ratnam, Oxford Publications (2012)
<b>SUPPLEMENTARY READINGS</b>	
Industrial Relations, Trade Unions and Labour Legislation	Sinha and Sinha, Pearson Education (2011)
Industrial Relations	Arun Monappa, TMG (2011)
Industrial Relations & Labour laws	S.C. Srivastava, Vikas Publications (2014)
Labor Laws	N.D. Kapoor, Sultan Chand and Sons. (2014)
Dynamics of Industrial Relations	Mamoria and Mamoria, Himalya Publications (2014)

### Course Outline (session-wise):

Session	Topics to be discussed	Readings
<b>Module 1: Introduction to Industrial Relations:</b>		
The purpose of this module to examine and understand the meaning and scope of industrial relations, to learn about the systems framework and theoretical perspectives and to understand and appreciate the core values in industrial relations.		
1	<b>Reading: Is there a Problem with the Japanese Way?</b>  <b>Publication: The Economic Times Delhi; Date: Mar 27, 2014;Section: Special Feature; Page: 18</b>  Industrial Relations: Concept; Meaning and Scope	Textbook Chapter 2  Sinha Chapter 10



Session	Topics to be discussed	Readings
2	Importance of Industrial Relations; Functions of Industrial Relations	Textbook Chapter 2 Sinha Chapter 10
3	Parties to IR, Aspects of IR	Textbook Chapter 2 Sinha Chapter 10
4	Approaches to IR (Evolution to IR), The Systems Approach	Textbook Chapter 2 Sinha Chapter 10
5	Industrial Relations around the world (US, UK, Russia and Japan)	Textbook Chapter 2 Sinha Chapter 10
6	Factors for a sound Industrial Relations System	Textbook Chapter 2 Sinha Chapter 10
7	<b>Group Discussion: Industrial Relations in Service Sector in India.</b>	Textbook Chapter 2 Sinha Chapter 10
<p><b>Module 2: Introduction to Trade Unionism</b></p> <p>The purpose of this module is help the student understand the purpose and origin of the employees union in India, to understand the different types of unions that exist, methods and trade union activities, how are recognized as a party of collective bargaining and trade union rivalry and multiple unions that led to the decline of trade unions in India.</p>		
8	<p><b>Case Study: Defending the National Interest, or Giving into Union Pressure? A Harvard Case Study</b></p> <p>Definition, origin, objectives of Trade unions</p>	Textbook Chapter:5 Sinha Chapter 2
9	Types and Importance, Methods of Trade Unions and Trade Union activities,	Textbook Chapter:5 Sinha Chapter 2
10	Recognition of Trade Unions	Textbook Chapter:6 Sinha Chapter 9
11	Trade union Rivalry and Multiple Unions	Textbook Chapter:6 Sinha Chapter 9
12	Future direction for Trade Unions	Textbook Chapter:6 Sinha Chapter 9
13	The Trade Unions Act 1926	Textbook Chapter:6 Sinha Chapter 20
14	The Trade Unions Act 1926	Textbook Chapter:6 Sinha Chapter 20
15	<p><b>Case Study: Inter-Union Rivalry</b></p> <p><b>Pg:118-119; P.N. Singh &amp; Neeraj Kumar: Employee Relations Management</b></p>	
<p><b>Module 3: Collective Bargaining</b></p> <p>Collective bargaining the world over has been described as the most popular method of dispute resolution by both the parties i.e. the employers and the unions. Collective bargaining is a peaceful method in both the parties brings their demands to the table and discusses them. The purpose of this module is help the student understand how to achieve good industrial relations through collective bargaining.</p>		
16	<p><b>Case Study: Labour Dissonance At Maruti Suzuki India Limited</b></p> <p><a href="https://www.worldwidejournals.com/global-journal-for-research-analysis-GJRA/file.php?val=November_2012_1353497737_2f441_24.pdf">https://www.worldwidejournals.com/global-journal-for-research-analysis-GJRA/file.php?val=November_2012_1353497737_2f441_24.pdf</a></p> <p>Meaning, importance, Types</p>	Textbook Chapter: 8 Sinha Chapter 13

Session	Topics to be discussed	Readings
17	Process of Collective Bargaining	Textbook Chapter:8 Sinha Chapter 13
18	Bargaining Tactics, Bargaining Strategies	Textbook Chapter:8 Sinha Chapter 13
19	Levels of Collective bargaining, Hurdles to collective bargaining	Textbook Chapter:8 Sinha Chapter 13
20	<b>Role Play: Brachton Collective Bargaining Exercise</b> <a href="http://www.pon.harvard.edu/shop/brachton-collective-bargaining-exercise/">http://www.pon.harvard.edu/shop/brachton-collective-bargaining-exercise/</a>	
<b>Module 4: Industrial Disputes</b> <p>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.</p>		
21	<b>Case Study: Pak Sweets: A HBR Case Study</b> Concept of an Industrial Dispute, Strike, lockouts, layoff and retrenchment	Textbook Chapter:14 Sinha Chapter 11
22	Types of strike, reasons that cause strikes	Textbook Chapter:14 Sinha Chapter 11
23	Conditions to go on a strike.	Textbook Chapter:14 Sinha Chapter 11
24	Dispute resolution under the Industrial Disputes Act, 1947	Textbook Chapter:14 Sinha Chapter 12
25	Dispute resolution under the Industrial Disputes Act, 1947	Textbook Chapter:14 Sinha Chapter 12
26	<b>Case Study: Workers Vs Volvo: A Newsweek Article</b>	
<b>Module 5: Employee Grievances and Discipline</b> <p>Employee grievances if left unresolved can lead to an industrial dispute, which is why it becomes important for an organization to address these grievances in a timely and fair manner. This module will help the student recognize a grievance how to deal with it in a fair manner. This module also sheds light on how to handle employee indiscipline.</p>		
27	<b>Case Study: Why Phaneesh Murthy had to quit Infosys?</b> <a href="http://www.ndtv.com/india-news/why-phaneesh-murthy-had-to-quit-infosys-522922">http://www.ndtv.com/india-news/why-phaneesh-murthy-had-to-quit-infosys-522922</a> Definition, Nature of grievances, Causes of grievances	Textbook Chapter:19
28	Model grievance procedure	Textbook Chapter:19
29	Discipline, Causes of Indiscipline, and Approaches	Textbook Chapter:19
30	<b>YouTube Video: Why do we need a grievance system?</b> <a href="https://www.youtube.com/watch?v=gukqEMNpHyg">https://www.youtube.com/watch?v=gukqEMNpHyg</a>	
<b>Module 6: Labour Legislation in India</b> <p>This module will help the students understand various provisions that are given in the statutes of India that are applicable to the majority of the establishments and are important for understanding industrial relations.</p>		

Session	Topics to be discussed	Readings
31	The Factory's Act 1948	Sinha Chapter 16
32	The Factory's Act 1948	Sinha Chapter 16
33	<b>Case Law: State vs L.C. Patel</b> <a href="https://indiankanoon.org/doc/351357/">https://indiankanoon.org/doc/351357/</a>	Sinha Chapter 17
34	The Payment of Wages Act 1952	Sinha Chapter 27
36	The Provident Fund and other Misc. Funds Act, 1952	Sinha Chapter 27
37	The Gratuity Act, 1972	Sinha Chapter 28
38	<b>Case Law: Indian Airlines vs Union Of India (Uoi) And Ors.</b> <a href="https://indiankanoon.org/doc/1081735/">https://indiankanoon.org/doc/1081735/</a>	Sinha Chapter 28
39	<b>Case Law: Sharat Chandra Lenka vs Orissa State Warehousing</b> <a href="https://indiankanoon.org/doc/80300139/">https://indiankanoon.org/doc/80300139/</a>	
40	Revision and Problem Solving	

### *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: BBHR 3008**

**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. 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:

- 1 To equip students with both theoretical concepts and practical techniques to manage the training and development function in an organization. [NBA- CO1 Business Knowledge]
- 2 To acquaint students with basic concepts of training need, identifying, designing and applying various tools and techniques to conduct the training programme so that they can apply this at the organizational level and departmental level. [NBA-CO3 Design/Development of innovative solution]
- 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]
- 4 To reliably demonstrate the ability to assess, design, access and implement various

methods, techniques and sources of training. **[NBA-CO12 Life-Long Learning]**

- 5 To evaluate the value of the training once completed from the individual employee and the organization's viewpoint. **[NBA-CO10 Business Communication]**

### **Pedagogy:**

The pedagogy will be a combination of class lectures (theory, cases, online exercises, and games), experience sharing, real life examples, case/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.

(xix) 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).

(xx) Try to solve problems on your own, which have already solved in the class. In case of difficulty, ask friends, or teacher.

(xxi) Read the caselet and try to find out the learning points pertaining to the specific topic in “Training and Development”.

(xxii) 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.

(xxiii) While studying courses like Human resource Management, Marketing Management, etc. try to relate the use and usefulness of various Training and Development concepts, which you have learned from this course.

(xxiv) 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.

(xxv) 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-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.

### 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	4. Business Knowledge 5. Design/Development of Innovative solutions 6. Life-long learning	Question No. 1, 2, 3 & 8  Q.NO. 7 & 9  Q.NO. 4, 5 & 6	50	15 <sup>th</sup> Feb 2017 to 18 <sup>th</sup> Feb 2017	Closed Book

		7. To reliably demonstrate the ability to assess, design, access and implement various methods, techniques and sources of training					
3.	Presentations	<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>8. Individual and Teamwork</p> <p>9. Business Communication</p>	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
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	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	<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

		designing different training programs. 2. To evaluate the value of the training once completed from the individual employee and the organization's viewpoint					
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, access and implement various methods, techniques and sources of training.	Modern Tool Usage  Life Long Learning  Individual & Team Work		50	10 <sup>th</sup> April to 13 <sup>th</sup> April, 2017	Closed 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 2 quizzes and best 1 will be taken into consideration for final grade of students. Similarly, case studies discussion and project report presentation will 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 understanding of trainer skills and competencies learned from this course. 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.

RECOMMENDED TEXT BOOK	AUTHOR & PUBLICATION
Training and Development	B. Janakiram, Indian Text Edition, Biztantra, 2011
SUPPLEMENTARY READINGS	
Training & Development	G.Pandu Naik, 1st edition, Excel Books India, 2007.
Enriching Human Capital Through Training and Development	P L Rao, Excel Books India, 2009.
Training and Development (Text, Research and Cases)	P.Nick Blanchard, James W. Thacker, V. Anand Ram, 4Edition, Pearson Education India, 2010
Employee Training & Development	Raymond A. Noe, & Amitabh Deo Kodwani, 5th edition, Tata McGraw-Hill Education, 2012

### Course Outline (lecture-wise):

Lecture	Topics to be discussed	Readings
<b>Module I: Introduction to Training &amp; Development</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	Concept, definition and need of training (Additional Reading: Read Reliance industries HRD practices from <a href="http://www.ril.com/html/aboutus/human_resource.html">http://www.ril.com/html/aboutus/human_resource.html</a> )	B. Janakiram, Chapter 1
2	Difference between training, development and education	B. Janakiram, Chapter 1
3	Importance, objectives and scope of training	B. Janakiram, Chapter 1
4	Benefits of training – Individual and Organizational	B. Janakiram, Chapter 1
5	Problems of training	B. Janakiram, Chapter 1
6	Opportunities & Challenges for Training, Contemporary Issues	B. Janakiram, Chapter 1

Lecture	Topics to be discussed	Readings
7	<b>Case Study: Zappos: Facing Competitive Challenges</b> <b>Raymond Noe - Employee Training &amp; Development, TMH, India</b>	<b>Page No. 47-48</b>
<p><b>Assignment:</b> Conduct an internet search for companies identified as “Best companies to work for”. Identify the information on training and development and prepare a summarized report based on the findings.</p>		
<p><b>Module II: Training Process</b> This module will discuss the Pre-training, Training, and Post-training process 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>		
8	Overview of the Training Process - Pre-training, Training, and Post-training, Approaches for TNA (Proactive & Reactive)	G. Pandu Naik, Chapters 3
9	Training Needs Identification ( different methods of data collection like reviewing existing documents, individual interviews, work diaries, observation, self-assessment, questionnaires, critical incident technique)	B. Janakiram, Chapter 2
10	Training Need Analysis – Organizational Analysis, Task Analysis and Person Analysis	B. Janakiram, Chapter 2
11	Significance of Training Need Analysis, Strategies and Approaches of TNA; <b>QUIZ 1</b>	B. Janakiram, Chapter 2
12	<b>Case study: The training program (Fabrics, Inc.) adapted from P. Nick Blanchard, James W. Thacker, V. Anand Ram, 4<sup>th</sup> Edition, Pearson Education India, 2010</b>	<b>Page No. 76-78</b>
<p><b>Group Assignment for Presentation:</b> Choose a company of your choice; read the company’s vision and mission statements. Look at the statements that portray the importance of training and development and conduct an organizational need analysis</p>		
<p><b>Module III: Designing Training Programs</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>		
13	Training Design and Factors affecting Training design	G. Pandu Naik, Chapters 4; B Janakiram, Chapter 3
14	Constraints in the Design (Organizational Constraints and Budgeting for Training)	G. Pandu Naik, Chapters 4; B Janakiram, Chapter 3
15	Developing and Establishing Training Objectives, Types	G. Pandu Naik, Chapters

Lecture	Topics to be discussed	Readings
	of Training Objectives <i>Class Activity: Write down training objectives for the any behavioural training.</i>	4; B Janakiram, Chapter 3
16	<i>Case Study – Focus on Training Objectives, adapted from B. Janakiram, Training &amp; Development, Biztantra Publication.</i>	<i>Page No. 287-288</i>
17	Design Theory - Gagne-Briggs Theory, Planning and Delivery of Training sessions	G. Pandu Naik, Chapters 4; B Janakiram, Chapter 3
18	Outcome of Design <i>Class Activity: Design training program for new joiner Sales Executives, Retail sector.</i>	G. Pandu Naik, Chapters 4; B Janakiram, Chapter 3
<b>Module IV: Training Methods and Trainer's Skills and Styles</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.		
19	Training Methods – Definition Classification of Training Methods and Methodologies	B Janakiram, Chapter 5 & G. Pandu Naik, Chapters 15
20	On-the-job methods & Off-the-job methods (Traditional Training Methods )	B Janakiram, Chapter 5 & G. Pandu Naik, Chapters 15
21	Modern Training Methods <i>Case Study: Inconsistent Personnel Policies, adapted from B. Janakiram, Pg. 292, Biztantra Publication</i>	B Janakiram, Chapter 5 & G. Pandu Naik, Chapters 15
22	<i>Class Assignment:</i> Group of students would conduct training activity/game in the class room including debriefing of the activity	
23	Types of Difficult Trainees <i>Class Assignment: Group of students would conduct training activity/game in the class room including debriefing of the activity</i>	B Janakiram, Chapter 8
24	Trainers (Technical, business, interpersonal, intellectual - competencies), Trainers (Selection & Training of trainers)	B Janakiram, Chapter 8
25	Training Styles	B Janakiram, Chapter 8

Lecture	Topics to be discussed	Readings
	<i>Class Assignment: Group of students would conduct training activity/game (role plays or Energizer activity) in the class room including debriefing of the activity</i>	
<b>Module V: 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.		
26	Evaluation of Training – Definition, Importance and Issues	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
27	Method of training evaluation	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
28	Models for Evaluation of Training Programs; <b>QUIZ 2 (Open book)</b>	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
29	Concept of Return on Investment, Concept of Cost-benefit Analysis (Discussion on example of a Cost-benefit Analysis)	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
30	<b>Case Study – Evaluating the Returns on Leadership Development at BP adapted from Raymond Noe &amp; A. D. Kodwani, pg 264</b>	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
31	Training audit – Objective, Functions and Benefits	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
32	Effectiveness of Training Programme <i>Class Assignment: Group of students would conduct training activity/game in the class room including debriefing of the activity</i>	G. Pandu Naik, Chapter 6; B. Janakiram, Chapter10
<b>Module VI: 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.		
33	Management Development – Concept and Definition	B. Janakiram, Chapter 9
34	Assessment and Development Centers, Mentoring and Coaching	B. Janakiram, Chapter 9
35	<b>Case study of Nestle: Training &amp; Development</b> <a href="http://www.slideshare.net/SachinKharecha/case-study-of-nestle-training-and-development">www.slideshare.net/SachinKharecha/case-study-of-nestle-training-and-development</a>	
36	Cross-cultural training for managers (Visit <a href="http://www.mavraac.com/outbound-training.htm">www.mavraac.com/outbound-training.htm</a> to see the different OBTs offered by the company and its utilisation Visit Google, IBM and Goldman Sachs website to learn about different diversity training)	B. Janakiram, Chapter 9; G. Pandu Naik, Chapter 19

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
37	<b>Presentation of Students</b> on Executive development programme (Prepare a summarized report on the different types of trainings conducted in any sector of your choice)	
38	<b>Presentation of Students</b> on Executive development programme (Prepare a summarized report on the different types of trainings conducted in any sector of your choice)	
39	<b>Presentation of Students</b> on Executive development programme (Prepare a summarized report on the different types of trainings conducted in any sector of your choice)	
40	Revision	
<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: International Human Resource Management**

**Course Code: BBHR 3009**

**Course Credit: 3**

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

Globalization and information technology along with changed priorities and attributed value addition to career and personal finance enabled most of the human resources of various countries to be highly mobile. In addition, globalization of business and emergence of transnational companies necessitated the employees of various transnational companies to move across the globe on various assignments. The increased rate of mobility of human resources provided an opportunity to expatriates and the business, but posed challenges to the national governments and other stakeholders. Transnational companies started formulating human resource policies and strategies to meet the challenges efficiently in order to derive maximum value addition from the free movement of human resources.

These developments in human resource management in global business made the global business to design distinct human resource programmes to manage human resources of their concerns efficiently. Consequently, it makes it necessary to impart the knowledge of international human resource management to students.

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

- 1 To acquaint students with various concepts often referred in international human resource management and familiarize the students with the latest global trends in HRM across differing cultures, HR Systems & policies. (**Environment and Sustainability and Business knowledge**)
- 2 Provide an understanding of the differences between domestic human resource management from international human resource management. (**Environment and Sustainability and The Manager and society**)
- 3 Provide an understanding about various macro-level and micro level sources of recruitment of employees and to analyze the different international staffing approaches. To acquaint students with expatriate system and reasons and situations when expatriates fail. (**Modern Tool usage and Individual and Teamwork**)
- 4 Discuss the influence, concern and impact of industrial relations on human resource management practices of multinational companies. (**The Manager and society and Business ethics**)

## **Pedagogy**

The pedagogy will be a combination of Class lectures, Real life examples, Presentations, Group discussions, You Tube Videos, Case studies and Role Plays. 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. 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:**

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 how Human resources can be managed globally. 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 business and management contexts. In this course, you will learn many new concepts, models and theories; to get the conceptual clarity and learn the application of concepts being future managers you should follow the following strategies.

(xxvi) 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.

(xxvii) Read the caselet from text books or supplementary books and try to find out the learning points pertaining to the specific topic in “International Human Resource Management”.

(xxviii) 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/ Case Studies/ Assignments Presentation (20 Marks)	√	√	√	√
CAT-1 & CAT-2 (30 Marks)	√	√	√	√
Semester End Examination (50 Marks)	√	√	√	√

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

### Evaluation Scheme

EC No.	Evaluation Component	Learning Objective	NBA- GA Addressed	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	3. To acquaint students with various concepts often referred in international human resource management	1.Environment and Sustainability 2. Business	Question No. 6, 7, 9	30	15 <sup>th</sup> Feb 2017 to	Closed Book

		<p>and familiarize the students with the latest global trends in HRM across differing cultures, HR Systems &amp; policies.</p> <p>4. Provide an understanding of the differences between domestic human resource management from international human resource management.</p>	<p>knowledge</p> <p>3.The Manager and society</p>			18 <sup>th</sup> Feb 2017	
2	CAT-2	<p>Provide an understanding about various macro-level and micro level sources of recruitment of employees and to analyze the different international staffing approaches. To acquaint students with expatriate system and reasons and situations when expatriates fail</p>	<p>1. Modern Tool Usage</p> <p>2. Individual and Team Work</p>	Question No. 6,8	20	10 <sup>th</sup> April 2017 to 14 <sup>th</sup> April	Closed Book
3	Presentations	<p>10. To acquaint students with various concepts often referred in international human resource management and familiarize the students with the latest global trends in HRM across differing cultures, HR Systems &amp; policies.</p> <p>11. Discuss the influence, concern and impact of industrial relations on human resource management practices of multinational companies.</p>	<p>1.Environment and Sustainability</p> <p>2.Business Knowledge</p> <p>3. Business Ethics</p>	Cross Cultural management, Industrial relation	10	15 <sup>th</sup> March 2017	Open Book/ Presentation



3.	Case Study	1. Provide an understanding of the differences between domestic human resource management from international human resource management.	1.Environment and Sustainability 2.The Manager and Society	Recruitment, IHRM, Staffing, Cross cultural management	10	20 <sup>th</sup> March 2017	Open Book
4.	Assignments	1. Provide an understanding about various macro-level and micro level sources of recruitment of employees and to analyze the different international staffing approaches. To acquaint students with expatriate system and reasons and situations when expatriates fail	1. The Manager and Society 2. Modern Tool Usage	Expatriate Training	10		
5.	Quizzes	To acquaint students with various concepts often referred in international human resource management and familiarize the students with the latest global trends in HRM across differing cultures, HR Systems & policies.	1. Business Knowledge		10		

### ***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: Expatriate Manager Interview**

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

- i. What are the differences between the Indian culture and the country where the person had an international assignment?
- ii. What experiences or challenges did the interviewee identify?
- iii. What advice would the interviewee give to others who are facing an international assignment to ensure success?

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

### **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. 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 Human Resource Management	P. Subba Rao, 3 <sup>rd</sup> Edition, Himalaya Publishing House, 2011.
<b>SUPPLEMENTARY READINGS</b>	
International Human Resource Management	K. Aswathappa, 2 <sup>nd</sup> Edition, Tata McGraw Hill Education Pvt. Ltd., 2013.
International Human Resource Management	P.L. Rao, 2008, Excel Books.
International Human Resource Management: Managing People in a Multinational Context	Peter. Dowling, 5 <sup>th</sup> Edition, 2012, Cengage Learning.

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

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: International HRM</b>		
The purpose of this module is to understand various concepts in IHRM, knowing the meaning of expatriates and understanding the differences between domestic human resource management and international human resource management.		
1	Concept of IHRM, Objectives of IHRM  <b>Case Study: Globalization – Winners and Losers</b>  <b>You Tube Video:</b>	Text Book,

Lecture	Topics to be discussed	Readings
	<a href="https://www.youtube.com/watch?v=xT1zCqyuWJg&amp;t=97s">https://www.youtube.com/watch?v=xT1zCqyuWJg&amp;t=97s</a>	Chapter 6 ; Aswathappa, Chapter 3
2	Difference between International and Domestic HRM; Issues in IHRM	
3	Barriers to effective global HRM	
4	Expanding the role of HRM in international firms  <b>You Tube Video:</b>  <a href="https://www.youtube.com/watch?v=fNRZRckFZSc">https://www.youtube.com/watch?v=fNRZRckFZSc</a>	
5	<b>A New Approach To China: Google and Censorship in the Chinese Market ( Jeanne Brett, Lauren Pilcher, And Lara-Christina Sell</b>  <b>Quiz</b>	
<b>Module II: Cross-Cultural Management</b>		
This module discusses the meaning of the term culture; analyze the reasons responsible for differences in culture. To acquaint students with factors responsible for cultural sensitivity like cultural attitude, cross-cultural communication, etc. Also this module will discuss the Hofstede's Model for cultural dimensions.		
6	Understanding culture – what is culture; why do cultures differ <b>Case study: Seventh Heaven(multiculturalism) K. Aswathappa, Page no-24</b>	Text Book, Chapter 4 and Chapter 5;  Aswathappa, Chapter 2
7	Importance of Cultural Sensitivity	
8	Elements of Culture; Determinants of Culture <b>Group Presentations</b>	
9-10	Hofstede's Cross Cultural Dimensions,	
11	Cross Cultural Communication and Differences in Workplace	
12	<a href="https://hbr.org/search?term=joseph+salvacruz(case+study)">https://hbr.org/search?term=joseph+salvacruz(case study)</a> <b>You tube video :</b> <a href="https://www.youtube.com/watch?v=GtIiEltRyRA">https://www.youtube.com/watch?v=GtIiEltRyRA</a>	
<b>Module III: International Staffing</b>		
The focus of this module is to understand the basis for international division of labour, predict the future implications for human resource demand and supply. To make students understand the process of global human resource planning. Also, the module will make students understand and analyze the advantages and disadvantages of international staffing approaches.		

Lecture	Topics to be discussed	Readings
13	Human Resource cycle; Human Resource Planning; Features of HRP	Text Book, Chapter 8 and Chapter 9; Aswathappa, Chapter 6
14	Process of HRP - Forecasting of Human Resources <b>Case Study: The Office Equipment Company, K. Aswathappa</b>	
15	International Labour Market sources-PCN, HCN, TCN	
16-17	International Staffing Approaches - Ethnocentric, Polycentric and Geocentric, Regiocentric approaches <b>You Tube Video:</b> <a href="https://www.youtube.com/watch?v=BjSX3FVAkgw">https://www.youtube.com/watch?v=BjSX3FVAkgw</a>	
18	Selection Criteria; Selection Techniques;  You Tube Video:  <a href="https://www.youtube.com/watch?v=RR6QO5sAISU">https://www.youtube.com/watch?v=RR6QO5sAISU</a>	
19	Expatriate Assignment Life Cycle; Expatriate Failure	
20	Development of effective workforce-Orientation <b>Brief about Assignment</b>	
<b>Module IV: Training and Development</b>		
The purpose of this module is make students understand the meaning of global training, need of global training; analyze the areas of global training and development. Also the module will focus on understanding the concept of global mind-set training.		
21	Reasons for Global Training– cultural awareness programmes  <b>Case study: Konica Minolta: Using learning to create a unified culture, Source: K. Aswathappa, Page no: 168</b>	Text Book, Chapter 11; Aswathappa, Chapter 7
22	Process of cross cultural training, International trainings of PCNs,	
23	Global Mind-set; Characteristics of Global Mind-set	
24	Expatriate Training, Components of Effective pre departure training programmes, integrative training and post-arrival training <b>You Tube Video:</b> <a href="https://www.youtube.com/watch?v=1xgT56XlbzE">https://www.youtube.com/watch?v=1xgT56XlbzE</a>	
25	Developing international staff, Individual career development  <b>You Tube Video:</b>  <a href="https://www.youtube.com/watch?v=OQQjfe1zZDc">https://www.youtube.com/watch?v=OQQjfe1zZDc</a>	
26	<b>Interactive exercise</b> <b>Quiz</b>	

Lecture	Topics to be discussed	Readings
<p><b>Module V: Compensation in International Business</b></p> <p>The focus of this module is to understand the complexities in managing international compensation and benefits, objectives of international compensation management. To acquaint students about different components of international compensation and benefits and various approaches to international compensation management.</p>		
27	Introduction to International Compensation; Designing Compensation Programme,	Text Book, Chapter 12; Aswathappa, Chapter 9
28	Objectives of International Compensation	
29	Complexities in International Compensation	
30	Factors that affect International Compensation	
31	Approaches to International Compensation- The going rate approach, the balance sheet approach  <b>You Tube Video:</b>  <a href="https://www.youtube.com/watch?v=JBNKnuGP2Us">https://www.youtube.com/watch?v=JBNKnuGP2Us</a>	
32	Taxation, International living cost. <b>Case study: CEOs Salary and Inequity, Source: K. Aswathappa, Page no- 248</b>	
<p><b>Module VI: International Industrial Relations</b></p> <p>This module discusses the meaning and factors of industrial relations; analyze the role of three actors of industrial relations. To study the meaning, structure and functions of trade unions. This module also discusses the process of international strategic management</p>		
33	Nature of IR; Approaches to IR  <b>You Tube Video:</b>  <a href="https://www.youtube.com/watch?v=z3_wSkrMFDw">https://www.youtube.com/watch?v=z3_wSkrMFDw</a>	Text Book, Chapter 13 and Chapter 14; Aswathappa, Chapter 11
34	Key players in IR; Trade Unions  <a href="https://www.youtube.com/watch?v=3MaJseamcSI">https://www.youtube.com/watch?v=3MaJseamcSI</a>	
35	Concerns of Trade Unions in MNCs	
36	Peculiarities of Global Strategic Management	
37	International Business Strategies	
38-39	MNCs business strategies and IHRM Strategies <b>Group presentations</b>	
40	Organizational and Human Resource Resources Strategies <b>Case study: The Wal- Mart Survey Aswathappa, page no 287</b>	

Lecture	Topics to be discussed	Readings
<b>END TERM EXAMINATION</b>		

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

***Students' Interaction Time***

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

Bachelors of Business Administration (BBA) Program

**Course Name: Sales & Distribution Management**

**Course Code: BBMK 2015**

**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.



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><b>Conduct Investigation of Complex Problems</b></p> <p><b>Problem Analysis</b></p>			September, 2017	Closed Book
2.	Assignment	<p>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 &amp; national interests, and social benefits</p>	<b>Individual and Team Work</b>	Submission	5	October, 17	Open Book/ Take Home Quiz



4.	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>	Case Analysis	5	October, 2017	Open Book
5	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		5	Sep-Nov, 2017	Handouts
6	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>			10- 14 April, 2017	Closed Book
			<b>Business Ethics</b>				

## **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.

- (xxix) 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).
- (xxx) Try to find solutions on your own. In case of difficulty, ask friends, or teacher.
- (xxxi) Read the caselet and try to find out the learning points pertaining to the specific topic in “Sales & Distribution Mgmt”.
- (xxxii) Any difficulty in understanding concepts while studying business newspapers and listening to business news channels, clarify your doubts by asking friends, or the teacher.

(xxxiii) While studying courses like Marketing & Business Strategy, try to relate the use and usefulness of various concepts, which you have learned from this course.

(xxxiv) 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.

(xxxv) 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 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 both theory and real situation based.

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Sales and Distribution Management, Text and Cases	Havaldar & Cavale, Tata Mc Graw Hill, 2 <sup>nd</sup> Edition, 2011.

<b>SUPPLEMENTARY READINGS</b>	
Sales and Distribution Management	Panda & Sahadev, Oxford University Press, 2 <sup>nd</sup> Edition, 2012.
Marketing Channels	Coughlan, 1 <sup>st</sup> edition Pearson Education, 2011.
Sales Management	Mallik, Oxford University Press, 1 <sup>st</sup> Edition, 2011.

### Course Outline (lecture-wise):

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Sales Management</b>		
The purpose of this module is to acquaint students with basic concepts of the sales management.		
1	An introduction to sales management, evolution, nature and role of sales mgmt.	Text Book, Ch. 1 Class discussion: What role does sales management play in marketing?
2	Importance of sales mgmt., types of personal selling, types of selling <b>Case Insight: MRF Tyres</b>	Text Book, Ch. 1 <b>Source:</b> Text book, Ch. 1, pp 95
3	Difference between sales & marketing, role of sales mgmt. in mktg.,	Text Book, Ch. 1
4	Emerging trends in sales mgmt.	Text Book, Ch. 2
5	Selling skills – Communication Skills, Listening, Conflict skills	Text Book, Ch. 2
7	<b>Case Study 1: Reebok</b>	<b>Source:</b> Pradip, Ch. 1, pp 28
<b>Module II: Sales Management for effectiveness</b>		
The purpose of this module is to acquaint students with understanding of various roads to effectiveness.		

Lectur e	Topics to be discussed	Readings
8	The selling process (prospecting & qualifying, pre-approach, approach) <b>YouTube video: Best Way to Open a Sales Talk</b>	Text Book, Ch. 2 <b>Source:</b> <a href="http://www.explania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk">http://www.explania.com/en/channels/work/detail/the-best-way-to-open-a-sales-talk</a>
9	The selling process (Presentation & demonstration, overcoming objections, trial close & close, follow- up service) <b>YouTube video: How to close a deal.</b>	Text Book, Ch. 2 <b>Source:</b> <a href="http://www.explania.com/en/channels/work/detail/how-to-close-a-deal">http://www.explania.com/en/channels/work/detail/how-to-close-a-deal</a> <a href="http://www.explania.com/en/channels/work/detail/selling-skills-total-value-experience">http://www.explania.com/en/channels/work/detail/selling-skills-total-value-experience</a>
10	<b>Role Play: Sales Presentation &amp; Negotiation</b>	<b>Source:</b> Text Book, Ch 2, pp 57
11	Sales Force Automation: Introduction, objective	Panda & Sahadev, Ch. 3
12	Concepts of Sales Organization, Organization design – Line orgn. Orgn. design by territory	Panda & Sahadev , Ch. 5
13	Organization design – Orgn. design by product, Orgn. design by customer <b>Case insight: Euclidean Technology</b>	Panda & Sahadev, Ch. 6 <b>Source:</b> Panda & Sahadev, Ch. 6, pp 223
14	Organization design – Combined orgn. design, No. of sales people - Incremental method, workload method,	Panda & Sahadev, Ch. 6
15	Management of sales territory, advantages, routing, scheduling	Text Book, Ch. 4 <b>Source:</b>

<b>Lectur e</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	<b>Case Study: Performance Paradoxes</b>	Mallik, Ch 6, pp 170
<b>CAT I</b>		
16	Management of sales quota – Sales Volume quota,	Text Book, Ch. 4
17	Management of sales quota – Sales budget quota, Sales activity quota, Combined quota.	Text Book, Ch. 4
18	Methods of setting quotas	Text Book, Ch. 4
19	Setting quotas: Advantages <b>Case Study: PI foods Ltd- Managng Sales &amp; Distribution</b>	Text Book, Ch. 1, pp 25 <b>Source:</b> Text Book, Ch. 1, pp 25
20	Sales budget: Meaning, purpose	Text Book, Ch. 3
21	Sales budget: Methods of deciding Sales Expenditure Budget	Text Book, Ch. 3
22	Sales force compensation – Factors, Financial compensation	Text Book, Ch. 7
23	Sales force compensation – Non financial compensation, trends <b>Case Study: Compensation Dilemma.</b>	Text Book, Ch. 7 <b>Source:</b> Mallik Ch. 13, pp344
24	Sales Force Control	Text Book, Ch. 7
25	Performance Appraisal of the sales force.	Text Book, Ch. 6
<b>Module III: Distribution Management</b>		
This module discusses various tools of channel management.		
26	Distribution & Marketing Mix: Introduction & Need, Value addition, Distribution Channel Strategy	Text Book, Ch. 8

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
27	Different kinds of Distribution Networks & Patterns of Distribution	Text Book, Ch. 8
28	Designing channel & planning process: Stages in channel planning <b>Case Study: Snow White Paper Company</b>	Text Book, Ch. 9 <b>Source:</b> Text Book-, Ch 12, pp 417
29	Channel design decisions: Variables affecting channel structure	Text Book, Ch 9
30	Selecting channel partners: Factors influencing channel selection; Managing channel behaviour (power & conflict): Stages of conflict	Text Book, Ch. 12
<b>CAT II</b>		
31	Managing channel behaviour (power & conflict): Use of power basis, identifying channel conflicts, channel coordination)	Text Book, Ch. 12
32	Channel Conflict: reasons, Style of Conflict Resolution	Text Book, Ch. 12
33	Market Logistics & SCM - definition & scope of logistics, logistics & other functions: Interface	Text Book, Ch. 12
34	Market Logistics & SCM - Inventory Management, Warehousing, Transportation	Text Book, Ch. 12
35	Group Presentation	As per the topic assigned by faculty
36	Group Presentation	As per the topic assigned by faculty
37	Group Presentation	As per the topic assigned by faculty
38	Group Presentation	As per the topic assigned by faculty
39	Group Presentation	As per the topic assigned by faculty
40	Guest Lecture by Industry Expert	
<b>END TERM EXAMINATION</b>		

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

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

**Course Name: Digital Marketing**

**Course Code: BBM K 2016**

**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:

- 1 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**)
- 2 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**)
- 3 To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning. (NBA-GA, **Problem Analysis, Modern Tool Usage**)
- 4 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**)
- 5 Learn how to use web site analytics tools and know how to interpret the data. (NBA-GA, **Individual and Team Work** )
- 6 Be able to advise a company about how to improve their search ranking through SEO best practices. (NBA-GA, **Design/Development of Innovative Solutions, Business Communication** )

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	Questions Mapped	Marks (50)	Date & Time	Nature of Component
1.	CAT-1	<p>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</p> <p>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.</p>	Design/Development of Innovative Solutions		<p>Question No: 1, 3</p> <p>Question No: 2, 4</p> <p>Question No: 5,6</p>	<p>14</p> <p>16</p> <p>20</p>	August 22 to August 27, 2016	Closed Book

3.	Assignment -	To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning.	Modern Tool Usage	Class Discussions	10	19 <sup>th</sup> August, 2016	Open Book/ Take Home Quiz
4.	Case Study  CAT 2	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.	Conduct Investigations of Complex Problems	Case Study Analysis	10	20 <sup>th</sup> September, 2016	Open Book
5	Presentations	To acquaint students about in-depth profiling of the customer, intelligent segmentation, precise targeting and positioning.	Modern Tool Usage	Case Analysis		20 <sup>th</sup> September, 2016	Handouts

### **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.

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 caselet 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, 2 and 3 as mentioned above.

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

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

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

Case studies discussion and project report presentation will be considered as the components of evaluation to assess students' individual & performance in a group. Through case studies and project report presentation students are expected to apply tools studied in a decision-making setting to achieve the objectives of the firm, i.e. profit maximization. Through these components students will also develop their creative and innovative thinking by taking critical marketing investment decisions into consideration.

### ***Continuous Assessment Test (CAT1 and CAT 2)***

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, Alexander 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, Barak Obama and Narendra Modi Digital Marketing Campaigns	Text Book, Chapter 1, Pp; 10-44  Group Discussion: Explain how internet can be used to increase market penetration in existing market and develop new market.
2	E- Business, E-commerce, E-marketing/ internet Marketing, Digital Marketing Platforms	Text Book, Chapters 1 , pp; 10-44
3	<b>Case Study 1: Nike Digital Strategy</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
4	Applications of Digital Marketing, key Communications Concepts for Digital Marketing, Aligning Internet with business objectives	Text Book, Chapters 1 page 10-44  <b>Group Discussion</b> How do internet marketing communications differ from traditional marketing communication?
<b>Module 2: Digital Buying Behaviour</b>		
This module describes the internet exchange process and the technological, socio-cultural and legal context in which consumers participates in this process. It also outlines the broad individual characteristics that consumers bring to the online exchange.		
5	Basics of digital buying behaviour, Psychology of	Text book, Chapter 7, pp;

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	social shopping, The Online Exchange Process	154-166, SF Case: ETKL, WAYN: A social network for travellers, chapter 3, pp; 154
6	<b>Case Study2# ITC E-Chaupal</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
7	Technological, social/cultural and legal context broad individual characteristics, psychology, and consumer resources, outcomes that consumers seek from online exchanges	Text book, Chapter 7, pp; 154-166
8	Students Presentations	Topics to be sent to the students
<b>Module 3: Digital Marketing Mix</b> After reading this chapter the students will be able to apply the marketing mix elements in online context and evaluate the opportunities that the internet makes available.		
9	Digital Marketing Mix: Product	CEF, Chapter 5, pp; 258-296 <b>Group Discussion</b> What do you mean by digital products?
10	<b>Case Study#3: Toyota Prius ad campaign</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
11	Digital Marketing Mix: Price	DM, Chapter 5, pp; 258-296, CCF Case: ETKL, Revenue Source at YouTube, chapter 9 pp; 447

Lecture	Topics to be discussed	Readings
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	Digital Marketing Mix: Place	CEF, Chapter 5, pp 258-296;
14	<b>Case Study#4: Coca Cola Content Management Strategies</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
15	Digital Marketing Mix: Place People, Process & Physical Evidence	CCF, Chapter 5, pp; 258-296; <b>Assignment:</b> Identify different elements of digital environment that impact on organization's digital marketing strategy.
<b>CAT 1</b>		
16	Digital Marketing Mix: IMC Digital Marketing Communication IMC approach  Owned Media , website, blogs, email, text messaging , Sales promotion offers, Online games, Social network, microblog , distinguish between traditional media and social media, content marketing	Text book, Chapter 12, 13, 14, pp 269-300 <b>Group Discussion:</b> How do we assess competitors, customer and intermediary uses of internet?
17	<b>Students Presentations</b>	
18	Paid media , Display ads, Sponsorships, Classified ads, Mobile ads, Display ads , Rich Media Ads, Product placement, Social media ads, online video, Mobile ads, SEO: Paid search	Text book, Chapter 12, 13, 14, page 306-320, <b>Group Discussion:</b> How do you apply the



Lecture	Topics to be discussed	Readings
		elements of marketing mix in an online context?
19	<b>YOUTUBE LECTURE VIDEO</b>	<a href="https://www.youtube.com/watch?v=C3l0edsNyY0&amp;list=PLLJkkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=15">https://www.youtube.com/watch?v=C3l0edsNyY0&amp;list=PLLJkkgcGnUAJ19bWxuJLOS VX4ar3UjpFR&amp;index=15</a>
20-21	Earned media: Digital coverage from , traditional media  Viral marketing, Wikis, Ratings and reviews, Social recommendations, Social site discussion , Collaborative content	Text book, Chapter 12, 13, 14, pp; 326-342  <b>Class Discussion</b>  What are the new types of interactive marketing communication tools marketers can you?
22	Search engine Optimization and Search Engine Marketing, Web Analytics	Handouts  <b>Class Discussion:</b>  How do marketers choose the best mix of online and offline communication?
23	<b>YOUTUBE LECTURE VIDEO</b>	<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>
24	Social Media Marketing: Facebook, LinkedIn, Twitter, YouTube, Google+	Handouts  <b>Group Discussion:</b>  Why is it necessary to do social media marketing?
25	Students Presentations:	

Lecture	Topics to be discussed	Readings
<b>Module 4: E – STP Strategies</b> After studying this module student will be able to explain why and how e-marketers use market segmentation, target, differentiate and position to reach online customers.		
26	Segmentation and targeting overview Market segmentation bases and variables	Text book, Chapter 8, pp; 173-194 <b>Class Discussion:</b> How can we do STP of online consumers?
27	<b>Students Presentations</b>	
29	Targeting on line customers Differentiation online Online positioning bases	Text book Chapter 8,pp; 173-194 Class Discussion: Why do e-marketers need to measure attitudes towards technology?
30	<b>Case Study# 7: LinkedIn the business oriented social network</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
<b>Module 5: ECRM</b> After studying this module the students will be able to understand CRM concepts. They will be able to apply major components needed for effective and efficient CRM in digital marketing.		
31	From Mass Marketing To Relationship Marketing, pillars of Relationship Marketing  Social CRM	Text book, Chapter 15, page 349-379
CAT 2		
32	<b>Case Study#8: Fuji Xerox CRM Solutions</b>	<a href="https://sites.google.com/site/gumarketingmentorz/file-cabinet">https://sites.google.com/site/gumarketingmentorz/file-cabinet</a>
33	Building Blocks for Successful CRM	Text book, Chapter 15, pp;

<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
	Rules for CRM success	349-379
34	<b>YOUTUBE LECTURE VIDEO</b>	LinkedIn Marketing
35	Open Book Quiz	
36	<b>Group Discussion: Challenges of Understanding Online Buying Behaviour</b>	
37	Industry Expert	Lecture / Seminar
38	<b>Open Book Quiz</b>	
39	Review and feedback	
40	<b>Students Presentations</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: Retail Management**

**Course Code: BBMK 3006**

**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	<p>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.</p> <p>2. To help students understand the evolution of retail formats, theories of retail development</p> <p>3. To guide students to select store location, merchandise</p>	<p>Problem Analysis,</p> <p>Business Knowledge,</p>	<p>Question No: 1, 3</p> <p>Question No: 2, 4</p> <p>Question No: 5,6</p>	15	August 22 to August 27, 2016	Closed Book

		planning, visual merchandising and category management	Design/Development of Innovative Solutions				
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	Discussion in Class	15  5	19 <sup>th</sup> August, 2016	Open Book/ Take Home Quiz
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	Case Study Analysis	5	20 <sup>th</sup> September, 2016	Open Book
5	Presentations	6.To provide an understanding of effective store operations	The Manager and Society	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 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 1to 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)
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### Course Outline (Session-wise):

Session	Topics to be discussed	Readings
<i>Module I: Introduction to the World of Retailing</i>		
This module explores the basic concepts of retaining, evolution of retaining and opportunity available in retailing.		
1	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



Session	Topics to be discussed	Readings
		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></p> <p>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	<p>Classification of Formats</p> <p>Classifying on the Basis of Ownership</p> <ul style="list-style-type: none"> <li>Independent Retailers</li> <li>A Chain Retailer</li> <li>Franchising</li> <li>Leased Department</li> <li>Cooperatives</li> </ul>	<p>SU, chapter 5 , pp; 118-140,</p> <p>Assignment:</p> <p>Conduct a secondary data analysis to prepare a project report on changes and evolution of organized retailing in India.</p> <p>SU, Chapter 5, page 118-140,</p> <p>Assignment:</p> <p>Visit the following branded stores and find out the functions of retailers in each of these stores</p> <p>McDonald's , café coffee day, VLCC, Westside</p>
8	<p>Classification on the basis of Merchandise offered</p> <ul style="list-style-type: none"> <li>Food Based Retailing</li> <li>Non food based retailing</li> </ul>	Text Book Chapter 13

Session	Topics to be discussed	Readings
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,
<p><i>Module III: Deciding Store Location</i></p> <p>After studying the students will be able to understand the critical role of store location, know process of deciding location, trading area analysis and site identification and finally decide locations for retail outlet networks.</p>		
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  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?

Session	Topics to be discussed	Readings
<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	<p>Need and importance of Technology in Retailing</p> <p>Gaining the Technology Edge Wal-Mart Way</p> <p>Role of Technology in Retail</p>	<p>SU, Chapter 5, pp; 537-544,</p> <p>Class Discussion:</p> <p>How are retailers responding to emerging demographic trends in India?</p>
15	<p><b>Case study # 7-ELEVEN TURNS UP ITS RETAIL INFORMATION SYSTEM</b></p>	<p>Handouts</p>
16	<p>Retail Information System</p> <p>Types of technology used in Retailing</p>	<p>SP, Chapter 24, pp; 544-556, SP</p> <p>Text book Case: Netflix Competing via technology, Text book, chapter 3, pp; 89</p>
<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	<p>Understanding retail buying behaviour, Merchandise Mix, Devising Merchandise Plans,</p>	<p>SP, Chapter 9, pp; 203-220,</p> <p>Case: SP , Gili : The making of the super brand, pp; 590,</p>
18	<p>Buying Organization Formats and Processes, Factors affecting the buying function of different types of organization, methods of buying</p>	<p>SP, Chapter 9, pp; 203-220,</p> <p>Class Discussion:</p> <p>What are the factors affecting the buying function of different types of organization?</p>

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></p> <p>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>		

Session	Topics to be discussed	Readings
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  Class Discussion:  Why do retailers follow dynamic pricing?
<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.		
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

Session	Topics to be discussed	Readings
		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><b>Module VIII: Establishing and Maintaining Store Image</b></p> <p>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	Text Book, Chapter 19

Session	Topics to be discussed	Readings
	Planogram	Pp; 518-540  <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.

Bachelor in Business Administration (BBA) Program

**Course Name: Brand Management**

**Course Code: BBMK 3007**

**Course Credit:3**

**Course Background and Learning Objectives:**

The drivers of a firm's performance at the marketplace have undergone a radical change. Brands have risen to the top of the hierarchy of assets. Financial and manufacturing related assets run common across players in an industry.

Therefore brands have to come to acquire important role in transforming value on a higher plane. This course is designed to provide insight to students into the process how brands create superior marketing results. Specifically the course aims to develop specific competencies involved in navigating brand effectively in dynamic marketing environment.

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	15	August 22 to August 27, 2016	Closed Book

				Question No: 5,6			
3.	CAT 2 Assignment -	Appreciation of Brands as long term tangible assets owned by companies	Conduct Investigations of Complex Problems	Class Discussions	15	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	10	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.

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

\* For details of 1to 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 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
Building Strong Brand	Aaker, D. A. (1996), New York: Free Press.
Reinventing the Brand	Caperer, J. N. (2001), London: Kogan page.
Managing Brand Equity	David Aaker, Free Press, 2010 edition
Strategic Brand Management	Kapferer, J. N., London: Oxford
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: FALL</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	Concept of Brands, The genesis of Brands.  Branding challenges and opportunities	Text Book Chapter 1
2	The need for Brands, Products as distinct as Brands  Can services be branded?	Text Book Chapter 1
3	<b>Classroom discussion on genesis of brands like Colgate</b>	Text Book Chapter 1
4	<b>Case Study: <a href="#">Nestlé's Brand Management Strategies</a></b>	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>  <b>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.</b>		
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:</b>  <b>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>Galgotias University</b>	<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
		<b>Semester: FALL</b>
<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module III: Brand Positioning</b>		
This module helps to understand fundamentals of brand positioning and brand mantra.		
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>		
This module will help students to get fair ideas on choosing the brand elements		
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

 <b>Galgotias University</b>		<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
			<b>Semester: FALL</b>
<b>Lecture</b>	<b>Topics to be discussed</b>		<b>Readings</b>
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>  <b><i>This module will help to conceptualize secondary brand association leveraging process.</i></b>			
24	Conceptualizing the leveraging process		Text Book Chapter 7  <b>Class Discussion:</b>  <u>Focus On Product Or Purpose?</u>
25	Company , country of origin, co-branding, channel of distribution		Text Book Chapter 7
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>			



 <b>Galgotias University</b>	<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
		<b>Semester: FALL</b>
<b>Lecture</b>	<b>Topics to be discussed</b>	<b>Readings</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>		
This module will help students to apply the strategies to manage the brand overtime.		
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

 <b>Galgotias University</b>		<b>Lesson Plan and Course Outline (session-wise):</b>	<b>Year: 2016-17</b>
			<b>Semester: FALL</b>
<b>Lecture</b>	<b>Topics to be discussed</b>		<b>Readings</b>
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: Advertising Management**

**Course Code: BBMK 3008**

**Course Credit: 3**

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

Advertising Management seeks to familiarize students with the importance of communication & visibility in the marketing mix. It also seeks to familiarize students with the choice of communications mix available today. Additionally, the course would enable students to understand the functioning of Advertising Agencies, thereby build a foundation for them to work in the same field.

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

1. To learn and understand the basic concepts and terminology in advertising (*NBA Life Long Learning*).
2. To understand and effectively utilize creative elements in the advertising campaign (*NBA Business Knowledge*).
3. To refine critical thinking and decision making in advertising campaign development through class activities and assignments (*NBA Conduct Investigations to Complex Problems*).
4. To understand advertising monitoring, evaluating, and feedback systems in order to ascertain campaign effectiveness (*NBA Modern Tool Usage*).
5. To understand sensitivities involved in advertising (*NBA Ethics*).

6. To develop and present a professional advertising media campaign (**NBA Entrepreneurship and Project Management**).

### **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 Advertising Management. Students will be able to learn the key concepts of advertising and related functional areas.

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.

- 1 Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
- 2 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.
- 3 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..

- 4 Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
- 5 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.

**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 learn and understand the basic concepts and terminology in advertising  2. To understand and effectively utilize creative elements in the advertising campaign  3. To refine critical thinking and decision making in advertising campaign development through class activities and assignments	1. Life Long Learning  2. Business Knowledge  3. Conduct Investigation of Complex Problems	Q6  Q.8.  Q9.	10  10  10	15-17 <sup>th</sup> Feb, 2017	Closed Book

2.	CAT-2	<p>1. To understand advertising monitoring, evaluating, and feedback systems in order to ascertain campaign effectiveness</p> <p>2. To develop and present a professional advertising media campaign</p>	<p>1. Modern Tools Usage</p> <p>2. Entrepreneurship and Project Management</p>	<p>Q. 8</p> <p>Q.9</p>	<p>10</p> <p>10</p>	<p>10-13 April, 2017</p>	Closed Book
3.	Quiz	To understand sensitivities involved in advertising	Ethics	Complete Quiz	10	3 <sup>rd</sup> Feb, 2017 & 29 <sup>th</sup> Mar, 2017	Closed Book
4.	Assignments/ Project	To understand sensitivities involved in advertising	Ethics	Assignment 1	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 Tests***

Students will have to individually appear for at least two CAT tests consisting of 50 marks each (15% weightage each) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

### ***End-Term 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 issues pertaining to advertising and media.

### **Case Discussions**

Students will be expected to prepare and actively participate in all class discussions and share their analyses pertaining to advertising and marketing communications 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.

**Table 2. Recommended Readings**

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Advertising Management	Batra, Myers and Aaker , Pearson Education, 2009
Integrated Advertising, Promotion and Marketing Communication	Clow, K.E., & Baack, D. (2015), 6 <sup>th</sup> Edition. Pearson. 2015
<b>SUPPLEMENTARY READINGS</b>	
Advertising Principles and Practice	Wells, D.Williams & Burnett, J and Moriarty, S (2013), 7 <sup>th</sup> Edition. Pearson. 2013
Brand Positioning, Strategies for Competitive Advantages	Sengupta, Subroto, McGraw Hill Education (India) Private Limited; 2 <sup>nd</sup> Eedition (25 January 2005)
Brand Building Advertising	Ambi Prameswaran, McGraw, 1 <sup>st</sup> Edition, 2014
Advertising	Jefkins F., & Yadin D., Pearson Education
The Uncommon Sense of Advertising	Tiwari S., Response Books, 2012
Ogilvy on Advertising	Ogilvy D., Knopf Doubleday Publishing Group, 2013.
Public Relations Management	Jethwaney and Sarkar, Sterling Publishers, 2009
Web Links	1. <a href="http://adage.com/">http://adage.com/</a> 2. <a href="http://www.emeraldinsight.com/Insight/">http://www.emeraldinsight.com/Insight/</a> 3. <a href="http://www.marketing.glenco.com">www.marketing.glenco.com</a>

**Table 3: Course Outline (session-wise)**

<b>Session</b>	<b>Topics to be discussed</b>	<b>Readings</b>
<b>Module I: Introduction to Advertising and Marketing Plan</b>		
1	<b>Introduction of Advertisement</b>	Text Book, Chapters 1; pp-17-46



Session	Topics to be discussed	Readings
	Management and its functions	
2	<b>Advertising Planning</b> Framework - I	Text Book, Chapters 2; pp 52-60 <b>Class Assignment: <i>Analysis of a Recent Television Advertisement based on Advertising Exposure Model</i></b>
3	<b>Advertising Planning</b> Framework - II	Text Book, Chapters 2; pp 52-60 <a href="http://digiperform.com/top-10-tv-advertisements-india-2015/">http://digiperform.com/top-10-tv-advertisements-india-2015/</a> Class Assignment: Analysis of a Recent Television Advertisement based on Advertising Exposure Model
4	Marketing Strategy and Situation Analysis	Text Book, Chapters 2; pp 52-60 Class Assignment: Analysis of a Recent Television Advertisement based on Advertising Exposure Model
5	Marketing Strategy and Situation Analysis	Text Book, Chapters 2; pp 52-60 <b>Class Discussion</b> <i>Select two advertisements and analyse the marketing strategy indicated by the advertisements of the companies.</i>
6	Marketing Plan; Communication & Persuasion Process; Advertising Plan	<b>Case Study: <i>Nivea's Racist Advertisement</i></b> Source: <a href="http://www.business2community.com/crisis-management/marketing-crisis-case-study-niveas-racist-advertisement-0568250#r13s8PrMGxGft2St.97">http://www.business2community.com/crisis-management/marketing-crisis-case-study-niveas-racist-advertisement-0568250#r13s8PrMGxGft2St.97</a>
<b>Module II: Objective Setting and Marketing Positioning</b>		
7	Role of Advertising within the "Communications Mix"; Public Relations; Sales Promotion	Text Book, Chapters 3; pp 86-110 <b>Class Discussion: <i>Different Types of Marketing Communications with examples.</i></b>
8	Segmentation Strategies, Positioning Strategies	Text Book, Chapters 6; pp 187-224
9	Determination of Positioning Strategy and Making Positioning Decision	Text Book, Chapters 6; pp 187-224 <b>Case Study</b> <b>Kellogg's: <i>Using Aims and Objectives to Create a Business Strategy</i></b> Source: <a href="https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=10&amp;cad=rja&amp;uact=8&amp;ved=0ahUKEwijeHli-">https://www.google.co.in/url?sa=t&amp;rct=j&amp;q=&amp;esrc=s&amp;source=web&amp;cd=10&amp;cad=rja&amp;uact=8&amp;ved=0ahUKEwijeHli-</a>

Session	Topics to be discussed	Readings
		<a href="http://www.slim.lk/Fimage/Freports/F1.kellogs-strategy-2.6.pdf&amp;usg=AFQjCNE0T21AJ1_Es14EIE-2ScgUlXKG_g&amp;bvm=bv.150475504,d.c2I">3SAhVBN08KHfaLDXUQFghQMAk&amp;url=http%3A%2F%2Fwww.slim.lk%2Fimage%2Freports%2F1.kellogs-strategy-2.6.pdf&amp;usg=AFQjCNE0T21AJ1_Es14EIE-2ScgUlXKG_g&amp;bvm=bv.150475504,d.c2I</a>
10	Brand Communications	<p><b>Read the article</b></p> <p><i>What Makes Brands Great: A Chapter from Brands and Branding An Economist Book.</i></p> <p>Source:</p> <p><a href="http://www.cahillconsulting.net/images/What_Makes_Brands_great.pdf">http://www.cahillconsulting.net/images/What_Makes_Brands_great.pdf</a></p> <p><b>Class Discussion: How is brand communication linked with brand strategy?</b></p>
11	Brand Communications	Text Book, Chapter 10
12	Brand Equity; Brand Personality Associations	Text Book, Chapter 10; pp 331-342 <b>Class Discussion: Identify Different Consumer Target Segments and Discuss their Brand Personalities</b>
13	Brand Personality Strategy	Text Book, Chapter 10; pp 331-342 <b>Class Discussion: Identify Different Consumer Target Segments and Discuss how their Brand Personalities have been developed through communication.</b>
14	Function of Objectives, and Behavioural Dynamics	Text Book, Chapter 4; pp 123-130
15	The DAGMAR Approach	Text Book, Chapter 4; pp 131-144 <b>Class Discussion: What are the pros and cons of the DAGMAR approach?</b>
16	Concept of Reference Groups; Factors Influencing Degree of Group Influence;	Text Book, Chapter 11; pp 360 – 372
17	Informational Influence and Normative Influence	Text Book, Chapter 11; pp 360 – 372
<b>Module III: Advertising Agency and Message Tactics</b>		
18	Introduction to Advertising Agency; Parts of an Agency and respective Roles	Visit the site Source: <a href="http://www.aaaindia.org">www.aaaindia.org</a> <b>Class Discussion:</b> <i>What is the role of an advertising agency?</i>
19	Parts of an Agency and	Visit the site Source: <a href="http://www.aaaindia.org">www.aaaindia.org</a>

Session	Topics to be discussed	Readings
	respective Roles - II	<b>Class Discussion:</b> <i>What are the payment practices of advertising agencies?</i>
20	Creative Approaches: Rational Creative Approaches and Emotional Creative Approaches	Text Book, Chapters 12; pp 404 – 422 <i>You Tube Video- Competitive Advertising: BMW and Audi</i> Source: <a href="https://www.youtube.com/watch?v=VohEkWMkbsI#t=56.078229">https://www.youtube.com/watch?v=VohEkWMkbsI#t=56.078229</a>
21	Use of Endorses and Distraction Effects	Text Book, Chapters 12; pp 404 – 422
22	Copywriting, Illustrating, Layout, Creative Styles	Text Book, Chapters 13; pp 429 – 453 <b>Class Discussion:</b> <i>Analysis of a contemporary print advertisement for message tactics.</i>
23	Types of Television Commercials	Text Book, Chapters 13; pp 429 – 453. <i>You Tube: 7 Ads on Indian Currency Ban (Demonetisation)</i> Source: <a href="https://www.youtube.com/watch?v=VTIGZM9xxKU">https://www.youtube.com/watch?v=VTIGZM9xxKU</a> <b>Class Discussion:</b> <i>Analysis of a contemporary print advertisement for message tactics.</i>
24.	<b>Case Study:</b> <i>Sizmek: From TV to Online Display, the Campaign Successfully Tailored the message to the Medium</i>	<b>Source:</b> <a href="https://www.sizmek.com/media/filer_public/38/33/38330ef6-845f-4281-8af2-e06d8c276f4e/casestudy_090814_barclaycard.pdf">https://www.sizmek.com/media/filer_public/38/33/38330ef6-845f-4281-8af2-e06d8c276f4e/casestudy_090814_barclaycard.pdf</a>
<b>Module IV: Advertisement Production and Media Strategy</b>		
25	Advertising Production Process and Client – Agency Relationship - I	Text Book, Chapters 15; pp 514 – 529 <b>Class Discussion:</b> <i>Top 10 Global Advertising Agencies</i>
26	Advertising Production Process and Client –	Text Book, Chapters 15; pp 514 – 529

Session	Topics to be discussed	Readings
	Agency Relationship – II	
27	Economic Analysis in Budget Allocation; Budgeting Decision Rules	Text Book, Chapter 16; pp 562 – 569 <b>Class Discussion: <i>What are the pros and cons of different budgeting methods?</i></b>
28	Media Class Decisions, Media Vehicle Decisions; Media Option Decisions	Text Book, Chapter 17; pp 598 – 618
29	Scheduling and Timing Decisions; Creativity in Media Planning; Media Buying and Organization	Text Book, Chapters 17; pp 620-623
30	Creativity in Media Planning; Media Buying and Organization	Text Book, Chapters 17; pp 620-623
31	<b>Case Study:</b> <i>A social advertising strategy to reduce speeding.</i>	Source: <a href="https://www.stir.ac.uk/media/schools/management/documents/Case-3-Reduce-Speeding.pdf">https://www.stir.ac.uk/media/schools/management/documents/Case-3-Reduce-Speeding.pdf</a>
<b>Module V: Broader Environment</b>		
32	History of Federal Regulation of Advertising	Text Book, Chapters 18; pp 655-656
33	Deceptive Advertising; Competitor Lawsuits and Self-Regulation	Text Book, Chapters 18; pp 655-656
34	Advertising and Society: Nature and Content of Advertising	Text Book, Chapter 19; pp 682-687
35	Effects on Values and Lifestyles of Advertising	Text Book, Chapter 19; pp 688-693
36	Advertising and Society: Economic Effects of Advertising; Advertising	Text Book, Chapter 19; pp 705-707

Session	Topics to be discussed	Readings
	and Competition	
37	Advertising: Globalization and Markets; Cultural Differences	Text Book, Chapter 20; pp 725-731
38	Global Branding, Positioning and Advertising	Text Book, Chapter 20; pp 734-736
39	<b>Case Study</b> <i>The Super Bowl: The Mother of All Advertising Events: But is it worth it?</i>	Principles of Marketing: <i>A South Asian Perspective</i> (13 <sup>th</sup> Ed.) by Kotler <i>et al.</i> , Pearson, pp. 377-378.
40	<b>Student Presentations</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 from Monday to Friday. If anyone teaches more than one Section, accordingly he/she needs to clearly mention students' interaction time in the detailed course outline.]

Monday: 10.30-12.30 PM

Wednesday: 2.30-4.30 PM

Bachelor in Business Administration (BBA) Program

**Course Name: Consumer Behavior**

**Course Code: BBMK 3009**

**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 behaviour (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 behaviour, and apply them to the marketing of an actual product or service. (GA-2: Problem Analysis)

EC No.	Evaluation Component	Learning Objective	NBA- Addressed	GA	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 contribution in understanding consumer behaviour in an integrated manner.</p> <p>5.To assist students to develop consumer insight for effective marketing</p>	<p><b>Conduct Investigation of Complex Problems</b></p> <p><b>Business Knowledge</b></p> <p><b>Business Ethics</b></p>		<p>Question No:1, 2, 3 &amp;6</p> <p>Question No. 4, 9</p> <p>Question No.5&amp; 8</p>	<p>16</p> <p>12</p> <p>12</p>	15-18 February, 2017	Closed Book

		decisions with ethical and value orientation. 6. Analyze the trends in consumer behavior, and apply them to the marketing of an actual product or service.	<b><i>Problem Analysis</i></b>	Question No. 7	10		
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	18-22 April, 2017	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 Analyses	5	5-26 April, 2017	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	5 <sup>th</sup> Jan- 27 Apr, 2017	Handouts
6	CAT- 2	To create Proficiency and knowledge in students about the various disciplines contribution in understanding consumer behaviour in an integrated manner.  To acquire an understanding	<b><i>Business Knowledge</i></b>			10- 14 April, 2017	Closed Book



	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.	<b><i>Conduct Investigation of Complex problems</i></b>				
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### **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 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.

1. 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.
2. Students are expected to read and analyse the cases and additional readings pertaining to the mentioned session prior to the same.
3. 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.

4. Students are expected to relate the concepts taught and discussed in the class with real life examples and strategies. Regular readings of business news papers like the economic times would enable the same.
  5. Students are expected to relate the learning's from the IMC class to other courses especially Branding, B2B marketing, Marketing Management and Services Marketing.
  6. Class participation is appreciated and rewarded if it adds value to the class through questions, observations, and comments.
  7. Regular assignments/projects would be assigned either individually or in groups. Late submission of assignments/projects will not be accepted.
- 8. Quiz**
9. 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 (CAT I,II)**

Students will have to individually appear for at least two CAT tests consisting of 50 marks each (15% weightage each) of 90 minutes duration. The tests would evaluate the conceptual understanding and application skills of the students.

#### **End-Term Test**

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

<b>RECOMMENDED TEXT BOOK</b>	<b>AUTHOR &amp; PUBLICATION</b>
Consumer Behaviour	Schiffman & Kanuk, 5 <sup>th</sup> edition, Pearson Education, 2009
<b>SUPPLEMENTARY READINGS</b>	
Consumer Behaviour	Sharma, Seth & Mittal, Cengage Learning 2016

Consumer Behaviour	Kumar Ramanuj, PHI Learning Pvt. Ltd. (2009)
Consumer Behavior	Del I. Hawkins, David L. Motherbaugh, Amit Mookerjee, 10 <sup>th</sup> Edition.
<p><b>Module 1 Introduction</b></p> <p><b>This module introduces the cognitive models and the framework for the course. The concepts to be used throughout the course are previewed.</b></p>	
1	<p>Introduction to Consumer Behaviour; Marketing Concept; Value, Satisfaction and Retention.</p> <p><b>Youtube video- Importance of Studying Consumer Behavior</b></p> <p>Text Book, Chapter 1, pp: 4-11</p> <p><b>Source:</b> <a href="https://www.youtube.com/watch?v=v1q1nnPCcKw">https://www.youtube.com/watch?v=v1q1nnPCcKw</a></p>
2	<p>Introduction to Consumer Behavior; Marketing Concept; Value, Satisfaction and Retention.</p> <p>Text Book, Chapter 1, pp: 4-11</p>
3.	<p><b>Case Study 1: Tapping the Ethnic Housing Market</b></p> <p><b>Source: Consumer Behaviour, Hawkins, Pp. 295</b></p>
4.	<p>Consumer Research: Introduction to research and types</p> <p>Text Book, Chapter 2; pp 20 – 37</p>
5.	<p><b>Case Study 2: Nike: Associating Athletes, Performance, and the</b></p> <p><b>Source: With course Instructor</b></p>

	<b>Brand</b>	
6.	Consumer Research: Process of Research and Problems faced during research	Text Book, Chapter 2; pp 20 - 37
7	Consumer Research: Process of Research and Problems faced during research	Text Book, Chapter 2; pp 20 – 37 Class Discussion: Factors affecting customer preference for organized and unorganized retailing.
8	STP: Market Segmentation - Definition and Types, Bases for Segmentation.	Text Book, Chapter 2; pp 44- 77 Group Discussion: Segmentation of voters by Indian political parties.
9	STP: Customer Targeting Strategies; Positioning & its Strategies	Text Book, Chapter 2; pp 44- 77
10.	<b>Case Study 3: Tide Goes after Green with New Pods</b>	<b>Source: Consumer Behavior, Hawkins, pp. 292</b>
<b>Module 2 Consumer and Psychological Aspects</b>		
11	Consumer Motivation: Needs, Goals & Dynamics of Motivation	Text Book, Chapter 4; pp-80-109
12	Consumer Motivation: Theories of Motivation  <b>Youtube video- Consumer Motivation - Maslow's Hierarchy of Needs</b>	Text Book, Chapter 4; pp-80-109  <b>Source:</b> <a href="https://www.youtube.com/watch?v=wEY1hHpIN1I">https://www.youtube.com/watch?v=wEY1hHpIN1I</a>

13	Personality & Behaviour: Personality Trait & its types	Text Book, Chapter 5; pp-116-141 Class Activity: Identify brands that can relate with your personality traits.
14	Personality & Behaviour: Theories; Brand Personality and Self Image	Text Book, Chapter 5; pp-116-141
15	<b>Case Study 4: Jack Link's Beef Jerky Going Hip &amp; Healthy.</b>	<b>Consumer Behavior, Hawkins, pp. 463</b>
<b>CAT-I</b>		
16	Consumer Perception: Dynamics, Consumer Imagery & Perceived Risk	Text Book, Chapter 6; pp-152-188
17	Consumer Learning: What is Learning; Behavioural Learning theories	Text Book, Chapter 7; pp-198-225
18	Consumer Learning: Effect of Learning on Consumer Behaviour  <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>
19	Consumer Learning: Cognitive Learning Theories	Text Book, Chapter 7; pp-198-225
20	Consumer Attitude: Attitude Formation	Text Book, Chapter 8; pp-238-252
21	Consumer Attitude: Theories of Attitude – I	Text Book, Chapter 8; pp-238-252
22	Consumer Attitude: Theories of Attitude – II	Text Book, Chapter 8; pp-238-252

23	<b>Case Study 5: Colorox Green Works Line</b>	<b>Source: Consumer Behavior, Hawkins, pp. 464.</b>
<b>Module 3 Consumer in their Social &amp; Cultural Settings</b>		
24	Reference Groups & Family Influences: Family Life Cycle, Role of Buyers	Text Book, Chapter 10; pp-312-343
25	<b>Research Paper: Family structure &amp; Joint Purchases</b>	<b>Source: Proquest</b>
26	Reference Groups & Family Influences: Family Life Cycle, Role of Buyers	Text Book, Chapter 10; pp-312-343
27	Reference Groups & Family Influences: Socialization <b>Case Study 6 : Ranbir Singh- Buying Insurance</b>	Text Book, Chapter 10; pp-312-343 <b>Source: Consumer Behavior, Hawkins, pp. 298</b>
28	Reference Groups & Family Influences: Functions of family	Text Book, Chapter 10; pp-312-343 <b>Class Discussion: Changing Family Structure &amp; Roles</b>
29	Cultural & Cross Cultural Influences: Measurement of Culture	Text Book, Chapter 12; pp-422-446
30	Cultural & Cross Cultural Influences: Religious and National Subcultures	Text Book, Chapter 12; pp-422-446
<b>CAT- II</b>		
<b>Module 4 Consumer Decision Process</b>		
31	Information Gathering & Evaluation: Information	Text Book, Chapter 16; pp-526-547

	Search, Defining criterion for choice	
32	Information Gathering & Evaluation: Evaluation rules used by consumers  <b>Case Study 7: Relaunching of Parx</b>	Text Book, Chapter16; pp-526-547  <b>Source: With the instructor.</b>
33	Information Gathering & Evaluation: Mapping attributes, comparison of brands; positioning options, product and promotions related strategies.  <b>Youtube Video: Decision Making Process</b>	Text Book, Chapter16; pp-526-547  <b>Source:</b> <a href="https://www.youtube.com/watch?v=T_6hmRh6K2g">https://www.youtube.com/watch?v=T_6hmRh6K2g</a>
34	<b>Research paper Discussion</b>	<b>Source:</b> <a href="https://globaljournals.org/GJMBR_Volume14/4-Factors-Influencing-Consumer-Buying.pdf">https://globaljournals.org/GJMBR_Volume14/4-Factors-Influencing-Consumer-Buying.pdf</a>
<b>Module 5 Consumer Behaviour &amp; Communication</b>		
35	Communication: Process of Communication and Barriers of Communication	Text Book, Chapter16; pp-274-287
36	Implication of Communication in understanding Consumer Behaviour	Text Book, Chapter16; pp-274-287  Class Discussion: Social media as a source of communication.

37	Designing Persuasive Communications: Advertising; Types of Advertising; Media Strategy and Other Types of Communications – I  <b>Case Study 8: Celebrity Endorsement of Decorative Paints</b>	Text Book, Chapter16; pp-291-305  <b>Source: With the Instructor</b>
38	Designing Persuasive Communications: Advertising; Types of Advertising; Media Strategy Other Types of Communications - II	Text Book, Chapter16; pp-291-305 Class Discussion: What are the pros and cons of different media? Discuss.
39	<b>Group Presentations</b>	As per the topic given by the faculty instructor
40	<b>Group Presentations</b>	As per the topic given by the faculty instructor

\* 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***

[Students can visit the faculty between 2.00 and 3.00 PM on Wednesdays and Fridays in his/her office.]

<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



- vi Attached herewith
- vii Subject to changes made and well documented by the concerned faculty.
- viii Attached herewith
- ix Attached herewith