MBA Program

Regulations and Curriculum**2024(Amended)**

As approved by
27th Board of Studies (07.05.2025)
&
28th Academic Council Meeting (26.06.2025)

BOS Chairman Signature	**Dr.Mary Cherian**

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PREAMBLE

Vision & Mission of KCT Business School

Vision:

To be a school of excellence by creating a transformative educational experience in order to shape future leaders

Mission:

Education focused on disciplinary knowledge, problem-solving, leadership, interpersonal skills, and wellbeing. Developing managers with professionalism and ethics.

Values

- **Be the Solution:** Bring in new ideas and solutions that push our thinking into new territory.
- **Champion Change:** Identify and implement external best practices, new ideas and plans that will prepare our organization for the future.
- **Agility:** Successfully lead organizations in a world that's increasingly complex and uncertain.
- **Trust:** Earn credibility and trust, influencing employees, members, and other stakeholders to support the organization

MBA Program – PEOs and PLOs

The curriculum for the MBA program for 2021 batch was designed with several discussions with industry professionals, academic experts, entrepreneurs, alumni and students.
The curriculum was also developed and designed based on the Program Learning Outcomes and Program Educational Objectives which were developed through a series of discussions held with industry professionals,
academic experts, entrepreneurs, alumni and students.

Program Educational Objectives

Within a few years of obtaining a master's degree in business administration from KCT Business School, the recent graduate shall.

PEO1: Demonstrate managerial abilities to improve business performance by driving client centric culture in the organization.
PEO2: Exhibit high level of competencies required to manage multiple business sectors across the globe.
PEO3: Demonstrate ability to implement bestenvironmental, social, governance practices as a true leader by maintaining social values and Business ethics.
PEO4: Exhibit entrepreneurial and lifelong learning qualities for achieving high performance and continuous success in business.

Program Learning Outcomes

On completion of Master's degree in Business Administration from KCT Business School, the student will be able to
PLO1: Demonstrate managerial competencies to overcome critical business challenges.
PLO2: Apply conceptual, analytical, critical thinking, research and technological skills for effective decision making with a global perspective
PLO3: Exhibit appropriate leadership skills to work with multidisciplinary team for the achievement of organization goal.
PLO4: Demonstrate appropriate professionalism, Inclusiveness, ethical behavior and sustainability for an assigned situation
PLO5: Develop entrepreneurial and design thinking for business and socio-economic development

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Competencies - Holistic Knowledge, skill set and Behavior level abilities that the student acquire on the completion of Master's Degree in Business Administration

C1	**Business Acumen**	C2	**Legal Aspects of Business**
C1.1	Business -Core Knowledge	C2.1	Business Law
C1.2	Functional Knowledge	C2.2	Intellectual property rights
C1.3	Risk Management	C2.3	Exim Policy
C1.4	Business Strategy	C2.4	Company registration
C1.5	Global Perspective	C2.5	Quality standard certification
C1.6	Business current affairs		
C3	**Problem Solving & Decision-Making Skills**	C4	**Technological Skills**
C3.1	Business Research	C4.1	AI & Machine Learning
C3.2	Analytic Thinking	C4.2	ERP
C3.3	Design Thinking	C4.3	Data Visualization
C3.4	Critical thinking	C4.4	Fin Tech
C5	**Leadership &Behavioral Skills**	C4.5	CRM
C5.1	Communication	C4.6	AR & VR
C5.2	Leadership & Peer collaboration	C4.7	Programming skills
C5.3	Negotiation	C4.8	Digital Marketing
C5.4	Conflict Management	C4.9	Spreadsheet analysis /software
C5.5	Emotional Resilience	C4.10	HRIS
C.6	**Business Ethics**		
C6.1	Environmental and Social governance		
C6.2	Professional Behavior		
C6.3	Ethical Social responsibility		
C6.4	Environmental consciousness		
C6.5	Sustainable practices		

Performance Indicators

Concrete actions that the student can perform on the completion of master's degree in business administration.

Competency code	PI Code	Performance Indicators
Business Acumen (C1)		
C1.1	C1. P1	Demonstrate broad conceptual knowledge in various core managerial domains
C1.2	C1. P2	Demonstrate knowledge in the functional area of specialization
C1.3	C1. P3	Displays knowledge in risk management to identify, assess, and mitigate potential business risks, ensuring effective strategies for organizational stability and resilience.
C1.4	C1. P4	Provide evidence of practical application of managerial knowledge to formulate an effective strategy to overcome the given business challenges
C1.5	C1. P5	Demonstrate an ability to understand the emerging pattern in the global market and formulate strategies in line with these trends
C1.6	C1. P6	Demonstrate knowledge in business and economics current affairs

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Legal Aspects of Business (C2)		
C2.1	C2. P1	Demonstrate an understanding of legal aspects of business
C2.2	C2. P2	Demonstrate knowledge on the procedure to be followed for obtaining Intellectual Property Rights
C2.3	C2. P3	Demonstrate an understanding of guidelines to be followed for import and export of goods
C2.4	C2. P4	Demonstrate knowledge on the procedural aspects to be followed for registering a company in India
C2.5	C2. P5	Demonstrate knowledge on the procedure to be followed for obtaining quality standard certificates
Problem Solving & Decision-Making Skills(C3)		
C3.1	C3. P1	**Propose** a solution to a real problem of significance in business by conducting research studies.
C3.2	C3. P2	**Display** ability to Use appropriate analytic techniques to gain meaningful insights from the data for solving complex business problems
C3.3	C3. P3	**Display design** thinking abilities in solving business problems
C3.4	C3. P4	**Display** critical thinking abilities in solving the business problem

Technological Skills (C4)		
C4.1	C4. P1	Build AI and machine learning models by designing algorithms, calibrating parameters, and integrating data to drive strategic decision-making
C4.2	C4. P2	Adapt ERP systems to analyze and interpret data, optimize workflows, and support strategic decision-making for improved organizational efficiency.
C4.3	C4. P3	Display the ability to use appropriate data visualization tools and techniques to convey complex information.
C4.4	C4. P4	Adapts financial technology tools for generating data-driven insights to support effective financial management and decision-making.
C4.5	C4. P5	Displays competence in using CRM systems to manage data, analyze interactions, and improve customer relationships.
C4.6	C4. P6	Describe the application of AR and VR technologies in various business contexts to interact with virtual environments and drive innovation in Business operations
C4.7	C4. P7	Display competency in relevant programming languages and framework
C4.8	C4. P8	Display proficiency in digital marketing by using relevant tools to analyze data, optimize campaigns, and engage customers effectively.
C4.9	C4. P9	Display proficiency in performing spreadsheet analysis to organize, analyze, and interpret data, supporting data-driven decision-making.
C4.10	C4. P10	Displays competence in using HRIS systems to manage data, analyze interactions, and improve employee performance.
Leadership and Behavioural skills (C5)		
C5.1	C5. P1	Display proficiency in diverse communication techniques
C5.2	C5. P2	Display ability to achieve the organization goals by leading self and others
C5.3	C5. P3	Practice negotiation skills to build a long-term relationship with various stakeholders of professional and personal life
C5.4	C5. P4	Solve the conflicting issues arising within the team more constructively.
C5.5	C5. P5	Display ability to Manage stressful situations that arise in personal and professional life with ease and bounce back from hardship quickly

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Business Ethics (C6)		
C6.1	C6. P1	Provide evidence on the practical application of ethical principles to formulate Environmental and social governance practices
C6.2	C6. P2	Display Professionalism in behaviour
C6.3	C6. P3	Demonstrate an ability to understand and imbibe ethical codes in Business practices and formulate strategies that are beneficial for the society
C6.4	C6. P4	Demonstrate an understanding and concern on ecological issues and display environmentally friendly behaviour in personal and professional life
C6.5	C6. P5	Apply principles of sustainable development to formulate business practices for the known case studies

Based on KCT Business School Vision and Mission, along with MBA Program Educational Objectives and Program Learning Outcomes, the structure and curriculum were designed to align to the Choice Based Credit system (CBCS) suggested by UGC. The faculty team was formed into working groups based on functional areas/ specializations.

New structures, ideas and courses were presented to the Curriculum Redesign Steering Committee and discussed at length with each Centre. The academic Model of the MBA program was designed as given below:

The program structure has a Semester system which was designed based on the UGC's suggestion of CBCS and the courses were determined based on distribution of credits among the various types of courses vis-à-vis total credits. Several discussions were held to seek suggestions from stakeholders during January – May 2024

Nomenclature

- **University:** University means the affiliating University, Anna University, Chennai, which will award the MBA degree.
- **Institution:** Institution means Kumaraguru College of Technology, Coimbatore, an autonomous institution affiliated to Anna University, Chennai. Head of the Institution means the Principal of the College who is responsible for all academic activities and for the implementation of relevant rules of this regulation.
- **Academic Year**: Two consecutive (one odd + one even) semesters constitute one academic year.
- **Semester**: Each semester will consist of 90 working days. The Odd Semester may be scheduled from July to December and Even Semester from January to June.
- **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select from the prescribed bouquet of courses offered by the Program. The requirement for awarding a degree or diploma or certificate is prescribed in terms of the number of credits to be completed by the students.
- **Program**: Educational program leading to award of MBA Degree.
- **Course**: Usually referred to as 'subject' is a component of a program. All courses need not carry the same weight. The courses define learning objectives, contents, and course learning outcomes.
- **Credit Hours:** The number of credit hours assigned to a course quantitatively reflects the outcomes expected, the mode of instruction, the amount of time spent in class, and the amount of outside preparatory work expected for the class. It determines the number of hours of instruction required per week

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- **Competencies:** Holistic Knowledge, skill set and Behaviour level abilities that the student acquire on the completion of master's degree in business administration

- **Performance Indicators:** Concrete actions that the student can perform on the completion of Master's degree in Business Administration.

  - **Examinations/ Assessments**

    ▶ **Continuous Assessment Marks (CAM):** The formative assessments are the Continuous Assessment Marks (CAM) which assess the students' learning during study. This includes Continuous Assessment Tests (CAT) which may be paper/pencil based, computer based, report submission and viva-voce. The other forms of assessments can be quizzes, problem solving, cases, reports, presentations, simulations etc.

    ▶ **End Semester Exam (ESM)**: ESM, which is the Summative Assessmentoccurs at the end of the semester and assesses whether students have achieved the intended learning outcomes. The forms of exams may be paper/pencil based, computer based or through project report & viva voce. In some courses it may be through presentations and other oral assessment methods.

  Course Learning Outcomes: Articulate what a student does that demonstrates progress towards learning goals.

Grade: It is the product of grade points and the number of credits for a course.

1. MBA Program Structure

1.1 Duration and structure of the Program

The KCT.BS MBA is a full-time two-year, four semesters, program. The program can be completed in a minimum of 4 semesters and a maximum of 8 semesters.

Semester 1	Preparatory(B) Core (M)
Semester II	Core (M)
	Functional Core (EM)
	Minor Elective (E)
Semester III	Core (M)
	Functional Optional (EO)
	Minor Elective (E)
	Project (J)
Semester IV	Core (M)
	Functional Optional (EO)
	General Interest (O)
	Project (J)

1.2 Curriculum

The KCT.BS MBA curriculum takes the student through an intellectual 'journey' - a series of experiences that will result in them learning what is intended for them. The curriculum is designed to be inclusive and flexible to cater to the diverse needs of the students. The curriculum has also been developed to be contextually relevant and is up to date, relevant, interesting, and stimulating for students.

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1.3 Syllabus

A course syllabus is a document that explains what a student is going to study in that course. Each course will have a course code, course title, course prerequisites (if any), course objectives, Course learning outcome, short and detailed description of the topics the student will be exposed with timestamps, suggested text and reference books, and the mode of assessment adopted, details on the list of competencies that the students acquire through the course and the name of the faculty who designed the course. Course content developed by the course faculty has been validated by a Course Committee consisting of faculty members who have taught/ are teaching the course and industry mentors. This has been approved by the Board of Studies.

2. Choice Based Credit System

Choice Based Credit System (CBCS) provides choice for students to select from the prescribed courses and Open Electives. The CBCS provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. It offers a 'cafeteria' approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses, and acquire more than the required credits, and adopt an interdisciplinary approach to learning.

2.1 Classification of Credit Hours

Under the CBCS of UGC guidelines, the requirement for awarding a degree is prescribed in terms of the number of credits to be completed by the students. Credit is a unit by which the course work is measured. It determines the number of hours of instruction required per week. One Credit Unit will be equivalent to 10-12 hours of Classroom Teaching (Lecture-Tutorial) and 20-24 hrs. of Lab practical's and 20-24 hrs. of (Self work -Field work) and 50-60 hrs. of Project work.

S.No	Course Delivery	One Credit Unit
1	Lecture (L)	10-12 Hours
2	Tutorial (T)	10-12 Hours
3	Practical (P)	20-24 Hours
4	Self-Work (SW)/ Field Work (FW)	20-24 Hours
5	Project Hours (J)	50-60 Hours

2.1.1 Lecture Credit Hours:

The term 'lecture' covers everything from the traditional model, where a faculty introduces concepts and methods to a group of students, to approaches that might be much more interactive. Application based learning including Individual / Group presentations, interview skills, case study analysis, aptitude building, group discussions, soft skill sessions, games, activities, also can be integrated with the lecture hours. Further,it could also make use of a range of media and technologies for facilitating the teaching and learning process. Lectures are assumed, in general, to involve larger groups, but size will vary depending upon the nature of what is being taught, the medium, the size of the overall student cohort, and practical concerns.

2.1.2 Practice Credit Hours:

All courses that include computer lab hours for hands-on experience with various analytical tools, as well as practical, experiential activities and exercises aimed at improving behavioral abilities, are included in practical credit hours.

2.1.3 Project Credit Hours:

Project hours would typically include preparation/ planning, hours spent in the field or on actual project, meetings & discussions with a supervisor / academic guide and preparation of report and presentation report.

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2.1.4 Tutorial credit Hours:

Course related discussions held with either individual or small group of students by the faculty will be included in the tutorial credit hours. Providing remedial teaching to improve the understanding level and other academic
abilities are the basic objective of tutorial session. Discussions on the course content, course activities and assessment will be included in the tutorial credit hours.

2.1.5 Field work Credit Hours

Individual / group studies executed by the students in the field to gain practical experience and knowledge through observation / survey / interview will be included in field work credit hours. The examples of fieldwork might include survey work, interviews and other forms of data collection, visits to a business or industrial site. The work might be unsupervised or supervised, and supervision could be provided by faculty. Some fieldwork may be conducted virtually. Fieldwork might be conducted in groups of various sizes, or by individuals, depending on the nature of the work involved.

2.1.6 Self-work Credit Hours:

Students learn and practice on the topics assigned by the course faculty by their own efforts outside the classroom and without direct supervision.

2.2 Minimum Credits to be Earned.

The total number of credits a student earns during the four semesters of study period is called the total credits. A student must earn a minimum of 93 credits for successful completion of the MBA program. Further, the student must meet the course and credit distribution also as specified in clause 2.4. Credit flexibility is given in each semester for fast and slow learners, the students need to apply beforehand and this needs to be approved by the department.

2.3 Earning Extra Credits

Extra credits can be earned during any semester out of the courses offered. "Extra" courses are ones that do not count for degree credit. Such courses appear on a student's permanent academic record with the final course mark, and are noted as "EXT", but do not count as accumulated degree credits and are not included in calculating a student's Grade Point Average. Extra Credits may also be earned through the courses offered through the Flexible and Comprehensive Learning Framework (FCLF) offered by KCT.

2.4 Types of Courses & Credit Distribution

Several types of courses are offered during the MBA program to build a holistic knowledge and skill set.

No	Type	Description	Mini Credits
1.	Preparatory courses (B)	Preparatory courses provide foundational knowledge and skills necessary for advanced studies. They are non-credit courses, designed to ensure students are well-prepared for their core curriculum. Typically taken before starting advanced coursework, they are periodically approved by the department.	-
2.	Core (M)	Mandatory courses which are based on a central theme that focus on providing knowledge and analytical ability to understand the concepts of management.	56

3.	Functional Core (EM)	Elective courses that are considered mandatory for a student who desires to obtain a major specialization in a particular functional area	9
4.	Functional Optional (EO)	Elective courses which are offered in functional areas other than the functional core subjects notified. Students can opt for such courses using CBCS scheme.	9
5.	Minor Electives (E)	Elective Courses that are offered other than the functional core courses as notified in the curriculum. Such courses can be opted by the students additionally from their major specialization / from other exclusive functional areas (to earn a minor specialization) /across functional areas to gain up to 10 credits under CBCS scheme	6
6.	Project (J)	Project work is a special course that aims in improving student's ability to identify, analyze, research, and propose a solution to a real problem of significance in business organization.	11
7.	General Interest (O)	General Interest courses allow students to choose from a wide range of subjects outside their core curriculum. They provide flexibility to explore personal interests or gain additional knowledge in various fields. These courses enhance the educational experience by encouraging interdisciplinary learning.	2
8.	Value added Courses (V)	Online and other equivalent courses approved by the department from time to time which support overall program learning outcomes but do not carry any credit.	-
		Total	**93**
9.	Extra Cred courses (R)	Courses opted by the students beyond the threshold limit of the total credit required (>93) that are included in the grade sheet but excluded from aggregation of CGPA. Such courses appear on a student's permanent academic record with the final course mark, and are noted as "EXT.	No Limit

2.5Credit Transfers

In general, it is KCT's policy to accept credits earned from recognized Universities, which are equivalent to the courses offered through specific programs of KCT.

Students can transfer credits from National or International Universities/ Industry/ Professional Bodies with the approval of Department, (KCT International office in case of Partner) and COE and transfer the credits for courses or field experiences.

2.5.1 Types of Credit Transfers

2.5.1.1 Direct Credit Transfer (DCT). Credits earned from the National or International Universities/ Industry/ Professional Bodies will be transferred to the student after the equivalency process (no. of hours and course syllabi) is carried out by the appropriate committee. Students will be granted exemptions for registering for the equivalent course in their program at KCT because of having completed the same course (s) with another approved Institution. The course will be mapped with the course offered in the Department if, 80% of the contents are deemed to be common between courses subject, that the student submits the syllabus transcript of the completed learning hours.

2.5.1.2 Transfer of Learning Hours (LTH). When courses are taken from an approved National or International Universities/ Industry/ Professional Bodies but are not credited by the course offering body, the

assessment will be carried out in KCT as per the assessment norms of the course/s. The Learning hours will be transferred, and the course shall be mapped with the equivalent course (no. of hours and course content) offered in specific program at KCT. Learning hours will be transferred to specific courses if there is 80% of common content between courses. Students should submit the syllabus transcript of the completed learning hours.

2.5.1.3 International Summer School. A student may opt for the International Summer Program in Business and Entrepreneurship/ related domains for not less than 2 weeks and gain 1 extra credit upon submission of a report.

2.5.2 Norms for Credit Transfer

- Credits can be earned through National or International Universities/ Industry/ Professional Bodies with prior approvals of the Department.
- University Level Courses (ULC) equivalent to the courses in KCT are permitted for credit transfer.
- ULC should match courses in specific Programmes of KCT satisfying AICTE/ AU norms.
- A maximum of 8 credits can be earned from International / National recognized Universities / Industry/
- Professional Bodies, and the same can be transferred after normalizing the process decided by the Department committee.
- Credits for courses which have already been earned at KCT cannot be transferred.

2. 5.3 International Credit Transfer

2.5.3.1 Eligibility: The eligibility criteria to apply for International Exchange programs will be as per the norms of the partner/ host University

2.5.3.2. Procedure for applying for International Exchange Programs

2.5.3.2.1 Programs offered by partner Universities will be communicated to students by the KCT International Office through the department. Beyond the list of approved courses, based on interests and requirements, students can place a request to the department head who will decide on the approval.

2.5.3.2.2A student who is interested in credit transfer will register with the department for specific courses and approvals of class advisor, the department head, KCT International Office and the Principal need to be obtained.

2.5.3.2.3 Department/ Program Head shall communicate the details (student name &no, trade-off KCT course and the details of the course) that will be pursued with the International University to the COE through the KCT International office

2.5.3.2.4 Applicants for credit transfer must complete the credit transfer application form, attach a copy of the qualification, statement of results (academic transcript) or statement of attainment and submit the application to the Department/ Program Head

2.5.3.2.5 The Department/ Program Head will audit the qualifications, statement of results (academic transcript) or statement of attainment and grant credit transfers for equivalent courses that have been completed at another approved Institution. Verified copies of qualifications, statement of results (academic transcript) and statements of attainment used as the basis for granting credit transfer must be placed in the student file.

2.5.3.2.6 The completed credit transfer record must be signed by the student and the Department / Program Head and submitted to the Controller of Examination who will transfer the approved credits and grades.

2.5.4 Credit Transfer for NPTEL / SWAYAM Courses

Students may opt for proctored SWAYAM/NPTEL MOOC courses from the list approved and published by the department. A student who registers for and successfully completes a SWAYAM/NPTEL MOOC and meets the passing criteria will be eligible for credit transfer. Only courses offered by

SWAYAM/NPTEL that are equivalent and fulfill the objectives of those in the KCTBS curriculum are permitted for credit transfer.
Successful completion awards credits as follows:

S.No	Duration	Credits
1	4 weeks	1
2	8 weeks	2
3	12 weeks	3
4	16 weeks	4

2.5.5: Non-Swayam Online MOOC Course
Students may opt for online MOOC courses from platforms such as Coursera, edX, or Udemy, subject to approval by the department from time to time. In the case of non-SWAYAM MOOC platforms, the Continuous Assessment Marks (CAM) will be mapped to the course completion grades obtained, and the end-semester examination will be conducted by the department. Similar to other theory courses, 40% weightage will be given to the internal score and 60% to the end-semester examination.
The duration and credit equivalence are as follows.

S.No	Duration	Credits
1	4 weeks	1
2	8 weeks	2
3	12 weeks	3
4	16 weeks	4

3. Registration for Courses

3.1 Registration Process

It is mandatory for all students to register every semester till the end of his/her study, for courses that he/she is going to study in the semester through a Course Registration process. The Course Registration will be carried out on a specific day as declared by the Department in advance. For valid reasons, late registration for a maximum of seven calendar days from the commencement of the semester may be permitted only with the approval of the Department Head. However, a student shall not be allowed to register for courses in a semester, if the semester has already advanced beyond 20% of instructional days or seven days whichever is higher. Generally, students will be offered more courses than a normal student is expected to take. The list of courses
offered by will be announced prior to the registration. Depending on the academic and nonacademic resources available, courses offered may vary each year. A course will be offered with contact classes if there are a minimum of 15 registered students.

3.2 Pre-requisite Courses

Some courses may have specific prerequisites to be met before a student can register for the course in the current semester. Generally, the student is expected to have cleared all the prerequisite courses at the time of Course Registration. Students who have received an ‘RA’ grade in a prerequisite course are also permitted to register for the next level course as they would have attained the required ‘exposure’ learning experience by attending that course.

3.3 Audit Courses

Auditing a course allows a student to take a class to acquire knowledge without the benefit of a grade or

credit for a course. Audited courses do not count toward completing degree requirements. Students interested in auditing the course must register for the courses and get approval from the faculty. They must attend classes regularly, complete assigned reading, and participate in discussion and they are expected to secure at least 50% of the score in CAM. but they are exempted from appearing for End semester examinations. Audit courses will be included in the transcript with an indication, however, will not be included in CGPA

3.4 Extra Credits

Courses taken by students beyond the total credit requirement (>93) will be listed on the grade sheet but excluded from CGPA calculations. Additionally, credits may be awarded for notable achievements such as winning hackathons or publishing articles in journals indexed by Scopus, WoS, ABDC, or UGC, with the decision to award such credits made by the department committee. These credits, like the additional courses, will not be considered in CGPA assessment and will appear on the student'spermanent academic record, noted as 'EXT.'

4. Attendance and Engagement

4.1 Attendance Expectations - Students are expected to demonstrate effective engagement with the course throughout their studies. All students are expected to show patterns of attendance consistent with full engagement with a full-time course of study. This forms part of the contract between the student and KCT, and students should ensure that they are familiar with all course expectations.

4.1.1 A student is expected to obtain 100% attendance in all courses. In case a student may need leave of absence due to ill health or to attend some family emergency, he/she is permitted to maintain an attendance of 75% (i.e., absent for 25% of instructional hours) in each course. This 25% includes medical, personal, casual, and official on duty leave, leave of absence (OD) for organizing events / seminars / workshops / competitions / participation in co-curricular / extracurricular events and any other valid reasons.

Attendance Eligibility to appear for End Semester Examination (ESE) for Regular semester

Test/Examination Type	Period of calculation	Minimum of percentage attendance required
End Semester Examination	From the date of commencement of the course to the last day of instruction.	75%
Continuous Evaluation Courses	From the date of commencement of the course to the last day of instruction.	

4.1.2 Apart from the 25% margin in attendance, an additional 10% relaxation in attendance shall be provided only for students who secure attendance greater than or equal to 65% and less than 75% in any of the courses offered in the current semester due to prolonged hospitalization / accident / specific illness) / Participation in Sports events (National/ International). In such cases, the student should have submitted the required documents before availing the leave, through his/her Mentor, to the Department Committee for approval to avail exemption from the prescribed attendance requirement. The decision of the Department Committee is final.

4.1.3.a.Students who secure less than 65% of attendance in 3/4/6 credit course shall not be permitted to write the End Semester examination of the specific course. They are required to register for the course again when it is offered.

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4.1.3.b Students who secure less than 65% of attendance in the 2 or 1 credit course shall not be permittedto participate in the Continuous Assessment components of the specific course. They arerequired to register for
the course again when it is offered.

4.1.4 If a student has a lack of attendance in 4 or more courses including 1,2,3 and 4 credits offered in a particular semester, he/she will be detained in that semester and hence cannot proceed to the next semester. He/she shall seek re-admission as per the norms of the affiliating University.

4.1.5 The days of suspension of a student on disciplinary grounds will be considered as days of absence for calculating the percentage of attendance for each individual course.

4.1.6 If a student is unable to attend Continuous Assessment Test (CAT I or CAT II) due to unforeseen circumstances such as illness, the death of an immediate family member, or participation in sports at the state or national level, they will be given an opportunity to appear for a re-exam, which will be conducted at the end of the semester. This opportunity will be granted based on the recommendation of the department committee. The provision to appear for a re-exam under such circumstances can be availed only once during the entire duration of the program.

4.2. Temporary Break of Study from a Program

4.2.1 If a student intends to temporarily discontinue the program in the middle of the semester / year for valid reasons (such as accident or hospitalization due to prolonged ill health) and wishes to rejoin the program in the next year, he / she shall apply in advance to the Principal through the Head of the Department stating the reasons. The application shall be submitted not later than the last date for registering for the semester examinations in that concerned semester. Break of study is permitted only once during the entire period of the degree program.

4.2.2 The student permitted to rejoin the program after the break shall be governed by the rules and regulations in force at the time of rejoining.

4.2.3 The duration specified for passing all the courses for the purpose of classification of degree shall be increased by the period of such break of study permitted.

4.2.4 If any student is detained for want of requisite attendance, progress and good conduct, the period spent in that semester shall not be considered as permitted Break of Study.

5. Assessments and Examination

5.1 Assessment Weightages

The program follows semester system, and the learning will be assessed continuously (formative) / and End of Semester (Summative) assessment.

Credits	Continuous Assessment				End Semester		
	Format	Course	Weightage	Duration	Format	Weightage	Duration
4/3 Credits	CAM (written/ computer based), and other course-basedassessments as indicated in course plan	Theory	40	2 Hours	Written/ Computer based Exam or Project Report & Viva Voce *(as applicable and approved from time to time)*	60	3 Hours
		Project / Practical	60			40	
		Embedded	50			50	
2/1 Credits	Decided by course committee and indicated in course plan	Theory/ Practical's /Embedded	50		No End Semester Examination required	-	NA

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5.2 Procedure for Awarding Marks for Internal Assessment

For all the theory courses, laboratory courses, theory courses with laboratory component and project work, the continuous assessment shall be awarded as per the procedure given below:

5.2.1 Theory Courses

Two assessments each carrying 100 marks shall be conducted during the semester by the Department / College concerned. The total marks obtained in all assessments put together out of 200, shall be proportionately reduced to 40 marks and rounded to the nearest integer (This also implies equal weightage to the two assessments).

Assessment I (100 Marks)		**Assessment II (100 Marks)**		**Total**
Individual Assignment / Case Study / Seminar / Mini Project	Written Test	Individual Assignment / Case Study / Seminar / Mini Project	Written Test	Internal Assessment
40	**60**	**40**	**60**	**200**
**The weighted average shall be converted into 40 marks for internal Assessment*.				

A minimum of two internal assessments will be conducted as a part of continuous assessment. Each internal assessment is to be conducted for 100 marks and will have to be distributed in two parts. Part 1 comprises assessments which may include Individual Assignment/Case study/Seminar/Mini project. Course facilitators can decide the assessment method based on the nature of the subject. Part II Comprises a written test. The weightage given for Part I and Part II is 40% and 60% respectively. The tests shall be in written mode. The total internal assessment marks of 200 shall be converted into a maximum of 40 marks and rounded to the nearest integer.

5.2.2 Practical's / Project Courses

The maximum marks for Internal Assessment shall be 60 marks for practical courses &project-based courses. Every assessment activity shall be evaluated based on the conduct of prescribed exercise/ assignments and projects. There shall be at least one test. The criteria for arriving at the Internal Assessment marks of 60 is as follows: 75 marks shall be awarded for successful completion of all the prescribed exercises/assessment activities done and 25 marks for the test. The total mark shall be converted into a maximum of 60 marks and rounded to the nearest integer.

Internal Assessment (100 Marks) *	
Evaluation of Practical / project-based assignments	Written Test
75	**25**
Internal assessment marks shall be converted into 60 marks	

5.2.3 Theory Courses with Practical / Project Component

If there is a theory course with Practical's component, there shall be two assessments: the first assessment (maximum mark is 100) will be like assessment of theory course and the second assessment (maximum mark is 100) will be like assessment of Practical course respectively. The weightage of the first assessment shall be 40 % and the second assessment be 60%. Theweighted average of these two assessments shall be converted into 50 marks and rounded to the nearest integer.

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Assessment I (40% weightage) (Theory Component)		Assessment II (60% weightage) (Laboratory/ Project based Component)		Total Internal Assessment
Individual Assignment / Case Study / Seminar	Written Test	Evaluation of Practical / Project-based assignments	Written Test	
40	60	40	60	200
The weighted average shall be converted into 50 marks for internal Assessment.				

5.3 Requirements for Appearing for End Semester Examination

A Student who has fulfilled the following requirements will be eligible to appear for End Semester Exam.

5.3.1 Attendance requirements as per Clause Nos.4.1.

5.3.2 Registration for all eligible courses in the current semester and arrear examination (wherever applicable). Students who do not register will not be permitted to proceed to the subsequent semester.

5.4 Provision for Withdrawal from End Semester Examination

5.4.1 A student may, for valid reasons (medically unfit / unexpected family situations/sports representing at state / National level), be granted permission to withdraw (after registering for the examinations) from appearing for any course or courses in the End Semester Examination of a particular semester. This facility can be availed only once during the entire duration of the degree program.

5.4.2 Withdrawal from ESE will be valid only if the student is, otherwise, eligible to write the examination and the application for withdrawal is made prior to the examination in the course or courses concerned. The application for withdrawal should be recommended by the Head of the Department concerned and approved by the head of the institution.

5.5. Embedded course

An embedded course is a combination of theory components with the other component – viz Practical's, Project (P, J). The type of Embedded course is as follows

1. Embedded Theory, Lab and Project
2. Embedded Theory and Lab
3. Embedded Theory and Project
4. Embedded Lab and Project

5.6 Passing Minimum

5.6.1 There is no minimum CAM requirement in a course

5.6.2 A student who secures not less than 50% of total marks prescribed for the course [Internal Assessment + End semester University Examinations] with a minimum of 45% of the marks prescribed for the end-semester University Examination, shall be declared to have passed the course and acquired the relevant number of credits.

5.6.3 This is applicable for both theory and laboratory courses (including project work) and embedded courses.

5.6.4 If a student fails to secure a pass in a theory course / laboratory course, the student shall register and appear only for the end semester examination in the subsequent semester.

5.6.5 In such case, the internal assessment marks obtained by the student in the first appearance shall be retained and considered valid for all subsequent attempts till the student secures a pass.

5.6.6 However, from the third attempt (which includes regular and two attempts as arrear) onwards if a

student fails to obtain pass marks (IA + End Semester Examination), then the student shall be declared to have passed the examination if he/she secures a minimum of 50% marks prescribed for the University end semester examinations alone

5.6.7 In case the student has failed to secure the minimum required pass mark as specified above has to reappear for the exams conducted by the controller of examination in the subsequent semester.

5.6.8 The student could appear for special arrear exam as per the directions given by Anna University, in case the student failed to secure pass marks in any course within the maximum period of four years (from the commencement of MBA program)

5.7 Malpractice

Students are prohibited from entering the examination halls or Computer lab with any book or portion of book, manuscript or any unauthorized written / printed/ electronic content and communicating with or copying from each other or communicating with anyone outside the exam hall or computer lab are also considered to be an offense. Electronic gadgets, programmable calculators and mobile phones shall not be permitted inside the exam hall or computer lab. However, any required code books and data sheet / books as specified in the question paper will be provided inside the exam hall/ computer lab if found necessary and approved by the office of the controller of examination. The students are thus warned that any form of malpractice shall be dealt with seriously. The penalty for students involved in such activities may include debarring / cancelling the examination registered by the student in that semester and or award of zero marks to all registered courses of that semester. Severe violations would attract stringent actions. Disciplinary action will be taken against the students by the college authorities after conducting enquiries.

5.8. Grievance Redressal in Evaluation

Students who are not satisfied with the grades awarded can seek redressal by the methods given below. These are applicable only for theory courses in regular and arrear end semester examinations. All applications should be submitted to COE along with the payment of the prescribed fee.

S.No.	Redressal Sought	Process	
		Regular Exam	Arrear exam
1	Re - totaling	Apply for Photocopy of answer book / Then apply for the totaling (within 5 days of declaration of results)	Apply for Photocopy of answer book / Then apply for the totaling
2	Revaluation	Apply for Photocopy of answer book / Then apply for revaluation after course expert recommendation (within 5 days of declaration of results)	Not Permitted
3	Challenge of Evaluation	Apply for Photocopy of answer book / Then apply for revaluation after course expert recommendation / Next apply for the challenge of Evaluation (within 3 days of publication of revaluation of results)	Apply for Photocopy of answer book / Then apply for challenge of Evaluation after course expert recommendation

5.8.1 Challenge of Evaluation

a) A student may make an appeal to the COE for the review of answer scripts after paying the prescribed fee.
b) COE will issue the photocopy of the answer script to the student.
c) The course faculty, who have not done the assessment will evaluate the script and HOD will recommend.
d) A Committee consisting of 2 experts appointed by COE will review and declare the result.
f) If the result is in favor of the student, the fee collected will be refunded to the student.
h) The final mark will be announced by COE.

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5.9 Classification of Performance

5.9.1 Award of Letter Grades

5.9.1.1 The award of letter grades will be decided based on relative grading principle. The relative grading is applicable to ONLY those students who have passed the examination as per the passing requirements enumerated above.

5.9.1.2 For those students who have not passed the examination, Reappearance (RA) shall be awarded as shown in the Table below.

5.9.1.3 For those students who have passed the course, the relative grading shall be done.

5.9.1.4 The marks of those students who have passed only shall be input in the software developed for relative grading. The evolved relative grading method normalizes the results data using the BOX-COX transformation method and computes the grade range for each course separately and awards the grade to each student.

5.9.1.5 For a given course, if the students' strength is greater than 30, the relative grading method shall be adopted. However, if the students' strength is less than 30 then the fixed grading shall be followed with the grade range as specified below.

O	A+	A	B+	B	C	RA
91-100	81-90	71-80	61-70	56-60	50-55	<50

5.9.1.6 The performance of a student shall be reported using letter grades, each carrying certain points as detailed below:

Letter Grade	Grade Points
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+(Good)	7
B (Average)	6
C (Satisfactory)	5
U (Re-appearance)	0
SA (Shortage of Attendance)	0
WD (Withdrawal)	0

5.9.1.7 A student is deemed to have passed and acquired the corresponding credits in a particular course if he/she obtains any one of the following grades: "O", "A+", "A", "B+", "B", "C". 'SA' denotes shortage of attendance and hence prevented from writing the end semester examinations. 'SA' will appear only in the result sheet.

5.9.1.8 "U" denotes that the student has failed to pass that course. "WD" denotes withdrawal from the exam for the course. GradesU and W will figure both in the Grade Sheet as well as in the Result Sheet. In both cases, the student must appear for the End Semester Examinations.

5.9.1.9 If the grade "U" is given to Theory Courses/ Laboratory Courses, it is not required to satisfy the attendance requirements, butthe student must appear for the end semester examinationand fulfil the passing requirements to earn a pass in the respective courses.

5.9.1.10 If the grade "U" is given to Two or One credit course, which are evaluated only through internal assessment, the student shall register for the course again in the subsequent semester, fulfilling the passing requirements to earn a pass in the course. However, attendance requirements need not be satisfied.

5.9.2 Classification of the Degree Awarded

A student shall be declared to be eligible for the award of MBA Degree provided the student has successfully completed the course requirements and has passed all the prescribed examinations in all the

four semesters within a maximum period of 4 years reckoned from the commencement of the first semester to which the candidate was admitted

5.9.2.1 First Class with Distinction

A student who satisfies the following conditions shall be declared to have passed the examination in First class with Distinction:

- Should have passed the examination in all the courses of all the four semesters in the student's First Appearance within three years, which includes an authorized break of study of one year (if availed).
- Withdrawal from examinations will not be considered as an appearance.
- Should have secured a CGPA of not less than 8.50.
- Should NOT have been prevented from writing the end semester examination due to lack of attendance in any semester.

5.9.2.2 FIRST CLASS:

A student who satisfies the following conditions shall be declared to have passed the examination in First class:

- Should have passed the examination in all the courses of all four semesters within three years, which includes one year of authorized break of study (if availed) or prevention from writing the End Semester Examination due to lack of attendance (if applicable).
- Should have secured a CGPA of not less than 6.50.

5.9.2.3 SECOND CLASS:

- All other students (not covered in clause 5.9.2.2.1 and 5.9.2.2) who qualify for the award of the degree shall be declared to have passed the examination in Second Class.

The award of Degree will be approved by the Academic Council of the Institution. The degree will be issued by Anna University, Chennai. The consolidated Grade Sheet will be issued by the Institution.

5.9.3 Semester Grade Point Average (SGPA)

On completion of a semester, each student is assigned a Semester Grade Point Average which is computed as below for all courses registered by the student during that semester.

Semester Grade Point Average = $\sum (Ci \times GPi) / \sum Ci$

Where Ci is the credit for a course in that semester and GPi is the Grade Point earned by the student for that course. The SGPA is rounded off to two decimals.

5.9.4 Cumulative Grade Point Average (CGPA)

The overall performance of a student at any stage of the Degree program is evaluated by the Cumulative Grade Point Average (CGPA) up to that point of time.

Cumulative Grade Point Average = $\sum (Ci \times Gpi) / \sum Cl$

Where Ci is the credit for a course in any semester and Gpi is the grade point earned by the student for that course. The CGPA is rounded off to two decimals.

5.9.5 Issue of Grade Sheet

- A separate grade sheet for each semester will be given to the students by the COE after the publication of the results.
- After the completion of the program a consolidated grade sheet will be issued to the student.

The award of Degree will be approved by the Academic Council of the Institution. The degree will be issued by Anna University, Chennai. The consolidated Grade Sheet will be issued by the Institution.

Program Structure

Course Code	Course Type	Course Title	Credits	Credit Hours					
				L	T	P	SW	FW	J
SEMESTER I									
24BAT501	Core	Design Thinking and Innovation Lab	1	1					
24BAT502	Core	Business Law	3	1	1			2	
24BAT503	Core	Digital Transformation	1	1					
24BAP504	Core	Leadership Lab I	1			2			
24BAT505	Core	Managerial Economics	3	2				2	
24BAI506	Core	Accounting for Management	3	1	1		2		
24BAT507	Core	Human Resource Management	3	2				2	
24BAI508	Core	Financial Management	3	2		2			
24BAT509	Core	Marketing Management	3	2				2	
24BAT510	Core	Operations Management	3	2	1				
SEMESTER II									
24BAP511	Core	Communication Lab	2	1		2			
24BAP512	Core	Data Analysis I	2	1		2			
24BAT513	Core	Organizational Behavior	3	2			2		
24BAT514	Core	Business Research Methods	3	2			2		
24BAP515	Core	Business Analytics	3	2		2	2		
	Electives	Functional core*	9						
	Electives	Minor Elective*	3						
Commencement of Research / Capstone project									
Commencement of Click & Brick Store Project									
SEMESTER III									
24BAP616	Core	Capstone Simulation	1			2			
24BAT617	Core	Strategic Management	3	2			2		
24BAT618	Core	Sustainable Development	3	1	1		2		
24BAJ619	Project	Internship	2						50
24BAP620	Core	Global– National Immersion Program	2	1		2			
24BAP621	Core	Data Analysis II	3	2		2			
24BAJ622	Project	*Research Project	4						6
24BAJ623	Project	*Capstone project	4						6
	Elective	Functional Optional	3						
	Elective	Minor Elective	3						
Commencement of Social Immersion Project									
SEMESTER IV									
24BAT624	Core	Business Ethics	3	2			2		
24BAI625	Core	International Business Management	3	2				2	
24BAP626	Core	Leadership Lab II	1		2				
24BAJ627	Project	*Social Immersion project	3						6
24BAJ628	Project	*Click and Brick store*	2						
24BAO629	Core	General Interest course	2	2					
	Electives	Functional Optional*	6						

**The project credit hours for the Capstone Project, Click-and-Brick Store, and Social Immersion Project will be reflected in the course plan, as they are spread across semesters*

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As a part of III Semesterstudents can use the Choice-Based Credit System to select either a research project, a capstone project, or an equivalent elective course.* ***The available options are as follows

24BAJ622	Research Project
24BAJ623	Capstone project
24BAE039	Operations and supply chain Management cases
24BAE052	Strategic Marketing cases
24BAE068	Case studies in Finance, Banking and Capital Markets
24BAE080	Human Resources Case Studies
24BAE089	Business Analytics case study

LIST OF ELECTIVE COURSES

Course Code	Course Type	Course Title	Credits	Credit Hours					
				L	T	P	SW	FW	J
Operations									
24BAE030	Elective	Supply Chain Management	3	2				2	
24BAE031	Elective	Industry 4.0	3	2				2	
24BAE032	Elective	Project Management	3	2	1				
24BAE033	Elective	Total Quality Management	3	2	1				
24BAE034	Elective	Production Planning and Control	3	2				2	
24BAE035	Elective	Lean Manufacturing	3	2	1				
24BAE036	Elective	Decision Models for Operations	3	1	1	2			
24BAE037	Elective	Services Operations Management	2	1				2	
24BAE038	Elective	Lean Six Sigma	1			2			
24BAE039	Elective	Operations and Supply Chain Management cases	4	2	1		2		
Marketing									
24BAE040	Elective	Digital Marketing	3	1		2	2		
24BAE041	Elective	Social Media Marketing	3	1		2	2		
24BAE042	Elective	Brand Management	3	2				2	
24BAE043	Elective	Customer RelationshipManagement	3	1		2	2		
24BAE044	Elective	B2B Marketing	3	2				2	
24BAE045	Elective	Consumer Insights	3	2			2		
24BAE046	Elective	Neuro Marketing	2	1		2			
24BAE047	Elective	Sales and Distribution Management	3	2				2	
24BAE048	Elective	Services Marketing	3	2			2		
24BAE049	Elective	Integrated Marketing Communication	3	2				2	
24BAE050	Elective	Marketing Analytics	3	1		2	2		
24BAE051	Elective	Technology for Marketing Decisions	3	2			2		
24BAE052	Elective	Strategic Marketing Cases	4		2		4		
Finance									
24BAE053	Elective	Commercial Banking	3	2			2		
24BAE054	Elective	Security Analysis and Portfolio Management	3	2		2			
24BAE055	Elective	International Finance	3	2	1				

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24BAE056	Elective	Rural Banking & Microfinance	3	2				2	
24BAE057	Elective	Merchant Banking and Financial Services	3	1	1		2		
24BAE058	Elective	BankingTechnology and Fintech	3	1				2	
24BAE059	Elective	Financial Risk Management	3	2			2		
24BAE060	Elective	Mutual Funds	3	2	1				
24BAE061	Elective	Financial Modelling	3	1		2	2		
24BAE062	Elective	Behavioral Finance	2	1				2	
24BAE063	Elective	Introduction to Cryptocurrency and Blockchain	1	1					
24BAE064	Elective	Equity Derivatives Management	3	2	1				
24BAE065	Elective	Wealth Management	3	2		2			
24BAE066	Elective	Alternative Investment Fund Management	3	3					
24BAE067	Elective	Fixed Income securities	3	2	1				
24BAE068	Elective	Case studies in Finance, Banking and Capital Markets	4	1	2		2		
Human Resources									
24BAE069	Elective	Industrial Relations	3	3					
24BAE070	Elective	Learning and Development	3	2				2	
24BAE071	Elective	Talent Acquisition and Talent Management	3	2		4			
24BAE072	Elective	Organization Development	3	2				2	
24BAE073	Elective	Artificial Intelligence – HR Information Systems	2	1		2			
24BAE074	Elective	Diversity, Equity & Inclusion	2	1				2	
24BAE075	Elective	Emotional and Social Intelligence – ESI	2	1		2			
24BAE076	Elective	Recruitment & Selection	2	1		2			
24BAE077	Elective	Employee Engagement	2	1				2	
24BAE078	Elective	Cross Cultural Management	2	1				2	
24BAE079	Elective	HR Analytics	2	1		2			
24BAE080	Elective	Human Resources Case Studies	4	2	1		2		
Analytics and Systems									
24BAE081	Elective	Database Management Systems	3	2			2		
24BAE082	Elective	Disruptive Technologies	3	2	1				
24BAE083	Elective	Enterprise Resource Planning	2	1			2		
24BAE084	Elective	Python for Data Science	3	1	1	2			
24BAE085	Elective	Machine Learning & AI	3	1	1	2			
24BAE086	Elective	Predictive Analytics	3	1	1	2			
24BAE087	Elective	Advanced Data Mining	3	1	1	2			
24BAE088	Elective	Cybersecurity for Business Professionals	3	2	1				
24BAE089	Elective	Business Analytics Case Study	4	1	2		2		
24BAE090	Elective	Data Visualization	3	2		2			

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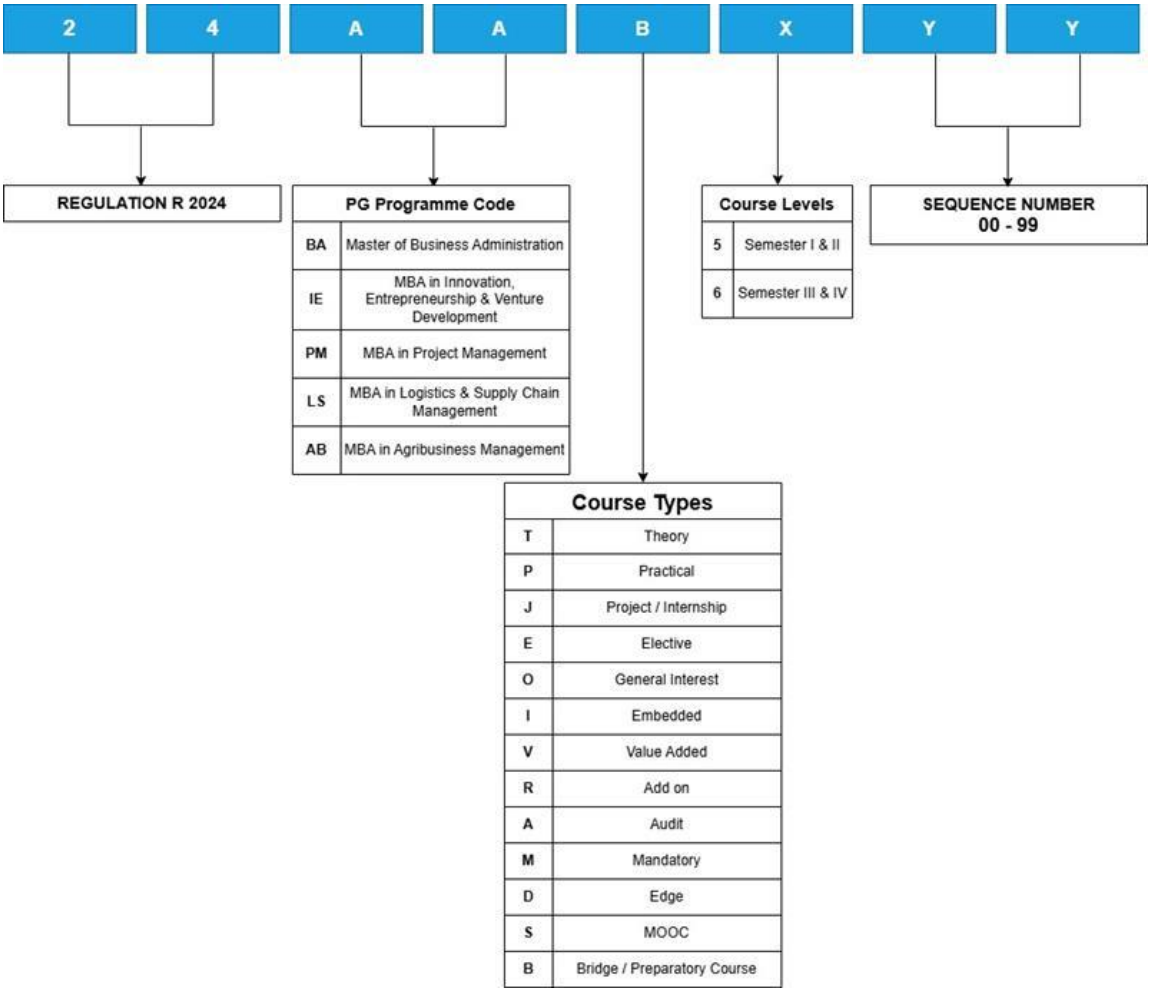
COURSE CODE NUMBERING SCHEME



**The 5th digit in the 8-digit code will represent 'A' for audit courses and 'E' for extra credit/add-on courses.*

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SEMESTER I

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Course Title	**Design Thinking and Innovation Lab**
Course Code	24BAT501
Credit Units	1

Course Objectives

The course enables product innovators & early-stage start-up founders to learn the customer development process, tools & techniques to identify potential customers & validate the inherent risks by linking their progress to customer-motivation, customer-commitment & customer-acceptance and there by evaluating the true market potential of product innovation.

L	T	P	SW	FW	TOTAL CREDITS
1	0	-	BAE0460	-	1

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Measure problems using tools and techniques of the managed innovation process, and identify user needs and pain points through problem validation, customer discovery, and the creation of user personas and user stories

CLO 2: Display effective pitching skills, including storytelling, body language, and communication techniques, through pitch practice and presentation.

Course Syllabus	Weightage
Module I: Introduction to Design Thinking	15%
Introduction to Design Thinking and Innovation: Overview, Origin and Purpose of Design and Innovation, Design Thinking and its Benefits. Applications of Design Thinking, The Design Thinking Process, Key Features of the Design Thinking Process. Design Thinking Frameworks - Exercises and case-based discussions.	
Module II: Problem Validation and Customer Discovery	10%
Problem Validation and Customer Discovery - Tools and techniques of the managed innovation process, Principles of design thinking for need-finding; Innovation tools and techniques for problem validation and user discovery; Right buyer/beneficiary; Selection, User personas, User stories and the use-cases. Customer Journey Mapping and strengthening communication for innovative problem solving.	
Module III: Mock Startup	25%
Mock Startup: Problem/Opportunity/Market Team Quality & Expertise - How the founding team contribute to the startup Compliance - Type of organization, Govt registration, GST if required.	
Module IV Designing Pitch Deck	30%

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Digital Marketing: Preparation of Pitch Deck for fund-raising Process, Digital Marketing - creating and managing social media pages like LinkedIn, Youtube, Instagram, etc	
Module V: Pitch Canvas	20%
Pitch Canvas; Art and Science of Pitching; Storytelling; Pitch practice & presentation, Body language & effective communication skills for a successful pitch presentation.	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and practice sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	-
50	-	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C3.3	C3. P3	PLO2	PEO2
CLO2	C3.4	C3. P4	PLO5	PEO5

Reference Books

- Brown, T. (2009). *Change by Design: How design thinking transforms organizations and inspires innovation*. Harper Business.
- Lockwood, T. (Ed.). (2010). *Design Thinking: Integrating innovation, customer experience, and brand value*. Allworth Press.
- Ries, E. (2011). *The Lean Startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Crown Business.
- Choudhury, S., & Mohanty, S. (2020). *Design Thinking: An approach for innovation and creativity*. New Delhi: Sage Publications India Pvt. Ltd.
- Chandrasekaran, B., & Mehta, R. (2019). *Design Thinking: A practical approach*. Notion Press.
- Munshi, P., & Munshi, M. (2019). *Design Thinking: A non-linear approach to innovation*. New Delhi: Sage Publications India Pvt. Ltd.

Course Design	Dr.Vignesh Karthik S.A. & Mr.Nikhil D. Jonathan

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Course Title	**Business Law**
Course Code	24BAT502
Credit Units	3

Course Objectives

The course enables the student to acquire a basic and practical understanding of legal aspects of business that influences the business operation on day-to-day basis in India. Emphasis is placed on laws and legal framework that play a major role in the conduct of business in India which ensures good corporate governance.

L	T	P	SW	FW	TOTAL CREDITS
1	1		-	2	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: **Demonstrate** an understanding of legal boundaries that define the conduct of business

CLO 2:Illustrate relevant legal insights into the formation process of a new company

CLO 3: Develop the skill of reasoning in dealing with legal issues and recommend appropriate actions on various legal issues relating to business decision making

Course Syllabus	Weightage
Module I: Law Relating to Contracts	15%
Essential elements of a valid contract; Types of contracts; Capacities of parties' Free consent; Discharge of a contract; Breach of contract; Remedies for the breach of contract. Special contracts- Contingent contract, Contracts of indemnity and guarantee, Contracts of bailment and pledge, Contract of agency – Features of agency; rights and duties of principal and agent; personal liability of agent; termination	
Module II: Law Relating to Sale of Goods and Partnership	10%
Sale of Goods Act 1930- Formation of Contracts to Sale- Concept of Goods and Services; Sale and agreement to sell – Effects of contracts – Conditions and Warranties; Rights of unpaid seller and unpaid buyer- concept of Caveat Emptor and Seller Indian Partnership act, 1932- features, types of partnerships and partners; minor in partnership, registration and effects; rights and duties of partners, reconstitution, dissolution	
Module III: Law Relating to Negotiable Instruments& Payment and Settlement Systems	10%
Key features of Negotiable Instruments Act, 1881- Types of Negotiable Instruments and their essential features;Dishonour of instruments. Payment and Settlement systems 2007: Regulation of Digital and online payments	
Module IV: Law Relating to Company Law	20%
Nature and kinds of companies; Formation of a Company- Company Management – Governance – Winding up – Insolvency and bankruptcy code; Limited Liability Partnership (LLP) – Structure and procedure of formation of LLP in India	
Module V: Law Relating to Consumer Protection	10%
Consumer Protection Act, 2019 – Objective of the law, Who is a consumer-Rights and responsibilities, Grounds and procedure to file complaint, Restrictive and unfair trade practices, Protection councils, Redressal machinery, Regulatory mechanism, Mediation cell.	
Module VI: Law Relating to Competition	10%

BOS Chairman Signature

The Competition Act, 2002, Amendment Act, 2007, and Competition commission of India; Perfect Competition; Monopolistic Competition; Oligopoly, Monopoly Anti-Competitive Agreements – Abusive conducts – Regulation of Abuse of dominant position; Regulations of combinations – Enforcement mechanisms	
Module VII: LawRelating to Goods and Services	10%
Central Goods and Services Act 2017- Objectives and main provisions–benefits of GST – Implementation Mechanism- Working of dual GST; Impact of GST regime on Indian businesses	
Module VIII: Law Relating to Information and Intellectual Property	15%
Information Technology Act 2000, Right to Information Act 2005, Salient features of Information Technology Act 2000 – Applicability and Non-Applicability- Cybercrimes and penalties. Right to Information Act- Objectives and provisions – Recent amendments – Applicability and Non-Applicability Intellectual Property – Definition; Key features; Types of IPR: Patents; Trademarks; Copyrights; Designs; Laws relating to IPR	
Module VIII: E Store 1. Starting a business- Company registration; Certificate of Incorporation - Sole proprietorship, Partnership; Trade Licences; 2. Taxation (TAN) & GST Registration; 3. Setting up Bank Accounts; 4. Payment Gateway; 5. IPR & Marketing legal compliances; 6. Data Privacy and Security; 7. Factory licence; Shops & Commercial Establishments licence; 8. Registration for Social Security; 9. Filing of legal returns	

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C2.1	C2. P2	PLO1	PEO1
CLO2	C2.4	C2. P4	PLO1	PEO1
CLO3	C1.3	C1. P3	PLO1	PEO1

Reference Books:

1. *Business Law: Text and Cases*, Kenneth W. Clarkson, Roger LeRoy Miller, and Frank B. Cross, Cengage Learning, 15th Edition (2022)
2. *The Legal Environment of Business: Text and Cases*, Frank B. Cross and Roger LeRoy Miller Cengage Learning, 11th Edition (2022)
3. *Business Law: A Hands-On Approach*, Neal Bevans, Wolters Kluwer Publications, 3rd Edition (2023)

Course Design	Dr. Rani M & Prof. Narayanan V V

BOS Chairman Signature

Course Title	**Digital Transformation**
Course Code	24BAT503
Credit Units	1

Course Objectives:

This course aims to equip students with a comprehensive understanding of digital transformation. It will explore challenges, opportunities, and strategies for businesses navigating the digital landscape. Students will learn to analyse business models, identify innovation opportunities, and implement effective digital transformation initiatives while managing risks.

L	T	P	SW	FW	TOTAL CREDITS
1	-	-	-	-	1

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Understand the challenges in implementing newer technologies in an organization.

CLO2: Understand the characteristics of business models and the unique nature of competition in the digital economy.

CLO3: Analyze the key challenges of digital transformation and identify strategies to convert future disruptions into opportunities

Course Syllabus	Weightage
Module I:Digital Transformation: An Introduction	20%
Digital Transformation and Organization, Importance of digital transformation in Business, Key Challenges, Scientific approach concepts, Neuroscientific Reward, Artificially Intelligent Ecosystems and Computational Freedom.	
Module II:Digital Transformation: Instrumental and Operational Purpose	20%
Economics and Strategic Models, Positioning-based and resource-based theories, Digital Transformation as Capability-Building, DaWoGoMo model of Digital Transformation, Digital Architecture Transformation.	
Module III: Digital Transformation: Implementation Frameworks	20%
Identifying Opportunities for Innovation Designing Information, Capabilities · Social Networks and Enterprise 2.0 · Future disruptions and opportunities Technology Advanced Data Analytics & AI/ML · Social Computing · Blockchain · Case discussions	
Module IV: Digital Transformation and Platforms	20%
New technology initiatives in changing economy, Linear value chain and a platform, Business model transformation, MVP metrics in the context of platforms, Sources of value from platforms	
Module V: Digital Age Product Design and Development	20%
Identifying product opportunities, Methods of designing digital products, Physical, digital, and service products and combinations, Lean development, Managing Risks in a Digital World, Sustainable Digital Transformation - Predictions and Trends for the Next Decade - Case Study: Developing a Digital Transformation Strategy for a Real-World Business.	

Pedagogy for Course Delivery *

The course will employ a blended learning approach combining lectures, case studies, and hands-on projects. Interactive workshops, guest lectures from industry experts, and simulations will provide practical exposure. Students will engage in group discussions, debates, and presentations to foster critical thinking and communication skills. Assessments will include assignments, quizzes, and a final project to evaluate knowledge acquisition and application.

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)	Practical (%)	Project (%)
-	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	-
50	-	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	PEO's
CLO1	C3.3	C3. P3	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO1, PEO2	PEO1 & PEO2

Reference Books:

1. *Competing on Analytics: The New Science of Winning,* Thomas H. Davenport and D.J. Patil, Harvard Business Review Press. 2012
2. *Digital Transformation: Survive and Thrive in an Era of Accelerating Change,* George Westerman, Didier Bonnet, and Andrew McAfee, Harvard Business Review Press. 2013
3. *Platform Revolution: How Networked Markets Are Remaking the World,* Geoffrey G. Parker, Marshall W. Van Alstyne, and Sangeet Paul Choudary, W.W. Norton &Company. 2016
4. *Digital Transformation: The Essential Guide to Disruption and Innovation,* Nigel Paul Publisher: Kogan Page Edition: 1st Edition Year: 2022
5. *The Digital Transformation Playbook: Rethink Your Business for the Digital Age,* David Lichtenstein Publisher: Wiley, Edition: 1st Edition Year: 2022

Course Design	Dr.M.Rani,Dr.A.D.Shalini Prieya, Ms.G.Preetha

BOS Chairman Signature

Course Title	**Leadership Lab 1**
Course Code	24BAP504
Credit Units	1

Course Objectives

LeadershipLab 1 is an experiential learning course where students learn by discovering, developing, and enhancing their behaviors by testing their knowledge, skills and abilities through newer experiences and challenges.

L	T	P	SW	FW	TOTAL CREDITS
-	-	2	-	-	1

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1:Display greater awareness of self and dilemmas faced in inter and intra- personal situations

CLO2:Display strong behaviours around listening, empathy, inclusion and collaboration

Course Syllabus	Weightage
Leadership Lab 1 enables students to build their skills for HOW to lead by moving beyond the WHAT of leading. Learning experiences use real-play encounters so participants gain confidence to handle day to-day issues. This highly interactive workshop employs a wide range of learning approaches to provide students with the tools, mindset, and confidence to be strong leaders. Leadership Lab 1 will be anchored on **"Understanding Self"** and create conditions to deepen the journey of self-exploration and enhance personal effectiveness. Specifically, the lab will explore the dimensions of inter-personal and group dynamics along with personal awareness. The focus of the lab will be on the following: • *Become aware of one's patterns of behavior* • *Know the impact of one's behavior on others* • *Know the impact of others' behavior on oneself* • *Improve one's effectiveness in interpersonal interactions to derive greater satisfaction from others* • *Discover one's potential to lead more effectively and purposefully*	100%

Pedagogy for Course Delivery

Exploratory learning through workshops

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C5.2	C5.P2	PLO3 & PLO5	PEO3 & PEO4
CLO2	C5.2	C5.P2	PLO3 & PLO5	PEO3 & PEO4

Reference Book:

1. *The Leadership Lab: Understanding Leadership in the 21st Century,* Chris Lewis and Pippa Malmgren, Kogan Page Ltd (2018)

Course Design	Prof Narayanan V.V

BOS Chairman Signature

Course Title	**Managerial Economics**
Course Code	24BAT505
Credit Units	3

Course Objectives:
This course imparts to the students' a rational approach in understanding how individuals and business units deal with the fundamental problems of scarce resources, competition, and price fixation. It introduces them to the macroeconomic concepts that enables them to understand the role of monetary and fiscal policies in the economic development.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	None

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1:Explain how managerial economics helps in business decisions and assess how demand and supply affect a company's market position.
CLO2: Apply competitive strategies like costing, pricing, and product differentiation to different products and market conditions.
CLO3: Summarize key concepts and current updates of National Income, Business cycles, and Economic policies, and assess their roles in promoting economic development.

Course Syllabus	**Weightage**
Module I: Introduction to Managerial Economics	5%
Introduction of Managerial Economics - Scope, Relationship with other Disciplines	
Module II: Microeconomics Concepts and Demand & Supply	20%
Microeconomics: Understanding Firms and Managerial Objectives, Demand Analysis: Law of Demand, Determinants of Demand, Elasticity of Demand, and Exceptions, Law of Diminishing Marginal Utility, Demand Forecasting Techniques, Supply Analysis: Law of Supply and Elasticity of Supply	
Module III: Productions functions &cost- output relationship	15%
Production functions – Short and long run laws of production, Law of returns to scale Cost Analysis: types of cost, short and long run Cost-Output relationship, Economies and diseconomies of Scale	
Module IV: Market structures & Price- output relationship	25%
Market Structure - Perfect Competition, monopoly, duopoly, oligopoly, Monopolistic market structures - characteristics &price - Output determination, Pricing Methodsand strategies	
Module V: Macroeconomics Concepts – Business cycle	20%

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Macroeconomics - Nature & importance. National Income - concepts - GNP, GDP, NNP. Business cycle - Phases and Controlling mechanisms. Inflation - Definition, Kinds and effects of Inflation, Demand Pull & Cost Push Inflation, Policy Measures. Unemployment- Causes & Consequences	
Module VI: Monetary and Fiscal Policy – objectives, controlling mechanisms	15%
Indian Financial System, Fiscal Policy: Definition, Objectives, Mechanisms Monetary Policy- Meaning, Scope, Instruments and objectives, Indian and Global Scenario	

Pedagogy for Course Delivery *

The course would be conducted on discussion mode andhas field study. The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO4	C1.6	C1. P6	PLO1	PEO1

Reference Books:

1. Salvatore, D., & Rastogi, S. (2020). Managerial economics: Principles and worldwide applications (9th ed., Indian adaptation). McGraw Hill Education.
2.Dwivedi, D. N. (2021). *Managerial Economics* (9th ed.). Vikas Publishing House.
3. Baye, M. R., & Prince, J. T. (2021). *Managerial Economics and Business Strategy*(9th ed.). McGraw-Hill Education.

Course Design	Dr S.Sangeetha

BOS Chairman Signature

Course Title	**Accounting for Managers**
Course Code	24BAI506
Credit Units	3

Course Objectives

The course introduces the basic concepts of accounting for business decision making. The course is designed to familiarize various accounting tools and techniques with Financial Statements, enhancing their analytical thinking and decision-making in Costing and Budgeting.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Understand key financial statements to assess organizational performance.

CLO 2: Apply fundamental accounting principles to prepare comprehensive financial statements.

CLO3: Displaythe ability to prepare financial statement analysis using Spreadsheet in horizontal, vertical, and ratio analysis techniques to inform strategic decisions.

Course Syllabus	Weightage
Module 1: Introduction to Financial Accounting	10%
Forms of business – Fundamentals of Accounting – Key Financial statements – Understanding annual reports of companies - Overview of accounting standards - International Reporting Standards (IFRS) - Indian Generally Accepted Accounting Principles - Ind AS - ESG Reporting and Green Reporting.	
Module 2 – Preparation of Financial Statements	25%
Bookkeeping and Record maintenance Fundamentals of double entry system of book- keeping – Accounting cycle - Income Statement - Statement of Retained Earnings – Balance Sheet -Statement of stakeholders Equity – Balancing Balance Sheet – Profit Vs Cash – Preparation of cash flow statement Introduction to Accounting software – Tally	
Module 3: Analysis and Interpretation of financial statements	15%
Financial Statement Analysis – Horizontal and Vertical analysis – Ratio Analysis - Dupont analysis and Economic Value Added (EVA) analysis	
Module 4: Costing	30%
Cost-Definition-Elements of cost - Cost centre and profit centre - cost unit- cost elements- cost classification- methods of costing - constructing a basic sheet - Marginal Costing - Standard costing	
Module 5: Budgeting and Budgetary Control	20%
Basics - Types of budgets - Zero based budgeting.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture sessions. Sums, Problem-solving sessions, Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**

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67	33	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C4.2	C4.P2	PLO1	PEO1
CLO3	C4.9	C4.P9	PLO2	PEO2

Reference Books:

1. R. Narayanaswamy, *Financial Accounting: A Managerial Perspective,* PHI Learning, 2022.
2. M N Arora, *A Textbook of Cost and Management Accounting*, S Chand and Company Publishing, 2021.
3. Robert N. Anthony, David F. Hawkins, Kenneth A. *Merchant, Accounting: Texts and Cases*, McGraw-Hill Education, 2010.

Course Design	Dr. Mohanamani P and Mr. Freddy Chris M

BOS Chairman Signature

Course Title	**Human Resource Management**
Course Code	24BAT507
Credit Units	3

Course Objectives

This course introduces students to the basics of Human Resource Management and explores the role of human resources and its contribution to strategy and business growth. The students will develop conceptual knowledge in the areas of Recruitment, Selection, Induction, Training and Development, Career Planning, Succession Planning, Performance management, Compensation, Employee separation and Exit interviews. Upon completion of the course students should be able to understand the basics of Human Resource Management.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	None

Course LearningOutcomes

On successful Completion of the course students will be able to

CLO1: Describe the role of Human Resource Functions in an organization.

CLO2: Demonstrate a critical understanding of the functions of various human resource activities in an organization

CLO3: Identify the significance of ethical issues in HR practices and the management of people.

CLO4: Demonstrate knowledge in emerging HR Trends.

Course Syllabus	Weightage
Module I: Human Resource Management: Concept and Challenges	25%
Introduction,Objectives,Scope,Features ofHRM,Role ofHRM, Importance ofHRM, Policies and Practices of HRM, Functions of HRM, Challenges of HRM. Introduction to SHRM: Define SHRM, its importance and nature. HRM Models	
Module II: Talent Acquisition & Retention	20%
Human Resource Planning: Definition, objectives, needs, importance, process, barriers. Job Analysis and Job Evaluation: Job description, job specification, comparison. Job Design: Factors, enrichment vs. enlargement. Recruitment: Sources, difference from selection, process, induction, orientation. Career Planning: Process, development, succession planning, importance to business continuity, transfer, promotion. Employee Retention: Importance, strategies.	
Module III: Managing Employee Performance and Training	20%
Performance Appraisal & Management: Definition, objectives, importance, process, methods. Performance measurement purpose. Appraisal vs. management, potential appraisal. Training & Development: Definition, scope, framework, organizational role, objectives. Training process, needs assessment, types, training vs. development, e-learning, benefits, evaluation (Kirkpatrick model).	
Module IV: Compensation Management	20%
Concept, Objectives, Importance of Compensation Management, Process, Current Trends in Compensation. Factors in compensation plan. Wage/ Salary differentials, Components of salary. Incentives and BenefitsFinancial & Nonfinancial Incentive, Fringe Benefits. Employees Separation - Retirement, Termination, VRS, Golden Handshake, Dismissal and Suspension, Concepts & Methods, Grievance Procedure in Indian Industry	
Module V: Emerging Trends in HRM	15%
AI-enabled HRM, Sustainable HRM, HRIS,HR Accounting, HR Audit, HR Shared Services Concept, Objective, Benefits, Issues creating HR Shared Services.	

Pedagogy for Course Delivery

Lecture, Discussion,Debate,CaseAnalysisand afieldstudy.

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End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1.P1	PLO1	PEO1
CLO2	C1.1	C1.P1	PLO1	PEO1
CLO3	C6.3	C6.P3	PLO4	PEO4
CLO4	C1.6	C1.P6	PLO1	PEO1

ReferenceBooks:

1. GaryDessler&BijuVarrkey*Human Resource Management*,Sixteenth Edition, Pearson (2020)
2. AshlyPinnnington,RobMacklin,TomCampbell,*HumanResourceManagementEthicsand Employment,* 2nd Edition, OUP Oxford
3. K.Aswathappa,*Human ResourceManagementText andCases*,8thEdition,Mc GrawHill Publication

Course Design	Prof. Narayanan V.V. and Dr. Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**Financial Management**
Course Code	24BAI508
Credit Units	3

Course Objectives:
The Financial Management course introduces the framework of financial decision making in a business organisation. The course provides insights on investment, financing, dividend and liquidity decisions.

L	T	P	SW	FW	TOTAL CREDITS
2		2			3

Pre – Requisites	None

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1: Explain the basic concepts of financial management.
CLO2: Display (Select) the best investment option among alternatives and choose on the best source of funds through leverage.
CLO3: Analyse financial decision-making models related to dividend and liquidity management using Excel across different business scenarios**.**

Course Syllabus	Weightage
Module I: Introduction to Financial Management	
Introduction – Objectives of financial management – Profit Vs Wealth Maximization- Role of finance managers -: Basics of Time Value of Money using MS Excel functions – PV, FV, PMT, NPER, Rate (Excel Calculations only)	15%
Module II: Capital Budgeting Decisions	
Capital Budgeting – Importance – Process – Determining cash flows – Capital budgeting Decisions Techniques – NPV, IRR, XIRR, Profitability Index, Payback period & ARR or ROI (Excel Calculations only)	20%
Module III: Cost of Capital	
Sources of finance – Long term. Cost of capital: Concept and importance; Computations of cost of capital (Excel Calculations only) – Weighted Average Cost of Capital (Excel Calculations only)	15%
Module IV: Capital Structure & Financial Leverage	
Capital Structure – Meaning and factors – Theories of capital structure-NI, Traditional approach, NOI and MM approach- Optimum capital structure - Leverage – types of Leverage – EBIT-EPS relationship - (Excel Calculations only)	20%
Module V: Liquidity Decisions	15%
Liquidity decisions: Management of working capital – determinants – forecasting of working capital – Problems using Excel Spreadsheets – Cash, Receivables and Inventory Management.	
Module V: Dividend Decisions	
Type of Firm – Growth firm, Normal firm and Declining Firm - Dividend Decisions – factors – types – Models of dividend- Walter, Gordon and MM models – Problems using Excel Spreadsheets – Bonus shares	15%

Pedagogy for Course Delivery *
Lecture & Practical session using MS Excel

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
67% (No Mathematical Questions)	33% (No Theory Questions)	-

BOS Chairman Signature

Course Assessment				
Continuous Assessment Score components				**End Semester Examination**
Course Assessments		Class tests		50
20		30		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**PEO's**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C4.4	C4. P4	PLO2	PEO2

Reference Books:

1.Eugene F. Brigham/Joel F. Houston, Fundamentals of Financial Management, 14th Edition, Cengage India Private Limited.
2.IM Pandey, *Financial Management*. 12th edition, Pearson, 2021.
3. Y.Khan & PK.Jain, *Financial Management: Text, Problems and Cases*, 8th Edition, 2018

Course Design	V S Binu CFP®

BOS Chairman Signature

Course Title	**Marketing Management**
Course Code	24BAT509
Credit Units	3

Course Objectives

The course will focus upon the working knowledge of different concepts, functions, and applications of marketing to formulate effective marketing programs. The course seeks to develop the students' understanding on creating and delivering value to its customers through empirical and practice-based learning. The course introduces students to the fundamentals of key metrics to yield actionable marketing insights for decision making.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-		2	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate a conceptual knowledge in the functional areas of marketing management and its application on business ventures.

CLO2: Explain how marketing creates value for the consumer and managing customer relationships.

CLO3: Design marketing plans using appropriate STP and Marketing Mix elements.

CLO4: Display skills to identify and resolve issues related to marketing management quantitatively.

Course Syllabus	Weightage
Module I: Understanding Marketing Management	15%
Defining Marketing for new realities –Marketing concepts -Orientations- Understanding marketing environments and customer capabilities - Holistic marketing dimensions	
Module II: Managing customer relationships	10%
Customer Value, Satisfaction, and loyalty – Delivery process – Maximizing customer lifetime value through customer funneling- Stakeholders involved in buying process. Consumer and business markets - Different types of buying motives	
Module III: Design, Launch and Management of Market Offerings	25%
Delivering value through: Product, Pricing, Promotion Place, People, Process and Physical evidence. 4 C's of Sustainability Marketing Mix.	
Module IV:	30%
Segmentation of markets for consumer, industrial and institutional sales- Guidelines for selecting Target market, approaches to target market- Positioning – Strategies. Branding - important issues related to planning and implementing brand strategies	
Module V:	20%
Using Metrics for Marketing Decisions: Market Potential – Market share – Share of hearts, minds and wallets. Return on Marketing Investment. Customer Profitability – Margins and Profits and Customer Lifetime Value. Customer Retention. Trail, repeat, penetration, Volume Projection. Fair share draw, cannibalization rate. Conjoint utilities for Customer preference.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)

BOS Chairman Signature

100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.1	C1. P1	PLO1	PEO1
CLO3	C3.3	C3. P3	PLO2	PEO2
CLO4	C3.2	C1. P2	PLO2	PEO2

Reference Books:

1. Kotler, P., & Keller, K. L. *Marketing Management*.,16th edition, Pearson. (2022).
2. *Marketing Metrics (MM) – The Manager's Guide to Measuring Marketing Performance*, Neil T. Bendle, Paul W. Farris, Phillip E. Pfeifer and David J. Reibstein, Pearson, 3. Edition, 2015, ISBN-13: 978-0-13-705829-7
3. Michelle Carvill, Gemma Butler, Geraint Evans, *Sustainable Marketing: How to Drive Profits with Purpose*, 28 January 2021, Bloomsbury Business; 1st edition, ISBN-13: 978-1472979131
4. Peattie, K., Belz, FM. *Sustainability Marketing — An innovative conception of marketing*. Thexis 27, 8–15 (2010). https://doi.org/10.1007/s11621-010-0085-7

Course Design	Dr B Poongodi

BOS Chairman Signature

Course Title	**Operations Management**
Course Code	24BAT510
Credit Units	3

Course Objectives

The course on operations management familiarizes the students with the concepts underlying effective operations of planning, operating, and controlling production of goods and services. The course includes approaches to forecasting, inventory management, aggregate planning, materials requirements planning, layout and location strategies and quality control practices that help to improve the productivity of an organization.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to

CLO1: Demonstrate the concepts and applications of operations management for achieving competitive advantage.

CLO2: Propose suitable tools and techniques of operations management for productivity improvement.

CLO3: Display analytical thinking skills in the application of suitable tools governing quality for effective business decision making.

Course Syllabus	Weightage
Module I: Operations Strategy and Planning	20%
Fundamentals - Manufacturing and service organizations - Operations management (OM) functions - OM interaction with other functional areas of management; OM decisions - Contributions of OM - Global perspective of OM - Careers in OM - Operations strategy - Demand forecasting	
Module II: Product Development & Process Design	15%
New product development – Techniques and Technology in new product development - Process design decisions: structure, customer involvement, vertical integration, resource flexibility, capital intensity - Selection of process design - Technology development process.	
Module III: Supply Chain Management, Facility Capacity, Location, and Layout	25%
Introduction to SCM - Capacity Planning - Capacity decisions for service Operations Location decisions - Location analysis - Product and process layouts.	
Module IV: Inventory Management	20%
Fundamentals of inventory - Inventory costs - Basic EOQ models - Aggregate planning Materials Requirements Planning - Just-in-Time Manufacturing - Enterprise ResourcePlanning	
Module V: Quality Management and Sustainability	20%
Quality defined - Quality Philosophies- Dimensions of quality - Quality costs - Statistical quality control (SQC) techniques - Work measurement and Productivity – Sustainability in OM	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)	Practical's (%)	Project (%)
100%	-	-
Course Assessment		
Continuous Assessment Score components		**End Semester Examination**
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books:

1. Mahadevan, B. (2018). *Operations Management: Theory and practice* (3rd ed.). Pearson Education.
2. Heizer, J., & Render, B. (2020). *Operations Management* (13th ed.). Pearson.
3. Krajewski, L., Ritzman, L., & Malhotra, M. (2019). *Operations Management: Processes and supply chains* (12th ed.). Pearson.

Course Design	Dr. Waqas Niazi

BOS Chairman Signature

SEMESTER II

BOS Chairman Signature

Course Title	**Communication Lab**
Course Code	24BAP511
Credit Units	2

Course Objectives:
Effective communication is at the heart of personal and professional success. This course aims to equip students with the essential skills needed to communicate confidently, clearly and persuasively in various contexts. This course will help the students to develop their verbal, non-verbal and written communication skills.

L	T	P	SW	FW	Total Credits
1	-	2	-	-	2

Pre-requisites	None

Course Learning Outcomes:
On successful completion of the course, students will be able to:

CLO1 Demonstrate proficiency in verbal and non-verbal communication techniques.
CLO2 Enhance written communication skills.
CLO3 Cultivate interpersonal and communication competence.

Course Syllabus	Weightage
Module I: Foundations of Communication	10%
Overview of verbal and non-verbal communication techniques - Understanding the importance of effective communication in various contexts	
Module II: Verbal and Non-Verbal Communication Proficiency	15%
Techniques for clear and concise verbal communication - Active listening skills and strategies. Understanding body language and its impact on communication - Practicing non-verbal cues such as eye contact, gestures, and posture	
Module III: Enhancing Written Communication Skills	20%
Principles of effective written communication - Crafting clear and persuasive written messages - Techniques for professional email writing, report writing, and other business correspondence.	
Module IV: Interpersonal Communication Competence	20%
Building rapport and trust in interpersonal relationships - Conflict resolution strategies - Developing empathy and emotional intelligence for better interpersonal communication.	
Module V: Digital Communication	20%
Fundamentals of digital communication – Forms of digital communication – Social and cultural implications of digital communication – Ethical considerations in digital communication – Effective digital communication strategies	
Module VI: Cross-Cultural Communication	15%
Introduction to cross-cultural communication – Key concepts in cross-cultural communication – Developing skills for cross-cultural communication – Navigating challenges in cross-cultural communication – Cross-cultural communication in practice	

Pedagogy for Course Delivery
Course delivery will be a series of experiential activities for each module followed up by a discussion on the pros and cons of the end results

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	-

BOS Chairman Signature

Course Assessment	
Continuous Assessment Score Components	**End Term Examination**
Other Assessments 50 Marks	NA

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	PEO's
CLO1	C5.1	C5. P1	PLO3 & PLO5	PEO3&PEO4
CLO2	C5.1	C5. P1	PLO3 & PLO5	PEO3&PEO4
CLO3	C5.1	C5. P1	PLO3 & PLO5	PEO3&PEO4

Reference Books:

1. Carmine Gallo, *Talk Like TED: The 9 Public Speaking Secrets of the World's Top Minds*, PAN, 2022.
2. Leil Lowndes, *How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships*, Thorson's, 2013.
3. Dale Carnegie, *How to Win Friends and Influence People*, Simon and Schuster, 1998

Course Design	Prof. Sitaram Ganapathy

BOS Chairman Signature

Course Title	**Data Analysis 1**
Course Code	24BAP512
Credit Units	2

Course Objectives: The course on data analysis will familiarize the students to choose the most appropriate measure to analyse data in managerial decision making. The course will prepare the students to develop dashboards on various functional areas of management using power BI.

L	T	P	SW	FW	TOTAL CREDITS
1	-	2	-	-	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate an understanding to use Power BI to connect to data sources and transform them into meaningful insights.

CLO2:Apply the useof visualization and report capabilities of Power BI to create compelling reports and dashboards.

CLO3: Demonstrate new skills with Power BI for various business functions for decision making

Course Syllabus	Weightage
Module I: Introduction to Data Analysis andData Preparation	30%
To set up a data source and explain and configure storage modes in Excel /Power BI, prepare for data modelling by cleaning and transforming data, profiling tools to identify data anomalies, reference queries and dataflows and use the Advanced Editor to modify code and Excel functions – AI Tools can be used	
Module II:Data Analysis and Visualization	40%
Visualizations to reports and dashboards, design accessible reports and dashboards, use visualizations to perform data analysis, create compelling and cohesive reports and dashboards, to work in detail with specialist chart visualizations, to add elements such as videos, streaming data and QR codes to dashboards.	
Module III:Creative Designing in Excel / Power BI / AI	30%
To create and publish an app in Power BI, to implement dynamic reports in Power BI, to implement security measures and alerting in a Power BI report or dashboard, Prepare the data with Power BI,Model, visualize, and analyse the data in Power BI, deploy and maintain Power BI assets	

Pedagogy for Course Delivery *

Pedagogy for course delivery Theoretical concepts shall be imparted during lecture and practical sessions. Data set on functional domains shall be used to analyse data to explain practical application of various function ofExcel / Power BI /AI

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	NA
50	NA	

Course Mapping

BOS Chairman Signature

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	PEO's
CLO1	C3.3	C3. P3	PLO2	PEO2
CLO2	C4.3	C4. P3	PLO2	PEO2
CLO3	C4.9	C4. P9	PLO2	PEO2

Reference Books:

1. *Mastering Microsoft Power BI*, Second Edition,Author: Greg Deckler Publisher: Packt Publishing Edition: 2nd Edition Year of Publication: 2022
2. *Pro Microsoft Power BI Administration,* Ásgeir Gunnarsson, Michael Kowalski, Melissa Coates Publisher: Apress Edition: 1st Edition Year of Publication: 2021
3. *Data Analysis with Microsoft Power BI,* Brian Larson Publisher: McGraw-Hill Education Edition: 1st Edition Year of Publication: 2020

Course Design	Dr.M.Rani

BOS Chairman Signature

Course Title	**Organizational Behavior**
Course Code	24BAT513
Credit Units	3

Course Objectives

The course introduces the students to gain a solid understanding of human behavior in the workplace from an individual, group, and organizational perspective, it introduces frameworks and tools to effectively analyze and approach various Organizational situations.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes:

On successful completion of the course students will be able to

CLO1: Understand the theories and concepts of Organizational Behavior

CLO2: Analyze how these theories and empirical evidence can help to understand contemporary organizational issues.

CLO3: Display behavioral ability to identify and resolve issues related to organization using assessment tools.

Course Syllabus	**Weightage**
Module I: Focus and Purpose	10 %
Definition, need for and importance of organizational behavior – Nature and scope – Framework Organizational behavior models	
Module II: Individual Behaviour	25 %
Personality – types – Factors influencing personality – Theories – Learning - Types of learners -The learning process – Learning theories – Organizational behavior modification. Attitudes – Characteristics – Components – Formation – Measurement-Values. Perceptions – Importance – Factors influencing perception – Interpersonal perception. Impression Management. Motivation – importance – Types – Effects on work behavior.	
Module III: Group Behavior	20%
Organization structure – Formation – Groups in organizations – Influence – Group dynamics – Emergence of informal leaders and working norms – Group decision making techniques – Team building - Interpersonal relations – Communication	
Module IV: Leadership And Power	20%
Meaning – Importance – Leadership styles – Theories – Leaders Vs Managers – Sources of power – Power centres – Power and Politics	
Module V: Organization System	25%
Organizational culture and climate – Factors affecting organizational climate – Importance. Job satisfaction – Determinants – Measurements – Influence on behavior. Organizational change – Importance – Stability Vs Change – Proactive Vs Reaction change – The change process – Resistance to change – Managing change. Stress – Work Stressors – Prevention and Management of stress – Balancing work and Life. Organizational development – Characteristics – Objectives –. Organizational effectiveness.	

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Pedagogy for Course delivery Lecture, Discussion, Debate, Case Analysis, behavioral tool assessments and field study.				
End Semester Examination Scheme				
Theory (%)	Practical (%)	Project (%)		
100%	-	-		
Course Assessment				
Continuous Assessment Score components		**End Semester Examination**		
Other Assessments	Class tests	60		
16	24			
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C5.2	C5.P2	PLO3 &PLO5	PEO3 &PEO5
Reference Books: 1. Stephen P.Robbins, Timothy A.Judge., Neharika Vohra., 18e., Pearson *Education* (2022) 2. Stephen P. Robins, *Organizational Behavior*, 18th edition, Pearson Education (2018) 3. Fred Luthans, *Organizational Behavior*, McGraw Hill, 12th Edition (2017)				
Course Design	Dr.M.Deepa and Dr.P.Thamaraiselvi			

BOS Chairman Signature

Course Title	**Business Research Methods**
Course Code	24BAT514
Credit Units	3

Course Objectives

The course on Business Research Methods is intended to familiarize the students with the principles of adopting the scientific method in solving business problems in line with UN SDGs. Further the course equips the students with various fundamental and ethical concepts, AI tools and techniques required to translate an issue into a research question and design a research plan for conducting research study.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate knowledge in the field of business research and its role in supporting decision making.

CLO2: Interpret the research article and other published sources for acquiring knowledge in the given field of research.

CLO3: Develop a comprehensive research proposal on SDG based problem.

Course Syllabus	Weightage
Module I: Introduction to Research	30%
Introduction to Research – Research process – Application of research in other functional domains. Review of Literature - Need for Literature Review – Ethical use of Generative AI for Literature Search- SDG based problem Identification– Research gap - Formulating research questions – Introduction to theories - Identifying variables	
Module II: Research &Sampling Design	20%
Research Designs – Types - Exploratory Studies, Descriptive Studies, Causal Studies. Choosing an appropriate design for the project – Measurement scales - Sampling Design – Probability and Non-Probability sampling techniques, Determination of Sample size	
Module III: Research Instrument	20%
Adopting standardized research instrument – Reliability and Validity Tests - Role of Validated Instruments. Generative AI for Reference Management - Software Zotero/Mendeley	
Module IV: Data Collection Methods	20%
Primary data collection methods – Focus group discussion, In depth interview, Projective techniques & questionnaire. secondary data collection Methods – types, Advantages, and disadvantages. Evaluating criteria.	
Module V: Reporting the Research Results	10%
Components of research proposal – Introduction, Review of Literature - Methodology, Analysis and interpretation of results, Findings, Conclusions, Appendices, Bibliography. Identifying Indexed Journals - Research Paper Writing - Format for publication in Journal and conference - Reference Style of referencing, Ethical issues related to publishing, Plagiarism and Self Plagiarism	

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Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture sessions. Course assignment shall be used for anchoring concepts and to elaborate on the application aspects. UN SDG research project to be evaluated as a part of formative assessment.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.6	C3.P6	PLO2	PEO2
CLO3	C3.1	C1. P1	PLO2	PEO2

Reference Books:

1. Pamela S. Schindler, *Business Research Methods,* 13/e, McGraw-Hill Publications, New York,2021
2. Nunan, D., Malhotra, N. K., & Birks, D. F, *Marketing Research: Applied Insight*. Pearson UK,2020

Course Design	Dr. Latha A., Dr. Mohanamani P. and Dr. Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**BusinessAnalytics**
Course Code	24BAP515
Credit Units	3

Course Objectives

The Course Introduction to Business analytics provides students with a fundamentalunderstanding of various Business Analytics concepts and components. The courseintroduces basic technologies in Business Analytics projects and applications, and variouschallengesfacedbyorganizationwhileintegratingBusinessAnalyticsintothebusiness process

L	T	P	SW	FW	TOTALCREDITS
2	-	2	2	-	3

Pre–Requisites	None

CourseLearningOutcomes

Onsuccessfulcompletionofthecoursestudentswillbeableto

CLO1: To**demonstrate**anunderstandingofcoreBusinessAnalyticsFrameworksand theirapplicationinstrategicdecision-making.

CLO2: To**measure**theBusinessAnalyticstechnologiesandtooptimizetheirapplication for business challenges.

CLO3:To**display**the ability toimplement and addressabusinessproblembyweavingdata analysisintocoreprocessesthroughpracticalknowledge

CourseSyllabus	**Weightage**
ModuleI:OverviewofBusinessAnalytics	10%
IntroductiontoAnalytics,TheParadigmShift-FromDatatoInsight,From Business Intelligence to BusinessAnalytics,Levels of "Intelligence",OpportunitiesandavenuesinBusinessAnalytics	
ModuleII:TheBusinessAnalyticsCycle	30%
Objective,Data, AnalyticTools andMethods,Implementation,GuidingQuestions,RequirementsforIntegratingBusinessAnalytics,CommonQuestions,DigitalTransformation-EvolutionofERP,BigData&DataScience	
ModuleIII:DataMiningandDataAnalytics	20%
PredictiveAnalytics,Forecasting,Optimization,Simulation,Natural Language Processing (NLP) Network Analytics, Text Analytics	
ModuleIV:DataIssues&Management	20%
Organization/sources of data, Importance of data quality, Dealing withmissing or incomplete data & Data Classification, Importance of DataVisualization.	
ModuleV:ApplicationsinBusinessDomains	20%
CustomerChurnPredictionandRetentionStrategies, PersonalizedMarketingandRecommendationEngines, DynamicPricingand RevenueOptimization, SupplyChainOptimizationandPredictiveMaintenance, FraudDetectionandRiskManagement,PrescriptiveAnalyticsandBusinessProcessOptimization	

PedagogyforCourseDelivery

The course will provide strong fundamentals required for integratingbusinessanalyticssolutionsinto the businessprocess.The coursedeliverywill haveemphasisbothontheoryandpracticalapplications. Theoreticalconceptsshallbeimpartedthroughlectureandpracticesessions.ScenarioAnalysis,CaseStudydiscussions and Live Demonstrations using analytics tools shall be used for anchoringconceptsandtoelaborateapracticalapplicationsof Business Analytics, Excel analysis or python programming /any other relevant software tools using AI

End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**

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	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books:

1. Hardoon R., David and Shmulei G, *Getting Started with Business Analytics: Insightful Decision-Making*, Boca Raton Florida, Chapman and Hall/CRC, 2013.
2. Dean Abbott, *Applied Predictive Analytics: Principles and Techniques for the Professional Data Analyst*, John Wiley & Sons, Inc,2014.
3. *Business Analytics: The Science of Data-Driven Decision Making*, U. Dinesh Kumar, 3rd Edition, 2022, Wiley.
4. *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking*, Foster Provost and Tom Fawcett, 2nd Edition, 2023, O'Reilly Media

Course Design	Dr.M.Rani

BOS Chairman Signature

SEMESTER III

BOS Chairman Signature

Course Title	**Capstone Simulation**
Course Code	24BAP616
Credit Units	1

Course Objectives

A major limitation of case pedagogy is its inability to bring into play the time dimension of decision making. The ability to respond to changes in the environment and the outcomes of earlier decisions cannot be adequately incorporated into the case pedagogy. The objective of this course is to give students hands on experience in strategy formulation, execution and mid-course correction as the environment and the outcomes of earlier decisions change from iteration to iteration as they play the game. They learn to appreciate the path dependence of the outcomes of strategic decisions for an organization.

L	T	P	SW	FW	TOTAL CREDITS
-	-	2	-	-	1

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Recognize the interrelationships between research and development, production, marketing, and finance

CLO 2: Explain how effective communication, both virtually and in-person, enhances the development of a sustainable, successful team

CLO 3: Develop strategic management skills for strategy analysis, strategy development, and strategy implementation

Course Syllabus	Weightage
Module I: Course introduction, Understanding the business scenario and key variables	15%
Practice Round 1 & 2: Getting used to Simulation platform Result Analysis 1: Understanding Results of Practice Round 1 Practice Round 2: Getting used to Simulation platform and Result Analysis Doubt Solving; Can you say what your strategy is? Creating a strategy road map in terms of objective, scope and advantage	
Module II: Horizons of Growth: Creating long, mid and short-term strategy	20%
Actual Round 1: Integrated business analysis and decision-making Result Analysis + DuPont Analysis: Understanding implications of actions of R1	
Module III: Theory of Business: Creating Sound and Economic Business Assumptions / Demand Forecasting	20%
Actual Round 2: Integrated business analysis and decision making Result Analysis + Doubt Solving	
Module IV: An Overview Strategy Frameworks: Distinguish and discuss the various strategy frameworks	20%
Actual Round 3: Integrated business analysis and decision making	
Module V: Leveraging Metrics for Marketing Decisions	25%
Actual Round 4: Integrated business analysis and decision making Actual Round 5: Integrated business analysis and decision making Actual Round 6: Understanding implications of actions of R6 Actual Round 7: Understanding implications of actions of R6 Actual Round 7: Understanding implications of actions of R7 Actual Round 8: Understanding implications of actions of R8	

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Pedagogy for Course Delivery Case Discussions, Case Study Analysis, Simulation				
End Semester Examination Scheme				
Theory (%)	**Practical (%)**		**Project (%)**	
NA	NA		NA	
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Other Assessments	Class tests		NA	
50	-			
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C4.2	C4. P2	PLO3	PEO4
CLO3	C1.3	C1. P3	PLO1	PEO1
Reference Book 1. Participant Handbook				
Course Design		Mr. Nikhil D Jonathan & Ms. Preetha G		

BOS Chairman Signature

Course Title	**Strategic Management**
Course Code	24BAT617
Credit Units	3

Course Objectives

The course is aimed at providing students with an understanding of the significance of strategic planning process and how it can result in a sustainable competitive advantage for any organisation. The course will help students comprehend the creation, execution and evaluation of strategic plans.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1:Understand strategic planning and stakeholder roles and use tools to assess an organization's internal and external environments.

CLO2: Examine how different factors affect the choice of strategic options for both business and non-business organizations.

CLO3: Apply strategic analysis tools to evaluate options and develop strategies at the corporate and business levels, including diversification, retrenchment, and internationalization.

Course Syllabus	Weightage
Module I: Introduction to Strategic Management	15%
The concept of strategy – Evolution of strategic management – Schools of thought on strategy formation – Strategy levels – Strategic intent – Vision and mission statements – Business model- Incorporating Environmental, Social and Governance (ESG) principles in strategic planning.	
Module II: Internal and External Environmental Analysis	20%
Organizational Appraisal: Purpose and nature of Internal Audit - Dynamics of internal environment – Resources of capabilities- Sources of information - Approaches to analysis External Environmental Appraisal: Purpose & nature of external audit- Environmental sectors/forces- sources of information – Approaches to environmental scanning – Methods and techniques	
Module III: Strategic Analysis	20%
Strategic analysis and choice - Evaluation of Strategic Alternatives – SWOT analysis – TOWS matrix –SPACE Matrix - Portfolio Analysis: BCG matrix, GE matrix, Lifecycle analysis. Social, Cultural, Environmental, Political and Governance influences on strategic analysis and choice	
Module IV: Strategy Formulation	25%
Corporate-level strategies: intensive, integrative and diversification strategies – Types and approaches- Retrenchment and Restructuring strategies-strategic alliances and joint ventures – mergers and acquisitions Business-level strategies- generic strategies – tactics – industry life cycle – internationalization. Developing and communicating strategic plans, The role of corporate culture and innovation in strategy	
Module V: Strategy Implementation and Evaluation	20%

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Strategy implementation – Nature – Barriers- Project implementation – Procedural implementation – Structural implementation – Behavioural implementation – Functional and operational implementation. Strategic evaluation and control – nature, importance, participants, barriers, techniques- strategic control – operational control, Agile and adaptive strategic planning	

Pedagogy for Course Delivery

Discussions, Case Study Analysis, Field Work and Role Play

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		Continuous Assessment Score components
Other Assessments	Other Assessments	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C1.5	C1. P5	PLO1	PEO1

Reference Books:

1. *Strategic Management*, John A Pearce II, Richard B. Robinson and Amita Mital, McGraw Hill Education,14th edition,2018.
2. Kazmi, A. (2023). *Strategic Management: Concepts and Cases* (9th ed.). McGraw Hill Education.
3. David, F. R., & Nagarajan, A. (2023). *Strategic Management: A South Asian perspective* (17th ed.). Pearson Education.
4. Jauch, L. R., Glueck, W. F., & Trivedi, M. (2022). *Strategic Management and Business Policy*(12th ed.). McGraw Hill Education.

Course Design	Dr. Sangeetha S. and Dr.Vignesh Karthik S.A.

BOS Chairman Signature

Course Title	**Sustainable Development**
Course Code	24BAT618
Credit Units	3

Course Objectives: This course focuses on inculcating the knowledge of Sustainable Development Goals and Targets for the student community and vision towards creating a better world. It aims to instil in our students' a sense of development mindset and become responsible leaders.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Ability to understand the importance of Sustainable Development

CLO2: Apply the benefits of impact measurement and ESG reporting framework

CLO3:Self-reflection:Individuals' contribution towards SDG and its relevance in ones' day to day life

Course Syllabus	Weightage
Module I: Introduction to Sustainability	40%
Basic concepts – Sustainability Development Goals and its context – Its Global Targets – Strategies – Partnership for the Goals – CSR Practices – Integrating SDG's	
Module II: Impact Measurement	30%
Impact study for any social initiative – Direct and Indirect impacts – Measurement techniques – Impact Measurement Challenges – Social Impact measurement tools.	
Module III: Basic view on ESG Framework	30%
Introduction & need for ESG – Environmental Factors – Social Factors – Governance Factors – Looking at Industries through the Lens of ESG - Risk ESG Integration to SDGs.	

Pedagogy for Course Delivery

Problem based learning. Mini project to be submitted at the end of the course on everyone's contribution to SDGs

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C6.3	C1. P3	PLO4, PLO5	PEO3
CLO2	C6.4	C5. P4	PLO5	PEO5
CLO3	C6.5	C5. P5	PLO3	PEO2

References:

1. *UN Sustainability Development Goals &Targets*,G20 Declaration,COP 2024,2024
2. *UNESCO, World Economic Forum reports*,ESG based company websites
3. *PRME, Fulfilling the Sustainable Development Goals* - Google Books

Course Design	Dr.M.Rani & Dr.B.Poongodi

BOS Chairman Signature

Course Title	**Internship**
Course Code	24BAJ619
Credit Units	2

Course Objectives

The internship offers students an opportunity to acquire and apply learnings from core and elective courses in a Business Management setting while working in a responsible role. Acquiring industry knowledge, career-oriented skills and getting practical exposure are the major objectives of summer internship. Students during the internship are expected to be involved in practical work under the supervision of industry guide in any chosen field in the area of their major specialization.

L	T	P	SW	FW	J	TOTAL CREDITS
-	-	-	-	-	50	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Develop and refine knowledge and career-oriented skills in specific field of Business.

CLO 2: Exhibit knowledge of current affairs in the chosen field of Internship

CLO 3: Display ability to do an effective presentation that meets workplace standards

Course Syllabus	Weightage
As a part of this course, students are expected to work on a real time project in any organization under the supervision of an industry mentor. The internship needs to have a well-defined task or job description, structured procedure to perform the task, and a clear measurable outcome. Students at the end of the project period need to document the details of the organization in which he/she has executed internship, nature of work undertaken, suggestion for process improvement and learning experience in the form of report. As an alternative option to internships, students can enroll in skill-based courses listed on The National Qualifications Register web portal, offered by recognized awarding bodies such as the Banking, Financial Services and Insurance Sector Skill Council (BFSISSC), Agriculture Skill Council of India (ASCI), Media & Entertainment Skill Council (MESC), Management & Entrepreneurship and Professional Skills Council (MEPSC), and Logistics Sector Skill Council (LSC). Students can refer to the suggested list of job roles and awarding bodies in the annexure to choose the most suitable job roles. Apart from the courses listed in the annexure, students can also refer to the portal for additional job roles to choose from.	100%

Pedagogy for Course Delivery

Students will take up job roles and be mentored throughout the course at various phases by the organization / awarding bodies.

End Semester Examination Scheme

Theory (%)	Project (%)	Practical's (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50		

Course Mapping

BOS Chairman Signature

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO 1	C1.2	C1. P2	PLO1	PEO1
CLO 2	C1.6	C1. P6	PLO1	PEO1
CLO 3	C4.1	C4. P1	PLO4	PEO3
Reference Book As needed for the Internship				
Course Design		Mr. Freddy Chris and Ms. Preetha G		

Annexure: List of Skill Based Courses

The following courses provide a range of skill-based courses tailored to job roles that are ideal for the students, especially those who are interested in taking up skill-based courses,as an alternate for internship.
1. Agriculture Skill Council of India (ASCI)
Agricultural Marketing Specialist,Rural Development Manager,Supply Chain Analyst (Agriculture), Sustainability Consultant (Agriculture).
2. Food Industry Capacity & Skill Initiative (FICSI)
Operations Manager (Food Manufacturing), Supply chain Manager, Quality assurance Executive.
3. Healthcare Sector Skill Council (HSSC)
Hospital Administration Manager, Health Information Manager, HR Specialist in Admin roles.
4. IT-ITeS Sector Skills Council (NASSCOM)
Business Analyst, Strategy Consultant, Information Security Manager.
5. Logistics Sector Skill Council (LSC)
Supply Chain Manager, Inventory Management specialist,
6. Tourism and Hospitality Skill Council (THSC)
Training and development Manager (Hospitality), EventCoordinator, Travel Consultant.
7. Banking, Financial Services and Insurance Sector Skill Council (BFSISSC)
Mutual Fund Agent, Relationship Manager – Banking, Credit Analyst.
8. Management & Entrepreneurship and Professional Skills Council (MEPSC)
Project Manager, OperationsExecutive, Business Correspondent
9. Media and Entertainment Skill Council (MESC)
Digital Marketing Executive, Advertising Sales Representative, Content Writing Specialist.

BOS Chairman Signature

Course Title	**Global – National Immersion Program**
Course Code	24BAP620
Credit Units	2

Course Objectives

The Global - National Immersion Program is a 6-day intensive module designed to provide MBA students with an opportunity to gain firsthand experience in different business environments, either internationally or within India. This program will enhance students' understanding of global or regional business practices, cultural dynamics, and economic trends, facilitating the development of skills necessary to operate in diverse business settings.

L	T	P	PJ	SW	FW	TOTAL CREDITS
1	-	2	-	-	-	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to:

CLO1:Analyze and compare business practices, strategies, and challenges across different cultures and regions.

CLO 2:Apply strategic thinking and problem-solving skills to identify and analyze business opportunities and challenges in a global/national context.

CLO 3:Develop effective cross-cultural communication and teamwork skills.

Course Structure	Weightage
The program includes an orientation, company visits, cultural immersion, interaction with industry experts, case study analysis, and reflection and debriefing. It includes an orientation session, company visits, cultural immersion, interaction with industry experts, case study analysis, and a certification ceremony. The program focuses on understanding the host country's economy, business environment, and cultural context, focusing on management practices, operational strategies, and market challenges. The program also includes a cultural excursion, cross-cultural communication workshop, and panel discussions with local business professionals. The student will get 2 credits upon the submission of certificate of International / National Immersion Program authorized by the college. Students who are unable to participate in the Global/National Immersion Program due to financial or personal constraints may opt for an Online Immersion Program as an alternative option offered by the institution. This alternative includes a series of sessions conducted by national and international resource persons, focusing on business practices, cultural dynamics, economic trends, operational strategies, and case study analysis, thereby aligning with the intended learning outcomes of the immersion experience. Students choosing the online option are required to actively participate in all scheduled sessions and successfully complete the internal assessment to be eligible for the 2-credit award associated with the immersion program.	100%

Pedagogy for Course Delivery

Students will engage in experiential learning through company visits, cultural excursions, workshops, interactive sessions, and case study methodology, enhancing their understanding of the business environment.

BOS Chairman Signature

End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**
-		-

Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Outcomes**
CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2	PEO2
CLO3	C5.1	C5. P1	PLO3 & PLO4	PEO3 & PEO4
Course Design		Buggavarapu VSS Subba Rao & Dr. Waqas Niazi		

BOS Chairman Signature

Course Title	**DataAnalysisII**
Course Code	24BAP621
Credit Units	3

CourseObjectives

Providing hands on experience on use of various statistical tools in decision making forbusiness research problem is the major objective of this course. It will also enable thestudentstochooseappropriatestatisticalmeasuretoanalyzedata,interprettheresults, andpresentthefindingsandofferfeasiblesolutionforthegivenbusinesscasestudies.

L	T	P	SW	FW	TOTALCREDITS
2	-	2	-	-	3

Pre–Requisites	None

CourseLearningOutcomes

Onsuccessfulcompletionofthecoursestudentswillbeableto

CLO1:Displaythe abilitytouse variousstatisticaltoolsonResearch.

CLO2: Solve using specific analytical and statistical tools and draw inference for decisionmaking

CourseSyllabus	Weightage
ModuleI:DescriptiveAnalysisofData	20%
Variable creation in software and data entry; Data cleaning and organizing;DescriptiveanalysisApplicationofmeasuresofCentralTendency,Dispersion,Locationandassociationfordatacollected;Graphical representationofdata-Crosstabulations-Chartsusingsoftware;	
ModuleII:ApplicationandInterpretationofParametricTests	20%
Performing Reliability and Validity test of research instrument - Cronbachalpha;NormalityTest-Identificationofsuitabletest;-Testofsignificance- t Test and ANOVA - Level of significance,Dependent and Independentvariables-Hypothesistesting–Correlation,SimpleRegressionand MultipleRegression	
ModuleIII:ApplicationandInterpretationofNon-ParametricTests	30%
PerformingChi-SquareTest,Ordinalregression-Mann-WhitneyTest-KruskalWallisTest-usingappropriatesoftware	
ModuleIV:MultivariateAnalysis	30%
PerformingFactorAnalysis,ClusterAnalysis,andDiscriminantAnalysis usingappropriatesoftware	

PedagogyforCourseDelivery

Thecoursewillbedriveninpracticalmodeaccompaniedbylecturesandcasestudiesforunderstandingtheapplicationsstaticaltools-Excel andother software prescribedby thefaculty analysisand makeinterpretation.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's

BOS Chairman Signature

CLO1	C1.5	C1. P5	PLO1	PEO1
CLO2	C3.1	C3. P1	PLO2	PEO2

Reference Books:

1. Malhotra, N. K., Nunan, D., & Birks, D. F, *Marketing Research: An applied approach*,5th edition, Pearson Education Limited, 2017
2. Pamela S. Schindler, *Business Research Methods*, 13/e, McGraw hill Publications,2021
3. S. Jaisankar, *Data Analysis for Management Research*, Archers and Elevators Publishing House, Bangalore, 2016
4. Dr. Anil Maheshwari, *Data Analytics Made Accessible,*4th Edition, independently published ,2022
5. Nathan George and TimGarry *DataScience, Practical Data Science with Python*,Manning Publications,2023

Course Design	Dr.M.Rani

BOS Chairman Signature

Course Title	**Research Project**
Course Code	24BAJ622
Credit Units	4

Course Objectives

The course on Research Project will help students to apply knowledge and skills acquired, to identify the business problems and develop the ability to analyze, research and propose a solution. It will also enable the students to choose appropriate statistical measures to analyze data, interpret the results, and present the findings of their project.

L	T	P	J	SW	FW	TOTAL CREDITS
-	-	-	6	-	-	4

Pre – Requisites	Business Research Methods

Course Learning Outcomes

On successful completion of the course the students will be able to:

CLO1:Formulate research problems, aim, objectives for the research study

CLO2:Display ability to synthesize research gap and draft research plan after performing extensive research study

CLO3:Display ability to use the most appropriate analytic techniques for solving recent challenges and issues facing the industry/ business.

CLO4:Propose viable solution for the problem identified and studied

Course Structure	Weightage
• As a part of this course students are expected to propose a conceptual framework by conducting research study to a real problem of significance across different business application in their major specialization under the supervisory guidance of an experienced faculty or industry mentor. • The research study will comprise of preparatory work, Field study/desk research/ industry study etc. and report preparation • Students will be mentored throughout the research study at various phases viz. problem definition, review of literature, research design, Collection of Data, Data Analysis, and finding. • Referencing will be in the international APA style format. • Each student is allocated a project guide, with regular scheduled meetings throughout the semester. • Each student will deliver a final presentation of the report prepared. • By the end of this course each student will present and submit a 15,000-word dissertation (Plagiarism Check Report) plus a 5,000-word summary paper suitable for publication, • The Components of research report shall include Introduction, Literature, Methodology, Analysis and Interpretation, Findings, Conclusions, Appendices, Bibliography after plagiarism check.	100%

Pedagogy for Course Delivery

The pedagogy for the course will be guided, directed and independent learning.

End Semester Examination Scheme

Theory (%)	Project (%)	Practical's
	100%	

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments	40
60	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C1.4	C1. P4	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO4	C3.1	C3. P1	PLO2	PEO2

Reference Books:

1. Nunan, D., Malhotra, N. K., & Birks, D. F, *Marketing Research: Applied insight*. Pearson UK,2020
2. Pamela S. Schindler, *Business Research Methods*, 13/e, McGraw hill Publications, New York,2021
3. S. Jaisankar, *Data Analysis for Management Research*, Archers and Elevators Publishing House, Bangalore, 2016

Course Design	Dr. A Latha and Dr.P.Thamaraiselvi

BOS Chairman Signature

Course Title	**Capstone Project**
Course Code	24BAJ623
Credit Units	4

Course Objectives

The capstone project offers an ideal opportunity for students to work collaboratively in a team, taking on the role of consultants and partnering with local businesses to revamp their strategies and processes. By participating in this project, students **tackle actual** business challenges, devise thorough strategic plans, and implement solutions that foster growth and efficiency. This capstone experience aims to build students' confidence and skills, empowering them to excel in their careers and make significant contributions to the business world.

L	T	P	J	SW	FW	TOTAL CREDITS
			6			4

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to:

CLO 1: Demonstrate a comprehensive understanding of the business environment to formulate strategic initiatives tailored to the local business.

CLO 2: Exhibit the ability to integrate diverse functional knowledge to conduct a thorough analysis of the business's current strategies.

CLO 3: Demonstrate proficiency in applying appropriate research techniques to effectively address and solve existing business challenges.

CLO 4: Propose and implement a viable strategic plan that leads to measurable improvements in the business' operations and overall performance.

Course Structure	Weightage

BOS Chairman Signature

1. **Team Formation:** Students will organize into teams, with each member taking on roles aligned with their functional expertise (e.g., marketing, finance, analytics, human resources). Teams will identify a startup or local business as a partner to understand its challenges and opportunities. 2. **Problem Identification and Proposal Development:** Teams will collaborate to identify key business problems faced by the local businesses and formulate a detailed proposal outlining their approach, objectives, and strategic initiatives. 3. **Research and Analysis:** Teams will conduct thorough research, including industry analysis, competitive benchmarking, and internal assessments of the partner businesses. This phase will involve collecting and analyzing data to inform their strategic recommendations. 4. **Strategy Formulation:** Based on their research, teams will develop comprehensive strategic plans tailored to address the identified problems. These plans will include actionable steps for strategy implementation and methods for measuring success. 5. **Implementation and Monitoring:** Teams will execute the proposed strategies in collaboration with the local businesses. They will monitor progress, address any issues that arise, and adjust as necessary to ensure effective implementation. 6. **Faculty Guidance:** Throughout the project, teams will receive guidance from faculty mentors, who will provide support and ensure alignment with project goals. 7. **Final Report and Presentation**: At the end of the project, each team will prepare a detailed report documenting their research, strategies, and outcomes. They will also deliver a final presentation summarizing their findings and demonstrating the impact of their recommendations on the partner businesses.	100%

Pedagogy for Course Delivery

The pedagogy for the course will be guided, directed and Independent Learning.

End Semester Examination Scheme

Theory (%)	Project (%)	Practical
	100%	

Course Assessment

Continuous Assessment Score components	End Semester Examination
Other Assessments 60	40

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes (PLO'S)	PEO
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO2	PEO2
CLO4	C3.3	C3. P3	PLO2	PEO2

Reference Books:

1. Nunan, D., Malhotra, N. K., & Birks, D. F, *MarketingRresearch: Applied insight*. Pearson UK,2020
2. Pamela S. Schindler, *Business Research Methods*, 13/e, McGraw hill Publications, New York,2021

Course Design	Dr.A.Latha

BOS Chairman Signature

SEMESTER IV

BOS Chairman Signature

Course Title	**Business Ethics**
Course Code	24BAT624
Credit Units	3

Course Objectives

This course familiarizes students with the basic concepts of business ethics and its significance in a competitive business environment. The course discusses the principles of personal, professional and corporate ethics and the causes of unethical behavior for solving business ethical issues effectively. The course also outlines the stakeholder's liability in discharging their corporate social responsibility.

L	T	P	SW	FW	TOTALCREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1:Explain the fundamental concepts of business ethics and its principles in business organizations.

CLO2: Demonstrate an ability to understand and imbibe ethical codes in business practices.

CLO3: Display critical thinking skills in the application of ethical principles for solving global business challenges.

Course Syllabus	Weightage
Module I: Introduction to Business Ethics	10%
Tools – Concepts – Principles – Ethics and values - Causes of unethical behaviour – Work Ethics – Whistle blowing issues	
Module II: Personal, Professional and Corporate Ethics	25%
Personal beliefs -Ethical climate – Ethical code of conduct - Basic principles governing professional ethics – Professional ethics at workplace -Understanding core value statements of successful Global, National and Regional companies - Employment rights – Workplace democracy, - Role of leadership in establishing an ethical culture, Cross Cultural Ethics in MNCs	
Module III: Ethical Dilemma	25%
Definition – Managing Ethical dilemma - Ethical dilemmas in Finance and Accounting, Marketing, Human Resource, Operations, Information Technology and Privacy	
Module IV:Corporate Social Responsibility and Sustainability	15%
CSR Theory - Triple Bottom line approach- Stakeholder Theory – Challenges in implementing Sustainable Development Goals of UN,	
Module V: Global Business Ethics	25%
Ethics and globalization – Ethics in MNC's - Specific ethical norms and behaviors- Countering Corruption, Harmful products, Unfair Pricing practices, Pollution – Impact on Business, Navigating ethical considerations in emerging technologies like AI, big data, and blockchain.	

Pedagogy for course delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60

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16		24		
Course Mapping				
Course Learning Outcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C6.3	C6. P3	PLO4	PEO4
CLO3	C3.4	C3. P4	PLO2	PEO2

Reference Books:

1. Ferrell, O. C., & Fraedrich, J. (2015). *Business Ethics: Ethical decision making & cases* (11th ed.). Cengage Learning.
2. Boatright, J. R. (2018). *Ethics and the Conduct of Business*(7th ed.). Pearson.

CourseDesign	Dr. Waqas Niazi and Dr. Vignesh Karthik

BOS Chairman Signature

Course Title	**International Business Management**
Course Code	24BAI625
Credit Units	3

Course Objectives

Being a post graduate student of management, it is imperative to possess a significant understanding of international business and global business environment. The various concepts of international business, inclusive of various environmental forces, foreign direct investment, foreign exchange, organizational structures, strategies followed are being dealt to enable the students demonstrate and comprehend the current knowledge and application necessary to conduct the operations of an international business.

L	T	P	SW	FW	TOTAL CREDITS
2				2	3

Pre – Requisites	None

Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO1:Discuss the impact of globalization on MNE's and analyse their relative environmental influences impacting them.

CLO2: Explain the role of international organizations/agreements that affect business organizations nationally and internationally.

CLO 3: Propose business strategies and operations for a new international business

Course Syllabus	Weightage
Module I: Introduction to International Business	10%
Era of Globalization – Types, Scenarios & Perspectives- Nexus between International Business and Globalization – Country differences - Profiling of cultural and economic audits of emerging countries– EPRG Framework- Operationalizing International Business strategies- CAGE Framework-Response strategies for emerging international business companies	
Module II: International Business Environment	20%
National regulation of International Business – Multilateral regulation of Trade and Investment –International Organizations- Global and Regional Economic Integrations- Types and associations- Dealing with Foreign Exchange – International Organizations for Trade and Finance.	
Module III: Building Functional Excellence for International Operations	25%
Scenario Analysis - Exporting, Importing, and Countertrade. Global Production, Outsourcing, and Logistics. Global Marketing and R & D. Global Human Resource Management Accounting Financial Management in the International Business – Corporate Governance., Preparing for Global Operations: Managing cost pressures – Localization Process- Selection and modification of products and services- Appraisal of Business and country risks – Cultural dimensions	
Module IV: Global Entry Strategies	20%
Overview of Strategic alliances, Franchising, Licensing, Joint ventures, Collaborations, Mergers, Acquisitions and takeovers, Turnkey Projects, Management contracts. Subsidiaries. Porter's national competitive advantage theory	
Module V: Global Business Market Opportunity	25%

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Assessing Global Business Markets and Opportunities- Identification of target countries and regions-Assessing the suitability of products and services- Estimation of business and market potential – Choosing business partners – Organizational readiness with respect to: Western Economics – USA, Latin America and Europe, Modern Middle East and Africa, Asia and Pacific Rim.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture and practice sessions. Dedicated project studies shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
67%	-	33%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	50
20	30	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1. P1	C1. P1	PLO1	PEO1
CLO2	C1. P1	C1. P1	PLO1	PEO1
CLO3	C1. P4	C1. P4	PLO1, PLO2	PEO1, PEO2

Reference Book

1. Charles W L Hill. Arun K Jain – *International Business- Competing in the Global Marketplace*, McGraw Hill, 12th edition, 2017
2. Sumathi Varma – *International Business*, Pearson, 2020.
3. Deresky Helen - *International Management, Managing across Borders and Cultures*, Pearson 9th ed.
4. Czinkota,Ronkainan- *International Business*, John Wiley, Paperback 2018

Course Design	Dr. Suraj.E.S

BOS Chairman Signature

Course Title	**LEADERSHIP LAB II**
Course Code	24BAP626
Credit Units	1

Course Objectives

The Leadership Lab II course is thoughtfully curated for the students to experience a journey of discovering by enabling the students to identify latent talent and the unique gifts which are the gateway for them to excel in their career and achieve success in life.

L	T	P	SW	FW	TOTAL CREDITS
-	-	2	-	-	1

Pre – Requisites	Leadership Lab 1

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Solve conflicting situations in organizations by identifying them early through demonstration of effective leadership skills that deliver consistent, progressive learning and desired results for the organization

CLO 2: Display ability to communicate effectively, delegate efficiently and manage resistance to change to support continuous growth and build sustainable workplaces

Course Syllabus	Weightage
In a supportive learning lab format, students learn about themselves—how they fit in a dynamic system and how their experiences differ from others. This sets the foundation for them to recognize the needs of others. Students develop skills for more effective and efficient communication, appropriate delegation, and creating less resistance to change. The Lab infuses leadership skills with equity and inclusion to help foster cultures of belonging and build stronger, more sustainable workplaces.	100%

Pedagogy for Course Delivery

Experience based learning through sharing of experiences

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C5.4	C5. P4	PLO3 & PLO5	PEO3 & PEO4
CLO2	C5.2	C5. P2	PLO3 & PLO5	PEO3 & PEO4

Reference Books:

1. *Drive: The Surprising Truth About What Motivates Us*, by Daniel H. Pink, Cannongate Books (2010)
2. *TomorrowMind*, by Gabriella Rosen Kellerman and Martin Seligman, Nicholas Brealey Publishing (2023)

Course Design	**Prof Narayanan V.V**

BOS Chairman Signature

Course Title	Social Immersion Project
Course Code	24BAJ627
Credit Units	3

Course Objectives

The course focuses on inculcating social behaviour to students through various Social Immersion Projects in an identified tribal society. It aims to instill in our studentsa sense of commitment to bring in social impact, tobecome socially conscious managers, leaders or entrepreneurs while following the United Nations Sustainable Development Goals.

L	T	P	SW	FW	J	TOTAL CREDITS
-	-		-	-	6	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Provideevidence on the various social and environmental issues prevailing in a marginalized tribal society

CLO2: Apply principles of UN Sustainable Development Goals to formulate solutions, resolve societal issues

CLO3: Display abilities to implement identified solutions through thought leadership strategies and peer working.

Course Syllabus	Weightage
Module I: Understanding SIP	20%
Research about various social problem prevailing in rural areas – CSR knowledge	
Module II: Strategies for SIP	50%
Regular Village visits for transformation of an adopted village through participatory rural appraisal methods – External Collaboration efforts for implementations	
Module III: Reports for SIP	30%
Submission of professional report and Viva Voce presentation on identified problems and solutions	

Pedagogy for course delivery

Problem based learning under the tutorship of respective mentors.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	100 %

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
60	--	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C6.1	C6. P1	PLO4	PEO4
CLO2	C6.5	C6. P5	PLO4	PEO4
CLO3	C5.2	C5. P2	PLO3, PLO5	PEO3 & PEO4

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Reference Books: 1. *THE 17 GOALS* | *Sustainable Development* (un.org) - UN Sustainability Development Goals 2. *https://www.weforum.org/ - World Economic Forum reports* 3. *Previous year Social Immersion Project Reports*	
Course Design	Dr B Poongodi & Dr. Maria Tresita Paul V

BOS Chairman Signature

Course Title	**Click & Brick Store**
Course Code	24BAJ628
Credit Units	2

Course Objectives

The Click & Brick Store project engages students in teams to apply theoretical knowledge to launch a real-world retail venture, which can be an online store, a physical store, or a blend of both. Students will assess market needs, develop product ideas, and define unique selling propositions (USPs). They will also conduct pilot tests, run marketing campaigns, and manage supply chains to effectively operate their retail venture. This project is designed to build entrepreneurial skills and retail expertise, equipping students to excel in their careers and make meaningful contributions to the business world.

L	T	P	PJ	SW	FW	TOTALCREDITS
			5			2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to:

CLO 1:Demonstrateability to execute a viable retail model that meets market needs and showcases unique selling propositions.

CLO 2:Show proficiency in implementing the retail process to achieve measurable improvements in sales and ensure operational efficiency

Course Structure	Weightage

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1. **Team Formation:**Students will organize into teams, with each member assuming roles based on their functional expertise (e.g., marketing, finance, analytics, operations). Teams will choose to develop either an online store, a physical store, or a hybrid Click & Brick model, and analyze the chosen model's market opportunities and challenges. 2. **Concept Development and Proposal:**Teams will collaborate to define the concept of their retail venture, whether online, physical, or hybrid. They will formulate a detailed proposal outlining their approach, market needs, product ideas, and strategic initiatives. 3. **Research and Analysis:**Teams will conduct in-depth research, including market analysis, competitor benchmarking, and feasibility studies for their retail model. This phase will involve gathering and analyzing data to guide their strategy and operational plans. 4. **Strategy Formulation and Pilot Testing:** Based on their research, teams will develop comprehensive strategic plans tailored to their retail model. This includes pilot testing, which is crucial for validating the business concept. Participation in a consumer trade show will be considered a key component of this phase, as it provides valuable exposure, market insights, networking opportunities, and feedback. This proactive step will account for 50% of the total score for the Click and Brick-Store initiative. 5. **Implementation and Monitoring:**Teams will implement their strategies, whether for an online store, physical store, or hybrid model. They will oversee the setup, manage operations, and monitor performance to ensure effectiveness and make necessary adjustments. 6. **Faculty Guidance:**Teams will receive ongoing support and feedback from faculty mentors throughout the project to ensure alignment with objectives and address any challenges. 7. **Final Report and Presentation:**At the project's conclusion, each team will prepare a detailed report documenting their research, strategies, and outcomes. They will also deliver a final presentation showcasing their retail model, marketing efforts, and the impact of their implementation.	100%

Pedagogy for Course Delivery

The pedagogy for the course will be guided, directed and Independent Learning.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
		100%

Theory Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C3.3	C3. P3	PLO2	PEO2
CLO2	C1.4	C1. P4	PLO1	PEO1

Reference Books:

1. Nunan, D., Malhotra, N. K., & Birks, D. F, *Marketing Research: Applied insight*. Pearson UK,2020

Course Design	Dr.A.Latha& Dr. Buggavarapu VSS Subbarao

BOS Chairman Signature

Course Title	**General Interest Course**
Course Code	24BAO629
Credit Units	2

Course Objectives:

The objective of this General Interest Course is to provide MBA students with a broad, interdisciplinary perspective that enhances their understanding of the wider societal, cultural, and ethical contexts in which businesses operate. These courses aim to cultivate critical thinking, creativity, and a holistic approach to problem-solving by exposing students to diverse topics beyond the traditional business curriculum. These courses aim to equip students with a versatile skill set and a well-rounded perspective that will enhance their leadership capabilities and enable them to navigate the challenges of an increasingly interconnected and dynamic global environment.

L	T	P	SW	FW	TOTAL CREDITS
2					2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Exhibit knowledge in multidisciplinary domains for effective decision making for business and socio-economic development.

The student is required to select one General Interest Course with a minimum duration of 8 weeks or two courses of 4 weeks each (self-paced) from the list suggested by the department from time to time, complete them, and submit the certificates of completion before the commencement of the 4th semester. Successful completion and submission will earn the student 2 credits. As the NPTEL/Swayam platform updates its offerings every six months, the department may share an updated list of courses every semester that align with the course objectives.

Pedagogy for Course Delivery

*** Course Selection Guidelines**

1. **Course Selection Timeline:**
   - Students must select their desired General Interest Course from the list provided by the department from time to time.
   - A course selection form will be provided and must be submitted to the academic coordinator.
   - Change of courses are not allowed after selection.
2. **Course Enrolment:**
   - Students must enrol in courses with the provided links in the provided platforms only.

Completion and Certification

1. **Assessment and Certification:**
   - Students must successfully complete all required assessments and obtain a passing grade. Minimum 50% of the scores (50/100) will be considered as a pass mark
   - If any student fails and is unable to submit the course completion, he/she should reappear again and complete it.
2. **Submission of Certificate:**
   - The certificate of completion must be submitted to the academic coordinator before the start of the 4th semester.

Credit Award

1. **Credit Allocation:**
   - Upon verification of the certificate, students will be awarded 2 credits.
   - The scores awarded by the certifying platform will be considered as the continuous assessment score and will appear on the grade sheet.
   - These credits will be added to the student's academic record and will count towards the overall credit requirement for the MBA program.
2. **Verification Process:**
   - The academic coordinator will verify the authenticity of the certificate and the content of the report.

- Any discrepancies or issues will be communicated to the student for resolution.

3. **Course Fees:**
- Any fees associated with the course enrolment will be borne by the student.

4. **Support:**
- Students may seek guidance from faculty advisors in selecting and enrolling in suitable courses.

5. **Non-Compliance:**
- Failure to submit the certificate by the deadline will result in no credits being awarded. which may affect the student's overall credit requirement for graduation.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	NA
50	NA	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C2.5	C2. P5	PLO1	PEO1

References:

1. NPTEL, Swayam portal.

Course Design	Dr. Mohanamani.P&Buggavarapu VSS Subbarao

BOS Chairman Signature

OPERATIONS

BOS Chairman Signature

Course Title	**Supply Chain Management**
Course Code	24BAE030
Credit Units	3

Course Objectives

The course will equip students with comprehensive knowledge of supply chain management principles and practices. Also, it will develop strategic and analytical skills to optimize supply chain efficiency and resilience in a global business environment. The course will enhance understanding of technological advancements and sustainable practices in supply chain management to drive innovation and competitive advantage.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate the concepts, theories and practices in supply chain management.

CLO2: Apply advanced technologies and data analytics to improve supply chain decision-making and performance.

CLO3: Design strategies to enhance supply chain sustainability and resilience in various industry contexts.

Course Syllabus	Weightage
Module I: Introduction to Supply Chain Management	15%
Definition – Objectives – Importance - Decision Phases - Process Views - Competitive and supply chain strategies - Achieving Strategic Fit – Drivers and Framework of Supply Chain Performance – Performance Measure in Supply Chain – Bullwhip Effect	
Module II: Inventory Management and Sourcing Decisions in SC	15%
Inventory Management – Types – Costs – Managing Stocks- Role of sourcing – In-house or outsource – Vendor Development and Localisation -Vendor Rating – Kraljic's supply matrix - Strategic Sourcing – Global sourcing decisions	
Module III: Distribution and Transportation Networks	25%
Distribution network in SC and its performance measures- Types of distribution network - Selection of a distribution network - Role of transportation in SC - Factors affecting carriers and shipper's decisions - Modes of transportation - Types of transportation network – Cold Supply Chains	
Module IV: Logistics Management	25%
Role of logistics in SCM – Inward and Outward logistics -Integrated logistics management – Third party logistics services and providers – Reverse Logistics – Humanitarian Logistics – Sustainable Supply Chain Management	
Module V: IT in Supply Chain Management	20%
Role of IT in Supply Chain – IT Framework – CRM – SRM – Future of IT in supply chain – Applications of AI, IOT, Drones, RFID, Block Chain for improving Supply Chain efficiency – ecommerce Supply Chain	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

BOS Chairman Signature

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C6.5	C6. P5	PLO4	PEO4

Reference Books:

1. Chopra, S. (2024). *Supply Chain Management: Strategy, Planning, and Operation*(7th rev. ed.). Pearson Education.
2. Jacobs, F. R., & Chase, R. B. (2023). *Operations and Supply Chain Management*(17th ed.). McGraw-Hill Education.

Course Design	Dr. Waqas Niazi

BOS Chairman Signature

Course Title	**Industry 4.0**
Course Code	24BAE031
Credit Units	3

Course Objectives

This course familiarizes students on the basic methodology of a in manufacturing / service industry application, opportunities and challenges of Industry 4.0 and its implementation and discusses the role of IoT and AI in manufacturing
/ Service industry. The course appreciates the power of Cyber security and Cloud Computing.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1: Explain the fundamental concepts of Industry 4.0 and its importance, opportunities and challenges in manufacturing / service industry.

CLO2: Display analytical thinking skills to gain meaningful insights to solve business problems in Industry 4.0

CLO3: Propose suitable IoT and AI tools and techniques (AR& VR) for industry 4.0.

Course Syllabus	Weightage
Module I: Introduction to Industry 4.0	10%
Application - Opportunities and Challenges, Comparison of Industry 4.0 factory and today's factory- Strategies for competing in an Industry 4.0 world.	
Module II: Road to Industry 4.0	25%
Internet of Things (IoT), Industrial Internet of Things (IIoT) & Internet of Services - SmartManufacturing, Smart Devices and Products, Smart Logistics and Industrial 3D Printing, Skill set requirements for Industry 4.0, development process, working in interdisciplinary team	
Module III: Artificial Intelligence	20%
Applications of AI – Robotics – advantages and disadvantages, AI and corporate strategy, Strategic disruption, Predictive model to make decision, Employing AI for business development, Challenges of AI	
Module IV: Cyber Security and Cloud Computing	20%
Cyber Security - Security risks – Privacy risks Cloud Computing – Types – Architecture – Cloud storage	
Module V: Application of IOT	25%
IoT technology project ideas, Case studies and IoT based industry visits, Applications across functional areas (marketing, finance, operations and HR / organizational development) Case discussions on AI platforms for business.	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and IoT based industry visits shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	
16	24	60

BOS Chairman Signature

Course Mapping				
Course LearningOutcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**Program Educational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.6	C4. P6	PLO2	PEO2

Reference Books:

1. Rajput, A., & Sharma, S. (2020). *Industry 4.0 and Digital Transformation: Exploring New Frontiers*. Springer.
2. Sinha, A. K., & Sinha, P. (2019). *Internet of Things: Technology, Applications and Security*. CRC Press.
3. Tharwat, A., & Bhanu, C. (2018). *Artificial Intelligence and Industry 4.0*. Educreation Publishing.

Course Design	Dr. Vignesh Karthik S.A.

BOS Chairman Signature

Course Title	**Project Management**
Course Code	24BAE032
Credit Units	3

Course Objectives:
This course imparts the students' in providing insights on systematic management of projects from project identification till project termination, expose the techniques used for organizing, planning and scheduling in managing projects and emphasize the need for adopting an integrated approach for design and execution of projects.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-		3

Pre – Requisites	None

Course Learning Outcomes
On the successful completion of the course, students will be able to:
CLO1: Explain the knowledge areas of Project Management
CLO2: Apply tools and techniques of project management to monitor and control projects
CLO3: Construct a project schedule and estimate cost using MS Project software.

Course Syllabus	Weightage
Module I: Basics to Project Management	15%
Definition - Program Management - Portfolio Management - Projects and Strategic Planning - Project Management Office - Operations and Project Management - Role of Project Manager – PMBOK - Project Management Processes - Groups – Process Mapping – Project Management – Project Team – Project Life Cycle – Stakeholders - Organizational Cultures and Styles - Organizational Communications - Organizational Structures - Organizational Process Assets, OPA - Enterprise Environmental Factors, EEF	
Module II: Project Integration Management & Project Scope Management	15%
Project Integration Management Process – Project Charter – Project Management Plan – Direct and Manage Project – Monitor and control Project – Change control – Close project – Tools and Techniques Project Scope Management Processes - Plan Scope Management - Collect Requirements - Define Scope - Create WBS - Validate Scope – Control Scope	
Module III: Project Time Management	25%
Project Time Management Processes - Plan Schedule Management - Define Activities - Sequence Activities - Estimate Activity Resources— Estimate Activity Durations—Develop Schedule- Control Schedule; PERT-CPM- Project Crashing	
Module IV: Project Cost Management & Project Quality Management	25%
Managing Project Cost - Plan Cost Management—Estimate Costs— Determine Budget – Control cost – Tools and Techniques – Earned Value Management Plan Quality Management- Perform Quality Assurance Control Quality, Tools, and Techniques	
Module V: Other Knowledge Areas	20%
Introduction; Project Human Resource Management – Project Communication Management - Project Risk Management - Project Procurement Management – Project Stakeholder Management – Agile AI - MS Project	

Pedagogy for Course Delivery
The course would be conducted in discussion mode and class tutorials. The sessions will incorporate the document creation and practice sessions.

End Semester Examination Scheme

BOS Chairman Signature

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.9	C4. P9	PLO2	PEO2

Reference Books:

1. Chandrasekaran, 2013, *Road to Success*, Info career Pvt. Ltd., 2nd Edition
2. Joseph Phillips, 2013, *Project Management Professional*, Tata McGraw Hill Ltd.,4th edition

Course Design	Dr. Waqas Niazi and Mr. Nikhil Jonathan

BOS Chairman Signature

Course Title	**Total Quality Management**
Course Code	24BAE033
Credit Units	3

Course Objectives

Total Quality Management (TQM) is a philosophy, methodology and system of tools aimed to create and maintainmechanism of organization's continuous improvement. It involves all departments and employees in the improvement of processes and products. It helps to reduce costs and to meet and exceed the needs and expectations of customers and other stakeholders of an organization. TQM encompasses quality management methodology for the implementation of TQM in
any sphere of business.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1: Demonstrate the fundamental concepts of Total Quality Management (TQM) for improving process and product quality.

CLO2: Apply statistical and non-statistical quality tools to monitor, control, and improve quality processes within an organization.

CLO3: Demonstrate knowledge on the procedure to be followed for obtaining ISO quality certification.

Course Syllabus	Weightage
Module I: Fundamentals of Quality and TQM	15%
Quality definitions and dimensions - Reliability and maintenance - Quality costs – Qualityand productivity - Quality policies and goals - TQM and its building blocks - TQM vs. traditional organizations - Benefits and obstacles in TQM.	
Module II: Quality Philosophies and Practices	15%
Quality gurus and their contributions - Three major philosophies of quality management (Deming, Juran, Crosby) - Practices leading to TQM- Quality Circles, Quality Teams, Total Preventive Maintenance, 5S, Zero Defects, Poka-yoke, Quality Function Deployment, Taguchi's QF.	
Module III: Statistical Process Control	25%
Causes of variation in quality - Acceptance sampling - Inspection vs. acceptance sampling - Quality indices - Single and double sampling plans - Control charts for attributes - Control charts for variables - Interpretation of control charts.	
Module IV: Non-statistical Quality Tools and Techniques	25%
Seven tools - flowcharts, check sheets, histograms, Pareto chart, scatter diagram, controlchart, cause-and-effect diagram - Continuous improvement techniques – Benchmarkingprocess - Six-sigma approach – Use of AI in TQM	
Module V: Quality Awards and Certification	20%
Malcolm Baldrige award and its criteria - ISO-9000 principles, ISO-9000 series and Certification - ISO 14000 – ISO Audit in organization and implementation	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	NA	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60

BOS Chairman Signature

16		24		
Course Mapping				
Course LearningOutcomes (CLO's)	**Competency**	**Performance Indicators**	**Program Learning Outcomes (PLO's)**	**ProgramEducational Objectives (PEO's)**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C2.5	C2. P5	PLO1	PEO1
Reference Books: 1. Charantimath, P. M. (2022). **Total Quality Management** (4th ed.). Pearson. 2. 2. Besterfield, D. H., Urdhwareshe, R., Urdhwareshe, H., Besterfield, G. H., Besterfield-Sacre, M., &Besterfield-Michna, C. (2019). *Total Quality Management*(5th ed.). Pearson Education.				
Course Design		Dr. Waqas Niazi		

BOS Chairman Signature

Course Title	**Production Planning and Control**
Course Code	24BAE034
Credit Units	3

Course Objectives

This course familiarizes students with the basic concepts of production planning and control and its significance in a competitive business environment. The course discusses the aggregate planning strategies, methods to manage inventory efficiently and provides insights onthe use of information technology in production planning and control.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1: Explain the fundamental concepts in production planning and control and its applications in business organizations.

CLO2: Display analytical thinking skills in the application of suitable production planning and control tools for effective business decision making.

CLO3: Propose suitable tools and techniques (AR & VR) of production planning and control for improving productivity

Course Syllabus	Weightage
Module I: Introduction to Production Planning and Control	10%
Definition – Objectives – Importance – Functions – Productivity – Productivity ratios – simple problems Sustainable resource planning for improved productivity - Energy, water and waste management	
Module II: Assembly Line Balancing	25%
Meaning – Objectives - Takt Time - simple problems – Introduction to Theory of Constraints	
Module III: Aggregate Planning	25%
Definition - Strategies – Master Production Schedule – Bill of Materials - Materials Requirement Planning- Procedure for computing MRP – problems	
Module IV: Process Design	15%
Process selection, Process flow design – Process planning components – Routing – Scheduling – simple problems – Dispatching - Progress control through records and charts, Application of AR and VR tools in Production planning.	
Module V: Production and Inventory Control	25%
Inventory control models –Deterministic and Probabilistic - problems - Enterprise Resource Planning – Overview of functional modules, Enhancing Decision Making with AI in ERP, Implementation of AI in real-world production planning and control	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes (CLO's)	Competency	Performance Indicators	Program Learning Outcomes (PLO's)	Program Educational Objectives (PEO's)
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C4.6	C4. P6	PLO2	PEO2

BOS Chairman Signature

Reference Books: 1. Aswathappa, K., & Bhat, K. S. (2017). *Production and Operations Management* (2nd ed.). Himalaya Publishing House. 2. Mishra, R. C. (2009). *Production Planning and Control: Text and Cases*. PHI Learning Pvt. Ltd. 3. Banga, T. R., & Sharma, S. C. (2014). *Industrial Engineering and Management* (18th ed.). Khanna Publishers. 4. Stevenson, W. J. (2021). *Operations Management* (14th ed.). McGraw-Hill Education. 5. Heizer, J., Render, B., & Munson, C. (2020). *Operations Management: Sustainability and Supply Chain Management* (13th ed.). Pearson Education. 6. Silver, E. A., Pyke, D. F., & Thomas, D. J. (2016). *Inventory and Production Management in Supply Chains* (4th ed.). CRC Press.	
Course Design	Dr. Vignesh Karthik S.A.

BOS Chairman Signature

Course Title	**Lean Manufacturing**
Course Code	24BAE035
Credit Units	3

Course Objectives

The course on lean manufacturing familiarizes the students with the underlying principles of Lean Manufacturing and its application. This course discusses the concepts and techniques used to minimize waste in manufacturing and service organizations and provides insights into the application of lean tools for productivity improvement.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	-	-	3
Pre – Requisites		None			

Course Learning Outcomes:

On successful completion of the course the students will be able to

CLO1: Explain the fundamental concepts of lean manufacturing and its application in business organizations.

CLO2: Propose suitable lean tools and techniques to eliminate waste in business processes for productivity enhancement.

CLO3: Display critical thinking skills in the application of suitable lean tools for process improvement.

Course Syllabus	Weightage
Module I: Introduction to Lean	20%
Evolution of Lean Manufacturing – Lean Principles – Framework of Lean Processes – LeanProduction - 7 hidden wastes – Concepts of Cycle time and Takt time – Process mapping - The Lean Enterprise – Lean and Green Manufacturing	
Module II: Lean Practices	20%
Just-in-Time Inventory – Characteristics of JIT - Lean Production - Pull production – Toyota Production System - Heijunka – Point of use storage -Cellular Layout – Focused factory - Supermarket - Case studies	
Module III: Lean Concepts & Tools	30%
Kaizen events - 5S Housekeeping – Poka Yoke - SMED– Kanban system – Visual workplace –Jidoka – Catch Ball – FMEA - Zero defects – Design of Experiments – Root Cause Analysis - Standardized work - Value Stream Mapping	
Module IV: Lean Manufacturing through TPM	15%
Principles of TPM – 8 TPM Pillars – Jishu Hozen - Planned and Quality Maintenance– Kobetsu Kaizen - 6 Big Losses - TPM in office functions – Overall Equipment Efficiency - OEE Goals – TPM implementation	
Module V: Lean in Service Sector	15%
Lean wastes in service - Financial sector – Marketing sector – Retailing – Health care & Hospitality sector - Lean office – Lean suppliers - IoT for Lean Production, enhancing customer experience through AI, Sector-specific case studies demonstrating AI-driven Lean improvements	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and tutorial sessions. Case studies and field work shall be used for anchoring concepts and to elaborate practical application.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project(%)
100%		

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.4	C3. P4	PLO2	PEO2

Reference Books:

1. Rother, M., & Shook, J. (2003). *Learning to See: Value Stream Mapping to Create Value and Eliminate Muda*. Lean Enterprise Institute.
2. Gopalakrishnan, N., & Sundaresan, G. (2008). *Material Management: An Integrated Approach*. PHI Learning Pvt. Ltd.
3. Kumar, R., & Sharma, S. K. (2011). *Lean Manufacturing Systems and Cell Design*. Springer.
4. Liker, J. K. (2004). *The Toyota Way: 14 Management Principles from the World's Greatest Manufacturer*. McGraw-Hill Education.
5. Womack, J. P., Jones, D. T., &Roos, D. (2007). *The Machine That Changed the World: The Story of Lean Production*. Free Press.
6. Nicholas, J. M. (2018). *Lean Production for Competitive Advantage: A Comprehensive Guide to Lean Methodologies and Management Practices* (2nd ed.). Productivity Press.

Course Design	Dr. Vignesh Karthik S.A.

BOS Chairman Signature

Course Title	**Decision Models for Operations**
Course Code	24BAE036
Credit Units	3

Course Objectives

The course introduces the applications of operations research models pertaining to business situations. The course includes approaches to apply decision models and prepares students to formulate linear programming models in various functional areas of management and find an optimal solution using TORA software.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2	-	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Explain the characteristics of decision models applied to business situations.

CLO2: Display the ability to use decision models to determine an optimal solution for business problems using software.

CLO3: Construct a linear programming model for various business scenarios.

Course Syllabus	Weightage
Module I: Linear Programming	30%
Application of Linear Programming in business functions – Objective Function – Constraints- Characteristics of LP Model – LP Formulation –Graphical and Simplex methods – Sensitivity analysis - Solving problems using software.	
Module II: Transportation Model	20%
Transportation Network Model - Formulation – Demand and Supply – Balanced andUnbalanced problems - – Restricted routes– Maximisation problems - Determining Optimal solution; Assignment Model – Hungarian Method - Restricted and Maximization problems - Solving problems using software	
Module III: Queuing Theory	15%
Application of queuing models – Types of Models - Characteristics of MM1 Queuing model – Multiple servers - Queue discipline – Service Mechanism – Arrival rate and Service rate – Solving problems using software	
Module IV: Game Theory	15%
Two-person zero sum game – Pure and Mixed Strategies – Pay off Table - Formulation – Saddle point - Dominance property - Solving problems using software	
Module V: Simulation	20%
Monte Carlo method using random numbers – Simulation for Demand Forecasting – Waiting line – Inventory Management.	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture and practical sessions. Data for the models shall be used to solve the problems to explain practical application of various business functions.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40

BOS Chairman Signature

40	20	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C3.1	C3. P1	PLO2	PEO2
CLO2	C4.9	C4. P9	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books

1. Vohra N. D. and Arora H., *Quantitative Techniques in Management*, McGraw Hill, 6th Edition 2021
2. Jaisankar S., *Operations Research – Decision Models Approach*, Excel Publications, New Delhi, 2014

Course Design	Dr. Waqas Niazi

BOS Chairman Signature

Course Title	Services Operations Management
Course Code	24BAE037
Credit Units	2

Course Objectives:
This course imparts students in understanding the concepts and practices of successful service operations management, preparing students to identify and apply appropriate technology and managing service processes. It also helps the students to ensure quality service operations and manage capacity problems to achieve operational excellence.

L	T	P	SW	FW	TOTAL CREDITS
1	-	-		2	2
Pre – Requisites		None			

Course Learning Outcomes
Onsuccessful completion of the course, students will be able to:
CLO1: Familiarizewithbasic concepts in designing and service facilities and outline role of technology in service encounters.
CLO2: Develop service strategy, examine the service quality rendered and apply queuing models to compute service system performance

Course Syllabus	Weightage
Module I: Introduction	15%
Understanding the nature of services, Nature & Role of Services in Economy; Service concept and operations strategy Service Operations and their Management Fundamentals; Challenges for operations manager, Value to customer	
Module II: Service Strategy	15%
Developing a Service strategy – strategic service vision, competitive environment, Technology in the service encounter, emergence of self-service, automation in services, internet services, economics of scalability.	
Module III: Service Quality Management	25%
Defining Service Quality – Dimensions, Measuring Service Quality – SERVQUAL, quality service by design - Quality Function Deployment, Walkthrough audit - Services Process Control - Service Recovery & Service Guarantee	
Module IV: Service Facility Design	25%
Services Layout - Office, Retail shop, Hospital, Mall, Warehouse, Banking & Hotel - Measuring and bench marking service performance- Redesign of service facility - Computer Aided Facilities Design	
Module V: Managing Capacity and Demand	20%
Managing waiting lines, Essential Features of Queuing Models, Capacity Planning, Single Server and Multi Servers, Vehicle routing and scheduling - Demand forecasting and smoothening methods in services - Processes in service supply chain management	

Pedagogy for Course Delivery
The course would be conducted in discussion mode and class tutorials. The sessions will incorporate the document creation and practice sessions.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Course Assessments	Class tests	NA
50 Marks		

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	ProgramLearning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2

Reference Books

1. James A. Fitzsimmons, *Service Management – Operations, Strategy, Information Technology*, Tata McGraw-Hill8th Edition 2018.
2. Richard Metters, Kathryn King-Metters, Madeleine Pullman, Steve Walton,*Successful Service Operations Management*, South-Western, Cengage Learning, 2nd Edition ,2012
3. Cengiz Haksever, Barry Render, Roberta S. Russell, Rebert G. Murdick, *Service Management and Operations*, Pearson Education – Second Edition, 2000

Course Design	Mr. Nikhil Jonathan

BOS Chairman Signature

Course Title	**Lean Six Sigma**
Course Code	24BAE038
Credit Units	1

Course Objectives

This course familiarizes students on the basic elements of Lean Six Sigma. The course discusses the sources of variations and provides insights into DMAIC methodology for achieving Lean Six Sigma

L	T	P	SW	FW	TOTAL CREDITS
-	-	2	-	-	1

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1: Display skills for implementing Lean Six Sigma by applying DMAIC Methodology tools for process improvement.

Course Syllabus	Weightage
Module I: Introduction to Lean Six Sigma	15%
Overview of Lean Six Sigma-Levels of Six-sigma – Voice of customer – SIPOC.	
Module II: Principles of Lean	15%
Defining value- mapping the value stream- creating flow- using a pull system, and pursuing perfection-***KeyElementsofLeanSixSigma***	
Module III: Six Sigma Certification Levels	25%
Benefits of Six Sigma– Team – Champion- Master black belt – Black belt- Green Belt – Yellow Belt	
Module IV: Six Sigma Team Training	15%
Leadership Training – Black Belt Training - Green Belt Training – Skill needed – Evaluation –Reinforcement	
Module V: DMAIC Methodology	30%
Define – Problem – Mistakes and the steps – Understanding magnitude – Costs – Problem statement – Project objective – Project launch; Measure – Basic statistics – Process Metrics – Critical to cost, quality and time; Analyze –- Value stream analysis – Process complexities - Reducing Non-value adding activities – Sources of variations Improve - Control – Monitoringprocesses – Operational procedures – Importance of control plans	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture sessions. Green Belt Training certification shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical	Project (%)
NA	NA	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50 Marks	NA	

Course Mapping

CourseLearning Outcomes (CLO's)	Competency	Performance Indicators	Program Learning Outcomes (PLO's)	ProgramEducational Objectives (PEO's)
CLO1	C3.2	C3.P2	PLO2	PEO2
CLO1	C4.2	C4.P2	PLO2	PEO2

BOS Chairman Signature

Reference Books: 1. Thomas Pyzdek and Paul A. Keller, *The Six Sigma Handbook*, Sixth Edition*: A Complete Guide for Green Belts, Black Belts, and Managers at All Levels*, McGraw Hill, 6th Edition, 2023. 2. Craig W.Baird, The *Six Sigma Manual*, Yes Dee Publishing, Chennai, 2011	
Course Design	Dr. Waqas Niazi

BOS Chairman Signature

Course Title	**Operations and Supply Chain Management Cases**
Course Code	24BAE039
Credit Units	4

Course Objectives

The course aims to provide students with a comprehensive understanding of operations and supply chain management (SCM) through the analysis of real-world case studies. The course will help students develop critical thinking and problem-solving skills by examining various operational challenges and SCM strategies. The focus will be on applying theoretical concepts to practical situations to optimize operations and supply chain processes.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate an understanding of key concepts in operations and SCM and their applications in real-world scenarios.

CLO2: Analyze and solve operational and supply chain challenges using case study methodologies.

CLO3: Develop and present SCM solutions based on case study insights and industry best practices.

Course Syllabus	Weightage
Module I: Introduction to Operations and SCM	15%
Role of Operations and SCM in Business Success – Introduction to Case Study Methodology in Operations and SCM.	
Module II: Operations Strategy and Process Design	10%
Case studies focusing on operations strategy, process design, and process improvement – Lean Operations – Just-in-Time (JIT) – Quality Management – Process Innovation.	
Module III: Supply Chain Design and Optimization	25%
Case studies related to supply chain design, network optimization, and logistics – Global SCM – Risk Management in SCM – Technology in SCM (e.g., IoT, Blockchain).	
Module IV: Inventory and Demand Management	30%
Case studies on inventory management, demand forecasting, and capacity planning – Inventory Models – Demand-Supply Matching – Bullwhip Effect.	
Module V: Sustainable Operations and SCM	20%
Case studies on sustainability in operations and SCM – Green Supply Chain – Circular Economy – Ethical Sourcing – Corporate Social Responsibility in SCM.	

Pedagogy for Course Delivery

The course will primarily utilize case studies to anchor theoretical concepts in real-world applications. Theoretical knowledge will be delivered through lectures and tutorials, while practical insights will be gained through case study analyses, group discussions, and presentations.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

BOS Chairman Signature

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO2	PEO2

Reference Books:

1. Chopra, S., & Meindl, P. (2019). *Supply Chain Management: Strategy, Planning, and Operation*. Pearson.
2. Slack, N., Brandon-Jones, A., & Johnston, R. (2020). *Operations Management*. Pearson.
3. Simchi-Levi, D., Kaminsky, P., &Simchi-Levi, E. (2021). *Designing and Managing the Supply Chain: Concepts, Strategies and Case Studies*. McGraw-Hill.

Course Design	Dr. Waqas Niazi

BOS Chairman Signature

MARKETING

BOS Chairman Signature

Course Title	**Digital Marketing**
Course Code	24BAE040
Credit Units	3

Course Objectives

The course on Digital Marketing is intended to equip students with knowledge and skills required to execute digital marketing strategies and familiarize them with appropriate tools required to optimize the results of such initiatives.

L	T	P	SW	FW	TOTAL CREDITS
1		2	2	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate an understanding of Digital Marketing concepts.

CLO2: Measure consumer digital action using appropriate web analytic tools.

CLO3: Display ability to implement digital marketing initiatives in business organization.

Course Syllabus	Weightage
Module I: AI driven Digital Marketing:	15%
Concepts, Key elements, Trends in Digital marketing, social media networking sites, website creation, Benefits of Virtual communities. Introduction to AI: Using AI in Digital Marketing, AI Marketing Use Cases, Example around Chatbot, Importance of AI around Digital Marketing	
Module II: Search Engine Optimization:	20%
Overview, Benefits of SEO, Search Behavior, online and offline optimization techniques, Analysis, and review	
Module III: Pay per Click	20%
Concepts, Strength of pay per click, Keyword, Search Campaign Process, quality score, Analytics	
Module IV: Digital Display Advertising	15%
Concepts, Advantages & Disadvantages of digital display, Ad formats, campaign planning and budget, campaign tracking and optimization	
Module V: Email &Mobile Marketing	15%
Data Email Marketing Process, Design and Content, Delivery and Discovery. Concepts, SMS content, SMS Strategy, Mobile App promotion, Mobile Advertising &Analytics	
Module VII: Digital Analytics	15%
Dashboards, Bounce Rate, Site Speed, Site Search, Conversions, Real Time Reporting, Intelligence Reporting, Customized Reporting	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and practice sessions. Hands on exercise and course assignment shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical's (%)	Project (%)
Nil	100%	-

Course Assessment

Continuous Assessment Score components	End Semester Examination

BOS Chairman Signature

Other Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C4.8	C4. P8	PLO2	PEO2

Reference Book:

1. Ian Dodson,*The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns*, 1st edition, John Wiley & Sons, New Jerssey,2016.

Course Design	Dr.A.Latha

BOS Chairman Signature

Course Title	**Social Media Marketing**
Course Code	24BAE041
Credit Units	3

Course Objectives

This course aims to familiarize the students with how to uplift a brand by leveraging social media platforms. Educating the participants on various tools and techniques to execute campaigns and implement social media marketing initiative is the major objective of this course. This course further provides practical exposure through hands on activities and industry-oriented projects to test skills learned across various social media platforms.

L	T	P	SW	FW	TOTAL CREDITS
1		2	2	-	3

Pre – Requisites	Digital Marketing

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Demonstrate an understanding of Social Media Marketing concepts.

CLO 2: Display ability to implement social media strategies to fulfil the goals

CLO 3: Measure consumer action using appropriate social media analytic tools

Course Syllabus	Weightage
Module I: Introduction to social media	15%
Introduction to social media, landscape of social media, fundamentals of social media marketing, role of social media in B2B and B2C business, organic vs. paid, different uses of popular SM platforms, defining social media goals and developing social media strategy, social communities, SMM in the context of brand marketing.	
Module II: Facebook & LinkedIn & Twitter Marketing	25%
Facebook Marketing - Introduction to Facebook Marketing, managing online presence (branding, content, creatives), Facebook marketing tools (business manager, communities, stories, pages, commerce, resource tools, publishing tools), Facebook Live & Ads, Creating a Facebook Marketing Strategy, Insights & reporting **LinkedIn Marketing**: Introduction to LinkedIn& building presence for brand awareness (profile, company page, groups), 8 step strategy for LinkedIn, Leveraging LinkedIn for B2B lead generation, introduction to Ads, LinkedIn Targeting, B2B social selling, personal branding **Twitter & WhatsApp Business App -** Understanding Twitter, Marketing on twitter, Twitter as new PR, Twitter Ad formats, Targeting, Analytics and Measurement. **WhatsApp Business App:** importance from the business perspective, features Business Profile Set Up, Catalogue Set Up, Campaign execution and Automation on WhatsApp and WhatsApp API	
Module III: Video, Influencer & Social Advocacy	25%
Benefits of video-based social media, Creating YouTube marketing strategy, YouTube for business, video optimization, YouTube Ads trends in videos. Instagram for business, Challenges in Video Advertising, Emerging content platforms (short videos, audio etc.) Influencer marketing - Identifying influencers, B2B and B2C, influencer marketing, Creating brand advocates (C-suites, employees, customers)	
Module IV: Art of Possible	15%
Content marketing on social media, step by step content marketing, content planning and scheduling. Building awareness to advocacy Data protection and privacy, copyright issues, role of GDPR & CCPA, Understanding a Marketer's Responsibilities	

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Module V: Social Media Management and Analytical Tools Applications of social media management tools, social media listening, social care & CRM, understanding customer insight, Social Media Metrics, crisis management & communication, Major Industry Archetypes measuring social media ROI. Hootsuite, Talk walker, simply measured, nonlytic, Twitonomy, agora pulse etc.	20%

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme		
Theory (%)	**Practical**	**Project**
-	-	100%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class test	40
60	-	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	**C4.8**	C4. P8	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4

Reference Books:

1. Marc Opresnik, Philip Kotler, Svend Hollensen (2022), *Social Media Marketing: A Practitioner Approach:* The ultimate strategy guide for social media success to grow your business, Opresnik Management Consulting (2022).
2. Ian Dodson,*The Art of Digital Marketing*: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns. New Jersey: John Wiley & Sons (2016)
3. JamieShanks(2016),*Social Selling Mastery*: Scaling up your sales and Marketing Machine for the Digital Buyer, Willey publications

Course Design	Dr. A. Latha

BOS Chairman Signature

Course Title	**Brand Management**
Course Code	24BAE042
Credit Units	3

Course Objectives

This course aims to familiarize the students with branding concepts and help them to understand how to build a very successful brand by analyzing the real-world examples. Further the course also educates the participants on the tools and techniques used in measuring the brand's health. The course also provides an overview of the importance of bringing sustainability in branding by relating case studies in the field of fashion industries.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Summarize the concepts of Brand management from a marketing perspective.
CLO 2: Display ability to interpret the health of brand by evaluating brand audit report.
CLO 3: Adapt sustainable practices in building the brands for long-term success.

Course Syllabus	Weightage
Module I: Brand Value	15%
Role of Brands, Creating Brand Compass, Brand elements, brand positioning, Gaining competitive advantage, Strategic, Brand Management process, Primary and Secondary brand association in building brands, Role of Packaging in building brands.	
Module II: Brand Metrics	25%
Brand health: Consumer perspective – Brand equity models – Brand asset valuator, Customer based brand equity, Brand Dynamics Pyramid, Brand resonance Pyramid, Brand Value chain. Employee perspective – Employee based brand equity. Market Performance – Brand valuation methods - cost approach, Market approach and Income approach.	
Module III: Brand Management	30%
Branding strategies - Product Brand matrix**,** Brand hierarchies**,** Brand extension, Reinforcement and Revitalization, Global Branding, Challenges & opportunities for globalizing the Brand, Standardization versus Customization.	
Module IV: Brand Storytelling	15%
Brand story – Brand building in digital era – digital first brands, Brand storytelling through facts, reasons and emotions, power of visual storytelling, Branded entertainment, branded content, role of gamification in brand communication.	
Module V: Building Sustainable brands	15%
Significance of sustainability in branding, Principles of sustainability in branding, Sustainability through the lens of 6P's – Planet, People, Product, Packaging, Pricing and Promotion. Role of sustainability in improving brand value, sustainability in textile brands of Coimbatore region.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical	Project (%)
100%	NA	-

Course Assessment

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Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P3	PLO2	PEO2
CLO3	C6.5	C6.5	PLO4	PEO4

Reference Books:

1. KevinLane Keller, *Strategic Brand Management, Building, Measuring and Managing Brand Equity*", 5th Edition Pearson Publishing 2020.
2. P Foroudi, M Palazzo, *Sustainable Branding: Ethical, Social, and Environmental Cases and Perspectives*, Routledge 2021.
3. Jenni Romaniuk,Byron sharp, *Building Digital First Brands*., Oxford University Press 2022
4. Daniel Griffin and Albert Vander Meer,*Using Gamification to Power Up your Marketing*, Bloomsbury Business, 2020

BOS Chairman Signature

Course Title	**Customer Relationship Management**
Course Code	24BAE043
Credit Units	3

Course Objectives

This course aims to provide participants with a comprehensive understanding of CRM systems and their applications across various business functions. It is intended to equip learners with the skills to effectively utilize CRM tools to streamline sales processes, manage inventory and territories, execute marketing communication strategies, implement marketing automation, and generate insightful reports and dashboards. The course will enable participants to harness CRM capabilities for enhanced decision-making, improved operational efficiency, and strategic business insights.

L	T	P	SW	FW	TOTAL CREDITS
1		2	2		3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Display proficiency in optimizing sales process using CRM application

CLO 2: Adapt CRM tools for driving marketing communication and automation

CLO 3: Build advanced reports and dashboards to make informed decisions

Course Syllabus	Weightage
Module I: Sales Process Automation	20%
CRM overview, significance. Sales Cycle – Understanding sales cycle process, understanding the primary modules of sale cycle in CRM: lead, contact, accounts, deals and activities, lead management – lead capturing – various sources of lead capturing, lead distribution, lead tracking, Lead Nurture, lead conversion. Customizing deal stages and sales pipeline Lead, conversion mapping, stage probability mapping.	
Module II: Inventory & Territory Management	20%
Inventory Management: Understanding inventory modules – Products, Price Books, vendors, quotes, sales orders, Purchase orders and invoices. Profile, Roles, Data sharing settings, Data sharing rules, and Reporting hierarchy. Territory Management – basics of territory management, Decision guides for territory management, linking sales forecasting with the territories, building dashboards and reports based on the territories.	
Module III: Marketing Channels	20%
Significance of marketing channels, e mail communications, E mail parser, E Mail deliverability, BCC Drop box and E mail intelligence. Web forms – significance and execution. Integrating with Social profile. Other forms of communication– Telephony, chat and portals	
Module IV: Segmentation, Marketing Automation	20%
Segmentation – Significance, RFM Metrics, labeling, Configuring and executing the segmentation strategy in CRM account. Dealing with product configuration and setting pricing rules in CRM (CPQ), Guided selling. Marketing automation – Workflow, Actions, Schedule, Assignment and case escalation	
Module V: Reports and Dashboards	20%
Understanding and building reports -using single and multiple modules in generating reports, customizing reports, reading and interpreting the default dashboards, creating customizing dashboards. using AI tools in data enrichment, sales prediction and recommendation.	

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Pedagogy for Course Delivery The course will integrate lectures with hands-on practice using case studies and real-world assignments. Interactive sessions and group projects will facilitate the application of CRM concepts. Guest lectures and live demonstrations will provide practical insights into CRM tools and industry practices.				
End Semester Examination Scheme				
Theory (%)	**Practical (%)**		**Project (%)**	
	100%		-	
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
OtherAssessments	Class tests		40	
45	15			
Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C4.5	C4. P5	PLO2	PEO2
CLO2	C4.5	C4. P5	PLO2	PEO2
CLO3	C4.5	C4. P5	PLO2	PEO2
Reference Book: 1. Francis Buttle, Stan Maklan, *Zoho CRM*, Routledge, 2019				
Course Design		Dr.A.Latha		

Course Title			**B2B Marketing**		
Course Code			24BAE044		
Credit Units			3		
Course Objectives The course is aimed at providing students with an understanding of the unique characteristics of business/organizational/industrial markets and the major challenges involved in marketing products & services to them. The course will help students understand the process of formulation and implementation of an effective B2B marketing strategy.					
L	**T**	**P**	**SW**	**FW**	**TOTAL CREDIT**
2		-	-	2	3
Pre – Requisites		None			
Course Learning Outcomes **On successful completion of the course, students will be able to** **CLO1.Demonstrate** a comprehensive knowledge of the business customers' decision-making process related to the purchase of products **CLO2.Explain** the significance of a long-term sustainable relationship between business buyers and marketers **CLO3.Develop** a comprehensive B2B marketing strategy for any product or service					
Course Syllabus					**Weightage**
Module I: Introduction to Business/Organizational/Industrial Markets					20%

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Understanding business markets-differences between business and consumer markets -types of business customers-classification of business products & services-complex business exchanges -customer value expectations and delivery-purchase decision making process- buy phases and buy classes- buy grid framework-key members of buying Centrein organizations - buyer behaviour - factors affecting buyer-seller relationsh	
Module II: Segmentation of Business Markets and Targeting Decisions	15%
Strategic planning – competitor analysis - Primary/Secondary and Internal/External Sources of information about business buyers- criteria for evaluation of segments – identification macrolevel segmentation bases– dividing macrosegments into microsegments - business marketers' orientations and targeting decisions- implementation of targeting strategy. Handling declining sales in B2B marketing, strategic decision making in a crisis	
Module III: Business Product and Pricing Decisions	25%
Types of business product/service qualities-value proposition-standardization vs. customization in offerings-product line types-business customers' technology adoption business product lifecycle-new product development –innovation for business markets product management - building brand equity – positioning strategy . Factors influencing business product pricing decisions – estimation of costs-markup/margin & breakeven calculations-commercial terms & conditions – formulating pricing strategy for domestic and export markets	
Module IV: B2B Distribution and Promotion Decisions	25%
Factors influencing marketing channel decisions –levels of marketing channels – types of intermediaries – cost /benefit analysis - channel member selection & management – designing marketing channels- sales force management- supply chain management- E-Commerce logisticsmanagement Business product promotion mix – role and relevance of tools & techniques: advertising-sales promotion-public relations programmes- direct marketing -trade fairs-digital promotion	
Module V: Formulating B2B Marketing Strategy and Implementation	15%
Significance of Key Account Management (KAM)- Types of Key Accounts -Approaches to selection & evaluation of Key Accounts-Building a KAM team - service support decisions. Customer Relationship Management - tapping global markets for business products & services- developing comprehensive business marketing strategy-implementation-evaluation and control of business marketing activities – sustainable business practices. B2B marketing in an international context	

Pedagogy for Course Delivery

Class Discussions, Case Study Analysis, Field Work

End Semester Examination Scheme

Theory (%)	**Practical (%)**	**Project (%)**
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLOs)**	**PEOs**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
CLO3	C1.4	C1. P4	PLO1	PEO1

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Reference Books 1. *Business Marketing – Texts and Cases*, Krishna K Havaldar, 5th edition,TATA McGraw-Hill Publication (2021). 2. *Business -to-Business Marketing: Analysis and Practice*, Robert Vitale, Joseph Giglierano and Waldemar Pfoertsch, Pearson Education,2011	
Course Design	Dr.A.Latha

Course Title	**Consumer Insights**				
Course Code	24BAE045				
Credit Units	3				
Course Objectives This course familiarizes with the basic concepts in consumer profiling and behavior. It illustrates the science and technology to understand Consumer behavior. The course imparts knowledge of consumer decision-making processes and its application in designing appropriate marketing strategies. The course helps the learners to appreciate cross-cultural, ethical consumerism and social responsibility in both the local and global context.					
L	**T**	**P**	**SW**	**FW**	**TOTAL CREDITS**
2	-	-	2	-	3
Pre – Requisites	None				
Course Learning Outcomes **On successful completion of the course, students will be able to** **CLO1: Explain** the rationale behind behavior of consumers across segments. **CLO2: Display** the ability to use analytical skills to address marketing challenges for different aspects of consumer behavior and consumer personas. **CLO3: Develop** effective persuading strategies relating to the theories influencing consumer decisions, learning, motivation &attitude **CLO4**: **Evaluate** and apply ethical marketing practices that prioritize consumer rights, social responsibility, and environmental sustainability to the current socio-cultural settings.					
Course Syllabus					**Weightage**
Module I: Customer Profiling					15%
Consumer vs Customer, Demographic Profiling – SEC, CWE, Rural HH classification, VALS Framework, Recent Developments in Consumer Profiling. Overview on automation tools in building consumer personas.					
Module II: Consumer Perception & Persuasion					10%
Indian Ads, Theory of Perception, Product/Brand positioning and repositioning, JND, perceptual mapping using MS Excel. Persuading Consumers: The Elements of Communication, Source Credibility and Persuasion, Barriers to Effective Communications, Psychological Selectivity, Message Clutter. Persuasive Appeals: Comparative, Fear, Humor, Timeliness, Feedback and Effectiveness					
Module III: Learning, Motivation & Attitude					20%
Application of Motivational theories - Cues, response, reinforcement as elements of learning, recognition and recall measures. Application of Learning theories in CB - Classical & instrumental conditioning, modelling or observational learning. Application of Attitude theories in CB - Tri-component Attitude Model, Multi Attribute Attitude model - Theory of trying-to-consume model, Attitude-toward-the-Ad models, TORA					
Module IV: Social and Cultural Settings					15%

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Family and Social Standing – Family and Consumer Socialization, Family Decision Making and Members Role, Family Life Cycle; Cultural Values and Consumer Behavior – Culture's Role and Dynamics, learningcultural values, Changing cultural Trends in Urban India, Measuring Cultural Values. Cross Cultural Consumer Behavior – Overview.	
Module V: Consumer Decision Process& Models	25%
Levels of consumer decision making, four view of consumer decision making, Model of consumer decision making - Category based decision making (Durables and nondurables), Nicosia model, Howard Sheth, Engel Blackwell & Miniard model. Persuading consumers – Indian Context. Diffusion and Adoption of Innovations	
Module VI: Marketers Ethics & Social Responsibility	15 %
Socially Responsible Marketing, Disregard to Consumers' Privacy, Camouflaged Advertising, Promoting Social Causes, Green Consumerism, Consumer Ethics.	

Pedagogy for Course Delivery
The course would be conducted in discussion mode, has field study and self-reflection exercises as part of the course delivery. The sessions will incorporate case discussion.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2,	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C1.4	C1. P4	PLO1	PEO1
CLO4	C6.3	C6. P3	PLO4	PEO4

Reference Books:

1. Schiffman, 12th Edition, Rainbow Book Editors, January 2020, ISBN: 978-0135053010
   Digital Consumer Management: Understanding and Managing Consumer Engagement in the Digital Environment, 31 October 2023, published by Routledge, Oxon, ISBN: 978-1032486024
2. Leon G. Schiff man, Joseph Wisenblit, Ramesh Kumar S *Consumer Behavior*, 12th Edition, Pearson Paperback, 2019, ISBN: 9789353069834
3. Ramesh Kumar S, *Consumer Behaviour: The Indian Context (Concepts and Cases),* 2nd Edition, Pearson Education, 2017, ISBN: 9789332586499
4. *Consumer Behaviour: Building Marketing Strategy*, 14th Edition Paperback, David L. Mothersbaugh, Del I. Hawkins, Susan Bardi Kleiser, Amit Mookerji, 5 May 2022, Standard Edition, McGraw Hill Publications, ISBN : 978-9355321503

Course Design	Dr B Poongodi

BOS Chairman Signature

Course Title	**Neuro Marketing**
Course Code	24BAE046
Credit Units	2

Course Objectives

This course will introduce the most basic methods of consumer neuroscience and neuromarketing. Students will learn about the methods employed and the basic brain mechanisms in consumer choice. The course will give an overview of the current and future uses of neuroscience in business.

L	T	P	SW	FW	TOTAL CREDITS
1		2		-	2
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Apply neuromarketing principles, including sensory marketing, to analyze consumer attention, perception, and decision-making processes using neuroscience tools.

CLO2: Demonstrate the relationship between emotions, feelings, and consumer preferences, and differentiate between conscious and unconscious responses

CLO3: Demonstrate the ability to understand ethical implications of neuromarketing practices, particularly in relation to aberrant consumer behaviors

Course Syllabus	Weightage
Module I: Neuromarketing – Overview	30%
Neuromarketing – Define key concepts, key methods and reasons for employing neuroscience. Sensory Neuromarketing – Attention and Consciousness. Senses, organizing communications, Tools for assessing the use of senses, Effect on Consumers.	
Module II: Emotions and Feelings	30%
Emotions and feelings, relationship between emotions and preference. Conscious and unconscious response and motivation in consumer preference and choice.	
Module III: Learning, Memory & Neuro Ethics	40%
Multiple kinds of memory, Measuring memory effects, Relationship between brand equity and the brain. Ethics of neuromarketing, Aberrant consumer behavior. Pathological Gambling, Shopaholism, Digital dependencies.	

Pedagogy for Course Delivery

The course will include class discussion, videos and self-learning online content. Self-Learning content can be referred from Coursera, “An Introduction to Consumer Neuroscience & Neuromarketing” offered by Copenhagen Business School.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	-
50	-	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO’s)	PEO’s
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C6.3	C6. P3	PLO4	PEO4

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Reference Books: 1. Patrick Renvoise, *Neuromarketing,* published by HarperCollins Leadership, 14 October 2007, ISBN 978-1595551351 2. *An Introduction to Consumer Neuroscience & Neuromarketing* | Coursera	
Course Design	Dr B Poongodi

BOS Chairman Signature

Course Title	Sales and Distribution Management
Course Code	24BAE047
Credit Units	3

Course Objectives

This course will help the participants to develop competencies in sales, distribution functions and personal selling. The course shall offer intense knowledge for effective decision making on sales planning, team building, lead generation, distribution and channel functions and provides an avenue to practice art of persuasion as a life-skill and to the need to develop personal selling skills for closing the sales successfully.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3

Pre – Requisites	Marketing Management

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Identify the key elements and functions involved in the development of sales processes

CLO2: Demonstrate the knowledge to integrate distribution functions with sales functions strategically

CLO3: Display the ability to assess sales and distribution metrics, technologies, and best practices that bring value for sales leaders

CLO4: Devise a plan, manage and conduct sales work through various sales logics and approaches.

Course Syllabus	Weightage
Module I: Sales Function – Perspectives	15 %
Foundations of Marketing and interlinkage with sales-Emerging trends in understanding customers - Foundations of Sales Management- Types of Sales organizations- Marketing Vs Sales Organization - Frameworks for Analyzing the Sales Environment. Sales structures - Introduction to the sales management model	
Module II: Sales Performance Management	15 %
Application of Go to Market strategy - Defining sales operations – Setting the direction for the sales team- - Key processes and roles – Lead Generation through Sales Pipelines, Sales Funneling and Sales forecasting. Recruitment and selection of sales force, Training of sales force. Sales force compensation – Development, measurement and mechanics - Creating and managing sales territories - Identification and management of Key accounts.	
Module III: Integrating distribution functions with Sales domain	20 %
Integration of sales and distribution strategy – Defining a distribution model - Distribution Planning and Control- components – Product portfolios, SKU's – Order processing and credit planning - Category management and competitor adjacency - Market planning – inventory reconciliation - Selling to distributors functions - Sale process and negotiations – managing accounts relationships – distribution promotion. Bargaining for margins and profitability. Competitive Gaming: working capital – productivity- Growth and sustainability. – Sales planning for industrial distributions	
Module IV: Choice of distributive systems	20 %

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Choice of distributive systems - Direct, Indirect and Hybrid Channels – Decision criteria - Issues in Physical Distribution- Locational Demand, Product Characteristics, Pricing Policy, Speed or Efficiency, Distribution Cost. Distribution Channels for FMCG, consumer durables and Industrial Products, Evaluation and Control- Economics of channel designs - Direct Distribution - Designing field and inside sales forces- Optimizing sale locations -Indirect Distribution – Designing and implementation of channel mix (wholesaler, retailor), Grow points of distribution – Strategic Alignment Matrix – Market sizing and scaling, Target customer and geographics, Value addition and Preposition	
Module V: Optimizing sales success through Sales Analytics	15 %
KPI's in sales: Annual recurring revenue, Quota attainment, Sales cycle length – Sales conversion rates – Sales cycle length – Average profit margin – churn rate – pipeline coverage – Lead scoring KPI's in distribution: Inventory turnover, order accuracy rate, total units in storage, Average warehouse capacity used, Percentage of sales lost to out-of-stock product, Proposition of profitable SKU, Average delivery period, Return on Investment – Distribution Tracking metrics	
Module VI:Personal Selling	15 %
Shadowing the Sales Team – Preparation for shadowing – Best practices – Joining the call – Identification of sales goals, competitors' analysis- Sales escalation – Objection handling- Preparation of a sales plan.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies and Field work shall be used for anchoring concepts and to elaborate practical applications respectively.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO4	C3.3	C3. P3	PLO2	PEO2

Reference Books:

1. Tapan K.Panda, Sunil Sahadev- *Sales and Distribution Management*, Oxford publishing, 2019
2. Richard R. Still, Edward Cundiff. Norman.A.P. Govoni, Sandeep Puri – *Sales and Distribution Management* -Pearson 2017 6th ed.
3. Brain Tracy- *The Psychology of Selling*: Increase your sales faster and easier than you ever thought possible, Harper Collins Leadership, 2022

Course Design	Dr B Poongodi

BOS Chairman Signature

Course Title	**Services Marketing**
Course Code	24BAE048
Credit Units	3

Course Objectives

To provide an in-depth appreciation of the challenges inherent in managing, delivering, and marketing quality services. Participants will work with tools and strategies that address these challenges

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, the student will be able to

CLO1: Understand the various theoretical frameworks and concepts of Services Marketing.
CLO2: Assess service strategy of an organization using the Gaps model of Service Quality.
CLO3: Evaluate a service strategy based on marketing research for a well-defined problem.
CLO4: Formulate design service innovations and standards by integrating service blueprinting while applying digital transformation strategies.

Course Syllabus	Weightage
Module I: Introduction to Services	6 %
Service economy, definition, and characteristics of services, servuction model, services marketing mix, Gaps model of Service quality, using the Gaps model to assess service strategy	
Module II: Focus on the Consumer: Behaviour, Expectations &Perceptions	15 %
Consumer evaluation of services, types & levels of service expectations, Factors that influence expectations, customer perceptions, satisfaction, Service quality, Service encounters	
Module III: Understanding &Building Customer Requirements through Research	24%
Marketing research to understand customer expectations, exposure to various tools and elements in an effective services marketing research program including SERVQUAL and ZOT, CRM, relationship value, customer profitability, relationship development strategies and challenges, service recovery strategies and the impact of service failure.	
Module IV: Alignment of Service Design and Standards	24 %
New service development and design, types of service innovation, stages in service innovation and development, challenges, service blueprinting, Quality function deployment, deciding on the right service innovations, types of customers defined service standards and its development, physical evidence and services cape – frameworks and guidelines	
Module V: Digital Transformation in Delivery and Performing Service	13 %
Digital technologies in reshaping service delivery, delivering service through intermediaries and e-channels, digital tools and platforms to enhance service quality and customer experience. Omnichannel Strategies, Iintegrating online and offline touchpoints.	
Module VI: Managing the Service Promise	**13 %**
Need for IMC for services, challenges, strategies to match service promises with delivery; pricing of services, approaches and strategies	
Module VII: Financial and Economic Impact of Services	**5 %**
Service and profitability, company performance measurement	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture sessions. Case studies and course assignment shall be used for anchoring concepts and to elaborate practical application

BOS Chairman Signature

End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**
100%	-	-

Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

CourseLevel Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2
CLO4	C3.3	C3. P3	PLO2	PEO2

Reference Books:

1. Valarie A. Zeithaml, Bitner, Gremler and Pandit, *Services Marketing*, 7th edition, 2018, Tata McGraw-Hill. ISBN 9353160774 · 9789353160777
2. *Services Marketing: People, Technology, Strategy* (Eighth Edition), Jochen Wirtz, Christopher Lovelock, World Scientific Publishing Company, 29 Mar 2016

Course Design	Dr B Poongodi

BOS Chairman Signature

Course Title	Integrated Marketing Communication
Course Code	24BAE049
Credit Units	3

Course Objectives

The course is aimed at providing students with an understanding of the significant role of Integrated Marketing Communication (IMC) in the effective implementation of a business firm's marketing strategy and familiarizing them with the various IMC tools & techniques and their real-life applications. The course will help students understand the process of planning and execution of an IMC strategy.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	-	2	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Demonstrate a comprehensive knowledge of IMC concepts, tools & techniques and their real-life applications.

CLO 2: Assess the adequacy of an existing IMC strategy and identify the needed improvements for a product or service offered by an organization.

CLO 3:Display an ability to develop an Integrated Marketing Communication Strategy for effective implementation of a business firm's marketing strategy.

Course Syllabus	Weightage
Module I: Introduction to Integrated Marketing Communication	15%
Introduction to integrated marketing communications function — involvement of multiple stakeholders — coordination and relationship — agency evaluation and compensation methods - role and objective of advertising, public relations, sales promotion and direct marketing —applications and limitations - determinants of selection of communication mix — factors influencing growth of IMC approach - economic, social and ethical effects of marketing communication— External regulation vs. Self-regulation - future directions.	
Module II:Developing Advertising Strategy	25%
Consumer decision making process — Communication models — Response hierarchy models - Developing an advertising plan: message, source, channel decisions — target market characteristics — use of creativity — budgeting approaches - media planning and buying decisions —scope and relevance of broadcast, print, digital and support media - media rate calculations - programmatic media buying- implementation and evaluation.	
Module III: Planning and Execution of Sales Promotion	30%
Developing a sales promotion plan: approaches — types - selection of tools — decisions related to incentives, period, dealer allocation, customer awareness, point-of-purchase promotion —implementation and evaluation of effectiveness.	
Module IV: Planning and Execution of Public Relations Programmes and Direct Marketing	15%
Developing a Public Relations Programme: objectives and approaches — advantages andlimitations - implementation and evaluation of effectiveness Direct Marketing: need, scope and approaches — selection of tools — implementation and evaluation.	
Module V: Formulating IMC Strategy and Measurement of its overall Effectiveness	15%
Development of Integrated marketing communication strategy: key decisions— planning creative strategy — effective execution for achieving synergy — research approaches to measurement of effectiveness of marketing communication programs.	

BOS Chairman Signature

Pedagogy for Course Delivery Class Discussions, Case Study Analysis, Field Work and Role Play		
End Semester Examination Scheme		
Theory (%)	**Practical's (%)**	**Project (%)**
100%		

Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C1.5	C1. P5	PLO1	PEO1

Reference Book

1. *Advertising and Promotion*, George E. Belch and Michael A.Belch, 12th edition,TATA McGraw-Hill Publication,2021.
2. *Integrated Advertising, Promotion and Marketing Communications*, Kenneth E.Clow and Donald Baack, Pearson Education, 8th Edition, Pearson Education, 2018.

Course Design	Dr.K.R.Senthilvelkumar

BOS Chairman Signature

Course Title	Marketing Analytics
Course Code	24BAE050
Credit Units	3

Course Objectives

The course aims to provide students with the fundamental concepts and principles of marketing analytics, enabling them to understand and interpret marketing data effectively. To equip students with the skills to develop quantitative models and use analytical tools for accurate sales forecasting. The course will foster the ability to apply marketing analytics techniques to devise strategies that enhance marketing decision-making in a business environment.

L	T	P	SW	FW	TOTAL CREDITS
1		2	2	-	3

Pre – Requisites	Data Analysis

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate an understanding of Marketing data concepts.

CLO2: Develop quantitative models using analytic tools to forecast sales.

CLO3: Display ability to develop strategies for marketing decisions in business using analytical tools.

Course Syllabus	Weightage
Module I: Introduction to Marketing Analytics:	15%
Definition, importance in the context of marketing effectiveness, principles and concepts, current state of marketing analytics, gaps and challenges, big data in the context of marketing, Skills required and Career opportunities in marketing analytics	
Module II: Market STP Analytics: Python	20%
Marketing Datasets – Clustering- Segmentation, targeting and positioning – User based collaborative filtering using classification trees, Market Basket Analysis – Identifying sales to marketing effort relationship	
Module III: Customer Analytics: Excel	25%
Analyzing Customer value – RFM Analysis, -Retention Customer lifetime Value, Customer preference and volume projection, Monte Carlo Simulation and marketing decision making	
Module IV: 4P Analytics: Python	20%
Product, Price, Place, Promotion - Conjoint Analysis - Measuring Willingness to Pay, Price Optimization, Channels of Distribution, Double Marginalization, Measuring the Effectiveness of Promotions.	
Module V: AI in Marketing Analytics:	20%
Use of Generative AI in Models – Video Cases works – real time datasets	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lecture and practice sessions. Hands on exercise and course assignment shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical's (%)
Nil	100%

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

BOS Chairman Signature

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2 & PLO5	PEO2 & PEO4
CLO3	C3.4	C3. P4	PLO2	PEO2

Reference Book:

1. *Marketing Analytics* by Grigsby, M. (2018). A practical guide to improving consumer insights using data techniques. Kogan Page, 2nd edition.
2. *Data Science for Marketing Analytics: A practical guide to forming a killer marketing strategy through data analysis with Python*, September 2021, Mirza Rahim Baig, Gururajan Govindan, Vishwesh Ravi Shrimali, packt publishing limited.

Reference Links:

https://www.ibm.com/thought-leadership/institute-business-value/en-us/report/ceo-generative-ai/ceo-ai-marketing

https://www.mckinsey.com/capabilities/mckinsey-digital/our-insights/what-every-ceo-should-know-about-generative-ai

Course Design	Dr. Shalini Prieya A D

BOS Chairman Signature

Course Title	**Technology for Marketing Decisions**
Course Code	24BAE051
Credit Units	3

Course Objectives

The course is aimed at providing students with an understanding of the unique characteristics of business/organizational/industrial markets and the major challenges involved in marketing products & services to them. The course will help students understand the process of formulation and implementation of an effective B2B marketing strategy.

L	T	P	SW	FW	TOTAL CREDITS
2		-	2		3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1. Demonstrate a comprehensive knowledge of the existing technology options for making several marketing decisions and their real-life business applications

CLO2. Explain how technology can complement human efforts in acquisition and retention of customers

CLO3. Develop a comprehensive Marketing Strategy integrating the application of right technological tools for addressing the unmet market needs

Course Syllabus	**Weightage**
Module I: Evolution of Marketing Function	10%
Emerging challenges tomarketing function: coexistence of consumers from different generations — imbalanced wealth distribution in society — varied consumers' access to digital media — highly competitive environment — decreasing customer loyalty. Changing orientations in Marketing to address the new challenges: Product-centric Marketing 1.0, Customer-centric Marketing 2.0, Human-centric Marketing 3.0, Transition from traditional to digital platform in Marketing 4.0 and Adoption of technology for humanity in Marketing 5.0 — the increased role of technology and its significance in business, Marketing 6.0 - Account Based Marketing (ABM) for GTM strategies.	
Module II: **Data driven Segmentation and Targeting**	25%
Big data for decision-making: Drawing from major consumer touch points such as retail transactions, call centres, email queries, internet searches, online reviews, social media posts. Processing data for identifying valid segments and effective targeting — dynamic content marketing —dynamic pricing and customization of marketing communications. Use of Natural Language Processing — voice technology -Big Data Analytics — Power BI- IoT — Geofencing —Cluster Analysis	
Module III: Predicting New Product Success and Campaign Effectiveness	25%
Gathering consumer ideas for new product development- Customer Engagement Metrics - measuring consumers' perception on new product features, brand names, advertising copy, visuals, creative appeal, celebrity endorsements, layout design, campaign timing. Use of Neuromarketing tools -Programmatic Media Buying- Predictive analytics- block chain - Regression analysis- Machine Learning	
Module IV: Enriching Customer Experience	20%

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Technology for first level of interaction with potential customers- seamless experience across channels, Customer Experience Management - Use of chatbots, sensors and augmented reality tools. Customizing service quality according to customers' responses to stimuli. Use of service robots, drones for delivery, facial recognition, block chain, neuro-signals capture system and eye tracking devices	
Module V: SynergisingHuman Efforts with Technology for Effective Marketing Outcomes	20%
Devising strategy for collaborative human marketing attempts with technology — Human to Human (H2M) marketing vs Human with Technology (H&T) marketing effectiveness, gleaning insights from processed data and precise targeting- advertising creation and pretesting— improving pace of organizational innovation -Integrating technology in the formulation and implementation of overall marketing strategy - measurement of marketing outcomes	

Pedagogy for Course Delivery

Class Discussions, Case Study Analysis, Field Work

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLOs)	PEOs
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO1
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books

1. *Marketing 5.0 — Technology for Humanity*, Philip Kotler, Hermawan Kartajaya and Wan Setiawan, first edition,John Wiley & Sons,2021.

Course Design	Dr.K.R.Senthilvel Kumar

BOS Chairman Signature

Course Title	**Strategic Marketing Cases**
Course Code	24BAE052
Credit Units	4

Course Objectives

The course aims to provide students with a comprehensive understanding of strategic marketing through the analysis of real-world case studies. The course will help students develop critical thinking and problem-solving skills by examining various aspects of marketing challenges and strategies. The focus will be on applying theoretical concepts to practical situations to implement marketing strategies.

L	T	P	SW	FW	TOTAL CREDITS
-	2	-	4		4

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate an understanding of key concepts in marketing and their applications in real-world scenarios.

CLO2: Analyze marketing mix and solve Segmenting, Targeting and Positioning challenges using case study methodologies.

CLO3: Develop and present brand building and reputation strategies for corporate based on case study insights and innovative methods.

Course Syllabus	Weightage
Module I: Introduction to Strategic Marketing	15%
Development of strategies in the respective environment for different stages, Market-oriented company planning to the planning of the marketing mix. Introduction to Case Study Methodology in Strategic Marketing.	
Module II: Market Oriented Business Unit Planning	10%
Interdependencies between oriented business unit planning and marketing mix planning.	
Module III: Growth Strategies	25%
Exploring various strategies for business growth, including market penetration, market development, product development, and diversification.	
Module IV: Marketing Implementation and Management Control	30%
Principles of marketing implementation and marketing management control. Balanced scorecard - Measuring performance along various dimensions.	
Module V: Corporate Branding &Reputation Management	20%
Building and managing a strong corporate brand to enhance reputation and customer loyalty.Strategies to maintain and improve the overall reputation of the company.	

Pedagogy for Course Delivery

The course will primarily utilize case studies to anchor theoretical concepts in real-world applications. Theoretical knowledge will be discussed during tutorial sessions, while practical insights will be gained through case study analyses, group discussions, and presentations.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

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Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO2	PEO2

Reference Books

1. C Bhaktavatsala Rao , *Strategic Marketing: Cases and Concepts from the Indian Business* Paperback – 6 October 2023,ISBN:979-8890269782 published by Notion Press
2. Torsten Tomczak , Sven Reinecke , Alfred Kuss, *Strategic Marketing: Market-Oriented Corporate and Business Unit Planning*, 2018, published by Springer Nature; 978-3-658-18416-2, ebook ISBN 978-3-658-18417-9

Course Design	Dr. B.Poongodi

BOS Chairman Signature

FINANCE

BOS Chairman Signature

Course Title	**Commercial Banking**
Course Code	24BAE053
Credit Units	3

Course Objectives

The course in commercial banking introduces banking concepts, varied retail and wholesale products and funds and fee-based services offered by banks. It is designed to familiarizethe management of asset-liability of banks and enhance knowledge on credit appraisal and the recovery mechanism adopted by banks.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Analyze the functions and regulations of commercial and retail banking in India and globally, focusing on different types of banks, like small and payment banks

CLO2: Evaluate consumer loans, deposit schemes, and credit scoring methods, and their effects on loan pricing, priority sector lending, and regulations

CLO3: Apply asset and liability management strategies in banks, including fee-based services, wholesale banking, and modern tech advancements, with a focus on green banking initiatives**.**

Course Syllabus	Weightage
Module I: Introduction to Money and Commercial Banking	13%
Money - Banks and bankers. Commercial banking - Overview – Functions- commercial banking in India- banking in modern era, Small Banks, Payment Banks - Customer relationship.	
Module II: Retail Banking	17%
Retail banking- Deposit products in India and abroad – types of bank deposits, computation of interest on deposits- composition of bank deposits. Type of consumer loans- evaluation- credit analysis-credit scoring and consumer credit regulations. Loan Pricing – objectives, methodology, pricing models.	
Module III: Retail - Credit & Priority Sector Lending and Regulatory Compliances	17%
Credit- Characteristics of credit - Cardinal Principles- Credit appraisal and analysis and Appraisal Techniques; Credit assessment- Credit disbursal & monitoring – NPA Assessment & provisioning- Recovery procedures - CIBIL -Priority Sector Advances, regulatory compliance- consumer protection Act 2019 and RTI Act 2005 and customer service: RBI integrated Ombudsman Scheme.	
Module IV: Non-fund-based Services and Recent developments	10%
Non-fund Based Limits; estimation of WC; Term Loans; Base Rate	
Module V: Asset Liability Management in Banks	13%
Asset Liability Management in Banks, Reading and interpreting bank Balance Sheet – BASEL CAR Norms	
Module VI: Fee Based Services &Wholesale Banking	15%
Fee based services – L/C, Bank guarantees, subsidiary services, - Corporate banking – nature - development in corporate banking- Consortium finance.	
Module VII: Negotiable Instruments, Modern Banking Services, Green Banking	15%

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Payment and Collection of Cheques and Other Negotiable Instruments - NI Act; Role & Duties of Paying & Collecting Banks – Digital banking Solutions and Technological advancements, Green banking Solutions.	

Pedagogy for Course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance.
The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C6.5	C6. P5	PLO4	PEO4

Reference Book:

1. Indian Institute of Banking (IIBF) - *Principles and Practices in **B**anking* – 5th edition- Macmillan education, 2021
2. Kavitha, T. S., Savitha, P., Vidya, B., & Ramalakshmi, N. (2023). *An introduction to Commercial Banking*. Notion Press.

Course Design	Dr S.Sangeetha

BOS Chairman Signature

Course Title	**Security Analysis and Portfolio Management**
Course Code	24BAE054
Credit Units	3

Course Objectives:
The course will introduce the concept of investment products, institutions, market mechanisms, including regulations. In this course, analytical techniques for investing will be discussed and construction, evaluation and revision of financial portfolio will be carried out.

L	T	P	SW	FW	TOTAL CREDITS
2		2			3
Pre – Requisites		None			

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1: Explain the workings of the capital market and describe the products traded in the Indian capital market.
CLO2: Propose investment decisions using Fundamental and Technical analyses.
CLO3: Display proficiency in spread sheet analysis for constructing optimum portfolio for investment decisions

Course Syllabus	Weightage
Module I: Introduction to Capital Markets	
Investment – types of Investment-Capital market- Structure - Primary and Secondary Market – Primary Market – functions, participants, - new issues. Secondary market - Stock exchanges - Securities Markets: Structure and Participants - Role of Securities Markets - Technological advancements in the securities market	25%
Module II: Fundamental and Technical Analysis	
Fundamental Analysis – Computation of Intrinsic Value of equities and bonds (Excel Calculations only), Calculation of expected returns – Absolute, Annualized, CAGR, IRR and XIRR (Excel Calculations only) – Technical Analysis – Mathematical Oscillators (Excel Calculations only)	25%
Module III: Capital Market Theories	
Capital market theory - Capital market line - Diversification of risk and market portfolio - Measurement of Risk (Excel Calculations only) - Types of risk – market and non-market risk - Capital asset pricing model, CAPM - Security market line	25%
Module IV: Portfolio Management	
Portfolio Management Process - Markowitz Theory (Excel Calculations only) - Sharpe's Single Index Model (Excel Calculations only) - Computation of Optimal Portfolio Performance evaluation – Equity Portfolio Management Strategies - Fixed Income Portfolio Management Strategies - Portfolio Revision – strategies - Portfolio Management Services –Services offered.	25%

Pedagogy for Course Delivery *
Lecture, Spreadsheets & case studies

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
67% (No Mathematical Questions)	33% (No Theory Questions)	

Course Assessment

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Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	50
20	30	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C4.9	C4. P9	PLO2	PEO2

Reference Books

1. Benjamin Graham, *Security Analysis*, Seventh Edition: Principles and Techniques, 18 July 2023
2. Bhalla V.K., *Fundamentals of Investment Management*, December 2010

Course Design	V S Binu CFP®

BOS Chairman Signature

Course Title	**International Finance**
Course Code	24BAE055
Credit Units	3

Course Objectives:
This course introduces the students to the foreign exchange market, the evolution of international trade and settlements and the determination of exchange rates between currencies. It also provides an overview about Balance of Payment and its impact on forex rates and the International Parity Theories. It also facilitates the learners about InternationalRisk Management and the role of various International Financial Institutions

L	T	P	SW	FW	TOTAL CREDITS
2	1				3
Pre – Requisites		None			

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1: Explain the concepts of International Finance, Exchange rates, Exchange rate systems basics of Behavioral Finance and Behavioral biases (K2)
CLO2: Appraise the International Parity Theories and Balance of Payments (K6)
CLO3: Explain the International risk management and the functions of International financial institutions (K6)

Course Syllabus	Weightage
Module I: Overview of International Finance	15%
International trade- Balance of payment- Forex Market- Participants in Forex Market- Structure of Forex Market- Spot and Forward Exchange rate- Factors affecting the exchange rate.	
Module II: Foreign Exchange and Exchange rate system	15%
Foreign Exchange Markets – structure-International Monetary system – Gold standard, Gold Exchange standard, The Bretton woods system, Exchange rate systems – Fixed, Free float, Managed Float- Pegged- Exchange rate policy, and monetary policy.	
Module III: International Trade Theories	25%
International Trade Theories, conditions leading to international arbitrage - Purchasing power parity theory, Interest Rare parity theory, International Fischer effect.	
Module IV: International Trade finance and Risk Management	15%
Arbitrage, Covered interest arbitrage, uncovered interest arbitrage, Triangular arbitrage, speculation- types of speculation in spot, forward and option market, Foreign Exchange Exposure and risk management- Risks involved in trade finance - country risk, currency risk, credit risk, counter party risk, exchange risk, legal risk. - Managing Economic, Translation and Transaction Exposures Hedging- Currency derivatives-Currency Futures-Currency options- Currency Swaps	
Module V: Balance of Payment	15%
Key components of Balance of payment, balance of trade, Current account and capital account convertibility	
Module VI: International Financial Markets and Financing Trade	15%

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International Credit Policy Agencies and Global Capital Markets - International credit and Money markets- International bond Market – International Equity Market. Equity and debt products like ECBs, ADRs, GDRs - ECCBs and other types of Bonds etc.	

Pedagogy for Course Delivery - Theoretical concepts shall be imparted during lecture sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications. Forex trading will be practiced.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C1.4	C1. P4	PLO2	PEO2

Reference Books

1. Madura, J. (2020). *International Financial Management*. Cengage Learning.
2. Bhogal, T., & Trivedi, A. (2019). *International Trade Finance: A pragmatic approach*. Springer Nature.
3. Siddaiah, T. (2009). *International Financial Management*. Pearson Education India.

Course Design	Dr. Suraj.E.S

BOS Chairman Signature

Course Title	**Rural Banking & Microfinance**
Course Code	24BAE056
Credit Units	3

Course Objectives

To introduce and strengthen the operational capacity of future branch personnel and to enhance their knowledge on nuances / specialties of rural banking and microfinance.

L	T	P	SW	FW	Total Credits
2	-	-		2	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Explainabout the rural banking institutions and their role in rural development.

CLO2: Identify the different credit lending models and risk minimization strategies adopted by micro finance institutions.

CLO3: Explain the methods of Agricultural advances, Financing, and technology for non-farm activities by rural banks.

Course Syllabus	Weightage
Module I: Introduction to Rural Banking	10%
Introduction- Rural Banking; Needs-provisions of RRB act 1976; Role of Commercial Banks in rural credit; Organisation Structure, Performance; Role of Government, RBI and NABARD in monitoring	
Module II: Rural Banking Products	15%
Rural Credit, refinance, and other supports; New initiatives in rural banking.; Deposits and Ancillary Services; Banker -Customer relationship, Rights and responsibilities of a bank, Mandates, Indemnity, Garnishee / Attachment Orders, Various Deposit Schemes & Different types of customers; Safe Deposit Lockers and safe custody of articles; Closure of Accounts	
Module III: Digital and Rural Banking Products & Innovations	10%
KYC norms, Aadhar enabled accounts, Net Banking, mobile banking and e-Wallet, RTGS / NEFT, Agricultural advances for Production of Crops, Allied Activities and Investment Credit	
Module IV: Rural Banking Products- Credit	10%
General features of agricultural loans, schemes, and advances; Debt Swap scheme. PMJDY Role of Business Correspondents / Business Facilitator.; Financing for Non-farm activities; Credit to small and micro enterprises in rural areas, indirect advances to agriculture; Artisans credit cards, swarojgar credit cards, Laghu Udhami credit Cards, General Credit Card Scheme, Financing under Govt. sponsored schemes.	
Module V: Rural Banking Products- Credit Process & Documentation	10%
Various types of Loan Securities, Loan documentation, Role of farmers' club, Rural Branch management and profitability. Anti-Money Laundering	
Module VI: Microfinance – Introduction& Models	20%
Microfinance-Microfinance as a Development Tool: The Indian Experience; Evolution – disaster; Microfinance Models - Supply; Intermediation and Regulation of Microfinance Credit Lending and Revenue Models of Microfinance; Risks involved in Lending, Strategies for risk minimization; Product development in MFI; Marketing MFIs	

BOS Chairman Signature

Module VII: Microfinance -Regulations, RecentTrends & Challenges	25%
Legal and Regulatory Framework; Self-regulatory mechanism; Recent strategies in outreach- social, credit rating, Challenges faced by Microfinance Industry, Emerging issues	

Pedagogy for Course Delivery *

Sessions will be conducted through group-based learning based on videos shared in advance. The sessions will incorporate the news article discussion in addendum.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	**60**
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.3	C1. P3	PLO1	PEO1
CLO3	C1.2	C1. P2	PLO1	PEO1

1.IIBF (2017) -*Rural Banking Operations*–2nd edition- Macmillan education

2.*Micro-Finance: Perspectives and Operations* Second Edition- Macmillan education

Course Design	Dr S.Sangeetha

BOS Chairman Signature

Course Title	**Merchant Banking and Financial services**
Course Code	24BAE057
Credit Units	3

Course Objectives

This course is designed to equip students with an understanding of the integral role of merchant banker, encompassing issue management at large. It covers fund-based services incorporating both traditional practices and emerging trends in the financial sector.

L	T	P	SW	FW	TOTAL CREDITS
1	1	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Outline the contribution of various financial services to Indian Economy

CLO 2: Apply managerial knowledge of a Merchant Banker in the process of Initial Public Offering

CLO 3: Exhibit knowledge in emerging trends in fund-based financial services

Course Syllabus	Weightage
Module I: Introduction to Merchant Banking	15%
Indian Financial System - Merchant Banking -Introduction, Concept of merchant banking, Development of merchant banks and regulations – SEBI regulations – Registration of Merchant Bankers-Code of conduct for Merchant Bankers	
Module II: Issue Management	20%
Issue Management - Pre-issue and post-issue management activities performed by merchant banks. – Underwriting - Role of underwriters (Theory and Sums). - Marketing of New issues – Process – Methods of Marketing securities – Public issue proposals – e-IPO - Post issue activities – share allotment – listing in stock exchanges.	
Module III: Introduction to Financial Services	15%
Financial Services - Financial Services in India, Types, and importance – Impact of FINTECH innovations in traditional financial services	
Module IV: Fund Based Financial Services	30%
Lease - leasing, benefits and limitations, types of leasing (Theory and Sums) Hire Purchase - lease financing Vs hire-purchase financing, Bills discounting – Factoring- Venture Capital- Real estate Financing. (only Theory).	
Module V: Fee Based Financial Services	20%
Fee Based functions: Consulting/Advisory services Asset Securitization – features-need- mechanism- SPV - Loan Syndication- types – services – syndication of working capital loans - Credit rating agencies – Portfolio Management Services, Bancassurance, Mutual Funds.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

BOS Chairman Signature

Course Assessment		
Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C1.2	C1. P2	PLO1	PEO1

Reference Books

1. Dr.S.Gurusamy, *Merchant Banking and Financial Services*, 4th edition, McGraw Hill Education Publications, 2013.
2. K. Ravichandran *Merchant Banking and Financial Service* Paperback, Himalaya Publishing House, 2017.
3. Jagroop Singh, *Merchant Banking and Financial Services*, OSR Publishers, 2022.

Course Design	Mr. Freddy Chris M

BOS Chairman Signature

Course Title	**Banking Technology and Fintech**
Course Code	24BAE058
Credit Units	3

Course Objectives

The course on Banking Technology and FinTech will provide a comprehensive understanding of the evolution and impact of banking technology and Fintech, focusing on digital transformation, emerging technologies, cybersecurity, and innovative financial solutions in the banking ecosystem. It also aims to explore the role of regulatory challenges, and the strategic use of technology to enhance customer experience and operational efficiency in banking.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2		2	3
Pre – Requisites	None				

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Understand the impact of digital transformation on banking operations and customer experiences.

CLO 2: Display ability to apply fintech tools to drive decision-making and strategic planning in banking.

Course Syllabus	Weightage
Module 1: Introduction to Banking Technology and Fintech	15%
Evolution and Impact of Banking Technology - Overview and Disruptive Potential of Fintech - Key Stakeholders in the Fintech Ecosystem - Regulatory Environment and Challenges	
Module 2 – Digital Banking Transformation	15%
Core Banking Systems (CBS) - Internet and Mobile Banking - Digital Wallets and Payment Gateways - API Banking and Open Banking Case Studies on Digital Transformation in Banks	
Module 3: Emerging Technologies in Banking	25%
Artificial Intelligence (AI) and Machine Learning (ML) - AI for Customer Service (Chatbots, Virtual Assistants) - ML for Credit Scoring and Risk Management, Blockchain and Distributed Ledger Technology (DLT) - Blockchain for Payments and Settlements - Robotic Process Automation (RPA) - Automation of Back-Office Operations - Use Cases and Implementation Strategies, Cloud Computing in Banking - Benefits and Challenges of Cloud Adoption - Security and Compliance in Cloud Banking	
Module 4: Cybersecurity and Risk Management in Banking Technology	20%
Cyber Threat Landscape in Banking - Strategies for Cybersecurity in Banks - Role of Encryption and Cryptography - Regulatory Compliance and Data Protection - Incident Response and Recovery Planning	
Module 5:Fintech Innovations and Data Analytics	25%
Peer-to-Peer (P2P) Lending and Crowdfunding Platforms - Insurtech: Innovations in Insurance Technology - Regtech: Regulatory Technology for Compliance and Risk Management - Wealthtech: Digital Wealth Management Solutions - Neobanks and Challenger Banks - Role of Big Data and Predictive Analytics in Banking - Customer Analytics for Personalized Banking.	

BOS Chairman Signature

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture sessions. Sums, Problem-solving sessions, Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C4.4	C4. P4	PLO2	PEO2

Reference Books

1. Edward Franklin, *Financial Technology and Digital Banking*, Montecito Hot Springs, 2024.
2. N. S. K. Rajendra, *Banking Technology*, Himalaya Publishing House, 2017.
3. Susanne Chishti, Janos Barberis, *The FINTECH Book: The Financial Technology Handbook for Investors, Entrepreneurs and Visionaries*, Wiley Publications, 2016.

Course Design	Mr. Freddy Chris M

BOS Chairman Signature

Course Title	**Financial Risk Management**
Course Code	24BAE059
Credit Units	3

Course Objectives

This course's objective is to give students a comprehensive understanding of the various types of financial risks faced by organizations and the tools and techniques used to manage these risks effectively. Students will learn to apply quantitative methods and strategic approaches to identify, assess, and mitigate financial risks in a dynamic business environment.

L	T	P	SW	FW	TOTAL CREDITS
2	-	-	2	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Identify the different types of financial risks faced by organizations.

CLO2: Display ability in formulating risk management strategies and their effectiveness in mitigating financial risks.

Course Syllabus	Weightage
Module 1: Introduction to Financial Risk Management	15%
Introduction, Definition and importance - Overview of financial risks: market risk, credit risk, operational risk, liquidity risk - Regulatory environment and risk management standards (e.g., Basel III, Solvency II) Interest rate risk Case studies of financial crises and the role of risk management	
Module 2: Credit Risk Management	20%
Credit risk assessment and mitigation strategies - Credit derivatives: credit default - Credit risk modeling: credit scoring, credit rating systems, default probabilities	
Module 3: Advance Credit Derivatives and Risk Management	15%
Credit Default Swaps (CDS) – Definition and Mechanics - Collateralized Debt Obligations (CDOs) – Overview, Impact on Financial Markets - Counterparty Risk Management – Emerging Trends and Innovations Case studies on credit risk failures	
Module 4: Market Risk Management	30%
Managing Interest Rate Risk: duration, convexity, immunization strategies - Managing currency risk: hedging techniques using forwards, futures, options, and swaps - Commodity price risk management: Derivative Instruments and hedging strategies - Equity risk management	
Module 5: Operational and Liquidity Risk Management	20%
Identifying and assessing operational risks: internal processes, systems, human factors. Risk management frameworks: COSO, ISO 31000 - Liquidity risk measurement and management: cash flow forecasting, liquidity coverage ratio (LCR) - Integrated risk management and the role of Enterprise Risk Management (ERM)	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture sessions. Sums, Problem-solving sessions, Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)

BOS Chairman Signature

100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.3	C1. P3	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1

Reference Books

3. Dr. M. Y. Khan, *Financial Risk Management*, McGraw Hill Education, 2022
4. R. K. Arora, *Financial Risk Management*, Wiley Publishers, 2021
5. Steve Allen, *Financial Risk Management: A Practitioner's Guide to Managing Market and Credit Risk,* Wiley Publications, 2003

Course Design	Mr. Freddy Chris M

BOS Chairman Signature

Course Title	**Mutual Funds**
Course Code	24BAE060
Credit Units	3

Course Objectives:

The primary objective of this Mutual Funds course, is, students will develop a solid foundation in the theoretical frameworks underlying mutual funds, including various fund types, investment strategies, and regulatory considerations. Through lectures and case studies, participants will gain practical insights by examining real-world fund performance and management decisions. Discussions on current trends will help students understand emerging innovations and market dynamics, ensuring they acquire both theoretical and practical skills needed for successful mutual fund management.

L	T	P	SW	FW	TOTAL CREDITS
2	1				3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Identify various types of mutual funds and understand the investment strategies.

CLO2: Display proficiency to use appropriate analytical tools to assess the performance of portfolio and its risk in protecting investors, ensuring market integrity.

CLO3: Outline the recent trends in Mutual Fund

Course Syllabus	Weightage
Module I: Introduction to Mutual Funds	20%
Mutual Fund structure and constituents - role of sponsor – trustee AMC – categorisation of funds – AUM. Offer document – New Fund Offer – Process of issuing NFO – Statement of Additional Information – Scheme Information Document – Key Information Memorandum	
Module II: Investment Strategies and Fund Selection	15%
Growth, Income, Capital Preservation, and diversification strategies – Performance metrics – risk assessment – Use of morning star ratings, fund fact sheets and performance reports for investment decisions.	
Module III: Portfolio Management and Performance Evaluation	25%
Asset allocation – rebalancing strategies and diversification. Measuring performance using Sharpe ratio, Treynor ratio and Jensen's Alpha – Comparison of mutual fund performance against relevant benchmarks and indices.	
Module IV: Risk Management	20%
Types of risk – Stress testing – scenario analysis – Ethical standards in risk management	
Unit V: Trends in Mutual Funds	20%
Impact of technology on mutual funds, growth of robo-advisors, and the rise of sustainable and ESG (Environmental, Social, and Governance) funds - smart beta strategies, and the integration of artificial intelligence in fund management - trends in mutual funds across different regions and international investment opportunities.	

BOS Chairman Signature

Pedagogy for Course Delivery

The pedagogy incorporates a blend of instructional methods to provide a thorough understanding of mutual fund concepts and practices. Lectures introduce foundational theories and current industry practices, covering various types of mutual funds, investment strategies, and regulatory aspects. Case studies offer practical insights by analysing real-world fund performance and management decisions Groupprojects foster collaborative learning and deeper exploration of fund strategies and performance evaluation. guest lectures from industry professionals and current trend discussions expose students to emerging innovations and real-time market dynamics. This multifaceted approach ensures that students gain both theoretical understanding and practical skills necessary for effective mutual fund management and analysis.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C1.6	C1. P6	PLO1	PEO1

Reference Books

1. Bharti V. Singh, *Mutual Funds: Principles and Practices*, 1st Edition, McGraw-Hill 2020
2. Taylor Larimore, Mel Lindauer, Michael LeBoeuf, *The Bogle heads' Guide to Retirement Planning*, 2nd Edition, Wiley, 2021.

Course Design	Dr.Mohanamani P

BOS Chairman Signature

Course Title	**Financial Modelling**
Course Code	24BAE061
Credit Units	3

Course Objectives:

The primary objective of the financial modelling course is to equip learners with the essential skills and knowledge needed to construct and utilize financial models effectively for decision-making in various financial contexts. The course aims to make learners proficient in financial modelling, enabling them to create accurate and robust financial models, conduct detailed financial analyses, and make strategic business decisions with confidence

L	T	P	SW	FW	TOTAL CREDITS
1		2	2		3
Pre – Requisites		SAPM			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Exhibit knowledge in financial modelling

CLO2: Display proficiency to use spreadsheet for conducting sensitivity and scenario analysis in capital budgeting models.

CLO3: Analyse and interpret the risk-return profiles for different financial scenarios

Course Syllabus	Weightage
Module I: Introduction to Financial Modelling	10%
Financial Modelling – Need for the management – Structure and Challenges – Financial Modelling standards	
Module II: Financial Modelling for Capital Budgeting Decisions	25%
Modelling Payback period, NPV and IRR – Necessary Projections. Data Tables – Sensitivity Analysis and Scenario Analysis – Complete model for capital budgeting decisions	
Model III: Modelling Risk Return of equity and their Portfolio	25%
Developing Models to determine and analyse security risk and return – Portfolio Risk and Return – Efficient Frontier	
Module IV: Developing Financial Models for Cost Volume Profit Analysis	20%
Developing a Financial Model for Cost Volume Profit Analysis – Break Even Point – Risk analysis in Cost Volume Profit Analysis	
Module V: Value at Risk	20%
Risk returns and volatility measurement – Computation of Value of Risk of a firm	

Pedagogy for Course Delivery *

Practice based sessions on various excel functions shall be provided for building models in various financial applications. Students will work hands on with financial cases, to have a better understanding on financial modelling

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	40
45	15	

BOS Chairman Signature

Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C4.9	C4. P9	PLO2	PEO2
CLO3	C1.3	CL.P3	PLO1	PEO1

Reference Books

1. P Pignataro,*Financial Modelling and Valuation: A Practical Guid e to Investment Banking and Private Equity,* Second Edition (Wiley Finance) Hardcover – Import, 2 May 2022

2. Sheeba Kapil,*Financial Valuation and Modelling* Paperback – 1 September 2021, Wiley

Course Design	Dr.Mohanamani.P

BOS Chairman Signature

Course Title	**Behavioral Finance**
Course Code	24BAE062
Credit Units	2

Course Objectives: Grasp the foundational concepts and theories of behavioral finance and recognize common cognitive biases, heuristics and psychological factors that affect financial decision-making process.

L	T	P	SW	FW	TOTAL CREDITS
1				2	2

Pre – Requisites	None

Course Learning Outcomes
On successful completion of the course the students will be able to:
CLO1: Analyze how psychological factors impact financial decision-making.
CLO2: Identify and evaluate market anomalies and their causes.
CLO3: Apply behavioral finance principles to real-world scenarios, with a focus on the Indian market

Course Syllabus	Weightage
Module I: Introduction to BehavioralFinance	15%
Historical background and key contributors of behavioral finance- Behavioral finance vs. traditional finance- Cognitive dissonance- - Anchoring Heuristics- Availability Heuristic - Representativeness heuristic- Anchoring	
Module II: Theories of Behavioral Finance	15%
Basics of prospect theory- Loss aversion- Framing effects- Mental accounting- Investor overconfidence- Implications of over-optimism in investment- Case studies on overconfidence in the Indian market	
Module III: Anomalies	25%
Calendar effects (e.g., January effect, Diwali effect)- Momentum and reversal- Value vs. growth investing- Impact of investor sentiment on market anomalies.	
Module IV: Psychological Influences on Investment Decision	25%
Herding- Emotions in financial decision-making- Social influences and herd behavior- Cultural influences on financial behavior in India	
Module V: Behavioral Portfolio Theory	20%
Behavioral asset pricing models- Noise traders and market efficiency- Limits to arbitrage- Behavioral biases in asset allocation	

Pedagogy for Course Delivery – Lecture- Case study- Project based study

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Theory Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	
50		

Course Mapping

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Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C1.4	C1. P4	PLO2	PEO2

Reference Books

1.*Behavioral Finance: Understanding the Social, Cognitive, and Economic Debates*" by Venezia Itzhak

2."*Thinking, Fast and Slow*" by Daniel Kahneman

3."*Misbehaving: The Making of Behavioral Economics*" by Richard H. Thaler

4. Selected academic journal articles and case studies focusing on the Indian context

Course Design	Dr. Suraj.E.S

BOS Chairman Signature

Course Title	**Introduction to Cryptocurrency and Blockchain**
Course Code	24BAE063
Credit Units	1

Course Objectives: This course introduces the students to the basics of cryptocurrencies, block chain ecosystem. A preface on the cryptocurrency trading is also provided to the students

L	T	P	SW	FW	TOTAL CREDITS
1					1

Pre – Requisites	None

Course Learning Outcomes
On the successful completion of the course, students will be able to
CLO1: Understand the basics of cryptocurrency and navigate investments in the same
CLO2: Understand the concept and framework of Blockchain
CLO3: Analyze the different platforms of cryptocurrency trade.

Course Syllabus	Weightage
Module I: Introduction to Cryptocurrency	15%
Origin of Crypto currency – Types of Cryptocurrencies – Crypto mining- Crypto Trading- Crypto Exchange- Crypto trading platforms -Trading strategies and technical analysis.	
Module II: Decentralized Finance (DeFi)	15%
Overview of traditional finance vs. decentralized finance-History and evolution of DeFi- decentralization, Introduction to DeFi – DeFi Companies- smart contracts	
Module III: Introduction to Blockchain Ecosystem	20%
Blockchain in finance – Blockchain in banking – Blockchain in Crypto trade – Blockchain development companies	
Module IV: Crypto Trading Platforms	25%
Crypto trading platform providers – registration procedures – investment modes – trade using AI - Risk management and portfolio diversification- Yield farming- Liquidity Mining.	
Module V: Crypto Transaction and Taxation	25%
Payments using cryptocurrencies – Swapping of cryptocurrencies – transacting between wallets – P2P transactions – Withdrawal – Capital Gain Tax in India	

Pedagogy for Course Delivery - Crypto trading, Peer Group Discussion and Case Discussions

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	
50		

Course Mapping

BOS Chairman Signature

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.2	C3. P2	PLO2	PEO2

Reference Books

1 Daniel Van Flymen, (2020), *Learn Blockchain by Building One: A Concise Path to Understanding Cryptocurrencies*, Apress

2. Andreas M. Antonopoulos (2014),*Mastering Bitcoin: Unlocking Digital Cryptocurrencies*"

Course Design	Dr. Suraj.E.S

BOS Chairman Signature

Course Title	**Equity Derivatives Management**
Course Code	24BAE064
Credit Units	3

Course Objectives: The main aim of this course is to equip the students with the basics of derivatives practices, especially about the equity derivatives in India. Importance of the hedgers, speculators and arbitragers in the market is introduced. Different types of equity derivative products will be discussed. The regulatory framework of these markets and domestic and international historical developments in equity derivative market will also be highlighted.

L	T	P	SW	FW	TOTAL CREDITS
2	1				3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course the students will be able to:

CLO1: Understand the basics of equity derivatives in Indian Equity Derivatives Market

CLO2: Apply the various trading strategies in equity derivatives

CLO3: Outline legal and regulatory environment pertaining to derivatives market

Course Syllabus	Weightage
Module I: Introduction to Derivatives	20 %
Basics of Derivatives – Market Participants – Types – Significance - Risks	
Module II: Forward and Futures Contract	25%
Forward contracts – Future contracts – Margin Requirements – marking to market – Delivery options – Relationship between future prices, forward prices and spot prices	
Module III: Option	25%
Basics – Payoff charts – Fundamentals of Option pricing – Binomial and Black Scholes option pricing models – Trading strategies	
Module IV: Swaps	20%
Basics – Interest rate Swap- Currency Swap - Valuation of Interest rate swaps and currency swaps – Floating Rate Notes – Credit Risk	
Module V: Legal and regulatory environment	10%
Overview of SCRA, 1956, SEBI – 1992 – Importance of rules and regulations in equity derivatives trading	

Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical application

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

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Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C2.1	C2. P1	PLO1	PEO1

Reference Books

1. John. C. Hull, *Options, Futures, and other Derivative Securities*, PHI Learning, 11th Edition, 2021
2. Keith Redhead, *Financial Derivatives – An Introduction to Futures, Forwards, Options and SWAPs – PHI Learning.*

Course Design	Dr. Suraj.E.S

BOS Chairman Signature

Course Title	**Wealth Management**
Course Code	24BAE065
Credit Units	3

Course Objectives:

The basics of personal financial planning include understanding the time value of money, evaluating the financial positions of clients, and managing debt and loans. It is important to have knowledge of the Indian financial markets and their various segments, including the Indian securities market. An orientation to different kinds of investment products is essential, such as equity, debt, derivatives, and managed portfolios like mutual funds, portfolio management services, and alternative investment funds. Additionally, understanding the construction, performance monitoring, and evaluation of portfolios is crucial. Investment management also involves comprehending operational aspects, key regulations, ethical issues for investment advisers, and the grievance redress system.

L	T	P	SW	FW	TOTAL CREDITS
2		2			3
Pre – Requisites		None			

Course Learning Outcomes

On the successful completion of the course, students will be able toCLO1: Understand the fundamentals of comprehensive financial planning

CLO2: Display proficiency in spread sheet analysis and online fintech tools for constructing goal based comprehensive financial plans

Course Syllabus	Weightage
Module I: Financial Planning & Time Value of Money	
Introduction to financial planning – Concept of Net worth – Financial planning process – Time value of money (Excel Calculations only) -	20%
Module II: Evaluating Financial Position of the investors & Insurance planning	
Cash flow management in personal finance – Creation of budget and savings plan – contingency planning – Evaluation of financial position of the investor – Life insurance products - Life insurance need analysis (Excel Calculations only) – Nonlife insurance products	20%
Module III: Debt Management	
Need of debt – Calculation of loan EMI (Excel Calculations only) – calculation of closure of loan (Excel Calculations only) – Calculation of debt restructuring (Excel Calculations only) - Loan moratorium and its effect on outstanding debts (Excel Calculations only) – Varying interest rates and repayment schedules (Excel Calculations only)	20%
Module IV: Retirement Planning	
Introduction to retirement planning – Retirement goals – Retirement corpus calculation (Excel Calculations only) – Building retirement corpus, Annuity due and lumpsum (Excel Calculations only) - Retirement planning products	20%
Module V: Estate Planning	

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Introduction to estate planning – Calculation of estate planning (Excel Calculations only) – Will generation – Gifts, joint holdings and nominations – Trust formation – Family Settlement – Power of Attorney – Applicable laws	20%

Pedagogy for Course Delivery *

Lecture & Practical session using MS Excel

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
67% (No Mathematical Questions)	33% (No Theory Questions)	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	50
20	30	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.1	C1. P1	PLO1	PEO1
CLO3	C4.4	C4. P4	PLO2	PEO2

Reference Books

Dun & Bradstreet, *Wealth Management*, Mc Graw Hill, July 2017

Dun & Bradstreet, *Equity Research and Valuation*, Mc Graw Hill, December 2007

Course Design	V S Binu CFP®

BOS Chairman Signature

Course Title	**Alternative Investment Fund Management**
Course Code	24BAE066
Credit Units	3

Course Objectives:
AIF products are crucial for portfolio diversification. Understanding the AIF ecosystem, including roles of service providers and managers, is essential for effective fund management, governance, and conflict resolution. Key aspects include fund structures, fee structures, performance measurement, and benchmarking. Investment strategies involve due diligence and governance. Adherence to the code of conduct, legal documentation, and negotiations among stakeholders is vital. Valuation techniques, third-party valuers, fund monitoring, and reporting are important. Additionally, knowledge of exit options and taxation aspects for the fund and its investors is necessary.

L	T	P	SW	FW	TOTAL CREDITS
3					3
Pre – Requisites		None			

Course Learning Outcomes
On the successful completion of the course, students will be able to
CLO1: Illustrate the suitability of AIF products for portfolio diversification and the roles of various service providers within the AIF ecosystem.
CLO2: Summarize the responsibilities of AIF managers, including fund management, governance, and conflict of interest management.

Course Syllabus	Weightage
Module I: AIF in India	
Evolution and growth of AIF market in India – Types and Categories - Appropriateness of AIF Products for Investors – Category III VS Traditional investments	20%
Module II: AIF Ecosystem in India	
AIF Ecosystem in India – Corporate Venture funding – Crowd funding – Co-investments – Capital Commitment and Sponsor Commitment - Drawdown and Capital Invested - Due Diligence - Environmental, Social and Governance - First close and Final close - Green Shoe Option - Fees and Expenses - Additional Returns and Performance Fees - Distributions / Waterfall - Term Sheet and Summary of Principal Terms (SOPT)	20%
Module III: Fund Structuring	
Principle of Pooling - Buy-out Transactions - Anatomy of AIF Constitution - Common Fund structures of AIF - Comparative Analysis	20%
Module IV: Fee Structure & Fund Performance of AIF	
Fee Structure – Management fee, hurdle rate, high-water mark – Risks in AIFs – Returns of AIF – Risk-return metrics of AIF	20%
Module V: Fund Governance	
Investment strategies of AIF categories – Investment process – Governance of funds – Fund Due Diligence – Legal Documentation – Fund monitoring and reporting	20%

Pedagogy for Course Delivery *
Lecture & case studies

BOS Chairman Signature

End Semester Examination Scheme				
Theory (%)		Practical (%)	Project (%)	
100%				
Course Assessment				
Continuous Assessment Score components			End Semester Examination	
Course Assessments		Class tests	60	
16		24		
Course Mapping				
Course Learning Outcomes	**Competency**	**Performance Indicators**	**Program Learning Outcomes**	**Program Educational Objectives**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.2	C1. P2	PLO1	PEO1
Reference Books 1. NISM (An Educational Initiative of SEBI), *NISM X Taxmann's Alternative Investment Funds Managers* – Foundation knowledge of the AIF ecosystem in India with insights on fund management, regulatory & taxation frameworks, best practices, etc., 29 March 2024				
Course Design		V S Binu CFP®		

BOS Chairman Signature

Course Title	**Fixed Income Securities**
Course Code	24BAE067
Credit Units	3

Course Objectives:
This course introduces the core concepts of Fixed Income Securities. The risk return associated with the Fixed Income Securities and analysis of the performance of fixed income securities is also provided to the students in this course.

L	T	P	SW	FW	TOTAL CREDITS
2	1				3
Pre – Requisites		None			

Course Learning Outcomes
On the successful completion of the course, students will be able to

CLO1: **Understand** fixed income securities, their classifications and risk associated with investing in the same

CLO2: **Analyze** the performance of fixed income securities in the money market and debt market.

Course Syllabus	Weightage
Module I: Overview Of the Indian Debt Market	10%
Role and importance of Debt Market – Ecosystem of Bond Markets – Regulators of Debt Markets – Credit Rating Agencies – Classifications of Fixed Income Securities based on type of issuer, maturity, coupon, currencies, security and embedded options	
Module II: Risk associated with Bonds and Bond Pricing	25%
Risk in fixed income securities and mitigation tools – Concept of par value –Time Value of Money – Cashflows and yield of bonds – Pricing of different bonds – Price yield relationship – Pricing of a floating rate bonds	
Module III: Term Structure of Interest Rates and measuring Interest Rate Risk	25%
Yield Curve and Term Structure - Relationship between Spot and Forward Rates - Determinants of the Shape of the Term Structure - Concept of Duration - Difference between Modified Duration and Effective Duration - Price Value of Basis Point	
Module IV: Indian Money Market	20%
Introduction to Money Market - Types of Instruments in Money Market - Trends in the Indian Money Market - Importance of the Call Money Market - Important Rates in the Indian Inter-Bank Call Market	
Module V: Government& Corporate Debt Markets	20%
Introduction to Government Debt Market - Types of Instruments in Government Debt Market - Trends in the Indian G-Sec Market - The Issuance Mechanism - The Indian Corporate Debt Market - Types of Instruments in Corporate Debt Market - Trends in Indian Corporate Debt Market - The Issuance Mechanism	

Pedagogy for Course Delivery *
Lecture & case studies

End Semester Examination Scheme		
Theory (%)	**Practical (%)**	**Project (%)**

BOS Chairman Signature

100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2

Reference Books

1. Robert Jarrow, *Modeling Fixed Income Securities and Interest Rate Options*, 3RD EDITION, September 2019
2. Pietro Veronesi and Sunil Parameswaran, *Fixed Income Securities, An Indian Adaptation*, January 2024

Course Design	V S Binu CFP®

BOS Chairman Signature

Course Title	**Case Studies in Finance, Banking, and Capital Markets**
Course Code	24BAE068
Credit Units	4

Course Objectives

This course delves into the intricate details of finance and banking by exploring five comprehensive modules. Each module is anchored in case studies that represent real-world challenges faced by financial institutions, corporations, and regulatory bodies. The course emphasizes the practical application of finance theories, fostering critical thinking and strategic decision-making skills.

L	T	P	SW	FW	TOTAL CREDITS
1	2	-	2	-	4
Pre – Requisites		None			

Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO1: Demonstrate an understanding of key financial and banking concepts and their applications in complex real-world scenarios.

CLO2: Analyze and address financial strategies, banking operations, and market regulations using case study methodologies.

CLO3: Develop and present strategic financial and banking solutions based on case study insights and industry best practices.

Course Syllabus	Weightage
Module 1: Corporate Finance and Investment Banking	15%
• Capital Structure Decisions • Mergers and Acquisitions (M&A) • Valuation Techniques • Risk Management in Investment Banking	
Module 2: Retail Banking and Financial Services	10%
• Retail Banking Strategies • Credit Risk Management • Regulatory Compliance and Ethical Issues • Digital Transformation in Banking	
Module 3: Capital Markets and Financial Instruments	25%
• Equity Markets and IPOs • Debt Markets and Fixed Income Securities • Derivatives and Risk Hedging • Market Regulation and Compliance	
Module 4: Asset Management and Wealth Planning	30%
• Portfolio Management • Wealth Management for High-Net-Worth Individuals (HNWI) • Alternative Investments • Behavioral Finance	
Module 5: Global Financial Markets and Economic Environment	20%
• Global Financial Crisis • Exchange Rates and International Trade • Monetary Policy and Central Banking • Emerging Markets	

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Pedagogy for Course Delivery

The course will primarily utilize case studies to anchor theoretical concepts in real-world applications. Theoretical knowledge will be delivered through lectures and tutorials, while practical insights will be gained through case study analyses, group discussions, and presentations.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO2	PEO2

Reference Books

1. Richard A. Brealey, Stewart C. Myers, Franklin Allen (2019), *Principles of Corporate Finance*, McGraw-Hill Education.
2. Tim Koller, Marc Goedhart, David Wessels (2020), *Valuation: Measuring and Managing the Value of Companies*, McKinsey & Company Inc.,
3. Aswath Damodaran (2020), *Applied Corporate Finance*, Wiley publication
4. John G. A. Doyne (2016), *Managing Risks in Retail Financial Services: Case Studies on Global Best Practices*, Kogan page
5. Ian H. Giddy (1994), *Global Financial Markets: Theories, Cases, and Environment Houghton Mifflin,*

Course Design	Dr.S.Sangeetha& Dr. E.S.Suraj

BOS Chairman Signature

HUMAN RESOURCES

BOS Chairman Signature

Course Title	**Industrial Relations**
Course Code	24BAE069
Credit Units	3

Course Objectives

The course aims at providing fundamental knowledge and exposure to the relations between Management, Labour and Government in an industry and acquaints students with the concepts of industrial relations and various labour legislations applicable to industries and businesses.

L	T	P	SW	FW	TOTAL CREDITS
3	-	-	-	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1:Demonstrate descriptive knowledge of the field of industrial relations in written and verbal formats.

CLO2: Apply the concepts of industrial relations and their interrelationship at the individual, organizational, state and national levels.

CLO3: Develop solutions to industrial relations problems through application of knowledge of industrial relations and relevant labourlegislation.

Course Syllabus	Weightage
Module I: Introduction To Industrial Relations	15%
Industrial Relations–Basic Concept and Philosophy of Industrial Relations; Evolution and Growth of Industrial Relation in India; Factors Influencing Industrial Relation; Scope of Industrial Relations; causes of bad Industrial Relations in India; impact of bad industrial relations on industries and businesses	
Module II: Trade Unions	15%
Concept of Right to Freedom of Association under Constitution of India; Trade Union definition; Characteristics of Trade Unions; Laws governing Trade unions in India; Types of Trade Unions; Reason for Employees joining Trade Unions; Recognition of Trade unions; Challenges of industries & businesses with Trade Unions; Trade Union Federations in India; Trade unions of knowledge workers	
Module III: Collective Bargaining	15%
Concept; Laws governing Collective bargaining; Essential prerequisites for Collective Bargaining; Levels of Collective Bargaining -Plant Level, Industry Level and National Level; Collective Bargaining Process; Advantages and Disadvantages of Collective Bargaining; Challenges of Collective bargaining in India; Future of collective bargaining in India	
Module IV: Industrial Disputes & Employee Participation	15%
Definition of Industrial Disputes; Industrial Disputes in India; causes of disputes; legal framework for dispute resolution; forums for the settlement of industrial disputes; Dismissal of workmen- Principles of Natural justice; Domestic enquiry process Worker participation in Management in India- historical perspective; Definitions and aims of employee's participation; forums to promote employee participation; essential conditions for effective employee participation; Benefits of employee participation	
Module V: Industrial Accidents and Safety	20%
Occupational Health and Hazards – Occupational Diseases; Legal framework for Industrial accidents, safety and health.	

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Appointment of Safety officers; Duties of a Safety officer; Psychological problems – Industrial counselling importance	
Module VI: Legal Aspects of HR	20%
Labour reforms in India; Introduction of Labour Codes- ease of doing business. 1) Labour Codes: i) Code on Wages, 2019: Payment of Wages Act, 1936; Minimum Wages Act, 1948; Payment of Bonus Act, 1965; Equal Remuneration Act, 1976 ii) Code on Social Security, 2020: The Employees' Compensation Act, 1923; The Employees State Insurance Act, 1948; The Employees' Provident Fund and Miscellaneous Provisions Act, 1952; The Employment Exchanges (Compulsory Notification of Vacancies) Act, 1959; The Maternity Benefit Act, 1961. The Payment of Gratuity Act, 1972; The Cine Workers Welfare Fund Act, 1981; The Building and Other Construction Workers Welfare Act, 1966; The Unorganized Workers' Social Security Act, 2008 iii) Occupational Safety, Health and Working Conditions Code, 2020: Factories Act, 1948; Mines Act, 1952; The Plantations Labour Act, 1951; Contract Labour (Regulation & Abolition) Act, 1970; Inter-State Migrant Workers Act, 1979 (iv) Industrial Relations Code, 2020: The Industrial Disputes Act, 1947; The Trade unions Act, 1926; The Industrial Employment (Standing orders) Act, 1946 2) The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013	

Pedagogy for Course Delivery

Lectures, Class discussions, Case study

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CL02	C2.1	C2. P1	PLO1	PEO1
CL03	C5.4	C5. P4	PLO3&PLO5	PEO3&PEO4

Reference Books

1. C B Mamoria, Satish Mamoria and S V Gankar, "*Dynamics of Industrial Relations*", Himalaya Publishing House, 2012
2. T. N. Chabra, R.K. Suri, *"Industrial Relations- Concepts and Issues*", 2023, Dhanpat Rai & Co. Private Ltd
3. Srikanth Goparaju, "*Industrial Relations in Modern India – Concepts & Ideas*", 2020, Independently published
4. Harry C Katz, Thomas A Kochan, Alexander J S Colvin, "*An Introduction to Collective Bargaining and Industrial Relations*", 2020

Course Design:	Prof Narayanan V V and Dr.M.Deepa

BOS Chairman Signature

CourseTitle	**Learning andDevelopment**
CourseCode	24BAE070
CreditUnits	3

CourseObjectives

Toknow therole and function of Learning and developmentinorganization, learning theories, and principles and their implications for the effectiveness of training programs

L	T	P	SW	FW	TOTALCREDITS
2		-	-	2	3

PreRequisites	None

Course LearningOutcome

Onsuccessfulcompletionofthecoursethestudentswillbe ableto

CLO1:DescribethekeyconceptsassociatedwithLearning&Development.

CLO2:Explainthetrainingprocessandthevariousmethodsoftrainingforvariouscategoriesofemployee sina variety of organizational contexts.

CLO3:Designatrainingprogrammeforvariouscategoriesofemployeesinavarietyoforganizationalcontexts .

CourseSyllabus	Weightage
ModuleI:Learning And Training	20%
IntroductionNatureoflearning, Influenceonemployeebehaviour, LearningProcess,LearningandHRD,learningstyles andTypes,Andragogy, Implementing /HRD needs. Introduction to Training: Definition, Nature, Need ofTrainingand Development, Types of Training, Effective Learning and Training	
ModuleII:TrainingNeedsAnalysis	20%
Identificationof jobcompetencies, Types of Needs Analyses, Training NeedAnalysisand Assessment,Training forPerformance,StepsinTraining,RoleandResponsibilitiesofHRD andTraining Specialist	
ModuleIII:DesigningAndImplementationofTrainingPlan	25%
Objectives of Designing Training Plan, Budgeting of Training, Trainer and Trainee Identification, Designing Module, Designing and Conducting Specific Training and DevelopmentProgramme. TechniquesofTraining,On Job Training, Competency-based training, Online training, E-Learning, MultimediaTraining,ManagementDevelopment Program,NewEmployeeTraining.	
ModuleIV:EvaluationOfTrainingProgram	15%
Introduction,Principles,EvaluatingTrainingandResults-Kirkpatrick ModelofEvaluation, CIROofTraining,ROT ofTraining, Cost-Benefitanalysis	
ModuleV:ManagementDevelopment	20%
Training, Coaching,Mentoring,Training Practices, Train thetrainer,Trainingfor Diversity, Impact of Training on HRD	

Pedagogy forCourseDelivery

Theoreticalconceptsshallbeimpartedduringlectureandpracticesessions.Casestudiesandcourseassign mentshallbe used for anchoring concepts and to elaborate practical application

EndSemesterExaminationScheme

Theory(%)	Practical(%)	Project(%)
100%		

CourseAssessment

Continuous Assessment Score components	End Semester Examination

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Other Assessments	Class Test	60
16	24	

CourseMapping

CourseLearning Outcomes	**Competency**	**PerformanceIndicators**	**Program Learning Outcomes**	**ProgramEducational Outcomes**
CLO1	C1.2	C1.P2	PLO1	PEO1
CLO2	C3.4	C3.P4	PLO2	PEO4
CLO3	C5.1	C5.P1	PLO3 & PLO5	PEO3&PEO4

ReferenceBook:

1.RaymondNoe,Amitabh DeoKodwani,*Employee Trainingand Development*,7th Edition,McGrawHillEducation (2018)

CourseDesign	Dr. Deepa Manickam and Dr. Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**Talent Acquisition and Talent Management**
Course Code	24BAE071
Credit Units	3

Course Objectives

This course aims to provide participants with a comprehensive understanding of the working of HR and their applications across various business functions of HR. It is intended to equip learners with the skills to effectively utilize HRM management tools to streamline the process from hire to retire. The course will enable participants to enhance HR functional capabilities to optimize their capacities in handling HR functions.

L	T	P	SW	FW	TOTAL CREDITS
1		4			3
Pre – Requisites		HRM			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO 1: Demonstrate expertise in optimizing HR processes through the effective use of HR applications

CLO 2: Display proficiency in optimizing HR functions through automation.

CLO 3: Develop advanced reports and dashboards to support data-driven decision-making.

Course Syllabus	Weightage
Module I: Talent Acquisition	20%
Job Analysis-Job description-Job Opening-Templates-Candidate-Personnel planning	
Module II: Selection	20%
Recruitment-Resume- Assessment- Interview- Rescheduling -Hiring Pipeline-Background verification- Offer templates	
Module III: Talent Management	25%
Onboarding: Candidate onboarding- Flow /preference- Employee onboarding-preference: Track onboarding. **HR Letters:** Address proof-Bonafide Letter-Experience letter **Shift**-Manage shifts: employee shift mapping. **Attendance**: Attendance policy- Check in and check out- specific policies-break-pay period-reports: biometric mapping. **Leave Tracker-** Methods-Leave Policy-Work Calendar-Pay Period-Request-holiday-customize policy-exceptional working day-leave grant **Time Tracker**- Time log- time sheet-specific polices-job schedule-billing-pay period: Job-Projects -client-bill-invoices**.** **Employee engagement**: Methods: Metrics-templates-surveys and Feedback: Wishes and Exit **Tasks:** Pending-high priority-completed-overdue-all tasks-checklist	
Module IV: Performance Appraisal and Compensation	25%
Compensation: General-Currencies-Salary Structure-Revision letter: employee salary- Revision history- salary revision letter-hike selection process. **Performance Management:** Performance methods-KRA-Goals-Feedback-Skill Set-Competency-Salary-Appraisal-Report. **Travel:** Pans and expenditure.	
Module V: Files, Cases and Reports	10%
Files: General: Location-Company-business unit- Division-department- Organization Files-Employee files-HR forms and Templates-Folders. **Cases:** Categories	

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Pedagogy for Course Delivery

The course will integrate lectures with hands-on practice using case studies and real-world assignments. Interactive sessions and group projects will facilitate the application of HRM concepts. Guest lectures and live demonstrations will provide practical insights into Recruitment and HR Management tools and industry practices.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40
45	15	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C4.5	C4. P5	PLO2	PEO2
CLO2	C4.5	C4. P5	PLO2	PEO2
CLO3	C4.5	C4. P5	PLO2	PEO2

Reference Books

1. Lance A Berger, Dorothy R Berger, *Talent Management Handbook*, 13th edition, Mc. Graw Hill
2. Hasan, M., Singh, A. K., Dhamija.*Talent Management in India: Challenges and Opportunities*, Atlantic Publication

Course Design	Dr.P.Thamaraiselvi

BOS Chairman Signature

CourseTitle	**OrganizationDevelopment**
CourseCode	24BAE072
CreditUnits	3

CourseObjectives
Uponcompletionofthecoursestudentsshouldhaveacquiredsufficientknowledgeinthefieldoforganizationdevelopment. Theyshouldhavedevelopedanunderstandingofthechallenges ofleadingaplannedchangeinitiativeandmethodsto increase thelikelihoodofsuccess,havedevelopedaworkingknowledgeofallaspectsoftheODinterventionprocess includingenteringandcontracting,datacollectionanddiagnosis,interventionmethodologies,implementation,and sustainingchange,understandtheuniquechallengesofattemptinganorganizationtransformation,understandtheroles thatconsultants,internal or external,canplayintheODprocess,andshouldhaveafairunderstandingaboutthe sustainable and green environment for the development of FuturisticOrganization.

L	T	P	SW	FW	TOTALCREDITS
2	-	-	-	2	3

– PreRequisites	HRM

Course LearningOutcomes
On successful completion of the course, students will be able to
CLO1: Demonstrateanunderstandingoftheconceptsthatdirectchangeinorganizationsanditsimplicationsfor organizations
CLO2: Discuss ProcessInterventioninmanagingchangeandevaluatethemfromanOrganizational Development perspective.
CLO3: UnderstandthemodernBusiness Models ofSustainable Organizational Development.

CourseSyllabus	Weightage
ModuleI:OrganizationalChange	10%
Organizationalchange-Introduction,natureofchange,Internal&Externalchanges,typesof change. **Models of change-** Lewis's Force field, System Model, Action Research Model, organizationalvisionandstrategicplanning.	
ModuleII:**ResistancetoChange**	10%
Resistance to change-Reasons for theresistance, overcoming resistance forthe change, changeandpersonandmanager,systematicapproachtomakingchange-factorsforeffective change, skills of leaders in change management, designingthe change.	
ModuleIII:OrganizationDevelopment	20%
Organization development- Introduction, evolution of OD, OD interventions: Definition, actors tobe considered, choosing andsequencing, intervention activities, classificationofODinterventions,resultsofOD,typologyofinterventionsbasedontarget groups. **ProcessofOrganization Development:**EnteringODrelationship,developingacontract.	
ModuleIV:DiagnosingOrganizations	20%
Diagnosing Organizations- Need for diagnostic models, organization, group, individual level diagnosis,Collectingandanalyzingthe diagnostic information, Feeding Back of diagnostic information, designing interventions, overview of interventions, evaluating and institutionalizing OD interventions.	
ModuleV:HumanProcessInterventions	15%

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HumanProcessInterventions: Humanprocessinterventions(individual,groupandinter-group human relations): **Individual based:** Coaching, counselling, training, behavioural modelling, delegating, leading, morale boosting, mentoring, motivation, etc., **Groupbased:**Conflictmanagement,dialoguing,groupfacilitation,grouplearning,self-directed work teams,large scale interventions,team building, and virtual teams. **Inter-group based:**Organizationmirroring,thirdpartypeace-makinginterventions.	
ModuleVI:Techno-structuralInterventionsandFutureofOD	15%
Techno-structural Interventions and Future ofOD: Restructuring Organizations, Employee Involvement, Work Design, Balanced scorecard; business process reengineering; downsizing and outsourcing. **StrategicInterventions:**CompetitiveandCollaborativeStrategies,Organization Transformation. **TheFutureof OD:**Theenvironment,Fundamental strengthsofOD, OD for the client , ethical standards in OD, OD's future	
ModuleVII:SustainableOrganizationalDevelopment	10%
Economicaspects ofsustainabledevelopment, Socio-politicalaspects ofsustainable development,Ecologicaspectsofsustainabledevelopment,Greenorganizations,Modern business models for sustainable development, Environmental Social Governance	

Pedagogyfor CourseDelivery

Theoreticalconceptsshallbeimpartedduringlectureandpracticesessions.Casestudiesandcourseassignments hallbe used for anchoring concepts and to elaborate practical application

EndSemesterExaminationScheme

Theory(%)	Practical(%)	Project(%)
100%	-	-

TheoryAssessment

ContinuousAssessmentScorecomponents		EndtermExamination
OtherAssessments	Classtests	60
16	24	

CourseMapping

CourseLearning Outcomes	Competency	Performance Indicators	ProgramLearning Outcomes	ProgramEducational Outcomes
CLO1	C1.2	C3. P4	PLO2	PEO2
CLO2	C3.3	C3. P3	PLO2	PEO2
CLO3	C6.3	C6. P3	PLO4	PEO4

ReferenceBook

1. Cheung Judge, M. Y. &Hoblbeche L., O*rganization Development: A practitioner's guide for OD and HR.* Kogan Page. (2023)
2. William J. Rothwell., Sohel M.Imroz, Behnam Bakhshandeh, *Organization Development and Interventions*, Routledge(T&F). (2021)
3. Wendell L.French., Cecil H.Bell, Jr. Veena Vohra.,*OrganizationDevelopment* (6th Edition),Pearson (2017)

Course Design	Dr. Deepa Manickam and Dr. Maria Tresita Paul V.

BOS Chairman Signature

CourseTitle	**Artificial Intelligence–HR Information Systems**
CourseCode	24BAE073
CreditUnits	2

CourseObjectives

The course focuses ondifferentconceptsofAI&HRIS.Itactsasa tool forunderstandingthechallengesrelatedto HRanalytics, techniques and practices which needs to be adopted at workplace.

L	T	P	SW	FW	TOTAL CREDITS
1	-	2	-	-	2

PreRequisites	None

CourseLearningOutcomes

Onsuccessfulcompletionofthecourse,studentswillbeableto

CLO1:DemonstratetheknowledgeofAIHRISconcepts

CLO2:Display competency in using AIHRISconceptsto manage data and interpret reports.

CourseSyllabus	**Weightage**
ModuleI:UnderstandingAIHRIS	20%
Defining Artificial Intelligence &HRIS – Perspective of AI in HR – Its uses in HR life cycle- AI & Human decision-making process	
ModuleII:HRIS&DataManagement	30%
HRIS & Data Manangement – Cleaning & Manipulating data – Corporate HR-Reports & Dashboards	
ModuleIII:AITools	30%
AI tools for HR- Purpose of the tool-Elements of the tool-Risk of using AI tool-Mitigating Bias-Assessment of the selected tool-Ethical considerations in AI HRIS	
ModuleIV:Recent Trends in HR: AI Perspective	20%
Generative AI in HR – PredictiveAnalytics and Machine Learning in HR- Augmented Intelligence in HR- Biometric authentication- Blockchain for HR- Immersive technologies (AR/VR)	

Pedagogy forCourseDelivery

Theoreticalconceptsaretaughtduringlectureandpracticesessions.Casestudiesandcourseassignmentsshall be used for anchoring concepts and to elaborate practical applications

EndSemesterExaminationScheme

Theory(%)	Practical(%)	Project(%)
NA	NA	NA

CourseAssessment

ContinuousAssessmentScorecomponents		EndSemesterExamination
OtherAssessments	Classtests	NA
50	-	

CourseMapping

Course Level Outcomes	**Competency**	**Performance Indicators**	**ProgramLevel Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C4.10	C4. P10	PLO2	PEO2

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ReferenceBooks 1. RichardD.Johnson,KevinD.Carlson,MichaelJ.Kavanagh,*HumanResourceInformation Systems: Basics, Applications, and Future Directions*, Sage Pubns; 5th edition (2020) 2. BernardMarr,*Data-DrivenHR:HowtoUseAnalyticsandMetricstoDrivePerformance*,Kogan Page; 1st edition (2018) 3. BenEubanks,*ArtificialIntelligenceforHR:UseAItoSupportandDevelopaSuccessful Workforce,* Kogan Page; 1st edition (2018) 4. DrMartinEdwards,KirstenEdwards,*PredictiveHRAnalytics:MasteringtheHRMetric*,Kogan Page; 1st edition (2016)	
CourseDesign	Dr. Deepa Manickam and Dr.Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**Diversity, Equity & Inclusion**
Course Code	24BAE074
Credit Units	2

Course Objectives
The course focuses on different concepts of Diversity, Equity & Inclusion. It acts as a tool for understanding the challenges related to DEI and the techniques and practices thatneeds to be adopted to promote DEI at workplace.

L	T	P	SW	FW	TOTALCREDITS
1				2	2
Pre – Requisites	None				

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1.Demonstrate a conceptual knowledge in the functional areas of Diversity, Equity & Inclusion
CLO2. Display the ability in building a diversified and inclusive environment in an organization in the current era.
CLO3. Apply behavioral ability to identify and resolve issues related to DEI

Course Syllabus	Weightage
Module I: Understanding DEI	30%
Defining Diversity Equity & Inclusion, Its need in the current Scenario –DEI concepts – Ageism, Racial justice, Gender parity, Disability inclusion, LGBTQ equality, Neuro diversity and inclusion concepts and strategies	
Module II: Strategies for DEI	40%
Inclusive workspace- DEI at Talent Management, DEI as an Organizational Behavior tool, DEI as an Employee engagement tool, DEI as reward and development tool. Steps in developing sustainable DEI strategy.	
Module III: Technology for DEI	30%
Role of Technology in DEI, AI and Machine language usage for DEI, Challenges and opportunities provided by these DEI technologies	

Pedagogy for Course Delivery
Theoretical concepts are taught during lecture and practice sessions. Field study and Case studies and course assignments shall be usedfor anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	-	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C5.2	C5. P2	PLO3 and PLO5	PEO3 and PEO4
CLO3	C5.4	C5. P4	PLO3 and PLO5	PEO3 and PEO4

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Reference Books: 1. Stefanie K. Johnson, *Inclusify: The Power of Uniqueness and Belonging to Build Innovative Teams* Hardcover –Harper Business; Illustrated edition (2020) 2. M.V. Lee Badgett, "*The Economic Case for LGBT Equality" Why fair and equal benefits us all*, Beacon Press(2020) 3. Carol Fulp, "*Success Through Diversity, Why the Most Inclusive Companies Will Win*, Beacon Press (2018) 4. Jennifer Brown, *Inclusion: Diversity, The New Workplace & The Will to Change*, Publish Your Purpose Press; 2nd edition (2017) 5. Laura A. Liswood, The *Loudest Duck: Moving Beyond Diversity while Embracing Differences to Achieve Success at Work*, Wiley; 1st edition (2009)	
Course Design	Dr. M.Deepa and Dr.P.Thamaraiselvi

BOS Chairman Signature

Course Title	**Emotional and Social Intelligence – ESI**
Course Code	24BAE075
Credit Units	2

Course Objectives

The course focuses on different concepts of ESI. It acts as a tool for understanding the challenges related to emotional and Social Intelligence and the ESI practices which need to be adopted at the workplace.

L	T	P	SW	FW	TOTAL CREDITS
1		2			2
Pre – Requisites		None			

Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO1: Display ability to manage stressful situations that arise in personal and professional life using conceptual knowledge.

CLO2: Solve the internal conflict issues arising within the team and organization

Course Syllabus	Weightage
Module I: Understanding ESI	30%
Defining Emotional and Social Awareness – ESI, its need in the current scenario – ESI concepts - Current emotional and social intelligence skills and discover the four quadrants of ESI	
Module II: Self-Management and Models of EI	40%
Self-Management theories - Reflect and discuss cognitive distortion – Stress – Impact of stress on application of emotional and social intelligence skills - Goleman's EI performance model, Bar-On's EI competencies model and Mayer, Salovey, and Caruso's EI ability model	
Module III: Interpersonal Awareness and Building Rapport	30%
Philosophy and Goal of Transactional Analysis - Strokes Theory by Eric Berne - Types of Strokes, - Strokes Economy - Strokes profile- Assessments of strokes.	

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies, Assessment tools and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		END Semester Examination
Other Assessments	Class tests	NA
30	20	

Course Mapping

Course LevelOutcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C5.5	C5. P5	PLO3 and PLO4	PEO3 and PEO4
CLO2	C5.4	C5. P4	PLO3 and PLO4	PEO3 and PEO4

BOS Chairman Signature

Reference Books: 1. Daniel Goleman, *Emotional Intelligence: Why It Can Matter More Than IQ*- Bloomsbury Publishing (IN), (2020) 2. Emma.M.Seppälä, Emiliana Simon-Thomas , Stephanie.L.Brown , Monica C. Worline , C. Daryl Cameron, James R. Doty, *The Oxford Handbook of Compassion Science*, Oxford University Press; 1st edition (2017) 3. Daniel Goleman , *Emotional Intelligence and Social Intelligence: The New Science of Human Relationships:* Bantam; Reprint edition (2007)	
Course Design	Dr.M.Deepa and Dr.P.Thamaraiselvi

BOS Chairman Signature

Course Title	**Recruitment and Selection**
Course Code	24BAE076
Credit Units	2

Course Objectives

The course introduces the students to real world corporate environments and challenges faced by HR professionals in diverse industries and organizations and understand the purpose and importance of recruitment in organizations.

L	T	P	SW	FW	TOTAL CREDITS
1	-	2	-	-	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Practically **understand** the recruitment and selection concepts

CLO2: Analyze how effective hiring helps to solve contemporary organizational talent challenges

CLO3: Identify and strategically formulate recruitment plans to navigate the intricacies of attracting, assessing, and hiring top talent for organizations

Course Syllabus	**Weightage**
Module I: Introduction To Recruitment and Selection	30%
Introduction to HR Recruitment & Selection – Importance, Nature and Scope; Real life Case Studies to be solved; Case studies in Job Description and Job specification; Initial screening - Selection mode - HR Gamification; Artificial Intelligence in Recruitment	
Module II: Profiling And Competency	30%
Candidate Profiling – Its techniques; Personality and Aptitude; Competency mapping; Interview methods & modes – evidence basedinterviewing, Telephonic/Personal interviews, Stress interview; Panel interview; Methods to handle different kinds of interview	
Module III: Research	40%
Research on Recruitment topics of interest	

Pedagogy for Course Delivery

Class Discussion, Debates, Case Analysis and Case studies of organizations

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C1.4	C1. P4	PLO1	PEO1
CLO3	C3.4	C3. P4	PLO2	PEO2

BOS Chairman Signature

Reference Books 1. Gerardus Blokdyk, *Hiring for Diversity a Complete Guide*, 5STARCooks (2020) 2. Katrina Collier, Shannon Pritchett, *The Robot-Proof Recruiter: A Survival Guide for Recruitment and Sourcing Professionals*, Kogan Page; 1st edition 2019) 3. Tim Sackett, *The Talent Fix: A Leader's Guide to Recruiting Great Talent – Society for Human Resource Management;* 1st edition (2018) 4. Alan Nankervis, Robert Compton, Bill Morrissey, *Effective Recruitment & Selection process* 5th edition, CCH Australia (2009)	
Course Design	Prof Narayanan V V and Dr.M.Deepa

BOS Chairman Signature

Course Title	**Employee Engagement**
Course Code	24BAE077
Credit Units	2

Course Objectives

Employees spend half of their life at the workplace, so technically the workplace is their second home. It is essential for them to have a good understanding of the workplace as well as the relationship with it. Employee Engagement course enables the students to understand the organizational practices, policies and benefits of engaging employees in an organization.

L	T	P	SW	FW	TOTAL CREDITS
1				2	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to:

CLO1:Demonstrate the understanding of Employee Engagement in an Organization and the barriers to engagement.

CLO2:Identify the need for reimagining and reigniting workplace engagement and be equipped with the framework to improve employeeengagement for sustainable business impact

Course Syllabus	Weightage
Module I: An Introduction to Employee Engagement	30%
What is Workplace Engagement? Engagement Outcomes; Importance of Employee care & well being	
Module II: The Theoretical Models of Engagement	30%
Social Exchange Theory: The Job Demands-Resources Model; The Needs-satisfying Approach	
Module III: Driving Employee Engagement	40%
Educating employees on Engagement; Fostering Personal Connections; Building relationships at work; Managing Communication Barriers; Leadership involvement; Employee Engagement as an Organization Priority	

Pedagogy for Course Delivery

Class discussions, Debates, Case Analysis and field studies

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Level Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CL01	C1.2	C1. P2	PLO1	PEO1
CL02	C1.4	C1. P4	PLO	PEO1

Reference Books

1. *Employee Engagement: A recipe to boost Organizational Performance* by Vipul Saxena by Notion press.

2. *Employee Engagement a Practical Introduction*by Emma Bridger, 3rd Edition

BOS Chairman Signature

Course Design:	Prof Narayanan V V and Dr.M.Deepa

CourseTitle	**CrossCulturalManagement**
CourseCode	24BAE078
CreditUnits	2

CourseObjectives

This course provides a fundamental approach to cross culture differences and the ways to manage it, in a multicultural system. Iteducates on thecompetenciesrequiredforcrossculturemanagement andenhancesculturalintelligence.

L	T	P	SW	FW	TOTALCREDITS
1	-	-		2	2

Pre-Requisites	None

CourseLearningOutcomes

Onsuccessfulcompletionofthecourse,studentswillbeableto

CLO1:Demonstratea conceptualknowledgeonthe role of crossculturedimensionsinglobalera

CLO2:Explainhowthisconceptcreatesvaluefortheorganizationbyeffectivelymanagingtheculturaldifferences

CLO3: Apply skills toidentifyand resolveissues and challenges related tocross culture

CourseSyllabus	Weightage
ModuleI:UnderstandingCrossCulture	30%
Definitions and concepts of Culture Cross cultural theories Cross cultural Variables -Impact of cultural differences on work styles and communication, The evolving role of the HR manager in a globalized environment.	
ModuleII:ManagersforInterculturalContext	40%
Themanagerasaninterculturalcommunicator-Themanagerasanagentofchange-Themanager asaculturaltransmitter-Skillsnecessarywithina cross-culturalsetting-Adaptationskills- Relationshipskills-Communication skills	
ModuleIII:ManagementPracticesAcrossCrossCulturalContexts	30%
Managementofculturalshock-Perspectivesofculturalshock-Re-entryshock-Organizationshock -Masscultureshock-Needforacculturation-Inculcatingacculturation-Basicorientationsto acculturationEmerging trends	

Pedagogy forCourseDelivery

Theoreticalconceptsaretaughtduringlectureandpracticesessions.Casestudiesandcourseassignmentsshallbeused for anchoring concepts and to elaborate practical applications

EndSemesterExaminationScheme

Theory(%)	Practical(%)	Project(%)
NA	NA	NA

CourseAssessment

ContinuousAssessmentScorecomponents		End SemesterExamination
OtherAssessments	Classtests	NA
50	-	

CourseMapping

Course Level Outcomes	Competency	Performance Indicators	ProgramLevel Outcomes (PLO's)	PEO's
CLO1	C1.4	C1. P4	PLO1	PEO1
CLO2	C5.5	C5. P5	PLO3&PLO5	PEO3&PEO4

BOS Chairman Signature

CLO3	C3.4	C3. P4	PLO2	PEO2

ReferenceBooks:

1. BetinaSzkudlarek,LaurenceRomani,DanCaprar,JoyceOsland,*TheSAGEHandbookofContemporaryCross- Cultural Management*, SAGE Publications Ltd; 1st edition (2020)
2. Jasmin Mahadevan, Henriett Primecz, Laurence Romani, *Cases in Critical Cross-Cultural Management: An Intersectional Approach to Culture*, Routledge; 1st edition (2019); CBS Publishers & Distributors Pvt. Ltd
3. Sana Reynolds and Deborah Valentine, *Guide to Cross Cultural Communication*, Pearson India (2011)
4. RabiS.Bhagat,RichardM.Steers,*CambridgeHandbookofCulture,Organization,andWork,*Cambridge University Press; 1st edition (2009)

CourseDesign	Dr. Deepa Manickam and Dr.Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**HR Analytics**
Course Code	24BAE079
Credit Units	2

Course Objectives

The course will focus to equip students with the knowledge and skills necessary to harness the power of HR analytics to drive data-driven decision-making, optimize HR processes, and contribute to organizational success. Students will learn to collect, analyse, and interpret HR data, develop key performance indicators, and apply analytical techniques to solve complex HR challenges.

L	T	P	SW	FW	TOTAL CREDITS
1	-	2	-	-	2

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Understand fundamental statistical and analytical techniques of HR data to drive meaningful insights for decision-making.

CLO2: Develop workforce planning and talent acquisition reports and dashboards using data-driven approaches and provide recommendations for improvement.

Course Syllabus	Weightage
Module I: Introduction to HR Analytics	25%
People Analytics; Basics of Statistics in HR analytics; Framework for Problem Solving - Define Problem, Collect Data, Build the Model, Evaluate and Critique the Model, Present Results and Benefits, Deploy Model; Critical Stages of Talent Life Cycle; HR Decision Making: Issue Identification and Problem Solving (Case Study)	
Module II: HR Practices and Benchmarking	20%
Understanding Important HR Metrics tracked across the Overall Employee Journey; HR Valuations; Benchmarking; Dashboarding of KPIs (Tableau, Excel) ; Performance and Goal Setting; Providing Performance Feedback, HRIS	
Module III: Workforce Planning and Talent Sourcing Analytics	30%
Workforce Planning and its Use; Steps to Workforce Planning- Supply, Demand, Gap and Solution Analysis (Markov Chain, Scatter Plot, Trend Analysis); Job Analysis - Steps to come out with JD; Types of Job Evaluation - Concepts and Matrices; Types of Job Redesign - Concepts and Metrices	
Module IV: Talent Acquisition & Development Analytics	25%
Key Factors in Selection that Determine Quality of Hire; Predicting Performance; Measures to Track - Predictive Analysis; Acquisition Effectiveness; Employee Training and Development Analytics	

Pedagogy for Course Delivery

Theoretical concepts are taught during lecture and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	-
50	-	

BOS Chairman Signature

Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C4.10	C4. P10	PLO2	PEO2

Reference Books

1. Kirsten Edwards, Martin Edwards, *Predictive HR Analytics: Mastering the HR Metric*, 2nd Edition, Kogan Page, 2019
2. Wayne F. Cascio, John Boudreau, *Investing in People: Financial Impact of Human Resource Initiatives*, 3rd Edition, Wiley, 2011
3. Shonna D. Waters, Valerie N. Wulf, *The Practical Guide to HR Analytics: Using Data to Inform, Transform*, and Empower HR Decisions, 1st Edition, Wiley, 2016
4. Sesil, J. C. (2013). *Applying advanced analytics to HR management decisions: Methods for selection, developing incentives, and improving collaboration*. FT Press.

Course Design	Dr. Maria Tresita Paul V.

BOS Chairman Signature

Course Title	**Human Resources Case studies**
Course Code	24BAE080
Credit Units	4

Course Objectives

The course aims to provide students with a comprehensive understanding of Human Resource Management through the analysis of real-world case studies. The course will help students develop critical thinking and problem-solving skills by examining various field challenges and HR strategies. The focus will be on applying theoretical concepts to practical situations to optimize HR and related processes.

L	T	P	SW	FW	TOTAL CREDITS
2	1	-	2	-	4
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Demonstrate an understanding of key concepts in Human resources and their applications in real-world scenarios.

CLO2: Analyze and solve human resource management challenges using case study methods.

CLO3: Develop and present HR solutions based on case study insights and industry best practices.

Course Syllabus	Weightage
Module I: Introduction to HR challenges	15%
HR Functions and Challenges – Success of Strategic Human Resources Management. Introduction to HR Models and its implementation through Case Study Methodology in HRM.	
Module II: Talent Acquisition and Talent Management	10%
Case studies focusing on acquisition, Management and retention challenges- Best Practices in Talent Management	
Module III: Performance and Compensation Management	25%
Case studies related to Performance management issues and compensation management challenges and successful strategies and models in performance management and compensation management.	
Module IV: Learning and Development	30%
Case studies on Learning and development, learning models, learning effectiveness.	
Module V: Sustainability in HRM	20%
Case studies on sustainability in HRM – Green HR - Technology Management Models in HR Management	

Pedagogy for Course Delivery

The course will primarily utilize case studies to anchor theoretical concepts in real-world applications. Theoretical knowledge will be delivered through lectures and tutorials, while practical insights will be gained through case study analyses, group discussions, and presentations.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

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Course Mapping				
Course Level Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.1	C3. P1	PLO2	PEO2

Reference Books

1. Gary Dessler and Biju Varrkey, *Human Resource Management*, 16th Edition, Pearson (2020)
2. Raman Preet, *Future of Human Resource Management: Case Studies with Strategic Approach*, Wiley (2019)

Course Design	Dr.P.Thamaraiselvi

BOS Chairman Signature

ANALYTICS AND SYSTEMS

BOS Chairman Signature

Course Title	**Database Management Systems**
Course Code	24BAE081
Credit Units	3

Course Objectives:

The course on Database Management Systems will introduce the students the principles and concepts behind the efficient storage and retrieval of structured data using Relational Database Management Systems. The course starts with Database Concepts and proceeds to a higher plane discussing Database design, SQL Queries & Transaction Management

L	T	P	SW	FW	TOTAL CREDITS
2		-	2	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Summarize the fundamental concepts and architecture of Database Management Systems (DBMS)

CLO2: Display the ability to interpret the database management principles to effectively manage and manipulate data within a DBMS environment..

CLO3: Design database structures to support specific business requirements.

Course Syllabus	Weightage
Module I: Introduction to Databases and Transactions	15%
What a database system is? and its purpose, Different views of data, Relational databases as a prominent model, The overall architecture of a database system, The concept of transaction management.	
Module II: Data Models	10%
Importance of data models for organizing information, Basic building blocks like entities, attributes, and relationships, Business rules that govern data, The evolution of data models from simple to complex, Different levels of data abstraction.	
Module III: Database Design	30%
Entity-Relationship (ER) diagrams and their role in database design, Understanding the ER model with its components and constraints, representing database structures visually using ER diagrams, identifying potential issues with ER diagrams (e.g., weak entity sets), Normalization techniques (Codd's rules) to improve data integrity, Relational database scheme design principles, Introduction to the Unified Modelling Language (UML) for broader system design.	
Module IV: Constraints, Views, and SQL	30%
The concept of constraints and their different types (e.g., primary key, foreign key),Understanding integrity constraints to maintain data consistency, Views: creation, purpose (data independence and security), updates, and comparison to tables, Introduction to SQL, the standard language for interacting with relational databases, Exploring SQL functionalities like data definition, aggregate functions, handling null values, Using nested subqueries and joining relations for complex data retrieval, Introduction to triggers for automated database actions.	
Module V: Transaction Management and Concurrency Control	15%

BOS Chairman Signature

ACID properties (Atomicity, Consistency, Isolation, Durability) for reliable transactions, Serializability and concurrency control concepts to prevent data conflicts, Lock-based concurrency control methods (e.g., Two-Phase Locking, Deadlock handling), Timestamp-based concurrency control methods, Optimistic concurrency control methods, Database recovery management techniques for handling failure.	

Pedagogy for Course Delivery

The course will provide a platform, and strong fundamentals required to organise data for a business analytics project. The course delivery will have emphasis both on theory and practical applications. Theoretical concepts shall be imparted through lecture and practice sessions. Case Study discussions and Live Demonstrations using tools like MySQL and other DBMS software's shall be used for anchoring concepts and to elaborate practical applications of Data base Management systems.

Recommended Software's: MySQL/ PostgreSQL/ Microsoft SQL / other Relevant Database Management Software*

* Based on Course Instructor's Choice

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100%	-	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C3.2	C3. P3	PLO1	PEO1
CLO2	C1.5	C1. P5	PLO1	PEO2
CLO3	C 3.4	C3. P4	PLO3	PEO3

Reference Books

1. A Silberschatz, H Korth, S Sudarshan, "*Database System and Concepts*", fifth Edition McGraw-Hill
2. Rob, Coronel, "*Database Systems*", Seventh Edition, Cengage Learning

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Disruptive Technologies**
Course Code	24BAE082
Credit Units	3

Course Objectives

L	T	P	SW	FW	C
2	1	-	-	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Summarizethe core principles and underlying concepts of disruptive technologies.

CLO2: Displaythe ability to interpret the potential applications and requirements of various disruptive technologies.

CLO3: Assessthe digital transformation strategy by integrating suitable disruptive technologies into business processes

Course Syllabus	**Weightage**
Module I: Cloud	20 %
Cloud: Basics of the Cloud model, Services and shared resources, Cloud and Virtualization, Mobility and scalability, Micro services, Server less functions, Everything as a Service (EaaS), Impacts on Work Force and Societies	
Module II: Internet of Things	20 %
IoT Ecosystem: Functioning Framework, Things in IoT, IoT Stack, Connections and interoperability, Data collection and management, Enabling Technologies, Challenges, Privacy and security concerns, Data Analytics, IoT cybersecurity, Impacts on Work Force and Societies.	
Module III: Edge Computing & Cyber Security	20 %
Edge Computing: Concept, Basic Characteristics and Attributes, Edge and Real Time, Network Edge, Benefits of Edge Computing, “CROSS” value of Edge Computing, Collaboration of Edge Computing & Cloud Computing, Fog and Edge Computing, Use cases of Edge Computing, Drawbacks. Impacts on Work Force and Societies Cyber Security: Introduction to Cyber Security, Password hacking, Browser privacy, VPNs, Cyber-attack patterns, Cyber Security Initiatives in India.	
Module IV Data Inward (Constraints, Views, and SQL)	20%
Designing Tables with Data Inward in Mind, Data Validation and Cleansing with SQL, Using Views for Secure Data Inward Processing, Bulk Data Loading Techniques, Monitoring Data Inward Processes with SQL	
Module V: RDBMS Database Design):	20%
Normalization for Data Inward, Designing for Scalability and Performance, Entity-Relationship Modelling for Data Inward, Data Archiving Strategies, Database Security for Data Inward:	

Pedagogy for Course Delivery

Theoretical concepts are taught during lectures and practice sessions. Case studies and course assignments shall be used for anchoring concepts and to elaborate practical applications. Software GO (Edge computing) rust(edge computing .

End Semester Examination Scheme

Theory (%)	**Practical (%)**	**Project (%)**
100 %	-	

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Course Assessment		
Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C3.2	C3. P2	PLO2	PEO2
CLO2	C3.4	C3. P4	PLO3	PEO3
CLO3	C 3.3	C3. P3	PLO5	PEO5

References

1. Ajit Singh, *Edge Computing Simply in Depth*: 2nd Edition,2020. Imran Bashir, Mastering Blockchain, Packt Publishing, 2017
2. Shriram K Vasudevan, Abhishek S Nagarajan, RMD Sundaram, *Internet of Things*, 2nd edition, Wiley, (2020).
3. Kumar Saurabh, *Cloud Computing: Insights into New-Era Infrastructure*, Wiley India, 2011.
4. Magnus Unemyr, *The Internet of Things – The Next Industrial Revolution Has Begun: How IoT, big data, predictive analytics, machine learning and AI will change our lives forever*,2017.
5. Bob Mather, *Artificial Intelligence Business Applications:Artificial Intelligence Marketing and Sales Applications*, (2018).
6. *Edge Computing Reference Architecture 2.0*, Jointly issued by the Edge Computing Consortium (ECC) and Alliance of Industrial Internet (AII) (2017).
7. Srikanth Gaddam, *The Future of Disruptive Technologies, Impacts on Business, Work Force and Societies*, (2020).

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Enterprise Resource Planning**
Course Code	24BAE083
Credit Units	2

Course Objectives

The course on Enterprise Resource Planning introduces the students to the basics of ERP in an organization with prime focus to understand and analyze different phases involved in ERP Implementation. In the later part, the coursealso focuses on the current ERP trends in the marketplace.

L	T	P	SW	FW	CREDITS
1	-	-	2	-	2
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Comprehend the core principles and components of Enterprise Resource Planning (ERP) systems.

CLO2: Analyze ERP implementation strategies and processes to recommend best practices for organizational success.

Course Syllabus	Weightage
Module I: Introduction to ERP	20%
Concepts – Risks - Benefits – Related Technologies - Workflow	
Module II: ERP Implementation	50%
Implementation Challenges – Implementation Life cycle- Pre-implementation- Package selection-ERP project team-vendors and consultant-Change Management- Training- Data migration –Project Management & Monitoring –Post Implementation Activities – Operation and Maintenance of ERP	
Module III: ERP Market and Future Trends	30%
ERP Business Modules Summary -ERP Market - Enterprise application Integration- ERP and E-Business- Future Directions and Trends in ERP- Cloud Based ERP- ERP Add-Ons.	

Pedagogy for Course Delivery

Any open software based on availability

Theoretical concepts shall be imparted during lectures and practice sessions. Case studies and scenario analysis shall be used for anchoring concepts and to elaborate practical application.

End Semester Examination Scheme

Theory (%)	Practical (%)	**Project (%)**
NA	NA	NA

Course Assessment

Continuous Assessment Score components		End term Examination
Other Assessments	Class tests	NA
50	NA	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Outcomes
CLO1	C4.2	C4. P2	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO1	PEO1

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Reference Books 1. Leon A, *ERP Demystified,* Kolkata, 3rd Edition, Tata McGraw-Hill Education,2014 2. *Modern ERP: Select, Implement, and Use Today's Advanced Business Systems*" Marianne Bradford Publisher: CRC PressEdition: 2nd Edition Year: 2021 3. "*ERP: Making It Happen: The Implementer's Guide to Success with Enterprise Resource Planning*". Thomas H. Davenport. Publisher: Wiley Edition: 2nd Edition Year: 2022	
Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Python for Data Science**
Course Code	24BAE084
Credit Units	3

Course Objectives

This course provides students with working knowledge in an Analytical tool. The course introduces the students to work on ifferent packages and libraries to perform data explorations and proceed with Modelling in the analytical tool.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2	-	-	3
Pre – Requisites		None			

Course Learning Outcomes

On the successful completion of the course, students will be able to

CLO1: Demonstratethe ability of fundamental Python concepts and data structures to manipulate and analyze data effectively.

CLO2: Analyze various data visualizations to explore and interpret data patterns.

CLO3: Prepareanalytical models to make predictions based on real-world data.

Course Syllabus	Weightage
Module I: Getting started with Python	10%
Introduction to Python – Setting up the Environment – Basic Python Syntax - Data Types – List – Tuple – Sets- Dictionary – If else – Basic Loops and functions	
Module II: Working with NumPy and Pandas	25%
Working directory Set up - NumPy – and array – Data Types - Random number generation - Indexing and Slicing- Sorting – Unique Values- Arithmetic Operations - Pandas - Data frame creation – Loading the data – Data explorations – dimension – select specific rows and columns	
Module III: Data Visualization using Matplotlib and Seaborn	20%
Matplotlib for plotting – Bar graph - Box plot – Histogram - Seaborn for statistical plots – Multiple plot - Line plot - Distribution plot - Pair plot - Scatter plot - Heat maps	
Module IV: Statistical Analyses	20%
Understanding the data - Descriptive statistics – Summary – Relation between variables using Covariance, Correlation – Coefficient of Variation – Sampling	
Module V: Scikit learn library for ML	25%
Scikit learn - Introduction to Linear Regression - Multiple Linear Regression – Assumptions – Modelling -Evaluation Metrics – MAE- MAPE	

Pedagogy for Course Delivery

The course will be driven through a practical mode of learning. Case Studies shall be incorporated to anchor the real-world use cases of analytical tools and techniques. Tool to be used: Python & Gen AI

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	100%	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	40

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45		15		
Course Mapping				
CourseLevel Outcomes	**Competency**	**Performance Indicators**	**Program Level Outcomes (PLO's)**	**PEO's**
CLO1	C3.2	C3. P3	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2	PEO2
CLO3	C4.7	C4. P7	PLO2	PEO2

Reference Books

1. *Python Data Science Handbook* –Jake Vander Plas – Publication: O'REILLY – Year: 2016
2. *Python Crash Course* by Eric Matthes No Starch Press, 3rd Edition, 2020.
3. *Automate the Boring Stuff with Python* by Al Sweigart No Starch Press, 2nd Edition, 2019)
4. *Python Crash Course: A Hands-On, Project-Based Introduction to Programming*" Eric Matthes Publisher: No Starch Press Edition: 3rd Edition Year: 2022
5. "*Effective Python: 90 Specific Ways to Write Better Python*"Brett Slatkin, Publisher: Addison-Wesley Edition: 3rd Edition Year: 2023

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Machine Learning& AI**
Course Code	24BAE085
Credit Units	3

Course Objectives:
The course will focus on the application of knowledge of Machine Learning techniques in solving business problems. The course seeks to develop the student's understanding of the science behind Machine learning algorithms and foster delivery value to businesses through empirical and practice-based learning.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2	-	-	3

Pre – Requisites	Programming for Business Analytics (if Course Delivery based on R) Or / and AI Python for Data Science (if Course Delivery based on Python)

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1:**Learn** to tackle business problems using AI/ML by identifying suitable AI models and evaluating the appropriateness of GenAI.
CLO2: Ability to **create** your first generative AI application from concept to deployment,
CLO3: Learn the core principles of generative text models

Course Syllabus	Weightage
Module 1: Overview of classic Machine Learning and Artificial Intelligence	20%
The AI/ML Process and Workflow: How to solve a problem using data and algorithms?, Data Types and State-of-the-Art Models: Tabular Data - Gradient Boosted Models, Image Data - Convolutional Neural Networks, Sequential and Time Series Data - Recurrent Neural Networks, Text and Speech Data – Transformers, Generative AI- GPT class of Models for Text, Diffusion for Images/Video, Difference between Gen AI and other types of AI, advantages, and disadvantages of Gen AI technologies.	
Module 2: Building Generative AIApplications:From concept to implementation	20%
Exercises to identify GenAI Use Cases in Diverse Domains, LLM Guardrails, Responsible AI in Generative Applications, Low Code No Code ML/AI Platforms, Basic Prompting to Build AI Applications	
Module 3: Generative text and Speech Models Stable Diffusion Fundamentals	20%
Tokenization Fundamentals and Byte Pair Encoding, how does the GPT class of models Generate Text, Training GPT Models, Speech Models, Interacting with Trained Models, Stable Diffusion Fundamentals, Image and Video Generation, Tools for Generating Images	
Module 4: Advanced Prompt Engineering	20%
Vector Data Base, Lang Chain with RAG and LLM Agents, Advanced Prompting Strategies (e.g., CoT, ReAct, DSP), Advanced Prompting.	
Module 5: LLMOpswith Lang ChainLlamaIndex	20%
LLM Ops – Tools, Platforms (including but not limited to Lang Chain, OpenAI API), AWS Sage Maker, Kendra, Cloud Computing Tools - AWS ML Tools, Google Cloud, IBM Watson.	

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Pedagogy for Course Delivery

The course will be driven through practical mode of learning. Case Studies shall be incorporated to anchor the real- world use cases of analytical tools and techniques.
Software's for Course Delivery*: R (R Studio) or/and Python / Other Relevant Analytics Software's, GEN AI like copilot,jasper, codex Code, stater,polycoder ,Cogram,CodeT5
*Based on the Course Instructor's Choice.
The Course Instructor will intimate the software/software's to be used for course delivery and pre-requisite course/courses required for registration.

End Semester Examination Scheme

Theory (%)	Practical	Project (%)
-	100%	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C4.1	C4. P1	PLO1	PEO1
CLO2	C3.4	C3. P4	PLO2	PEO2
CLO3	C3.3	C3. P3	PLO3	PEO3

Reference Books

1. *Business Analytics* (1st or 2nd edition) U Dinesh Kumar – Publication: WILEY – 1st edition year: 2017 – 2nd edition year: 2021
2. *Machine Learning for Dummies* (1st or 2nd edition) - John Mueller and Luca Massaron – Publisher: Dummies – 1st edition year: 2016 – 2nd edition year: 2021
3. *Machine Learning Engineering*" Andriy Burkov Publisher: O'Reilly Media Edition: 1st Edition Year: 2022
4. *Deep Learning for Coders with Fastai and PyTorch: AI Applications Without a PhD*" Jeremy Howard and Sylvain Gugger,Publisher: O'Reilly Media, Edition: 1st Edition,Year: 2022.

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Predictive Analytics**
Course Code	24BAE086
Credit Units	3

Course Objectives

The course provides a platform for the students to learn applications of Predictive Analytics for Data based decision making. The course starts off with advanced linear regression techniques and then moves on to other analytical models like Time Series, Survival Analysis and Text Mining.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2	-	-	3

Pre – Requisites	Programming for Business Analytics (if Course Delivery based on R) **Or / and** Python for Data Science (if Course Delivery based on Python)

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate an understanding of the foundational principles and methodologies of predictive analytics.

CLO2: Displaythe ability to work with an appropriate predictive analytics tools and techniques to address business challenges.

CLO3: Buildvarious predictive models to generate actionable insights for decision-making.

Course Syllabus	Weightage
Module I: Advanced Regression Methods	30%
Polynomial Regression, Stepwise Regression, Lasso Regression, Elastic Net Regression	
Module II: Time Series	20%
Introduction to Time Series, Reading Time Series Data, Plotting Time Series Data, Forecasts using Exponential Smoothing- Simple Exponential Smoothing, Holt's Exponential Smoothing, Holt- Winters Exponential Smoothing.	
Module III: ARIMA Model	20%
Differencing a Time Series, selecting a candidate ARIMA Model, Forecasting using ARIMA Model, Analysis of Autocorrelations and Partial Auto Correlations, Diagnostic checking	
Module IV: Survival Analysis	20%
Survival Rate, Censoring, Time to Event, Hazard Rate, Kaplan Meier Estimate, Hazard Ratio, Cox Proportional Hazard Regression	
Module V:Text Mining	10%
Corpus Building - Bag of words model, Document Term Matrix, Frequency analysis - Word clouds, Bigrams & Trigrams, Introduction on Sentiment Analysis.	

Pedagogy for Course Delivery

The course will be driven in the practical mode accompanied with lectures and case studies for explanation of theoretical concepts. Relevant Data analytics tools (based on the instructor's choice)

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will be used for analysing the business datasets and making the required interpretations.
Software's for Course Delivery*: R (R Studio) or/and Python / Other Relevant Analytics Software's or AI *Based on the Course Instructor's Choice.
The Course Instructor will intimate the software/software's to be used for course delivery and pre-requisite course/courses required for registration.

End Semester Examination Scheme

Theory (%)	Practical	Project
-	100%	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C4.7	C4. P7	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C 3.4	C3. P4	PLO2	PEO2

Reference Books

1. Seema Acharya, *Data Analytics using R*, McGraw Hill Education ,2018.
2. Jared P. Lander, *R for Everyone*, Pearson India Education Services, 2018.
3. Jake VanderPlas, *Python Data Science Handbook: Essential Tools for Working with Data*, 1st Edition.
4. Manaranjan Pradhan, U Dinesh Kumar, *Machine Learning using Python*, Wiley ,2020.

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Advanced Data Mining**
Course Code	24BAE087
Credit Units	3

Course Objectives:

The course provides a platform for the students to learn applications of Data mining for informed decision making. The course starts off with some basic data mining techniques and then moves on to a higher plane to learn and build predictive models using techniques like Decision Tree and Logistic Regression.

L	T	P	SW	FW	TOTAL CREDITS
1	1	2	-	-	3
Pre – Requisites		None			

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate and understand the fundamental concepts and techniques of Data Mining, establishing a solid foundation.

CLO 2: Measure the recent data mining software skills to solve practical problems, demonstrating proficiency.

CLO 3: To display the abilityto **implement** information independently through research, fostering critical thinking and self-directed learning skills.

Course Syllabus	Weightage
Module I: Introduction to Data Mining	10%
What is Data Mining? Concepts of Data Mining, Data Mining Process – CRISP DM, Supervised & Unsupervised Learning Techniques, Related technologies - Machine Learning, DBMS, OLAP, Statistics, Data Mining Goals, Stages of the Data Mining Process Data Mining Techniques ,Knowledge Representation Methods, Applications.	
Module II: Data Understanding	10%
Types of Variables, Distributions and Summary Statistics, Visualization, Data Integrity Check, Variable Standardization and Normalization, Extent of Missing Data, Segmentation, Outlier detection, Automated Data Preparation, Combining data files, Sampling.	
Module III Data Preprocessing	30%
Data cleaning, Data transformation, Data reduction, Discretization and generating concept hierarchies, Installing Weka 3 Data Mining System Experiments with Weka - filters, discretization	
Module IV Data Mining Algorithms	25%
Associationrules: Motivation and terminology, Generating item sets and rules efficiently, Correlation analysis. Classification: Basic learning/mining tasks Inferring rudimentary rules: 1R algorithm. Prediction: The prediction task Statistical (Bayesian) classification, Bayesiannetworks, Instance-based methods (nearest neighbour), Linearmodels. K Nearest Neighbour Technique, Euclidean Distance Measure; Market Basket Analysis: Support, Lift, Confidence	
Module V: Decision Tree	25%

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Classification Tree Techniques (CHAID, CART, C4.5), Splitting Criteria (Chi-SQ, Entropy, Gini Gain), Merging Criteria, Cultivating Decision Trees, Pruning a Decision Tree, Cross-Validation, Confusion Matrix, and Performance metrics	
Pedagogy for Course Delivery The course will be driven in the practical mode accompanied with lectures and case studies for explanation of theoretical concepts. R Studio IDE, Python or other relevant Data analytics tools including GEN AI (based on the instructor's choice) will be used for analysing the business datasets and making the required interpretations. The students are expected to have a prior and working knowledge of R/Python programming / other Relevant Data Analytics tools to be used for course delivery.	

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
-	100%	

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	40
45	15	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C.4.7	C4. P7	PLO2	PEO2
CLO2	C4.1	C4. P1	PLO1	PEO1
CLO3	C 3.2	C3 P2	PLO2	PEO2

Reference Books:

1. Larose T & Larose C, *Data Mining & Predictive Analytics*, Utah, John Wiley & Sons,2015.
2. **"***Data Mining: Concepts and Techniques"* (4th Edition) Jiawei Han, Micheline Kamber, Jian Pei Publisher: Morgan Kaufmann,Year: 2022
3. **"***Data Mining and Machine Learning: Fundamental Concepts and Algorithms***"** (2nd Edition) Mohammed J. Zaki, Wagner Meira Jr.Publisher: Cambridge University Press Year: 2023
4. *"Advanced Data Mining Techniques*" (3rd Edition) David L. Olson, Dursun Delen Publisher: Springer Year: 2024

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Cybersecurity for Business Professionals**
Course Code	24BAE088
Credit Units	3

Course Objectives

The course on Cybersecurity for Business Professionals provides knowledge on evolving regulations and laws by building long-term cyber capabilities. Inculcating legal and ethical responsibilities of cybersecurity leaders and empowering them with the strategic and technical expertise needed in today's cybersecurity landscape.

L	T	P	SW	FW	TOTAL CREDITS
2	1			-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course students will be able to

CLO1: Demonstrate an understanding of cybersecurity concepts.

CLO2: To **understand** the ethical and legal considerations in cybersecurity laws and regulations.

CLO3: Ability to **identify and analyze** Cyberthreats including malware and cyber-attacks.

Course Syllabus	**Weightage**
Module I: Introduction to Cybersecurity:	15%
Information assets, Cybersecurity risks and threats, Information Security Management System (ISMS), Offensive and defensive strategies, ISMS standards and compliance, Cybersecurity trends.	
Module II: **Regulations and Compliance**	15%
India's cybersecurity laws and regulations, National Cyber Security Policy, and Strategies, Digital India Act, 2023, Data protection laws in other countries, National Critical Information Infrastructure Protection Center (NCIIPC), ISO/IEC 27001, Cybersecurity governance models.	
Module III: **Security Strategy and IT Infrastructure**	25%
Developing and implementing a cybersecurity strategy, security policies and procedures, Budgeting for cybersecurity, evaluating risk exposure, Cybersecurity control and operations, identifying threats and Ethical hacking	
Module IV: **Artificial Intelligence in Cybersecurity**	25%
AI Algorithms and techniques for cybersecurity, Machine learning for threat detection, Deep learning for cybersecurity, AI for vulnerability assessment, AI and penetration testing, AI for incident response and security automation, Evolved threat identification through Generative AI	
Module V: **Business Continuity and Disaster Recovery:**	20%
Activating Business Continuity and Disaster Recovery (BCDR), Common disaster recovery teams, Disaster classification, Disaster recovery process, Elements of a disaster recovery plan, Business continuity strategies, Timing and sequence of planning activities, Business continuity in scenarios of threat.	

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Pedagogy for Course Delivery

Theoretical concepts shall be imparted during lectures and practice sessions. Hands on exercise and course assignment shall be used for anchoring concepts and to elaborate practical applications.

End Semester Examination Scheme

Theory (%)	Practical's (%)	Project (%)
100%	-	-

Course Assessment

Continuous Assessment Score components		End Semester Examination
Other Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PEO1
CLO2	C2.1	C2. P1	PLO1	PEO1
CLO3	C1.3	C3. P3	PLO1	PEO1

Reference Books:

1. *Cybersecurity and Cyberwar: What Everyone Needs to Know*" (2nd Edition) P.W. Singer, Allan Friedman. Publisher: Oxford University Press, Year: 2022
2. "*The Cybersecurity Playbook: How Every Leader and Employee Can Contribute to a Culture of Security"* Allison Cerra, Publisher: Wiley, 2021
3. *"Hacking Exposed 7: Network Security Secrets and Solutions*" (7th Edition). Stuart McClure, Joel Scambray, George Kurtz Publisher: McGraw-Hill Education Year: 2022
4. *"Practical Malware Analysis: The Hands-On Guide to Dissecting Malicious Software*" (2nd Edition), Michael Sikorski, Andrew Honig, Publisher: No Starch Press, Year: 2023
5. "*Cybersecurity for Beginners*" (3rd Edition) Author: Raef Meeuwisse Publisher: Cyber Simplicity Year: 2024

Course Design	Dr.M.Rani ,Dr.A.D. Shalini Prieya , Ms. G. Preetha

BOS Chairman Signature

Course Title	**Business Analytics Case study**
Course Code	24BAE089
Credit Units	4

Course Objectives:
Understand and gain insights into international business environments factors affecting global trade and investment.
Develop comprehensive global business strategies and international market dynamics to effectively manage and lead across diverse cultural and economic environments.
Evaluate the students with advanced analytical and decision-making skills to navigate international trade, investment, and regulatory challenges in a globalized business landscape.

L	T	P	SW	FW	TOTAL CREDITS
1	2		2		4
Pre – Requisites	None				

Course Learning Outcomes
On successful completion of the course, students will be able to
CLO1: Understand the impact of global economic, regulatory factors on business analytics and decision-making processes.
CLO2: Analyse the global market trends and data to inform strategic business decisions and enhance competitive advantage.
CLO3: Apply the predictive and prescriptive analytics to address international business challenges and drive growth in diverse markets.

Course Syllabus	Weightage
Module I: Netflix - A Data-Driven Entertainment Empire	20%
Introduction of Netflix, the world's leading streaming entertainment service, offers a prime example of how business analytics can drive success. Let's delve into how they utilize data to personalize content, optimize marketing, and maintain their competitive edge.	
Module II: Spotify - Using AI to Craft the Perfect Playlist	20%
Spotify, the music streaming giant, is renowned for its personalized playlists like Discover Weekly and Release Radar. But have you ever wondered how they manage to curate such spot-on recommendations? The answer lies in their innovative use of Artificial Intelligence (AI) and machine learning.	
Module III: Unilever - Leveraging Analytics for Sustainable Growth Unilever, a global consumer goods giant with brands like Dove, Ben & Jerry's, and Lipton, exemplifies how business analytics can be harnessed to achieve ambitious sustainability goals.	20%
Module IV:Real-Time Fraud Detection in Banking	20%
A large bank processes millions of financial transactions daily through various channels, including online banking, ATMs, and point-of-sale terminals. Fraudulent activities, such as unauthorized transactions and identity theft, pose a significant risk to both the bank and its customers.	
Module V: Optimizing Energy Consumption in a Smart Building	20%
A modern office building aims to reduce its energy consumption and environmental footprint. The building is equipped with a Building Management System (BMS) that collects data from various sensors and equipment.	

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Pedagogy for Course Delivery *

The course will employ a blended learning approach, integrating lectures with real-world case studies to provide practical insights into global business analytics. Interactive sessions, including workshops and group projects, will facilitate hands-on experience with analytical tools and techniques. Guest lectures from industry experts will offer contemporary perspectives and trends in international business analytics. Additionally, students will engage in simulations and data-driven exercises to enhance their decision-making skills and apply theoretical knowledge to practical scenarios.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
100		

Course Assessment

Continuous Assessment Score components		End Semester Examination
Course Assessments	Class tests	60
16	24	

Course Mapping

Course Learning Outcomes	Competency	Performance Indicators	Program Learning Outcomes	Program Educational Objectives
CLO1	C1.2	C1. P2	PLO1	PLO1
CLO2	C1.4	C1. P4	PLO1	PLO1
CLO3	C3.4	C3. P4	PLO3	PLO3

Reference Books:

1. *International Business Analytics: "Data-Driven Insights for Global Strategy*" by David W. Stewart –2023
2. *Business Analytics: The Science of Data-Driven Decision Making:* U. Dinesh Kumar: 3rd Edition2022: Wiley
3. *Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking*, Foster Provost and Tom Fawcett, 2nd Edition, 2023 O'Reilly Media

Course Design	Dr .M.Rani

BOS Chairman Signature

Course Title	**Data Visualization**
Course Code	24BAE090
Credit Units	3

Course Objectives

The course will focus on the working knowledge of Data Visualization techniques to derive meaningful insights from the dataset. The course seeks to develop the students' understanding of creating and delivering values through Data Visualization to business leadership. The course also facilitates the students to present evidence-based stories for decision making.

L	T	P	SW	FW	TOTAL CREDITS
2	-	2	-	-	3

Pre – Requisites	None

Course Learning Outcomes

On successful completion of the course, students will be able to

CLO1: Explain the data visualization abilities in various business scenarios

CLO2: Analyze data using logical visualizations to solve business problems

CLO3: Design dashboard and make stories to facilitate decision making

Course Syllabus	Weightage
Module I: Introduction to Data Visualization	10%
Introduction to BI – Data Visualization – Getting started with Visualization tool – Load data from excel – Data Sources – Data Connections – Data Blending	
Module II: Principles and Calculations	20%
Visualization Principles - Data Types – Numerical data – Non numerical data – Time series - Data Grouping –Aggregations- List – Crosstabs – Sorting – Filtering	
Module III: Charts and Graphs for Data Explorations	30%
Univariate and Multivariate visualization - Bar chart - Line chart – Pie chart – Histogram - Geospatial visualizations- Scatter Plot – Formatting visualizations	
Module IV: Advanced Charts and Analytics	20%
Box and Whiskers plot - Waterfall chart – Gantt chart - Descriptive Statistics – Predictive analytics- Trend line - Forecasting - Clustering	
Module V: Dashboard	20%
Dashboard design and development – Introducing KPIs – Layout – Objects – Formats – Best Practices - Story board – Story telling with data – Analytics to action	

Pedagogy for Course Delivery

The course will be driven through a practical mode of learning. Project based learning to foster the practical applications of Data Visualization in real world scenario.

Software's for Course Delivery*: TABLEAU or Power BI or any other Data Visualization tools or Advanced AI Tools

*Based on the Course Instructor's Choice. The Course Instructor will intimate the software/software's to be used for course delivery.

End Semester Examination Scheme

Theory (%)	Practical (%)	Project (%)
NA	100%	

Course Assessment

Continuous Assessment Score components	End Semester Examination

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Other Assessments			Class tests	40
45			15	

Course Mapping

CourseLevel Outcomes	Competency	Performance Indicators	Program Level Outcomes (PLO's)	PEO's
CLO1	C4.3	C4. P3	PLO1	PEO1
CLO2	C3.2	C3. P2	PLO2	PEO2
CLO3	C3.4	C3. P4	PLO2	PEO2

Reference Books:

1. *Fundamentals of Data Visualization* –Claus O. Wilke – Publisher: O'REILLY– Year: 2019
2. *Story Telling with Data* –Cole Nussbaumer Knaflic – Publisher: Wiley – Year: 2015
3. *"Fundamentals of Data Visualization: A Primer on Making Informed Decisions with Data*" Claus O. Wilke Publisher: O'Reilly Media Edition: 2nd Edition Year: 2023
4. *Data Visualization: A Practical Introduction*" Kieran Healy, Publisher: Princeton University Press Edition: 2nd Edition Year: 2023

Course Design	Dr. Rani M

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ANNEXURE

Rubric – Written Communication

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Adapted from the American Association of Colleges and Universities

***Definition**: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.*

***Framing Language -** These rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" Evaluators using this rubric must have information about the assignments or purposes for writing. Also recommended to include reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing—in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate*

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses on all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields)*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in writing.

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Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Rubric - Reading

Adapted from the American Association of Colleges and Universities

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Comprehension	Recognizes possible implications of the text for contexts, perspectives, or issues beyond the assigned task within the classroom or beyond the author's explicit message (e.g., might recognize broader issues at play, or might pose challenges to the author's message and presentation).	Uses the text, general background knowledge, and/or specific knowledge of the author's context to draw more complex inferences about the author's message and attitude.	Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text.	Apprehends vocabulary appropriately to paraphrase or summarize the information the text communicates.
Genres	Uses ability to identify texts within and across genres, monitoring and adjusting reading strategies and expectations based on generic nuances of texts.	Articulates distinctions among genres and their characteristic conventions.	Reflects on reading experiences across a variety of genres, reading both with and against the grain experimentally and intentionally.	Applies tacit genre knowledge to a variety of classroom reading assignments in productive, if unreflective, ways.
Relationship to Text *Making meanings with texts in their contexts*	Evaluates texts for scholarly significance and relevance within and across the various disciplines, evaluating them according to their contributions and consequences.	Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions.	Engages texts with the intention and expectation of building topical and world knowledge.	Approaches texts in the context of assignments with the intention and expectation of finding right answers and learning facts and concepts to display for credit.
Analysis *Interacting with texts in parts and as wholes*	Evaluates strategies for relating ideas, text structure, or other textual features to build knowledge or insight within and across texts and disciplines.	Identifies relations among ideas, text structure, or other textual features to evaluate how they support an advanced understanding of the text.	Recognizes relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text.	Identifies aspects of a text (e.g., content, structure, or relations among ideas) as needed to respond to questions posed in assigned tasks.
Interpretation *Making sense with texts as blueprints for meaning*	Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.	Articulates an understanding of the multiple ways of reading and the range of interpretive strategies particular to one's discipline(s) or in a given community of readers.	Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.	Can identify purpose(s) for reading, relying on an external authority such as an instructor for clarification of the task.

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Reader's Voice *Participating in academic discourse about texts*	Discusses texts with an independent intellectual and ethical disposition to further or maintain disciplinary conversations.	Elaborates on the texts (through interpretation or questioning) to deepen or enhance an ongoing discussion.	Discusses texts in structured conversations (such as in a classroom) in ways that contribute to a basic, shared understanding of the text.	Comments about texts in ways that preserve the author's meanings and link them to the assignment.

Rubric – Oral Communication

Adapted from the American Association of Colleges and Universities

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Definition: Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language -Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or videorecorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and including a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.
Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Organization	Organizational patterns (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational patterns (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to the audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to the audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and the speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and the speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and the speaker appears uncomfortable.

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Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) refer to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced but is not explicitly stated in the presentation.

Rubric – Critical Thinking

Adapted from the American Association of Colleges and Universities

Definition:Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language -This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Explanation of Issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. The viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. The viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. The viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. The viewpoints of experts are taken as fact, without question.

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Influence of Context and Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of context when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions, some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's Position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, considering the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) considers the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.
Conclusions and Related Outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect a student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	The conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Rubric – Creative Thinking

Adapted from the American Association of Colleges and Universities

Definition: Creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

Framing Language- Creative thinking, as it is fostered within higher education, must be distinguished from less focused types of creativity such as, for example, the creativity exhibited by a small child's drawing, which stems not from an understanding of connections, but from an ignorance of boundaries. Creative thinking in higher education can only be expressed productively within a particular domain. The student must have a strong foundation in the strategies and skills of the domain to make connections and synthesize. While demonstrating solid knowledge of the domain's parameters, the creative thinker, at the highest levels of performance, pushes beyond those boundaries in new, unique, or atypical recombination's, uncovering or critically perceiving new syntheses and using or recognizing creative risk-taking to achieve a solution.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	**Milestones**		**Benchmark**
	4	3	2	1
Acquiring Competencies *This step refers to acquiring strategies and skills within a particular domain.*	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution, or idea that is appropriate to the domain.	Adapt: Successfully adaptsan appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.

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Taking Risks *May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment (i.e., going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions).*	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problems, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problems.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking *Novelty or uniqueness (of idea, claim, question, form, etc.)*	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting,Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Rubric – Data Literacy & Problem Solving

Adapted from American Association of Colleges and Universities

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired outcome & Data literacy refers to competency, and comfort in working with numerical data. This rubric is designed to measure the quality of a process rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution, steps in a problem-based learning assignment, record of think-aloud protocol while solving a problem).
The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	 2	Benchmark 1
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
Propose Solutions/ Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as, the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Application/Analysis *Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis*	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions about each alternative solution	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions about each alternative solution
Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all the following • considers history of problem, • reviewslogic/ reasoning, • examines feasibility of solution • weighs impact of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: • considers history of problem • reviews logic/reasoning • examines feasibility of solution, and • weighs impact of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following • considers history of problem, • reviews logic/reasoning, • examines feasibility of solution, • weighs impact of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following • considers history of problem, • reviews logic/ reasoning • examines feasibility of solution • weighs impact of solution.

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Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

Rubric – Teamwork

American Association of Colleges and Universities

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.) rubric is meant to assess the teamwork of an individual student, not the team. Therefore, it is possible for a student to receive high ratings, even if the team is rather flawed. Similarly, a student could receive low ratings, even if the team as a whole works fairly well. Second, this rubric is designed to measure the quality of a process, rather than the quality of an end product. As a result, work samples or collections of work will need to include some evidence of the individual's interactions within the team. The final product of the team's work (e.g., a written report) is insufficient, as it does not provide insight into the functioning of the team.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
Facilitates the contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
Individual contributions outside of team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.

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Fosters Constructive Team Climate	Supports a constructive team climate by doing all the following: •Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

Rubric – Integrative Learning

Adapted from the American Association of Colleges and Universities

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

This rubric is meant to assess the assignments which aim to foster learning between courses or by connecting the courses through experience-based work. Interdisciplinary or capstone project which requires a small group of students to propose an innovative solution for the real-life problems which requires to apply the concepts learned from different disciplines of management could be considered as an example.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	**Milestones** 3	 2	**Benchmark** 1
Connections to Experience *Connects relevant experience and academic knowledge*	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships) to **deepen**	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civicinvolvement, work experience), to **illuminate** concepts/theories/ frameworks of fields of study.	**Compares** life experiences and academic knowledge to infer differences as well as similarities and **acknowledge perspectives** other than own.	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests.

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	understanding of fields of study and to broaden own points of view.			
Knowledge in core and functional area of Management *Sees (makes) connections across disciplines, perspectives*	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations*	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore complex issues in original ways.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations **to solve problems or explore issues.**	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	In a basic way, uses skills, abilities, theories, or methodologies gained in one situation **in a new situation.**
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in a way that enhances meaning**, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)*	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

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Rubric Ethical Reasoning

Adapted from the American Association of Colleges and Universities (AAC&U) VALUE rubrics

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

This rubric is intended to help faculty evaluate work samples and collections of work that demonstrate student learning about ethics. The rubric focuses on five elements: Ethical Self Awareness, Ethical Issue Recognition, Understanding Different Ethical Perspectives/Concepts, Application of Ethical Principles, and Evaluation of Different Ethical Perspectives/Concepts. Students' Ethical Self Identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues. Presumably, they will choose ethical actions when faced with ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Ethical Self-Awareness	The student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity.	The student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.	The student states both core beliefs and the origins of the core beliefs.	The student states either their core beliefs or articulates the origins of the core beliefs but not both.
Understanding Different Ethical Perspectives/Concepts	The student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used.	The student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies.	The student can name the major theory she/he uses and is only able to present the gist of the named theory.	The student only names the major theory she/he uses.
Ethical Issue Recognition	The student can recognize ethical issues when presented in a complex, multilayered (gray) contextAND can recognize cross-relationships among the issues.	The student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross- relationships among the issues.	The student can recognize basic and obvious ethical issues and partially grasp (incompletely) the complexities or interrelationships among the issues.	The student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of Ethical Perspectives/Concepts	The student can independently apply ethical perspectives/concepts to an ethical question, accurately, and can consider the full implications of the application.	The student can independently apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application.	The student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate.	The student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.).

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Evaluation of Different Ethical Perspectives/Concepts	The student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/ concepts, and the student's defense is adequate and effective.	The student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/ concepts, but the student's response is inadequate.	The student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them. (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student's position.)	The student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

Rubrics: Research Project

Continuous Assessment Component – CAM

Criteria	Excellent	Good	Marginal	Unsatisfactory
Mark Range (50 Marks Maximum)	*50 – 40*	*40 – 30*	*30 – 10*	*< 10*
Mid-term review (50% of the work completion)	All work completed as per the norms given by the guide.	Most of the work completed as per the norms given by the guide.	Limited work completed as per the norms given by the guide.	Very less or no work completed as per the norms given by the guide.
End term review (100% of work completion)	All work completed as per the norms given by the guide.	Most of the work completed as per the norms given by the guide.	Limited work completed as per the norms given by the guide.	Very less or no work completed as per the norms given by the guide.

Component 1: (ESM)

(50 marks provided for the report by the Internal and External examiner.)

Criteria	Excellent	Good	Marginal	Unsatisfactory
Mark Range (50 Marks Maximum)	*10 – 8*	*7 – 5*	*5 – 3*	*< 3*
Introduction & Framework *10 Marks*	• Clearly identified research purpose. • Relevant research review completed. • Significance of the research is clearly identified. • Hypotheses are clearly articulated.	• Limited identification of research purpose. • Limited review done on research literature. • Significance of the research is not clearly identified. • Hypotheses are described but not well articulated.	• Minimal identification of research purpose. • Minimal review done on research literature. • Significance of the research is not clearly identified. • Hypotheses are not well articulated.	• No identification of research purpose. • No review done on research literature. • Significance of the research is not identified. • Hypotheses are not well articulated or absent.
Literature reviews & Research gap *10 Marks*	• Research focus is clearly grounded in previous research/ theoretically relevant literature. More than	• Research focus is grounded in previous research/ theoretically relevant literature to an extent. More than	• A Moderate level of articles are referred to define the problem and identify the research gap	• Only shows little / no identification of research gap and discussion of topic

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Criteria	Excellent	Good	Marginal	Unsatisfactory
Mark Range (50 Marks Maximum)	*10 – 8*	*7 – 5*	*5 – 3*	*< 3*
	10 and above articles are reported. The report clearly identifies research gap based on the literature reviews; Citations are given in APA format.	10 and above articles are reported. The report clearly identifies research gap based on the literature reviews to an extent, Citations are given in APA format.		
Research methods &Survey instrument	• Provides accurate, thorough description of how the data will be collected, what/how many data sources will be analysed, plan of analysis or measurement instrument, research context • A well balance mix of various scales and appropriate variables, and items that answers the research question and objectives are used for the designing the survey instrument	• Description of how the data will be collected, what/how many data sources will be analysed, plan of analysis or measurement instrument, research context is adequate but limited • An appropriate mix of various scales and appropriate variables, and items that answers the research question and objectives are used for the designing the survey instrument	• Description of how the data will be collected, what/how many data sources will be analysed, plan of analysis or measurement instrument, research context is not clear • Variables, items and scales used in designing the survey instrument addresses the research objective	• Description of how the data will be collected, what/how many data sources will be analysed, plan of analysis or measurement instrument, research context is not sufficient/ absent • Variables, items and scales used in designing the survey instrument is not appropriate and does not address the research objective
Data Analysis and Interpretation *10Marks*	• Interpretations/analysis of results are thoughtful and insightful, are clearly informed by the study's results, and thoroughly address how they supported, refuted, and/orinformed the hypotheses.	• Interpretations/analysis of results are sufficient but lacking in insightfulness, and fairly address how they supported, refuted, and/or informed the hypotheses.	• Interpretations/analysis of results are limited and lacking in insightfulness, and poorly address how they supported, refuted, and/or informed the hypotheses.	• Interpretations/analysis of results are poor and does not bring insights and fairly address how they supported, refuted, and/or informed the hypotheses.
Sources &Documentation *10 Marks*	• Cites all data obtained from other sources • Citation style is accurately used in both text and bibliography • Sources are all scholarly and clearly related to the research focus	• Cites most data obtained from other sources • Citation style is either inconsistent or incorrect • Sources are primarily scholarly and related to the research focus	• Cites some data obtained from other sources • Citation style is either inconsistent or incorrect • Sources are mostly scholarly and related to the research focus	• Does not cite sources • Citation style is either inconsistent or incorrect • Sources are seldom scholarly and do not relate to the research focus

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Component 2: (ESM)

(For presentation and viva-voce by External examiner.)

Criteria	Excellent	Good	Marginal	Unsatisfactory
Mark Range (50 Marks Maximum)	*10 – 8*	*7 – 5*	*5 – 3*	*< 3*
Organization *10 Marks*	Presents information in a logical and interesting sequence which the audience can follow.	Presents information in logical sequence which the audience can follow.	Audience has difficulty following presentation because presenter jumps around.	Audience cannot understand presentation because there is no sequence of information.
Content Knowledge *10 Marks*	Demonstrates full master's level knowledge (more than required) by articulately addressing all aspects of the research with explanations and elaboration in the allotted timeframe.	Mostly demonstrates master's level knowledge and is relatively at ease while addressing relevant aspects of the research with explanations and some elaboration.	Somewhat demonstrates master's level knowledge and is somewhat at ease while addressing mostly relevant aspects of the research with some explanations and elaborations.	Does not demonstrate a master's level knowledge and is not at ease while addressing minimal or no relevant aspects of the research without any explanations, but with some elaborations.
Visual Aids *10 Marks*	The overall research presentation effectively uses visual aids that explains, supports and reinforces the presentation.	The overall research presentation uses some visual aids that explains, supports and reinforces the presentation.	The overall research presentation minimally uses visual aids that explains, supports and reinforces the presentation.	Mostly ignored or superficially provided but does not provide support for the presentation.
Verbal Techniques *10 Marks*	Uses a clear voice and correct, precise presentation of terms so that all the audience can hear the presentation.	Voice is clear and pronounces most words correctly. Most of the audience can hear the presentation.	Voice is un-clear and incorrectly pronounces the words. Audience have difficulty hearing the presentation.	Mumbles and incorrectly pronounces the words. Speaks too quickly for audience to adequately hear and comprehend what is being presented.
Effectiveness *10 Marks*	Clearly and articulately answered all questions.	Clearly answered all questions with minor items not fully presented.	Answered the questions, but did not fully address all the key aspects of the presentation.	Did not answer the questions clearly or left many questions unanswered.

Rubrics – Capstone Project

Continuous Assessment Component – CAM

Criteria	Excellent	Good	Marginal	Unsatisfactory
	50 - 40 marks	**40-30 marks**	**30-10 marks**	**<10marks**
Mid-Term Review (50% of the work completion) *(50 marks)*	Allworkcompleted asperthenormsgivenbythe guide	Mostoftheworkcomplete dasperthe normsgiven bytheguide	Limitedworkcompletedasperth enormsgivenbythe guide	Verylessorno workcompletedasperthe normsgiven bytheguide
End Term Review (100% of work completion) *(50 marks)*	Allworkcompleted asperthenormsgivenbythe guide	Mostoftheworkcomplete dasperthe normsgiven bytheguide	Limitedworkcompletedasperth enormsgivenbythe guide	Verylessorno workcompletedasperthe normsgiven bytheguide

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Component 1: (ESM)

50 Marks provided for the report by the Internal and external examiner.

Criteria	Excellent	Good	Marginal	Unsatisfactory
	10-8marks	7–5marks	5-3marks	<3marks
Team Formation, Roles, and Company Scope	Teams are exceptionally well-organized with clear, effective roles aligned with expertise. The company scope is thoroughly researched and well-understood.	Teams are well-organized with defined roles. The company scope is adequately researched and understood.	Team roles are somewhat defined but lack clarity. The company scope is partially researched or understood.	Team formation is poor with unclear or overlapping roles. The company scope is inadequately researched or understood.
Problem Identification and Proposal building I	Problem is clearly defined with a detailed, well-structured proposal outlining objectives and initiatives.	Problem is well-defined with a coherent proposal outlining objectives and initiatives.	Problem is somewhat defined; proposal lacks detail or structure.	Problem is poorly defined with an incomplete or unclear proposal.
Research and Analysis	Research is thorough, well-documented, and effectively informs strategic recommendations.	Research is complete and generally well-documented, with useful insights for recommendations.	Research is incomplete or lacks depth, with limited documentation and relevance.	Research is inadequate, poorly documented, or irrelevant to recommendations.
Strategy Formulation and innovation	Strategic plans are comprehensive, actionable, and innovative. They include effective methods for measuring success and demonstrate exceptional use of design thinking principles.	Strategic plans are clear, actionable, and include methods for measuring success, with some innovative elements.	Strategic plans are somewhat unclear or lack actionable steps and measurement methods; limited innovation and application of design thinking.	Strategic plans are vague, incomplete, or lack actionable steps and measurement methods; minimal innovation and poor application of design thinking.
Implementation, Monitoring, and Business Performance	Strategies are implemented effectively with excellent monitoring. Business performance improvements are clearly demonstrated.	Strategies are implemented well with good monitoring. Business performance shows some improvement.	Implementation is inconsistent; monitoring is inadequate. Business performance improvements are limited.	Implementation is ineffective with poor monitoring. Business performance shows no improvement.

Assessment Criteria – Social Immersion Project (SIP)

S.no.	Component	Criteria	Marks
1	Component 1 (Overall attendance should be at least 75 %)	Attendance	50
2	Component 2 (This is done on the final viva voce day)	Significance and impact of the project (Ideation/Strategy/Solution/Implementation)	10
		Association with Corporate Mentors/ SMEs	10
		Managerial Skills (Thought Leadership and Innovation)	10
		Sustainability Factors in the project	10
		Report/ Viva Voce	10

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Assessment Rubrics -SIP

Criteria	Low (0 to 4 marks)	Medium (5 to 8 marks)	High (9 to 10 marks)	Max. Marks
Significance and Impact of the project	Low significant with low impact • Understanding of the problem and the importance of it.	Moderately significant with medium impact	Highly significant with high impact	10
Association with Corporate	Low/ no integration with corporate mentors or SMEs • Identification of corporate mentors or SMEs	Moderate integration with corporate mentors or SMEs • Interaction with corporate mentors or SMEs.	High integration with corporate mentors or SMEs • Integration of Corporate interactions in the project activities	10
Exhibiting Managerial Skills	Low level of thought leadership. Low level of Planning, Poor execution and contribution. Poor ideation.	Average thought leadership. Average level of Planning,fairly good execution and contribution. Proposal of Innovative ideas	High level of thought leadership High level of Planning, good execution and contribution. Strategies and feasibility aspects of the innovative ideas.	10
Sustainability	SDG Linkage in the project Understanding of their domain and respective UN SDGs	Sustainable nature of the project content for the future course of action	Sustainable nature of the proposed ideas or implementations done.	10
Report, Viva Voce	Incomplete report without impact analysis. Answered only some of the questions with less clarity.	Report with partial contents but contains impact analysis, answered most of the questions correctly.	Report completed with high quality including Impact analysis. Answered all questions and gave information much beyond expectation.	10

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Suggested Assessment Tools

S.No	Assessment Method	Type of Assessment	Description
1	Assignment	Written	Students are given a written task on a particular topic to be submitted in a specific format.
2	Seminar/Presentation	Oral	Students are expected to make a presentation and discuss/share information on a chosen topic.
3	Case study – Application based.	Problem based/Concept Based	Students in a team are expected to work through a case study to identify the problem and offer potential solutions. Case studies are given to assess the students' understanding and their ability to establish the link between theory and practice.
4	Class test	Written/Quiz	Is an assessment intended to measure learners' remembrance/understanding of concepts.
5	Project	Written / Practical/ Oral Report	Projects are intended to test the wide range of analytical, practical and interpretative skills of the learner. It is used to assess the wide application of knowledge and skills.
6	Quiz	Oral/Written	Quizzes are conducted as a part of formative assessment process to monitor students' learning and adjust instruction during the course.
7	MOOC	Written	Students are encouraged to do an online course in MOOC platform to gain international perspectives in a course. Certificates gained through such courses are considered while assessing the internal score.
9	Field Study	Practical/Oral/Written report	Students are encouraged to go for a field study to understand the concepts discussed in the course through interaction with the industry experts.
10	Business Plan	Practical/Written report/Oral	As part of course work in entrepreneurship learners are instructed to submit a business plan built based on the business idea.
11	Entrepreneur Business Interface	Oral	Students are encouraged to interact with entrepreneurs to learn and demonstrate entrepreneurial thinking in the form of challenges faced and the strategies practiced to overcome the challenges.
12	Class Participation	Oral	Students are assessed based on their contribution in the discussion led by the facilitator.

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