



**K.R. MANGALAM UNIVERSITY**  
THE COMPLETE WORLD OF EDUCATION

**School of Management and Commerce  
(SOMC)**

**Programme Handbook**

**(Programme Study and Evaluation Scheme)**



**Master of Business Administration**

**MBA (Digital Marketing) with academic support of IIDE**

**MBA (Fintech) With academic support of Ernst & Young**

**TWO YEAR POST GRADUATE PROGRAMME**

**(with effect from 2026-27 session)**

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## **Preface**

The MBA Programme at K.R. Mangalam University is designed with a strong commitment to nurturing responsible global citizens who are not only professionally competent but also empathetic, ethical, and socially responsible. In alignment with the University's educational philosophy, the programme emphasizes holistic development by integrating academic rigor with experiential, technological, and industry-oriented learning.

The curriculum has been carefully designed to align with the dynamic requirements of the global business landscape. The curriculum is updated frequently to reflect the current state of the industry (with the latest revision done in July 2026), as well as the needs of the incoming cohort. Thus, this document is not frozen in time but an ongoing work-in-progress that matches the needs of the students. It integrates contemporary subjects and emerging areas such as Business Analytics and Data Visualisation, Business AI and Emerging Technologies, FinTech, Digital Transformation Management, Customer Experience Management, and AI for Managers, thereby equipping students with robust analytical skills and the ability to make data-driven decisions effectively.

A distinctive feature of the programme is its multidisciplinary and technology-enabled learning approach. Students are exposed to a blend of case-based learning, problem-based learning, simulations, projects, and real-world corporate exposure. This ensures that theoretical knowledge is effectively translated into practical application, preparing learners to address complex business challenges with confidence and innovation.

The programme structure also includes specialized electives across domains such as Human Resource Management, Marketing, Finance, Business Analytics, Digital Marketing, and FinTech, allowing students to develop domain expertise aligned with their career aspirations. Additionally, components such as summer internships, capstone projects, and placement training provide strong industry engagement and experiential learning opportunities.

By the end of the MBA programme, students will be well-equipped with managerial competencies, analytical skills, technological proficiency, and strategic thinking abilities required to excel in dynamic corporate environments. The programme ultimately aims to develop future leaders who can contribute meaningfully to business, society, and the global economy.

This Scheme of Studies reflects the University's continuous commitment to academic excellence, innovation, and industry relevance in higher education.

## 1. Categories of Courses

- **Major:** The major provides students with an opportunity to pursue in-depth and focused study in a chosen discipline, enabling them to develop advanced conceptual understanding and specialized expertise in that area.
  
- **Electives and Dual Specialization:** The programme offers a wide range of elective courses across different functional domains, allowing students to customize their learning pathway. It also facilitates dual specialization, enabling learners to gain expertise in two distinct areas, thereby enhancing their multidisciplinary competence and improving their career flexibility and employability.
  
- **Research Project / Dissertation:** Students enrolled in the 2-Year Master of Business Administration–Technology Management programme are required to undertake a research project under the supervision of a faculty mentor. The project is to be completed in the third semester. The outcomes of the research may be published in reputed peer-reviewed journals, presented at national or international conferences/seminars, or considered for patent filing, thereby encouraging academic contribution and innovation.

## 2. University Vision and Mission

### 2.1 Vision

K.R. Mangalam University aspires to become an internationally recognized institution of higher learning through excellence in inter-disciplinary education, research, and innovation, preparing socially responsible life-long learners contributing to nation building.

### 2.2 Mission

- Foster employability and entrepreneurship through futuristic curriculum and progressive pedagogy with cutting-edge technology

- Instill the notion of lifelong learning through stimulating research, Outcomes-based education, and innovative thinking
- Integrate global needs and expectations through collaborative programs with premier universities, research centers, industries, and professional bodies.
- Enhance leadership qualities among the youth understanding ethical values and environmental realities.

### **3. About the School**

The School of Management & Commerce takes pride in its professional and highly qualified intellectual capital, its faculty members. The school boasts of its modern infrastructure and latest technology and resources in the field of Technology Management, FinTech, General Management, Human Resource, Finance, Operations, Marketing, Information Technology, Analytics, Economics, Entrepreneurship and International Business. The school aims at creating professionals who are committed to excellence in their personal and professional endeavour's by adopting the best of industry practices with a keen focus on research, training and consultancy programmes. The approach to pedagogy combines fieldwork, case studies and instrumented feedback with a strong emphasis on concepts and theory.

### **4. School Vision and Mission**

**Vision of SOMC:** To be a Top Business School in India recognized Globally for Excellence and Innovation in Management Education and Research.

**Mission of SOMC:**

The mission of the Business School is to

1. Nurture, Innovative and Ethical Leaders capable of managing change.
2. Leverage Technology developing proficiency in students, enabling them to thrive in dynamic business models.
3. Foster Research to advance the theory and practice of Management.
4. Develop compassionate and socially responsible business leaders.

### **5. About the Programme**

## **MBA Programme with Dual Specialization**

The MBA Programme at K.R. Mangalam University is designed to provide students with a future-oriented, industry-integrated, and multidisciplinary management education aligned with the evolving needs of the global business environment. The programme follows a Choice-Based Credit System (CBCS) and Learning Outcome-Based Curriculum Framework (LOCF), ensuring academic flexibility, industry relevance, and experiential learning.

The programme offers students the opportunity to pursue **Dual Specialization**, enabling them to develop expertise across two functional domains and enhancing their professional versatility and employability. Students may opt for combinations from areas such as Human Resource Management, Finance, Marketing, Operations & Supply Chain Management, Analytics, Digital Marketing, and FinTech.

### **A. MBA with Dual Specialization**

The General MBA programme allows students to choose dual specializations from:

- Human Resource Management
- Finance
- Marketing
- Operations & Supply Chain Management
- Analytics (with academic support from IBM)

The curriculum is designed to strengthen managerial competencies, analytical thinking, leadership capabilities, and strategic decision-making skills. Through industry-oriented electives, live projects, internships, and experiential learning, students gain practical exposure to contemporary business practices and emerging technologies.

### **B. MBA FinTech**

The MBA FinTech programme, offered with academic support from Ernst & Young, is designed to prepare students for the rapidly evolving financial technology ecosystem. The programme integrates concepts of digital finance, AI and ML applications in finance, blockchain, digital payments, financial analytics, and wealth management. Industry-supported courses and certification opportunities help students acquire future-ready financial and technological skills,

making them highly competitive for roles in banking, consulting, fintech startups, investment firms, and digital financial services.

### **C.MBA Digital Marketing**

The MBA Digital Marketing programme, offered with academic support from IIDE, equips students with advanced knowledge and practical skills in digital branding, social media strategy, SEO, CRM systems, content marketing, and performance marketing. The programme emphasizes hands-on learning through industry projects, digital tools, analytics platforms, and campaign management, enabling students to excel in the dynamic digital economy.

#### **5.1 Industry-Aligned Learning Ecosystem**

The programme integrates academic excellence with industry collaboration through partnerships with reputed organizations such as IBM, Ernst & Young, and IIDE. These collaborations provide students with exposure to:

- Industry-relevant curriculum and certifications
- Emerging technologies and business applications
- Live projects, case studies, and practical simulations
- Skill-based learning and corporate mentoring
- Enhanced employability and global career opportunities

#### **5.2 Objectives of the Programme**

The MBA programme aims to develop competent, ethical, and technology-driven management professionals capable of leading organizations in a rapidly changing business environment. The programme seeks to nurture the following competencies:

1. Comprehensive understanding of core business functions and emerging business technologies
2. Analytical and problem-solving abilities for data-driven managerial decision-making
3. Leadership, communication, and teamwork skills for dynamic organizational environments
4. Strategic and innovative thinking to address contemporary business challenges
5. Industry-oriented competencies through experiential learning, internships, and research projects

6. Ethical values, adaptability, and a global mindset required for sustainable business leadership
7. Specialized expertise through dual specialization and interdisciplinary learning opportunities

### **5.3 Credit**

Credit refers to a unit of contact hours/ tutorial hours per week or 02 hours of lab/ practical work per week.

### **5.4 Programme Educational objectives**

**After the course the students will be able to:**

**PEO1:** Understand core management principles, business processes, and organizational practices for professional competence.

**PEO2:** Apply managerial, digital, and analytical skills to enhance employability and lifelong learning.

**PEO3:** Analyze complex business problems and market situations using structured and data-driven approaches.

**PEO4:** Design innovative, entrepreneurial, and technology-enabled solutions for business and societal challenges.

**PEO5:** Evaluate managerial decisions by integrating ethical values, sustainability, and social responsibility. [OBJ]

### **5.5 Programme Outcomes (PO)**

**After the course the students will be able to:**

**PO1:** Understand management concepts, organizational structures, and contemporary business practices.

**PO2:** Apply quantitative and qualitative tools to analyze data for effective managerial decisions.

**PO3:** Analyze business problems and environmental factors using critical thinking and logical reasoning.

**PO4:** Assess alternatives and demonstrate emotional intelligence and leadership in team and organizational settings.

**PO5:** Create innovative, technology-driven, and digital solutions for complex business challenges.

**PO6:** Demonstrate adaptability and cognitive flexibility skills in dynamic and uncertain business environments.

**PO7:** Evaluate managerial decisions with respect to ethics, sustainability, and professional standards.

### **5.6 Programme Specific Outcomes (PSO)**

**MBA**

**Programme Code- 57**

**PSO1:** Develop competent managers with strong analytical skills and sound management fundamentals.

**PSO2:** Enable effective application of management knowledge through problem-solving, innovation, and adaptability.

**PSO3:** Apply analytical, managerial, and problem-solving skills through practical learning, industry exposure, and business applications across functional areas.

**PSO4:** Demonstrate strategic thinking, teamwork, communication skills, and professional responsibility for effective decision-making in dynamic business environments.

### **Master of Business Administration in FINTECH**

**(With academic support of Ernst & Young)**

**Programme Code: 64**

#### **Programme Specific Outcomes (PSO)**

**PSO1:** Develop competent managers with strong analytical skills and sound management fundamentals.

**PSO2:** Enable effective application of management knowledge through problem-solving, innovation, and adaptability.

**PSO3:** Apply fintech concepts in the digitalization of the payments, lending and analytics through experiential learning.

**PSO4:** Design innovative and customer-focused financial solutions to address emerging business and market needs.

### **MBA (Digital Marketing) with academic support of IIDE**

**Programme Code- 48**

**PSO1:** Develop competent managers with strong analytical skills and sound management fundamentals.

**PSO2:** Enable effective application of management knowledge through problem-solving, innovation, and adaptability.

**PSO3:** Design technology-enabled, data-driven, and digital marketing strategies for customer-centric problems.

**PSO4:** Foster ethical digital marketing practices, creativity, and professional readiness to manage evolving digital business environments.

## **5.7 Career Avenues**

The MBA Programme with Dual Specialization at K.R. Mangalam University offers diverse and promising career opportunities across multiple domains of management and emerging business technologies. With a strong blend of managerial knowledge, analytical capabilities, industry-oriented learning, and technological integration, graduates are well-prepared to take on leadership and strategic roles in national and multinational organizations.

Students pursuing specializations in Human Resource Management, Finance, Marketing, Operations & Supply Chain Management, and Analytics gain domain-specific expertise along with multidisciplinary exposure, enhancing their adaptability and employability in dynamic business environments. The programme equips graduates for roles such as HR Manager, Talent Acquisition Specialist, Financial Analyst, Investment Consultant, Marketing Strategist, Brand Manager, Operations Manager, Supply Chain Analyst, Business Analyst, and Data Analytics Consultant.

The MBA Analytics specialization, supported academically by IBM, prepares students for technology-driven careers involving predictive analytics, intelligent systems, big data management, and data-driven decision-making. Graduates can pursue roles such as Data Analyst, Business Intelligence Analyst, Analytics Consultant, AI Strategy Associate, and Data Visualization Specialist.

The MBA FinTech programme, offered with academic support from Ernst & Young, opens avenues in the rapidly expanding financial technology sector. Graduates are equipped for roles such as FinTech Consultant, Digital Banking Specialist, Financial Analytics Associate, Risk Management Analyst, Blockchain Consultant, Investment Analyst, and AI in Finance Specialist. The programme also prepares students to contribute to digital transformation initiatives within banking, insurance, consulting, and financial service organizations.

Similarly, the MBA Digital Marketing programme, with academic support from IIDE, enables students to build careers in the digital economy through expertise in SEO, social media strategy, performance marketing, CRM systems, branding, and content management. Graduates can explore opportunities as Digital Marketing Manager, Social Media Strategist, SEO Analyst, Brand Communication Executive, CRM Specialist, Content Strategist, and Performance Marketing Analyst.

The programme's emphasis on experiential learning, internships, live projects, capstone projects, industry certifications, and technology-enabled learning ensures that students develop practical exposure and industry-ready competencies. In addition to corporate careers, graduates may also

pursue entrepreneurial ventures, consulting assignments, research opportunities, or leadership roles in start-ups and innovation-driven enterprises.

Overall, the programme nurtures professionals who are not only equipped with strong managerial and technological competencies but are also capable of leading innovation, driving business transformation, and contributing effectively to organizational growth in a globally competitive environment.

**5.8 Duration: 2years (4 Semester)**

**5.9 Eligibility Criteria:** · A bachelor's degree from a recognized university with at least 50% aggregate marks. Admission is based on merit, entrance tests, and personal interviews.

**5.10 Eligibility Criteria for Award of Degree:** Minimum 75% attendance and minimum 40% marks in subject

**6. Students' Structured Learning Experience from Entry to Exit in the Programme**

➤ **Education Philosophy and Purpose:**

- **Learn to Earn a Living:**

At KRMU we believe in equipping students with the skills, knowledge, and qualifications necessary to succeed in the job market and achieve financial stability. All the programmes are tailored to meet industry demands, preparing students to enter specific careers and contributing to economic development.

- **Learn to Live:**

The University believes in learners' holistic development, fostering critical thinking, creativity, emotional intelligence, and a deeper understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

➤ **University Education Objective:**

- **Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy:** By targeting all levels of Bloom's Taxonomy—remembering,

understanding, applying, analysing, evaluating, and creating—students are equipped with the knowledge, skills, and attitudes necessary for the workforce and entrepreneurial success. At KRMU we emphasize on learners critical thinking, problem-solving, and innovation, ensuring application of theoretical knowledge in practical settings. This approach nurtures adaptability, creativity, and ethical decision-making, enabling graduates to excel in diverse professional environments and to innovate in entrepreneurial endeavours, contributing to economic growth and societal well-being.

- **Importance of Structured Learning Experiences:** A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential. At K.R. Mangalam University SLE is designed as rigorous activities that are integrated into the curriculum and provide students with opportunities to:
  - Demonstrate high level of academic attainment
  - Develop career goals
  - Develop personal/social goals

## **7. Educational Planning and Execution**

The program and course structure is finalised well in advance. The detailed credit distribution is defined as per the National Credit Framework given by UGC. Every faculty teaching a course must share Course Handouts which contain the details of pedagogy, session plan and teaching – learning activities that shall be carried out during the sessions.

## **8. Course Structure and Degree requirements**

- Internships/Projects/Dissertations are an essential part of the learning process with significant number of credits attributed to them.

- **Academic Support Services (Slow & Advanced Learners)** – Students are identified as slow and advanced students after their first internal assessment. Slow learners are given Tutorials, Remedial Classes and Practise sessions. Advanced learners are identified in the same way and are given advanced learning and research opportunities.

## **9. Student Support Services**

- **Mentor-Mentee:** Every student is allotted a Mentor or ensuring that they get an opportunity to share their academic concerns and grievances. Mentor ensures that the issues raised by the student are resolved to the satisfaction of the student.
- **Counselling and Wellness Services:** To take care of the emotional needs of the students, there is a Counselling office where students can share their personal problems and get resolutions.
- **Career Services and Training** – Students undergo intensive Training for Placements including Resume Designing, Video Resume Creation, LinkedIn Profile Management, Mock GD and Mock PI. Corporate trainers involved in the process give intensive feedback to the students to help them improve their weaknesses.
- **The grading policies and procedures** for theory courses, practical courses, projects, internships, and dissertations are clearly outlined for each course. Assessment details are provided individually for all courses to ensure transparency and clarity in evaluation.
- **Feedback and Continuous Improvement Mechanisms** – continuous feedback is a part of the learning process, and faculty uses every class to monitor the learning of the students.
- **Academic Integrity and Ethics** - Academic integrity is one of the most essential aspects of the learning process. Every submission from the student is processed through Drill Bit to ensure its content is not plagiarized. The upper limit of copied content accepted as submissions is 10%. All submissions have plagiarism below 10%.

## Programme Structure

### Semester I

| Course Code                   | Course Title                                               | Category | L-T-P | Credits |
|-------------------------------|------------------------------------------------------------|----------|-------|---------|
| <a href="#"><u>GMN601</u></a> | Management Theory & Practice                               | Core     | 4-0-0 | 4       |
| ECO013                        | Managerial Economics for Decision Making                   | Core     | 4-0-0 | 4       |
| <a href="#"><u>BIA601</u></a> | Business Analytics & Data Visualisation                    | Core     | 4-0-0 | 4       |
| <a href="#"><u>FIN601</u></a> | Accounting for Managers                                    | Core     | 4-0-0 | 4       |
| <a href="#"><u>MKT601</u></a> | Marketing Management                                       | Core     | 4-0-0 | 4       |
| <a href="#"><u>OSC601</u></a> | Operations Management                                      | Core     | 4-0-0 | 4       |
| <a href="#"><u>GMN602</u></a> | Organisational Behaviour and Development                   | Core     | 4-0-0 | 4       |
|                               | Placement Training 1-Professional Identity & Communication | COM      | 2-0-0 | 2       |

### Semester II\*

| Course Code                                 | Course Title                                                               | Category | L-T-P | Credits |
|---------------------------------------------|----------------------------------------------------------------------------|----------|-------|---------|
| <a href="#"><u>MKT602</u></a>               | Sales & Distribution Management                                            | Core     | 4-0-0 | 4       |
| <a href="#"><u>FIN602</u></a>               | Managerial Finance                                                         | Core     | 4-0-0 | 4       |
| <a href="#"><u>HRM601</u></a>               | Human Resource Management                                                  | Core     | 4-0-0 | 4       |
| <b>GMN604</b>                               | Business Research Method                                                   | Core     | 4-0-0 | 5       |
| <a href="#"><u>GMN604</u></a>               | Legal Environment & Corporate Governance                                   | Core     | 4-0-0 | 4       |
| <a href="#"><u>BIA601/DIM601/FIN603</u></a> | Managing Big Data (IBM)/Marketing Analytics (DM)/Digital Lending (Fintech) | Core     | 4-0-0 | 4       |
| <a href="#"><u>ENT601</u></a>               | Entrepreneurship & Innovation                                              | Core     | 4-0-0 | 4       |
|                                             | Placement Training II- Interview Mastery & Career Positioning              | COM      | 2-0-0 | 2       |
| <b>PRSM005</b>                              | Field Challenge Studio                                                     | PRJ      | 4-0-0 | 4       |

**\*The detailed outlines for the Semester 2 courses will be uploaded as the semester approaches and will be shared with the students before the semester starts.**

### **Semester III (Tentative)**

| <b>Course Code</b>              | <b>Course Title</b>                                                              | <b>Category</b> | <b>L-T-P</b> | <b>Credits</b> |
|---------------------------------|----------------------------------------------------------------------------------|-----------------|--------------|----------------|
| <a href="#"><u>GMN701</u></a>   | Strategic Management                                                             | Core            | 4-0-0        | 4              |
| Specialization I Elective - I   | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |
| Specialization I Elective - II  | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |
| Specialization II Elective - I  | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |
| Specialization II Elective - II | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |
| SIP-SISM005                     | Summer Internship Project Report / Rural and Social Immersion                    | Project         |              |                |

### **Semester IV (Tentative)**

| <b>Course Code</b>              | <b>Course Title</b>                                                              | <b>Category</b> | <b>L-T-P</b> | <b>Credits</b> |
|---------------------------------|----------------------------------------------------------------------------------|-----------------|--------------|----------------|
| PRSM006                         | Capstone Project                                                                 | Proj            |              |                |
| <a href="#"><u>BIA701</u></a>   | Business AI and Emerging Technologies                                            | Core            | 4-0-0        | 4              |
| Specialization I Elective - III | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |
| Specialization I Elective - IV  | Human Resource Management/Marketing/Finance/Analytics/Digital Marketing /Fintech |                 |              |                |

|                                        |                                                                                        |  |  |  |
|----------------------------------------|----------------------------------------------------------------------------------------|--|--|--|
| Specialization<br>II Elective -<br>III | Human Resource<br>Management/Marketing/Finance/Analytics/Digital<br>Marketing /Fintech |  |  |  |
| Specialization<br>II Elective -<br>IV  | Human Resource<br>Management/Marketing/Finance/Analytics/Digital<br>Marketing /Fintech |  |  |  |

| SEMESTER I                                 |                                        |          |          |          |          |   |
|--------------------------------------------|----------------------------------------|----------|----------|----------|----------|---|
| <b>Course Code:</b> <a href="#">GMN601</a> | <b>Course Title:</b>                   | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |   |
| <b>Version</b>                             |                                        | 4        | 0        | 0        |          | 4 |
| <b>Category of Course</b>                  | Core                                   |          |          |          |          |   |
| <b>Total Contact Hours</b>                 | 60                                     |          |          |          |          |   |
| <b>Pre-Requisites/ Co-Requisites</b>       | Basic knowledge of Management concepts |          |          |          |          |   |

### Course Perspective

This course on Management Theories is essential for MBA students, providing a deep understanding of the evolution and application of management principles that are crucial for both academic excellence and professional growth. It equips students with the ability to analyze and apply classical, neo-classical, and modern management theories to real-world organizational challenges. By exploring the foundational concepts of management, students will gain insights into how these theories have shaped contemporary management practices. The course also addresses emerging trends, preparing students to navigate and lead in the dynamic business environment. With skills in critical analysis, problem-solving, and strategic thinking, students will be well-prepared to implement effective management strategies, optimize organizational performance, and drive innovation. For example, understanding the contingency approach can help in tailoring management strategies to specific organizational contexts, while knowledge of Six Sigma and Lean Management can be directly applied to improve efficiency and quality in business operations.

### Course Outcomes:

After completion of the course, the student will be:

| CO No. | Course Outcome Statement                                                                                                                                            | Bloom's Level |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| CO1    | <b>Understanding</b> the fundamental theories of management including classical, neo-classical, and modern theories                                                 | L2            |
| CO2    | <b>Applying</b> appropriate management theories and concepts to solve real-life organizational problem.                                                             | L3            |
| CO3    | <b>Analysing</b> case studies using management theories to identify issues and propose solutions for organizational improvement.                                    | L4            |
| CO4    | <b>Evaluating</b> various management theories by examining their strengths and limitations, and formulate reasoned arguments and solutions to organizational issues | L5            |
| CO5    | <b>Creating</b> strategic solutions and managerial approaches for organizational challenges using contemporary and emerging management concepts.                    | L6            |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | -   | 2   | 1   | -   | 2   | -   |
| CO2            | 3   | 2   | 3   | 2   | 2   | 3   | -   |
| CO3            | 2   | 2   | 3   | 2   | 2   | 3   | 1   |
| CO4            | 2   | 1   | 3   | 3   | 2   | 3   | 3   |
| CO5            | 2   | 2   | 3   | 3   | 3   | 3   | 3   |

### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 2    | -    | 1    |
| CO2            | 3    | 3    | 2    | -    |
| CO3            | 3    | 3    | 3    | 2    |
| CO4            | 3    | 2    | -    | 3    |
| CO5            | 3    | 3    | 3    | 3    |

### CO-PSO Correlation Matrix: MBA (FINTECH)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 2    | -    | -    |
| CO2            | 3    | 3    | 1    | 1    |
| CO3            | 3    | 3    | 1    | 2    |
| CO4            | 3    | 3    | -    | 2    |
| CO5            | 3    | 3    | 2    | 3    |

### CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 2    | -    | 1    |
| CO2            | 3    | 3    | 2    | -    |
| CO3            | 3    | 3    | 3    | 2    |
| CO4            | 3    | 2    | 2    | 3    |
| CO5            | 3    | 3    | 3    | 3    |

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Hours  |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Introduction</b><br>Definition, nature, and features of Management, Management as an art, a science and a profession, Levels of Management, Skills & Roles of a manager, Classification & Description of Managerial functions, Principles of Management, Evolution of Management Thought, Importance of Management in modern organizations, Functions of Planning, Organizing, Staffing, Directing and Controlling, Challenges faced by managers in dynamic business environments, Ethical and Social Responsibilities of Management.                                                                                                                                | 15 Hrs |
| <b>Unit II</b>  | Theories of Management<br>Classical Theories:Max Weber's Bureaucratic Model, Frederick W. Taylor's Scientific Management, Henry Fayol's Administrative Management Theory, Contributions and limitations of Classical Theories.<br><br>Neo-Classical Theories: Human Relations Movement: Elton Mayo & Human Relations Approach, Mary Parker Follett and Professionalization of Management.<br>Behavioral Sciences Movement: Abraham Maslow's Need Hierarchy Theory, McGregor's Theory X & Theory Y, Rensis Likert's Linking Pin Model, Chester Barnard's Social Systems Approach, Motivation and Leadership theories, Communication and Group Dynamics in organizations. | 15 Hrs |
| <b>Unit III</b> | <b>Contemporary Approach to Management</b><br><br>Quantitative/Management Science Approach, Systems Approach, Contingency/Situational Approach, Decision-Making Models in Management, Contemporary Approach to Management: Contributions of Peter Drucker, Michael Porter, C.K. Prahalad, Tom Peters, Igor Ansoff, Henry Mintzberg, Strategic Management concepts, Innovation and Change Management, Corporate Governance, Business Ethics and Sustainability in Management.                                                                                                                                                                                            | 15 Hrs |
| <b>Unit IV</b>  | <b>Emerging Trends in Management</b><br>Business Process Re-engineering, Benchmarking, Knowledge Management, Total Quality Management (TQM), Just-in-Time (JIT) Management & Kanban, Six Sigma, Lean Management, Kaizen, Organizational Ecology                                                                                                                                                                                                                                                                                                                                                                                                                         | 15 Hrs |

|  |                                                                                                                                                                                                                                                                           |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Theory, Agile Management Practices, Digital Transformation in Management, Artificial Intelligence in Business Management, Green Management and Sustainable Practices, Remote Workforce Management, Emotional Intelligence in Leadership, Entrepreneurship and Start-up Ma |  |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Learning Experience

The learning experience in this Management Theories course is designed to be highly experiential and participatory, ensuring that students actively engage with the material and apply their learning in practical contexts. Instruction will combine lectures with interactive discussions, case studies, and real-world problem-solving exercises. Students will engage in hands-on learning through assignments that require them to apply management theories to analyze case studies, develop solutions, and improve organizational practices. Group activities and peer reviews will foster collaboration, allowing students to learn from each other and refine their understanding of the course material. Assessments will include a mix of quizzes, case study analyses, and project-based assignments, ensuring a comprehensive evaluation of student learning. The course instructor will be readily available for additional support and feedback, encouraging students to seek help as needed. This approach will not only help students grasp the theoretical aspects of management but also empower them to apply these concepts effectively in their future careers.

## Textbooks

1. William Roth, "Evolution of Management Theory".
2. Daniel A. Wren, Arthur G. Bedeian, "Evolution of Management Theory".
3. Luthans Fred, Organisational Behaviour, Tata Mc Graw Hill.
4. Stephen P. Robbins, Timothy A. Judge, Organizational Behavior (Pearson, 18th Edition).
5. R.S. Gupta, B.D. Sharma & N.S. Bhalla, Principles and Practices of Management. 9th Edition. Kalyani publishers.

## Suggested Readings

1. C.B. Gupta, Management Theory and Practice. 21st Ed. Sultan Chand & sons.
2. Harold Koontz & Heinz Weihrich. Essentials of Management. 7th Ed. McGraw Hill.
3. LM Prasad, Principles and Practice of Management. 7th Ed. Sultan Chand & sons.

## Open Educational Resources (OER)

<https://theintactone.com/2018/05/17/mpob-ul-topic-2-evolution-of-management/>  
<https://kanchiuniv.ac.in/coursematerials/T1MC1%20Principles%20of%20management.pdf>

| Assessment Component | Marks |
|----------------------|-------|
|----------------------|-------|

|                                                                                                                                                                                                            |                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b><u>Internal Assessment</u></b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks                                        |
| Mid-Term Examination                                                                                                                                                                                       | 20 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Theory)                                                                                                                                                | 40 Marks                                        |
| Passing Criteria                                                                                                                                                                                           | Minimum 40% in Internal and End-Term separately |

| SEMESTER I                           |                                                                               |          |          |          |          |
|--------------------------------------|-------------------------------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> ECO013           | <b>Course Title:</b> <a href="#">Managerial Economics for Decision Making</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                                               | 4        | 0        | 0        | 4        |
| <b>Category of Course</b>            | Core                                                                          |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                                            |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Basic knowledge of Economics                                                  |          |          |          |          |

## MANAGERIAL ECONOMICS

### Economics for Better Business Decisions

### FINAL COURSE OUTLINE AND COURSE OUTCOMES

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#### MBA Semester I

26 Sessions x 90 Minutes

Core Course

News-led, discussion-based and decision-oriented

|                             |                                                                              |
|-----------------------------|------------------------------------------------------------------------------|
| <b>Document</b>             | Final Course Outline and Course Outcomes                                     |
| <b>Course</b>               | Managerial Economics - Economics for Better Business Decisions               |
| <b>Scheduled Sessions</b>   | 26 sessions of 90 minutes each                                               |
| <b>Continuous Component</b> | Managerial Economics Inquiry Lab, conducted outside the 26 allotted sessions |

## 1. Course Description

Managerial decisions are made under constraints. Firms must decide what to produce, how much to produce, what price to charge, when to expand, how to respond to competitors and how to deal with changes in the wider economy.

This course introduces economic concepts through such business decisions. It does not treat microeconomics, macroeconomics and international economics as separate blocks. Instead, the concepts are organised around the problems managers are likely to face.

Each session begins with a current business development, company decision, market event or policy announcement. Students use the relevant economic concepts to interpret the development, compare possible responses and arrive at a reasoned managerial recommendation.

## 2. Course Objectives

Apply economic reasoning to choices involving limited resources and competing alternatives.

Understand consumer choice, demand, customer behaviour and price sensitivity.

Analyse costs, production, capacity, pricing and profitability.

Assess industry structure, competitive behaviour and digital business models.

Interpret economic indicators and policy developments from a business perspective.

Evaluate the effect of business cycles and global shocks on firms.

Develop evidence-based recommendations for contemporary business problems.

## 3. Course Outcomes

| Course Outcome | Learning Outcome                                                                                 |
|----------------|--------------------------------------------------------------------------------------------------|
| CO1            | Apply opportunity cost, marginal analysis and incentive-based reasoning to managerial decisions. |
| CO2            | Analyse consumer choice, market demand, customer behaviour and price sensitivity.                |
| CO3            | Evaluate costs, production, capacity, pricing and profitability decisions.                       |
| CO4            | Assess industry structure, competitive behaviour and digital-market strategies.                  |
| CO5            | Interpret growth, inflation, interest rates, policy measures and business-cycle conditions.      |
| CO6            | Analyse global business risks and present an evidence-based managerial recommendation.           |

## 4. Teaching Design

Each 90-minute session will normally follow four stages:

| Stage                           | Suggested Time | Purpose                                                         |
|---------------------------------|----------------|-----------------------------------------------------------------|
| <b>News or Business Trigger</b> | 10-15 minutes  | Introduce the business problem and identify the decision-maker. |
| <b>Economic Concepts</b>        | 25-30 minutes  | Explain the relevant analytical tools.                          |
| <b>Business Interpretation</b>  | 25-30 minutes  | Examine the implications for firms, customers or industries.    |
| <b>Decision Exercise</b>        | 20-25 minutes  | Recommend and defend a managerial response.                     |

**Delivery rule:** Each session contains no more than four core topics. The four recommended readings provide alternatives; the instructor would normally use one primary article and one supporting source in class.

### 5. Overall Course Structure

| Phase                                           | Learning Journey                            | Sessions                |
|-------------------------------------------------|---------------------------------------------|-------------------------|
| <b>Phase I: Managerial Foundations</b>          | Journey 1: Economic Reasoning for Managers  | 2                       |
|                                                 | Journey 2: Customers and Markets            | 5                       |
| <b>Phase II: Firm Decisions and Competition</b> | Journey 3: Costs, Pricing and Profit        | 6                       |
|                                                 | Journey 4: Competition and Strategy         | 5                       |
| <b>Phase III: The Business Environment</b>      | Journey 5: Reading the Economy              | 4                       |
|                                                 | Journey 6: Business Through the Cycle       | 2                       |
|                                                 | Journey 7: Global Business Decisions        | 2                       |
|                                                 | <b>Total classroom sessions</b>             | <b>26</b>               |
| <b>Continuous Application</b>                   | Journey 8: Managerial Economics Inquiry Lab | Outside the 26 sessions |

## 6. Detailed Session-wise Course Outline

The session sequence below integrates the approved core topics, decision focus, expected learning and recommended news or evidence sources. Direct links are maintained in the companion curated repository and selected hyperlinks are embedded where available.

### PHASE I: MANAGERIAL FOUNDATIONS

#### Journey 1: Economic Reasoning for Managers

Allocated sessions: 2

#### Session 1: Making Decisions under Scarcity

##### Core Topics

|                        |                        |
|------------------------|------------------------|
| 1. Scarcity and choice | 2. Opportunity cost    |
| 3. Trade-offs          | 4. Resource allocation |

**Decision focus:** *What does a firm give up when it selects one option over another?*

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                  | Topic Mapping                          | Classroom Question                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------|
| <a href="#"><u>Apple targets raising India production share to up to 25%</u></a><br><i>Reuters</i>                             | Opportunity cost;<br>location choice   | What does Apple gain, and what does it give up, by shifting production towards India? |
| <a href="#"><u>India pours record rice crop into ethanol</u></a><br><i>Reuters</i>                                             | Competing opportunity cost             | When should surplus food grain be diverted towards fuel production?                   |
| <a href="#"><u>Ethanol push turns India into corn importer, shaking up global market</u></a><br><i>Reuters</i>                 | Trade-offs; unintended costs           | What wider costs can arise from reallocating crops towards fuel?                      |
| <a href="#"><u>India battery storage tariffs seen rising as higher costs squeeze low-priced projects</u></a><br><i>Reuters</i> | Scarcity of capital;<br>project choice | When should a manager abandon a project that was previously considered viable?        |

**Expected learning:** Students should be able to identify alternatives, constraints and the opportunity cost of a managerial choice.

#### Session 2: Thinking at the Margin

##### Core Topics

|                      |                   |
|----------------------|-------------------|
| 1. Marginal analysis | 2. Incentives     |
| 3. Sunk costs        | 4. Decision rules |

**Decision focus:** *When should a manager continue, change direction or stop?*

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                                   | Topic Mapping                              | Classroom Question                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------|
| <a href="#"><u>Investors punish Big Tech AI spending that delivers slower growth</u></a><br><i>Reuters</i>                                                      | Marginal benefit; capital allocation       | At what point should a firm stop increasing its investment in AI?                  |
| <a href="#"><u>Meet the AI chatbots replacing India's call-center workers</u></a><br><i>Reuters</i>                                                             | Incentives; labour-technology substitution | When is replacing labour with technology economically justified?                   |
| <a href="#"><u>India's \$23 billion plan to rival China factories to lapse after it disappoints</u></a><br><i>Reuters</i>                                       | Incentive design                           | Why do well-funded incentive schemes sometimes fail to change firm behaviour?      |
| <b>Stellantis discontinues hydrogen fuel-cell programme</b><br><i>Reuters</i>                                                                                   | Sunk cost; continuation decision           | Should past expenditure influence whether a commercially weak programme continues? |
| <b>Expected learning:</b> Students should be able to use incremental benefits and costs, recognise sunk costs and evaluate behavioural responses to incentives. |                                            |                                                                                    |

## Journey 2: Customers and Markets

Allocated sessions: 5

### Session 3: Understanding Consumer Choice

#### Core Topics

- |                                         |                                       |
|-----------------------------------------|---------------------------------------|
| 1. Customer preferences                 | 2. Budget constraints                 |
| 3. Marginal utility and perceived value | 4. Relative prices and optimal choice |

**Decision focus:** *Why does a customer choose one product or bundle over another?*

#### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                         | Topic Mapping                   | Classroom Question                                                                 |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------------------------|
| <a href="#"><u>Apple's iPhone seen gaining market share in India as Pro model demand rises</u></a><br><i>Reuters</i>  | Preferences; premiumisation     | Which customer segment is driving demand for premium models?                       |
| <a href="#"><u>Strong iPhone sales to power Apple's holiday quarter</u></a><br><i>Reuters</i>                         | Perceived product choice value; | Why can demand for a premium product remain strong despite its high price?         |
| <b>India's middle class tightens its belt, squeezed by food inflation</b><br><i>Reuters</i>                           | Budget constraints              | Which purchases are reduced first when essential expenses rise?                    |
| <b>State of the Consumer 2026: When tech acceleration and cost pressures collide</b><br><i>McKinsey &amp; Company</i> | Preferences; relative value     | How should firms respond when customers seek convenience and value simultaneously? |

| Recommended Article or Source                                                                                                                                  | Topic Mapping | Classroom Question |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|
| <b>Expected learning:</b> Students should be able to explain how preferences, purchasing power, perceived value and relative prices influence consumer choice. |               |                    |

#### Session 4: Demand and Market Equilibrium

##### Core Topics

- |                                                 |                       |
|-------------------------------------------------|-----------------------|
| 1. Individual demand                            | 2. Market demand      |
| 3. Determinants and shifts in demand and supply | 4. Market equilibrium |

**Decision focus:** *Why do market prices and quantities change?*

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                   | Topic Mapping                      | Classroom Question                                                                   |
|-------------------------------------------------------------------------------------------------|------------------------------------|--------------------------------------------------------------------------------------|
| <b>Tomato prices topic tracker</b><br><i>Business Standard</i>                                  | Supply shock;<br>equilibrium price | How should retailers respond when seasonal supply falls suddenly?                    |
| <b>India's quick-commerce sector made two-thirds of 2024 e-grocery orders</b><br><i>Reuters</i> | Market-demand growth               | What factors have shifted demand towards quick commerce?                             |
| <b>India's middle class tightens its belt, squeezed by food inflation</b><br><i>Reuters</i>     | Income-driven demand shift         | Which markets are most vulnerable when real household income declines?               |
| <b><u><a href="#">India pours record rice crop into ethanol</a></u></b><br><i>Reuters</i>       | Supply allocation;<br>equilibrium  | How does diverting an input to another use affect its market price and availability? |

**Expected learning:** Students should be able to distinguish movements along curves from shifts and explain how demand and supply determine market outcomes.

#### Session 5: Understanding Customer Behaviour

##### Core Topics

- |                          |                        |
|--------------------------|------------------------|
| 1. Behavioural economics | 2. Decision biases     |
| 3. Nudges                | 4. Choice architecture |

**Decision focus:** *Why do customers sometimes make choices that appear economically inconsistent?*

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                | Topic Mapping                             | Classroom Question                                                            |
|--------------------------------------------------------------------------------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------|
| <b>From Cash to Cashless: UPI's Impact on Spending Behaviour Among Indian Users</b><br><i>Research paper</i> | Payment friction;<br>behavioural response | Does easier payment cause customers to spend beyond their original intention? |

| Recommended Article or Source                                                                                                                                 | Topic Mapping                             | Classroom Question                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------|
| <b>Dark Patterns in Indian Quick-Commerce Apps: A Student Perspective</b><br><i>Research paper</i>                                                            | Choice architecture; manipulation         | When does persuasive design become unfair manipulation?               |
| <a href="#"><u>Netflix beats estimates with 8 million new subscribers</u></a><br><i>Reuters</i>                                                               | Loss aversion; behavioural response       | Why did restrictions on password sharing increase paid subscriptions? |
| <b>Meta is earning a fortune on a deluge of fraudulent ads, documents show</b><br><i>Reuters</i>                                                              | Information and behavioural vulnerability | How should a platform balance revenue with customer protection?       |
| <b>Expected learning:</b> Students should be able to identify common biases and assess how interface design, framing and default choices influence behaviour. |                                           |                                                                       |

## Session 6: Price Sensitivity and Customer Segmentation

### Core Topics

1. Price elasticity

2. Willingness to pay

3. Customer segmentation

4. Demand responsiveness

**Decision focus:** *How much can a firm change its price before customers change their behaviour?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                   | Topic Mapping                   | Classroom Question                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------------------------------------|
| <a href="#"><u>Apple sales seen weathering hardware price increases</u></a><br><i>Investor's Business Daily</i>                                 | Price elasticity; brand loyalty | How much can a premium brand raise prices before demand falls materially?                 |
| <a href="#"><u>Netflix may tap price hikes after success of password-sharing crackdown</u></a><br><i>Reuters</i>                                | Subscription elasticity         | When should a subscription business raise prices?                                         |
| <b>Airlines are charging higher fares and are confident you'll pay up</b><br><i>The Wall Street Journal</i>                                     | Willingness to pay              | Which passengers are least likely to change their travel plans after a fare increase?     |
| <b>Taylor Swift's 'Life of a Showgirl' presents pop phenomenon at peak power</b><br><i>Reuters</i>                                              | Segmentation; fan loyalty       | How can a firm charge different prices to a highly loyal but heterogeneous customer base? |
| <b>Expected learning:</b> Students should be able to evaluate price sensitivity and identify customer groups with different willingness to pay. |                                 |                                                                                           |

## Session 7: Forecasting Demand

### Core Topics

**1. Qualitative forecasting**

3. Consumer and market indicators

**2. Trend and historical-data analysis**

4. Forecast error and revision

**Decision focus:** *What evidence should a firm use before forecasting future sales?***Recommended News Articles and Evidence Sources****Recommended Article or Source****Topic Mapping****Classroom Question**

**India's June services growth slips to 17-month low as demand and hiring cool**  
Reuters

Leading indicators

demand

What should a service firm infer from weaker new orders?

**India's Tata Consumer flags double-digit fiscal growth amid cost pressures**  
Reuters

Management assumptions

forecast;

What evidence would justify an optimistic demand forecast?

**State of the Consumer 2026**  
McKinsey & Company

Consumer trends

Which changes in customer behaviour appear temporary and which appear structural?

**Consumer Confidence**  
Reserve Bank of India

Survey

Demand expectations

How should a firm revise its sales forecast when confidence changes before actual income does?

**Expected learning:** Students should be able to select relevant forecasting evidence and revise a forecast when assumptions or market conditions change.

## PHASE II: FIRM DECISIONS AND COMPETITION

### Journey 3: Costs, Pricing and Profit

Allocated sessions: 6

#### Session 8: Understanding Cost Behaviour

##### Core Topics

- |                  |                   |
|------------------|-------------------|
| 1. Fixed costs   | 2. Variable costs |
| 3. Average costs | 4. Marginal costs |

**Decision focus:** Which costs change when a firm produces or sells one additional unit?

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                         | Topic Mapping                     | Classroom Question                                                             |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------------------------|
| <b>IndiGo shares in focus as ATF prices rise</b><br><i>The Economic Times</i>                                         | Variable cost; fuel-cost exposure | Which airline costs change directly with fuel prices?                          |
| <b>China's producer inflation jumps to four-year high, squeezing manufacturers</b><br><i>Reuters</i>                  | Input costs; marginal cost        | When should a producer absorb costs rather than raise prices?                  |
| <b>IndiGo crisis exposes risks in Indian aviation</b><br><i>Reuters</i>                                               | Fixed commitments; operating cost | Which costs continue when flights are disrupted?                               |
| <b><a href="#">Amazon announces fourth-quarter and full-year 2025 results</a></b><br><i>Amazon Investor Relations</i> | Average cost; segment economics   | Which investments reduce average cost and which increase operating complexity? |

**Expected learning:** Students should be able to classify costs and identify the costs relevant to operating, output and pricing decisions.

#### Session 9: Production and Productivity

##### Core Topics

- |                         |                       |
|-------------------------|-----------------------|
| 1. Production decisions | 2. Input combinations |
| 3. Diminishing returns  | 4. Productivity       |

**Decision focus:** How should a firm combine labour, capital and technology?

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                       | Topic Mapping      | Classroom Question                                            |
|-----------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------|
| <b><a href="#">Meet the AI chatbots replacing India's call-center workers</a></b><br><i>Reuters</i> | Input substitution | When should technology replace, support or complement labour? |

| Recommended Article or Source                                                                                                             | Topic Mapping                       | Classroom Question                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------------|
| <b>Skills shortage hobbles India's clean-energy aspirations</b><br><i>Reuters</i>                                                         | Scarce skilled labour; productivity | Should firms pay more, train internally, automate or delay expansion?                           |
| <b>Meta plans \$600 billion US spending as AI data centres expand</b><br><i>Reuters</i>                                                   | Capital intensity; output capacity  | How should a firm assess the productivity of major technology investment?                       |
| <b>Nvidia hits \$5 trillion valuation as AI boom powers meteoric rise</b><br><i>Reuters</i>                                               | Bottleneck inputs; productivity     | How can control over a critical input affect productivity and profitability across an industry? |
| <b>Expected learning:</b> Students should be able to assess input choices and recognise diminishing returns and productivity constraints. |                                     |                                                                                                 |

## Session 10: Capacity, Scale and Scope

### Core Topics

- |                          |                       |
|--------------------------|-----------------------|
| 1. Capacity planning     | 2. Economies of scale |
| 3. Diseconomies of scale | 4. Economies of scope |

**Decision focus:** *When does expansion reduce cost, and when does it create inefficiency?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                    | Topic Mapping              | Classroom Question                                                                           |
|------------------------------------------------------------------------------------------------------------------|----------------------------|----------------------------------------------------------------------------------------------|
| <b>BigBasket to launch ten-minute food delivery across India by March 2026</b><br><i>Reuters</i>                 | Capacity expansion; scale  | How many dark stores are required before expansion becomes uneconomic?                       |
| <b>India's quick-commerce company Zepto files for \$1.22 billion IPO</b><br><i>Reuters</i>                       | Scale; capital requirement | What must Zepto prove about its unit economics before expanding further?                     |
| <b>Amazon India Newsroom: fulfilment and logistics expansion</b><br><i>Amazon</i>                                | Economies of scale         | Which logistics investments reduce the cost per order?                                       |
| <b><u><a href="#">Reliance Industries Integrated Annual Report 2025-26</a></u></b><br><i>Reliance Industries</i> | Economies of scope         | How does sharing infrastructure across several businesses create cost or revenue advantages? |
| <b>Expected learning:</b> Students should be able to evaluate capacity, scale and shared-resource decisions.     |                            |                                                                                              |

## Session 11: Setting the Price

### Core Topics

**1. Pricing objectives**

3. Value-based pricing

**2. Cost-based pricing**

4. Competition-based pricing

**Decision focus:** *What information should a firm use when setting the initial price of a product?***Recommended News Articles and Evidence Sources**

| Recommended Article or Source                                                                                   | Topic Mapping                 | Classroom Question                                                               |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------|
| <a href="#"><u>India Inc hikes prices, shrinks packs as Iran war squeezes margins</u></a><br><i>Reuters</i>     | Cost-based pricing            | Should a firm increase price, reduce pack size or absorb the cost?               |
| <a href="#"><u>Apple sales seen weathering hardware price increases</u></a><br><i>Investor's Business Daily</i> | Value-based pricing           | What customer value allows Apple to maintain premium prices?                     |
| <b>Fast-delivery companies face India antitrust case over discounts</b><br><i>Reuters</i>                       | Competition-based pricing     | How should a firm respond when rivals rely on deep discounts?                    |
| <b>India seeks fare data from airlines in IndiGo antitrust scrutiny</b><br><i>Reuters</i>                       | Pricing objective; regulation | How should an airline balance revenue, capacity utilisation and regulatory risk? |

**Expected learning:** Students should be able to select an appropriate pricing approach based on the firm's objective, cost, customer value and competitive setting. Mark-up and target-return pricing are covered as applications of cost-based pricing.

**Session 12: Revenue Optimisation****Core Topics****1. Dynamic pricing**

3. Price discrimination

**2. Revenue management**

4. Bundling and versioning

**Decision focus:** *Why should the same product sometimes be sold at different prices, times or combinations?***Recommended News Articles and Evidence Sources**

| Recommended Article or Source                                                                     | Topic Mapping                     | Classroom Question                                                            |
|---------------------------------------------------------------------------------------------------|-----------------------------------|-------------------------------------------------------------------------------|
| <b>Uber announces fourth-quarter and full-year 2025 results</b><br><i>Uber Investor Relations</i> | Dynamic pricing; platform revenue | How does Uber adjust prices when rider demand and driver availability change? |
| <b>India seeks fare data from airlines in IndiGo antitrust scrutiny</b><br><i>Reuters</i>         | Revenue management; fare classes  | Why do passengers on the same flight pay different prices?                    |

| Recommended Article or Source                                                                                                           | Topic Mapping                  | Classroom Question                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------|
| <a href="#"><u>Netflix may tap price hikes after success of password-sharing crackdown</u></a><br><i>Reuters</i>                        | Versioning; subscription tiers | How should Netflix differentiate plans for customer groups with different willingness to pay?    |
| <b>Airlines are charging higher fares and are confident you'll pay up</b><br><i>The Wall Street Journal</i>                             | Price discrimination           | When does charging different customers different prices increase revenue without reducing trust? |
| <b>Expected learning:</b> Students should be able to explain how timing, capacity and customer differences are used to improve revenue. |                                |                                                                                                  |

### Session 13: Profitability and Growth Decisions

#### Core Topics

- |                                                 |                                           |
|-------------------------------------------------|-------------------------------------------|
| 1. Contribution and cost-volume-profit analysis | 2. Break-even and target-profit decisions |
| 3. Shutdown and continuation decisions          | 4. Expansion and growth decisions         |

**Decision focus:** *When should a loss-making operation continue, close or expand?*

#### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                   | Topic Mapping                       | Classroom Question                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------------|
| <b>India's Swiggy posts wider quarterly loss as it ramps up quick-commerce spending</b><br><i>Reuters</i>                                       | Short-run loss; growth              | When is a widening loss an investment rather than a warning sign?                         |
| <b>Zepto to raise up to \$837 million in IPO</b><br><i>Reuters</i>                                                                              | Expansion financing                 | How should managers decide the pace of expansion after raising new capital?               |
| <b>Stellantis discontinues hydrogen fuel-cell programme</b><br><i>Reuters</i>                                                                   | Shutdown decision                   | When should a firm discontinue a strategically attractive but commercially weak activity? |
| <a href="#"><u>Amazon announces fourth-quarter and full-year 2025 results</u></a><br><i>Amazon Investor Relations</i>                           | Contribution; segment profitability | Which business segments contribute most to incremental profit?                            |
| <b>Expected learning:</b> Students should be able to estimate break-even requirements and assess continuation, closure and expansion decisions. |                                     |                                                                                           |

### Journey 4: Competition and Strategy

Allocated sessions: 5

#### Session 14: Industry Structure and Market Power

#### Core Topics

**1. Industry structure**

3. Entry and mobility barriers

**2. Market concentration**

4. Sources of market power

**Decision focus:** *What does the structure of an industry allow a firm to do?***Recommended News Articles and Evidence Sources**

| Recommended Article or Source                                                                                      | Topic Mapping                         | Classroom Question                                           |
|--------------------------------------------------------------------------------------------------------------------|---------------------------------------|--------------------------------------------------------------|
| <b>Fast-delivery companies Zomato, Swiggy and Zepto face India antitrust case over discounts</b><br><i>Reuters</i> | Concentration; competitive conduct    | When does aggressive discounting become anti-competitive?    |
| <b>UK regulator enforces new competition requirements on Google Search</b><br><i>Reuters</i>                       | Market power                          | What allows a search platform to maintain dominance?         |
| <b>Competition in Artificial Intelligence Infrastructure</b><br><i>OECD</i>                                        | Entry barriers; concentration         | Where are the strongest barriers in the AI value chain?      |
| <b>UPI product statistics</b><br><i>NPCI</i>                                                                       | Market concentration; network effects | At what point does market concentration become market power? |

**Expected learning:** Students should be able to assess concentration, entry conditions and the sources of pricing or bargaining power.**Session 15: Competitive Positioning****Core Topics****1. Cost advantage**

3. Focus and market positioning

**2. Differentiation advantage**

4. Value proposition

**Decision focus:** *Should a firm compete through lower cost, product differences or a narrower target market?***Recommended News Articles and Evidence Sources**

| Recommended Article or Source                                                                                        | Topic Mapping                        | Classroom Question                                                             |
|----------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------------|
| <a href="#"><u>Reliance Industries Integrated Annual Report 2025-26</u></a><br><i>Reliance Industries</i>            | Ecosystem advantage; scope           | How does Reliance combine complementary businesses to strengthen its position? |
| <a href="#"><u>Apple's iPhone seen gaining market share in India as Pro model demand rises</u></a><br><i>Reuters</i> | Differentiation; premium positioning | What allows Apple to compete without being the lowest-priced brand?            |

| Recommended Article or Source                                                                                                                     | Topic Mapping           | Classroom Question                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------|
| <b>BigBasket to launch ten-minute food delivery across India</b><br><i>Reuters</i>                                                                | Service differentiation | Is speed a sustainable advantage or an easily copied feature?                |
| <b>India's quick-commerce sector made two-thirds of 2024 e-grocery orders</b><br><i>Reuters</i>                                                   | Market positioning      | Should a firm target the mass market or concentrate on dense urban segments? |
| <b>Expected learning:</b> Students should be able to compare cost, differentiation and focus strategies and articulate a clear value proposition. |                         |                                                                              |

## Session 16: Strategic Interaction

### Core Topics

- |                          |                         |
|--------------------------|-------------------------|
| 1. Game-theory reasoning | 2. Competitive response |
| 3. First-mover advantage | 4. Strategic commitment |

**Decision focus:** *How should a firm act when the result depends on what a competitor does next?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                    | Topic Mapping                       | Classroom Question                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------|
| <b>Fast-delivery companies face antitrust case over discounts</b><br><i>Reuters</i>                                                              | Rival response; price competition   | Should one firm match a rival's discounting strategy?                              |
| <b>EU regulators order Meta to allow rival AI chatbots free access to WhatsApp</b><br><i>Reuters</i>                                             | Strategic response; platform access | How should Meta respond when the rules of competition change?                      |
| <b>Trump announces private-sector \$500 billion investment in AI infrastructure</b><br><i>Reuters</i>                                            | Strategic commitment                | Can a very large early investment discourage later entry?                          |
| <b>US TikTok ban could echo India chaos as users seek options</b><br><i>Reuters</i>                                                              | First-mover opportunity             | Which rival platforms are best positioned to acquire displaced creators and users? |
| <b>Expected learning:</b> Students should be able to anticipate competitor reactions and distinguish credible commitments from reversible moves. |                                     |                                                                                    |

## Session 17: Information and Managerial Decisions

### Core Topics

- |                          |                             |
|--------------------------|-----------------------------|
| 1. Information asymmetry | 2. Signalling               |
| 3. Screening             | 4. Principal-agent problems |

**Decision focus:** *How should firms make decisions when different parties possess different information?*

#### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                     | Topic Mapping                               | Classroom Question                                                                 |
|---------------------------------------------------------------------------------------------------|---------------------------------------------|------------------------------------------------------------------------------------|
| <b>Meta is earning a fortune on a deluge of fraudulent ads, documents show</b><br><i>Reuters</i>  | Information asymmetry; platform incentives  | What responsibility does a platform have when it knows more than its users?        |
| <b>India seeks fare data from airlines in IndiGo antitrust scrutiny</b><br><i>Reuters</i>         | Information disclosure; regulation          | What information does a regulator need to judge whether pricing behaviour is fair? |
| <b>Uber announces fourth-quarter and full-year 2025 results</b><br><i>Uber Investor Relations</i> | Principal-agent issues; platform incentives | How should the platform align the interests of drivers, riders and shareholders?   |
| <b><u>Reliance Industries Integrated Annual Report 2025-26</u></b><br><i>Reliance Industries</i>  | Signalling; corporate disclosure            | How can company disclosures signal strategy and credibility to investors?          |

**Expected learning:** Students should be able to recognise information problems in platforms, employment, lending, governance and contracting.

### Session 18: Competing in Digital Markets

#### Core Topics

- |                     |                           |
|---------------------|---------------------------|
| 1. Platform markets | 2. Network effects        |
| 3. Switching costs  | 4. Digital revenue models |

**Decision focus:** *Why do some digital businesses become stronger as more people use them?*

#### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                            | Topic Mapping                        | Classroom Question                                                        |
|----------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------------------|
| <b>India to launch open e-commerce network to take on Amazon and Walmart</b><br><i>Reuters</i>           | Platform competition                 | Can an open network compete with vertically integrated platforms?         |
| <b>What is ONDC, India's project for an open e-commerce network?</b><br><i>Reuters</i>                   | Platform architecture                | Which marketplace functions can be separated and opened to competition?   |
| <b>BEST plugs into ONDC, bets on UPI apps to push bus ticketing digital</b><br><i>The Times of India</i> | Network effects; interoperability    | How does joining an established network reduce customer-acquisition cost? |
| <b>US TikTok ban could echo India chaos as users seek options</b><br><i>Reuters</i>                      | Switching costs; platform dependence | How can users and creators reduce dependence on one platform?             |

| Recommended Article or Source | Topic Mapping | Classroom Question |
|-------------------------------|---------------|--------------------|
|-------------------------------|---------------|--------------------|

**Expected learning:** Students should be able to explain platform markets, network effects, customer lock-in and digital revenue models.

## PHASE III: THE BUSINESS ENVIRONMENT

### Journey 5: Reading the Economy

Allocated sessions: 4

#### Session 19: Economic Growth and Business Demand

##### Core Topics

1. Gross domestic product

2. Consumption, investment, government spending and exports

3. Sectoral growth

4. Business-demand implications

**Decision focus:** *Does strong national growth mean strong demand for every business?*

##### Recommended News Articles and Evidence Sources

##### Recommended Article or Source

##### Topic Mapping

##### Classroom Question

**India's economy outperforms peers as it surges 7.4% in March quarter**  
*Reuters*

GDP growth

Does high GDP growth imply strong demand in every industry?

**India's economic growth slips to 7.8% after data**  
*Reuters*

GDP measurement

How should managers interpret growth after a methodology change?

**South Korea forecasts 2026 growth at five-year high on AI-chip boom**  
*Reuters*

Sectoral growth

How can growth in one industry influence the wider economy?

**Economic Survey 2025-26**  
*Government of India*

2025-26

Growth components; structural trends

Which indicators in the Economic Survey matter most for business planning?

**Expected learning:** Students should be able to interpret GDP, growth components and sectoral differences without assuming uniform effects across industries.

#### Session 20: Inflation and Purchasing Power

##### Core Topics

1. Headline and core inflation

2. Cost pressures

3. Consumer purchasing power

4. Pricing responses

**Decision focus:** *Should a firm raise price, reduce quantity or accept a lower margin when costs rise?*

##### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                              | Topic Mapping                    | Classroom Question                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------------|
| <b>India's inflation breaches target after more than a year, setting stage for rate hikes</b><br><i>Reuters</i>                            | Headline inflation; expectations | When should the RBI and businesses respond to supply-driven inflation? |
| <b>India's inflation may stay contained as commodity prices ease</b><br><i>Reuters</i>                                                     | Inflation outlook                | Which inflation pressures are temporary and which are persistent?      |
| <b><u>India Inc hikes prices, shrinks packs as Iran war squeezes margins</u></b><br><i>Reuters</i>                                         | Cost pressure; pricing response  | Should firms raise price, shrink quantity or absorb the cost increase? |
| <b>India to launch producer-price index in major data shake-up</b><br><i>Reuters</i>                                                       | Producer inflation               | How can producer-price data improve business cost forecasting?         |
| <b>Expected learning:</b> Students should be able to distinguish consumer and producer inflation and assess alternative pricing responses. |                                  |                                                                        |

## Session 21: Interest Rates and Credit Conditions

### Core Topics

- |                        |                         |
|------------------------|-------------------------|
| 1. RBI monetary policy | 2. Borrowing costs      |
| 3. Credit availability | 4. Investment decisions |

**Decision focus:** *Which business decisions should change after an interest-rate movement?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                        | Topic Mapping               | Classroom Question                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------------------------------------------------------------------|
| <b>India cuts rates for first time in nearly five years to boost economy</b><br><i>Reuters</i>                                                       | Policy rate; borrowing cost | Which sectors should respond first to a rate cut?                   |
| <b>India holds rates as expected but flags risks from US tariffs</b><br><i>Reuters</i>                                                               | Policy uncertainty          | How should a manager interpret a rate hold after earlier cuts?      |
| <b>Impact of India's large rate cut may be limited, says rate-panel member</b><br><i>Reuters</i>                                                     | Monetary transmission       | Why might a rate cut fail to generate immediate investment?         |
| <b>India's cooling inflation prompts rate-cut calls and concerns over weakening demand</b><br><i>Reuters</i>                                         | Inflation-growth trade-off  | When is a rate cut supportive, and when does it signal weak demand? |
| <b>Expected learning:</b> Students should be able to trace the effect of monetary policy through lending conditions, customer demand and investment. |                             |                                                                     |

## Session 22: Government Policy and Economic Signals

### Core Topics

- |                                       |                                                |
|---------------------------------------|------------------------------------------------|
| 1. Fiscal policy and the Union Budget | 2. Industrial policy and business incentives   |
| 3. PMI and business expectations      | 4. Consumer confidence and demand expectations |

**Decision focus:** *Which policy announcements and economic indicators should a manager track?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                                 | Topic Mapping                    | Classroom Question                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------|
| <b>India budget aims to boost spending power of middle class</b><br><i>Reuters</i>                                                                            | Fiscal policy; disposable income | Which industries benefit most from tax-driven increases in household spending power? |
| <b>India's Modi faces tough task to bolster growth in 2026-27 Budget</b><br><i>Reuters</i>                                                                    | Fiscal trade-offs                | How should government balance growth support and deficit control?                    |
| <b>India's January business growth at 14-month low due to weaker services demand</b><br><i>Reuters</i>                                                        | PMI; business expectations       | Why may PMI provide an earlier warning than GDP data?                                |
| <b>Consumer Confidence Survey</b><br><i>Reserve Bank of India</i>                                                                                             | Demand expectations              | How should consumer confidence affect sales, inventory and marketing plans?          |
| <b>Expected learning:</b> Students should be able to read the Budget from an industry perspective and use PMI and confidence indicators in business planning. |                                  |                                                                                      |

## Journey 6: Business Through the Cycle

Allocated sessions: 2

## Session 23: Recognising the Business Cycle

### Core Topics

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. Phases of the business cycle | 2. Leading indicators             |
| 3. Coincident indicators        | 4. Turning points and uncertainty |

**Decision focus:** *How can a manager recognise that the economy is moving from one phase to another?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                     | Topic Mapping               | Classroom Question                                                |
|-----------------------------------------------------------------------------------|-----------------------------|-------------------------------------------------------------------|
| <b>What the cooling power demand in industrial India foretells</b><br><i>Mint</i> | Leading indicator; slowdown | Can electricity demand warn managers before official output data? |

| Recommended Article or Source                                                                                                                                       | Topic Mapping               | Classroom Question                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------------------------------------|
| <b>India's June services growth slips to 17-month low as demand and hiring cool</b><br><i>Reuters</i>                                                               | Coincident indicator        | Does weaker hiring indicate a temporary pause or a broader slowdown? |
| <b>US consumer confidence weakens on job-market worries</b><br><i>Reuters</i>                                                                                       | Expectations; turning point | Can weakening confidence reduce demand before income actually falls? |
| <b>Consumer confidence in New Zealand rebounds as inflation outlook softens</b><br><i>Reuters</i>                                                                   | Recovery expectations       | Should firms expand before consumption data confirms the recovery?   |
| <b>Expected learning:</b> Students should be able to identify cycle phases through a combination of expectations, output, employment and high-frequency indicators. |                             |                                                                      |

## Session 24: Managing Through the Cycle

### Core Topics

#### 1. Pricing decisions

#### 2. Hiring decisions

#### 3. Investment decisions

#### 4. Capacity and inventory decisions

**Decision focus:** *What should a firm do differently during expansion, slowdown and recovery?*

### Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                 | Topic Mapping                  | Classroom Question                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------|
| <b>India File: Bring on the rate cuts</b><br><i>Reuters</i>                                                                                   | Investment expectations        | Should firms invest before policy support is confirmed?                     |
| <b>Impact of India's large rate cut may be limited</b><br><i>Reuters</i>                                                                      | Investment and credit response | Why may cheaper credit fail to produce immediate capacity expansion?        |
| <b>India's middle class tightens its belt, squeezed by food inflation</b><br><i>Reuters</i>                                                   | Pricing; inventory             | How should consumer firms adjust product mix and stock during weak demand?  |
| <b>India's Swiggy posts wider quarterly loss as it ramps up quick-commerce spending</b><br><i>Reuters</i>                                     | Countercyclical expansion      | Can an uncertain period be the right time for a well-funded firm to expand? |
| <b>Expected learning:</b> Students should be able to adjust pricing, hiring, investment, capacity and inventory plans across economic phases. |                                |                                                                             |

## Journey 7: Global Business Decisions

Allocated sessions: 2

### Session 25: Global Shocks and Business Transmission

## Core Topics

### 1. Supply-chain disruptions

3. Exchange-rate movements

### 2. Commodity-price shocks

4. Transmission to costs, prices and demand

**Decision focus:** *How does an international event affect the costs and customers of an Indian business?*

## Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                                                             | Topic Mapping                | Classroom Question                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|---------------------------------------------------------------------------------------|
| <b>Tariffs and conflict causing major volatility in shipping industry, UN agency says</b><br><i>Reuters</i>                                               | Shipping disruption          | Which supply-chain risks should a firm insure, diversify or absorb?                   |
| <b>Oil pangs resurface for rupee as options market signals bearish bias</b><br><i>Reuters</i>                                                             | Oil shock; exchange rate     | How should exporters and importers respond differently to the same currency movement? |
| <b>Rising fuel prices hit US farms as Iran war drags on</b><br><i>Reuters</i>                                                                             | Commodity-cost transmission  | How can an energy shock change the costs and competitiveness of producers?            |
| <b>Trump tariffs sow fears of trade wars, recession and supply-chain disruption</b><br><i>Reuters</i>                                                     | Trade shock; demand and cost | How should firms prepare when policy simultaneously affects supply and demand?        |
| <b>Expected learning:</b> Students should be able to trace a global shock through logistics, commodities, currencies, domestic costs and customer demand. |                              |                                                                                       |

## Session 26: Building Business Resilience

### Core Topics

### 1. Supplier diversification

3. Manufacturing-location decisions

### 2. Inventory buffers

4. Operational and financial flexibility

**Decision focus:** *How much additional cost should a firm accept to reduce exposure to global risk?*

## Recommended News Articles and Evidence Sources

| Recommended Article or Source                                                                                | Topic Mapping       | Classroom Question                                                              |
|--------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------|
| <b>Trump's tariff on India unlikely to upset Apple's iPhone manufacturing plans</b><br><i>Reuters</i>        | Location resilience | What makes a manufacturing-location decision resilient to policy shocks?        |
| <b>Apple supplier Luxshare weighs manufacturing in the United States to tackle tariffs</b><br><i>Reuters</i> | Supplier relocation | What commercial guarantees should a supplier seek before relocating production? |

| Recommended Article or Source                                                                                                                                | Topic Mapping                       | Classroom Question                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|----------------------------------------------------------------------------|
| <b>Indian refiners bolster crude and LPG supplies despite Iran conflict</b><br><i>Reuters</i>                                                                | Supplier diversification            | How much redundancy should firms build into critical supply chains?        |
| <b>Trump's reciprocal tariff plan amplifies risk of ocean-shipping chaos</b><br><i>Reuters</i>                                                               | Inventory and logistics flexibility | How should importers manage inventory when shipping flows become volatile? |
| <b>Expected learning:</b> Students should be able to compare sourcing, inventory, location and flexibility strategies and assess their cost-risk trade-offs. |                                     |                                                                            |

## 7. Managerial Economics Inquiry Lab

**Status: The Inquiry Lab is conducted outside the 26 classroom sessions.**

The Inquiry Lab runs through independent study, LMS submissions, mentoring and assessment periods. Students investigate one emerging business problem using the framework below:

| Problem | Evidence | Economic Analysis | Alternatives | Recommendation |
|---------|----------|-------------------|--------------|----------------|
|---------|----------|-------------------|--------------|----------------|

### Suggested Milestones

| Stage                               | Suggested Point                                  | Student Output                          |
|-------------------------------------|--------------------------------------------------|-----------------------------------------|
| Problem selection                   | After Session 4                                  | One-page inquiry proposal               |
| Research question and evidence plan | After Session 8                                  | Approved question and source list       |
| Preliminary analysis                | After Session 14                                 | Analytical note                         |
| Draft recommendation                | After Session 20                                 | Decision memorandum                     |
| Final presentation                  | After Session 26 or during the assessment period | Boardroom presentation and final report |

### Illustrative Inquiry Areas

Artificial intelligence and employment  
Platform competition  
Climate transition  
Healthcare markets  
Creator economy  
Future of work  
Digital finance  
Supply-chain resilience

### Recommended Inquiry Readings

| Recommended Reading                                                                 | Possible Inquiry Area                | Opening Question                                                         |
|-------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------------------------------|
| Fewer job offers for junior roles due to AI, Swiss study shows - Reuters            | AI and employment                    | Will AI eliminate entry-level work or change the skills required?        |
| India's \$100 billion data-centre boom tests electricity and water limits - Reuters | AI infrastructure; scarcity          | Can data-centre expansion remain viable without power and water reforms? |
| Inside Anthropic's ambitious 2026 revenue goal - Reuters                            | AI business models                   | Which assumptions must hold for the revenue target to be credible?       |
| US TikTok ban could echo India chaos as users seek options - Reuters                | Creator economy; platform dependence | How should creators reduce reliance on a single platform?                |

## 8. Use of Recommended Articles and Evidence Sources

The four readings listed under each session are alternatives and are not intended to be taught together in a single class.

The instructor will normally select one primary reading for the opening news trigger and one supporting reading or official source for evidence.

The remaining readings may be used for comparison, assignments, group discussion, replacement or independent study.

A newer article may replace a listed reading when it addresses the same approved core topic and session outcome.

The companion curated repository maintains publication details, direct links, teaching priority and exploratory questions for the wider set of resources.

### Final Session Distribution

| Learning Journey                            | Sessions                |
|---------------------------------------------|-------------------------|
| Journey 1: Economic Reasoning for Managers  | 2                       |
| Journey 2: Customers and Markets            | 5                       |
| Journey 3: Costs, Pricing and Profit        | 6                       |
| Journey 4: Competition and Strategy         | 5                       |
| Journey 5: Reading the Economy              | 4                       |
| Journey 6: Business Through the Cycle       | 2                       |
| Journey 7: Global Business Decisions        | 2                       |
| <b>Total classroom sessions</b>             | <b>26</b>               |
| Journey 8: Managerial Economics Inquiry Lab | Outside the 26 sessions |

*This document represents the final approved course structure for academic review and implementation.*

| SEMESTER I                           |                                                                                  |          |          |          |          |
|--------------------------------------|----------------------------------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> BIA601           | <b>Course Title:</b> <a href="#">Business Analytics &amp; Data Visualisation</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                                                  | 3        | 0        | 2        | 4        |
| <b>Category of Course</b>            | Core                                                                             |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                                               |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Basic understanding of Excel and Statistics                                      |          |          |          |          |

COURSE OUTLINE TEMPLATE

1. Course Information

| Field                    | Course Details                               |
|--------------------------|----------------------------------------------|
| Course Title             | Business Analytics                           |
| Core or Elective         | [Core / Elective]                            |
| Program and Batch        | [Insert Program Name & Batch Year]           |
| Semester & Academic Year | [e.g., Fall-2026 / Spring-2027]              |
| Credits                  | [Insert Number of Credits]                   |
| Discipline / Area        | [Insert Department or Academic Area]         |
| Prerequisites            | [None / List Prerequisite Courses]           |
| Course Instructor(s)     | Abhinash Jena                                |
| Contact Details          | Abhinash.jena@projectguru.in                 |
| Open Office Hours        | [Insert Days & Times available for students] |

## 2. Introduction to the Course

Modern organizations generate large volumes of data, yet many business decisions still rely on intuition or tacit knowledge rather than structured analysis. The central challenge is not data availability but the ability to frame problems clearly, analyze evidence systematically, and communicate insights effectively to decision makers.

The course bridges theory and practice by combining analytical thinking, stakeholder mapping, Excel-based data modeling, descriptive and inferential reasoning, and Power BI storytelling. XMind is used to convert qualitative expectations into structured variables. Excel is used as an analytics notebook for data structuring, cleaning, transformation, lookups, summaries, pivots, and quantitative reasoning.

The course uses a college canteen as the central applied business case. The canteen is treated as a small but complete business system where students must study real operational concerns such as long waiting time, payment delay, order inaccuracy, kitchen load, stock unavailability, refund, revenue reconciliation, cleanliness, and food safety. Students will first understand the canteen as a decision system involving students, cashier, kitchen staff, canteen owner, college administration, suppliers, and auditors. They will then use activity diagrams to understand how work actually flows from queue formation, menu checking, item selection, order creation, invoice generation, receipt creation, payment validation, food preparation, order call, pickup, seating, cancellation, and refund.

The pedagogical approach is experiential and practice-led. Students will work through diagnostic quizzes, field observation, activity diagram interpretation, database design, data modelling, pivot-based analysis, KPI creation, dashboard development, professional documentation, and capstone defense. By the end of the course, students are expected to demonstrate the ability to contextualise and ideate a strategy, convert process activities into data structures, analyse operational evidence, recommend practical strategies, track changes, and measure whether the intervention has improved business performance.

## 3. Course Learning Objectives (CLO)

Upon successful completion of this course, students will be able to:

**CLO-1:** Frame organizations as decision systems and convert ambiguous business concerns into measurable decision problems.

**CLO-2:** Map stakeholders, requirements, trade-offs, constraints, and operational variables using structured analytical frameworks and XMind.

**CLO-3:** Build analysis-ready Excel datasets with appropriate granularity, relationships, consistency, traceability, and transformation logic.

**CLO-4:** Apply descriptive statistics, pivot-based summaries, visual diagnostics, lookups, conditional operators, and Excel data-wrangling techniques to generate business insight.

**CLO-5:** Design and present Power BI reports and analytical narratives that communicate evidence, uncertainty, patterns, anomalies, and recommendations to non-technical decision makers.

## 4. Institutional Program Competency Goals (PCG) & Learning Objectives (PLO)

| Program Competency Goals (PCGs) | Program Learning Objectives (PLOs) |
|---------------------------------|------------------------------------|
|---------------------------------|------------------------------------|

|                                                  |                                                                                                                                                                 |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Technological &amp; Analytical Agility</b> | PLO-1: Evaluate relevant domain technologies.<br>PLO-2: Harness data insights for strategic decision making.                                                    |
| <b>2. Strategic Context Evaluation</b>           | PLO-3: Map interactions between local and global systemic issues.<br>PLO-4: Demonstrate operational sensitivity to ethical and regulatory dimensions.           |
| <b>3. Execution &amp; Communication Clarity</b>  | PLO-5: Structure highly organized, logical professional deliverables.<br>PLO-6: Deliver ideas with exceptional clarity across physical and digital mediums.     |
| <b>4. Collaborative Leadership</b>               | PLO-7: Take pro-active operational initiative within structured ecosystems.<br>PLO-8: Drive meaningful, measurable contributions within cross-functional teams. |

#### 5. Course Curriculum Mapping Matrix (CLO-PLO-PCG)

| Course Learning Objectives | Mapped PLOs    | Mapped PCGs | Course Assessment Items |
|----------------------------|----------------|-------------|-------------------------|
| <b>CLO-1</b>               | [PLO X, PLO Y] | [PCG X]     | [e.g., A1, A3]          |
| <b>CLO-2</b>               | [PLO Y, PLO Z] | [PCG Y]     | [e.g., A2, A4]          |
| <b>CLO-3</b>               | [PLO X, PLO Z] | [PCG Z]     | [e.g., A3, A5]          |

#### 6. Evaluation Schema & Assessment Architecture

*This course utilizes a continuous evaluation. Progress is determined strictly via interactive quizzes, simulations, and assignment submissions; there are no mid-term or end-term written examinations.*

| Assessment Metric | Weight | Nature | Timeline / Week |
|-------------------|--------|--------|-----------------|
|-------------------|--------|--------|-----------------|

|                                                        |     |                  |                                 |
|--------------------------------------------------------|-----|------------------|---------------------------------|
| <b>A1: Attendance</b>                                  | 15% | Individual       | Continuous                      |
| <b>A2: Quizzes &amp; Baseline Mapping</b>              | 25% | Individual       | Continuous Tracking             |
| <b>A3: Milestone Performance / Real-time Execution</b> | 40% | Individual       | 6-7, 9-10, 16-17, 22-23 & 26-27 |
| <b>A4: Feasibility &amp; Documentation</b>             | 20% | Final Submission | 29-30                           |

## 7. Comprehensive Descriptions of Assessments

**A1 – Attendance:** Attendance will carry separate weightage because the course is practice-based and depends heavily on classroom participation, live demonstrations, process interpretation, group work, and continuous feedback. Attendance will not be treated only as physical presence in the classroom. Students are expected to be present, attentive, prepared, and actively involved in the learning process. The instructor may record attendance based on both session presence and meaningful participation in activities such as quiz attempts, group discussions, Excel modelling tasks, activity diagram interpretation, milestone reviews, and viva preparation.

Students with strong attendance will have a better opportunity to show learning improvement over time. Students with irregular attendance may lose marks because they may miss important stages of the project, including baseline mapping, objective allocation, database creation, KPI development, strategy forecasting, and business defense preparation. No substitute assignment will automatically compensate for repeated absence, because several learning outcomes depend on live classroom execution.

**A2 - Quizzes & Baseline Mapping:** This assessment will measure students' initial and continuous analytical readiness through case-based quizzes and structured classroom engagement. The quizzes will be designed around the college canteen business case and will test whether students can think through operational problems rather than only recall concepts. The questions will focus on critical thinking, reasoning, decision-making, trade-off analysis, stakeholder interpretation, data logic, and business process understanding.

The assessment will begin with a pre-diagnostic quiz and baseline survey. The **non-graded** pre-diagnostic quiz will test students' existing comfort with business problem identification, basic Excel logic, data interpretation, operational reasoning, and decision-making under uncertainty. The baseline survey will capture self-reported confidence, prior exposure to Excel and Power BI, comfort with datasets, ability to work in teams, and willingness to participate in live analytical discussions. This will create an initial learning profile for each student.

The quizzes will be mapped to Bloom's taxonomy. Lower-level questions will test recall and understanding of concepts such as variables, KPIs, waiting time, order accuracy, queue time, payment time, and inventory stockout. Application-level questions will ask students to use formulas, interpret process steps, or select the

correct analytical method. Analysis-level questions will require students to compare causes, identify relationships, detect inconsistencies, and distinguish symptoms from root causes. Evaluation and creation-level questions will ask students to judge strategic alternatives, defend trade-offs, and suggest improved data capture or decision models.

The scoring will follow an IRT-like approach. Students will not be evaluated only on the number of correct answers, but also on the difficulty level of the questions they answer correctly. Each question will therefore receive a difficulty value between 0 and 1. Questions answered correctly by most students will have a score closer to 0, while questions answered correctly by very few students will have a score closer to 1. This means that students are rewarded not only for answering more questions, but for correctly answering questions that require stronger reasoning, deeper understanding, and higher cognitive ability. The purpose of this scoring model is to measure cognitive aptitude more fairly. It helps identify students who can handle complex business problems, reason through uncertainty, make trade-offs, and apply analytical thinking to the canteen case.

**A3 – Milestone Performance / Real-time Execution:** The canteen performance plan is divided into several goals and objectives. These objectives will be distributed across student groups so that each group works on a specific business improvement area. For example, one group may work on reducing waiting time, another on improving order accuracy, another on payment processing, another on kitchen utilisation, another on inventory readiness, and another on compliance or cleanliness tracking. Each group will be responsible for understanding its assigned objective, identifying relevant data tables, defining KPIs, building calculations, and interpreting progress.

This assessment will be conducted through unannounced milestone checks. Students will be asked to submit or demonstrate their progress without prior notice during selected sessions. The purpose is to ensure that work is continuous and not prepared only at the end of the course. These milestone checks will also help track how each group's understanding of the business problem, data model, formulas, process logic, and analytical judgement improves over time.

Each milestone submission may include process interpretation, table structure, data dictionary, relationship logic, Excel formulas, pivot summaries, KPI calculations, error identification, dashboard draft, or short business interpretation. Students may also be asked to explain their work orally during class. The instructor may cold-call group members to check whether the work is genuinely understood by all members or only prepared by one student.

The evaluation will follow a clear rubric. The main criteria will include understanding of the assigned business objective, accuracy of process-to-data mapping, correctness of table relationships, quality of formulas and calculations, consistency of data structure, ability to detect operational issues, clarity of interpretation, and improvement from previous milestone. Marks will also reflect pacing, presence, participation, and behavioral adjustment. Students who respond to feedback, correct errors, and improve their model over time will be rewarded.

**A4 – Feasibility & Documentation:** This assessment treats the college canteen as a real-world business problem. After students understand the activity diagrams and create a database based on the given architecture, they will analyse the observed data and develop strategies for business improvement. The aim is to test whether students can move beyond reporting numbers and actually use data to recommend practical changes.

Each group will first model the observed data related to its assigned objective. For example, a group working on waiting time must model queue time, payment time, preparation time, delivery time, and total waiting time. A group working on kitchen efficiency must model preparation time, cook workload, kitchen utilisation, working hours, and idle time. A group working on inventory must model material requests,

purchased materials, item demand, stockout risk, and top-demand items. The analysis must clearly connect the business problem, process events, data tables, formulas, and KPIs.

Once the current situation is analysed, students will propose strategies. These may include increasing pre-order adoption, improving order sequencing, changing payment flow, identifying high-delay menu items, managing top-five item inventory, adjusting kitchen workload, reducing cash cancellation, improving refund tracking, or improving cleanliness and food safety monitoring. The strategy must be realistic for a small college canteen with limited resources.

Students will then forecast new data based on their strategy. The forecast does not need to be statistically advanced, but it must be logically defensible. Students must explain what change they expect, which variable will change, why it will change, and how success will be measured. For example, if the strategy is to increase pre-order adoption, students must forecast how queue time, counter orders, peak-hour load, and total waiting time may change. If the strategy is to maintain stock for top-demand items, students must forecast expected reduction in stockout-related delays and cancelled orders.

The final documentation should include the business problem, assigned objective, process understanding, database structure, data assumptions, KPI definitions, current performance analysis, proposed strategy, forecasted change, feasibility assessment, risks, and success metrics. The assessment will judge whether the strategy is evidence-based, operationally feasible, financially sensible, measurable, and suitable for the actual canteen context.

**A5 – Capstone Business Defense & Solution Presentation:** The capstone will be a final business defense where students present and defend their complete canteen analytics solution. This assessment will focus on confidence, clarity, ownership, and the ability to justify decisions under questioning. It will be conducted as a viva-based presentation where each group presents its assigned business objective, analysis, strategy, forecasted impact, and success measurement plan.

Each group will prepare a structured presentation of approximately 10–12 slides. The presentation should include the assigned objective, business problem, stakeholder relevance, process interpretation, data model, key tables, calculated KPIs, current performance findings, proposed strategy, expected change, feasibility logic, and final recommendation. The presentation must be designed for a canteen owner or college administrator, not only for a technical evaluator.

The viva will assess whether students truly understand their work. Students may be asked why they selected a particular KPI, how a formula was calculated, which table provides the required data, what assumptions were made, what errors may affect the result, what trade-offs exist in their strategy, and how they will know whether the strategy has succeeded. Individual students may be questioned separately to ensure equal participation and conceptual ownership.

The assessment will be judged at two levels. At the group level, marks will be awarded for the quality of the model, feasibility of the strategy, clarity of analysis, quality of documentation, and strength of the final recommendation. At the individual level, marks will be awarded for viva performance, confidence, clarity, ability to explain logic, response to counter-questions, and understanding of the assigned business objective.

## **8. Pedagogical Methodology & Learning Ecosystem**

This course utilizes an intensive, highly active delivery design consisting of:

1. Decoupling complex real-world organizational crises using rigorous institutional frameworks.
2. Experiential role-plays, prototyping sessions, or observational laboratory dynamics.
3. Utilizing collaborative study cohorts for systematic review cycles.

4. Routine management of deliverables across Learning Management Systems (LMS) and enterprise collaboration tools.

There is no single core textbook; reading frameworks, curated articles, and industry whitepapers will be distributed continuously via the digital classroom portal.

## 9. Session-by-Session Curriculum Plan

### • Session 1: Orientation & Foundational Baseline Diagnostics

**Objective:** Introduce the course logic and establish baseline analytical capability.

**Subtopics:** Operational roadmaps; diagnostic interactive baseline exercise.

**Assigned Readings:** None

**Core Case Material:** Introductory business decision scenarios, trade-offs & constraints

**Session Pedagogy:** Instructor-led structural walk-through; active baseline execution.

**Milestone Target:** Formation of official study groups and project theme alignment.

### • Sessions 2 - 3: Problem Articulation & Value Creation

**Objective:** Systematize the intellectual mechanics behind institutional problem isolation and decision processing.

**Subtopics:** Value creation; stakeholder relationship; measurable gaps; Drucker-style problem articulation; hidden assumptions.

**Assigned Readings:** [Stakeholder Theory](#)

**Core Case Material:** Sales, cost control, or customer retention case

**Session Pedagogy:** Socratic discussion and problem-framing exercise.

### • Sessions 4 - 5: Stakeholder Mapping & Requirements

**Objective:** Convert stakeholder expectations into structured analytical requirements.

**Subtopics:** Stakeholder mapping; requirements; constraints; trade-offs; XMind mapping.

**Core Case Material:** Service quality or operational performance case

**Session Pedagogy:** Mind-mapping and peer review.

- **Sessions 6 - 7: Trade-offs, Constraints & Requirement Prioritisation**

**Objective:** Convert stakeholder expectations into measurable and conflicting requirements.

**Subtopics:** Faster service; accurate orders; affordable pricing; clean environment; stock availability; GST compliance; kitchen load; payment convenience.

**Session Pedagogy:** Group activity on trade-off analysis.

**Milestone Target:** XMind-based stakeholder requirement map. [A 3.1]

- **Sessions 7 - 8: Identifying Gaps in the Canteen Process**

**Objective:** Identify gaps between expected performance and observed performance.

**Subtopics:** Waiting time gaps; payment delay; preparation delay; delivery delay; stock unavailability; refund and cancellation gaps; cleanliness and safety gaps.

**Session Pedagogy:** Instructor-led problem framing using the attached canteen goal architecture.

- **Sessions 7 - 8: Articulating Business Problems**

**Objective:** Convert vague operational complaints into clear business problem statements.

**Subtopics:** Problem articulation; root cause versus symptom; measurable performance gaps; decision boundaries; operational constraints.

**Assigned Readings:** [If businesses are decision centres, what makes a problem a decision problem?](#)

**Session Pedagogy:** Problem-statement writing.

- **Sessions 6 - 7: Mapping Analytical Variables in Excel**

**Objective:** Translate qualitative business expectations into measurable variables.

**Subtopics:** Variables; KPIs; raw fields; calculated fields; categorical and continuous variables; time-based fields.

**Core Case Material:** Faster service / better customer experience

**Session Pedagogy:** Excel-based variable mapping exercise.

**Milestone Target:** Analytical variable mapping.

### • Sessions 7 - 8: Understanding the Canteen Order Process Through UML Activity Diagram

**Objective:** Understand the operational flow of the canteen ordering process.

**Subtopics:** Queue start; menu checking; item selection; order creation; customisation; invoice generation; payment; receipt; kitchen preparation; order call; pickup; cancellation; refund.

**Assigned Readings:** [A Quantitative Approach to Business Process Analysis](#)

**Session Pedagogy:** Walkthrough of UML activity diagram; process-to-data discussion.

### • Sessions 8 - 9: Data Capture Points in the Order Process

**Objective:** Identify where data is created inside the canteen process.

**Subtopics:** Token datetime; order datetime; invoice datetime; receipt datetime; payment status; call time; pickup time; item quantity; amount; refund reason.

**Session Pedagogy:** Table-building exercise using the order process.

### • Sessions 9 - 10: Modelling the Canteen Order Dataset from Observation

**Objective:** Build the first version of the observed order dataset.

**Subtopics:** Order table; invoice table; receipt table; item table; refund table; counter queue token table.

**Session Pedagogy:** Excel modelling.

**Milestone Target:** Basic observed dataset structure. [A 3.2]

## • Sessions 10 - 11: Data Relationships and Table Linkages

**Objective:** Teach students how different canteen tables connect to each other.

**Subtopics:** Primary keys; foreign keys; order ID; invoice ID; item ID; receipt ID; one-to-many relationships; lookup logic.

**Session Pedagogy:** Excel relationship mapping; lookup demonstration.

## • Sessions 11 - 12: Data Cleaning, Consistency & Validation

**Objective:** Prepare the observed dataset for analysis.

**Subtopics:** Duplicate IDs; inconsistent item names; missing receipt status; wrong datetime sequence; incorrect amount; cancelled invoice handling.

**Session Pedagogy:** Dataset wrangling.

## • Sessions 12 - 13: AI-Assisted Dataset Extrapolation

**Objective:** Use AI to extrapolate observed data while preserving realistic canteen patterns.

**Subtopics:** Prompting AI for data generation; preserving business logic; peak-hour patterns; repeated customers; payment failures; stockout cases; refund cases; preparation delays.

**Session Pedagogy:** Prompt engineering demonstration; AI-aware data modelling activity.

## • Sessions 13 - 14: Validating AI-Generated Data

**Objective:** Train students to critically test AI-generated data before using it for analysis.

**Subtopics:** Logical validation; datetime validation; amount validation; status consistency; impossible values; outliers; business realism.

**Session Pedagogy:** AI-output audit.

## • Sessions 14 - 15: KPI Identification from Business Objectives

**Objective:** Identify KPIs from the canteen performance plan.

**Subtopics:** Waiting time; queue time; payment time; preparation time; delivery time; order accuracy; refund rate; kitchen utilisation; stockout risk; cash cancellation; cleanliness failure; food safety failure.

**Session Pedagogy:** KPI mapping.

## • Sessions 15 - 16: Modelling Calculated Columns for Waiting Time

**Objective:** Build calculated fields related to waiting time analysis.

**Subtopics:** Queue time; payment time; preparation time; delivery time; total waiting time; peak-hour order range; payment failure count, Lookup functions, Index & Match functions.

**Session Pedagogy:** Excel formulas for canteen tables.

## • Sessions 16 - 17: Modelling Calculated Columns for KPI Sheet

**Objective:** Build calculated fields for order accuracy and payment performance.

**Subtopics:** Completed orders; refunded orders; accuracy rate; payment processing time; payment failures; cash cancellation rate.

**Session Pedagogy:** COUNTIF, COUNTIFS, SUMIF, date-filtering and status-based formula lab.

**Milestone Target:** Order accuracy and payment KPI sheet. [A 3.3]

## • Sessions 17 - 18: Scenario-based obstacles and their influence

**Objective:** Answer business questions using calculated KPIs and explain obstacles.

**Subtopics:** Is waiting time caused by queue, payment, preparation, or delivery? Which items delay preparation? Is cash causing cancellations? Pivot Table and Data summarization techniques.

**Session Pedagogy:** Scenario-based questions; group interpretation exercise.

## ● Sessions 18 - 19: Introduction to Power BI for Canteen Decision-Making

**Objective:** Introduce Power BI as a decision-support and visual communication tool rather than only a dashboarding software.

**Subtopics:** Role of Power BI in business intelligence; difference between Excel analysis and Power BI reporting; how Power BI helps convert canteen data into decision-ready insights; identifying report users such as canteen owner, cashier, kitchen staff, and college administration.

**Session Pedagogy:** Instructor-led Power BI interface walkthrough.

## ● Sessions 19 - 20: Connecting Canteen Data Sources in Power BI

**Objective:** Train students to import canteen datasets into Power BI from different data sources.

**Subtopics:** Connecting Excel files; importing CSV files; loading multiple tables; understanding file-based data sources; identifying source tables such as Order, Invoice, Receipt, Item, Refund, Counter Queue Token, Cook, Time Log, Material Request, and Purchased Material.

**Assigned Readings:** [Connecting to different types of data sources in Power BI](#)

**Session Pedagogy:** Hands-on lab where students connect their cleaned Excel-based canteen dataset to Power BI.

## ● Sessions 20 - 21: Power Query for Cleaning and Transforming Canteen Data

**Objective:** Introduce Power Query as the data-cleaning and transformation layer in Power BI.

**Subtopics:** Power Query Editor; changing data types; renaming columns; removing errors; handling missing values; filtering rows; splitting columns; correcting date and time fields; checking amount, status, and ID consistency.

**Assigned Readings:** [Data preprocessing for analysis and visualization in Power BI](#)

**Session Pedagogy:** Guided transformation using canteen order, invoice, and receipt tables.

## ● Sessions 21 - 22: Integrating Multiple Canteen Tables in Power Query

**Objective:** Help students combine and integrate multiple datasets for reporting.

**Subtopics:** Appending similar tables; merging tables using common IDs; joining Order with Invoice; joining Invoice with Receipt; linking Item details; using lookup-style logic inside Power Query; preparing a unified analysis view where required.

**Assigned Readings:** [Integrating datasets and transformation with Power Query](#)

**Session Pedagogy:** Instructor demonstration followed by student practice on integrating selected canteen tables.

### • Sessions 22 - 23: Preprocessing Data for Analysis and Visualisation

**Objective:** Prepare students to think critically before visualising data.

**Subtopics:** Data type validation; categorical versus numerical fields; date and time formatting; creating time buckets; identifying outliers; checking impossible values; preparing fields for charts, slicers, and KPI cards.

**Session Pedagogy:** Data audit and preprocessing based on canteen order process data.

**Milestone Target:** Students prepare a clean and analysis-ready Power BI dataset. [A 3.4]

### • Sessions 23 - 24: Relationship Modelling in Power BI

**Objective:** Teach students how table relationships affect visual accuracy in Power BI.

**Subtopics:** Primary keys and foreign keys; one-to-many relationships; filter direction; relationship between Item and Order; relationship between Order and Invoice; relationship between Invoice and Receipt; relationship between Cook and Order; relationship mistakes that produce wrong dashboards.

**Assigned Readings:** [Visualizing datasets with a relationship model in Power BI](#)

**Session Pedagogy:** Relationship-view demonstration; students build and test their own canteen relationship model.

### • Sessions 24 - 25: Basic Measures and KPI Cards for Canteen Performance

**Objective:** Help students create simple business measures for canteen performance tracking.

**Subtopics:** Total orders; total revenue; average waiting time; average queue time; average payment time; completed orders; cancelled orders; refund count; payment failure count; average preparation time; top-selling items.

**Assigned Readings:** [Importance of Data Analysis Expressions \(DAX\) in Power BI](#)

**Session Pedagogy:** Guided Power BI measures building using simple DAX and visuals.

#### • Sessions 25 - 26: Power BI Charts for Business Inference

**Objective:** Understand how to select and interpret visuals based on business questions.

**Subtopics:** Bar chart for item comparison; line chart for hourly order trend; column chart for payment method comparison; card visual for KPIs; table and matrix for detailed summaries; slicers for filtering by item, time, payment mode, and order type; avoiding unnecessary visuals.

**Assigned Readings:** [Data visualisation and inference with Power BI charts](#)

**Session Pedagogy:** Visual building with interpretation questions.

#### • Sessions 26 - 27: Building the First Canteen BI Report

**Objective:** Combine visuals into a simple but meaningful BI report.

**Subtopics:** Report layout; title and context; KPI row; trend section; item performance section; payment and order status section; waiting-time section; visual hierarchy; basic storytelling; avoiding metric overload.

**Session Pedagogy:** Report-building; instructor feedback; peer review.

**Milestone Target:** Preparation of the first version of the Power BI canteen performance report. [A 3.5].

#### • Sessions 27 - 28: Regression-Based Strategy Impact

**Objective:** “Does adding one temporary worker during peak load reduce waiting time?”

**Subtopics:** Before-after comparison; average waiting time; simulated intervention; practical meaning of statistical evidence.

**Session Pedagogy:** Instructor-led explanation using the temporary-worker case. Students compare waiting time before and after the simulated strategy in Excel and learn how a hypothesis test helps assess whether the observed reduction is meaningful.

#### • Sessions 28 - 29: Causality, Strategy Logic and Simulated Impact

**Objective:** Help students understand causality in a simple and responsible way using the canteen strategy simulation.

**Subtopics:** Correlation versus causality; intervention logic; cause-and-effect assumption; simulated counterfactual; why “temporary worker added” is treated as a strategy variable; why waiting time is treated as the expected outcome; limitations of simulated evidence.

**Session Pedagogy:** Class discussion and guided interpretation. Students identify what the strategy is expected to change, which variables may also influence waiting time, and why the result should be interpreted carefully.

### • Sessions 29 - 30: Short Feasibility Report and Viva

**Objective:** Conclude the course with a short Power BI-based feasibility report and viva on the temporary-worker strategy.

**Subtopics:** Feasibility report structure; business problem; proposed strategy; simulated results; hypothesis test interpretation; regression interpretation; cost and operational practicality; assumptions; risks; final recommendation.

**Session Pedagogy:** Students present a short feasibility report supported by Power BI visuals. The viva will test whether they can explain the strategy, evidence, limitations, and recommendations clearly.

**Milestone Target:** Final submission of a short feasibility report and Power BI dashboard. The report should answer whether adding one temporary worker for one hour during peak load is feasible, useful, and worth testing in the real canteen. [3.6]

| SEMESTER I                    |                                                       |                                         |   |   |   |
|-------------------------------|-------------------------------------------------------|-----------------------------------------|---|---|---|
| Course Code: FIN601           | Course Title: <a href="#">Accounting for Managers</a> | L                                       | T | P | C |
| Version                       |                                                       | 3                                       | 0 | 2 | 4 |
| Category of Course            | Core                                                  |                                         |   |   |   |
| Total Contact Hours           | 60                                                    |                                         |   |   |   |
| Pre-Requisites/<br>Requisites | Co-                                                   | Basic knowledge of Financial Accounting |   |   |   |

## 2. Introduction to the Course

Accounting for Managers is designed as a reading course, not a preparation course. Very few students in this room will ever prepare a set of accounts. Almost all of them will be handed one — by a founder, a

bank, a client, a competitor's filing, a due-diligence pack or their own board — and asked to act on it. The course therefore answers a single working macro question:

**When someone hands you a set of numbers you did not prepare, can you tell whether the business is actually making money — and would you stake a decision on it?**

The course uses one unifying device: **read the number backwards**. Every figure printed in a financial statement is the last link in a five-link chain. An economic event happens. Someone decides *when* to recognise it, *at what amount* to measure it, *under which line* to classify it, and *how much* to disclose about it. Managers are handed only the last link and are expected to treat it as a fact. This course trains students to walk the chain in reverse, so that a reported number becomes a set of visible decisions with visible authors.

Its governing sentence is repeated in every module and tested in every assessment: **profit is an opinion, cash is a fact**. Students meet it in Session 4 as a definitional point, in Session 13 as a diagnostic tool, in Session 14 as an arithmetic reality, and in Session 19 as a constraint on a real decision.

The course follows the KRMU MBA philosophy. Students do not learn debits and credits as ends in themselves. Every mechanism is taught only as a means of reading a business, judging the quality of what has been reported, converting statements into decision information, and defending a recommendation when money is limited and someone senior disagrees. The procedural content that can be drilled alone — journal entries, depreciation methods, ratio formulas, variance formulas — is deliberately placed behind a self-directed mastery gate, so that classroom hours are spent on judgement, which is the part students cannot acquire on their own.

The 20 faculty-led sessions sit between the practitioner prologue and epilogue. The prologue lets students experience the consequences of financial numbers before the vocabulary is introduced. The faculty sessions convert that experience into tools. The epilogue tests whether students can apply the full chain to a real Indian company and hold a position under questioning.

The cohort is assumed to be mixed. Roughly two-thirds of any KRMU MBA first-year intake has never met a debit outside a debit card, and the design treats that as the normal case rather than a deficiency to be remedied. Familiar systems — a student's own UPI statement, a Splitwise group ledger — are used deliberately in Module 2 so that the machinery is discovered before it is named.

### 3. Course Learning Objectives (CLO)

Upon successful completion of this course, students will be able to:

|       |                                                                                                                                                                                                              |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CLO-1 | Read and interpret the balance sheet, statement of profit and loss, and cash flow statement of an Indian company prepared under Schedule III and Ind AS, and explain how the three statements lock together. |
| CLO-2 | Construct the accounting record end to                                                                                                                                                                       |

|              |                                                                                                                                                                          |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | end — transaction, journal, ledger, trial balance, period-end adjustments and final accounts — for a small business, and locate any published figure back to its source. |
| <b>CLO-3</b> | Identify where recognition, measurement, classification and disclosure choices enter a reported number, and assess the quality of a company's reported earnings.         |
| <b>CLO-4</b> | Convert published statements into decision information using cash flow, ratio, cost-behaviour, unit-economics, break-even, budgeting and relevant-costing analysis.      |
| <b>CLO-5</b> | Defend a numbers-based recommendation under practitioner scrutiny, using AI tools with documented human verification, and applying                                       |

|  |                                                        |
|--|--------------------------------------------------------|
|  | disclosure,<br>governance and<br>ethical<br>standards. |
|--|--------------------------------------------------------|

#### 4. Institutional Program Competency Goals (PCG) & Learning Objectives (PLO)

| Program Competency Goals (PCGs)       | Program Learning Objectives (PLOs)                                                                                                                    |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Technological & Analytical Agility | PLO-1: Evaluate relevant domain technologies.<br>PLO-2: Harness data insights for strategic decision making.                                          |
| 2. Strategic Context Evaluation       | PLO-3: Map interactions between local and global systemic issues.<br>PLO-4: Demonstrate operational sensitivity to ethical and regulatory dimensions. |
| 3. Execution & Communication Clarity  | PLO-5: Structure highly organized, logical professional deliverables.<br>PLO-6: Deliver ideas with clarity across physical and digital mediums.       |

|                             |                                                                                  |
|-----------------------------|----------------------------------------------------------------------------------|
|                             | PLO-7: Take pro-active operational initiative within structured ecosystems.      |
| 4. Collaborative Leadership | PLO-8: Drive meaningful, measurable contributions within cross-functional teams. |

### 5. Course Curriculum Mapping Matrix (CLO-PLO-PCG)

| Course Learning Objectives | Mapped PLOs         | Mapped PCGs         | Course Assessment Items |
|----------------------------|---------------------|---------------------|-------------------------|
| <b>CLO-1</b>               | PLO-2, PLO-5        | PCG-1, PCG-3        | A1, A2, A3              |
| <b>CLO-2</b>               | PLO-2, PLO-5        | PCG-1, PCG-3        | A1, A2, A3              |
| <b>CLO-3</b>               | PLO-3, PLO-4        | PCG-2, PCG-3        | A3, A4, A6              |
| <b>CLO-4</b>               | PLO-1, PLO-2, PLO-7 | PCG-1, PCG-4        | A2, A4, A6              |
| <b>CLO-5</b>               | PLO-4, PLO-6, PLO-8 | PCG-2, PCG-3, PCG-4 | A4, A5, A6              |

### 6. Evaluation Schema & Assessment Architecture

This course uses continuous evaluation. There are no conventional mid-term or end-term written examinations. The individual mastery gate tests the self-directed concept set and requires 70% clearance, with retakes until cleared, in line with the programme frame.

| Assessment Metric                          | Weight | Nature                                     | Timeline Session                           |
|--------------------------------------------|--------|--------------------------------------------|--------------------------------------------|
| A1: Engagement, Quizzes & Baseline Mapping | 10%    | Individual                                 | Continuous; Sessions 1-20                  |
| A2: Self-Directed Concept Mastery Gate     | 25%    | Individual; repeatable until 70% clearance | Session 19; retake window after Session 20 |

|                                                                 |     |                                             |                                                                             |
|-----------------------------------------------------------------|-----|---------------------------------------------|-----------------------------------------------------------------------------|
| A3: Annual Report Decode Note                                   | 15% | Group submission                            | A3.1 due Session 8; final due Session 13                                    |
| A4: AI-Assisted Financial Analysis with Human Verification      | 15% | Individual or small group [to be confirmed] | Assigned Session 16; due Session 18                                         |
| A5: PKP, Reflection & External Expert Synthesis                 | 10% | Individual portfolio                        | Post-module tracking; final check after Session 20                          |
| A6: Capstone — Quality of Earnings & Capital Allocation Defence | 25% | Hybrid: group deck + individual defence     | Pre-clearance Session 20; defence in IP epilogue/project presentation block |

### Self-Directed Concept Set for the A2 Mastery Gate

This content is examined but not lectured. It is released as drill sets in Sessions 5 and 7 and gated in Session 19.

- Rules of debit and credit; journal, ledger, subsidiary books, and the transaction cycle
- Trial balance preparation and the classification of errors it does and does not catch
- Bank reconciliation statement
- Depreciation methods: straight line, written down value, units of production; computation, and the treatment of a change in useful life
- Inventory valuation: FIFO, weighted average, and the lower-of-cost-or-net-realisable-value rule
- Schedule III, Companies Act 2013 — Division II formats for the balance sheet and statement of profit and loss
- Ind AS number map for this course: 1, 2, 7, 8, 16, 36, 37, 38, 108, 115 and 116 — scope and one-line purpose of each
- Cash flow statement preparation by the indirect method (Ind AS 7)
- Complete ratio formulary with standard numerators and denominators, and the averaging convention for balance sheet items
- Cost-volume-profit formulary: contribution, P/V ratio, break-even in units and value, margin of safety, operating leverage
- Standard costing variances: material price and usage, labour rate and efficiency, and overhead variances
- Terminology discipline: provision versus reserve, contingent liability versus provision, capital versus revenue expenditure, accrual versus deferral, gross versus net revenue presentation
- The architecture of an Indian annual report: MD&A, auditor's report, key audit matters, notes to accounts, related-party transactions, contingent liabilities, and segment information

## **7. Comprehensive Descriptions of Assessments**

### **A1 - Engagement, Quizzes & Baseline Mapping**

Students are assessed on preparation, participation, short in-session quizzes, and baseline mapping. The opening baseline in Session 1 asks each student to write, in one paragraph and without technical vocabulary, what a set of accounts is for and one decision they would refuse to take without them. The same paragraph is rewritten in Session 20 and the two are compared. A rotating ten-minute 'Accounting in the News' slot runs at the start of every session: one student brings a current filing, results announcement, fraud, downgrade or IPO and explains in plain terms what happened to the numbers and why a manager should care.

### **A2 - Self-Directed Concept Mastery Gate**

The mastery gate covers the self-directed concept set listed above — the procedural and computational content that does not need classroom time. It carries 25% weight, requires 70% clearance, and is repeatable until cleared. It tests whether students can execute the mechanics, not recite them: a trial balance is prepared, not defined. Placing this content behind a gate is deliberate — it protects classroom hours for judgement, which is the part students cannot acquire alone.

### **A3 - Annual Report Decode Note**

Each group locks one listed Indian company in Session 2 and works with its latest annual report for the semester. The note must cover: the statement map (where each primary statement sits and what it says), the ten disclosures located in the Session 8 treasure hunt, the three significant accounting policies with the largest effect on reported profit, a revenue policy and gross-versus-net assessment, a contingent liability register, and a three-year ratio pack. A3.1 is an interim submission at Session 8; the full note is due at Session 13.

### **A4 - AI-Assisted Financial Analysis with Human Verification**

Students use an AI tool to produce a first-pass analysis of a company's accounts — red flags, ratio commentary, or a quality-of-earnings screen. They then verify every claim the tool made against the primary filing and submit a marked-up version showing what was correct, what was wrong, what was unverifiable, and what the tool missed entirely. The grade is for the verification, not for the AI output. A student who submits a polished but unverified analysis fails the assessment regardless of how good the analysis reads.

### **A5 - PKP, Reflection & External Expert Synthesis**

Students maintain a Personal Knowledge Portfolio. After each module they write short reflections and convert them into atomic notes. Required notes include: profit is an opinion and cash is a fact; read the number backwards; the notes are the financial statement; revenue is a presentation choice; an estimate is a decision; a contingent liability is a liability that has not been admitted; comparability is not the same as similarity; and the unit is where the business is decided.

### **A6 - Capstone: Quality of Earnings & Capital Allocation Defence**

Groups take a real company and answer two linked questions: are these earnings real, and where should the next rupee go? The deck must connect the statement map, the accounting policy assessment, the quality-of-earnings screen, the cash flow and runway position, the ratio and comparability analysis, the unit economics, and a costed recommendation. The group is graded on the coherence of the analysis; individual students are graded on their ability to answer practitioner-style questions — including questions designed to test whether they understand the numbers in their own deck.

## **8. Pedagogical Methodology & Learning Ecosystem**

This course uses an active, question-led delivery design. Every session is built around the decision the student should be able to take by the end of the ninety minutes, and every session states that decision out loud at the start.

- **Read the number backwards:** every concept is located on the five-link chain — economic event, recognition, measurement, classification, disclosure — so students always know which link they are working on.
- **Three-stage learning cycle:** pre-class investigation, in-class engagement, and post-class reflection into PKP atomic notes.
- **One running business:** a single Gurugram operating business threads Sessions 5-8, so the same transactions become journal entries, then a trial balance, then a full set of statements. Students learn one business deeply rather than seven examples shallowly.
- **Anchor case continuity:** the SOMC house case Zepto — Densify or Defend (A) supplies live numbers to nine of the twenty sessions, so students meet the same company as a revenue-recognition problem, a lease problem, a contingent-liability problem, a cash-burn problem, a unit-economics problem, and finally a capital-allocation decision.
- **Students' own data:** UPI statements as a personal ledger, and Splitwise as a double-entry system students already operate without knowing the name for it.
- **Detective framing:** the module on judgement is taught as investigation rather than compliance — Satyam, IL&FS and Café Coffee Day are read as accounts that had already said what was coming.
- **AI with a verification duty:** students may use AI freely for first-pass analysis and must document what they checked. Unverified output is treated as unsourced.
- **Cross-functional pressure:** revenue presentation, unit economics, cash runway and capital allocation connect this course to Marketing Management-I, Operations, and Financial Management — the same anchor case is read from a different chair in each.
- **Cold calls and defence:** no submission is complete until a student has answered a question about it aloud.

## 9. Session-by-Session Curriculum Plan

Scope: 20 faculty-led theory sessions. The industry-professional prologue and epilogue remain separate practitioner blocks and are not counted here.

### 9.1 Concept Roadmap Across 20 Faculty-Led Sessions

| Session | Concept Focus                                          | Decision Question                                      | Primary Thread                           |
|---------|--------------------------------------------------------|--------------------------------------------------------|------------------------------------------|
| 1       | What the accounts are for; reading a number backwards  | Why should a manager trust this number?                | Statements & structure; governance       |
| 2       | The balance sheet and the financial fingerprint        | What is this business, before anyone tells me?         | Statements & structure                   |
| 3       | The statement of profit and loss and the margin ladder | Which 'profit' is being quoted to me, and by whom?     | Statements & structure; earnings quality |
| 4       | Accrual, matching, and the profit-cash gap             | Did the business make money, or only report it?        | Statements; cash & decision              |
| 5       | Double entry and the transaction cycle                 | Where does the number physically come from?            | Record & measurement                     |
| 6       | Adjusting entries and the cut-off problem              | Which year-end entries are judgement rather than fact? | Record & measurement; earnings quality   |
| 7       | From trial balance to final accounts                   | Can I build the statements myself?                     | Record & measurement                     |

|    |                                                               |                                                              |                                  |
|----|---------------------------------------------------------------|--------------------------------------------------------------|----------------------------------|
| 8  | Build clinic and annual report architecture                   | Where in a 300-page report is the answer kept?               | Record & measurement; statements |
| 9  | The Ind AS framework and the room it leaves                   | What did the standard leave to management?                   | Judgement & earnings quality     |
| 10 | Revenue recognition: gross, net, principal, agent             | Is this revenue, or someone else's money passing through?    | Judgement & earnings quality     |
| 11 | Assets, estimates, leases and capitalisation                  | Was this a cost or an asset, and who decided?                | Judgement & earnings quality     |
| 12 | Provisions, contingencies and what is merely disclosed        | What does this company owe that is not on the balance sheet? | Judgement; governance            |
| 13 | Quality of earnings and the non-GAAP problem                  | Are these earnings real, and are these two firms comparable? | Judgement & earnings quality     |
| 14 | Cash flow, burn and runway                                    | Where did the cash go, and how long does it last?            | Cash, cost & decision            |
| 15 | Financial statement analysis I: ratios and DuPont             | Would I lend to this business?                               | Cash, cost & decision            |
| 16 | Financial statement analysis II: comparability and its limits | Am I comparing two companies, or two accounting policies?    | Judgement; cash & decision       |
| 17 | Cost behaviour, contribution and unit economics               | Does one unit of this business make money?                   | Cash, cost & decision            |
| 18 | Budgeting, variance and responsibility accounting             | The plan missed — whose number was wrong?                    | Cash, cost & decision            |
| 19 | Relevant costing and the capital allocation decision          | Where should the next rupee go?                              | Cash, cost & decision            |
| 20 | Governance, ethics, AI and the capstone defence               | Would I sign my name under this recommendation?              | Governance, ethics & AI          |

| SEMESTER I                           |                                                           |          |          |          |          |  |
|--------------------------------------|-----------------------------------------------------------|----------|----------|----------|----------|--|
| <b>Course Code:</b> MKT601           | <b>Course Title:</b> <a href="#">Marketing Management</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |  |
| <b>Version</b>                       |                                                           | 3        | 0        | 2        | 4        |  |
| <b>Category of Course</b>            | Core                                                      |          |          |          |          |  |
| <b>Total Contact Hours</b>           | 60                                                        |          |          |          |          |  |
| <b>Pre-Requisites/ Co-Requisites</b> | Basic knowledge of Business and Commerce                  |          |          |          |          |  |

### Course Perspective

This marketing course provides students with a thorough understanding of marketing principles and their practical implications in today's dynamic business environment. By exploring fundamental concepts such as market segmentation, targeting, and positioning, students will develop the skills necessary to create effective marketing strategies. The course covers essential topics including product development, pricing strategies, promotion mix, and distribution channels, enabling students to analyse and implement comprehensive marketing plans. Additionally, students will examine consumer behaviour and emerging trends like digital marketing and neuromarketing, fostering innovative thinking and adaptability.

### Introduction to the Course

Marketing Management-I is designed as a decision course, not as a chapter-by-chapter survey. The course answers the working macro question: How do you decide what to sell, identify who will buy it, and win them without burning cash?

The course uses the marketing iceberg as the unifying device. Above the water is communication - what customers see. Below the water are the managerial choices that make communication work or fail: market orientation, customer insight, segmentation, positioning, value proposition, product, price, channel, brand, analytics, AI, ethics, and the marketing P&L.

The course follows the KRMU MBA philosophy. Students do not learn frameworks as ends in themselves. Each framework is taught only as a tool for reading the market, choosing customers, designing the offer, reaching customers, retaining them, and defending marketing spend when money is limited.

The 20 faculty-led sessions sit between the practitioner prologue and epilogue. The prologue lets students experience marketing through live Indian examples before the frameworks are named. The faculty sessions convert that experience into tools. The epilogue tests whether students can apply the full iceberg to real Indian brand and project situations.

### Course Learning Objectives (CLO)

Upon successful completion of this course, students will be able to:

**CLO-1:** Read the market and customer by using marketing orientation, environmental analysis, buyer behaviour, market intelligence, and primary/secondary research.

**CLO-2:** Decide what to sell and whom to serve by applying market sizing, segmentation, targeting, positioning, value proposition, and customer-choice logic.

**CLO-3:** Design a coherent offer using product, brand, pricing, channel, and go-to-market choices that match the target customer and the P&L.

**CLO-4:** Plan acquisition, retention, and communication choices across IMC, digital funnel, content, organic, and paid channels without burning cash.

**CLO-5:** Interpret marketing metrics, AI-enabled outputs, and dashboards, and defend a marketing recommendation under practitioner scrutiny.

### Institutional Program Competency Goals (PCG) & Learning Objectives (PLO)

| Program Competency Goals (PCGs)       | Program Learning Objectives (PLOs)                                                                                                                    |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Technological & Analytical Agility | PLO-1: Evaluate relevant domain technologies.<br>PLO-2: Harness data insights for strategic decision making.                                          |
| 2. Strategic Context Evaluation       | PLO-3: Map interactions between local and global systemic issues.<br>PLO-4: Demonstrate operational sensitivity to ethical and regulatory dimensions. |

|                                                 |                                                                                                                                                                 |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3. Execution &amp; Communication Clarity</b> | PLO-5: Structure highly organized, logical professional deliverables.<br>PLO-6: Deliver ideas with clarity across physical and digital mediums.                 |
| <b>4. Collaborative Leadership</b>              | PLO-7: Take pro-active operational initiative within structured ecosystems.<br>PLO-8: Drive meaningful, measurable contributions within cross-functional teams. |

### Course Curriculum Mapping Matrix (CLO-PLO-PCG)

| Course Learning Objectives | Mapped PLOs         | Mapped PCGs         | Course Assessment Items |
|----------------------------|---------------------|---------------------|-------------------------|
| CLO-1                      | PLO-2, PLO-3        | PCG-1, PCG-2        | A1, A2, A3              |
| CLO-2                      | PLO-3, PLO-5        | PCG-2, PCG-3        | A3, A6                  |
| CLO-3                      | PLO-2, PLO-4, PLO-7 | PCG-1, PCG-2, PCG-4 | A3, A4, A6              |
| CLO-4                      | PLO-1, PLO-2, PLO-6 | PCG-1, PCG-3        | A2, A4, A6              |
| CLO-5                      | PLO-5, PLO-6, PLO-8 | PCG-3, PCG-4        | A1, A5, A6              |

### Evaluation Schema & Assessment Architecture (Tentative)

This course uses continuous evaluation. There are no conventional mid-term or end-term written examinations. The individual mastery gate tests the self-directed concept set and requires 70% clearance with retakes until cleared, in line with the supplied programme frame.

| Assessment Metric                                  | Weight | Nature                                     | Timeline / Week                                                             |
|----------------------------------------------------|--------|--------------------------------------------|-----------------------------------------------------------------------------|
| A1: Engagement, Quizzes & Baseline Mapping         | 10%    | Individual                                 | Continuous; Sessions 1-20                                                   |
| A2: Self-Directed Concept Mastery Gate             | 25%    | Individual; repeatable until 70% clearance | Session 19; retake window after Session 20                                  |
| A3: Customer and Market Insight Note               | 15%    | Group submission                           | A3.1 due Session 5; final due Session 8                                     |
| A4: AI-Assisted Campaign Brief with Human Critique | 15%    | Individual or small group                  | Assigned Session 17; due Session 18                                         |
| A5: PKP, Reflection & External Expert Synthesis    | 10%    | Individual portfolio                       | Post-module tracking; final check after Session 20                          |
| A6: Capstone GTM & Marketing P&L Defense           | 25%    | Hybrid: group deck + individual defense    | Pre-clearance Session 20; defense in IP epilogue/project presentation block |

### Self-Directed Concept Set for A2 Mastery Gate

Marketing environment framework details: PESTLE and Five Forces procedural use

Marketing Information Systems and research agency/data-source ecosystem

Survey design, sampling, and primary/secondary data basics  
Social listening tools and customer-data sources  
Consumer segmentation models such as VALS/AIO  
Brand positioning extensions such as Kapferer prism and brand key  
Detailed NPD stage-gate process, product line, and product mix decisions  
Detailed price discrimination, dynamic pricing, and channel-margin calculations  
Distribution intensity: intensive, selective, exclusive  
Sales promotion tools, trade deals, PR basics, media metrics, and attribution models  
Dashboard and reporting formats for CAC, CLV, churn, ROI, ROAS, CTR, conversion, retention, and NPS

### **Comprehensive Descriptions of Assessments**

**A1 - Engagement, Quizzes & Baseline Mapping:** Students are assessed on preparation, participation, short quizzes, and baseline mapping exercises. The opening baseline asks students to draw what they currently think marketing is. The same idea returns at the end through the iceberg: what is visible above water, and what managerial decisions sit below it.

**A2 - Self-Directed Concept Mastery Gate:** The mastery gate covers the self-directed concept set listed above. It carries 25% weight, requires 70% clearance, and is repeatable until cleared. It checks whether students can use the concepts, not only define them.

**A3 - Customer and Market Insight Note:** Groups choose a product, service, or brand and submit a customer and market insight note. The note must cover customer problem, target user, market context, customer journey, initial market size logic, primary/secondary insight, and whether the opportunity is worth pursuing.

**A4 - AI-Assisted Campaign Brief with Human Critique:** Students use AI to generate a campaign or communication brief for a chosen target and positioning. They then critique the AI output using customer insight, positioning, channel choice, CAC/ROAS logic, ethics, and brand fit. The grade is for human judgement, not for producing a polished AI draft.

**A5 - PKP, Reflection & External Expert Synthesis:** Students maintain a Personal Knowledge Portfolio. After each module, they write short reflections and convert them into atomic notes. Required notes include marketing iceberg, customer truth, segment choice, positioning as constraint, price as signal, channel as economics, CAC without CLV is incomplete, and responsible personalisation.

**A6 - Capstone GTM & Marketing P&L Defense:** Groups present a go-to-market plan for their chosen brand/opportunity. The defense must connect STP, value proposition, product/brand, price, channel, communication, acquisition, retention, CAC, ROAS, CLV, dashboard reading, and marketing budget defense. The group is graded on coherence of the plan; individual students are graded on ability to answer practitioner-style questions.

### **Pedagogical Methodology & Learning Ecosystem**

This course uses an active, question-led delivery design. Each session asks what marketing decision the student should be able to make by the end of the class.

Iceberg device: every concept is located above or below the waterline of visible marketing communication.

Three-stage learning cycle: pre-class investigation, in-class engagement, and post-class reflection into PKP atomic notes.

Case and Indian brand discussion: Jio, Swiggy, Zepto, Apple, Zomato, Ather Energy, Pureit, Nirma/HUL Wheel, Asian Paints, Pillsbury Cookie Challenge, P&G India, Tech Talk, Mountain Dew, A Couple of Squares, and other cases already present in the supplied outlines.

Project clinics: each group progressively builds customer insight, STP, value proposition, GTM, metrics, and marketing P&L defense.

AI critique: students use AI for campaign brief generation but must judge, edit, and defend the output.

Dashboard interpretation: students learn to read what metrics really say, not merely report clicks, impressions, or vanity metrics.

Cross-functional pressure: pricing, channels, CAC, CLV, and budget defense connect marketing with finance, operations, sales, and data.

### Session-by-Session Curriculum Plan

Scope: 20 faculty-led theory sessions. These correspond to the professor-led section of the supplied 25-session thread map. The IP prologue and epilogue remain separate practitioner blocks.

#### Concept Roadmap Across 20 Faculty-Led Sessions

| Faculty Session | Concept Focus                                   | Decision Question                                                     | Primary Thread                               |
|-----------------|-------------------------------------------------|-----------------------------------------------------------------------|----------------------------------------------|
| 1               | Marketing orientation and the iceberg           | Marketing is not communication alone; it is understanding and action. | Marketing orientation & competitive strategy |
| 2               | Customer value and value proposition            | What is the customer problem and why should anyone choose this offer? | Marketing orientation; STP & positioning     |
| 3               | Market context and competitive strategy         | What external and competitive forces shape the marketing decision?    | Marketing orientation & competitive strategy |
| 4               | Market intelligence, MIS, research              | What do we need to know before spending money?                        | MIS + insight; analytics                     |
| 5               | Market sizing and product-opportunity screen    | Is this product worth selling, and whom should we ignore?             | Value proposition; research                  |
| 6               | Consumer decision-making and motivation         | What does the customer actually do before buying?                     | Customer insight & behaviour                 |
| 7               | Customer journey, AIDA, ELM, social proof       | Where does persuasion happen across the journey?                      | Customer insight; marketing mix              |
| 8               | B2B buying centre and Webster-Wind              | How does buying change when the buyer is an organisation?             | Customer insight; B2B vs B2C                 |
| 9               | Segmentation bases and needs-based segmentation | Which groups of customers are meaningfully different?                 | STP & positioning                            |
| 10              | Targeting and customer choice                   | Which segment should we serve, and which should we walk away from?    | STP & positioning                            |

|    |                                                    |                                                                         |                                 |
|----|----------------------------------------------------|-------------------------------------------------------------------------|---------------------------------|
| 11 | Positioning, PoP/PoD, perceptual maps              | Why should the buyer choose us over what they already use?              | STP & positioning               |
| 12 | Value proposition, brand equity, resonance         | How does the brand become a reason to choose and repeat?                | STP; brand                      |
| 13 | STP integration clinic                             | Can the group defend its segment, target, and position?                 | STP complete                    |
| 14 | Product, product mix, PLC, NPD, services           | What exactly are we offering and how will it evolve?                    | Marketing mix & GTM             |
| 15 | Pricing strategy and pricing psychology            | What price will the buyer pay and the P&L survive?                      | Marketing mix; analytics        |
| 16 | Channel design and GTM route                       | Where and how will the customer buy?                                    | Marketing mix & GTM             |
| 17 | IMC and campaign brief                             | How do we tell the right customer without wasting the budget?           | Marketing mix & GTM             |
| 18 | Digital funnel, CAC, ROAS, content, influencer     | How do we acquire customers without burning cash?                       | Marketing mix; analytics        |
| 19 | Dashboard interpretation, CLV, churn, ROI          | Is marketing actually working beyond clicks and impressions?            | Analytics, AI & measurement     |
| 20 | GenAI, CRM, personalisation, ethics, capstone prep | How do we retain customers and defend the marketing budget responsibly? | Analytics, AI, ethics; capstone |

## Learning Experience

The learning experience for this Marketing course is designed to be engaging and practical, combining theoretical knowledge with real-world applications. Students will participate in interactive lectures, case studies, and group discussions to deepen their understanding of marketing concepts. Hands-on projects will allow them to apply marketing strategies in simulated environments, fostering critical thinking and problem-solving skills. Guest lectures from industry professionals will provide insights into current marketing trends and practices. Additionally, students will conduct research on consumer behaviour and emerging marketing trends, enhancing their analytical skills.

## Textbooks

1. Kotler, P., Keller, K., Koshy, L., & Jha, M. (2016). Marketing Management (16th ed.). New Delhi: Pearson.
2. Etzel, M. J., Bruce, J. W., Stanton, W. J., & Pandit, A. (2010). Marketing (14th ed.). New Delhi: Tata McGraw-Hill.

### Suggested Readings

1. Kumar, A., & Meenakshi, N. (2011). Marketing Management (2nd ed.). New Delhi: Vikas Publishing House.
2. Ramaswamy, V. S., & Namakumari, S. (2013). Marketing Management: Global Perspective Indian Context (5th ed.). New Delhi: McGraw Hill.
3. Kumar, S. R. (2012). Case Studies in Marketing Management. New Delhi: Pearson.

### Open Educational Resources (OER)

1. <https://openstax.org/books/principles-marketing>
2. <https://www.saylor.org/courses/bus203/>
3. <https://www.coursera.org/learn/digital-marketing>

| SEMESTER I                    |                                                     |                                         |   |   |   |
|-------------------------------|-----------------------------------------------------|-----------------------------------------|---|---|---|
| Course Code: OSC601           | Course Title: <a href="#">Operations Management</a> | L                                       | T | P | C |
| Version                       |                                                     | 4                                       | 0 | 0 | 4 |
| Category of Course            | Core                                                |                                         |   |   |   |
| Total Contact Hours           | 60                                                  |                                         |   |   |   |
| Pre-Requisites/<br>Requisites | Co-                                                 | Basic knowledge of Operation Management |   |   |   |

### 1. Course Philosophy

Operations decide whether a business keeps its promises. Every commitment the firm makes – to a customer, an investor, an employee – is either delivered or broken through operations. This course teaches the student to walk into any operation – factory, warehouse, restaurant, hospital, service counter, dark store – read the system, work out what is limiting it, and act.

The course rests on Goldratt's Theory of Constraints. Every operation is limited by one thing at a time. Managerial judgement lies in finding that constraint, exploiting it, subordinating everything else to it, and elevating it when the time comes. TOC is not a topic in this course. It is the framing logic that decides which tool – Lean, Statistical Process Control, EOQ, forecasting, S&OP, buffer management – the student reaches for and in what sequence.

The course aims to build in student five capabilities:

- Design an operation – process choice, capacity, supply chain structure.
- Analyse it – process flow, bottleneck, KPIs, cost.
- Improve it – quality, lean, waste, defect reduction.

- Match supply to demand – inventory, forecasting, S&OP, variability.
- Connect operational decisions to financial outcomes and competitive position.

Every session builds at least two of these capabilities. Together they answer the two macro questions that drive the course.

## 2. The Two Macro Questions Driving the Course

**MQ-1 (constraint hunting):** *Every operation is held back by one thing (a bottleneck). How do you find it, make the most of it, and keep the whole system delivering as that constraint shifts?*

**MQ-2 (design under uncertainty):** *How do you design an operation that gives the customer what they need – reliably, efficiently, and at a quality the customer will pay for – when demand is uncertain and resources are finite?*

MQ-1 drives the tactical spine: see the system, find what limits it, fix the right thing. MQ-2 drives the strategic and design lens: competitive priorities, capacity, service design under variability. Modules A and B lean toward MQ-1. Modules C and D lean toward MQ-2. Every module speaks to both.

## 3. Why We Have Chosen TOC as the Central Spine

TOC provides the thinking system. Every other tool the course teaches – Lean, SPC, EOQ, S&OP, bullwhip mitigation – becomes an instrument the student reaches for based on what the constraint diagnosis tells them.

- **Module A:** introduces the Five Focusing Steps and throughput accounting as the core thinking tools.
- **Module B:** asks how to make the constrained resource produce defect-free output. Exploit the constraint through quality and lean at the bottleneck.
- **Module C:** asks how to manage inventory and forecasting so the constraint is never starved and never overloaded. Subordinate everything to the drum.
- **Module D:** asks what happens when the constraint moves from the factory to the chain, the market, or the service encounter. Elevate the view.

This is why TOC is the spine, not a topic. Students who finish the course should be able to walk into any operation, run the Five Focusing Steps as their first analytical move, and pick the right tool based on where the constraint sits.

**Faculty note:** Do not narrate this framing to students until Session 5. Let *The Goal* do the framing work first through their reading experience.

## 4. Course Architecture

| Component                 | Sessions | Led by                |
|---------------------------|----------|-----------------------|
| IP Context (front-loaded) | 2        | Industry Professional |
| Theory (this outline)     | 24       | Faculty (visiting)    |

| Component                               | Sessions         | Led by                |
|-----------------------------------------|------------------|-----------------------|
| IP Synthesis (back-loaded)              | 2 to 4           | Industry Professional |
| Field visits, simulations, mastery exam | Outside sessions | Faculty and external  |

Session length: 90 minutes each. Two sections of 75 students.

**Durable skills built:** judgement to read the situation, decide, and act; composure under pressure.

**Pre-course reading (mandatory purchase):** *The Goal* by Eliyahu Goldratt and Jeff Cox.

## 5. Module Overview

| Module | Question the module answers                                                   | Sessions |
|--------|-------------------------------------------------------------------------------|----------|
| A      | How to see the system and find what limits it                                 | 1 to 7   |
| B      | How to make the constrained resource produce right, first time and every time | 8 to 11  |
| C      | How to match what you make to what the customer actually needs                | 12 to 16 |
| D      | How to coordinate beyond the factory gate                                     | 17 to 23 |
| Close  | Course integration and handoff to IP Synthesis                                | 24       |

## 6. Session-by-Session Plan

Each session note follows this structure: micro question served, learning outcome (knowledge and skill), concepts covered, textbook mapping, pedagogical approach, suggested applications and sample examples, cross-subject linkages, KPI or trade-off discussion, technology and AI angle, preparation and homework, and a faculty note.

### Module A – How to See the System and Find What Limits It (Sessions 1 to 7)

Module intent: teach students to walk into any operation and, within an hour, draw the process, measure it, and diagnose what limits it. TOC is introduced in the middle of the module (Sessions 5 and 6), after students have first felt the pain of measurement.

#### Session 1 – Course Opening – What Operations Is, and Why Every MBA Needs to See It

- **Learning outcome – knowledge:** Students grasp the value-chain lens, the five capabilities framework, and the read-decide-act discipline that runs through the course.

- **Learning outcome – skill:** Students articulate why operations matters for their intended function, and can name one operation from daily life they want to understand better.
- **Concepts covered:** Value chain, value added at each stage, five capabilities framework, local versus global optimum, reward and incentive misalignment.
- **Textbook mapping:** Cachon and Terwiesch Chapter 1; Jacobs and Chase Chapter 1; Meredith and Shafer Chapter 1.
- **Pedagogical approach:** Discussion-led. Round of reflections on The Goal – each student shares one moment from the novel that struck them. Faculty maps their responses to the four modules.
- **Sample examples and applications:** Value added at each stage – Apple ecosystem (component manufacturer versus assembler margins), CKD kits in autos, 30 nm silicon wafers in Indian chip manufacturing. Productivity per employee as a national indicator (profit contribution per worker, per-worker GDP contribution).
- **Cross-subject linkages:** Strategy (competitive positioning, Porter’s value chain); Finance (P&L structure); Analytics (KPI mindset); Marketing (value proposition).
- **KPI or trade-off discussion:** Local versus global optimum through a live example – a sales manager’s discount authority maximises their bonus but destroys the firm’s margin. The metric is fine. The boundary is wrong.
- **Technology and AI angle:** Frame the AI layer that will run through the course. Where does technology change operational decisions, and where does it not?
- **Preparation and homework:** The Goal read cover to cover before this session. Bring one operations ‘black box’ from daily life that the student wants to understand.
- **Faculty note:** Set course expectations – the digital notebook after each class, the atomic-notes discipline, the mastery-exam route for self-study concepts, the field-visit requirement. Announce the intent to build taste – for books, products, processes, decisions.

## Session 2 – Operations as a System – Input, Transformation, Output

- **Micro question:** How do you map any operation as a system with inputs, a transformation, and outputs?
- **Learning outcome – knowledge:** The student can name the parts of an operation as a system – inputs, transformation, outputs, feedback – and can tell a physical operation from a service operation from a hybrid.
- **Learning outcome – skill:** The student can draw a first-cut system diagram of any operation they have experienced.
- **Concepts covered:** Operations as a transformation system, physical versus service versus hybrid operations, preview of competitive priorities (cost, quality, flexibility, speed).
- **Textbook mapping:** Cachon and Terwiesch Chapter 2 (Introduction to Processes); Jacobs and Chase Chapter 2; Slack and Brandon-Jones (Operations Management, Chapter 1).

- **Pedagogical approach:** Faculty lecture (20 minutes). Pair exercise (60 minutes) – each pair picks a real operation each has experienced (canteen, salon, ATM queue, hospital, airport, restaurant) and draws the system. Reference the factory or field visit if it has already happened.
- **Sample examples and applications:** Amul dairy value chain from village collection centre to consumer (running example through Sessions 12, 17, 18). Uber operations (service coordination). Apple product-service hybrid.
- **Cross-subject linkages:** Strategy (Porter's value chain); Marketing (customer value delivery); Economics (production function).
- **KPI or trade-off discussion:** Measurement mindset – you cannot manage what you do not measure. Introduce throughput as one KPI and ask: what could go wrong if this is the only thing measured?
- **Technology and AI angle:** Digital twins as a modern form of system mapping. What can a diagram show that a dashboard cannot, and vice versa?
- **Preparation and homework:** Read Cachon Chapter 2. Draft a system diagram for a favourite restaurant.
- **Faculty note:** This is a set-up session. Do not teach process analysis yet. Build appetite. Session 3 delivers the tools.

### Session 3 – Process Analysis – Flow, Capacity, and Little's Law

- **Micro question:** How do you measure whether an operation is working, using flow rate, flow time, WIP inventory, and Little's Law?
- **Learning outcome – knowledge:** The student understands flow rate, flow time, work-in-progress inventory, capacity, utilisation, and Little's Law.
- **Learning outcome – skill:** The student computes each of these metrics for a given process and identifies the bottleneck by capacity comparison.
- **Concepts covered:** Flow rate (R), flow time (T), inventory (I), Little's Law ( $I = R \text{ times } T$ ), capacity versus demand rate, utilisation, cycle time, process flow diagram.
- **Textbook mapping:** Cachon and Terwiesch Chapter 3 (Process Analysis); Jacobs and Chase Chapter 6; Slack and Brandon-Jones Chapter 5.
- **Pedagogical approach:** Faculty lecture with worked examples. Live exercise using data students collected from the mess kitchen as pre-work – draw the flow, compute rates, find the slowest station.
- **Sample examples and applications:** Mess kitchen data collection (pre-work). Secondary example – Amazon fulfilment centre (basic flow only). Dark stores in quick commerce (Blinkit, Zepto, Instamart).
- **Cross-subject linkages:** Analytics (data collection and analysis); Finance (working capital tied up in WIP).
- **KPI or trade-off discussion:** Utilisation is the classic local-optimum trap. Push utilisation of a non-bottleneck resource to 95 per cent and system throughput does not change; you only build inventory. Preview Session 5.
- **Technology and AI angle:** Sensor-based flow measurement – RFID at warehouse gates, computer vision on assembly lines. What changes when data collection cost drops to near zero?

- **Preparation and homework:** Visit and time the mess kitchen or SOMC canteen before session – record arrivals, service time, waiting, completion.
- **Faculty note:** Little's Law is the single most powerful equation in the course. Show it three ways. Then let students derive it in the mess data.

#### Session 4 – Finding the Bottleneck

- **Micro question:** How do you find the bottleneck in a live operation, and what does 'busy' versus 'constraining' mean?
- **Learning outcome – knowledge:** The student understands what a bottleneck is, why every operation has one at any moment, and that the bottleneck can shift.
- **Learning outcome – skill:** The student locates the bottleneck in a live operation and defends the diagnosis with data.
- **Concepts covered:** Bottleneck identification, capacity versus demand, resource pooling, the difference between a busy resource and a constraining resource.
- **Textbook mapping:** Cachon and Terwiesch Chapter 4 (Process Improvement); Jacobs and Chase Chapter 6.
- **Pedagogical approach:** Practical exercise. Two options: (a) run the exercise in the School of Hospitality Management kitchen or lab, with students playing customer and staff roles; (b) home-assignment version – each student runs a Kristen's Cookie-style operation in their own kitchen (measure how many single-cookie orders they can fulfil per hour), then debrief in class.
- **Sample examples and applications:** Kitchen operation (real). Big Bazaar checkout on a Saturday evening. Fuel station bottleneck mapping – petrol, diesel, and CNG at highway, interior, service road, and sector road locations. Machine time versus total transaction time for two-wheeler, four-wheeler, commercial vehicle.
- **Cross-subject linkages:** Analytics (measurement); Marketing (customer wait experience); HR (workload distribution).
- **KPI or trade-off discussion:** Introduce throughput as the metric TOC uses. Contrast with activity or utilisation – [a busy resource is not necessarily a productive one](#).
- **Technology and AI angle:** Queuing analytics from mobile phone data (average dwell time at petrol pumps). What can operators infer without buying a single sensor?
- **Preparation and homework:** Home kitchen exercise data collected before class.
- **Faculty note:** This session sets up the TOC arc. Let students feel the bottleneck before Session 5 gives it a name. Also note that the bottleneck often lies outside the production line – in decision-making. In house construction, interior finalisation often delays completion more than the build itself does.

#### Session 5 – Theory of Constraints – The Five Focusing Steps and Throughput Accounting

- **Micro question:** How do you apply Goldratt's Five Focusing Steps to a live operation, and how does throughput accounting reframe cost thinking?
- **Learning outcome – knowledge:** The student masters the Five Focusing Steps (Identify, Exploit, Subordinate, Elevate, Repeat) and throughput accounting (Throughput T, Inventory I, Operating Expense OE) as an alternative to traditional cost accounting.

- **Learning outcome – skill:** The student applies the Five Focusing Steps to a live operation and can explain why cost accounting sometimes misleads operational decisions.
- **Concepts covered:** Five Focusing Steps; Throughput (T), Inventory (I), Operating Expense (OE); the goal-oriented reframe of financial thinking.
- **Textbook mapping:** Goldratt, The Goal (novel, mandatory pre-read); Corbett, Throughput Accounting; Goldratt, Standing on the Shoulders of Giants (paper, self-study reading).
- **Pedagogical approach:** Faculty lecture. Guided discussion of key Jonah-Alex conversations from The Goal. Students then apply Five Focusing Steps to the kitchen exercise from Session 4 and to the factory or field visit if it has happened.
- **Sample examples and applications:** The Goal (Alex Rogo's plant). WWII Germany's Russian-front supply overreach. Chandragupta Maurya's capital vulnerability (Mahabharat Viraat Parva reference). COVID-19 supply chain breakdowns.
- **Cross-subject linkages:** Finance (throughput accounting versus GAAP-style cost accounting – flag this as a significant departure); Strategy (constraint as competitive lever); Analytics (KPI design).
- **KPI or trade-off discussion:** The T–I–OE trio versus traditional financial metrics. A factory manager rewarded on gross margin per unit will build inventory. A manager rewarded on throughput will not.
- **Technology and AI angle:** Modern MES and ERP systems now report throughput accounting metrics as standard. Which decisions have actually changed as a result?
- **Preparation and homework:** Re-read the chapters of The Goal where Jonah introduces the Five Focusing Steps.
- **Faculty note:** This is the intellectual anchor of the course. Do not rush. Students should leave able to distinguish 'using an asset' from 'letting it work for the goal.'

## Session 6 – Operations Scheduling: Drum-Buffer-Rope

- **Micro question:** How do you schedule an operation so the drum sets the pace, the buffer protects it, and the rope releases material only when the drum can absorb it?
- **Learning outcome – knowledge:** The student understands DBR as the operational scheduling logic that flows from TOC.
- **Learning outcome – skill:** The student can explain how to run a factory, hospital, restaurant, or Amul plant using DBR logic, and can adapt DBR to quick commerce and pre-booking service settings.
- **Concepts covered:** Drum (the bottleneck sets the pace), Buffer (protect the bottleneck against variability), Rope (release material only when the drum can consume it); the Boy Scout hike as metaphor.
- **Textbook mapping:** Goldratt, The Goal (Boy Scout hike chapters); Jacobs and Chase Chapter 22 (Constraint Management).
- **Pedagogical approach:** Structured discussion of The Goal. Students role-play Jonah, Alex, and Herbie. Then apply DBR to Indian examples – an ITC cigarette line, a Delhivery sorting hub, a hospital OT schedule, an Amul plant, a pre-booking-only restaurant.

- **Sample examples and applications:** The Goal (Boy Scout hike and factory turnaround). Delhivery Bengaluru hub (sorting throughput). Hospital OT (surgeon as drum). Amul plant scheduling. Restaurant pre-booking systems. Response to a checkout counter closure at IKEA or Reliance Mart.
- **Cross-subject linkages:** HR and OB (managing pace and team frustration when fast resources are deliberately held back); Analytics (buffer sizing under variability); Finance (cost accounting versus throughput accounting on margins); Sales (what delivery date can honestly be promised).
- **KPI or trade-off discussion:** DBR frustrates traditional efficiency metrics – non-bottleneck resources are deliberately underused. That is the price of system throughput.
- **Technology and AI angle:** AI-driven scheduling in modern MES – where has it worked, where has it failed?
- **Preparation and homework:** Prepare a three-slide summary of one operational insight from The Goal.
- **Faculty note:** Save 20 minutes for open reflection. This is often the session where students who arrived thinking operations was dull get converted.

### Session 7 – Operations Strategy – Trade-offs, Process Choice, and the Assembly Line Story

- **Micro question:** How do you decide what an operation should be good at, what it should deliberately sacrifice, and which process type it should run?
- **Learning outcome – knowledge:** The student understands competitive priorities (cost, quality, flexibility, speed), the efficiency frontier, order winners versus qualifiers, and the process-choice spectrum from project to job shop to batch to line to continuous.
- **Learning outcome – skill:** The student diagnoses a firm's operations strategy, identifies strategic misalignment, and can trace the historical evolution from craft to assembly line to modern global manufacturing models.
- **Concepts covered:** Competitive priorities, trade-offs, efficiency frontier, order winners versus order qualifiers, process types (project, job shop, batch, line, continuous), assembly line as historical breakthrough, modern global manufacturing models (Chinese cluster city, German Mittelstand, Japanese SME quality, third-party contract manufacturing).
- **Textbook mapping:** Cachon and Terwiesch Chapter 1; Jacobs and Chase Chapter 3; Hayes and Wheelwright product-process matrix; Skinner's classic HBR article on the focused factory.
- **Pedagogical approach:** Faculty lecture. Comparison exercise – students compare four global manufacturing models: Ford's original assembly line, Chinese hyper-specialised cluster cities (Yiwu, Shenzhen), German Mittelstand mid-size specialists, Japanese perfectionist SMEs, and Indian third-party contract manufacturing for FMCG and pharma. Which operations strategy does each embody?
- **Sample examples and applications:** Ford's Model T assembly line. Chinese cluster city model. German Mittelstand. Japanese SME quality culture. Indian third-party manufacturing. Toyota's shift from craft to Toyota Production System. Whiplash and Jiro Dreams of Sushi as cultural references for perfectionism.
- **Cross-subject linkages:** Strategy (competitive positioning); Marketing (which priority the target segment values); Finance (capacity investment implications); HR and OB (the kind of employees each strategy requires; A-player hiring cultures at Vitsoe, Apple, Tesla).

- **KPI or trade-off discussion:** The efficiency frontier – you cannot maximise cost, quality, flexibility, and speed all at once. Choosing a strategy is choosing what to sacrifice.
- **Technology and AI angle:** Additive manufacturing and mass customisation – do they collapse the efficiency frontier or just shift it?
- **Preparation and homework:** Watch a five-minute Jiro Dreams of Sushi trailer. Read one article on the Yiwu or Shenzhen cluster city model.
- **Faculty note:** Close Module A by showing that TOC's system view plus operations strategy's trade-off view together form a full strategic-tactical toolkit. This bridges to Module B. Note explicitly that the assembly line was the operational breakthrough that made modern industrial capitalism possible.

## Module B – Quality, Waste Reduction, and Improvement Systems (Sessions 8 to 11)

Module intent: once the constraint is known, defect production at the constraint is a crime. This module teaches quality (SPC), waste elimination (Lean and TPS), and variation reduction (Six Sigma). The comparison of TOC versus Lean versus Six Sigma is moved to self-study; a reading note is provided.

### Session 8 – Quality as a Competitive Weapon – Cost of Quality

- **Micro question:** How do you think about quality as a strategic weapon, and what does poor quality actually cost?
- **Learning outcome – knowledge:** The student understands the four categories of cost of quality (prevention, appraisal, internal failure, external failure) and grasps quality as a strategic – not a cost-centre – concern.
- **Learning outcome – skill:** The student diagnoses the cost-of-quality profile of a given operation and can name where the firm is over-investing or under-investing.
- **Concepts covered:** Cost of quality categories, PAF (Prevention-Appraisal-Failure) model, the quality-cost paradox (invest early to save later), Deming's chain reaction.
- **Textbook mapping:** Jacobs and Chase Chapter 12; Cachon and Terwiesch Chapter 10 (Quality); Deming, Out of the Crisis.
- **Pedagogical approach:** Faculty lecture. Case discussion contrasting two Indian examples – an Indian pharma failing FDA inspection (external failure cost) and Tata Motors' Nano recall episodes.
- **Sample examples and applications:** Jiro Dreams of Sushi (quality as culture). British Cycling's 1 per cent aggregation of marginal gains. Toyota Way principles. Indian frugal-quality counter-example – the India-adapted NICU and baby delivery kits (low feature count, high effectiveness).
- **Cross-subject linkages:** Marketing (brand impact of defects); Finance (warranty reserves, cost of recall); HR and OB (building a quality culture).
- **KPI or trade-off discussion:** Show how minimising short-term production cost can maximise long-term total cost of quality. Local versus global optimum, again.
- **Technology and AI angle:** AI vision inspection and automated defect detection – where has it replaced human inspection cost-effectively, and where has it failed?
- **Preparation and homework:** Read one HBR-style article on Toyota's quality culture.

- **Faculty note:** Ground the abstract PAF framework in a story students will remember. Culture beats framework.

### Session 9 – Statistical Process Control – Reading a Control Chart

- **Micro question:** How do you tell whether a process is producing consistently or drifting toward failure, and when should you leave a stable process alone?
- **Learning outcome – knowledge:** The student understands X-bar, R, and p control charts; the distinction between assignable and common cause variation; and the danger of tampering with a stable process.
- **Learning outcome – skill:** The student reads a control chart correctly – this process is in trouble, that one is showing normal noise, do not touch it.
- **Concepts covered:** Statistical Process Control (SPC), X-bar chart, R chart, p chart (attribute data), assignable cause versus common cause variation, tampering, Deming’s funnel experiment.
- **Textbook mapping:** Cachon and Terwiesch Chapter 10; Jacobs and Chase Chapter 12; Montgomery, Introduction to Statistical Quality Control.
- **Pedagogical approach:** Faculty lecture. Excel exercise – students receive synthetic production data from five processes and must identify which need intervention and which do not.
- **Sample examples and applications:** Semiconductor wafer yield (Indian assembly context). Pharma tablet weight variation. Call centre call-duration data. Tolerance discussion – the cost of failure at different scales (a rivet on a spaceship versus a rivet on a cupboard; the Challenger O-ring failure).
- **Cross-subject linkages:** Analytics (statistics and control chart mathematics); Finance (yield loss and its financial impact); HR and OB (worker reaction to being ‘on the chart’).
- **KPI or trade-off discussion:** Distinguish process capability ( $C_p$ ,  $C_{pk}$  – self-study) from process control (SPC – in class). One tells you whether the process can meet spec. The other tells you whether it is meeting spec.
- **Technology and AI angle:** IoT-enabled real-time SPC – every point streamed to a dashboard. When does this help decisions, and when does it just cause managers to over-tamper?
- **Preparation and homework:** Excel refresher on standard deviation.
- **Faculty note:** Deming’s message – ‘do not tamper with a stable process, and do not leave an unstable process alone’ – is the takeaway. Repeat it.

### Session 10 – Toyota Production System and Lean Fundamentals

- **Micro question:** How do you reduce waste systematically, and what does the Toyota Production System actually mean by ‘respect for people’?
- **Learning outcome – knowledge:** The student understands Ohno’s seven wastes and TPS core concepts – Just-in-Time, pull, jidoka, kaizen, takt time.
- **Learning outcome – skill:** The student walks a process and identifies the seven wastes.
- **Concepts covered:** Seven wastes (transportation, inventory, motion, waiting, overproduction, overprocessing, defects), Just-in-Time (JIT), pull versus push, jidoka (autonomation), kaizen (continuous improvement), takt time.

- **Textbook mapping:** Liker, The Toyota Way (order the book for students); Ohno, Toyota Production System; Jacobs and Chase Chapter 12.
- **Pedagogical approach:** Faculty lecture. Waste walk – students visit a real operation (cafeteria, printing centre, admin office) and log the seven wastes.
- **Sample examples and applications:** Toyota (Liker's principles). Maruti Suzuki Manesar plant/Hero Motor Corp Gurgaon Factory. Amazon fulfilment layout. Hospital OPD flow.
- **Cross-subject linkages:** HR and OB (kaizen culture, worker involvement, Toyota's respect-for-people principle); Analytics (waste as measurable inefficiency).
- **KPI or trade-off discussion:** OEE (Overall Equipment Effectiveness) as the composite Lean KPI. Introduce it briefly. Leave computation for self-study.
- **Technology and AI angle:** Digital kaizen boards and lean-management software – do they accelerate cultural change, or do they replace it with a dashboard?
- **Preparation and homework:** Skim Liker's The Toyota Way, Chapters 1 to 3.
- **Faculty note:** Lean is often taught as a toolkit (5S, kanban, VSM). Teach it as philosophy first. Then introduce tools. Belief systems must change before behaviour on the shop floor changes. The direction, however, depends on the audience. For shop floor employees, the sequence is tools first – they use them, they see the impact, philosophy follows, and beliefs change. For top management, the sequence reverses. Buy-in to the philosophy must come first. Without it, they will not authorise deployment of the tools.

### Session 11 – Six Sigma – DMAIC as a Structured Improvement Discipline

- **Micro question:** How do you run a structured improvement project when the problem is variation, and when is Six Sigma the right approach?
- **Learning outcome – knowledge:** The student understands DMAIC (Define, Measure, Analyse, Improve, Control) and can identify when Six Sigma fits (variation-bound problems).
- **Learning outcome – skill:** The student structures an improvement project using DMAIC and can defend the choice of Six Sigma over Lean or TOC.
- **Concepts covered:** DMAIC framework, Six Sigma origins (Motorola, GE), the 3.4 defects per million heuristic, process capability tie-back to SPC, Black Belt and Green Belt roles.
- **Textbook mapping:** Jacobs and Chase Chapter 12; Meredith and Shafer Chapter 8; Pyzdek and Keller, The Six Sigma Handbook.
- **Pedagogical approach:** Faculty lecture. Mini-DMAIC exercise on a synthetic case – for example, reducing wait time at the SOMC library counter.
- **Sample examples and applications:** GE's Six Sigma deployment history. TCS internal Six Sigma programme for BPO delivery. Bajaj Auto quality journey.
- **Cross-subject linkages:** Analytics (statistical rigour); HR and OB (Black Belt versus Green Belt roles, KPI and KRA design for appraisal, line manager involvement in project ownership); Finance (project ROI); Marketing (confidence in the brand comes from confidence in process quality).
- **KPI or trade-off discussion:** Six Sigma projects live or die on hard-dollar savings claims. Discuss how projects get gamed when finance sign-off is casual.

- **Technology and AI angle:** Machine learning for root-cause analysis in the Measure and Analyse phases – where has it displaced traditional statistical tools?
- **Preparation and homework:** Read a two-page primer on DMAIC.
- **Faculty note:** Six Sigma is often oversold. Teach it as one tool, not a religion. Close Module B by reminding students that TOC's Five Focusing Steps tell you where to improve; Lean and Six Sigma give you the how. The full comparison of TOC versus Lean versus Six Sigma is now a self-study reading note (see the Self-Study Reading Notes section).

## Module C – Matching Supply to Demand (Sessions 12 to 16)

Module intent: teach students to make inventory, forecasting, and S&OP decisions under uncertainty. The Zemurray banana story anchors the newsvendor logic. Amul-style monthly planning anchors cross-functional consensus.

### Session 12 – Why Inventory Exists – Inventory KPIs and the EOQ Model

- **Micro question:** How much inventory should you hold, and where in the chain should it sit?
- **Learning outcome – knowledge:** The student understands the four reasons inventory exists (cycle, safety, pipeline, seasonal), inventory KPIs (turns, days-of-supply, fill rate, OTIF), and the EOQ model.
- **Learning outcome – skill:** The student computes EOQ for a real SKU and explains the trade-off it embodies.
- **Concepts covered:** Four inventory types, inventory KPIs, Economic Order Quantity (EOQ), ordering cost versus holding cost trade-off, ABC classification.
- **Textbook mapping:** Cachon and Terwiesch Chapter 12; Jacobs and Chase Chapter 20; Silver, Pyke, and Peterson, Inventory Management.
- **Pedagogical approach:** Faculty lecture. Small Excel EOQ model that students build in class.
- **Sample examples and applications:** Amul dairy cycle stock. Asian Paints seasonal build-up for Diwali. Blinkit dark store safety stock policy. KPI discussion by retail type – single-product retail (like a tyre shop), multi-brand retail (like Reliance Digital), shop floor inventory, and service operations inventory.
- **Cross-subject linkages:** Finance (inventory as working capital); Marketing (fill rate as customer promise); Analytics (KPI design).
- **KPI or trade-off discussion:** Inventory turns is a classic global-optimum metric – but pushing turns aggressively can starve the constraint. Bring back TOC.
- **Technology and AI angle:** AI-driven replenishment platforms (Blue Yonder, o9, RELEX). What decisions have they genuinely automated, and which ones still need a human?
- **Preparation and homework:** Read Cachon Chapter 12 on EOQ.
- **Faculty note:** Preview newsvendor logic – next class, we handle perishable inventory, which EOQ cannot handle.

### Session 13 – Managing Perishable Demand – Safety Stock, Service Level, and the Newsvendor Model

- **Micro question:** How do you place an inventory bet before you know what demand will be, and how do you defend the call when demand comes in different from your bet?
- **Learning outcome – knowledge:** The student understands safety stock (service level, standard deviation of demand and lead time), the newsvendor model for single-period and perishable demand, cycle service level versus fill rate, and inventory rotation policies (LIFO and FIFO).
- **Learning outcome – skill:** The student sets an order quantity for a perishable SKU using the critical ratio, defends the decision, and can identify old inventory in a running system.
- **Concepts covered:** Safety stock, service level, cycle service level versus fill rate, newsvendor model, critical ratio  $C_u / (C_u + C_o)$ , overage versus underage cost, LIFO and FIFO, age of inventory.
- **Textbook mapping:** Cachon and Terwiesch Chapter 13 (Newsvendor); Jacobs and Chase Chapter 20; Silver, Pyke, and Peterson.
- **Pedagogical approach:** Faculty lecture. Narrative case (Zemurray). Scientific Glass case discussion. Students discuss what a modern quick-commerce operator can learn from Zemurray.
- **Sample examples and applications:** Samuel Zemurray, the Banana King – building an empire around perishable banana logistics by rerouting ships mid-journey based on demand signals. Why Jamun and mulberry supply is localised while banana and mango are national – the perishability by transport by demand-uncertainty triangle. Scientific Glass Inc. (HBS case) as the analytical anchor.
- **Cross-subject linkages:** Finance (working capital versus stockout cost); Marketing (fill rate as customer promise); Sales (reverse logistics of expired stock); Strategy (build the network to render perishability irrelevant).
- **KPI or trade-off discussion:** The critical ratio decides how much of the underage cost you are willing to bear versus the overage cost. It is a decision made before demand is known, and it must be defended after demand arrives. Students must learn to hold their position when the actuals disappoint.
- **Technology and AI angle:** AI-based demand sensing for perishables (fresh food, fashion). Does the model reduce the newsvendor problem, or just move the guess earlier?
- **Preparation and homework:** Read the Scientific Glass case in advance.
- **Faculty note:** The newsvendor is where operations meets probability. Do not skip the intuition. Let students feel the discomfort of committing before knowing.

#### Session 14 – Demand Forecasting – Why Forecasts Are Always Wrong and What to Do About It

- **Micro question:** How do you forecast demand you have not seen yet, and how do you challenge a forecast that someone else has produced?
- **Learning outcome – knowledge:** The student understands qualitative versus quantitative forecasting; moving average, weighted moving average, exponential smoothing; MAPE and bias analysis.
- **Learning outcome – skill:** The student challenges a demand planner's forecast assumptions with the right set of questions.
- **Concepts covered:** Forecasting methods hierarchy, moving average, exponential smoothing (alpha parameter), MAPE, bias, tracking signal.
- **Textbook mapping:** Cachon and Terwiesch Chapter 15; Jacobs and Chase Chapter 18; Makridakis, Wheelwright, and Hyndman, Forecasting.

- **Pedagogical approach:** Faculty lecture. Excel exercise – students forecast a real (or synthetic) time series and compute error metrics. Optional short video on demand planning at a global CPG.
- **Sample examples and applications:** COVID demand shock across Indian FMCG (an impossible forecast). Hindustan Unilever demand planning. Zomato Instamart short-window forecasting.
- **Cross-subject linkages:** Analytics (statistical modelling – this is where the Analytics course connects explicitly); Finance (forecast drives the Annual Operating Plan); Marketing (promotion drives forecast error); HR (manpower planning against forecast – Diwali and Christmas peaks in quick commerce, TSMC building an Indian factory, Titan’s Tamil Nadu factory launch story).
- **KPI or trade-off discussion:** MAPE looks precise. Bias is the more dangerous metric – a persistently biased forecast burns capital consistently. Discuss why sales teams over-forecast and inventory teams under-forecast.
- **Technology and AI angle:** Machine learning forecasting (Prophet, LSTM, transformer-based). Where does it beat classical time-series, and where does it not?
- **Preparation and homework:** Skim Cachon Chapter 15.
- **Faculty note:** This session should establish healthy scepticism about forecasts. The best MBA output is not a better forecast – it is a better set of questions about the forecast.

### Session 15 – Sales and Operations Planning – Getting Marketing, Finance, and Operations to Agree on One Number

- **Micro question:** How do you get marketing, finance, and operations to commit to one number when their bonuses point in different directions?
- **Learning outcome – knowledge:** The student understands the S&OP process (demand plan, supply plan, financial reconciliation, executive review) and the politics of consensus planning.
- **Learning outcome – skill:** The student sits in an S&OP meeting and knows what to demand from each function.
- **Concepts covered:** S&OP process, aggregate planning, one-number planning, S&OP maturity model, executive review.
- **Textbook mapping:** Jacobs and Chase Chapter 18; Wallace and Stahl, Sales and Operations Planning: The How-To Handbook; APICS S&OP body of knowledge.
- **Pedagogical approach:** Faculty lecture with process walk-through. Include a real anonymised monthly S&OP calendar from an FMCG or auto company.
- **Sample examples and applications:** HUL S&OP process (public information). Amul’s cooperative planning across village societies. Tata Motors’ monthly production planning.
- **Cross-subject linkages:** Marketing (demand plan owner); Finance (financial reconciliation owner); HR and OB (facilitation and conflict handling); Strategy (the ‘one number’ as leadership discipline).
- **KPI or trade-off discussion:** How functional KPIs work against each other in the S&OP room. Sales wants a high forecast for capacity commitment. Supply chain wants a low forecast for lean inventory. Finance wants a middle number for guidance.
- **Technology and AI angle:** Integrated Business Planning platforms and AI-driven consensus models. Have they resolved the politics, or moved them into a dashboard?

- **Preparation and homework:** Read Jacobs Chapter 18 on aggregate planning.
- **Faculty note:** S&OP is where every function comes together. Marketing and finance students will remember this session.

### Session 16 – S&OP in Action – Cross-Functional Role Play

- **Micro question:** How does an S&OP meeting actually run under pressure, and what does global optimum look like when every function is defending its own KPI?
- **Learning outcome – knowledge:** The student feels the politics and analytics of consensus planning.
- **Learning outcome – skill:** The student facilitates or participates constructively in an S&OP-style discussion.
- **Concepts covered:** Applied S&OP; consensus building; escalation; global versus local optimum.
- **Textbook mapping:** Wallace and Stahl (case-based sections); Goldratt, The Haystack Syndrome.
- **Pedagogical approach:** Full role play. Students receive synthetic data one week in advance. Roles: VP Sales, VP Marketing, Head of Supply Chain, Head of Finance, CEO. The rest of the class serves as analytical support teams for each role. Each role-player prepares a position. The CEO chairs the meeting. The class critiques the outcome.
- **Sample examples and applications:** Synthetic Indian FMCG data (faculty-created or IP-sourced).
- **Cross-subject linkages:** Communication (facilitation and escalation); HR and OB (managing conflict); Analytics (data supporting each function's position).
- **KPI or trade-off discussion:** The best S&OP decision is often not the one any single function wanted. Frame this as the global optimum. Ask explicitly: if the firm wants a global optimum, what must each department stop optimising for, and what must its performance be measured on instead?
- **Technology and AI angle:** AI-based scenario planning tools – students can use them in the role play if available.
- **Preparation and homework:** Roles distributed one week in advance. Analytical support teams prepare briefs.
- **Faculty note:** This is one of the most memorable sessions of the course. Do not compress it. Save 20 minutes at the end for reflection.

### Module D – Coordinating Beyond the Factory Gate (Sessions 17 to 23)

Module intent: extend the system view to the full chain, upstream and downstream, and to service operations. Procurement is now covered in the elective. Logistics fundamentals stay in the core. Service operations expand to two sessions.

### Session 17 – Supply Chain Structure and the Bullwhip Effect

- **Micro question:** Why do supply chains amplify small changes in demand, and what can a manager do about it?
- **Learning outcome – knowledge:** The student understands supply chain tiers, the three flows (material, information, money), the bullwhip effect, and its causes.

- **Learning outcome – skill:** The student diagnoses bullwhip in a real chain and prescribes mitigation.
- **Concepts covered:** Supply chain structure (raw material, tier N supplier, tier 1 supplier, OEM, distributor, retailer, consumer); three flows (material, information, money); bullwhip effect and its four causes (demand signal processing, order batching, price fluctuation, rationing); individuals as gatekeepers who create friction.
- **Textbook mapping:** Chopra and Meindl Chapter 10; Cachon and Terwiesch Chapter 11; Simchi-Levi, Kaminsky, and Simchi-Levi, Designing and Managing the Supply Chain.
- **Pedagogical approach:** Faculty lecture. HP DeskJet case (Stanford GS-3A) analysis.
- **Sample examples and applications:** HP DeskJet (classic case). P&G-Walmart supply chain visibility partnership. Indian FMCG distributor-stockist-retailer chain. COVID toilet paper hoarding as a live bullwhip. Gurgaon luxury real estate boom of 2021 to 2023 as a bullwhip driven by NRI capital inflow during COVID.
- **Cross-subject linkages:** Marketing (promotion drives bullwhip); Finance (working capital across the chain); HR and OB (why the sales rep at each tier games their number).
- **KPI or trade-off discussion:** Local KPI misalignment across chain tiers is the root cause of bullwhip. Every player is rational. The system is dysfunctional. This is the strongest case for cross-functional and cross-organisation KPI alignment.
- **Technology and AI angle:** Real-time visibility platforms (control towers). Do they mitigate bullwhip, or do they merely visualise it faster?
- **Preparation and homework:** Read the HP DeskJet case in advance.
- **Faculty note:** The bullwhip lesson is not ‘share more data.’ It is ‘align incentives across the chain.’ Data flows only when incentives allow it.

## Session 18 – Coordination Mechanisms and Modern Supply Chain Visibility

- **Micro question:** How do firms coordinate a supply chain when the chain does not belong to any one of them?
- **Learning outcome – knowledge:** The student understands coordination mechanisms (VMI, CPFR, information sharing, contracts, revenue-sharing), TOC pull-based replenishment in distribution, and the role of IoT and AI in visibility.
- **Learning outcome – skill:** The student recommends a coordination approach for a specific supply chain problem.
- **Concepts covered:** Vendor-Managed Inventory (VMI), Collaborative Planning Forecasting and Replenishment (CPFR), coordination contracts, TOC replenishment logic, IoT-based real-time signalling, AI-based demand sensing.
- **Textbook mapping:** Chopra and Meindl Chapters 10 and 17; Goldratt, It’s Not Luck (distribution solution chapters); Cachon coordination-contract papers (self-study for the ambitious student).
- **Pedagogical approach:** Faculty lecture. Mini-case discussion.
- **Sample examples and applications:** Amul distribution and cooperative structure (schedule the field visit here). Home vacuum cleaner consumable data sync to app (IoT visibility). EV and AC warranty

voiding as IoT-enforced constraints on the aftermarket. PhonePe and Paytm's real-time payment infrastructure as an information-layer analogue.

- **Cross-subject linkages:** Analytics (IoT data streams and AI-driven demand sensing); Strategy (make the coordination mechanism the moat, as P&G and Walmart did); Marketing (customer experience gains from visibility).
- **KPI or trade-off discussion:** How OTIF is negotiated across the chain, and how retailer OTIF penalties reshape upstream inventory policy.
- **Technology and AI angle:** This is the session that anchors the AI and IoT layer across Module D. AI is not a separate topic – it is a horizontal capability applied across the chain.
- **Preparation and homework:** Watch one 10-minute video on Amul's cooperative model. Read a short primer on VMI.
- **Faculty note:** Do not build a separate AI session. AI capabilities surface here (visibility, demand sensing), in Session 12 (replenishment platforms), in Session 14 (ML forecasting), and in Session 20 (logistics optimisation).

### Session 19 – Logistics Fundamentals – Standardisation, Modes, and the Container Revolution

- **Micro question:** How does the physical movement of goods work, and why does standardisation matter more than any single technology?
- **Learning outcome – knowledge:** The student understands transportation modes, warehousing basics, the 3PL role, and standardisation as the enabling innovation of modern logistics.
- **Learning outcome – skill:** The student diagnoses the logistics footprint of a real business and identifies the critical mode and node decisions.
- **Concepts covered:** Transportation modes (road, rail, ocean, air, pipeline), warehousing types, 3PL and 4PL, Full-Truck-Load and Less-than-Truck-Load (FTL and LTL), standardisation as a system enabler, last-mile logistics.
- **Textbook mapping:** Chopra and Meindl Chapters 14 and 15; Jacobs and Chase Chapter 21; Levinson, The Box.
- **Pedagogical approach:** Faculty lecture with two narrative anchors – Malcolm McLean's shipping container story and FedEx's hub-and-spoke architecture.
- **Sample examples and applications:** Malcolm McLean's shipping container story – one entrepreneur's standardisation innovation revolutionised global logistics, taught here to illustrate that most operational revolutions are institutional, not technological. FedEx versus UPS – hub-and-spoke as network innovation. Delhivery and Blue Dart as Indian parallels. Amazon's fulfilment network. Historical parallels – Chandragupta Maurya's capital vulnerability, Germany's Russian-front supply overreach in WWII.
- **Cross-subject linkages:** Strategy (network as competitive moat); Analytics (routing and network optimisation); Legal (customs, INCOTERMS – bridge to the Legal Aspects course); Sustainability (transportation as carbon).
- **KPI or trade-off discussion:** Cost per unit-km versus total-landed-cost. Local optimisation of transport cost can wreck total supply chain economics.

- **Technology and AI angle:** Route optimisation, autonomous fleets, drone delivery. Which of these are production-ready, which are pilots, which are hype?
- **Preparation and homework:** Read a five-page summary of Marc Levinson's The Box, or watch the video 'How One Metal Box Reshaped the Global Economy.'
- **Faculty note:** This session is a bridge to the Logistics and Distribution Management elective. Reference the historical stories – they teach standardisation better than any model.

## Session 20 – Service Operations – When the Customer Is Inside the Process

- **Micro question:** How is a service operation different from a manufacturing operation, and how do you design one when the customer is inside the process?
- **Learning outcome – knowledge:** The student understands service characteristics (intangibility, perishability, variability, inseparability), the customer contact model, queuing basics, and the psychology of waiting.
- **Learning outcome – skill:** The student diagnoses a service operation and identifies the two or three levers that most improve customer experience.
- **Concepts covered:** Service characteristics (four Is), high-contact versus low-contact service design, queuing basics (Little's Law returns), utilisation versus wait time (the non-linear relationship), Maister's principles on the psychology of waiting, service blueprints, service recovery paradox.
- **Textbook mapping:** Cachon and Terwiesch Chapters 8 and 9 (Service Systems and Queuing); Fitzsimmons and Fitzsimmons, Service Management; Maister, The Psychology of Waiting Lines.
- **Pedagogical approach:** Faculty lecture. Oberoi Hotels case discussion.
- **Sample examples and applications:** Oberoi Hotels (HBS case). Airbnb (service coordination without inventory ownership). Uber operations. Jio Fiber installation. Hospital OPD.
- **Cross-subject linkages:** Marketing (customer experience design); HR and OB (service employee empowerment); Strategy (service as differentiator versus product).
- **KPI or trade-off discussion:** Utilisation does not equal productivity in service operations. Push utilisation to 90 per cent and wait time explodes. Contrast this with manufacturing intuition.
- **Technology and AI angle:** AI-driven service personalisation, chatbot-based first-contact resolution. Where does it add customer value, and where does it damage the experience?
- **Preparation and homework:** Read the Oberoi Hotels case. Skim Maister on the psychology of waiting.
- **Faculty note:** This is where students who arrived thinking 'operations is only for factory people' get their answer. Service operations is where most Indian MBA graduates will actually work. Session 21 continues this thread.

## Session 21 – Service Operations – Systems, Taxonomy, and Design Choices

- **Micro question:** How do you match service system design to the kind of service being delivered, and how do project management tools apply when the service is a one-off engagement?
- **Learning outcome – knowledge:** The student understands service system taxonomy (service with physical flow, pure service, long-duration service) and can position a real service business on this

taxonomy. The student also understands project management basics (CPM, PERT, critical path, Gantt) as an introduction.

- **Learning outcome – skill:** The student categorises a real service, selects an appropriate operational model, and recognises when to reach for project management tools.
- **Concepts covered:** Service taxonomy – service with product or physical flow (hospital, restaurant, quick service restaurant), pure service (consulting, banking, IT services), long-duration pure service (school, university, healthcare programmes); project management basics; Critical Chain project management as the TOC extension.
- **Textbook mapping:** Fitzsimmons and Fitzsimmons Chapters 4 to 6; Cachon and Terwiesch Chapter 19 (Project Management); Goldratt, Critical Chain.
- **Pedagogical approach:** Faculty lecture. Short project planning exercise – plan a real event (a conference, a college festival) using CPM and PERT.
- **Sample examples and applications:** Hospital and restaurant as service-with-physical-flow. Consulting and banking as pure service. School and university as long-duration pure service. Ola's failure as a service system design failure. Critical Chain as the self-study link back to Goldratt.
- **Cross-subject linkages:** Strategy (which service system fits which market); HR and OB (workforce planning by service type); Analytics (project scheduling and resource loading).
- **KPI or trade-off discussion:** Service systems cannot be optimised with manufacturing KPIs. Customer-perceived quality, first-contact resolution, and Net Promoter Score matter more than throughput.
- **Technology and AI angle:** AI-assisted project scheduling and resource optimisation. What does it add to CPM and PERT – and where does human judgement still dominate?
- **Preparation and homework:** Skim Cachon Chapter 19.
- **Faculty note:** CPM, PERT, and Gantt are introduced only. Mastery via self-study. Focus class time on taxonomy and its strategic implications.

## Session 22 – Third-Party Manufacturing, Contract Manufacturing, and Cross-Border Supply Chains

- **Micro question:** When should a firm make it themselves, and when should they buy it from a specialist somewhere else in the world?
- **Learning outcome – knowledge:** The student understands third-party and contract manufacturing structures, cross-border supply chain considerations, and the strategic reasoning behind global manufacturing decisions.
- **Learning outcome – skill:** The student can analyse a make-versus-buy decision at the country and firm level, and identify the operational, financial, and geopolitical trade-offs involved.
- **Concepts covered:** Third-party manufacturing, contract manufacturing, private-label operations, cross-border trade fundamentals, geopolitics and supply chain resilience, China Plus One strategies, near-shoring and friend-shoring.
- **Textbook mapping:** Chopra and Meindl Chapters 5 and 6 (Network Design in Uncertain Environments); Slack and Brandon-Jones Chapter 3; recent HBR articles on supply chain resilience post-2020.

- **Pedagogical approach:** Faculty lecture and case-mini exercise. Students analyse the sourcing footprint of two firms – one Indian FMCG contract-manufacturing user (say, Patanjali or Dabur), one global electronics firm (say, Apple's Foxconn dependency and its Vietnam-India diversification).
- **Sample examples and applications:** Indian FMCG and pharma contract manufacturing ecosystem. Apple's Foxconn dependency and China Plus One shift. Xiaomi's India manufacturing. Nestle's global supply footprint. The semiconductor supply chain and India's chip-manufacturing ambitions (Tata, Micron, TSMC).
- **Cross-subject linkages:** Strategy (make versus buy, global footprint); Finance (transfer pricing, forex, capital intensity); Legal (cross-border contracts, INCOTERMS, sanctions); Marketing (country-of-origin as brand signal).
- **KPI or trade-off discussion:** Total landed cost versus in-house unit cost. Resilience versus efficiency. The classic trade-off that Covid-19 forced every operations leader to re-examine.
- **Technology and AI angle:** Digital supply chain platforms enabling global orchestration (Flexport, Brigg). Do they lower the fixed cost of running a globally distributed operation?
- **Preparation and homework:** Read a recent article on China Plus One and India's contract manufacturing opportunity.
- **Faculty note:** This session gives Module D its global lens. Third-party manufacturing, cross-border trade, and geopolitical resilience are increasingly non-optional in Indian MBA curricula. Bridges to the Import-Export Planning and Cross-Border Manufacturing electives.

### Session 23 – Course Integration and Handoff to IP Synthesis

- **Micro question:** How do the four modules combine into one working system view, and how do you deploy them when the CEO asks you a question tomorrow morning?
- **Learning outcome – knowledge:** The student integrates the four modules into one system view.
- **Learning outcome – skill:** The student walks into any operation and applies the five capabilities (Design, Analyse, Improve, Match, Connect) plus the Five Focusing Steps.
- **Concepts covered:** Course review; explicit re-linking of Modules A through D through TOC's Focusing Steps; five-capability self-assessment; preparation for IP Synthesis.
- **Textbook mapping:** Course-wide review. No new textbook chapter.
- **Pedagogical approach:** Structured whole-class review. Faculty draws the course arc on the board. Students self-diagnose their weakest capability of the five. Small groups solve a mini problem drawn from a real anonymised case (faculty-supplied) as a warm-up for the IP Synthesis phase.
- **Sample examples and applications:** Faculty's choice – one integrated problem that touches all four modules. Example: a mid-market Indian FMCG scaling from Rs 200 crore to Rs 1,000 crore, requiring simultaneous decisions on inventory, forecasting, supplier development, distribution, and quality.
- **Cross-subject linkages:** Whole course.
- **KPI or trade-off discussion:** Every KPI has a shadow – a way it can be gamed at the cost of the global goal. This is why judgement matters.
- **Technology and AI angle:** Where in the course did AI change the answer, and where did it merely change the interface?

- **Preparation and homework:** One-page summary of the student's biggest three learnings from the course.
- **Faculty note:** Do not use this session for new content. It is a bridge to the IP Synthesis phase. Tell students that IP Synthesis will surface gaps in their thinking – this is expected and welcomed.

### **Session 24 – Reserved as Class Buffer**

This slot is deliberately left unassigned. It provides margin for a session that runs long, for a field visit debrief, for a make-up class, or for a topic the IP surfaces during Context that warrants further faculty treatment before Synthesis begins.

## **7. IP-Led Sessions**

### **IP Context – 2 sessions, front-loaded, before Session 1**

The IP shares their career journey – from Management Trainee to current role. Budget size and P&L then versus now. Team size and expertise. Decision cadence (daily, monthly, quarterly, annual). How they read a factory floor. How they handle a key account when the line goes down. The purpose is to give students a felt sense of what operations judgement looks like at 5, 10, and 20 years of experience.

### **IP Synthesis – 2 to 4 sessions, back-loaded, after Session 23**

The IP presents two or three real anonymised operational problems seven to ten days in advance. Student teams present solutions. The IP stress-tests: what assumption did you not challenge, what data did you assume reliable, who did you not consult, what would you have done differently if the CEO was in the room. This is the composure-under-pressure crucible.

## **8. Concept Universe – Must-Have, Self-Study, and Drop**

### **Must-Have (in-class core) – approximately 24 concepts**

Operations as a system; process flow, flow rate, flow time, WIP inventory (Little's Law); bottleneck identification and capacity analysis; TOC Five Focusing Steps; throughput accounting (T, I, OE); Drum-Buffer-Rope; operations strategy and competitive priorities; process choice from job shop to continuous; assembly line as historical concept; global manufacturing models (Chinese cluster city, German Mittelstand, Japanese SME, third-party contract manufacturing); cost of quality; SPC control charts (X-bar, R, p); seven wastes and TPS fundamentals; DMAIC framework; inventory KPIs and EOQ; safety stock and service level; newsvendor model; demand forecasting basics (moving average, exponential smoothing, MAPE); S&OP process; supply chain structure and bullwhip; supply chain coordination mechanisms; logistics fundamentals (FedEx versus UPS, McLean's container); service operations (customer contact, queuing, psychology of waiting); service system taxonomy; project management (CPM, PERT introduction); third-party and cross-border manufacturing.

### **Self-Study (mastery exam – 70% pass, repeat till pass, 25% weight)**

TOC versus Lean versus Six Sigma comparison and decision framework (reading note supplied); process analysis with multiple flow units; learning curves; process interruptions (setups, breakdowns); process improvement (efficiency frontier, waste identification); Goldratt's 'Standing on the Shoulders of Giants' paper; TQM, ISO 9001, IATF 16949 frameworks; value stream mapping; 5S, Poka-Yoke, Andon, visual management; process capability (Cp, Cpk); TOC buffer management in distribution; MRP basics; aggregate planning; bullwhip mitigation strategies (VMI, CPFR, contracts); vendor and supplier evaluation and scorecards (detailed); project management CPM and PERT (detailed); Critical Chain Project Management

(Goldratt); global supply chain considerations; product and process design and mass customisation; sustainability in operations.

### Drop (elective territory)

Facility layout and location analysis (Manufacturing and Service Ops elective); detailed scheduling and sequencing rules (Manufacturing elective); maintenance management and TPM detailed (Manufacturing elective); logistics deep-dive with routing, 3PL contracts, cold chain (Logistics and Distribution elective); procurement deep-dive with TCO, sourcing strategy, negotiations (Procurement and Strategic Sourcing elective); AI and automation deep-dive (Operations Analytics content, cross-cutting across electives); labour safety and management (Labour Safety elective); logistics and supply chain risk mitigation with legal and insurance angles (Cross-Border Manufacturing elective).

### 9. Harvard Case Matrix – Three Cases per Module

Twelve Harvard Business Publishing cases are recommended – one product business, one service business, and one internet or e-commerce business per module. Faculty selects the specific case per teaching cycle. Alternatives are provided in italics.

| Module | Product business                                                                                               | Service business                                                                                                              | Internet or e-commerce business                                                                                           |
|--------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| A      | National Cranberry Cooperative (HBS 675014) – used as assessment. Alternative: Toyota Motor Manufacturing USA. | Benihana of Tokyo (HBS 673057). Alternative: Shouldice Hospital.                                                              | Zara: IT for Fast Fashion (HBS 604081). Alternative: Zappos.com – Developing, Retaining, and Attracting Employees.        |
| B      | Toyota Motor Manufacturing USA – The Andon System. Alternative: Wriston Manufacturing.                         | Ritz-Carlton Hotel Company (HBS 601163). Alternative: Massachusetts General Hospital's Pre-Admission Testing Area.            | Amazon.com's European Distribution Strategy (HBS 605002). Alternative: Alibaba Group – Fostering an E-Commerce Ecosystem. |
| C      | Scientific Glass Inc.: Inventory Management (HBS 4225) – used in Session 13. Alternative: Barilla SpA (A).     | Sport Obermeyer Ltd. (HBS 695022). Alternative: L.L. Bean Inc.: Item Forecasting and Inventory Management.                    | Zara: Fast Fashion. Alternative: Fabindia Overseas Pvt Ltd – Ivey case on ethnic retail fast fashion.                     |
| D      | HP DeskJet Supply Chain (Stanford GS-3A) – used in Session 17. Alternative: Seven-Eleven Japan Co.             | Oberoi Hotels – Train Whistle in the Tiger Reserve (HBS 610032) – used in Session 20. Alternative: Rosewood Hotels & Resorts. | Amazon Prime Air (HBS 618075). Alternative: Uber – Changing the Way the World Moves.                                      |

Faculty note: Indian-context supplements (Amul supply chain, IRCTC catering operations, Flipkart Big Billion Days logistics, Delhivery network) work through CXO interviews in newspapers, business magazines, and podcasts rather than published cases.

## **10. Reading List and Resources**

### **Mandatory purchase (student expense)**

- Goldratt and Cox – The Goal
- Liker – The Toyota Way (order for student purchase)

### **Primary textbook reference (library)**

- Cachon and Terwiesch – Operations Management
- Jacobs and Chase – Operations and Supply Chain Management: The Core
- Meredith and Shafer – Operations and Supply Chain Management for MBAs
- Chopra and Meindl – Supply Chain Management: Strategy, Planning, and Operation
- Slack and Brandon-Jones – Operations Management
- Fitzsimmons and Fitzsimmons – Service Management

### **Practitioner reading (self-study support)**

- Goldratt – It's Not Luck (TOC in distribution)
- Goldratt – Critical Chain
- Goldratt – Standing on the Shoulders of Giants (paper, freely available)
- Levinson – The Box (video summary sufficient for most students)
- Ohno – Toyota Production System
- Deming – Out of the Crisis

### **Documentaries and video references**

- Jiro Dreams of Sushi – quality culture
- Whiplash – mastery and perfectionism (parallel reference to Sessions 8 and 10)
- Yiwu and Shenzhen cluster documentaries (Session 7)
- Amul cooperative model videos (Session 18)
- How One Metal Box Reshaped the Global Economy (Session 19)

### **Custom GPT support**

One custom GPT is to be built per major self-study concept cluster. Examples: an SPC-Six Sigma GPT covering Cp, Cpk, TQM, and IATF/ISO frameworks; a Lean Tools GPT covering VSM, 5S, Poka-Yoke, and Andon; a Project Management GPT covering CPM, PERT, and Critical Chain. Faculty builds these with student input during the semester.

## 11. Self-Study Reading Notes

Two reading notes are to be developed by the faculty and issued to students at the start of the module in which they belong. Both are examinable in the mastery test.

### **Reading Note 1: TOC versus Lean versus Six Sigma – Choosing the Right Improvement Lens (Module B)**

Covers: comparison framework (problem type by best-fit philosophy); complementarity (TOC identifies where to apply Lean and Six Sigma); the danger of methodology worship; case-mini exercises with scenarios and required philosophy prescription; suggested source – Goldratt’s ‘Standing on the Shoulders of Giants’ paper as anchor reading. Length: 8 to 10 pages.

### **Reading Note 2: Critical Chain Project Management (Module D)**

Covers: Goldratt’s extension of TOC to project management; Critical Chain versus Critical Path; buffer types (project buffer, feeding buffer, resource buffer); why student syndrome and Parkinson’s law inflate task estimates; suggested source – Goldratt’s Critical Chain (novel) as anchor reading. Length: 6 to 8 pages.

## 12. Assessment Structure

The instructor will finalise the weights. The following are the assessment components proposed for this course.

- Self-study mastery exam – must score 70%, repeat until pass. Basis: self-study concepts (Section 8) and the two reading notes.
- National Cranberry Cooperative case assignment. Basis: individual analysis with a group presentation.
- S&OP role play performance (Session 16). Basis: group role play plus individual reflection note.
- Fake Company procurement and vendor development exercise (Doc 1). Basis: semester-long group project. Teams pick a niche sector, research a target company, and fake their identity as a stealth-mode competitor – sourcing raw materials through IndiaMART, JustDial, and eBay; identifying finished-goods vendors; building the value chain map.
- Cross-domain assessment linked with one other subject (Marketing or Finance suggested). Basis: group work, dual-evaluated by faculty of both courses. Suggested pairings: S&OP as the marketing-operations bridge; throughput accounting versus traditional cost accounting as the finance-operations bridge.
- IP Synthesis presentation performance. Basis: IP evaluation plus peer review.
- Digital notebook after every class. Basis: daily submission of key lessons, cross-domain observations, and questions raised.
- Field visit reflection and atomic notes contribution to the class knowledge base. Basis: individual submissions consolidated into group and then class knowledge assets.

### **Sample assessment prompts**

- Barbeque Nation or any buffet restaurant – how do you calculate the quantity to prepare for each menu item? What questions do you ask? What KPIs (service level, stockout percentage) do you track? What data do you collect daily? How does data collected over time change your answers?

- Car service centre – single-brand versus multi-brand. What are the inventory and HR implications? What is the impact on a tyres-only sub-section versus full-service operations?
- Fake Company procurement exercise – as described above.
- Live case adapted from an entrepreneur's biography or autobiography – Notebook LM plus Claude can be used to convert biographical data into a case format with real numbers.

### 13. Cross-Course Connections

- **With Analytics (ANDV):** Data collection, KPI design, forecasting statistical methods, SPC control chart mathematics, network optimisation. Session 14 (forecasting) is the natural point for explicit linkage.
- **With Finance:** Throughput accounting versus traditional cost accounting (Session 5); inventory as working capital (Session 12); cost of quality reporting (Session 8); AOP and financial reconciliation in S&OP (Session 15); total landed cost in logistics (Session 19); make versus buy financial analysis (Session 22).
- **With Marketing:** Fill rate and OTIF as customer promise (Sessions 12 and 17); S&OP demand plan ownership (Sessions 15 and 16); brand impact of quality failure (Session 8); service experience design (Sessions 20 and 21).
- **With HR and OB:** Kaizen culture and worker involvement (Session 10); managing pace frustration under DBR (Session 6); S&OP facilitation and conflict handling (Sessions 15 and 16); service employee empowerment (Sessions 20 and 21); manpower planning against forecast (Session 14).
- **With Communication:** S&OP facilitation (Session 16); IP Synthesis presentations; case discussion facilitation across the course.
- **With Strategy:** Operations strategy (Session 7); constraint as competitive lever (Session 5); network as competitive moat (Session 19); service as differentiator (Sessions 20 and 21); make versus buy at country level (Session 22).
- **With Legal Aspects of Business:** Cross-border contracts and INCOTERMS in logistics (Session 19); global sourcing contracts (Session 22); vendor agreements in the Fake Company exercise. Explicit cross-linking recommended for the Fake Company assessment.

### 14. Field Visit Suggestions

| Field visit                                                         | Best placement         | Rationale                                            |
|---------------------------------------------------------------------|------------------------|------------------------------------------------------|
| Factory floor (any Indian FMCG or auto plant)                       | After Session 3 or 7   | Live process analysis; operations strategy diagnosis |
| Warehouse or distribution centre (Delhivery, Blue Dart, Amul depot) | After Session 17 or 18 | SC flow visualisation; bullwhip diagnostics          |

| Field visit                                                         | Best placement   | Rationale                                                        |
|---------------------------------------------------------------------|------------------|------------------------------------------------------------------|
| Retail store, front-end and back-end (D-Mart, big-box or mall unit) | After Session 20 | Service ops; inventory; customer contact model                   |
| Restaurant, front-end and back-end                                  | After Session 21 | Service ops; queuing; psychology of waiting                      |
| Amul cooperative visit (if geographically feasible; else video)     | After Session 18 | End-to-end cooperative supply chain                              |
| CNG or petrol pump; 2-wheeler EV charging at Metro Station          | After Session 4  | Throughput, queuing, capacity, bottleneck in real infrastructure |

Additional options noted in course notes: banking supply chains (notes to ATM, UPI and SWIFT settlement); EPC and BOT infrastructure; phygital supply chains; mall and shopping complex operations.

### 15. Simulations and In-Class Exercises

- Bullwhip simulation – placed at Session 17. Built with Claude or an equivalent tool. Dashboard-driven. Students set order policies and observe amplification down the chain.
- Excel spreadsheet build assignment – each student builds and submits an inventory optimisation model (EOQ, safety stock, newsvendor) using real data collected during the Fake Company exercise. Judgement question: ‘What questions will you ask before you trust this model in practice?’
- Kitchen bottleneck exercise (Session 4) – data collected at home or in the Hospitality Management lab.
- S&OP role play (Session 16) – synthetic FMCG data distributed one week in advance.

### 16. Atomic Notes and Personal Knowledge System

Students read one newspaper article per day and extract: subject-related ideas, cross-domain connections, data sources cited in the article, and the company names plus sector, size, and investment scale. Atomic notes are submitted daily and weekly. Faculty evaluates them. Individual notes are combined into group knowledge, and group knowledge is combined into a class knowledge base that becomes accessible during IP Synthesis.

This is a course-wide expectation, not an OM-specific one. Faculty for this course should reinforce it in Session 1 and reference it in Session 23.

### 17. Glossary of Abbreviations

| Term               | Meaning                                                                                                                     |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 3PL                | Third-Party Logistics – an external provider of logistics services (transportation, warehousing) contracted by the shipper. |
| 4PL                | Fourth-Party Logistics – an integrator that manages a shipper’s entire supply chain, typically including multiple 3PLs.     |
| A&P                | Advertising and Promotion – budget line for marketing spend.                                                                |
| ABC classification | Inventory classification method separating items by value or importance into A (high), B (medium), and C (low) categories.  |
| AOP                | Annual Operating Plan – the financial and operational plan a firm commits to for the upcoming financial year.               |
| APICS              | American Production and Inventory Control Society (now the Association for Supply Chain Management).                        |
| BOM                | Bill of Materials – structured list of raw materials, components, and sub-assemblies needed to produce a finished product.  |
| BOT                | Build-Operate-Transfer – infrastructure project delivery model.                                                             |
| CBBE               | Customer-Based Brand Equity – Kevin Keller’s framework for brand equity measurement.                                        |
| CPFR               | Collaborative Planning, Forecasting, and Replenishment – a supply chain coordination framework between trading partners.    |
| CPM                | Critical Path Method – project scheduling technique that identifies the longest sequence of dependent tasks.                |
| Cp / Cpk           | Process capability indices – measures of how well a process meets specification limits.                                     |
| CRM                | Customer Relationship Management (software category and business process).                                                  |
| CVP                | Cost-Volume-Profit analysis.                                                                                                |

| Term             | Meaning                                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------------------|
| DBR              | Drum-Buffer-Rope – TOC-based scheduling method.                                                                   |
| DMAIC            | Define, Measure, Analyse, Improve, Control – the Six Sigma improvement cycle.                                     |
| EOQ              | Economic Order Quantity – the order size that minimises total inventory cost (ordering plus holding).             |
| ERP              | Enterprise Resource Planning – integrated business software (SAP, Oracle, Microsoft Dynamics).                    |
| FDA              | Food and Drug Administration (US regulatory body).                                                                |
| FIFO             | First-In, First-Out – inventory rotation policy.                                                                  |
| FMCG             | Fast-Moving Consumer Goods.                                                                                       |
| FTL / LTL        | Full Truck Load / Less than Truck Load – transportation modes.                                                    |
| GDP              | Gross Domestic Product.                                                                                           |
| GT / MT / E-Comm | General Trade / Modern Trade / E-Commerce – Indian retail channel categorisation.                                 |
| HBR              | Harvard Business Review.                                                                                          |
| HBS              | Harvard Business School.                                                                                          |
| IATF 16949       | International Automotive Task Force quality management standard.                                                  |
| IBP              | Integrated Business Planning – an evolution of S&OP.                                                              |
| IIM              | Indian Institute of Management.                                                                                   |
| INCOTERMS        | International Commercial Terms – International Chamber of Commerce's standard trade terms for cross-border trade. |

| Term          | Meaning                                                                                      |
|---------------|----------------------------------------------------------------------------------------------|
| IoT           | Internet of Things – networked physical devices with sensors.                                |
| ISO 9001      | International quality management system standard.                                            |
| JIT           | Just-in-Time – Toyota’s inventory-minimisation philosophy.                                   |
| Kanban        | Visual scheduling signal used in Lean production.                                            |
| KPI / KRA     | Key Performance Indicator / Key Result Area – performance measurement units.                 |
| LIFO          | Last-In, First-Out – inventory rotation policy.                                              |
| MA / WMA / ES | Moving Average / Weighted Moving Average / Exponential Smoothing – forecasting methods.      |
| MAPE          | Mean Absolute Percentage Error – a forecast accuracy metric.                                 |
| MES           | Manufacturing Execution System – shop-floor software layer.                                  |
| MPS           | Master Production Schedule.                                                                  |
| MQ            | Micro Question (course-specific term for the sub-question a session answers).                |
| MRP / MRP-II  | Material Requirements Planning / Manufacturing Resource Planning.                            |
| NICU          | Neonatal Intensive Care Unit.                                                                |
| NPD           | New Product Development.                                                                     |
| NPS           | Net Promoter Score.                                                                          |
| OEE           | Overall Equipment Effectiveness – Lean composite KPI (availability × performance × quality). |
| OEM           | Original Equipment Manufacturer.                                                             |

| Term            | Meaning                                                                            |
|-----------------|------------------------------------------------------------------------------------|
| OTIF            | On-Time In-Full – supply chain delivery metric.                                    |
| P&L             | Profit and Loss statement.                                                         |
| PAF             | Prevention-Appraisal-Failure – cost of quality categorisation.                     |
| PERT            | Program Evaluation and Review Technique – probabilistic project scheduling method. |
| POC             | Proof of Concept.                                                                  |
| QSR             | Quick Service Restaurant.                                                          |
| ROAS            | Return On Ad Spend.                                                                |
| RFI / RFP / RFQ | Request for Information / Proposal / Quotation.                                    |
| S&OP            | Sales and Operations Planning.                                                     |
| SC              | Supply Chain.                                                                      |
| SKU             | Stock Keeping Unit – smallest distinguishable inventory unit.                      |
| SLA             | Service Level Agreement.                                                           |
| SME             | Small and Medium Enterprise.                                                       |
| SPC             | Statistical Process Control.                                                       |
| STP             | Segmentation, Targeting, Positioning – marketing framework.                        |
| T / I / OE      | Throughput / Inventory / Operating Expense – TOC's three financial metrics.        |
| TAM / SAM / SOM | Total, Serviceable, and Serviceable Obtainable Market.                             |

| Term | Meaning                                                 |
|------|---------------------------------------------------------|
| TCO  | Total Cost of Ownership.                                |
| TCS  | Tata Consultancy Services.                              |
| TCV  | Total Contract Value.                                   |
| TOC  | Theory of Constraints (Goldratt).                       |
| TPS  | Toyota Production System.                               |
| TPM  | Total Productive Maintenance.                           |
| TQM  | Total Quality Management.                               |
| VMI  | Vendor-Managed Inventory.                               |
| VSM  | Value Stream Mapping – Lean tool.                       |
| WIP  | Work-in-Progress – inventory currently being processed. |

| SEMESTER I                            |                                                                                 |                                                             |          |          |          |
|---------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------|----------|----------|----------|
| <b>Course Code:</b> GMN602            | <b>Course Title:</b> <a href="#">Organisational Behaviour &amp; Development</a> | <b>L</b>                                                    | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                        |                                                                                 | 4                                                           | 0        | 0        | 4        |
| <b>Category of Course</b>             | Core                                                                            |                                                             |          |          |          |
| <b>Total Contact Hours</b>            | 60                                                                              |                                                             |          |          |          |
| <b>Pre-Requisites/<br/>Requisites</b> | <b>Co-</b>                                                                      | Basic understanding of Psychology and Management Principles |          |          |          |

## COURSE OUTLINE TEMPLATE

### 1. Course Information

| Field                    | Course Details                                                                           |
|--------------------------|------------------------------------------------------------------------------------------|
| Course Title             | Organizational Behaviour & Development<br>Course Code: GMN602                            |
| Core or Elective         | Core                                                                                     |
| Program and Batch        | MBA / PGP — First Year, All Batches                                                      |
| Semester & Academic Year | Term I-II / Academic Year 2026–27                                                        |
| Credits                  | 4.5 Credits (30 Sessions / 45 Contact Hours)                                             |
| Discipline / Area        | Management & Organisational Behaviour                                                    |
| Prerequisites            | None — designed as a first-year foundational core course                                 |
| Course Instructor(s)     | Arnab Chatterjee - Visiting Professor of Practice, Management & Organisational Behaviour |
| Contact Details          | Arnabchatterjee75@icloud.com/(91)9971009861                                              |
| Open Office Hours        | By appointment                                                                           |

## 2. Introduction to the Course

Organisational Behaviour (OB) sits at the intersection of psychology, sociology, economics, and management practice, and it is the discipline through which managers learn to understand and influence how people actually behave at work — as opposed to how organisation charts and policy manuals assume they behave. This course is designed and taught from the vantage point of a Professor of Practice: someone who has led teams and organisations in industry and who retains active industry connections, and who brings that lived experience into dialogue with the academic and consulting frameworks that have shaped the field. As organisations face unprecedented disruption from artificial intelligence, agile and fluid structures, and shifting workforce expectations, the ability to diagnose human and organisational dynamics with rigour — and to know when a popular framework will or will not work in a given context — has become a core leadership capability rather than a soft skill. This course bridges theoretical knowledge and applied industry execution by treating every model taught as a diagnostic lens to be tested against real organisational situations, including those drawn from the instructor’s own industry network.

The course is structured across five thematic modules that move from historical foundations through core models, internal organisational dynamics and structural design, to contemporary issues of agility, technology, and ethics, closing with an integrative application module. Pedagogically, the course relies on case-based discussion, framework-application workshops, structured debates, live organisational design exercises, and direct engagement with industry mentors drawn from the instructor’s network. Students are expected to maintain a reflection journal throughout the course, connecting theoretical models to their own observed or lived organisational experience. Classroom expectations include active case preparation, respectful engagement with differing viewpoints (especially in model-critique and debate sessions), and a

willingness to bring personal and professional experience into the discussion as primary material for collective learning.

### 3. Course Learning Objectives (CLO)

Upon successful completion of this course, students will be able to:

**CLO-1:** Critically analyse individual and group behaviour in organisations using established psychological, sociological, and economic frameworks, and evaluate the evidentiary basis and limitations of each.

**CLO-2:** Diagnose organisational structure, culture, and design choices using frameworks such as Mintzberg's configurations and Galbraith's Star Model, and produce a structured written organisational diagnosis.

**CLO-3:** Apply change management and organisational design methodologies (Lewin, Kotter, Bridges, the external-triggers-to-OB-response matrix) to design and defend a response to a real-world organisational disruption scenario.

**CLO-4:** Collaborate effectively within a team to conduct a structured OB audit of a live organisation, integrating frameworks across the course and engaging constructively with peer critique.

**CLO-5:** Communicate organisational diagnoses and recommendations with clarity and confidence to peers, instructors, and industry mentors, adapting tone and framing to the audience and context.

### 4. Institutional Program Competency Goals (PCG) & Learning Objectives (PLO)

| Program Competency Goals (PCGs)                  | Program Learning Objectives (PLOs)                                                                                                                              |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Technological &amp; Analytical Agility</b> | PLO-1: Evaluate relevant domain technologies.<br>PLO-2: Harness data insights for strategic decision making.                                                    |
| <b>2. Strategic Context Evaluation</b>           | PLO-3: Map interactions between local and global systemic issues.<br>PLO-4: Demonstrate operational sensitivity to ethical and regulatory dimensions.           |
| <b>3. Execution &amp; Communication Clarity</b>  | PLO-5: Structure highly organized, logical professional deliverables.<br>PLO-6: Deliver ideas with exceptional clarity across physical and digital mediums.     |
| <b>4. Collaborative Leadership</b>               | PLO-7: Take pro-active operational initiative within structured ecosystems.<br>PLO-8: Drive meaningful, measurable contributions within cross-functional teams. |

### 5. Course Curriculum Mapping Matrix (CLO-PLO-PCG)

| Course Learning Objectives | Mapped PLOs  | Mapped PCGs | Course Items | Assessment |
|----------------------------|--------------|-------------|--------------|------------|
| <b>CLO-1</b>               | PLO-2, PLO-4 | PCG-1       | A1, A4       |            |

|              |              |       |        |
|--------------|--------------|-------|--------|
| <b>CLO-2</b> | PLO-5, PLO-6 | PCG-3 | A3, A6 |
| <b>CLO-3</b> | PLO-3, PLO-4 | PCG-2 | A2, A6 |

## 6. Evaluation Schema & Assessment Architecture

*This course utilizes a continuous evaluation architecture rather than a single high-stakes exam. There is no end-term written examination; performance is assessed through short in-session quizzes, applied written assignments, a milestone design defense, a group project, and a reflection journal, as detailed below.*

| Assessment Metric                                               | Weight | Nature                                       | Timeline / Week                           |
|-----------------------------------------------------------------|--------|----------------------------------------------|-------------------------------------------|
| <b>A1: Engagement, Quizzes &amp; Baseline Mapping</b>           | 15%    | Individual                                   | Continuous Tracking                       |
| <b>A2: Live Design Defense (Session 21 Workshop)</b>            | 15%    | Team (with individual questioning component) | Session 21                                |
| <b>A3: Strategic Industry Analysis &amp; Documentation</b>      | 25%    | Group Submission                             | Milestone Weeks 7 & 10 (Sessions 20 & 28) |
| <b>A4: Functional Correspondence &amp; Applied Scenarios</b>    | 10%    | Individual Assignment                        | Week 6 (Session 18)                       |
| <b>A5: Fieldwork Reflection &amp; External Expert Synthesis</b> | 10%    | Individual Portfolio                         | Post-Session Tracking                     |
| <b>A6: Capstone Synthesis (Individual)</b>                      | 25%    | Individual                                   | Session 30 (Course Close)                 |

## 7. Comprehensive Descriptions of Assessments

**A1 – Engagement, Quizzes & Baseline Mapping:** This metric tracks continuous engagement across all 30 sessions through three short quizzes (Sessions 10, 20, and 27) testing recall and application of core frameworks, combined with an ongoing class participation record. Participation is assessed on the quality of case contributions, engagement in model-critique debates (Session 12) and live workshops (Sessions 20–21), not merely attendance. Unannounced in-class mapping exercises (e.g., the five-lens analysis in Session 5) may be used as a baseline diagnostic and contribute to this score; there are no retroactive make-ups for missed in-class exercises, though genuine medical or personal emergencies will be accommodated at the instructor’s discretion.

**A2 – Live Design Defense (Session 21 Workshop):** This is the course’s direct test of CLO-3: applying change management and organisational design methodologies to design and defend a response to a real-world disruption. In Session 21, each team receives a disruption scenario distributed in-session and applies Lewin’s force-field analysis, Kotter’s 8-step model, Bridges’ Transition Model, and the Session 20 External-Triggers-to-OB-Response Matrix to redesign the target organisation’s structure and change approach. Each team presents its design and is questioned individually by the instructor and peers, so the team mark reflects design quality while the questioning component allows individual differentiation.

Evaluation criteria include explicit use of at least two course frameworks, the internal coherence of the proposed design, and the team's ability to defend trade-offs under questioning.

**A3 – Strategic Industry Analysis & Documentation:** This is the course's primary group project: a structured OB audit of a real organisation, diagnosing its culture, structure, leadership dynamics, and change readiness using frameworks drawn from across the course. Submission is split into two phases: an outline and organisation-selection brief due alongside Session 20 (5% of the 25%, establishing scope and access), and the final audit report and in-class presentation due at Session 28 (the remaining 20%). The final report should run approximately 3,000–4,000 words plus appendices, and the in-class presentation is followed by structured peer critique, which forms part of the overall evaluation.

**A4 – Functional Correspondence & Applied Scenarios:** Following Session 18 (Change Resistance & Transition Management), students complete an individual applied writing exercise: drafting a change-communication memo or stakeholder email for a specified organisational change scenario (e.g., announcing a restructuring, addressing resistance from a key stakeholder group). Submissions are evaluated against workplace-realistic criteria — tone calibration, anticipation of stakeholder concerns, and clarity — rather than academic essay conventions, since the intent is to build the functional communication skill a manager will actually need.

**A5 – Fieldwork Reflection & External Expert Synthesis:** Students maintain a reflection journal across the course, beginning with the personal "default lens" reflection in Session 5 and continuing through each industry mentor interaction (Sessions 11, 18, 27, and 29). Entries should connect a specific framework taught in class to a real observation from the student's own experience, an industry mentor's remarks, or a current event. The journal is collected and assessed twice — at the course midpoint and at Session 30 — for depth of reflection and genuine connection between theory and experience, rather than volume.

**A6 – Capstone Synthesis (Individual):** The capstone is an individual synthesis assessment delivered at Session 30, distinct from the group OB Audit (A3). Each student submits a short written synthesis (1,200–1,500 words) articulating the two or three most significant unresolved tensions in OB encountered across the course, reflecting on how their own assumptions about organisations have shifted, and connecting at least three frameworks from different modules to a single coherent argument. This is deliberately weighted as the largest single component because it is the only assessment that requires integration across the full course rather than a single module, and because it is assessed entirely at the individual level, providing a counterweight to the group-based A2 and A3 components.

## **8. Pedagogical Methodology & Learning Ecosystem**

This course utilizes an intensive, highly active delivery design consisting of:

1. Case-based and Socratic analysis of real organisational situations — both published cases (e.g., Hawthorne studies, Toyota Production System, Infosys HR) and live scenarios drawn from the instructor's industry network — using rigorous academic and consulting frameworks.
2. Experiential activities including self-assessments (Belbin, Big Five), the live organisational design workshop (Session 21), and a model-critique debate (Session 12) that surfaces when popular frameworks fail.
3. Structured small-group study cohorts that carry the OB audit project (Sessions 20–28) and prepare jointly for quizzes and case discussions.
4. Structured industry mentor engagement at four points in the course (Sessions 11, 18, 27, and 29), and routine management of readings, case materials, and deliverables via the institution's LMS.

The core textbook is "Organizational Behavior: An Evidence-Based Guide for MBA Students" by Ning Hou, James A. Tan, and Gustavo Valdez Paez (Springer, 2023), chosen for its MBA-specific framing, its micro-meso-macro structure (which maps onto this course's Module 3 architecture), and its coverage of post-pandemic and hybrid-work themes. Five suggested readings — including Edmondson's "The Fearless Organization," Hastings & Meyer's "No Rules Rules," and Meyer's "The Culture Map" — are listed in full

in the companion Session Guide. Session-specific readings, case material, and curated articles (see Module reference lists in Section 9) will be distributed continuously via the digital classroom portal.

## 9. Session-by-Session Curriculum Plan

*The 30 sessions below are organised into five thematic modules. This index summarises the module architecture before the full session-by-session detail follows.*

| Module          | Theme                                                | Sessions       | Contact Hours |
|-----------------|------------------------------------------------------|----------------|---------------|
| <b>Module 1</b> | Foundations & Historical Evolution                   | Sessions 1–5   | 7.5 hours     |
| <b>Module 2</b> | Core Models — Academics, Consultants & Practitioners | Sessions 6–12  | 10.5 hours    |
| <b>Module 3</b> | Internal OB → Structure → Change & Design            | Sessions 13–21 | 13.5 hours    |
| <b>Module 4</b> | Agility, Technology & Ethics                         | Sessions 22–27 | 9 hours       |
| <b>Module 5</b> | Integration, Synthesis & Application                 | Sessions 28–30 | 4.5 hours     |

### MODULE 1: Foundations & Historical Evolution

Sessions 1–5 · 7.5 hours

#### • Session 1: Why OB? Origins & Scope

**Objective:** Articulate the origins of Organisational Behaviour in industrialisation and early management science; map the difference between Taylorist efficiency thinking and Mayo’s human relations approach.

**Subtopics:** The Industrial Revolution and the management problem it created; Scientific Management (Taylor); the Hawthorne Studies; the founding efficiency-vs-humanity tension in OB.

**Assigned Readings:** Roethlisberger & Dickson (1939), excerpts on the Hawthorne studies; Taylor, “The Principles of Scientific Management” (1911), Ch. 1–2 (open access via Project Gutenberg).

**Core Case Material:** Hawthorne Works, Western Electric — the relay assembly test room experiments.

**Session Pedagogy:** Instructor-led historical walk-through; in-class debate: “If you were the factory manager, Taylor or Mayo?”; formation of study groups for the course-long OB audit project.

**Milestone Target:** Formation of official study groups for the Session 20/28 OB Audit project.

#### • Session 2: Human Relations & Behavioural Science

**Objective:** Explain the contributions of Maslow, McGregor, and Herzberg to motivation theory and trace how psychology formally entered management thinking.

**Subtopics:** Maslow’s Hierarchy of Needs; McGregor’s Theory X/Y; Herzberg’s Two-Factor Theory; the post-war behavioural science movement.

**Assigned Readings:** Maslow, “A Theory of Human Motivation,” *Psychological Review* (1943); Herzberg, “One More Time: How Do You Motivate Employees?” *HBR* (1968, reprinted 2003).

**Core Case Material:** Micro-case: why a pay rise stops motivating after three months (Herzberg’s hygiene-vs-motivator distinction).

**Session Pedagogy:** Framework-application workshop; personal self-assessment (“where are you on Maslow’s hierarchy right now, as a student?”); small-group discussion.

### ● Session 3: From Personnel Management to Strategic HRM

**Objective:** Trace the evolution from administrative personnel management to strategic HRM, including Ulrich’s HR Business Partner model.

**Subtopics:** Personnel administration vs. strategic HRM; the Harvard and Michigan models of HRM; Ulrich’s HR Business Partner framework; India’s post-liberalisation HR boom.

**Assigned Readings:** Ulrich, “Human Resource Champions” (1997), Ch. 1; Beer et al., the Harvard Model of HRM (1984) — summary article.

**Core Case Material:** Infosys HR in the 1990s — building capability at scale during the IT export boom.

**Session Pedagogy:** Case discussion; comparative timeline exercise (personnel → strategic HR) built collaboratively on the whiteboard.

### ● Session 4: Corporate Philosophy & Culture Movements

**Objective:** Identify how Peters and Waterman, Drucker, and the Japanese quality movement redirected management attention from structure to culture.

**Subtopics:** Peters & Waterman’s “In Search of Excellence”; Drucker’s management philosophy; Kaizen and the Toyota Production System; the McKinsey 7-S framework (preview).

**Assigned Readings:** Peters & Waterman, “In Search of Excellence” (1982), Ch. 1; Drucker, “The Practice of Management” (1954), selected pages.

**Core Case Material:** Toyota Production System vs. General Motors in the 1980s.

**Session Pedagogy:** Structured debate: “Is culture strategy, or does strategy determine culture?”; small-group case analysis.

### ● Session 5: OB’s Disciplinary Map

**Objective:** Construct a map of the disciplines feeding OB — psychology, sociology, anthropology, economics, political science — and explain what each contributes.

**Subtopics:** The five disciplinary roots of OB; perspective-switching as a managerial skill; the limits of a single-discipline lens.

**Assigned Readings:** Robbins, Judge & Vohra, “Organizational Behavior” (latest edition), Ch. 1 (the contributing disciplines to OB).

**Core Case Material:** Five-lens analysis applied to a single scenario: a high performer who is disruptive to team culture.

**Session Pedagogy:** Small-group exercise applying all five disciplinary lenses to one scenario; individual reflection writing.

**Milestone Target:** Reflection Journal Entry 1 due: personal “default lens” reflection (feeds into Assessment A5).

## MODULE 2: Core Models — Academics, Consultants & Practitioners

Sessions 6–12 · 10.5 hours

### • Session 6: Motivation Models — Academic vs. Practitioner

**Objective:** Compare academic motivation theories with practitioner tools (OKRs, nudge theory, Gallup Q12) and evaluate what each is actually measuring.

**Subtopics:** Vroom’s Expectancy Theory; Gallup Q12; OKRs as a motivation and alignment tool; nudge theory in workplace design.

**Assigned Readings:** Vroom, “Work and Motivation” (1964), summary chapter; Doerr, “Measure What Matters” (2018), Ch. 1–2 (OKRs).

**Core Case Material:** Google’s OKR adoption and its influence on Silicon Valley goal-setting practice.

**Session Pedagogy:** Comparative framework workshop: academic model vs. practitioner tool, applied to the same scenario.

### • Session 7: Leadership Theories

**Objective:** Trace the evolution of leadership theory from trait-based models through transactional, transformational, and servant leadership.

**Subtopics:** Trait theories; Bass’s transformational leadership; Greenleaf’s servant leadership; the evidence gap in popular leadership writing.

**Assigned Readings:** Bass, “Leadership and Performance Beyond Expectations” (1985), Ch. 2; Greenleaf, “Servant Leadership” (1977), introduction.

**Core Case Material:** Contrasting leadership styles: a transformational vs. a servant-leadership case from Indian industry (instructor’s choice, drawn from network).

**Session Pedagogy:** Socratic case discussion; small-group leadership-style mapping exercise. Pick global leaders and discuss styles and opinions.

### • Session 8: Group Dynamics & Team Effectiveness

**Objective:** Apply Tuckman’s stages model, Belbin’s team roles, and Hackman’s conditions for team effectiveness, with focus on Edmondson’s psychological safety research.

**Subtopics:** Tuckman’s stages of group development; Belbin’s team roles; Hackman’s team effectiveness conditions; psychological safety.

**Assigned Readings:** Edmondson, “The Fearless Organization” (2018), Ch. 1; Duhigg, “What Google Learned From Its Quest to Build the Perfect Team,” NYT (2016).

**Core Case Material:** Google's Project Aristotle — psychological safety as the strongest predictor of team performance.

**Session Pedagogy:** Belbin team-role self-assessment; small-group reflection on assigned roles.

### • Session 9: Communication, Power & Influence

**Objective:** Map French and Raven's power bases against real organisational scenarios and analyse formal vs. informal communication networks.

**Subtopics:** French & Raven's bases of power; formal vs. informal organisational networks; political literacy in organisations.

**Assigned Readings:** French & Raven, "The Bases of Social Power" (1959), summary; Pfeffer, "Managing With Power" (1992), Ch. 1.

**Core Case Material:** A power-mapping exercise applied to a disguised real organisation (the gap between the org chart and how decisions are actually made). IBM Global Process Services.

**Session Pedagogy:** Power-mapping workshop in small groups; class discussion of findings.

### • Session 10: The Consultant vs. Academic Lens

**Objective:** Critically compare McKinsey's 7-S framework, the Balanced Scorecard, and BCG's portfolio matrices against peer-reviewed OB research on similar topics.

**Subtopics:** Consultant frameworks vs. academic rigour; adoption-oriented vs. validity-oriented model design; when each lens is appropriate.

**Assigned Readings:** Kaplan & Norton, "The Balanced Scorecard", HBR (1992); Waterman, Peters & Phillips, "Structure Is Not Organization" (the original 7-S article), McKinsey Quarterly (1980).

**Core Case Material:** Comparing a McKinsey 7-S diagnosis with an academic culture-and-structure study of the same hypothetical firm.

**Session Pedagogy:** Structured comparative analysis; instructor-led discussion drawing on industry consulting experience.

**Milestone Target:** Quiz 1 (covers Modules 1–2 to date).

### • Session 11: Business Leader Models — The Indian Context

**Objective:** Analyse OB frameworks created or championed by Indian business leaders and compare them to global equivalents.

**Subtopics:** Tata's values framework; Infosys's meritocracy model; institution-building approaches in Indian business; comparison with global leader-originated models (e.g., GE's Work-Out).

**Assigned Readings:** Case material on Tata Group's values architecture (publicly available Tata Sons governance and CSR disclosures); Infosys founder interviews and shareholder letters (public domain).

**Core Case Material:** Tata Steel — values under stress during periods of industrial conflict.

**Session Pedagogy:** Industry mentor session: CHRO or OD leader from the instructor's network discusses lived application of these frameworks.

**Milestone Target:** Industry Mentor Visit 1.

## • Session 12: Model Critique Lab — When Frameworks Fail

**Objective:** Analyse cases where the application of popular OB models contributed to organisational failure, developing the judgment to know when not to apply a framework.

**Subtopics:** Enron's values-statement failure; Nokia's strategic rigidity; the gap between stated frameworks and lived practice.

**Assigned Readings:** Eichenwald, "Conspiracy of Fools" (2005), selected chapters on Enron's culture; Vuori & Huy, "Distributed Attention and Shared Emotions in the Innovator's Dilemma: Evidence from Nokia," *Administrative Science Quarterly* (2016).

**Core Case Material:** Enron's collapse and Nokia's decline — two failures of well-documented but poorly applied frameworks.

**Session Pedagogy:** Class debate: teams argue for and against the proposition that "frameworks caused this failure."

## MODULE 3: Internal OB → Structure → Change & Design

Sessions 13–21 · 13.5 hours

## • Session 13: Individual Behaviour & Perception

**Objective:** Apply attribution theory and key cognitive biases to managerial decision-making scenarios, and review the Big Five personality framework.

**Subtopics:** Attribution theory; confirmation bias; the halo effect; the fundamental attribution error; the Big Five personality model.

**Assigned Readings:** Heider, "The Psychology of Interpersonal Relations" (1958), summary; Costa & McCrae, the Big Five model — overview article.

**Core Case Material:** A misattributed underperformance scenario: manager attributes a team member's output to attitude rather than system constraints.

**Session Pedagogy:** Big Five self-assessment; small-group bias-spotting exercise using short workplace vignettes.

## • Session 14: Organisational Culture — Deep Dive

**Objective:** Apply Schein's three-level model to analyse and compare the cultures of at least two organisations, and distinguish culture from climate.

**Subtopics:** Schein's three levels (artefacts, espoused values, underlying assumptions); culture vs. climate; why artefact-level culture change fails.

**Assigned Readings:** Schein, "Organizational Culture and Leadership" (latest edition), Ch. 1–2.

**Core Case Material:** Comparative culture analysis of two organisations known to students (can include their own past employers).

**Session Pedagogy:** Culture-audit workshop in small groups; presentation of one comparative finding per group.

### • Session 15: Organisational Structure Models

**Objective:** Analyse and compare functional, divisional, matrix, and network structures using Mintzberg's organisational configurations.

**Subtopics:** Functional, divisional, matrix, and network structures; Mintzberg's five (later seven) configurations; structure as a strategic choice.

**Assigned Readings:** Mintzberg, "Structure in Fives: Designing Effective Organizations" (1983), Ch. 1–2.

**Core Case Material:** ITC's diversified divisional structure as a strategic response to a multi-business portfolio.

**Session Pedagogy:** Structure-mapping exercise: students sketch the structure of an organisation they have worked in or studied. Team Based presentation on culture models with examples.

### • Session 16: Decision-Making & Organisational Conflict

**Objective:** Contrast rational and bounded rationality models of decision-making, apply Thomas and Kilmann's conflict modes, and analyse when conflict is productive vs. destructive.

**Subtopics:** Rational choice vs. bounded rationality (Simon); groupthink; escalation of commitment; the Thomas-Kilmann Conflict Mode Instrument.

**Assigned Readings:** Simon, "Administrative Behavior" (1947), Ch. 4 (bounded rationality); Janis, "Groupthink", Psychology Today (1971).

**Core Case Material:** A strategic decision failure case involving groupthink (instructor's choice, drawn from public-domain board-level case material).

**Session Pedagogy:** Cold-call case discussion; conflict-mode self-assessment.

### • Session 17: Organisational Change — Drivers & Models

**Objective:** Apply Lewin's force-field analysis and Kotter's 8-step model to a change scenario, and situate change management within the VUCA framework.

**Subtopics:** Lewin's force-field analysis and 3-step model; Kotter's 8-step change model; VUCA as environmental context for change.

**Assigned Readings:** Lewin, "Frontiers in Group Dynamics," Human Relations (1947); Kotter, "Leading Change" (1996), Ch. 2.

**Core Case Material:** A McKinsey-style transformation case illustrating the ~70% failure rate of large change programmes.

**Session Pedagogy:** Force-field analysis applied in small groups to a live organisational scenario.

### • Session 18: Change Resistance & Transition Management

**Objective:** Distinguish between change (an event) and transition (a psychological process) using Bridges' Transition Model, and conduct a stakeholder resistance analysis.

**Subtopics:** Bridges' Transition Model (Ending, Neutral Zone, New Beginning); psychology of resistance; stakeholder mapping for change readiness.

**Assigned Readings:** Bridges, "Managing Transitions" (1991), Ch. 1–3.

**Core Case Material:** A restructuring scenario with documented employee resistance (disguised case, drawn from instructor's industry network).

**Session Pedagogy:** Industry mentor session: a change management leader discusses real transition challenges; stakeholder-mapping workshop.

**Milestone Target:** Industry Mentor Visit 2. Assessment A4 (Functional Correspondence & Applied Scenarios) assigned.

### • Session 19: Organisational Design in Practice

**Objective:** Apply Galbraith's Star Model to diagnose and redesign an organisation, using Amazon's two-pizza team principle as a contemporary reference point.

**Subtopics:** Galbraith's Star Model (strategy, structure, processes, rewards, people); restructuring vs. redesign; Amazon's small-team design philosophy.

**Assigned Readings:** Galbraith, "Designing Organizations" (latest edition), Ch. 1; Amazon shareholder letters (public domain) on team autonomy.

**Core Case Material:** Amazon's two-pizza team model and its influence on subsequent tech-sector organisational design.

**Session Pedagogy:** Star Model application workshop in small groups using a disguised case organisation.

### • Session 20: External Triggers → OB Response Matrix

**Objective:** Build and populate a working matrix mapping major external triggers to their characteristic organisational and behavioural responses.

**Subtopics:** Globalisation, regulatory change (e.g., GST, demonetisation), demographic shifts, and technological disruption as external triggers; the matrix as a diagnostic tool.

**Assigned Readings:** NASSCOM and RBI public reports on demonetisation's effect on BFSI and IT-enabled services (public domain); GST Council publications on supply-chain restructuring.

**Core Case Material:** Demonetisation's effect on Indian BFSI firms; GST's effect on logistics and supply-chain organisation design.

**Session Pedagogy:** Live, instructor-facilitated construction of the matrix as a class artefact, built session-by-session reference back to Module 3.

**Milestone Target:** A3.1 Submission Due: OB Audit Project Outline & Organisation Selection (5% of 25%). Quiz 2.

### • Session 21: Live Org Design Workshop

**Objective:** Redesign a target organisation's structure, culture levers, and change approach in response to a real-world disruption scenario, then present and defend design choices.

**Subtopics:** Integrative application of Modules 1–3; design defense and peer critique as a professional skill.

**Assigned Readings:** No new readings — students draw on all prior Module 3 material.

**Core Case Material:** A disruption scenario distributed in-session (e.g., a sudden regulatory change or a competitor's disruptive entry).

**Session Pedagogy:** Team-based live design exercise; structured presentation and peer critique.

**Milestone Target:** A2 Assessment Delivered: Live Design Defense (15% of final grade).

## MODULE 4: Agility, Technology & Ethics

Sessions 22–27 · 9 hours

### • Session 22: The Fluid Organisation

**Objective:** Analyse non-hierarchical organisation models — holacracy, flatarchies, and platform-based structures — and evaluate when fluid models outperform traditional ones.

**Subtopics:** Holacracy; flatarchies; platform organisations; the Spotify squad model and its prerequisites (psychological safety, mature talent, aligned incentives).

**Assigned Readings:** Robertson, “Holacracy” (2015), Ch. 1; Kniberg & Ivarsson, “Scaling Agile @ Spotify” (2012, publicly available white paper).

**Core Case Material:** Spotify's squad model and its widespread (and often unsuccessful) replication across industries.

**Session Pedagogy:** Comparative analysis: which organisational prerequisites must be in place before adopting a fluid structure?

### • Session 23: Business Agility Beyond Technology

**Objective:** Distinguish technical agility (Scrum, sprints) from business agility and evaluate how organisations apply OKRs and agile principles beyond software teams.

**Subtopics:** Technical agility vs. business agility; OKRs revisited at organisational scale; spotting “agile theatre” vs. genuine agility.

**Assigned Readings:** Denning, “The Age of Agile” (2018), Ch. 1–2.

**Core Case Material:** A non-tech Indian organisation's attempt to adopt agile ways of working (instructor's choice, drawn from industry network).

**Session Pedagogy:** Diagnostic exercise: is this organisation genuinely agile, or performing agility?

### • Session 24: Technology & Organisational Behaviour

**Objective:** Analyse the behavioural and ethical implications of AI in the workplace, people analytics, and algorithmic management.

**Subtopics:** AI-driven people analytics; algorithmic management and surveillance; bias in HR algorithms; the changing nature of managerial judgment.

**Assigned Readings:** Kellogg, Valentine & Christin, “Algorithms at Work: The New Contested Terrain of Control,” *Academy of Management Annals* (2020) — summary sections; NASSCOM reports on AI adoption in Indian HR Tech (public domain).

**Core Case Material:** A people-analytics tool used for attrition prediction or interview scoring — ethical dilemma framing.

**Session Pedagogy:** Structured ethical-dilemma debate; small-group evaluation of a real (anonymised) people-analytics tool.

## • Session 25: Complexity & Emergent Behaviour

**Objective:** Apply complex adaptive systems thinking and Weick’s sensemaking framework to organisational crises and strategic pivots.

**Subtopics:** Complex adaptive systems (CAS); complicated vs. complex problems; Weick’s sensemaking; the limits of machine-model thinking about organisations.

**Assigned Readings:** Weick, “Sensemaking in Organizations” (1995), Ch. 1; Snowden & Boone, “A Leader’s Framework for Decision Making,” *HBR* (2007) (Cynefin framework).

**Core Case Material:** An organisational crisis that defied conventional planning (instructor’s choice; can draw on a publicly documented crisis response).

**Session Pedagogy:** Complexity-mapping exercise distinguishing complicated from complex elements of a case scenario.

## • Session 26: Ethics, DEI & Wellbeing

**Objective:** Analyse ethical leadership frameworks, evaluate evidence-based DEI practices, and examine organisational design conditions that support or undermine wellbeing.

**Subtopics:** Ethical leadership; evidence-based vs. performative DEI; SEBI’s BRSR reporting requirements; India’s POSH Act and the four Labour Codes; psychological wellbeing by design.

**Assigned Readings:** SEBI’s Business Responsibility and Sustainability Reporting (BRSR) framework (public domain, SEBI circulars); Ministry of Labour & Employment summaries of the four Labour Codes (public domain).

**Core Case Material:** An Indian organisation’s BRSR disclosure as a window into how DEI commitments translate (or fail to translate) into practice.

**Session Pedagogy:** Regulatory-literacy briefing combined with a DEI-practice evaluation exercise (evidence-based vs. performative).

## • Session 27: Future of Work — India & Global

**Objective:** Synthesise trends — gig economy growth, hybrid work, GenZ workforce expectations, automation displacement — into a coherent outlook for the next decade.

**Subtopics:** Gig economy formalisation; hybrid work adoption; GenZ workforce expectations; automation-driven skills displacement; India’s demographic dividend.

**Assigned Readings:** NASSCOM Strategic Review (latest edition, public domain); ILO “World Employment and Social Outlook” reports (public domain); World Economic Forum “Future of Jobs” report (public domain).

**Core Case Material:** Zomato and Zepto’s gig-economy workforce models as Indian case studies in new-age organisation design.

**Session Pedagogy:** Industry mentor panel: a CHRO and a startup founder discuss future-of-work realities; Quiz 3.

**Milestone Target:** Industry Mentor Visit 3 (Panel). Quiz 3 (covers Module 4).

## MODULE 5: Integration, Synthesis & Application

Sessions 28–30 · 4.5 hours

### • Session 28: OB Audit — Live Organisation

**Objective:** Deliver a structured OB audit of a real organisation, diagnosing culture, structure, leadership dynamics, and change readiness, followed by peer critique.

**Subtopics:** Integrative application of all course frameworks; structured diagnostic presentation; constructive peer critique as a managerial skill.

**Assigned Readings:** No new readings — students draw on the full course framework set.

**Core Case Material:** Each student team’s selected live organisation (selected at Session 20).

**Session Pedagogy:** Team presentations (20 minutes each) with structured peer and instructor questioning (10 minutes each).

**Milestone Target:** A3 Final Submission Due: OB Audit Report & Presentation (20% of 25%).

### • Session 29: Industry Immersion Debrief

**Objective:** Present the most significant learning mapped to specific course frameworks, in dialogue with industry mentors who engaged during the course.

**Subtopics:** Synthesis of mentor interactions across Sessions 11, 18, and 27; validating or complicating classroom frameworks against lived practice.

**Assigned Readings:** No new readings — students review their own reflection journal entries from mentor sessions.

**Core Case Material:** Not applicable — session is structured as a dialogue, not a case discussion.

**Session Pedagogy:** Returning mentor panel; student presentations of key learnings; open dialogue and critique.

**Milestone Target:** Industry Mentor Visit 4 (Debrief Panel).

### • Session 30: Synthesis & The OB Practitioner

**Objective:** Articulate the two or three most significant unresolved tensions in OB, reflect on how personal assumptions about organisations have shifted, and commit to a personal practice of continued learning.

**Subtopics:** Unresolved tensions in OB (individual vs. collective, stability vs. change, efficiency vs. humanity); the reflective-practitioner stance; closing synthesis.

**Assigned Readings:** No new readings — closing session draws on the full course.

**Core Case Material:** Not applicable.

**Session Pedagogy:** Closing synthesis discussion; individual reflection submission; course wrap-up.

**Milestone Target:** A5 Final Submission Due: Reflection Journal (complete). A6 (Capstone) individual synthesis component due.

### Recommended Core Textbook & Suggested Reading

The course deliberately favors narrative, evidence-based books over dense academic texts for general reading, on the view that retention and engagement are higher when frameworks arrive through story rather than abstraction. Session-specific academic readings remain as set out against each session above; the selections below are the core text and a short suggested-reading list for students who want to go deeper.

|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CORE TEXT</b> | <b>Organizational Behavior: An Evidence-Based Guide for MBA Students — Ning Hou, James A. Tan &amp; Gustavo Valdez Paez (Springer, 2023)</b><br>Written specifically for MBA students rather than adapted from an undergraduate text. Organised by micro → meso → macro OB, which maps closely onto this course's Module 3 architecture (individual → group → organisation). Covers post-pandemic, hybrid-work, and virtual-team material, so it reads as current rather than dated. |
| <b>SR1</b>       | <b>The Fearless Organization — Amy C. Edmondson (Wiley, 2018)</b><br>Story-driven exploration of psychological safety, built on real organisational failures (Wells Fargo, Nokia, hospital teams). Already anchors the Session 8 reading; this extends it to full-book depth. Highly readable, minimal jargon.                                                                                                                                                                       |
| <b>SR2</b>       | <b>No Rules Rules: Netflix and the Culture of Reinvention — Reed Hastings &amp; Erin Meyer (Penguin, 2020)</b><br>Fast, narrative account of a culture today's students already have opinions about. Strong companion to Module 4 (fluid organisations, agility) and a useful counterpoint case alongside the TCS change-management material used elsewhere in this course.                                                                                                          |
| <b>SR3</b>       | <b>The Culture Map — Erin Meyer (PublicAffairs, 2014)</b><br>Closes the cross-cultural OB gap identified in this course's benchmarking against global MBA programmes. Short, scale-based chapters with concrete frameworks; globally relevant for students who will work across geographies.                                                                                                                                                                                         |
| <b>SR4</b>       | <b>Sapiens (selected chapters on cooperation &amp; hierarchy) — Yuval Noah Harari (Harvill Secker, 2011)</b>                                                                                                                                                                                                                                                                                                                                                                         |

|     |                                                                                                                                                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|     | Not an OB book, but a sweeping, highly readable frame for why humans organise into hierarchies and cooperate at scale — useful to assign in excerpt alongside Module 1, before narrowing into Taylor and Mayo.                                                                                                                                                                              |
| SR5 | <b>Atlas of the Heart or Dare to Lead (either, optional) — Brené Brown (Random House, 2021 / 2018)</b><br>Optional rather than core. Accessible voice, strong on vulnerability, psychological safety, and leadership; resonates with students already familiar with her talks. Best used selectively alongside Module 4's ethics and wellbeing session rather than as a full assigned read. |

## 10. Institutional Support Infrastructure & Inclusivity Mandates

**Disability Support Frameworks:** The institution is fully committed to making all academic tracks thoroughly accessible. The Disability Support Committee (DSC) continuously interfaces with students experiencing physical, mobility, visual, auditory, or neurodivergent/learning difficulties (e.g., dyslexia, dyscalculia) to orchestrate tailored accommodations. Registration with the DSC should occur within the opening month of the semester via the official portal to ensure timely support setup. The committee enforces strict confidentiality protocols to safeguard all student records.

**Contact & Administrative Support:** For procedural assistance or registry steps, students can reach out to the committee's central inbox at [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in).



## MBA Programme | Course Outline

### *Professional Identity & Communication*

Semester 1 | Academic Year 2026-27

#### 1 Course details

|                                     |                                                  |
|-------------------------------------|--------------------------------------------------|
| <b>Course title</b>                 | Professional Identity & Communication            |
| <b>Core or elective</b>             | Core (credit course)                             |
| <b>Programme &amp; batch</b>        | MBA 2026                                         |
| <b>Semester &amp; academic year</b> | Semester 1 (Odd Semester), Academic Year 2026-27 |
| <b>Credits</b>                      |                                                  |

|                                           |                                                                                                                                      |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Discipline / area</b>                  | Business communication & professional skills                                                                                         |
| <b>Prerequisite</b>                       | None                                                                                                                                 |
| <b>Delivery partner</b>                   | BlewMinds (Assessment   Coaching   Consulting), in partnership with the KRM University Career Development Centre (CDC) & MBA faculty |
| <b>Course instructor(s)</b>               | Visiting faculty, BlewMinds<br>Mr. Sandeep Kochhar                                                                                   |
| <b>Contact details of faculty</b>         |                                                                                                                                      |
| <b>Contact details of support staff</b>   | Career Development Centre (CDC), KRM University                                                                                      |
| <b>Sections &amp; class size</b>          | 2 sections, approximately 75 students each                                                                                           |
| <b>Total sessions &amp; contact hours</b> | 20 sessions of 1.5 hours each per section (30 hours per section)<br>60 contact hours across 2 sections                               |
| <b>Open office day(s) &amp; time</b>      |                                                                                                                                      |

## 2 Introduction to the course

Communication is central to professional identity. As organisations work across regions, functions & digital channels, managers are judged not only on their technical expertise but on how clearly, credibly & persuasively they communicate. This course introduces first year MBA students to the foundations of professional communication & helps them build a confident professional identity through structured practice.

The course is deliberately practice oriented. Students move from structured thinking & professional writing to active listening, non-verbal communication, storytelling & business presentations, & finally integrate these skills in realistic workplace scenarios. Each session pairs concise instruction with hands on activity, so that students of varying proficiency levels can practise, reflect & improve in a supportive environment. The skills developed here also serve as prerequisites for the advanced frameworks introduced in the winter career preparation bootcamp & in Semester 2.

## 3 Course framework: guiding questions & modules

The course is organised around a single macro question, supported by module level micro questions that drive the learning in each phase.

### Macro question

*How can I communicate with clarity, credibility & confidence to build a strong professional identity in the workplace?*

### Modules & micro questions

#### Module 1 · Written Communication Foundations

- How do I think & organise my ideas logically before I write?
- How do I use my own knowledge & basic research to fill information gaps?
- How do I understand & write for different audiences?

- How do I write professional emails, memos & messages that achieve their purpose?

## **Module 2 · Spoken & Non-Verbal Foundations**

- How do I listen actively & remove barriers to understanding?
- How does my body language shape my professional presence?
- How do I use storytelling to make my message memorable?
- How do I plan & deliver a confident business presentation?

## **Module 3 · Integration & Professional Readiness**

- How do I choose the right channel & combine written & spoken communication under real workplace pressure?
- How do I review my own communication & plan my continued development?

## **4 Course learning outcomes**

On successful completion of this course, students will be able to demonstrate the outcomes set out below. Each outcome is mapped to one or more assessment items.

| Code         | On successful completion of this course, students will be able to:                                                                                      |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CLO-1</b> | Apply structured & logical thinking to organise ideas clearly for professional communication.                                                           |
| <b>CLO-2</b> | Use personal knowledge & basic professional research to find credible information & fill knowledge gaps.                                                |
| <b>CLO-3</b> | Analyse audience needs & adapt communication style using audience empathy.                                                                              |
| <b>CLO-4</b> | Produce professional written communication, including formal & cold emails, institutional memos, professional chat & introductory business reports.     |
| <b>CLO-5</b> | Apply active listening techniques & remove common barriers to understanding.                                                                            |
| <b>CLO-6</b> | Project professional presence through body language, posture, etiquette & other non-verbal communication.                                               |
| <b>CLO-7</b> | Use corporate storytelling frameworks to make professional communication engaging & memorable.                                                          |
| <b>CLO-8</b> | Plan & deliver confident business presentations, including handling audience questions.                                                                 |
| <b>CLO-9</b> | Select appropriate communication channels & integrate written & spoken communication in workplace scenarios, & plan personal communication development. |

## **5 Mapping of learning outcomes to assessments**

The matrix below shows how each course learning outcome is assessed across the assessment scheme.

| Course learning outcome | Assessed through |
|-------------------------|------------------|
| <b>CLO-1</b>            | A1, A3           |

| Course learning outcome | Assessed through |
|-------------------------|------------------|
| CLO-2                   | A1, A3           |
| CLO-3                   | A1, A3           |
| CLO-4                   | A2, A3           |
| CLO-5                   | A1, A4           |
| CLO-6                   | A4               |
| CLO-7                   | A5               |
| CLO-8                   | A6               |
| CLO-9                   | A6, A7           |

## 6 Evaluation scheme

This is a skill based course & follows continuous evaluation. There is no mid-term or end-term examination. The course grade is determined by the assessment tasks below.

| ID | Assessment task                                                                              | Weight      | Nature             | Timing       | CLOs           |
|----|----------------------------------------------------------------------------------------------|-------------|--------------------|--------------|----------------|
| A1 | Class participation & in-class practical activities                                          | 15%         | Individual         | Continuous   | CLO 1 to 9     |
| A2 | Professional writing portfolio (formal & cold emails, institutional memo, professional chat) | 20%         | Individual         | Weeks 4 to 5 | CLO-4          |
| A3 | Audience focused structured writing task (short report)                                      | 15%         | Group              | Weeks 3 to 4 | CLO 1, 2, 3, 4 |
| A4 | Active listening & non-verbal communication assessment (in class)                            | 10%         | Individual         | Week 6       | CLO 5, 6       |
| A5 | Corporate storytelling exercise                                                              | 10%         | Individual         | Week 7       | CLO-7          |
| A6 | Business presentation (capstone)                                                             | 20%         | Individual + Group | Weeks 8 & 10 | CLO 8, 9       |
| A7 | Personal communication development plan (reflective)                                         | 10%         | Individual         | Week 10      | CLO-9          |
|    | <b>Total</b>                                                                                 | <b>100%</b> |                    |              |                |

### Assessment administration

All assessment instruments are designed by the course instructor & aligned with the stated learning outcomes. Question papers & assignment briefs are shared with the Programme Coordinator in advance for records. Students receive individual written feedback on each assessed task within one week of the submission deadline, with specific & actionable guidance for improvement.

### Description of assessments

### **A1 Class participation & in-class practical activities (15%)**

This is a skill based course, so active engagement is essential. Marks are awarded for the quality of contribution to in-class discussion & for participation in the practical activities run in each session. A minimum of one practical activity is conducted per session. Students are expected to attend all sessions; activities missed without approved leave cannot be reattempted.

### **A2 Professional writing portfolio (20%)**

Students compile a short portfolio of professional written communication produced during the written communication module. The portfolio includes a formal email, a cold email, an institutional memo & a sample of professional chat etiquette. Work is assessed on structure, clarity, tone & appropriateness for the intended audience.

### **A3 Audience focused structured writing task (15%)**

Working in study groups, students prepare a short structured report on an assigned topic, applying structured thinking, basic research & audience empathy. Groups first submit a brief outline with key information sources identified & then submit the final task after incorporating faculty feedback.

### **A4 Active listening & non-verbal communication assessment (10%)**

An in-class assessment in which students demonstrate active listening & appropriate non-verbal communication in a structured scenario. Students are evaluated on listening accuracy, clarifying & questioning technique, body language, posture & professional presence.

### **A5 Corporate storytelling exercise (10%)**

Each student structures & delivers a short professional story using a storytelling framework introduced in class. Assessment considers structure, relevance, engagement & delivery.

### **A6 Business presentation (20%)**

Students plan & deliver a business presentation, individually & as part of a group. Presentations are assessed on planning & structure, audience engagement, delivery, confidence & the handling of audience questions. Students may seek feedback on content & flow before the final delivery.

### **A7 Personal communication development plan (10%)**

As a reflective capstone, each student prepares a personal communication development plan that reviews their progress across the course & sets clear, actionable goals for continued development ahead of the winter career preparation bootcamp & Semester 2.

*Detailed briefs & rubrics will be provided before each assessment.*

## **7 Teaching & learning approach**

Since this is a course on communication, active participation is expected throughout. Sessions blend short instructor led inputs with role plays, exercises, simulations & group work, each followed by analysis & feedback. Content is application oriented & interactive, & is pitched to suit MBA students with varied communication proficiency levels.

Each week comprises 2 sessions of 1.5 hours each, for a total of 3 hours per week. Each week includes a minimum of 2 practical activities, with at least one practical activity per session. A substantial part of the work is completed in study groups, since peer assisted practice & feedback are central to developing communication skills.

## **8 Readings & references**

There is no single prescribed textbook for this course. Selected readings, references, videos & practice materials are mapped to each session & shared through the course learning management system. The consolidated reading & reference list will be confirmed by the course instructor.

**Consolidated reading & reference list: [TBD]**

## 9 Session plan

The session plan follows the Semester 1 content sequence. It covers 20 sessions of 1.5 hours each per section, organised into 3 modules across 10 weeks.

| Session details                                                   | Objective & subtopics                                                                                                                                                                             | CLOs         |
|-------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Module 1: Written Communication Foundations (Weeks 1 to 4)</b> |                                                                                                                                                                                                   |              |
| <b>Week 1 · Structured &amp; Logical Thinking Frameworks</b>      |                                                                                                                                                                                                   |              |
| <b>Session 1</b>                                                  | <b>Session objective</b>                                                                                                                                                                          | <b>CLO-1</b> |
|                                                                   | Introduce structured thinking & explain why logical reasoning underpins clear communication.                                                                                                      |              |
| <b>Subtopics covered</b>                                          | <ul style="list-style-type: none"> <li>• Introduction to structured thinking</li> <li>• Why logical thinking matters in communication</li> <li>• Organising ideas clearly</li> </ul>              |              |
| <b>Pedagogy</b>                                                   | Instructor led discussion & one practical activity                                                                                                                                                |              |
| <b>Session 2</b>                                                  | <b>Session objective</b>                                                                                                                                                                          | <b>CLO-1</b> |
|                                                                   | Break down & sequence complex information & apply structured thinking to workplace communication.                                                                                                 |              |
| <b>Subtopics covered</b>                                          | <ul style="list-style-type: none"> <li>• Breaking down complex information</li> <li>• Sequencing thoughts logically</li> <li>• Applying structured thinking to workplace communication</li> </ul> |              |
| <b>Pedagogy</b>                                                   | Guided exercise & one practical activity                                                                                                                                                          |              |
| <b>Week 2 · Personal Knowledge &amp; Research Skills</b>          |                                                                                                                                                                                                   |              |
| <b>Session 3</b>                                                  | <b>Session objective</b>                                                                                                                                                                          | <b>CLO-2</b> |
|                                                                   | Use existing knowledge effectively, identify information gaps & frame the right questions.                                                                                                        |              |
| <b>Subtopics covered</b>                                          | <ul style="list-style-type: none"> <li>• Using existing knowledge effectively</li> <li>• Identifying information gaps</li> <li>• Asking the right questions</li> </ul>                            |              |
| <b>Pedagogy</b>                                                   | Instructor led discussion & one practical activity                                                                                                                                                |              |
| <b>Session 4</b>                                                  | <b>Session objective</b>                                                                                                                                                                          | <b>CLO-2</b> |
|                                                                   | Apply basic professional research techniques to find credible information that strengthens communication.                                                                                         |              |
| <b>Subtopics covered</b>                                          | <ul style="list-style-type: none"> <li>• Basic professional research techniques</li> <li>• Finding credible information</li> <li>• Using research to strengthen communication</li> </ul>          |              |

| Session details                                                         | Objective & subtopics                                                                                                                                                                                     | CLOs         |
|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Pedagogy</b>                                                         | Research workshop & one practical activity                                                                                                                                                                |              |
| <b>Week 3 · Audience Empathy &amp; Audience Centric Communication</b>   |                                                                                                                                                                                                           |              |
| <b>Session 5</b>                                                        | <b>Session objective</b>                                                                                                                                                                                  | <b>CLO-3</b> |
|                                                                         | Understand audience needs & expectations & adapt communication style accordingly.                                                                                                                         |              |
| <b>Subtopics covered</b>                                                | <ul style="list-style-type: none"> <li>• Understanding your audience</li> <li>• Audience needs &amp; expectations</li> <li>• Adapting communication style</li> </ul>                                      |              |
| <b>Pedagogy</b>                                                         | Instructor led discussion & one practical activity                                                                                                                                                        |              |
| <b>Session 6</b>                                                        | <b>Session objective</b>                                                                                                                                                                                  | <b>CLO-3</b> |
|                                                                         | Build audience empathy maps & tailor messages for different stakeholders.                                                                                                                                 |              |
| <b>Subtopics covered</b>                                                | <ul style="list-style-type: none"> <li>• Audience empathy mapping</li> <li>• Tailoring messages for different stakeholders</li> <li>• Practical communication scenarios</li> </ul>                        |              |
| <b>Pedagogy</b>                                                         | Scenario based activity & one practical exercise                                                                                                                                                          |              |
| <b>Week 4 · Professional Business Writing &amp; Workplace Documents</b> |                                                                                                                                                                                                           |              |
| <b>Session 7</b>                                                        | <b>Session objective</b>                                                                                                                                                                                  | <b>CLO-4</b> |
|                                                                         | Write effective formal emails with correct etiquette & structure, avoiding common mistakes.                                                                                                               |              |
| <b>Subtopics covered</b>                                                | <ul style="list-style-type: none"> <li>• Formal email writing</li> <li>• Email etiquette &amp; structure</li> <li>• Common email mistakes</li> </ul>                                                      |              |
| <b>Pedagogy</b>                                                         | Writing workshop & one practical activity                                                                                                                                                                 |              |
| <b>Session 8</b>                                                        | <b>Session objective</b>                                                                                                                                                                                  | <b>CLO-4</b> |
|                                                                         | Compose cold emails, institutional memos & professional chat messages, & be introduced to business reports.                                                                                               |              |
| <b>Subtopics covered</b>                                                | <ul style="list-style-type: none"> <li>• Cold emails</li> <li>• Institutional memos</li> <li>• Professional chat &amp; instant messaging etiquette</li> <li>• Introduction to business reports</li> </ul> |              |
| <b>Pedagogy</b>                                                         | Applied writing task & one practical activity                                                                                                                                                             |              |

| Session details                                                      | Objective & subtopics                                                                                                                                                                                         | CLOs         |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Module 2: Spoken &amp; Non-Verbal Foundations (Weeks 5 to 8)</b>  |                                                                                                                                                                                                               |              |
| <b>Week 5 · Active Listening &amp; Barrier Elimination</b>           |                                                                                                                                                                                                               |              |
| <b>Session 9</b>                                                     | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-5</b> |
|                                                                      | Distinguish listening from hearing, learn active listening fundamentals & recognise common barriers.                                                                                                          |              |
| <b>Subtopics covered</b>                                             | <ul style="list-style-type: none"> <li>• Listening versus hearing</li> <li>• Active listening fundamentals</li> <li>• Common listening barriers</li> </ul>                                                    |              |
| <b>Pedagogy</b>                                                      | Instructor led discussion & one practical activity                                                                                                                                                            |              |
| <b>Session 10</b>                                                    | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-5</b> |
|                                                                      | Improve listening effectiveness through clarifying & questioning techniques in workplace scenarios.                                                                                                           |              |
| <b>Subtopics covered</b>                                             | <ul style="list-style-type: none"> <li>• Improving listening effectiveness</li> <li>• Clarifying &amp; questioning techniques</li> <li>• Workplace listening scenarios</li> </ul>                             |              |
| <b>Pedagogy</b>                                                      | Listening exercise & one practical activity                                                                                                                                                                   |              |
| <b>Week 6 · Professional Body Language, Presence &amp; Etiquette</b> |                                                                                                                                                                                                               |              |
| <b>Session 11</b>                                                    | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-6</b> |
|                                                                      | Understand first impressions & body language fundamentals, including posture, eye contact & gestures.                                                                                                         |              |
| <b>Subtopics covered</b>                                             | <ul style="list-style-type: none"> <li>• First impressions</li> <li>• Body language fundamentals</li> <li>• Posture, eye contact &amp; gestures</li> </ul>                                                    |              |
| <b>Pedagogy</b>                                                      | Demonstration & one practical activity                                                                                                                                                                        |              |
| <b>Session 12</b>                                                    | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-6</b> |
|                                                                      | Project confidence, credibility & professional presence through non-verbal communication & workplace etiquette.                                                                                               |              |
| <b>Subtopics covered</b>                                             | <ul style="list-style-type: none"> <li>• Confidence &amp; credibility</li> <li>• Non-verbal communication in professional settings</li> <li>• Professional presence</li> <li>• Workplace etiquette</li> </ul> |              |
| <b>Pedagogy</b>                                                      | Role play & one practical activity                                                                                                                                                                            |              |

| Session details                                                           | Objective & subtopics                                                                                                                                                                                         | CLOs         |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Week 7 · Introduction to Corporate Storytelling</b>                    |                                                                                                                                                                                                               |              |
| <b>Session 13</b>                                                         | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-7</b> |
|                                                                           | Understand what storytelling is, why stories work in business & the elements of a good story.                                                                                                                 |              |
| <b>Subtopics covered</b>                                                  | <ul style="list-style-type: none"> <li>• What is storytelling?</li> <li>• Why stories work in business communication</li> <li>• Elements of a good story</li> </ul>                                           |              |
| <b>Pedagogy</b>                                                           | Instructor led discussion & one practical activity                                                                                                                                                            |              |
| <b>Session 14</b>                                                         | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-7</b> |
|                                                                           | Structure & practise personal & professional stories.                                                                                                                                                         |              |
| <b>Subtopics covered</b>                                                  | <ul style="list-style-type: none"> <li>• Personal &amp; professional storytelling</li> <li>• Structuring simple stories</li> <li>• Storytelling practice</li> </ul>                                           |              |
| <b>Pedagogy</b>                                                           | Storytelling workshop & one practical activity                                                                                                                                                                |              |
| <b>Week 8 · Fundamentals of Business Presentations</b>                    |                                                                                                                                                                                                               |              |
| <b>Session 15</b>                                                         | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-8</b> |
|                                                                           | Plan & structure presentations, engage the audience & deliver key messages.                                                                                                                                   |              |
| <b>Subtopics covered</b>                                                  | <ul style="list-style-type: none"> <li>• Presentation planning &amp; structure</li> <li>• Audience engagement</li> <li>• Delivering key messages</li> </ul>                                                   |              |
| <b>Pedagogy</b>                                                           | Instructor led discussion & one practical activity                                                                                                                                                            |              |
| <b>Session 16</b>                                                         | <b>Session objective</b>                                                                                                                                                                                      | <b>CLO-8</b> |
|                                                                           | Strengthen delivery skills & confidence, handle questions & practise with feedback.                                                                                                                           |              |
| <b>Subtopics covered</b>                                                  | <ul style="list-style-type: none"> <li>• Presentation delivery skills</li> <li>• Presentation confidence</li> <li>• Handling questions confidently</li> <li>• Presentation practice &amp; feedback</li> </ul> |              |
| <b>Pedagogy</b>                                                           | Presentation practice & feedback                                                                                                                                                                              |              |
| <b>Module 3: Integration &amp; Professional Readiness (Weeks 9 to 10)</b> |                                                                                                                                                                                                               |              |
| <b>Week 9 · Integrated Workplace Communication</b>                        |                                                                                                                                                                                                               |              |

| Session details                                           | Objective & subtopics                                                                                                                                                                                                                       | CLOs            |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Session 17                                                | Session objective                                                                                                                                                                                                                           | CLO-9,<br>CLO-4 |
|                                                           | Select appropriate communication channels & integrate written & spoken communication for decision making.                                                                                                                                   |                 |
| Subtopics covered                                         | <ul style="list-style-type: none"> <li>• Selecting the right communication channel</li> <li>• Workplace communication scenarios</li> <li>• Combining written &amp; spoken communication</li> <li>• Communication decision making</li> </ul> |                 |
| Pedagogy                                                  | Scenario based workshop & one practical activity                                                                                                                                                                                            |                 |
| Session 18                                                | Session objective                                                                                                                                                                                                                           | CLO-9,<br>CLO-5 |
|                                                           | Apply communication skills in professional simulations, team settings & under pressure, with peer feedback.                                                                                                                                 |                 |
| Subtopics covered                                         | <ul style="list-style-type: none"> <li>• Professional simulations</li> <li>• Team communication</li> <li>• Communication under pressure</li> <li>• Peer feedback</li> </ul>                                                                 |                 |
| Pedagogy                                                  | Simulation & peer feedback                                                                                                                                                                                                                  |                 |
| <b>Week 10 · Application &amp; Professional Readiness</b> |                                                                                                                                                                                                                                             |                 |
| Session 19                                                | Session objective                                                                                                                                                                                                                           | CLO-9           |
|                                                           | Consolidate learning through a capstone communication activity & business case simulation.                                                                                                                                                  |                 |
| Subtopics covered                                         | <ul style="list-style-type: none"> <li>• Capstone communication activity</li> <li>• Business case simulation</li> <li>• Professional communication review</li> </ul>                                                                        |                 |
| Pedagogy                                                  | Capstone activity & review                                                                                                                                                                                                                  |                 |
| Session 20                                                | Session objective                                                                                                                                                                                                                           | CLO-8,<br>CLO-9 |
|                                                           | Deliver final presentations, reflect on progress & prepare a personal communication development plan.                                                                                                                                       |                 |
| Subtopics covered                                         | <ul style="list-style-type: none"> <li>• Final presentations</li> <li>• Reflection</li> <li>• Feedback</li> <li>• Personal communication development plan</li> </ul>                                                                        |                 |

| Session details | Objective & subtopics          | CLOs |
|-----------------|--------------------------------|------|
| Pedagogy        | Final presentations & feedback |      |

### 10 Programme continuity

The foundations developed in this course carry forward into the wider MBA communication pathway. The structured thinking, professional writing, storytelling & presentation skills built here act as prerequisites for the winter career preparation bootcamp, which focuses on group discussions & interviews, & for Semester 2, which advances into psychometric self-assessment, data driven business writing, networking & interview focused verbal mastery.

### 11 Student support

KRM University is committed to making its courses accessible to all students. Students who need academic or other support are encouraged to contact the Programme Coordinator or the relevant student support office. The specific registration procedure & contact details for accessibility & disability support will be confirmed by the university.

**Accessibility & disability support contact:** [TBD by KRM University]

| SEMESTER II                      |                                                                   |   |   |   |   |
|----------------------------------|-------------------------------------------------------------------|---|---|---|---|
| Course Code: MKT602              | Course Title: <a href="#">Sales &amp; Distribution Management</a> | L | T | P | C |
| Version                          |                                                                   | 4 | 0 | 0 | 4 |
| Category of Course               | Core                                                              |   |   |   |   |
| Total Contact Hours              | 60                                                                |   |   |   |   |
| Pre-Requisites/<br>Co-Requisites | Marketing Management (MKT601)                                     |   |   |   |   |

### Course Perspective

This course builds on core marketing principles to provide a comprehensive understanding of sales management and distribution strategy. Students will learn to design and manage sales organisations, develop effective distribution channels, and lead high-performing sales teams. The course integrates contemporary topics such as digital sales tools, CRM systems, B2B sales strategy, and omnichannel distribution, preparing students to manage sales and distribution functions in competitive business environments.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement | Bloom's Level |
|--------|--------------------------|---------------|
|--------|--------------------------|---------------|

|            |                                                                                                                              |    |
|------------|------------------------------------------------------------------------------------------------------------------------------|----|
| <b>CO1</b> | Understanding the nature, scope, and importance of sales management and distribution in achieving organizational objectives. | L2 |
| <b>CO2</b> | Applying sales planning, territory design, and quota-setting techniques to manage and optimize a sales force.                | L3 |
| <b>CO3</b> | Analysing distribution channel structures, channel design decisions, and logistics systems for effective product delivery.   | L4 |
| <b>CO4</b> | Evaluating sales performance metrics, CRM effectiveness, and distribution channel efficiency for managerial decision-making. | L5 |
| <b>CO5</b> | Designing integrated sales and distribution strategies incorporating digital sales tools and omnichannel approaches.         | L6 |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | -   | -   | 1   | -   | -   | -   |
| CO2            | -   | 2   | -   | -   | 1   | -   | -   |
| CO3            | 1   | 3   | 2   | -   | 1   | 2   | -   |
| CO4            | -   | 1   | -   | 3   | -   | 2   | 2   |
| CO5            | -   | 1   | -   | -   | 3   | -   | -   |

### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | -    | -    |
| CO2            | 2    | 2    | 2    | -    |
| CO3            | -    | 2    | 2    | 2    |
| CO4            | -    | -    | 1    | 3    |
| CO5            | -    | -    | -    | -    |

### CO-PSO Correlation Matrix: MBA (FinTech)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | -    | -    |
| CO2            | 2    | 2    | 2    | 1    |
| CO3            | -    | 2    | -    | 1    |
| CO4            | -    | -    | -    | 2    |
| CO5            | -    | -    | -    | 2    |

#### CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | -    | -    |
| CO2            | 2    | 2    | 1    | -    |
| CO3            | -    | 2    | 1    | 2    |
| CO4            | -    | -    | 2    | 2    |
| CO5            | -    | -    | 3    | 1    |

#### Course Content

| Unit           | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                              | Hours  |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>  | <b>Sales Management: Foundations</b><br>Nature and scope of sales management; evolution of selling; relationship between marketing and sales; theories of selling; consultative and value-based selling; B2B vs. B2C sales; role of a sales manager; personal selling, objectives and strategies, process.                                                                                                        | 15 Hrs |
| <b>Unit II</b> | <b>Sales Organization Design and Management</b><br>Sales Organization Design and Management - Designing Territories and Allocating Sales Efforts, Sales Forecasting, Sales Budget, Sales Quotas, Designing the Structure and Size of Sales Force, Leading and Motivating the Sales Force, Training and Compensating the Sales Force, Sales Contest, Evaluating Sales Performance, Sales Analysis and Sales Report | 15 Hrs |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit III</b> | <b>Distribution Channel Management</b><br>Nature, functions, and types of distribution channels; channel design decisions; selection, motivation, and evaluation of channel members; channel conflict and cooperation; vertical and horizontal marketing systems; Numeric & Weighted Distribution, physical distribution management: transportation, warehousing, and inventory management; logistics and supply chain linkages. | 15 Hrs |
| <b>Unit IV</b>  | <b>Channel Management And Contemporary Issues in Sales and Distribution</b><br>Omnichannel distribution strategy; digital and e-commerce-enabled distribution; direct-to-consumer (D2C) models; rural distribution channels; measuring sales performance — KPIs and dashboards; retail management: modern trade and general trade; ethical issues in sales; emerging trends: AI in sales, social selling, and automation.        | 15 Hrs |

### Learning Experience

The course integrates role-plays, CRM tool simulations, case analysis, and territory planning activities. Students learn to craft sales and distribution strategies that align with long-term organizational objectives through live examples and participative methods.

### Textbooks

1. Still, R., Cundiff, E., & Govoni, N. Sales Management (5th ed.). Pearson.
2. Havaldar, K. K., & Cavale, V. M. (2007). Sales and distribution management – Text and cases (2nd ed.). New Delhi: McGraw Hill Education.
3. Coughlan, A. T., Anderson, E., Stern, L. W., & El-Ansary, A. I. Marketing Channels (7th ed.). Pearson.

### Suggested Readings

1. Spiro, R., Stanton, W., & Rich, G. Management of a Sales Force (12th ed.). McGraw-Hill.
2. Panda, T. K., & Sahadev, S. Sales and Distribution Management (2nd ed.). Oxford University Press.

### Open Educational Resources (OER)

1. Coursera — Sales Training courses ([coursera.org](https://www.coursera.org))
2. HubSpot Academy — Inbound Sales Certification ([academy.hubspot.com](https://academy.hubspot.com))
3. NPTEL — Marketing Management (IIT courses)

### Evaluation Scheme

| Assessment Component              | Marks    |
|-----------------------------------|----------|
| <b><u>Internal Assessment</u></b> | 40 Marks |

|                                                                                                                                                                       |                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) |                                                 |
| Mid-Term Examination                                                                                                                                                  | 20 Marks                                        |
| <b>External Assessment</b><br>..End-Term Examination (Theory)                                                                                                         | 40 Marks                                        |
| Passing Criteria                                                                                                                                                      | Minimum 40% in Internal and End-Term separately |

| SEMESTER II                          |                                                         |          |          |          |          |
|--------------------------------------|---------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> FIN602           | <b>Course Title:</b> <a href="#">Managerial Finance</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                         | 4        | 0        | 0        | 4        |
| <b>Category of Course</b>            | Core                                                    |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                      |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Accounting for Managers (FIN601)                        |          |          |          |          |

### Course Perspective

This course integrates corporate finance concepts with long-term strategic thinking to enhance value creation in businesses. It emphasises the alignment of financial policy decisions with the firm's overall strategic vision. Students will explore critical aspects such as capital structuring, valuation, financial risk management, and corporate restructuring to become proficient in formulating strategies that drive shareholder value while managing enterprise risks.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                         | Bloom's Level |
|--------|--------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the foundational principles of corporate finance and their strategic applications. | L2            |
| CO2    | Analysing the impact of capital structure and cost of capital on firm value.                     | L4            |
| CO3    | Evaluating corporate valuation techniques in different strategic contexts.                       | L5            |
| CO4    | Formulating financial strategies for investment, growth, restructuring, and risk mitigation.     | L6            |

|            |                                                                                        |    |
|------------|----------------------------------------------------------------------------------------|----|
| <b>CO5</b> | Creating value-based management principles to drive sustainable corporate performance. | L6 |
|------------|----------------------------------------------------------------------------------------|----|

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 2   | -   | -   | -   | -   | -   | -   |
| CO2            | -   | 3   | 2   | -   | -   | 2   | -   |
| CO3            | -   | -   | -   | 2   | -   | 2   | 2   |
| CO4            | -   | -   | -   | -   | 3   | -   | -   |
| CO5            | 1   | -   | -   | -   | 2   | -   | -   |

### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | 1    | 1    |
| CO2            | -    | 2    | 2    | 2    |
| CO3            | -    | -    | -    | 3    |
| CO4            | -    | -    | -    | -    |
| CO5            | 1    | 1    | -    | -    |

### CO-PSO Correlation Matrix: MBA (FinTech)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | -    | 2    | -    | -    |

|     |   |   |   |   |
|-----|---|---|---|---|
| CO3 | - | - | - | 2 |
| CO4 | - | - | 1 | 3 |
| CO5 | 1 | 1 | - | 2 |

### CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | -    | 2    | -    | 2    |
| CO3            | -    | -    | 2    | 2    |
| CO4            | -    | -    | 2    | -    |
| CO5            | 1    | 1    | 2    | -    |

### Course Content

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                            | Hours  |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Financial Strategy and Value Creation</b><br>Corporate financial strategy and its linkage with business strategy. Shareholder value, Economic Value Added (EVA), Market Value Added (MVA). Financial performance drivers: growth, profitability, and capital efficiency. Strategic financial goals and firm performance metrics. Financial strategy in M&A, turnaround, and growth contexts. | 12 Hrs |
| <b>Unit II</b>  | <b>Capital Structure and Cost of Capital</b><br>Capital structure theories: Modigliani-Miller, Trade-Off, Pecking Order. Components and computation of cost of capital. Optimal capital structure and value creation. Dividend policy decisions and payout strategies. Strategic financing alternatives: equity, debt, hybrid instruments.                                                      | 15 Hrs |
| <b>Unit III</b> | <b>Valuation and Strategic Investment Decisions</b><br>Enterprise and equity valuation techniques: DCF, FCFF, FCFE. Multiples-based valuation: EV/EBITDA, P/E, P/B, sector-specific metrics. Valuation in M&A, private equity, and distressed scenarios. Real options in strategic investment analysis. Strategic capital budgeting: scenario-based NPV, IRR, and sensitivity analysis.         | 18 Hrs |
| <b>Unit IV</b>  | <b>Strategic Risk Management and Restructuring</b>                                                                                                                                                                                                                                                                                                                                              | 15 Hrs |

|  |                                                                                                                                                                                                                                                                                                                                              |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | Financial risks: liquidity, credit, currency, interest rate, and market risk. Derivatives and hedging strategies (futures, options, swaps). Enterprise Risk Management (ERM) and risk-adjusted return metrics. Corporate restructuring: LBOs, spin-offs, buybacks, divestitures. Strategic turnaround strategies and stakeholder management. |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

### Learning Experience

Students will engage in real-time financial modelling, simulations, and group presentations. Through case-based learning and the use of financial data tools, learners will gain practical insights into strategic financial decision-making and its impact on firm valuation.

### Textbooks

1. Damodaran, A. (2012). Applied Corporate Finance (4th Edition). Wiley.
2. Copeland, T., Koller, T., & Murrin, J. (2020). Valuation: Measuring and Managing the Value of Companies (7th Edition). McKinsey & Company, Wiley.
3. Chandra, P. (2022). Corporate Finance: Theory and Practice (10th Edition). McGraw-Hill Education.

### Suggested Readings

1. Brealey, R. A., Myers, S. C., & Allen, F. (2022). Principles of Corporate Finance (14th Edition). McGraw-Hill Education.
2. Higgins, R. C. (2018). Analysis for Financial Management (11th Edition). McGraw-Hill.
3. Ross, S. A., Westerfield, R., & Jaffe, J. (2021). Corporate Finance (13th Edition). McGraw-Hill.

### Open Educational Resources (OER)

1. NYU Stern — Damodaran's Online Valuation Courseware ([pages.stern.nyu.edu/~adamodar](https://pages.stern.nyu.edu/~adamodar))
2. Coursera — Valuation and Financial Analysis for Startups, Yonsei University
3. NPTEL — Strategic Financial Management, IIT Kharagpur

### Evaluation Scheme

| Assessment Component                                                                                                                                                                                       | Marks    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b><u>Internal Assessment</u></b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks |
| Mid-Term Examination                                                                                                                                                                                       | 20 Marks |
| <b><u>External Assessment</u></b><br>End-Term Examination (Theory)                                                                                                                                         | 40 Marks |

|                  |                                                 |
|------------------|-------------------------------------------------|
| Passing Criteria | Minimum 40% in Internal and End-Term separately |
|------------------|-------------------------------------------------|

| SEMESTER II                          |                                                                |          |          |          |          |
|--------------------------------------|----------------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> HRM601           | <b>Course Title:</b> <a href="#">Human Resource Management</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                                | 4        | 0        | 0        | 4        |
| <b>Category of Course</b>            | Core                                                           |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                             |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Basic knowledge of Management                                  |          |          |          |          |

### Course Perspective

This course explores how effective people management directly contributes to business growth and competitive advantage. Students will learn to align human capital strategies with organizational goals, focusing on performance, engagement, talent development, and strategic workforce planning. The course bridges HR practices with business outcomes, preparing future managers to lead high-performing teams in dynamic environments while nurturing a culture of innovation and accountability.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                         | Bloom's Level |
|--------|--------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the strategic role of people management in driving business growth.                | L2            |
| CO2    | Applying people-centric approaches in designing scalable and growth-oriented HR systems.         | L3            |
| CO3    | Analyzing talent acquisition, development, and retention strategies linked to growth objectives. | L4            |
| CO4    | Evaluating people performance metrics and workforce analytics for decision-making.               | L5            |
| CO5    | Creating initiatives for leadership development, engagement, and organizational agility.         | L6            |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | -   | 1   | -   | -   | -   | -   |
| CO2            | -   | 2   | -   | -   | -   | -   | -   |
| CO3            | -   | 2   | 2   | -   | -   | 2   | -   |
| CO4            | -   | 1   | -   | 3   | -   | 2   | 2   |
| CO5            | 1   | -   | -   | 1   | 2   | -   | -   |

#### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | 1    | 1    |
| CO2            | 2    | 2    | 2    | -    |
| CO3            | -    | 2    | 2    | 2    |
| CO4            | 1    | -    | -    | 3    |
| CO5            | -    | -    | -    | 1    |

#### CO-PSO Correlation Matrix: MBA (FinTech)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | -    | 1    |
| CO2            | 2    | 2    | 2    | -    |
| CO3            | -    | 2    | -    | -    |
| CO4            | 1    | -    | 1    | 2    |
| CO5            | -    | -    | -    | 2    |

### CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 3    | 1    | -    | -    |
| CO2            | 2    | 2    | -    | -    |
| CO3            | -    | 2    | -    | 2    |
| CO4            | 1    | -    | 2    | 2    |
| CO5            | -    | -    | 2    | -    |

### Course Content

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                          | Hours  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Strategic People Management and Growth Alignment</b><br>Scope, Objectives & Functions of HRM; Evolution of HRM, Strategic HRM and organisational competitiveness, People strategy and business strategy alignment, Organisational lifecycle and HR priorities across growth stages. EPRG Model, HRM in a Changing Environment.                                                                             | 15 Hrs |
| <b>Unit II</b>  | <b>Talent Acquisition, Retention, and Capability Building</b><br>Human Resource Planning, Recruitment & Selection: Employer branding and attracting high-potential talent, Talent segmentation and pipeline development, Job Analysis — job description and job specification. Learning and Development: Concept, Importance & Process, Methods for business growth, Career planning and Succession planning. | 15 Hrs |
| <b>Unit III</b> | <b>Managing Performance &amp; Compensation</b><br>Performance Appraisal: Nature, Objective, Process, Method. Compensation: Policies; Components of Employee Compensation: Sweat equity, ESOPs; Employee well-being, employee engagement, Health and Safety; Social Security; Moonlighting.                                                                                                                    | 15 Hrs |
| <b>Unit IV</b>  | <b>Organisational Culture, Engagement, and Change</b><br>Building high-trust, high-performance cultures. Employee engagement strategies across hierarchies. Change management frameworks (Kotter, ADKAR). Agile HR practices and people-centric innovation. Diversity, equity, and inclusion (DEI) as growth drivers.                                                                                         | 15 Hrs |

### Learning Experience

The course integrates role-plays, HR tool simulations, case analysis, people analytics dashboards, and strategic HR planning activities. Students learn to craft people strategies that align with long-term organizational growth through live examples and participative methods.

### Textbooks

1. Dessler, G. (2022). Human Resource Management (16th Ed.). Pearson.
2. Snell, S.A., Morris, S., & Bohlander, G.W. (2021). Managing Human Resources (18th Ed.). Cengage Learning.

### Suggested Readings

1. Armstrong, M., & Taylor, S. (2020). Armstrong's Handbook of Strategic Human Resource Management (7th Ed.). Kogan Page.
2. Cappelli, P. (2019). Talent on Demand: Managing Talent in an Age of Uncertainty. Harvard Business Review Press.
3. Rao, T.V. (2016). Performance Management and Appraisal Systems. SAGE Publications.

### Open Educational Resources (OER)

1. Coursera — People Analytics, University of Pennsylvania (coursera.org)
2. edX — Strategic Human Resources, University of Minnesota (edx.org)
3. MIT Sloan Management Review — Human Capital & the Future of Work (sloanreview.mit.edu)

### Evaluation Scheme

| Assessment Component                                                                                                                                                                                | Marks                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Internal Assessment</b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks                                        |
| Mid-Term Examination                                                                                                                                                                                | 20 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Theory)                                                                                                                                         | 40 Marks                                        |
| Passing Criteria                                                                                                                                                                                    | Minimum 40% in Internal and End-Term separately |

| SEMESTER II         |                                                        |   |   |   |   |
|---------------------|--------------------------------------------------------|---|---|---|---|
| Course Code: GMN604 | Course Title: <a href="#">Business Research Method</a> | L | T | P | C |
| Version             |                                                        | 4 | 0 | 0 | 4 |
| Category of Course  | Core                                                   |   |   |   |   |
| Total Contact Hours | 60                                                     |   |   |   |   |

|                                       |            |                                                            |
|---------------------------------------|------------|------------------------------------------------------------|
| <b>Pre-Requisites/<br/>Requisites</b> | <b>Co-</b> | Basics of Research Methodology, Mathematics and Statistics |
|---------------------------------------|------------|------------------------------------------------------------|

### Course Perspective

The Business Research Methodology equips MBA students with essential skills in business research and data analysis using R. It covers research designs, hypothesis formulation, sampling techniques, and ethical considerations. Students learn data management, descriptive analysis, and visualisation techniques through hands-on experience in R. The course progresses to inferential statistics, predictive modelling, hypothesis testing, regression analysis, and time series forecasting. The final unit includes multivariate analysis, structural equation modelling, big data analytics, and research report writing.

### Course Outcomes

After completion of the course, the student will be able to:

| <b>CO No.</b> | <b>Course Outcome Statement</b>                                                                                                                                  | <b>Bloom's Level</b> |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>CO1</b>    | Understanding the basic concepts of research methodology, identification of research problems and formulation of Hypothesis.                                     | L2                   |
| <b>CO2</b>    | Applying R software with primary and secondary data for visualisation and presentation with various statistical tools.                                           | L3                   |
| <b>CO3</b>    | Analysing statistical data using R software for testing hypothesis and analysing the results for various econometric models in the field of business management. | L4                   |
| <b>CO4</b>    | Evaluating different statistical models to assess their effectiveness in forecasting and decision-making processes.                                              | L5                   |
| <b>CO5</b>    | Creating practical projects and research reports in various business management fields like marketing, finance, HR, operations and economics.                    | L6                   |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|
| CO1                   | 3          | -          | 1          | -          | -          | -          | -          |
| CO2                   | -          | 3          | -          | -          | -          | -          | -          |
| CO3                   | 1          | 3          | 3          | -          | -          | 2          | -          |
| CO4                   | -          | -          | -          | 3          | -          | 2          | 2          |

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| CO5 | 1 | - | 1 | - | 2 | - | - |
|-----|---|---|---|---|---|---|---|

#### **CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | 2    | 2    | 2    | -    |
| CO3            | 1    | 3    | 3    | 2    |
| CO4            | -    | -    | -    | 3    |
| CO5            | 1    | 1    | 1    | -    |

#### **CO-PSO Correlation Matrix: MBA (FinTech)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | 2    | 2    | 2    | -    |
| CO3            | 1    | 3    | -    | 1    |
| CO4            | -    | -    | -    | 2    |
| CO5            | 1    | 1    | -    | 3    |

#### **CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | 2    | 2    | 1    | -    |
| CO3            | 1    | 3    | 1    | 2    |

|     |   |   |   |   |
|-----|---|---|---|---|
| CO4 | - | - | 2 | 2 |
| CO5 | 1 | 1 | 3 | 1 |

## Course Content

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Hours  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Advanced Research Design and Methodology</b><br>Introduction to Research Methodology: Overview of research methods in business, the role of research in decision-making. Research Design: Exploratory, descriptive, and causal research designs, experimental and quasi-experimental designs. Formulating Hypotheses and Research Questions: Types of hypotheses, hypothesis development process, and testing. Sampling Techniques: Probability and non-probability sampling, sample size determination, and sampling errors. Ethical Considerations in Research: Understanding ethical issues, research misconduct, and data privacy regulations.                                                                                             | 12 Hrs |
| <b>Unit II</b>  | <b>Data Management and Descriptive Analysis Using R</b><br>Data Collection Methods and Sources: Primary and secondary data, surveys, interviews, focus groups, and observational methods. Data Preparation: Data cleaning, transformation, and handling missing values using R. Descriptive Analysis: Measures of central tendency and dispersion, cross-tabulations, frequency distributions, and data visualisation. Exploratory Data Analysis (EDA): Histogram, boxplot, scatterplot, correlation matrix, outlier detection. Data Management in R: Importing/exporting data (CSV, Excel, databases), data manipulation using dplyr and tidyverse.                                                                                              | 12 Hrs |
| <b>Unit III</b> | <b>Inferential Statistics and Predictive Modelling Using R</b><br>Probability Distributions and Theoretical Foundations: Normal, binomial, Poisson, and exponential distributions. Hypothesis Testing: Parametric and non-parametric tests, t-tests, ANOVA, chi-square tests, and Mann-Whitney U tests using R. Regression Analysis: Simple and multiple linear regression, logistic regression, assumptions testing, and model diagnostics. Time Series Analysis: Moving averages, exponential smoothing, ARIMA modelling, seasonality, and trend analysis. Predictive Modelling Techniques: Decision trees, random forests, support vector machines, and model evaluation metrics.                                                              | 18 Hrs |
| <b>Unit IV</b>  | <b>Advanced Multivariate Analysis and Research Reporting</b><br>Multivariate Techniques: Factor analysis, principal component analysis (PCA), discriminant analysis, cluster analysis, and multidimensional scaling. Structural Equation Modelling (SEM): Path analysis, confirmatory factor analysis, introduction to SEM using lavaan package in R. Big Data Analytics and Machine Learning: Overview of big data in research, supervised and unsupervised learning techniques. Research Report Writing: Structuring a research report, presenting statistical results, and writing conclusions and recommendations. Practical Project: Conducting a complete research project using R, from data collection and analysis to report generation. | 18 Hrs |

## Learning Experience

Upon completing this course, students will develop a comprehensive understanding of advanced research methodologies. They will be equipped to design and implement various research studies, formulate and test hypotheses, and apply both descriptive and inferential statistical methods. Students will gain proficiency in data management and visualisation, as well as advanced multivariate techniques and predictive modelling. By engaging in practical projects, they will enhance their ability to analyse data, draw meaningful conclusions, and effectively communicate their findings.

## Textbooks

1. Kothari, C.R. Research Methodology (Methods and Techniques), 2nd Edition. New Age International (P) Ltd.

## Suggested Readings

1. Zikmund, Babin, et al. Business Research Methods, 8th Edition, Cengage Learning.
2. Chawla Deepak, Research Methodology, 2nd Edition, Vikas Publications.
3. Dash Priyaranjan, Research Methodology, 3rd Edition, Vrinda Publications.

## Open Educational Resources (OER)

1. NPTEL, Swayam, Coursera — Research Methodology courses
2. <https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf>

## Evaluation Scheme

| Assessment Component                                                                                                                                                                                | Marks                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Internal Assessment</b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks                                        |
| Mid-Term Examination                                                                                                                                                                                | 20 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Theory)                                                                                                                                         | 40 Marks                                        |
| Passing Criteria                                                                                                                                                                                    | Minimum 40% in Internal and End-Term separately |

| SEMESTER II         |                                                                            |   |   |   |   |
|---------------------|----------------------------------------------------------------------------|---|---|---|---|
| Course Code: GMN604 | Course Title: <a href="#">Legal Environment &amp; Corporate Governance</a> | L | T | P | C |

|                                      |                              |   |   |   |   |
|--------------------------------------|------------------------------|---|---|---|---|
| <b>Version</b>                       |                              | 4 | 0 | 0 | 4 |
| <b>Category of Course</b>            | Core                         |   |   |   |   |
| <b>Total Contact Hours</b>           | 60                           |   |   |   |   |
| <b>Pre-Requisites/ Co-Requisites</b> | Basics of Management Studies |   |   |   |   |

### Course Perspective

This course offers a comprehensive understanding of essential business laws that govern commercial transactions and corporate operations in India. It equips learners with the ability to interpret legal provisions related to contracts, sale of goods, negotiable instruments, company formation, corporate governance, consumer protection, cyber regulations, and the Right to Information. By integrating theoretical knowledge with practical applications, the course aims to strengthen managerial decision-making, enhance compliance awareness, and develop legal reasoning skills.

### Course Outcomes

After completion of the course, the student will be able to:

| <b>CO No.</b> | <b>Course Outcome Statement</b>                                                                                                                             | <b>Bloom's Level</b> |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>CO1</b>    | Understanding the fundamental provisions of major business laws.                                                                                            | L2                   |
| <b>CO2</b>    | Applying the principles of contract formation, performance, breach, and remedies to real-life commercial situations and business transactions.              | L3                   |
| <b>CO3</b>    | Applying legal concepts related to sale of goods, negotiable instruments, and arbitration to evaluate business practices and compliance requirements.       | L3                   |
| <b>CO4</b>    | Analysing the structure, formation, management, and governance of companies under the Companies Act to interpret legal obligations of various stakeholders. | L4                   |
| <b>CO5</b>    | Evaluating legal issues concerning consumer rights, cyber law compliance, RTI obligations, corporate governance, and mechanisms.                            | L5                   |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PO1</b> | <b>PO2</b> | <b>PO3</b> | <b>PO4</b> | <b>PO5</b> | <b>PO6</b> | <b>PO7</b> |
|-----------------------|------------|------------|------------|------------|------------|------------|------------|
| CO1                   | 3          | -          | 1          | -          | -          | -          | -          |
| CO2                   | 1          | 2          | 1          | -          | -          | -          | -          |

|     |   |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|---|
| CO3 | 1 | 2 | 1 | - | - | - | 1 |
| CO4 | 1 | 2 | 2 | - | - | 2 | 1 |
| CO5 | - | - | - | 2 | - | 2 | 3 |

#### **CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | 1    | -    |
| CO2            | 2    | 2    | 3    | -    |
| CO3            | 2    | 2    | 3    | -    |
| CO4            | 1    | 3    | 2    | 2    |
| CO5            | -    | -    | -    | 2    |

#### **CO-PSO Correlation Matrix: MBA (FinTech)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | 1    |
| CO2            | 2    | 2    | 2    | 1    |
| CO3            | 2    | 2    | 2    | 1    |
| CO4            | 1    | 3    | -    | -    |
| CO5            | -    | -    | -    | 2    |

#### **CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |

|     |   |   |   |   |
|-----|---|---|---|---|
| CO2 | 2 | 2 | - | - |
| CO3 | 2 | 2 | - | 1 |
| CO4 | 1 | 3 | - | 2 |
| CO5 | - | - | 2 | 2 |

### Course Content

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                                                              | Hours  |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Law of Contracts and Special Contracts</b><br>The Indian Contract Act: Essentials of a valid contract, void agreements, performance of contracts, breach of contract and its remedies, Quasi-Contracts.                                                                                                                                                                                                                                        | 15 Hrs |
| <b>Unit II</b>  | <b>Sale of Goods and Negotiable Instruments</b><br>The Sale of Goods Act: Contract of sale of goods, conditions and warranties, transfer of property, rights of an unpaid seller. The Negotiable Instruments Act: nature and types; negotiation and assignment; holder-in-due course, dishonour and discharge of a negotiable instrument, arbitration.                                                                                            | 15 Hrs |
| <b>Unit III</b> | <b>Corporate and Partnership Laws</b><br>The Companies Act, 2013: Nature and types of companies; formation; memorandum and articles of association; prospectus, shares and share capital, allotment of shares, membership, borrowing powers, management and meetings, accounts and audit, compromise arrangements and reconstruction, prevention of oppression and mismanagement, winding up. Corporate Governance frameworks and best practices. | 15 Hrs |
| <b>Unit IV</b>  | <b>Consumer Protection, RTI and Cyber Laws</b><br>Consumer Protection Act and Cyber Law; RTI Act: Purpose, Right to Information and Obligation of Public Authorities, Exemption from disclosure of information. Introduction to Data Protection Laws and IT Act provisions relevant to business. Corporate Social Responsibility (CSR) and legal obligations.                                                                                     | 15 Hrs |

### Learning Experience

This course will be conducted through a blend of lectures, case studies, hands-on exercises, and group discussions to ensure a dynamic and participatory learning environment. To enhance experiential learning, students will engage in group projects that simulate real business scenarios, in the form of role playing and case studies. Assessments will be diverse, including assignments, quizzes, group presentations, and a final examination, ensuring that students are evaluated on both their theoretical knowledge and practical skills.

### Textbooks

1. Kuchhal, M.C. and Deepa Parkash, Business Legislation Management, Vikas Publishing House Pvt. Ltd.

2. Kapoor G.K. & Dhamija Sanjay, Company Law and Practice — A comprehensive textbook on Companies Act 2013, Taxmann.

### Suggested Readings

1. Khergamwala, J.S., The Negotiable Instrument Acts, N.M. Tripathi, Bombay.
2. Ramaiyam, A., Guide to the Companies Act, Wadhwa, Nagpur.
3. Shah, S.M., Business Law for Managers, Sultan Chand, New Delhi.

### Open Educational Resources (OER)

1. eGyankosh (IGNOU): <https://egyankosh.ac.in/handle/123456789/43968>
2. Legal Bites: <https://www.legalbites.in>
3. MCA Free Resources: <https://www.mca.gov.in>

### Evaluation Scheme

| Assessment Component                                                                                                                                                                                | Marks    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <b>Internal Assessment</b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks |
| Mid-Term Examination                                                                                                                                                                                | 20 Marks |

| SEMESTER II                   |                                 |                                                                                                                            |   |   |   |
|-------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------|---|---|---|
| Course Code: FIN601           | Course Title: Managing Big Data | L                                                                                                                          | T | P | C |
| Version                       |                                 | 4                                                                                                                          | 0 | 0 | 4 |
| Category of Course            |                                 |                                                                                                                            |   |   |   |
| Total Contact Hours           | 60                              |                                                                                                                            |   |   |   |
| Pre-Requisites/<br>Requisites | Co-                             | Basic knowledge of computer applications, statistics, Python, database concepts, and introductory programming fundamentals |   |   |   |

### Course Perspective

This course provides MBA students with practical and managerial knowledge of big data management using Python-based tools and technologies. The course focuses on handling, processing, analysing, and visualizing large datasets using Python libraries and frameworks widely used in industry. Students will learn data preprocessing, data storage, exploratory data analysis, predictive analytics, machine learning applications, and business intelligence techniques using Python. The course emphasizes data-driven

decision-making and real-world business applications in finance, marketing, operations, healthcare, and digital business environments.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                                                                     | Bloom's Level |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the concepts, characteristics, and business applications of big data and Python-based analytics systems                        | L2            |
| CO2    | Applying Python programming and libraries for managing, cleaning, and processing large datasets.                                             | L3            |
| CO3    | Analysing structured and unstructured data using Python tools for business problem-solving and decision-making.                              | L4            |
| CO4    | Evaluating business insights through predictive analytics, machine learning models, and data visualization techniques using Python           | L5            |
| CO5    | Developing data-driven solutions while addressing issues related to data governance, ethics, privacy, and security in big data environments. | L6            |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | 1   | -   | -   | -   | -   | -   |
| CO2            | 1   | 2   | 1   | -   | -   | -   | -   |
| CO3            | 1   | 2   | 1   | -   | -   | -   | -   |
| CO4            | -   | 3   | 2   | 1   | -   | 2   | -   |
| CO5            | 1   | 1   | 1   | 3   | -   | 2   | 2   |

### CO-PSO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1                                                                                                                                                                                                                                                                       | PSO2 | PSO3 | PSO4   |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|------|--------|
| CO1            | 2                                                                                                                                                                                                                                                                          | -    | -    | -      |
| CO2            | 2                                                                                                                                                                                                                                                                          | 2    | 3    | -      |
| CO3            | 2                                                                                                                                                                                                                                                                          | 3    | 3    | -      |
| CO4            | -                                                                                                                                                                                                                                                                          | 2    | 2    | 2      |
| CO5            | -                                                                                                                                                                                                                                                                          | -    | 1    | 3      |
| Unit           | Unit Title & Content                                                                                                                                                                                                                                                       |      |      | Hours  |
| Unit I         | <b>Introduction to Big Data and Python</b><br>Introduction to Big Data: Meaning, evolution, and importance of big data. Characteristics of Big Data – 5Vs. Structured, Semi-Structured, and Unstructured Data. Traditional databases versus Big Data systems. Introduction |      |      | 15 Hrs |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |        |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                 | to Python programming for analytics. Python environment setup, Jupyter Notebook, variables, data types, operators, loops, functions, and packages. Introduction to NumPy and Pandas libraries. Business applications of big data and Python analytics.                                                                                                                                                                                 |        |
| <b>Unit II</b>  | <b>Data Handling and Processing Using Python</b><br>Data acquisition and data sources. Reading and writing files using Python (CSV, Excel, JSON). Data preprocessing and data cleaning using Pandas. Handling missing values and duplicates. Data transformation and feature engineering. Data integration techniques. Exploratory Data Analysis (EDA). Data aggregation and filtering. Introduction to SQL connectivity using Python. | 15 Hrs |
| <b>Unit III</b> | <b>Big Data Technologies and Analytics</b><br>Introduction to Hadoop ecosystem and distributed computing. HDFS and MapReduce concepts. Introduction to Apache Spark and PySpark. NoSQL databases overview. Data visualization using Matplotlib and Seaborn. Statistical analysis using Python. Descriptive analytics and business reporting. Introduction to machine learning concepts.                                                | 15 Hrs |
| <b>Unit IV</b>  | <b>Predictive Analytics and Machine Learning Using Python</b><br>Predictive analytics concepts. Supervised and unsupervised learning techniques. Regression analysis using Python. Classification models: Decision Tree, Logistic Regression, Naïve Bayes. Clustering techniques: K-Means Clustering. Model evaluation and validation. Sentiment analysis and text analytics. Business forecasting and recommendation systems.         | 15 Hrs |

### Learning Experience

The learning experience will include interactive lectures, practical coding sessions, case studies, and industry-oriented projects using Python-based analytical tools. Students will gain hands-on experience in data preprocessing, visualization, and predictive analytics through real-world business datasets. Group discussions, presentations, and mini-projects will help students strengthen analytical thinking, programming skills, and managerial decision-making capabilities.

### Textbooks

1. Nathan Marz and James Warren, Big Data: Principles and Best Practices of Scalable Real-Time Data Systems, Manning Publications.
2. Wes McKinney, Python for Data Analysis, O'Reilly Media.
3. Jake VanderPlas, Python Data Science Handbook, O'Reilly Media.

### Suggested Readings

1. Foster Provost and Tom Fawcett, Data Science for Business, O'Reilly Media.
2. Thomas Erl, Wajid Khattak, and Paul Buhler, Big Data Fundamentals, Prentice Hall.
3. Aurélien Géron, Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow, O'Reilly Media.
4. Tom White, Hadoop: The Definitive Guide, O'Reilly Media.
5. Seema Acharya and Subhashini Chellappan, Big Data Analytics, Wiley India.

## Open Educational Resources (OER)

- Python Official Documentation – <https://docs.python.org/3/>
- Kaggle Learn Python – <https://www.kaggle.com/learn/python>
- IBM Big Data Fundamentals – <https://www.ibm.com/training/big-data-fundamentals>
- Coursera Python for Data Science – <https://www.coursera.org/learn/python-for-applied-data-science-ai>
- Apache Spark Documentation – <https://spark.apache.org/docs/latest/>

## Evaluation Scheme

| Assessment Component                                                                                                                        | Marks                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b>Internal Assessment</b><br>Continuous Assessment (CFA) (Conduct of experiment/ lab records/ lab participation/ lab projects/ attendance) | 50 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Practical)                                                                              | 50 Marks                                        |
| Passing Criteria                                                                                                                            | Minimum 40% in Internal and End-Term separately |

| SEMESTER II                          |                                                                        |          |          |          |          |
|--------------------------------------|------------------------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> ENT601           | <b>Course Title:</b> <a href="#">Entrepreneurship &amp; Innovation</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                                        | 4        | 0        | 0        | 4        |
| <b>Category of Course</b>            | Core                                                                   |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                                     |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Basic knowledge of the design process and business management          |          |          |          |          |

## Course Perspective

This course provides a structured introduction to the principles and practices of entrepreneurship and innovation. It covers the entrepreneurial process — from opportunity identification and business model design to venture creation and scaling. The course emphasises design thinking as an essential problem-solving approach, with stages of empathizing, ideating, prototyping, and testing to develop innovative

solutions. Through a blend of theory, practical tools, and hands-on exercises, students explore transforming user insights into actionable business concepts and sustainable ventures.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                                                     | Bloom's Level |
|--------|------------------------------------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the concept of entrepreneurship, innovation, and design thinking and their role in creating value.             | L2            |
| CO2    | Applying empathy techniques, business model canvas, and opportunity analysis to design entrepreneurial ventures.             | L3            |
| CO3    | Analysing challenges and strategies in the ideation phase, utilising techniques to generate and evaluate innovative ideas.   | L4            |
| CO4    | Evaluating various prototyping methods, startup funding options, and their applicability to entrepreneurial ventures.        | L5            |
| CO5    | Creating a comprehensive business plan or startup pitch that integrates innovation, market research, and financial planning. | L6            |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 2   | -   | 1   | -   | 1   | -   | -   |
| CO2            | 1   | 3   | 2   | -   | 1   | -   | -   |
| CO3            | -   | 2   | 3   | -   | 2   | 2   | 1   |
| CO4            | -   | -   | -   | 2   | -   | 2   | 2   |
| CO5            | 1   | -   | 1   | -   | 3   | -   | -   |

### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
|----------------|------|------|------|------|

|     |   |   |   |   |
|-----|---|---|---|---|
| CO1 | 2 | 1 | - | 1 |
| CO2 | 2 | 2 | 3 | - |
| CO3 | - | 2 | 2 | 2 |
| CO4 | - | - | - | 2 |
| CO5 | - | 1 | 1 | - |

#### **CO-PSO Correlation Matrix: MBA (FinTech)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> |
|-----------------------|-------------|-------------|-------------|-------------|
| CO1                   | 2           | 1           | -           | 1           |
| CO2                   | 2           | 2           | 2           | 1           |
| CO3                   | -           | 2           | -           | 1           |
| CO4                   | -           | -           | -           | 2           |
| CO5                   | -           | 1           | 1           | 3           |

#### **CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> |
|-----------------------|-------------|-------------|-------------|-------------|
| CO1                   | 2           | 1           | 1           | -           |
| CO2                   | 2           | 2           | 1           | -           |
| CO3                   | -           | 2           | -           | 2           |
| CO4                   | -           | -           | 2           | 2           |
| CO5                   | -           | 1           | 2           | -           |

#### **Course Content**

| <b>Unit</b>   | <b>Unit Title &amp; Content</b>        | <b>Hours</b> |
|---------------|----------------------------------------|--------------|
| <b>Unit I</b> | <b>Foundations of Entrepreneurship</b> | 15 Hrs       |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |        |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                 | Nature and scope of entrepreneurship; entrepreneur vs. intrapreneur; types of entrepreneurship; entrepreneurial mindset and traits; Entrepreneurial process: Opportunity identification, feasibility analysis, business idea screening, market assessment, and resource mobilization. entrepreneurship ecosystem in India; government schemes for startups (Startup India, MUDRA, etc.).                                                                                                                                                                                                                                                                  |        |
| <b>Unit II</b>  | <b>Innovation and Design Thinking</b><br>Design Thinking Process: Types of thinking processes. Design thinking: Definition, origin, importance, design vs. design thinking. Design Thinking Process model and tools. Empathize and Design: Role of empathy, empathy maps, Customer Journey Map, Personas. Ideation: Brainstorming, lateral thinking, mind mapping, SCAMPER, How Might We (HMW).                                                                                                                                                                                                                                                           | 15 Hrs |
| <b>Unit III</b> | <b>Business Model and Venture Planning</b><br>Business Model Canvas: nine building blocks; value proposition design; lean startup methodology; Minimum Viable Product (MVP) concept and prototyping for products and digital services. Market research for new ventures; competitive analysis; go-to-market strategies. Financial planning for startups: revenue models, cost structures, break-even analysis. Preparation of business plans and project reports. Lean startup approach and minimum viable product (MVP).                                                                                                                                 | 15 Hrs |
| <b>Unit IV</b>  | <b>Growth, Funding, and Challenges of New Ventures</b><br>Sources of startup funding: bootstrapping, angel investment, venture capital, crowdfunding, government grants. Startup pitch preparation and investor relations. Scaling up ventures: growth hacking, partnerships, franchising. Legal aspects of starting a business: registration, IP protection. Social entrepreneurship and sustainable business models. Challenges and failure in entrepreneurship: lessons and recovery. Digital entrepreneurship and emerging trends: E-commerce ventures, platform business models, fintech startups, AI-driven innovation, and digital transformation. | 15 Hrs |

### Learning Experience

The learning experience combines interactive lectures, collaborative group activities, and hands-on workshops. By engaging in exercises like empathy mapping, brainstorming, and prototyping, students gain a deeper understanding of each phase in the design thinking process. They will work with real-world case studies and participate in iterative design sessions, encouraging them to adopt a flexible, solution-oriented mindset.

### Textbooks

1. Tim Brown, Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation, HarperCollins Publishers Ltd.
2. Hisrich, R. D., Peters, M. P., & Shepherd, D. A. Entrepreneurship (10th ed.). McGraw-Hill Education.

### Suggested Readings

1. Kelley, T. & Kelley, D. (2013). Creative Confidence: Unleashing the Creative Potential Within Us All. Crown Business.
2. Liedtka, J. & Ogilvie, T. (2011). Designing for Growth: A Design Thinking Tool Kit for Managers. Columbia Business School Publishing.
3. Ries, E. (2011). The Lean Startup. Crown Business.

### Open Educational Resources (OER)

1. <https://dschool.stanford.edu/resources/virtual-crash-course>
2. Startup India Learning Programme: <https://www.startupindia.gov.in>
3. NPTEL — Entrepreneurship Development

### Evaluation Scheme

| Assessment Component                                                                                                                                                                                       | Marks                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b><u>Internal Assessment</u></b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks                                        |
| Mid-Term Examination                                                                                                                                                                                       | 20 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Theory)                                                                                                                                                | 40 Marks                                        |
| Passing Criteria                                                                                                                                                                                           | Minimum 40% in Internal and End-Term separately |

| SEMESTER III                  |                                                    |                      |   |   |   |
|-------------------------------|----------------------------------------------------|----------------------|---|---|---|
| Course Code: GMN701           | Course Title: <a href="#">Strategic Management</a> | L                    | T | P | C |
| Version                       |                                                    | 4                    | 0 | 0 | 4 |
| Category of Course            | Core                                               |                      |   |   |   |
| Total Contact Hours           | 60                                                 |                      |   |   |   |
| Pre-Requisites/<br>Requisites | Co-                                                | Basics of Management |   |   |   |

### Course Perspective

This course offers a deep understanding of concepts like mission, vision, and objectives and how they align to organizational goals and strategies. Environmental scanning tools enable students to analyse market

conditions and identify competitive advantages. Strategic management is essential for students as it teaches them to develop, implement, and evaluate strategies that drive organizational success. It equips future leaders with the ability to analyse business environments, make informed decisions, and create competitive advantages in dynamic markets, ensuring long-term sustainability and growth.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                                                                                   | Bloom's Level |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the concept of strategic management.                                                                                                         | L2            |
| CO2    | Applying business environment analysis techniques, including PESTEL and VRIO, to inform strategic decisions in a global context.                           | L3            |
| CO3    | Analysing various strategic frameworks and models, such as SWOT analysis and the Balanced Scorecard, to assess their impact on organizational performance. | L4            |
| CO4    | Evaluating corporate-level strategies using models like the BCG Matrix and GE Nine Cell Framework to determine their effectiveness and suitability.        | L5            |
| CO5    | Creating strategic plans that incorporate strategic leadership, culture, and Blue Ocean strategies for sustainable competitive advantage.                  | L6            |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | -   | -   | -   | -   | -   | -   |
| CO2            | 1   | 3   | 1   | -   | -   | -   | -   |
| CO3            | -   | 3   | 3   | 1   | -   | 2   | -   |
| CO4            | -   | -   | -   | 2   | -   | 2   | 2   |
| CO5            | -   | -   | -   | 1   | 2   | -   | -   |

### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
|----------------|------|------|------|------|

|     |   |   |   |   |
|-----|---|---|---|---|
| CO1 | 3 | 1 | - | 1 |
| CO2 | 2 | 2 | 3 | 1 |
| CO3 | - | 2 | 2 | 3 |
| CO4 | - | - | - | 2 |
| CO5 | - | - | - | 1 |

#### **CO-PSO Correlation Matrix: MBA (FinTech)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> |
|-----------------------|-------------|-------------|-------------|-------------|
| CO1                   | 3           | 1           | -           | -           |
| CO2                   | 2           | 2           | 2           | 1           |
| CO3                   | -           | 2           | -           | -           |
| CO4                   | -           | -           | -           | 2           |
| CO5                   | -           | -           | -           | 2           |

#### **CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| <b>Course Outcome</b> | <b>PSO1</b> | <b>PSO2</b> | <b>PSO3</b> | <b>PSO4</b> |
|-----------------------|-------------|-------------|-------------|-------------|
| CO1                   | 3           | 1           | -           | -           |
| CO2                   | 2           | 2           | -           | -           |
| CO3                   | -           | 2           | -           | 2           |
| CO4                   | -           | -           | 2           | 2           |
| CO5                   | -           | -           | 2           | -           |

#### **Course Content**

| <b>Unit</b>   | <b>Unit Title &amp; Content</b>             | <b>Hours</b> |
|---------------|---------------------------------------------|--------------|
| <b>Unit I</b> | <b>Introduction to Strategic Management</b> | 15 Hrs       |

|                 |                                                                                                                                                                                                                                                                                                                                            |        |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|                 | Concept of strategic management, mission, vision, objectives, process of strategic management, environmental scanning, SWOT analysis. Strategy Formulation, Process of Strategy Formulation. Models of Strategic management — Prahalad, Mintzberg, Ansoff, Porter. McKinsey 7S Framework.                                                  |        |
| <b>Unit II</b>  | <b>Strategic Implementation in Global Business Environment</b><br>Business Environment Analysis — PESTEL, ETOP, SWOT, VRIO Framework, Value Chain Analysis. Generic Strategies. Strategic Management Process, Constraints and Strategic Choice. Porter's Five Forces Model. Global Multicultural Environment and Glocalization strategies. | 15 Hrs |
| <b>Unit III</b> | <b>Corporate Level Strategies</b><br>Balanced Score Card; Stability, Grand, Growth, Expansion, Diversification, Disinvestment, Retrenchment, Turnaround and Combination Strategies. GE Nine Cell Framework, BCG Matrix, Stop Light Model, Directional Policy Framework, PIMS Framework.                                                    | 15 Hrs |
| <b>Unit IV</b>  | <b>Strategic Evaluation and Control</b><br>Strategic Leadership, Culture and Strategy, Structure and Strategy, SBU Level Strategies. Strategy Evaluation and Control, Management Control Systems, Strategic Cost Management, Product Design and Divisional Strategies. Blue Ocean Strategy.                                                | 15 Hrs |

### Learning Experience

The learning process for this course will involve a mix of interactive lectures, practical workshops, case studies, quizzes, and assessments. Classes will focus on theoretical concepts, while practical sessions will allow students to apply frameworks like SWOT and PESTEL in real-world scenarios, enhancing their analytical skills. Group discussions and presentations will foster collaboration and critical thinking, while quizzes and tests will reinforce knowledge retention.

### Textbooks

1. Kazmi Azhar and Adela Kazmi (2015). Strategic Management. Tata McGraw Hill Publishing Company Ltd., New Delhi.
2. Wheeler, Hunger and Rangrajan, Strategy Management and Business Policy: Globalisation, Innovation and Sustainability.

### Suggested Readings

1. Fred R David, Strategic Management Concepts: A competitive advantage approach.
2. Michael E. Porter, Competitive Strategy: Techniques for Analysing Industries and Competitors, Free Press publications.

### Open Educational Resources (OER)

1. MIT OCW — Strategic Management ([ocw.mit.edu](https://ocw.mit.edu))
2. Open Textbook Library — Strategic Management ([open.umn.edu](https://open.umn.edu))

### 3. Saylor Academy — Strategic Management (saylor.org)

#### Evaluation Scheme

| Assessment Component                                                                                                                                                                                       | Marks                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| <b><u>Internal Assessment</u></b><br>Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks                                        |
| Mid-Term Examination                                                                                                                                                                                       | 20 Marks                                        |
| <b>External Assessment</b><br>End-Term Examination (Theory)                                                                                                                                                | 40 Marks                                        |
| Passing Criteria                                                                                                                                                                                           | Minimum 40% in Internal and End-Term separately |

| SEMESTER IV                          |                                                                            |          |          |          |          |
|--------------------------------------|----------------------------------------------------------------------------|----------|----------|----------|----------|
| <b>Course Code:</b> BIA701           | <b>Course Title:</b> <a href="#">Business AI and Emerging Technologies</a> | <b>L</b> | <b>T</b> | <b>P</b> | <b>C</b> |
| <b>Version</b>                       |                                                                            | 4        | 0        | 0        | 4        |
| <b>Category of Course</b>            | Core                                                                       |          |          |          |          |
| <b>Total Contact Hours</b>           | 60                                                                         |          |          |          |          |
| <b>Pre-Requisites/ Co-Requisites</b> | Business Analytics & Data Visualisation (BIA601)                           |          |          |          |          |

### Course Perspective

This course develops a thorough understanding of the principles and applications of Artificial Intelligence and emerging technologies in business contexts. Students will analyse how AI technologies — such as machine learning, natural language processing, computer vision, and robotics process automation — are revolutionising industries. The course builds on foundational analytics skills and extends them to AI-driven automation, intelligent machine design, business decision-making, and ethical AI governance. Students will be equipped to construct predictive models, automate business processes, and lead AI adoption initiatives in their organisations.

### Course Outcomes

After completion of the course, the student will be able to:

| CO No. | Course Outcome Statement                                                                                                                                               | Bloom's Level |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| CO1    | Understanding the foundational concepts of Artificial Intelligence, machine learning, NLP, and computer vision and their significance in business.                     | L2            |
| CO2    | Applying AI tools and platforms to automate business processes and enhance efficiency in tasks such as inventory management, demand forecasting, and customer service. | L3            |
| CO3    | Analyzing different types of machine learning techniques and their applications in predictive analytics for optimizing business operations.                            | L4            |
| CO4    | Evaluating the effectiveness of AI-driven decision-making processes in business analytics and business intelligence platforms.                                         | L5            |
| CO5    | Creating innovative AI solutions for real-world business challenges, integrating technologies to improve customer experiences and operational efficiency.              | L6            |

### CO-PO Correlation Matrix

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 |
|----------------|-----|-----|-----|-----|-----|-----|-----|
| CO1            | 3   | -   | 1   | 1   | -   | -   | -   |
| CO2            | 1   | 3   | 1   | -   | -   | -   | -   |
| CO3            | 1   | 3   | 3   | -   | -   | 2   | -   |
| CO4            | 1   | 1   | 1   | 3   | -   | 2   | 2   |
| CO5            | 1   | -   | 1   | -   | 3   | -   | -   |

#### CO-PSO Correlation Matrix: MBA (with Academic Support of IBM)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | 1    | -    |
| CO2            | 3    | 3    | 3    | -    |
| CO3            | 1    | 2    | 3    | 2    |
| CO4            | 1    | -    | 1    | 3    |
| CO5            | -    | -    | 1    | -    |

#### CO-PSO Correlation Matrix: MBA (FinTech)

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | 1    |
| CO2            | 3    | 3    | 2    | 1    |
| CO3            | 1    | 2    | 1    | 1    |
| CO4            | 1    | -    | 1    | 3    |
| CO5            | -    | -    | -    | 3    |

**CO-PSO Correlation Matrix: MBA (Digital Marketing with Academic Support of IIDE)**

1 = Weak/Low correlation | 2 = Moderate/Medium correlation | 3 = Strong/High correlation | - = No correlation

| Course Outcome | PSO1 | PSO2 | PSO3 | PSO4 |
|----------------|------|------|------|------|
| CO1            | 2    | -    | -    | -    |
| CO2            | 3    | 3    | 1    | -    |
| CO3            | 1    | 2    | -    | 2    |
| CO4            | 1    | -    | 3    | 2    |
| CO5            | -    | -    | 3    | -    |

**Course Content**

| Unit            | Unit Title & Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Hours  |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| <b>Unit I</b>   | <b>Introduction to Artificial Intelligence in Business</b><br>Overview of Artificial Intelligence: History, scope, and key concepts. AI in Business: How AI is transforming industries. Types of AI: Machine Learning, Natural Language Processing (NLP), and Robotics Process Automation (RPA). AI Tools Overview: Introduction to key AI tools for business (TensorFlow, IBM Watson, Google AI, Microsoft Azure AI). Ethical Considerations in AI: Bias, fairness, transparency, and the impact of AI on jobs.                                                                                                                                                                           | 15 Hrs |
| <b>Unit II</b>  | <b>Machine Learning, NLP, and Intelligent Machines</b><br>Introduction to Machine Learning (ML): Supervised, unsupervised, and reinforcement learning. Predictive Analytics: Using historical data to forecast future outcomes. AI Tools for Machine Learning: Scikit-learn, H2O.ai, and AWS Machine Learning. NLP — Processes, Tools and services of NLP, NLP Use cases, Different components of NLP. Capabilities of IBM Watson: NLC, NLU, Tone Analyzer, Watson Discovery Service. Chatbots and their applications: Workspace, Intent, entity, and dialog nodes. Computer Vision: history and advancement with AI, use cases, feature extraction, image classification and recognition. | 15 Hrs |
| <b>Unit III</b> | <b>AI-Driven Automation in Business</b><br>Robotics Process Automation (RPA): Automating repetitive business processes using AI. AI for Supply Chain Optimisation: Inventory management, warehouse automation, and demand forecasting. AI Tools for Automation: Overview of UiPath, Blue Prism, and Automation Anywhere. AI in Logistics: Autonomous vehicles, drones, and smart warehouses. Workflow Automation and Chatbots: AI-based virtual assistants for business process automation.                                                                                                                                                                                                | 15 Hrs |
| <b>Unit IV</b>  | <b>AI in Decision Making and Business Intelligence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 15 Hrs |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | AI for Business Decision Making: Supporting complex decision-making processes with AI. Business Intelligence and AI: How AI is integrated into business analytics platforms like Power BI and Tableau. AI for Customer Insights: Personalisation, recommendation engines, and sentiment analysis using AI. Future Trends: AI's role in predictive analytics, prescriptive analytics, and decision intelligence. Responsible AI: governance frameworks, bias mitigation, and ethical deployment. Strategic AI adoption: building AI capability in organisations. |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## Learning Experience

The learning process for this course will encompass a combination of interactive lectures, hands-on practical sessions, and collaborative projects. Students will participate in workshops where they will use AI tools to analyse case studies and develop predictive models. Regular quizzes and assessments will reinforce understanding and application of concepts, while discussions on ethical considerations will foster critical thinking. This comprehensive approach ensures that students not only grasp theoretical knowledge but also acquire practical skills.

## Textbooks

1. Doug Rose, Artificial Intelligence for Business, 2nd Edition, O'Reilly Media.
2. Andrew Ng, Machine Learning Yearning, 2018 Edition, DeepLearning.AI.

## Suggested Readings

1. Foster Provost and Tom Fawcett, Data Science for Business, 2nd Edition, O'Reilly Media.
2. Ian Goodfellow, Yoshua Bengio, and Aaron Courville, Deep Learning.
3. Steven Bird, Ewan Klein, and Edward Loper, Natural Language Processing with Python.

## Open Educational Resources (OER)

1. Coursera — Artificial Intelligence in Business ([coursera.org](https://coursera.org))
2. edX — Introduction to Machine Learning ([edx.org](https://edx.org))
3. Coursera — AI for Everyone, Andrew Ng ([coursera.org](https://coursera.org))
4. IBM SkillsBuild — Free learning modules on AI, ML, NLP, and IBM Cloud services ([skillsbuild.org](https://skillsbuild.org))

## Evaluation Scheme

| Assessment Component                                                                                                                                                  | Marks    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Continuous Assessment (CFA) (Project / Quizzes / Assignments / Essays / Presentations / Participation / Case Studies / Reflective Journals — minimum five components) | 40 Marks |
| Mid-Term Examination                                                                                                                                                  | 20 Marks |
| End-Term Examination (Theory)                                                                                                                                         | 40 Marks |

|                  |                                                 |
|------------------|-------------------------------------------------|
| Passing Criteria | Minimum 40% in Internal and End-Term separately |
|------------------|-------------------------------------------------|

#### **Benchmarked Institutions**

| <b>S. No.</b> | <b>Institution</b>                                      | <b>Equivalent Course Title</b>             |
|---------------|---------------------------------------------------------|--------------------------------------------|
| 1             | IMT Ghaziabad                                           | Artificial Intelligence for Business       |
| 2             | Symbiosis Institute of Business Management (SIBM), Pune | Business Analytics & Emerging Technologies |
| 3             | Amity University, Noida                                 | AI and Machine Learning for Business       |