

# UNIVERSITY OF PETROLEUM & ENERGY STUDIES



*(ISO 9001:2008 Certified)*

## **MBA (GLOBAL) 2022**

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## MBA (Global) 2022

SEMESTER I			SEMESTER II		
Subject Code	Subject	Credits	Subject Code	Subject	Credits
ECON 7006	Managerial Economics	3	LSCM 7023	Operations & Project Management	3
HRES 7002	Organizational Behaviour	3	MKTG 7009	Digital Marketing	3
MKTG 7001	Marketing Management	3	DSBA 7005	Business Analytics	3
FINC 7010	Accounting for Managers	3	STGM 7008	International Strategic Management	3
DSQT 7001	Quantitative Methods	3	LSCM 7024	Global Supply Chain Management	3
DSRM 7002	Business Research Methods	3	HRES 7024	Global Human Resources Management	3
FINC 7019	Financial Management	3	INTB 7015	Global Business Environment	3
HRES 7022	Business Communication	2			
<b>TOTAL</b>		<b>23</b>	<b>TOTAL</b>		<b>21</b>
SEMESTER III			SEMESTER IV		
Subject Code	Subject	Credits	Subject Code	Subject	Credits
STGM 8029	Decision Making and Case Studies	2	SEMI 8108	Research Seminar	2
SIIB 8110	Internship	16	GLPM 8001	Master Thesis	16
<b>TOTAL</b>		<b>18</b>	<b>TOTAL</b>		<b>18</b>
<b>Total Credits of MBA (Global) 2022</b>					<b>80</b>

### Choices for Optional courses

SEMESTER I		Credits	SEMESTER II		Credits
SLLS 0102	Learning How to Learn	2	SLSG 0101	Critical Thinking and Writing	3
SLLS 0101	Living Conversations	2	SLLS 0103	Leadership and Teamwork	2
SEMESTER III		Credits	SEMESTER IV		Credits
SLLS 0201	Design Thinking	2	SLSG 0202	Environment and Sustainability - Himalaya Fellowship	3
SLSG 0201	Ethical Leadership in the 21 <sup>st</sup> Century (Human Values and Ethics)	3	SLLS 0202	Working with Data	2
	Minor/Exploratory I	3		Minor/Exploratory III	3
	Minor/Exploratory II	3		Minor/Exploratory IV	3



# SEMESTER I

<b>ECON 7032</b>	<b>Managerial Economics</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic Mathematics, Calculus,				
<b>Co-requisites</b>					

### **Course Objectives:**

The objectives of this course are:

1. To understand the demand and supply forces in the economy.
2. To forecast demand for various Industries.
3. To understand the implications of different companies product-positioning strategy.
4. To know the interaction of government and market forces in the economy.
5. To analyze various macroeconomic factors that affect business environment.
6. To examine production and market strategies of firms in various Industry.

### **Course Outcomes:**

On completion of this course, the students will be able:

- CO1. To define and identify the different concepts of economic theory (Micro & Macro).
- CO2. To apply the existing economic theory and correlate it with complex and dynamic business environment.
- CO3. To analyze and extend the prevailing economic and business policy with the current business environment.
- CO4. To differentiate and integrate a different market strategies with dynamic macro- economic business environment.

### **Catalog Description:**

For an innovative manger/entrepreneur, it is essential to understand the economic environment in which the firms and industry are doing their business activity. Environment of any economy is generally dynamic in nature and therefore the concepts of Economics and Management Decisions will help to understand the existing economic phenomena as well as its interrelationship and interdependency. Interactive approach shall be followed while conducting sessions. Students are expected to read and come prepared for the topics of discussion in the class. Individual or group assignments/projects would be given to

students which will have to be finished within due date. Class participation will be encouraged and it will be a part of internal assessment for example, discussion during conducting the class.

## **Course Content**

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### **Unit 1 (6 lectures hours)**

Introduction to Managerial Economics, Scope and Importance, Firms and managerial objectives, Economic optimization, Firms and profit, tools of economic analysis, Marginal Analysis.

### **Unit 2 (8 lectures hours)**

Supply, Demand and Supply as Market Forces and Market Equilibrium. Demand Analysis, Elasticity of Demand, Demand Forecasting. Cost and Production

### **Unit 3 (12 lectures hours)**

Market Structure and Pricing under Various Market Forms. Pricing Methods. Profit Analysis with Special Reference to BEP

### **Unit 4 (10 lectures hours)**

National Income Accounting, Business cycles, Inflation, Monetary and Fiscal Policies

## **Text Book:**

1. Salvatore, D.& Rastogi, S. K. (2016). *Managerial Economics: Principles and Worldwide Application: (Eighth Edition)*. Oxford University Press.

## **Reference Books:**

1. Koutsoyiannis, A. (1975). *Modern microeconomics*. Springer.
2. Shapiro, E. (2005). *Macroeconomic analysis*. Galgotia Publications Ltd.
3. Mankiw, N. G. (2014). *Principles of macroeconomics*. Cengage Learning.
4. Pindyck, R. S., & Rubinfeld, D. L. (2005). *Microeconomics (6th edn)*. Pearson.

**Modes of Evaluation:** Quiz/Test/Assignment/Discussions/ Group Project/Written Examination

## **Examination Scheme:**

<b>Components</b>	<b>Internal Assessment</b>	<b>End-Semester Exam (Written Exam)</b>
Weightage (%)	50%	50%

<b>HRES 7002</b>	<b>Organisational Behaviour</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of organisational practice				
<b>Co-requisites</b>					

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### **Course Objectives**

1. To help the students to develop cognizance of the importance of human behaviour in framing human resource policies.
2. To enable students to describe how people behave under different conditions and understand why people behave as they do.
3. To provide the students to analyse specific strategic human resources demands for future action.
4. To enable students to synthesize related information and evaluate options for the most logical and optimal solution such that they would be able to predict and control human behaviour and improve results.

### **Course Outcomes**

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

**CO1:** Understand the concepts of organizational behavior and behavior of people in the organizations.

**CO2:** Develop the applicability of concepts associated with management of individual behavior and group behavior in an organization.

**CO3:** Analyze the complexities associated with management of the group behavior, structures and cultures in organizations

**CO4:** Demonstrate how the organizational behavior can integrate with other functional areas of management, understanding the motivation behind behavior of people in the organization

### **Catalog Description**

The main objective of Organisational Behavior course is to help the students to acquire and develop skill to take rational decisions in the process of H. R. Planning. People have always been regarded as important in managing organizations.

Human aspects are critical in each functional aspects of management and equally so for the effective utilization of resources. In view of this, organizational behaviour has assumed great importance. This course is designed primarily for students who are being exposed to human resource management for the first time.

This course covers the explanations about the human behavior in the organizational context. It details the impact of individual, group and organizational factors on human behavior. The course

also focuses on understanding of identification of critical issues and framing of strategies and scenarios required to select and develop human resources.

Classroom activities involving lectures, discussions and case studies (topped up with role play) will be designed to encourage students to get involved and absorb & assimilate inputs. These activities will also be supplemented by group discussions, cooperative group solving problems, analysis of video cases and debates.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

### **Course Content**

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#### **Unit I: 6 lecture hours**

Meaning, Fundamental concepts, Definition, Approaches to OB, Characteristics and limitations of OB, Challenges and Opportunities of OB, Models of OB.

#### **Unit II: 6 lecture hours**

Personality: Definition, Features, Big five model, MBTI, Johari Window, Managerial Implications of Personality.

Perceptions and Attributions: Definition, Features, factors affecting perception, Process. Attribution, perceptual and attribution errors, Managerial Implications of Perception.

#### **Unit III: 6 lecture hours**

Learning: Definition, Features, Classical and operant conditioning, social learning theory, Behavioral modification.

Attitude: Definition, Features, ABC model of Attitude, Managerial Implications of Attitude.

#### **Unit IV: 6 lecture hours**

Motivation: Concept, Definition, Features, Types of Motivation, Process, Managerial Implications of Motivation.

Leadership: Concept, Definition, Leadership Styles, Transactional and Transformational Leadership, Leadership development.

#### **Unit V: 6 lecture hours**

Groups and Teams: Definition, Features, Group development stages, Group vs. Teams, Managing and developing effective teams.

Conflict Management: Definition, Features, Types of Conflict, Conflict Resolution Strategies, Relationship between Conflict and Performance.

#### **Unit VI: 6 lecture hours**

Organizational Culture: Elements and dimensions of organizational culture, Importance of organizational culture in shaping the behavior of people.

Organizational Change: Understanding the issues and managing change, Approaches to organizational change.

### **Text Books**

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- Robbins, S. P., & Judge, T. (2013). *Organizational behavior*. 15<sup>th</sup> ed. Boston: Pearson.
- John W. Newstrom and Keith Davis (2002). *Organizational Behaviour: Human behavior at work*. 11<sup>th</sup> ed. Tata McGraw Hill, New Delhi.
- Debra Nelson, James Campbell Quick and Preetam Khandelwal (2011). *ORGB*. Cengage Learning.

Components	Continuous Internal evaluation (Case study presentation/Assignment/ Quiz/ Project)	ESE
Weightage (%)	50	50

### **Reference**

#### **Books**

Udai Pareek (2010). *Understanding Organizational Behavior*. 2<sup>nd</sup> ed. Oxford University Press  
John R Schermerhorn, Richard N Osborn, Mary Uhlbien, James Hunt (2016). *Organizational Behavior*. 12<sup>th</sup> ed. Wiley.

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**



<b>MKTG 7007</b>	<b>Marketing Management</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Understanding Market				
<b>Co-requisites</b>	--				

### Course Objectives

1. To outline key marketing concepts and its application to different markets
2. To identify factors and processes essential for designing marketing strategy
3. To analyze and examine the implementation of marketing concepts and strategy to firms

### Course Outcomes

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

- CO1.** Demonstrate the scope and significance of Marketing In Domain Industry  
**CO2.** Apply marketing concepts and phenomenon to current business events In the Industry.  
**CO3.** Analyse illustrate market research skills for designing innovative marketing strategies for business firms  
**CO4.** Integrate marketing communication skills relevant to the corporate world.

### Catalog Description

Marketing management course enables a student to understand the fundamentals of marketing concept and the role marketing plays in business. This course enables a student to understand the 'Marketing mix' elements and the strategies and principles underlying the modern marketing practices. Students should be able to demonstrate their comprehension of marketing concepts and knowledge by applying those in their written exams, case studies discussions, presentations and projects. The assignments/projects would enable students to apply the marketing concepts and marketing mix elements practically and illustrate those through a written report and presentation. The course methodology encourages students to explore for themselves the role of a marketing manager and the boundaries of marketing.

### Course Content

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#### Unit I: **9 lecture hours**

Marketing Management concepts, customer value and satisfaction, value chain, segmentation target positioning, corporate strategy concept, strategic business units, marketing environment, significance of macro environmental factors to marketing.

#### Unit II: **9 lecture hours**

Market research, types of research and research barriers. Dealing with competitors, Porter's competitive strategy, Marketing strategy, segmentation strategies

#### Unit III: **9 lecture hours**

Product and brand management, product life cycle, product levels, types of brands, corporate brand and product branding, managing product lines and services, pricing strategies.

**Unit IV:****9 lecture hours**

Integrated Marketing communication and distribution management, significance of marketing communication in market, Advertisement objectives and mission, advertising message strategy, creativity, sales promotion, distribution and channel management, types of distribution strategy.

**Text Books**

1. Marketing Management, (English, Paperback, Philip Kotler, Kevin Lane Keller, Pearson education, 14<sup>th</sup> edition, 2015, ISBN: 9789332557185, 9332557187
2. Kotler, Keller, Koshy, Jha, Marketing Management, A south Asian Perspective, 12<sup>th</sup> Edition. Intl ed. US: Prentice Hall, 2002.ISBN: 8120316096.
3. Kotler, Philip. Marketing Management, Millennium Edition. Intl ed. US: Prentice Hall, 2002.ISBN: 8120316096.
4. Principles of Marketing, Kotler and Armstrong, Pearson, 12<sup>th</sup> edition., 2008, ISBN: 978-81-317-1547-5

**Reference Material**

Harvard Business Review, Business week, Forbes, Fortune 500, Journals of Marketing, Business and Advertising.*Newspaper:* Any national daily, The Economic Times

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination Examination Scheme:**

Components	Continuous Internal evaluation (Case study presentation/Assignment/ Quiz/ Project)	ESE
Weightage (%)	50	50

<b>FINC 7037</b>	<b>Accounting for Managers</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of Fundamentals of Accounting such as calculation of Assets, Liabilities, Expenses				
<b>Co-requisites</b>					

### Course Objectives

To help the students to develop cognizance of the importance of accounting in organization financial statements

1. To enable students to describe how people analyze the corporate financial under different conditions and understand why people describe the financial statements in different manner.
2. To provide the students to analyze specific characteristics of Finance Industry and their future action for expenses and income
3. To enable students to synthesize related information, evaluate options for most logical and optimal solution such that they would be able to predict and control financial incurrence, and improve results.

### Course Outcomes

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

- CO1.** Demonstrate the applicability of the concept of Accounting to understand the Managerial decisions and financial statements .
- CO2.** Apply the Financial Statement Analysis associate with Financial Data in the organization.
- CO3.** Analyse the complexities associated with management of cost of product and services in the Organization
- CO4.** Integrate how the concepts of accounting and costing could integrate while identification and resolution of problems pertaining to Management Sector

### Catalog Description

The main objective of Accounting for Management Sector is to help students to acquire and develop skills to take rational decisions in the process of product mix and assessment of Earning per Share. Assets and Liabilities have always been regarded as important in financial analysis in organizations.

Advantage aspects are critical in each aspects of management and equally so for the effective management of Financial Resources. In view of this, Accounting and Management Accounting has assumed great importance. This course is designed primarily for students who are being exposed to Accounting, Asset Liability Management for the first time.

This course covers the explanations about the accounting concepts in the organizational context; it details the impact of assets, liabilities, expenses, income on Financial Statement. The course also focuses on understanding of identification of Cost and framing of strategies and scenarios required to select and develop product line.

Classroom activities including lectures, discussions and case studies (topped up with role-play) will be designed to encourage students to get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, cooperative group solving problems, live projects, analysis of video cases and debates.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

## **Course Content**

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### **UNIT – I** **8 Lecture Hours**

#### **Basics of Accounting & its Principles; & Depreciation Accounting**

Meaning, Need, Role and Significance of Accounting, Basic Accounting Concepts (AS-1 & 9) and Conventions (Overview of Indian GAAP, US GAAP, IAS, IFRS), Asset-Liability Equity Relationship (ALE).

### **UNIT – II** **8 Lecture Hours**

Introduction to Accounting Cycle-Preparation of Journal, Ledger, Trial Balance. Depreciation, Depletion and Amortization (AS-6), Preparation of financial statements with adjustments.

### **UNIT – III** **8 Lecture Hours**

#### **Understanding & Preparation of Financial Statements**

Understanding & analysis of company accounts; Analysis of Financial statements of Holding & Subsidiary Companies.

### **UNIT – IV** **8 Lecture Hours**

#### **Financial Statements Analysis**

Analysis and Interpretation of Financial Statements-Ratio Analysis, Common-Size Statement, Du-Pont Analysis, Cash-Flow Statement (AS-3).

### **UNIT – V** **4 Lecture Hours**

#### **Understanding Books of Accounts for Companies:**

Accounting for shares and debentures, Forfeiture of Shares, Bonus Issue, Stock Split, Redemption of Shares and Debentures

#### **Text Books**

1. Management Accounting, M.Y.Khan; P.K.Jain, Tata McGraw, New Delhi
2. Financial Accounting, S N Maheshwari and S K Maheshwari, Vikas Publishing House (P) Ltd

#### **Reference Books**

1. Financial Accounting; Principles and Practices, J Lal and S Srivastava, S Chand, New Delhi
2. Financial Accounting, P C Tulsian, Tata McGraw, New Delhi
3. Management Accounting, I M Pandey, Vikas Publishing House (Pvt) Ltd.

4. Logistics and Supply Chain Management, G Raghuram ; N Rangaraj, PHI Eastern Economy Edition
5. Supply Chain Management, R.P.Mohanty, Bizantra Pub
6. Logistics: Cases and Concepts, D J Bloomberg; L M Stephen; B Joe Hanna, Macmillan India Limited, New Delhi

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**  
**Examination Scheme:**

Components	Continuous Internal evaluation (Case study presentation/Assignment/ Quiz/ Project)	ESE
Weightage (%)	50	50

<b>DSQT 7004</b>	<b>Quantitative Methods</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Mathematics of UG level				
<b>Co-requisites</b>	Economics & Statistics of UG level				

### Course Objectives

1. To understand the basic structure of Mathematics & Statistics along with data collection, presentation and interpretation.
2. To understand the characteristics of data and their importance.
3. To understand the Bivariate data and their characteristic along with understanding of prediction of dependent variable.

### Course Outcomes

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

- CO1 Demonstrate the Organization of data  
CO2. Apply the data & interpret it.  
CO3. Analyse & use the association and prediction for decision making.  
CO4. Integrate the decision and execution of ideas

### Catalog Description

This course is an introductory course to statistics and data analyses for business students along with development of the mathematical foundations of undergraduate level. Students will be exposed to basic statistical concepts and procedures to handle the data. Students are expected to recognize the nature of their data, select appropriate procedures, perform requisite calculations, demonstrate computer proficiency, and explain the results to layperson.

### Course Content

#### Unit I: **6 lecture hours**

**FUNCTION AND PROGRESSION:** Introduction to Function, Types of Function, Evaluating Function through their graph, Average rate of change of function, Arithmetic Progression, Geometric Progression, Sum of a series in A.P. and G. P.

#### Unit II: **4 lecture hours**

**INTRODUCTION TO STATISTICS:** Meaning and Scope, Statistical Methods, Limitations of Statistical Method, Introduction to Descriptive and Inferential Statistics.

#### Unit III: **6 lecture hours**

**DATA REPRESENTATION:** Variable, Arrangement of Raw Data, Essential for Preparation of Frequency Distribution, The Relative and Cumulative Frequency Distribution, Table components, Types of Tabulation, Type of Graphs, Frequency Curve, Cumulative Frequency Curve(Ogive), Histogram, Bar chart, Types of Bar Chart, Line Chart, Pie- Chart.

**Unit IV:****6 lecture hours****MEASURE OF CENTRAL TENDENCY AND MEASURE OF DISPERSION:** Arithmetic Mean or Averages, Median, Mode, Geometric Mean, Harmonic Mean, Range, Mean Deviation, Standard Deviation, Coefficient of Variation, Skewness, Kurtosis**Unit V:****6 lecture hours****PROBABILITY AND PROBABILITY DISTRIBUTION:** Various types of Events, Axiomatic Definition of Probability, Additive and Multiplicative Law of Probability, Conditional Probability, Binomial Distribution, Poisson Distribution, Normal Distribution**Unit VI:****8 lecture hours****CORRELATION AND REGRESSION:** Introduction, Scatter Diagram, Karl Pearson's Coefficient of Correlation, Correlation for Bivariate Frequency Distribution, Spearman's Rank Correlation, Repeated Rank Correlation, Standard error and Probable error, Line of Regression, Fitting of line, Prediction of Dependent Variable**Text Books**

1. S.P.Gupta (2003): Business Mathematics, Macmillan.
2. Naval Bajpai (2010): Business Statistics, Pearson.
3. Gupta & Kapoor (2005): Fundamental of Mathematical Statistics, Sultan Chand Publication.

**Reference Books**

1. Ken Black (2015): Applied Business Statistics, Wiley.
3. R. S. Bhardwaj (2011): Mathematics for Economics & Business, McGra Hill
4. Richard Levin (2014): Statistics for Management, Pearson.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

<b>Components</b>	<b>Quiz/Assignment / presentation</b>	<b>Test/Viva/Group Project/ etc</b>	<b>ESE</b>
<b>Weightage (%)</b>	<b>30</b>	<b>20</b>	<b>50</b>

## Course Objectives

<b>HRES 7022</b>	<b>Business Communication</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of English				
<b>Co-requisites</b>					

1. To enable students to understand the basic principle of communication including the flow of communication, verbal as well as non- verbal in context of the organization.
2. To enable describe the various ways of employment communication as well as develop the understanding and skill of presentation
3. To provide to the students the basic understanding of the verbal and non - verbal communication so that they understand the different aspects of spoken and written business communication.
4. To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument

## Course Outcomes

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

**CO1:** Demonstrate the applicability of the concept of business communication in the organization.

**CO2:** Apply the complexities associated with organizational communication written as well as verbal.

**CO3:** Analyze the use of basic and advanced proper writing techniques that today's technology demands, including anticipating audience reaction.

Write effective and concise letters and memos.

**CO4:** Integrate the skills to solve work place conflict and analyze different situations for use of most appropriate conflict management technique.

## Catalog Description

Communication skill in a manager is one of the important skills, which a manager must possess to perform his/her role(s) effectively in an organization. Since he/she deals with employees, and with customers outside the organization, it is important that in an organization he should be well equipped in terms of different aspects of business communication. The course therefore covers all constituents, which will make a manager's job easy to handle.

Classroom activities involving lectures, discussions and case studies analysis (topped up with role-play) will be designed to encourage students to actually get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, group presentations, cooperative group solving problems, analysis of video cases and debates.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.



## Course Content

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**Unit I:** **6 lecture hours**

**Communication Basics:** Communication Process Models, seven Cs of effective communication, Barriers to communication, Adoption and selection of words. **Organizational Communication:** Skills of effective organizational communication, Understanding organizational communication-flow, channels, pattern of communication, interoffice communication, Agenda, Minutes

**Unit II:** **6 lecture hours**

Essential Characteristics of Presentation, Preparing a presentation, identifying the purpose. Guidelines for effective presentation. Group Discussion: GD Types and Dos and don'ts. Types of interviews. CV/Resume/Bio-data. Conduct of interview. Practice, Group GD for Problem solving – Simulation exercise, Analysis of GD by faculty, Mock Interview

**Unit III:** **6 lecture hours**

Verbal Communication: Importance of verbalization, Empathy in communication, Guidelines for speaking skills, Communication through electronic media. Non Verbal Communication: Non-verbal communication, Meta communication, Guidelines for developing positive non-verbal communication

**Unit IV:** **6 lecture hours**

Effective writing. Appearance and design of a business message. Writing good news and routine letters, writing negative/ bad news letters, writing persuasive letters.

**Unit V:** **6 lecture hours**

What is report, the purpose (identifying business Problem), Anatomy of Report. Contents, Structure, Tables, appendices and annexures

**Unit VI:** **6 lecture hours**

Conflict management: Types of conflict, Ways of managing conflict, Definition and differences between argument, discussion and negotiation. Types of negotiation. Developing- Best Alternative to a Negotiated Argument

### Text Books

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1. Book on Business Communication By Lesikar, Flatley, & Rentz (11th, Eleventh Edition)
2. Business Communication: Concepts, Cases And Applications Mukesh Chaturvedi Pearson Education India, 2004

### Reference Books

1. Book on **Essentials of Business Communication Publisher: by Mary Ellen Guffey, South-Western Educational.**

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Presentation/Assignment etc.	ESE
Weightage (%)	50	50

**ASSESSMENT TOOLS:**

CO 1	CO2	CO3	CO4
Discussions	Discussions	Case study Analysis	Case study Analysis
Assignments	Assignments	Video Analysis	Video Analysis
Case let Analysis	Case Analysis	Presentations	Presentations

<b>DSRM 7004</b>	<b>Business research methods</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Business statistics, spreadsheet modelling				
<b>Co-requisites</b>	--				

### Course Objectives

1. To familiarize students with theoretical concepts of applied research methodology.
2. To make students capable of writing synopsis and conducting empirical research work
3. To make students able to prepare well-structured research report and present before the concerned stakeholders

### Course Outcomes

On completion of this course, the students will be able

- CO1.** To demonstrate various kinds of research, objectives of doing research, research process, research designs and sampling.
- CO2.** To apply basic knowledge on qualitative research techniques
- CO3.** To analyze knowledge on measurement & scaling techniques as well as the quantitative data analysis
- CO4.** To integrate basic awareness of data analysis-and hypothesis testing procedures

### Catalog Description

This course is designed to provide students with the necessary skills and knowledge to determine the information necessary to address an identified research problem and, using this understanding, develop and

use an actionable research proposal. In this process, the students will gain an understanding of relevant approaches and elements of undertaking a research enquiry specifically to provide insights to solving a relevant business problem. They will develop critical core competencies and skills required to carry out such an enquiry. The students will also experience the importance of ethical conduct in conducting research in both a domestic and in international business contexts.

### Course Content

#### Unit I: **3 lecture hours**

Foundations of research methodology, Research definition, Objectives & motivations for research, Types of Research, Introduction to Qualitative Research, Introduction to Quantitative Research, Business Problem, Problem Formulation, Techniques involved in defining a problem

#### Unit II: **6 lecture hours**

Steps in Research Process, Types of Research Design: Exploratory, Descriptive and Causal Research, Nature of good design

#### Unit III: **9 lecture hours**

Population, Sampling Frame, Sample, Bias, Statistical Terms in Sampling: statistic, parameter, Sampling Distribution, Sampling & non-sampling errors, Simple Random Sampling, Stratified

Random Sampling, Systematic Random Sampling, Cluster Random Sampling, Multi-stage Sampling, Convenience Sampling, Judgment Sampling, Quota Sampling, Snowball Sampling

**Unit IV: 9 lecture hours**

Introduction to Primary & Secondary data, Methods of primary data collection, Methods of secondary data collection, Advantages & disadvantages of data collection, Scales of Measurement: Nominal, Ordinal, Interval, Ratio, General Issues in scaling, Likert Scaling, Types of questions, Question Content, Wording & Placement, Response Format, Criterion for a good questionnaire

**Unit V: 9 lecture hours**

Data aggregation, Data accuracy, Data structure, Data transformation, Univariate analysis, Correlation, Hypothesis Testing Process, Large sample test, Small sample, Parametric and Non Parametric Test, Types of Research output, Key Elements of Report Writing, Formatting & Referencing

**Text Books**

Naresh Malhotra., “Marketing research: An applied orientation”, Seventh edition ,Pearson,

**Reference Books**

Robert Cavana., “Applied Business Research: Qualitative and quantitative methods ”, Wiley,

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Continuous Internal evaluation (Case study presentation/Assignment/ Quiz/ Project)	ESE
Weightage (%)	50	50

<b>FINC 7038</b>	<b>Financial Management</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of Fundamentals of Finance such as calculation of Present Value, Future Value, Excel Modelling				
<b>Co-requisites</b>	Knowledge of classification of data, data presentation				

### Course Objectives

To help the students to develop cognizance of the importance of Financial Management in corporate valuation

1. To enable students to describe how people analyze the corporate leverage under different conditions and understand why people value different corporates in different manner.
2. To provide the students to analyze specific characteristics of Supply Chain Industry and their future action for cash flow
3. To enable students to synthesize related information and evaluate options for most logical and optimal solution such that they would be able to predict and control Debt Equity incurrence and improve results.

### Course Outcomes

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

- CO1.** Demonstrate the applicability of the concept of Financial Management to understand the
- CO2.** managerial Decisions and Corporate Capital Structure
- CO3.** Apply the Leverage and EBIT EPS Analysis associate with Financial Data in the corporate
- CO4.** Analyse the complexities associated with management of cost of funds in the capital Structure
- CO5.** Integrate the concepts of financial management and investment, financing and dividend policy decisions could integrate while identification and resolution of problems

### Catalog Description

The main objective of Financial Management is to help students to acquire and develop skills to take rational decisions in the process of Financing mix and assessment of Price Earnings Ratio. Wealth maximizations have always been regarded as important in financial analysis in organizations.

Leverage aspects are critical in each aspects of management and equally so for the effective management of Financial Resources. In view of Cost of Capital has assumed great importance. This course is designed primarily for students who are being exposed to capital structure , Cost of Capital, Working Capital for the first time.

This course covers the explanations about the Financial Management concepts in the organizational context, it details the impact of Source of Funding, EBIT EPS, PAT on Financial

Statement. The course also focuses on understanding of identification of Financing Cost and framing of strategies and scenarios required to select and develop product line.

Classroom activities including lectures, discussions and case studies (topped up with role play) will be designed to encourage students to get involved, absorb and assimilate inputs. These activities will also be supplemented by group discussions, cooperative group solving problems, live projects, analysis of video cases and debates.

Class participation is a fundamental aspect of this course. Students will be encouraged to actively take part in all group activities and to give an oral group presentation. Students will be expected to interact with media resources, such as, web sites, videos, DVDs, and newspapers etc.

### **Course Content**

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#### **UNIT – I 6 Lecture Hours**

##### **Introduction to Finance, Time Value of Money**

Role of Finance Function, Principles of Financial Management, Scope, Rationale, Techniques, Practical Applications of Compounding and Present Value Techniques

#### **UNIT – II 6 Lecture Hours**

##### **Capital Budgeting**

Major Capital Budgeting Decisions – Concepts of Cash Flows and Cash Flow Patterns, Capital Budgeting Techniques & Limitations – Traditional (ARR, Payback Period) and modern ( NPV IRR, TVM and Profitability Index ); NPV Vs PI – Comparison, Economic Value Added

#### **UNIT – III 6 Lecture Hours**

##### **Cost of Capital**

Concept, Explicit and Implicit Costs, Cost of Debt – Redeemable and Perpetual, Cost of Preference Shares – Redeemable and non redeemable, Cost Equity – Dividend and CAPM Approach, Cost of Retained Earnings Overall Cost of Capital (WACC) – Assignment of Weights (Historical and Market)

#### **UNIT – IV 6 Lecture Hours**

##### **Financing Decision**

Operating , Financial and combined Leverage – Algebraic and Graphic Approach , EBIT – EPS (Indifference Curve) Analysis ,Capital Structure – Concept, theories of relevance and irrelevance Net Income/Net Operating Income Approach, Modigliani – Millar Hypothesis , Traditional Approach Optimum Capital Structure – factors and determinants

#### **UNIT – V 6 Lecture Hours**

##### **Management of Profits, Introduction to Working Capital and Domain Industry Finance**

Concept and Forms of Dividend , Determinants of Dividend policy Dividend Theories of relevance (Walter and Gordon) and irrelevance (Miller-Modigliani), and Limitations, EVA, MVA. Concept, Definition Need, Types and determinants of working Capital, Estimation & Financial Working Capital LSCM Industry Financial Management

#### **UNIT – VI 6 Lecture Hours**

##### **Introduction to Working Capital and Domain Industry Finance**

Definition Need, Types an determinants of working Capital, Estimation & Financial Working Capital LSCM Industry Financial Management

**Text Books**

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1. Financial Management, M.Y.Khan; P.K.Jain, Tata McGraw, New Delhi
2. Financial Management, Prasana Chandra, Tata McGraw, New Delhi

**Reference Books**

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1. Financial Management, Pradeep Kumar Sinha. Excel books
2. Financial Management, R P Rustagi, Taxman
3. Financial Management, I M Pandey, Vikas Publishing House (Pvt) Ltd.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	Continuous Internal evaluation (Case study presentation/Assignment/ Quiz/ Project)	ESE
Weightage (%)	50	50

<b>SLLS 0101</b>	<b>Living Conversations</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

The objectives of this course are:

- Encourage critical self-reflection so as to develop empathy and clarity of expression for exchange of individual and organizational ideas and information.
- Enable qualities of deep listening and clear and concise communication skills.
- Apply and practice varied platforms and tools of communication both formal and informal.
- Appreciate and practice collaborative communication in a given environment and context.

### Course Outcomes:

#### Knowledge & Understanding:

After completing this course, you will be able to:

CO1. **Understand** the importance of being empathetic and the role of clarity in the expression.

CO2. **Identify** appropriate strategies to improve one's ability to express, listen and to understand people in a given situation and context.

CO3. **Use** speaking, writing and listening skills to create more effective and productive professional and personal relationships

CO4. **Build** collaborative relationships that emphasize cross cultural understanding.

#### Skills and Attributes:

CO5: **Use** a range of basic and advanced communication skills, both verbal and non-verbal to engage, inquire, ideate, collaborate and co-create.

CO6: **Choose and employ** appropriate practice tools in the execution of a project/coursework.

CO7: **Critique and articulate** responses to group and individual work undertaken by self and by others.

**Catalog Description:** Living Conversations is a life skill course that empowers and enables learners to exchange, empathize, express, ideate, create and collaborate in any given situation - professional or personal. It aims at enabling students to converse confidently and participate in a variety of discussions appropriately in different situational and cultural contexts, making them an influential communicator.

### Course Content

#### 1. Basics of Communication

**6 hours**

Introduction to the course, Importance, use and its application in life (personal as well as professional), Basics of Communication with Practical Examples (need – principles - process – model), Introducing Types of Communication (Verbal & non-verbal), Types of non-verbal



communication & its importance in overall communication.

2. **Setting Communication Goals & Avoiding Breakdowns** **4 hours**  
Communication goals, creating value in conversations, Internal & external factors impacting our conversations, Communication breakdowns and how to address them.
  3. **Communication Styles** **4 hours**  
Recognizing your style and the styles of others, closing communication gaps, being flexible without compromising one's identity.
  4. **Listening for Improved Understanding** **4 hours**  
Importance, Active & Passive listening, Barriers, Benefits, Features & Examples of Active Listening, Verbal and non-verbal signs of active listening skills, Tools & Tips for Practicing Active Listening.
  5. **Emoting, Enunciating & Expressing** **4 hours**  
Intonation, Enunciation & clarity, Expressions – verbal and written), Calibrating the variance between what you want and what you express, Speaking through silence.
  6. **Cross-cultural Communication: navigating beyond boundaries** **4 hours**  
Developing greater sensitivity to cultural differences, Building greater accountability and trust on virtual teams, Uncovering hidden assumptions, Recognizing filters in oneself and others.
  7. **PROJECT and E- portfolio Submission** **4 hours**
- 

#### **Text Books / Reference Books:**

##### **Textbooks**

- Hargie, Owen (ed.) (2018). The Handbook of Communication Skills. Routledge. London.
- Anderson, Peter & Guerrero, Laura. Handbook of Communication and Emotion. 1st Edition. Elsevier.
- Bordia Crossman, Bretag. Communication Skills. Tata Macgraw Hill.
- Tuhovsky, Ian. The Science of Effective Communication.
- Murphy, Herta, Thomas, Jane P. Effective Business Communication. Tata MacGraw Hill

##### **JOURNALS AND ARTICLES (Will be uploaded on LMS)**

- Patterson, Kerry et.al. (2011) Crucial Conversations Tools for Talking When Stakes Are High. MacMillan. Switzerland.
- A Theory of Goal Oriented Communication:  
[https://www.researchgate.net/publication/220138297\\_A\\_Theory\\_of\\_Goal-Oriented\\_Communication](https://www.researchgate.net/publication/220138297_A_Theory_of_Goal-Oriented_Communication)

##### **WEB SOURCES**

- 1) Effective Communication <http://www.free-management-ebooks.com/dldebk/dlcm-effective.htm>
- 2) Active Listening <http://www.free-management-ebooks.com/dldebk/dlcm-active.htm>

TED Talks:

[https://www.ted.com/playlists/211/the\\_art\\_of\\_meaningful\\_conversa](https://www.ted.com/playlists/211/the_art_of_meaningful_conversa)

Modes of Evaluation: Project + E-Portfolio + Mega Quiz

**Examination Scheme:**

Components	PROJECT	E-PORTFOLIO	MEGA QUIZ	Total
Weightage (%)	50%	30%	20%	100

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO/C O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	P O 11	PO1 2	PSO 1	PSO 2	PSO 3
CO1															
CO2															
CO3															
CO4															
CO5															
CO6															
CO7															
Average															

1=Weak    2=Moderate    3=Strong

<b>SLLS 0102</b>	<b>Learning How To Learn</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

The objectives of this course are:

- To facilitate the process of inquiry through a need to know and explore a wide variety of subject matter that may or may not be linked to the learners chosen specialism or area of interest.
- To analyze and understand how learning takes place using both cognitive and motor skills.
- To appreciate that the learning process is as important as the content.
- To develop the knowledge and skills of becoming a competent learner

### Course Outcomes:

#### Knowledge & Understanding:

After completing this course, you will be able to:

CO1. **Define** the basic qualities of a life-long learner.

CO2. **Understand** the process and elements of inquiry-based learning.

CO3. **Identify, contextualize and discuss** the learning tools needed to be a lifelong learner of diverse subjects and self-driven goal-oriented learning.

CO4. **Respond** to new learning content and develop concepts using the understanding of the learning process and tools

#### Skills and Attributes:

CO5: Use a range of basic inquiry-based techniques to draw on appropriate sources in the development of a response to a problem.

CO6: Choose and employ appropriate practice tools in the execution of a project/coursework.

CO7: Critique and articulate responses to project work undertaken by self and by others.

Catalog Description: This course explores and attempts to equip learners to become conscious about the learning process beyond the cognitive functions of knowledge, understanding and application of subject content. It aims at enabling students to consciously use curiosity, deductive reasoning, inquiry, perspective and argument in exploring a variety of diverse subjects and theories thereby developing a lifelong learning habit.

## Course Content

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- 8. Learning through inquiry** **8 hours**
- Elements of inquiry based learning: question, investigate, use evidence (to describe, explain, and predict), evaluation and response/findings.
  - Types of inquiry: Confirmation inquiry, Structure enquiry, Guided inquiry and Open inquiry
- 9. The learning process** **6 hours**
- Interactive components of the learning process: attention, memory, language, processing and organizing, writing and synthesizing.
- 10. Learning tools** **6 hours**
- Basic tools that help learning: reading, writing/annotating, exploring, experiencing, experimenting, applying, practicing, memorizing.
  - Exploring learning tools: Focused modes of thinking, Chunking, Recall, Pomodoro Technique, Journaling
- 11. Collaborative learning** **6 hours**
- Learning through peer and self-exploration of diverse and challenging subject
- Developing the lifelong learner
  - Self-driven goal oriented learning
- 12. PROJECT and E- portfolio Submission** **4 hours**
- 

## Text Books / Reference Books:

### Textbooks

- Stanley, J. (2011). *Know How*. Oxford University Press. ISBN: 9780199695362.
- Oakley, B. (2017). *Mindshift: Break Through Obstacles to Learning and Discover Your Hidden Potential*. TarcherPerigee (Amazon/Kindle Ed.)

### Reference Books

- Kosslyn, S.M., & Rosenberg, R.S. (2007). *Psychology in Context*. Pearson. ISBN: 9780205507573
- Minsky, M. (1986). *The Society of the Mind*. Simon & Schuster. ISBN: 978-0671657130

### JOURNALS AND ARTICLES (Will be uploaded on LMS)

[https://www.emeraldgrouppublishing.com/sites/default/files/2020-01/ejournal-subject-brochure-HRLOS\\_0.pdf](https://www.emeraldgrouppublishing.com/sites/default/files/2020-01/ejournal-subject-brochure-HRLOS_0.pdf)

### WEB SOURCES

#### TED Talks:

- The Life Long Learner – Bernie Dunlap
- The Nerd’s Guide to Learning Everything Online – John Green

How to learn a new language: 7 secrets from TED Translators

Modes of Evaluation: Quiz +e-portfolio + project

**Examination Scheme:**

Components	QUIZ	E-PORTFOLIO	PROJECT	Total
Weightage (%)	20%	30%	50%	100

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO/C O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	P O 11	PO1 2	PSO 1	PSO 2	PSO 3
CO1						-			-			3			
CO2						3			3			3			
CO3						3			3			3			
CO4						3			3			3			
CO5						3			3			3			
CO6						3			3			3			
CO7						3			3			3			
Average						2.6			2.6			3			

1=Weak      2=Moderate      3=Strong



# SEMESTER II

<b>LSCM 7021</b>	<b>Operations &amp; Project Management</b>	L	T	P	C
<b>Version 0.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Graduate Level Business & Management Knowledge				
<b>Co-requisites</b>	--				

### Course Objectives

1. To develop an understanding of how the operations have strategic importance and can provide a competitive advantage in the business environment.
2. To understand techniques of location and facility planning; line balancing; job designing; and capacity planning
3. To understand Concepts of Project Management for Planning & Execution of projects.
4. To know and use various optimization tools / techniques applied in Project Management.

### Course Outcomes

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

- CO1.** Demonstrate the elements of operations management and various transformation processes.
- CO2.** Apply techniques to enhance productivity and competitiveness in operations; analyse the logistic driven flow to develop a balanced line of production.
- CO3.** Demonstrate issues & challenges in identification and selection of projects.
- CO4.** Apply skills required for project planning & formulation.

### Catalog Description

Operations Management (OM) deals with the planning, designing and operating production and service systems for rendering goods and services. The course will explore the approaches and analyze strategic decisions with a focus on designing the products and processes, allocating scarce resources to strategic alternatives, and long-range planning for facility and capacity. OM functions help an organization to achieve its long-range objectives through medium to short-term plans and control measures. Project management involves understanding the cause-effect relationships and interactions among the socio-technical-economic-environmental dimensions of the projects. Students will be encouraged to indulge in teamwork through participating in group assignments and presentations.

### Course Content

#### Unit I: **8 lecture hours**

Introduction to Operations Management: Introduction to operations and Materials Management, Evolution Scope and Development Stages of OM, Operations Vs Projects, Operations strategy: As a competitive weapon & Concept of productivity.

Forecasting: Introduction to Forecasting, Time Series Introduction, Components of Time Series, Types of Forecasting, Regression Method, Moving Average, Exponential method, Double Exponential method

#### Unit II: **8 lecture hours**

Facility Location & Layout: Parameters & Criterion for selection of a location, Different types of layouts, their planning and production systems, Service Layouts & Operations.

Assembly line balancing & Scheduling: Networking of Process Flow, Assembly Line Balancing, Scheduling of Operations.

Capacity Planning: Planning Capacity across the Organization, Planning Long-Term Capacity, Capacity Timing and Sizing Strategies.

**Unit III: 8 lecture hours**

Materials Management: Materials Handling, Role of purchase department, Inventory Basics, ERP, KANBAN System, Lean operations and JIT.

Inventory planning & control: EOQ Models, Inventory Control Techniques: ABC, VED analysis etc.

Quality planning & control: Total Quality Management (TQM), Statistical Process Control, Control Charts.

**Unit IV: 8 Lecture hours**

Project Definition & Classification, Project Management & its Relationship with Program Management and Portfolio Management, Project Manager, PMBOK (Project Management Body of Knowledge), Project Life Cycle, Project Organization, Project Stakeholders, Project Feasibility Study

**Unit V: 8 Lecture hours**

Project Management Processes for a Project, Project Management Process Groups, Planning Process Group, Executive Process Group, Monitoring & Controlling Process Group, Closing process Group

**Text Books**

1. James R Evans, David A Collier & Kunal Ganguly – Operations Management, Cengage Learning.
2. Operations Management for Competitive Advantage; Richard B Chase, F Robert Jacobs, Nicholas J Aquilano, & Nitin K Agarwal; Tata McGraw-Hill (11th Edition)
3. Gray Clifford F., Larson Erik W.; Project Management – The Managerial Process, Tata McGraw Hill
4. Prasanna Chandra; Projects- Planning, Analysis, Selection, Financing, Implementation and Review', VI Edition, Tata Mc Graw Hill.
5. Chaudhary S.; Project Management, Tata Mc Graw Hill

**Reference Books**

1. Richard B. Chase, Ravi Shankar and F. Robert Jacobs (2014) Operations & Supply Chain Management. McGraw-Hill(12th and 14th Edition)
2. Chary S. N. Theory and Problems in Production & Operations Mgt. Tata McGraw Hill (14th Edition)
3. Krajewski Lee Operations Mgt. Process for Value Chains, Prentice Hall (8th Edition).
4. Kerzner H.; Project Management, II Edition, CBS Publishers



5. Meredith Jack R., Mantel Samuel J.; Project Management, IV Edition, John Wiley & Sons
6. Patel Bhavesh M.; Project Management- Strategic Financial Planning, Education & Control, Vikas Pub. House

# **Digital Marketing (MKTG 7008)**

## **Module 1: Marketing into the Digital World**

Definition of digital marketing; origin of digital Marketing,

Traditional Vs Digital Marketing, Benefits of Digital marketing *e.g.* reach, scope, immediacy, interactivity, the internet micro- and macro-environment, Internet users in India

The internet marketing mix: product and branding; place *e.g.* channels, virtual organizations; price *e.g.* auctions; promotions; people; processes; physical evidence

Digital marketing tools/e-tools; the online marketing matrix including business and consumer markets; the online customer

Interactive order processing: choosing a supplier; selecting a product; check stock

Availability; placing order; authorization of payment; input of data; data transfer; order processing; online confirmation and delivery information; tracking of order; delivery; data integrity and security systems

## **Module 2: Use the internet for promotion using Digital Marketing Communications**

Search engine marketing (SEM): definition of SEM, definition of search engine Optimization (SEO); advantages and disadvantages of SEO; best practice in SEO

Paid search engine marketing, pay per click advertising (PPC); landing pages; long tail concept; geo-targeting *e.g.* Google Ad Words; opt in email and email marketing

Market research

## **Module 3: Customer in the Digital World**

Customer Relationship Marketing; Customer engagement & customer journey in virtual world; Internet communities

## **Module 4: Design a Digital Marketing plan**

Design digital marketing plan, SWOT, situational analysis, key performance

Indicators in internet marketing, Digital landscape, P-O-E-M Framework

Segmenting and Customizing Messages

Digital Advertising Market in India and worldwide

Developing digital marketing plan for international firms

**References:**

1. Digital Marketing- Dr. Seema Gupta (IIM-B)
2. Digital Marketing: Strategy, Implementation & Practice- Dave Chaffey & Fiona EllisChadwick
3. Understanding Digital Marketing Strategies for Engaging the Digital Generation– Damian Ryan and Calvin Jones
4. The Art of Digital Marketing- Ian Dodson
5. Brand Media Strategy: Integrating Communications Planning in the Digital Age – Antony Young

<b>DSBA 7016</b>	<b>Business Analytics</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic conceptual knowledge in quantitative methods and spreadsheets				
<b>Co-requisites</b>					

### Course Objectives

1. To gain an understanding of how managers use business analytics to formulate and solve business problems and to support managerial decision making
2. to become familiar with the processes needed to develop, report, and analyze business data
3. to learn how to use and apply spreadsheets to solve business problems

### Course Outcomes

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

CO 1: Demonstrate basic understanding of Business Analytics and its applicability to various Industries

CO 2: Apply the understanding of what data is, and what it might be telling with basic tools for descriptive analytics

CO 3: Analyze data to get insights to future events using basic tools for predictive analytics.

CO 4: Integrate data driven decisions to optimize the business process and address issues in business administrations with prescriptive analytics

### Catalog Description

Analytics has been defined as the extensive use of data, statistical and quantitative analysis, explanatory and predictive models, and fact-based management to drive decisions and actions. Analytics is more than just analytical methodologies or techniques used in logical analysis. It is a process of transforming data into actions through analysis and insights in the context of organizational decision-making and problem solving. Analytics includes a range of activities, including business intelligence, which is comprised of standard and ad hoc reports, queries and alerts; and quantitative methods, including statistical analysis, forecasting/ extrapolation, predictive modeling (such as data mining), optimization and simulation.

### Course Content

<b>UNIT 1:</b>	<b>Overview of Business Analytics</b>	<b>6 lecture hours</b>
	What is analytics, Analytics Lifecycle & Process, Data cleaning, handling missing data, outliers	
<b>UNIT 2:</b>	<b>Descriptive Analytics</b>	<b>12 lecture hours</b>
	Data Visualization & Data exploration, Regression Analysis (Simple & Multiple) Linear & Non-Linear	

**UNIT 3: Predictive Analytics** **12 lecture hours**  
Time Series Analysis and Forecasting, Data Mining

**UNIT 4: Prescriptive Analytics** **6 lecture hours**  
Optimization Models: Linear & Non-Linear, Simulation

**Text Books**

1. Albright, S. Christian & Winston, Wayne L. (2017). Business Analytics: Data Analysis & Decision Making, Cengage, ISBN: 9781337094955

**Reference Books**

1. Evans, James R. (2014). Business Analytics, Pearson. ISBN: 9780321997821.
2. Laursen, Gert H. N. & Thorlund, Jesper (2010). Business Analytics for Managers: Taking Business Intelligence Beyond Reporting. John Wiley & Sons. ISBN: 9780470901175

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

<b>Components</b>	<b>Class Participation &amp; Quiz</b>	<b>Working with datasets</b>	<b>Group Assignment</b>	<b>End Semester Examination</b>
<b>Weightage (%)</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>50</b>

## **International Strategic Management (STGM 7006)**

**Module One: - Introduction and Overview:** The International Business Firm:

Export Orientation, resource of International business firm, MNCs and Evolution

**Module Two:- Elements Of Global Strategy:** Globalization Imperatives, Drivers of Globalization, Yip's Globalisation Triangle and Framework, Porter's & Prahalad's Framework: Diamond and Five Forces Models

**Module Three:- Country Entry & Attractiveness:** Entry Strategies - Objectives, Timing & Mode, Country Attractiveness - Market & Industry Opportunities: Uppsala Model, Facets of Country Risk Analysis: PEST Analysis

**Module Four: - Global Marketing, Finance And Operations Strategies:** Creating Global Marketing, Export Strategy, International Strategy and Global strategy

**Module Five:- Designing Global Products & Services:** MNCs in verticals, service sectors and rise of KBI

**Module Six : - Global Sourcing & Logistics: GSC and Logistics Management ,** Typical GSCs across nine verticals, Trade-offs in warehousing , Multi-modal logistics in GSCs

**Module Seven:- Global Financial Strategy:** MNCs Global Financial factors, Home Country interest rates versus subsidiary countries interest rates, inflation, Banking system, cross country financial assistance by MNCs

<b>LSCM 7022</b>	<b>Global Supply Chain Management</b>	L	T	P	C
<b>VERSION 0.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Graduate Level Business & Management Knowledge				
<b>Co-requisites</b>	Knowledge of QT & Basic Mathematics				

### Course Objectives

1. Have a basic conceptual understanding of Logistics & Supply Chain Management
2. Have an understanding of Global Logistics & Supply chain management and the role it has in the operations of any organisation. Students must also understand the various Government and International bodies involved in and their role in facilitating and regulating International trade.
3. Have a clear understanding of various service providers and their different roles and responsibilities. Students must also understand trade documentation for different modes of transport.
4. Knowledge of International Commercial terms and payment modes as well as financial risk management in International trade.
5. Have a detailed knowledge of different modes of transport used in International trade and their operational issues and commercial implications as well as equipment. Also the seamless connectivity of domestic transport required for efficient International trade and trade infrastructure.
6. Have an understanding of the complexities of global sourcing
7. Have a basic knowledge of the use of technology in trade and the impact of technological changes taking place on trade operations

### Course Outcomes

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

- CO1. Understand the logistics and supply chain functions and issues influencing Global Trade.
- CO2. Apply conceptual understanding to manage global logistics and supply chain partners.
- CO3. Analyse the critical situations to arrive at cost effective solutions.
- CO4. Integrate knowledge of global trading blocs in solving problems of global logistics.

### Catalog Description

With the maturing of globalization, business practice and theory needs to take into account the specific dynamics of operations in the International context. Supply chains stretch across the world and corporate entities operate through multiple locations, time zones and cultures. The SC operations involve handling complex issues relating to product sourcing, manufacturing and product distribution using multiple modes of transport and vessels. The complexity is enhanced by the use of different currencies and the prevalence of multiple, and sometimes conflicting, legal provisions and duties. Navigating this environment needs the identification and management of various service providers to assist in keeping the SC responsiveness and

efficiency at the desired levels. The use of ICT in International trade has changed a number of operations and their related documentation making international supply chains faster and more efficient.

## **Course Content**

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### **Module I: 12 lecture hours**

**Introduction to Logistics & Supply Chain management** – Definition of Logistics & Supply Chain, Types of Supply chains, decisions and their implications, SC drivers and their metrics, Inventory management, purchasing, strategies and models, service level and safety stock.

### **Unit II: 1.5 lecture hours**

**Globalisation** – Drivers of globalization, trade blocs and trade flows.

### **Unit III: 4.5 lecture hours**

**Global Operation Management** – Global logistics, transportation, documentation, duties & tariffs, trade barriers (tariff & non tariff)

### **Unit IV: 3 lecture hours**

**Global marketing Strategy** – Market entry strategy, make or buy decisions, marketing partnerships – distributors/ agents. Stock storage and warehousing

### **Unit V: 4.5 lecture hours**

**Global Freight transportation Management** – Transport modes, Intermodal and multimodal transportation, liability provisions in trade.

### **Unit VI: 7.5 lecture hours**

**Global Sourcing** – Global source development, decision considerations, risk management and payment terms, INCOTERMS.

### **Unit VII: 4.5 lecture hours**

**Import & Export Operations** – Import/ Export process, Government regulation & incentives. Exchange control, payment terms and credit, working capital management.

### **Unit VIII: 4.5 lecture hours**

**Global Logistics Management** – 3 PL, 4 PL service providers, role of MTO, Sourcing related to documentation.



**Unit IX: 3 lecture hours**

**Performance measurement & Evaluation in Global Operations** – Evaluation criteria, metrics and desired outcomes

**Unit X: 3 lecture hours**

**Information Technology in SCM** – Applications of ICT in International trade.

**Text Books**

1. Supply Chain Management : Chopra S. et al – Pearson , Fourth Edition (2010)
2. International Logistics : David P. – Biztantra (2009)

**Reference Readings**

1. Global Operations & Logistics : Dornier Philippe-Pierre et al – Wiley (2008)
2. International Business : Hill C.W.L. et al – Tata McGraw Hill, Sixth Edition (2009)

HRES 7024	<b>Global Human Resource Management</b>	L	T	P	C
<b>Version 1.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Basic knowledge of general Management				
<b>Co-requisites</b>					

### **Course Objectives**

1. To acquaint and comprehend human resource management and systems at various levels within the company, as well as within specialized industries or organizations.
2. To prepare the potential new incumbent for self-selling in accordance with the organization's needs.
3. To assist students in developing an appreciation for the value of human resource strategies.
4. Understand the complexity of HRM in the global context.
5. Be able to identify the key HRM challenges facing organizations working globally.

### **Course Outcomes**

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

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

CO1. Remember concepts and approaches of global human resource management

CO2. Interpret the concepts of global human resource management

CO3. Analyze the complexities involved in managing people in cross-cultural environment

CO4. Apply conceptual understanding to solve issues pertaining to people with diverse cultural background in the real world business situations.

### **Catalog Description**

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The primary goal of Human Resource Management is to assist students in acquiring and developing the abilities necessary to make reasonable judgments in the field of human resource management in the global context. A successful human resource manager must lead the workforce, influence their behavior, and inspire them to perform at their best in order to meet the organization's goals. This course examines the challenges and techniques involved in the selection and development of human resources.

The workforce is considered as the organization's most significant asset. Human factors are crucial in all functional areas of management, as well as in the efficient use of resources. Human resource management, in this view, is critical. This course is primarily intended for students who are new to human resource management or are experiencing it for the first time.

The course covers the many sub-functions of human resource management within the framework of the enterprise. It emphasises the importance of recruiting and selection, training and development, salary and benefits, performance management, and employee welfare programmes, as well as modern human resource management concerns.

Classroom activities such as lectures, debates, and case studies (augmented by role play) will be geared to engage students and help them learn and digest information. Additionally, these activities will be reinforced by group discussions, cooperative group problem solving, video case analysis, and debates.

Participation in class is a critical component of this course. Students will be encouraged to participate fully in all group activities and to deliver an oral presentation as a group. Students will be expected to interact with a variety of media sources, including websites, movies, DVDs, and newspapers, among others

## **Course Content**

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### **Unit I: Perspectives on Global HRM**

*Introduction, Strategy and Global HRM, Sociology and Global HRM, Economics and Global HRM, Geography and Global HRM, International production, global governance, and Global HRM, Employment relations and Global HRM, Comparative HRM and Global HRM, international HRM: A cross-cultural perspective, International HRM theory, and practice.*

### **Unit II: Cross cultural Human Resource Management**

*Differing national Concepts: culture and institutions, institutional approaches to comparative HRM; Impact of national culture: elements of culture, national culture and organizations, Hall's, Hofstede's, Schwartz's models; Culture and organizational life: impact of culture on organizational behaviour and human resource management, aligning HRM practices with national cultures, multiculturalism and cultural identities, cultural intelligence, communicating across cultures.*

### **Unit III: Managing Global HRM**

*Recruitment and selection in global organizations, Performance management in the global organization, Compensation and benefits in the global organization, Global talent management, Global leadership development.*

#### **Unit IV: Managing Global Mobility**

*Individual and organizational decisions for global mobility, types of international assignees, selection for international assignments, compensation package of international assignees, cross-cultural training and support practices of international assignees, expatriate adjustment and performance of international assignees, Demographics and working abroad, Work-life balance and coping of international assignees, Industrial Relations in a Comparative Perspective, Repatriation.*

#### **Unit V: Integrating global HRM Practices**

*Global integration vs. local responsiveness, Transferring high performance work systems, HR practices transfer,*

#### **Unit VI: Contemporary issues in Global HRM**

*Global HRM issues in mergers and acquisitions, Global HRM's role in knowledge management in multinational corporations, Global cultures in MNEs, From standardization to localization: developing a language-sensitive approach to Global HRM, The role of international human resource management in offshoring and managing contingent workers, Global HRM's role in managing global careers, Global HRM's role in managing global teams, Global HRM's role in managing ethics and CSR globally.*

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#### **Text Book**

International Human Resource Management (CIPD). 4ed, Brewster, Houldsworth, Sparrow, & Vernon.

#### **Reference Books**

International Perspectives on Organizational Behaviour and Human Resource Management (Routledge). 3ed., Punnett.

International Human Resource Management (Cengage). 4ed, Dowling, & Welch.

International Human Resource Management (Pearson). 3ed., Edwards, & Rees.

<b>INTB 7013</b>	<b>Global Business Environment</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>VERSION 0.0</b>		3	0	0	3
<b>Pre-requisites/Exposure</b>	Undergraduate				
<b>Co-requisites</b>	--				

### Course Objectives

1. To Gain understanding of the basic principles of Global Business.
2. To help in understanding various theories of International Trade.
3. To outline the historical perspective of globalization
4. To explicate the concept of International Business
5. To delineate the motives for international business expansion
6. To expound the strategy for managing business in the globalization era

### Course Outcomes

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

- CO1. Students will demonstrate strong conceptual knowledge of factors affecting internationalization process.
- CO2. Students will demonstrate effective understanding of overseas markets, international agreements, international trade and investment.
- CO3. Students will demonstrate analytical skills in identification and resolution of global business management issues.
- CO4. Students will exhibit the ability to integrate economics, geo-politics, legal and cultural dimensions necessary for multi-national operations.

### Catalog Description

The course introduces students to the concepts of global business. Topics include global business theories; the impact of technology on multinational corporations; understanding documentation used in the international business arena; financing multinational operations; and international governance issues. There will be a focus on appropriate theory and the course will aim to provide opportunities for the practical implementation of the main concepts covered.

### Course Content

#### **Unit I: INTRODUCTION TO GLOBAL BUSINESS**

**4.5 Lecture hours**

- Concepts, Scope and Importance
- Global Business environment: PESTLE Analysis

#### **Unit II: GLOBAL BUSINESS THEORIES**

**4.5 Lecture hours**

- Classical, H-O Theory, New Trade theories, Tariff barriers, Non-tariff barriers

**Unit III: INTERNATIONALIZATION PROCESS**

**6 Lecture hours**

- Reasons and Drivers of Internationalization, Process of Internationalization, Evaluation and Pattern of Internationalization Process
- Uppsala Model of Internationalization.

**Unit IV: MODES OF GOING GLOBAL**

**8 Lecture hours**

- Exporting, Turnkey Projects, Licensing, Franchising, Joint Ventures, Wholly owned subsidiaries.

**Unit V: GLOBAL BUSINESS OPERATIONS**

**8 Lecture hours**

- Phases of Global Business Operations, Location decisions, TQM, Technology factors (Transfer), Global Sourcing of Inputs – Make or Buy decisions, Inventory planning & control

**Unit VI: MULTILATERAL AGREEMENTS & REGIONAL ECONOMIC INTEGRATION**

**6 Lecture hours**

- GATT, WTO, EU, NAFTA, SAFTA, ASEAN, G7, BRICS
- India's Institutional arrangements for International Business

**Unit VII: INDIAN ECONOMY VIS A VIS WORLD ECONOMY**

**6 Lecture hours**

**TEXT BOOKS:**

1. Joshi, Rakesh Mohan (2015). International Business, Oxford University Press
2. Thakur, Devendra and Santosh Kumar Mishra (2014). International Business: Concepts and Techniques, Deep and Deep Publications
3. Bennett, Rogger (2014). International Business, Pearson Education
4. Czinkota, R. Michael (2015). International Business, Thomson South-Western
5. Paul, Justin (2014). International Business, Prentice-Hall of India

**REFERENCE BOOKS:**

- a) Macroeconomics: Dornbusch, Fischer, and Startz (Ninth Edition), 2015. Tata McGraw-Hill
- b) Macroeconomics: Olivier Blanchard (Fourth Edition), 2012. Pearson Education
- c) Obstfeld, Maurice and Kenneth Rogoff, 2009, *Foundations of International Macroeconomics*, Cambridge, Massachusetts: MIT Press.
- d) Krugman, P.R., and M. Obstfeld, 2010, *International Economics: Theory and Policy*, 6<sup>th</sup> edition, India: Pearson Education.

<b>SLSG 0101</b>	<b>Critical Thinking and Writing</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>					
<b>Co-requisites</b>	--				

### Course Objectives

. The objectives of this course are:

- To introduce the essential tools and approaches of critical thinking.
- To realize how the fallacies and biases hinder the process of critical thinking and how to overcome them.
- To understand and the various components and conventions of critical writing and create appropriate documents.

### Course Outcomes

On completing this module, the student should be able to:

CO 1 identify, understand and define the various arguments in different contexts

CO 2 to draw logical conclusions

CO 3 introspect and reflect on their thought processes

CO 4 identify the errors in reasoning

CO 5 listen, read and write critically

### Catalog Description

The ability to think clearly and rationally is important in whatever we choose to do. **Critical thinking is the ability to think clearly and rationally about what to do or what to believe** and includes the ability to engage in reflective and independent thinking. Critical Thinking and Writing skills are important to help the one progress in their professional and personal life effectively. This course aims to introduce the various tools and methods available to develop their critical thinking. It will equip students to utilize critical thinking concepts and strategies in learning, and apply those skills for effective written communication, thus developing the ability to think critically and communicate effectively

### Course Content

#### Unit 1 – Heading – 0 Lectures

##### Module-1 Understanding the process of critical thinking

- What is critical thinking: definition and theories
- Importance of Critical Thinking
- Critical thinking Structures
- Metacognitive skills; understanding our minds

#### Unit 2 – Heading – 0 Lectures

##### Module-2 Barriers to critical thinking

- The critical thinking model
- Information Literacy
- Cognitive Biases
- Logical Fallacies

### Unit-3

#### Module-3 Approaches for Critical Thinking

- Arguments and Rationality
- Reasoning and Persuasion
- Six Thinking hats
- Simplification

### Unit-4

#### Module-4 Critical thinking and writing

- Critical thinking and clear writing
- Presenting and communicating ideas

#### Text Books / Reference Books

- Lewis Vaughn, The power of critical thinking, effective reasoning about ordinary and extraordinary claims, second edition, Oxford University Press
- Walter Sinnott Armstrong and Robert Fogelin, Understanding Arguments: An Introduction to Informal Logic. 8th Ed., Wadsworth Cengage Learning.
- Edward de Bono, Six Thinking Hats, ISBN 0-316-17831-4
- Richard Paul and Linda Elder, The miniature guide to critical thinking, concepts and tools, the foundation for critical thinking
  - Encourage critical thinking with 3 questions:  
<https://www.youtube.com/watch?v=0hoE8mtUS1E>
  - Wile E Coyote Into- Introduction to critical thinking:  
<https://www.youtube.com/watch?v=xOjl3jm-GrA>
  - Psychologist Diane Halpern on Critical Thinking:  
[https://www.youtube.com/watch?v=rn\\_7aJP5BTw](https://www.youtube.com/watch?v=rn_7aJP5BTw)

**Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination**

**Examination Scheme:**

Components	QUIZ	E-PORTFOLIO	PROJECT	Total
Weightage (%)	20%	30%	50%	100



**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO/ CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1									2	2		3
CO2									2	2		3
CO3									2	2		3
CO4									2	2		3
CO5									2	3		3
CO6												
CO7												
Average									2	2.5		3

1 = weakly mapped,

2 = moderately mapped,

3 = strongly mapped

<b>SLLS 0103</b>	<b>Leadership And Teamwork</b>	L	T	P	C
		2	0	0	2
<b>Pre-requisites/Exposure</b>	--				
<b>Co-requisites</b>	--				

### Course Objectives:

The objectives of this course are:

- Formulate and articulate a personal point of view about the meaning of leadership and teamwork, and why they are important.
- Explore and appreciate the scope of leadership and teamwork in one's day to day life.
- Understand the concepts of effective leadership and teamwork in organizations.
- Identify and assess the skills and motivations associated with effective leadership and teamwork.
- Improve effective communications in groups and manage team conflict to resolve issues.
- Learn how to perform in teams to achieve results on personal and professional levels.

### Course Outcomes:

#### Knowledge & Understanding:

After completing this course, you will be able to:

CO1. **Understand** the importance of being an empathetic leader and a collaborative team member.

CO2. **Understand** the skills of leadership and teamwork – including analysis of leadership and teamwork theory, as well as how they are assessed in the professional and social process.

CO3. **Build** collaborative relationships that emphasize team building and problem solving.

#### Skills and Attributes:

CO4: **Use** a range of basic reflective practice techniques, to evaluate their own teamwork and leadership skills.

CO5: **Use** leadership and teamwork skills to create more effective and productive professional and personal relationships.

CO6: **Choose and employ** appropriate practice tools in the execution of a project/coursework.

CO7: **Critique and articulate** responses to group and individual work undertaken by self and by others.

**Catalog Description:** Leadership and teamwork are the essence of community living both social and professional. The aim of this course is to explore and appreciate the scope of both these attributes in varied aspects of one's day to day working. When taking this course, you will raise your own self-awareness and gain self-confidence for a better leadership.

Course Content

### 13. Leadership: Introduction, Self Awareness & Leadership Examples hours

5

Introduction to the Course, Importance and Its Application in Life, Self Awareness and Leadership Examples from Different Walks of Life, Personality Assessment through (i) BIG 5, (ii) MBTI.

#### **14. Defining Leaders and Leadership**

**3 hours**

Defining Leaders and Leadership, Historical Perspective, Contemporary Perspective, Types of Leaders and Leadership Styles.

#### **15. Leadership Toolkit**

**6 hours**

Leadership Tools - Locus of Control, Goal Setting, Time Management, Interpersonal Relationship, Role of Perception, Powerful First Impression, Body Language, Elevator Pitch, Small Talk, Constructive Criticism, Assertiveness Skills, Dealing with Difficult People.

#### **16. What is a Team?**

**6 hours**

What is a Team? Why is a Team needed? 4 Phase Model of Team Formation, What to Do as a Leader and What to Do as a Team Member in Each Phase? Effective Teams and Solving Problems as a Team – Brief Introduction to The Six Thinking Hats

#### **17. Positive Leadership & Team Building Activity**

**6 hours**

Positive Leadership - Communication, Appreciation, Empathy, Feedback, Leaders and Teams: Working Effectively towards Common Goals, Team Building Activity.

#### **18. PROJECT and E- portfolio Submission**

**4 hours**

#### **Text Books / Reference Books:**

##### **Textbooks**

- Carroll, John, and Sachi Hatakenaka. "Driving Organizational Change in the Midst of Crisis." *MIT Sloan Management Review* 42, no. 3 (Spring 2001): 70-79.
- Senge, Peter M., Art Kleiner, Charlotte Roberts, Rick Ross, and Bryan Smith. "The Ladder of Inference." In *The Fifth Discipline Fieldbook*. New York, NY: Currency Publishers, pp. 242-250. ISBN: 0385472560.
- Organizational Behavior, Stephen P. Robbins, Timoth A. Judge and Seema Sanghi, 12th ed, Prentice Hall India.
- Organizational behavior-Human behavior at work by John W Newstrom, 12th edition, McGrawHill

##### **Additional Reading/Viewing:**

- Stephen R. Covey, *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*
- Katie Shonk (2018, June 19). 3 Types of Conflict and How to Address Them. Harvard Law School.  
[climerconsulting.com/episode-23-how-conflict-impacts-team-creativity](http://climerconsulting.com/episode-23-how-conflict-impacts-team-creativity)
- Charas, S. (2013, February 27). Boardroom conflict: Productive or not? Business Insider.  
[businessinsider.com/boardroom-conflict-productive-or-not-2013-3?r=AU&IR=T](http://businessinsider.com/boardroom-conflict-productive-or-not-2013-3?r=AU&IR=T)
- Mitchell, R. (2014, January 21). Team innovation and success: Why we should fight at

work. The Conversation  
[theconversation.com/team-innovation-and-success-why-we-should-fight-at-work-20651](http://theconversation.com/team-innovation-and-success-why-we-should-fight-at-work-20651)

**WEB SOURCES:**

- NACE Job Outlook Report, 2020
- [https://www.stjohns.edu/sites/default/files/2020-05/nace\\_job\\_outlook\\_0.pdf](https://www.stjohns.edu/sites/default/files/2020-05/nace_job_outlook_0.pdf)
- [Ten Leadership Theories in Five Minutes](#)
- <https://courses.lumenlearning.com/wmopen-organizationalbehavior/chapter/the-history-of-leadership-theories/>
- <https://toughnickel.com/business/The-History-of-Leadership-Studies-and-Evolution-of-Leadership-Theories>
- <https://courses.lumenlearning.com/principlesmanagement/chapter/10-5-contemporary-approaches-to-leadership/>
- <https://www.bumc.bu.edu/facdev-medicine/files/2010/10/Leadership-Matrix-Self-Assessment-Questionnaire.pdf>
- <https://www.tuw.edu/business/what-kind-of-leader-are-you/>
- <https://www.thebalancesmb.com/smart-goal-examples-2951827>
- <https://examples.yourdictionary.com/examples-of-measurable-goals-and-objectives.html>
- [https://www.youtube.com/watch?v=0Mi9\\_XEXQgc](https://www.youtube.com/watch?v=0Mi9_XEXQgc)
- <https://www.youtube.com/watch?v=zc8zCSOxBhM>
- <https://www.youtube.com/watch?v=vlpKyLklDDY&t=296s>

**Modes of Evaluation: Project + E-Portfolio + Mega Quiz**

**Examination Scheme:**

Components	PROJECT	E-PORTFOLIO	MEGA QUIZ	Total
Weightage (%)	50%	30%	20%	100

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**

PO/C O	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	P O 1 1	PO 12	PS O1	PS O2	PS O3
CO1															
CO2															
CO3															
CO4															
CO5															
CO6															
CO7															
Average															

1=Weak      2=Moderate      3=Strong



# SEMESTER III

<b>STGM 8029</b>	<b>Decision Making and Case Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>Version 1.0</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>
<b>Pre-requisites/Exposure</b>	No advanced mathematical training is required for this course, although having taken training for basic statistics and economics course may be useful.				
<b>Co-requisites</b>	--				

### Course Objectives

The course has two main objectives. The first is improving the ability of the student (as a future manager) to influence the behavior of others, be they consumers, employees or people outside of a business relationship altogether. This will be accomplished by building on the toolbox that standard economics provides for influencing behavior (namely, incentives and information) with the insights from the aforementioned stream of research in behavioral economics.

The second objective is to improve the quality of students' own managerial decisions, primarily by enhancing the students' intuitive empirical abilities but also by improving their understanding of project evaluation. People are poor intuitive statisticians, meaning that when they 'just think' about situations for which some data or casual observations exist, they tend to make serious inferential errors, in turn leading to systematically biased decisions. We will study some errors that are particularly important for real world managerial settings and look for easy-to-implement solutions. We will also touch upon ways to evaluate the effectiveness of new ideas in the workplace.

### Course Outcomes

On completion of this course, the students will be able to know the actions which deviates from rational decision making and will comprehend the systematic decision biases for manager.

<b>CO1</b>	Students (as a future managers) will demonstrate strong conceptual knowledge to behaviors of consumers, employees and other stakeholders.
<b>CO2</b>	Students will demonstrate effective understanding of decision making tools, intuitive decision abilities and improving the abilities for project evaluation.
<b>CO3</b>	Students will exhibit the ability to integrate behavioral economics, intuitive statistics for multi-national operations.
<b>CO4</b>	Students will integrate and apply their conceptual understanding through case studies.

## **Catalog Description**

The course introduces students to the Theories of decision making esp Behavioral Economics. Topics include Economic models; the prospects theory; Heuristics bisases; fairness and cooperation; and selling commitment devices. There will be a focus on appropriate theory and the course will aim to provide opportunities for the practical implementation of the main concepts covered.

## **Course Content**

S.No.	Description	Reading Material
1	Introduction	
2	Standard Economic Models of Decision Making and Experiments	Becker (1976); Levitt & Dubner (2005); Ayres (2007)
3	Prospect Theory	Thaler & Sunstein (2008)
4	Heuristics and Biases	Gladwell (2003); Gawande (1999)
5	Fairness and Cooperation	Brafman and Brafman (2008);
6	Fairness	The Kidney Case
7	Social Norms and Conformity	
8	Intertemporal Choice	
9	Want/Should Conflict and Commitment Devices	Green Bank of the Philippines Case
10	Selling Commitment Devices	Fox (2012)
11	Mental Accounting & Goal Setting	Lieber (2010)
12	Follow-Through & Behavior Change for Good	Duhigg (2012); Evive Case
13	Cognitive Dissonance, Confirmation Bias and Escalation of Commitment	Tavris and Aronson (2007)
14	The Challenger Launch Decision	Challenger Case
15	Bounded Awareness	Gladwell (2009)

16	Race and Gender Bias	Chugh (2018); Gender Diversity in the Boardroom Case
17	Libertarian Paternalism and Choice Architecture	Thaler & Sunstein (2008)
18	Influence and Nudging in the Wild I	Cialdini (1993)
19	Influence and Nudging in the Wild II	Cialdini (1993)
20	Influence and Nudging in the Wild III	Cialdini (1993)
21	Influence and Nudging in the Wild IV	Cialdini (1993)

### TEXT BOOKS:

S.No.	Title	Author	Publisher
1.	THE THEORY OF DECISION MAKING I	WARD EDWARDS, The Johns Hopkins University	PSYCHOLOGICAL BULLETIN

### REFERENCE BOOKS:

- a) (S) Becker, G. (1976). The Economic Approach to Human Behavior. Chicago: University of Chicago Press. Introduction.
- b) (S) Levitt, S.D. & Dubner, S.J.(2005). Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. Harper Perrenial: New York. Introduction.
- c) (S) Ayres, I. (2007). Super Crunchers. Bantam Books: New York, NY. Chapter 2: Creating Your Own Data with the Flip of a Coin
- d) Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT. Chapter 11: How to Increase Organ Donations.
- e) Milkman, K. L. (Host). (2019, October 21). Take the Deal: With Guest Daniel Kahneman [Audio Podcast].
- f) Gladwell, M. (2003). "Connecting the Dots: The Paradoxes of Intelligence Reform," The New Yorker, March 10, 2003.
- g) Gawande, A. (1999). "The Cancer Cluster Myth." The New Yorker, February 8, 1999.
- h) Brafman, O. & Brafman, R. (2008). Sway: The Irresistible Pull of Irrational Behavior. Broadway Books: New York, NY. Chapter 6: In France, the Sun Revolves around the Earth



- i) Thaler, R. (2020). "The Law of Supply and Demand Isn't Fair." The New York Times, May 20, 2020.
- j) Austin-Smith, D., Feddersen, Galinsky, A. & Liljenquist, K. (2010). The Kidney Case. Dispute Resolution Research Center, Northwestern University: Evanston, IL.
- k) Cuddy, A.C. & Doherty, K.T. (2010). OPOWER: Increasing Energy Efficiency through Normative Influence. Harvard Business School Press: Cambridge, MA.
- l) Milkman, K. L. (Host). (2018, November 12). The Temptation of Now: With Guests Richard Thaler & Angela Duckworth [Audio Podcast].
- m) Fox, Emily Jane. (2012). "Dieting for Dollars." Philly.com, 18 January 2012.
- n) Ashraf, Nava, Dean Karlan, and Wesley Yin. Evaluating Microsavings Programs: Green Bank of the Philippines (A). Harvard Business School Publishing: Cambridge, MA.
- o) Leiber, R. (2010). "Your Card Has Been Declined, Just as You Wanted." New York Times, August 13, 2010.
- p) Duhigg, C. (2012). The Power of Habit: Why We Do What We Do in Life and Business. Random House. Chapter 2: The Craving Brain: How to Create New Habits.
- q) Beshears, J. (2016). Evive Health and Workplace Influenza Vaccinations. Harvard Business School Press: Cambridge, MA.
- r) Tavis, C. and Aronson, E. (2007). Mistakes Were Made (but not by me): Why We Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts. Harcourt Books: USA. Introduction & Chapter 1.
- s) Edmondson, A.C. & Feldman, L.R. (2002). Group Process in the Challenger Launch Decision (A). Harvard Business School Press: Cambridge, MA
- t) Gladwell, M. (2009). "Cocksure: Banks, Battles, and the Psychology of Overconfidence." The New Yorker. July 27, 2009
- u) Chugh, D. (2018). The Person You Mean to Be: How Good People Fight Bias. Harper Collins Publishing: New York, NY. Chapter 4: Knowing It When You Don't See It.
- v) Beshears, J., Iris Bohnet, and Jenny Sanford (2017). Increasing Gender Diversity in the Boardroom: The United Kingdom in 2011. Harvard Business School Press: Cambridge, MA
- w) Thaler, R.H. & Sunstein, C.R. (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. Yale University Press: New Haven, CT. Introduction, Chapter 4: When Do We Need a Nudge?, Chapter 5: Choice Architecture, & Chapter 17: Objections.
- x) Cialdini, R. (1993). Influence: The Psychology of Persuasion. Harper Collins Publishing: New York, NY. Begin reading.

**Modes of Evaluation: Quiz/Assignment/ presentation/ Written Examination**

**Examination Scheme:**

<b>Components</b>	<b>Group presentations/ Project</b>	<b>Written assignment</b>	<b>Case study &amp; Class Participation</b>	<b>ESE</b>
<b>Weightage (%)</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>

<b>SLSG 0201</b>	<b>Ethical Leadership in the 21<sup>st</sup> Century</b>	L	T	P	C
		3	0	0	3
<b>Pre-requisites/Exposure</b>	Critical Thinking & Writing				
<b>Co-requisites</b>	--				

### Course Objectives:

The objectives of this course are to:

- Explore and define the concepts of integrity and ethics
- Develop an understanding of the varied culture specific values in society
- Appreciate ideas of values, ethics and morality in a multicultural context
- Explore a deeper understanding of values and ethics based on case studies.
- Articulate and defend a preferred position on the relationship between ethics and society while appreciating its limitation

### Course Outcomes:

After completing this course, Students will be able to:

1. **Understand** the concepts and challenges of ethical practices related to everyday life involved in aligning Ethics, Law, and Morality through interactions and discussions.
2. **Recollect concepts** necessary for ethical practices and leadership through objective exercises to evolve as a global citizen.
3. **Apply ethical concepts** to challenging situations faced in a personal, community and national context through direct observation and discussions.

### Catalog Description

The course aims at developing values and ethics as an inherent part of individuals development in the social and professional context as a global citizen. This course providing holistic perspective to the students towards life, profession and happiness based on value-based living.

Unit 1: Introduction to the concepts and definitive theory of Integrity and Ethics

- define the concepts of integrity and ethics
- major theoretical approaches in integrity and ethics
- ethical dilemmas

- the concept of personal integrity

#### Unit 2: Ethics and Universal Values

- Human rights
- Gender Equality
- Values, ethics and morality in a multicultural context

#### Unit 3 : Ethics and Society

- Define the concept of society
- The relationship between ethics and society
- Social Values, Moral Values and Ethics

#### Unit 4: Ethical Leadership

- Defining Ethical Leadership
- Responsibilities of Ethical Leadership
- Scope and limitations of Ethical Leadership
- Effective Ethical Leadership

#### Unit 5 : Ethics, diversity and Pluralism

- Define diversity, tolerance and pluralism
- Value of cultures, identities, histories and points of view other than one's own
- Case studies/role models of values of tolerance and pluralism
- Diversity, identity and subcultures

#### Unit 6: Challenges of Ethical Living in the 21<sup>st</sup> Century

- Ethics and Business
- Media Integrity and Ethics
- Public Integrity and Ethics
- Gender and Ethics
- Professional practice and Ethics

### Text Books / **Reference Books**

1. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics, Excel books, New Delhi, 2010, ISBN 978-8-174-46781-2
2. R.R Gaur, R Sangal, G P Bagaria, A foundation course in Human Values and professional Ethics – Teachers Manual, Excel books, New Delhi, 2010

### Reference Books:

1. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008
2. Subhas Palekar, 2000, How to practice Natural Farming, Pracheen(Vaidik) Krishi Tantra Shodh, Amravati
3. A.N. Tripathy, 2003, Human Values, New Age International Publishers.

### Relevant websites, movies and documentaries

1. Value Education websites, <http://uhv.ac.in>, <http://www.uptu.ac.in>
2. Story of Stuff, <http://www.storyofstuff.com>
3. Al Gore, An Inconvenient Truth, Paramount Classics, USA
4. Charlie Chaplin, Modern Times, United Artists, USA
5. IIT Delhi, Modern Technology – the Untold Story
6. Gandhi A., Right Here Right Now, Cyclewala Productions

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

### **Examination Scheme:**

#### **Formative Assessment Methods**

#### **Type**

#### **Description**

#### **(online Portfolio & Project Presentation)**

Class & Online Discussions and practice sessions

- Interim Reviews
- Reflective Blog/ Journal (on-line – LMS or physical)
- Discussion Forum (on-line - LMS)
- Quiz

### **Summative Assessment Methods**

This indicates the type and weighting of assessment elements in the course

<b>Weightage</b>	<b>Type</b>	<b>Description</b>
20%	<ul style="list-style-type: none"><li>• Quiz</li></ul>	To evaluate understanding of the definitive theory of learning processes
30%	<ul style="list-style-type: none"><li>• Portfolio</li></ul>	Compilation of work done through the semester in the course.
50%	<ul style="list-style-type: none"><li>• Group Project</li></ul>	Composite exercise/s using different media/platforms that demonstrate the understanding and application of learning methods and tools

<b>SLLS 0201</b>	<b>Design Thinking</b>	L	T	P	C
		2	0	0	2
<b>Pre-requisites/Exposure</b>	Knowledge of analyzing society problems and product usage problems and a zeal to improve the current situation, in addition to knowing to using laptop/computers, internet, social media interaction, file sharing and uploading, email and communication etiquettes.				
<b>Co-requisites</b>	--				

### Course Objectives

This course aim to inspire the essential element of creativity, the ability to take an abstract idea and create something with it. The course stresses on innovation by creative problem solving process, keeping humans at the centre.

The objectives of this course are to:

- Understand human centred design/problem solution
- explore and apply design thinking process by using tools that are collaborative, innovative and effective
- develop a framework for solving complex problems
- Learning by doing, engaging, exploring and experimenting

### Course Outcomes

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

### Course Content

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This is a hands on project driven course that may look to integrate learning from other courses in the students selection of signature courses for identification/problem definition and ideation. The content will be driven more by practice rather than definitive text book based theory learning. Broadly the areas that will be covered are:

- Understanding human centred design through identifying needs
- Interviews and empathy building techniques
- Observations and insights
- Definition, dissections and discussions
- Ideation
- Prototypes development
- Experimenting and viability
- Feedback, critiques and feed forward
- Solutions and variations

### Reference Books

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:** All evaluation on the online course is done based on continuous basis for each of the 5 units throughout the semester. The assignment submission formats are in the form of qualitative discussion boards and online submissions of research data and developed product lifecycle and originally designed/redesigned prototype images.

Components	Internal Assessment	MSE	ESE
Weightage (%)	0	0	100

**Relationship between the Course Outcomes (COs) and Program Outcomes (POs)**





# SEMESTER IV

<b>SLLS 0202</b>	<b>Working with Data</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		2	0	0	2
<b>Pre-requisites/Exposure</b>	12 <sup>th</sup> Class with English Reading/Writing Skills				
<b>Co-requisites</b>	Basics Knowledge of MS Office				

### Course Objectives

- To provides insights about the role of the data for various real-life application.
- To familiarise students with various data formats.
- To enable students to Analyse data.
- To equip students with tools and techniques for transformation of data.
- To develop research interest towards advances in data administration.

### Course Outcomes

Learning Outcomes describe what you should know and be able to do by the end of the module. Given below are the pertinent Learning Outcomes for this module. Parenthesis at the end of the Level Learning Outcomes indicates the connection to the learning outcomes, as given in the curriculum map for this level in the contextual document.

### Knowledge & Understanding:

After completing this course, you will be able to:

1. Understand the importance and usage of data.
2. Identify the purpose and how to acquire the data set.
3. Respond to a problem/brief by generating and developing concepts based on prerequisite knowledge and understanding of existing systems, basic research tools and research collaboration.
4. Define the solutions for the problem supported by ethical aspects.
5. Inclined towards the study of combination of life science and computer science and engineering.

### Skills and Attributes:

1. Use a range of basic data oriented techniques in the development of a response to a life science problem.
2. Choose and employ appropriate ICT tools in the execution of a project/coursework.
3. Critique and articulate responses to project work undertaken by yourself and by others.  
Communicate and present research findings and project outcomes effectively and using appropriate media or collaboration.

### Catalog Description

This course prepares students to gather, describe, understand and analyze data, and use statistical tools to make decisions and draw actionable insights. The course aims to equip students with some prominent data analysis tools and techniques - both of a traditional variety (e.g., survey instruments) as well as of a more contemporary bent (e.g. online data). The course will develop data understanding as well as the basic problem-solving ability in the students. Course aims at exposing students to some broad, emerging trends and technologies in the data analytics space. This course focuses on basic descriptive statistics, sampling

and statistical inference using methods such as confidence intervals, hypothesis testing, and analysis of variance. Students are expected to analyze large data sets using a statistical software package and interpret and effectively communicate the results. Applications from various functional areas of business will be discussed.

## **Course Content**

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### **UNIT I: Know your Data**

(7 Lectures)

- Data Basics
- Types of Data
- Numeral Data
- Text Data
- Image Data
- Data Acquisition
- Data Transformation
- Hands-On session for basic data handling operations using MS Excel
- Activity: Case Study to understand role of data for movie recommendation system

### **Unit II: Fun with Data Visualization**

(7 Lectures)

- Bar Graphs
- Pie Charts
- Dot Plots
- Line Graphs
- Scatter (x,y) Plots
- Pictographs
- Histograms
- Hands-On for finding Mean, Mode, Media and generate Graphs using MS Excel
- Activity: Case Study based on Graphical Animation to visualize data of a Cricket match

### **Unit III: Real Time Survey using Data**

(8 Lectures)

- What is Survey
- How to Do a Survey
- Survey Questions
- Sampling
- Showing the Results of a Survey
- Accuracy and Precision
- Hands-On session on Regression using MS Excel
- Activity: Case Study to do a Survey on the popularity of Mobile Games (PUBG etc.)

### **Unit IV: Application of Data in Real-World**

(8 Lectures)

- Introduction of Artificial Intelligence
- Introduction to Image Processing and its real-time applications
- Application of AI in robotics
- Activities:

- An Experiment with Dice
- Dropping a Coin onto a Grid
- Buffon's Needle
- Random Words
- Lotteries

**Textbooks**

- Data Analytics: A Comprehensive Beginner's Guide, Vernon Barrett, CreateSpace Independent Publishing Platform

**Reference Books**

- Data Analytics: 3 Books in 1 - The New Ultimate Bible for Understanding & Using Data Analytics, Big Data + Data Science For Business + Data Mining, John Harper
- Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking, Foster Provost, Tom Fawcett, O'Reilly Media, Inc.
- Artificial Intelligence, A Modern Approach, Stuart Russell, Peter Norvig, Pearson Education India

**Web Sources**

- <https://www.coursera.org/professional-certificates/ibm-data-science>
- [www.Learn.upes.ac.in](http://www.Learn.upes.ac.in)

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

**Examination Scheme:**

Components	MSE	Presentation/Assignment/ etc	ESE
Weightage (%)	20%	30%	50%

**Relationship between the Course Outcomes (COs), Program Outcomes (POs) and Program Specific Objectives (PSOs)**

Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PSO 1	PSO 2	PSO 3
CO1															
CO2															
CO3															
CO4															
CO5															
CO6															
CO7															
CO8															
Average															

1=weak                      2= moderate                      3=strong

### Basic Course Information

- 1 Course Title : **ENVIRONMENT & SUSTAINABILITY**
- 2 Course Code : SLICS03
- 3 Credit Points : 3
- 4 Duration : 36 hours – Full Semester
- 5 Department : School of Life
- 6 Date : **January 2022**

### 7 Pre, Post and Co requisites:

These are courses that you must have studied previously in order to take this course, or courses that you must study simultaneously or in a subsequent academic session.

<u>Pre, Co, Post</u>	<u>Course Code</u>	<u>Course Title</u>
Pre	SCILS 01	Critical Thinking & Writing
Pre	SLICS 03	Design Thinking
Pre	SLICS 02	Ethical Leadership in the 21 <sup>st</sup> century
Co	SLICS 04	Start your Start up

### 8. Aims and Objectives:

This course aims at sensitizing students to the environment and the balance of natural and manmade ecosystems. Develop empathy and concern for environment and evolve as conscious participants in resolving issues affecting local and global environment. The course seeks to build interdisciplinary approach and analytical skills, with an element of creativity towards achieving a sustainable future.

The objectives of this course are to:

- Develop a critical understanding of the nature, cause and impact of human activities on the environment
- critically engage with concepts of ecosystems, biodiversity and sustainability

- Research, analyse, identify problems, develop insights, and frame sustainable solutions, to living issues faced by the global and local communities
- Learning by doing, engaging, exploring and experimenting

### 9. Course Content :

In addition to following the UGC prescribed syllabus on Environmental Science, this course follows a hands on project driven approach with a focus on the Himalayan environment and ecosystem benefitting from the University's location in the foothills of the biodiverse region of the Himalayas, its environmental issues related to its forests, wildlife and human habitation.

Current environment issues of the Himalaya region will drive the content for the projects.

### 10. Essential Reading

**Textbooks :** Erach Bharucha (Environmental Science)

**Reference Books:** Agarwal K.C, 2001, Environmental Ecology & Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopaedia

**JOURNALS AND ARTICLES (Will be uploaded on LMS)**

**WEB SOURCES**

**Database:**

### 11. Learning Outcomes:

#### **Knowledge & Understanding:**

After completing this course, you will be able to:

1. **Understand** the concepts of ecology and environment related to everyday life
2. **Distinguish and relate** different types of biodiversity and natural resource and their impact on sustainable development.
3. **Analyse** various aspects of environment and adopt eco-friendly technologies to facilitate conservation and regeneration of natural resource

#### **Skills and Attributes:**

1. **Use a range of basic reflective practice** exercises, through self-reflection, experimentation and exploration

2. **Build** environmental awareness through a wide range of curricular and co-curricular activities at the University and later in a professional/vocational practice
3. **Choose and employ** appropriate practice tools in the execution of a project/coursework.
4. **Critique and articulate** responses to group and individual work undertaken by self and by others.

## 12. Teaching and Learning

**The teaching and learning experience follow a Hybrid blended learning model, which incorporates f2f modalities with online learning.**

Range of modes of direct contact teaching and learning methods used on this course

- Large and small group discussions
- Classroom exercises,
- Peer critiquing
- Direct observation
- Experimentation and reflections

Range of modes of online teaching and learning methods used on this course

- Online tutorials (Generated with expert animated videos)
- Documentation and journaling
- Reading / reviewing Resources
- Reading / Reviewing & Commenting - Peer critiquing
- Writing reflections/ critique

**Total contact hours: 36 hours (not including online learning)**

Range of modes of other direct teaching and learning methods used on this course

- Directed reading and research
- Internet based resources and online prepared resources

## 13. Formative Assessment Methods

Type	Description
Classroom exercises, discussions and practice sessions	<p><b>(Project Presentation)</b></p> <ul style="list-style-type: none"> <li>• Interim Reviews</li> <li>• Reflective Blog/ Journal (on-line – LMS or physical)</li> <li>• Discussion Forum (on-line - LMS)</li> <li>• Quiz</li> </ul>

#### 14. Summative Assessment Methods

This indicates the type and weighting of assessment elements in the course

Weightage	Type	Description
20%	• Mid Sem Quiz	To evaluate understanding of the definitive theory of learning processes
30%	• Continuous Evaluation of Weekly Class Activities	Composite exercise/s using different media/platforms that demonstrate the understanding and application of learning methods and tools
50 %	• End Sem Quiz	To evaluate understanding of the definitive theory of learning processes

#### Further information on assessment

The continuous evaluation is an important component. This will help assess the holistic nature of the level in question. It may be done under the guidance of the tutor.

The evaluation will be described in detail in the assessment brief.

#### Diagnostic /formative assessment

This indicates if there are any assessments that do not contribute directly to the final course mark

- Peer critiquing (do not contribute directly to the final mark)
- Presentations
- Tutor reviews
- Classroom exercise
- Practice Assignments