



Bharati Vidyapeeth

(Deemed to be University), Pune

'A++' Accreditation (Fourth Cycle) by 'NAAC' in 2024

Category-I Grade by UGC 'A' Grade University Status by MHRD Govt. of India

FACULTY OF MANAGEMENT STUDIES

MASTER OF BUSINESS ADMINISTRATION MBA

[Regular/ Distance and Online Mode]
(Interdisciplinary, Multidisciplinary and Holistic Approach)

FRAMED AS PER NATIONAL EDUCATION POLICY (NEP 2020)

SYLLABUS

Applicable with effect from Academic Year 2026-27

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Bharati Vidyapeeth

(Deemed to be University)



Faculty of Management Studies

Master of Business Administration MBA [Regular]

Revised Course Structure (To be effective from 2026-2027)

I. Title:

- a) Name of the Programme: **Master of Business Administration (MBA)**
- b) Nature & duration of the Programme: **Regular Post Graduate degree Programme of two years (Approved by AICTE).**

II. Preamble:

The Master of Business Administration (MBA) programme offered by Bharati Vidyapeeth (Deemed to be University), Pune is a two-year postgraduate programme designed in accordance with the principles of NEP 2020, AICTE Model Curriculum, Outcome Based Education (OBE), Choice Based Credit System (CBCS), and Academic Bank of Credits (ABC) framework.

The programme is offered through Regular, Open and Distance Learning (ODL), and Online modes at approved Constituent Units/Learner Support Centres of the University.

The programme aims to develop competent, ethical, innovative, technology-enabled, and socially responsible management professionals capable of addressing contemporary business challenges in a rapidly evolving global environment.

The curriculum adopts an interdisciplinary, multidisciplinary, skill-oriented, and experiential learning approach integrating management theory with industry practices, research, analytics, entrepreneurship, sustainability, digital transformation, artificial intelligence, and leadership development.

The programme emphasizes critical thinking, problem-solving, communication skills, innovation, employability, lifelong learning, and value-based management education to prepare students/learners for leadership roles in business, industry, government, social enterprises, and entrepreneurial ventures.

The curriculum has been developed with inputs from academia, industry experts, alumni, employers, and other stakeholders to ensure relevance, flexibility, and alignment with national and global professional expectations.

III. Postgraduate Attributes in MBA

On successful completion of the MBA Programme, Students/Learners are expected to acquire managerial knowledge, analytical abilities, leadership qualities, ethical orientation, digital competencies, and professional skills required to address contemporary business and societal challenges in national and global environments.

The postgraduate attributes expected from MBA graduates are as follows:

- Apply management theories, analytical thinking, research methods, and problem-solving approaches for effective managerial decision-making and organizational development.
- Use quantitative techniques, digital technologies, Artificial Intelligence (AI), Business Analytics, and data-driven tools in business analysis and organizational transformation.
- Exhibit innovation, entrepreneurship, strategic thinking, adaptability, and continuous learning to respond effectively to dynamic business environments.
- Communicate effectively through oral, written, interpersonal, digital, and professional interactions, and present logical and well-reasoned arguments in individual and group contexts.
- Work collaboratively in multidisciplinary and multicultural environments with leadership qualities, teamwork, interpersonal sensitivity, and emotional intelligence.
- Practice ethical values, integrity, corporate governance principles, sustainability orientation, Environmental Social Governance (ESG) awareness, and socially responsible managerial behavior.
- Understand global business environments, cross-cultural issues, legal frameworks, economic systems, and emerging business trends for effective professional practice.
- Engage in lifelong learning, professional development, research orientation, and responsible leadership to contribute towards sustainable organizational growth, societal welfare, and nation building.

IV. Qualification Descriptors

Upon successful completion of the Master of Business Administration (MBA) Programme, learners shall demonstrate advanced knowledge, professional competencies, and managerial capabilities required for effective functioning in contemporary business environments. The qualification signifies that the learner has acquired the ability to integrate management theories, analytical tools,

emerging technologies, and ethical considerations for solving complex business and organizational problems.

- MBA graduates will be able to:
 1. Apply advanced managerial knowledge and interdisciplinary business concepts to address strategic, operational, and organizational challenges.
 2. Analyze business situations using quantitative techniques, research methods, business analytics, artificial intelligence, and data-driven decision-making approaches.
 3. Design innovative, sustainable, and technology-enabled solutions to improve organizational effectiveness, competitiveness, and stakeholder value.
 4. Demonstrate leadership, teamwork, communication, negotiation, and interpersonal skills required for managing diverse and multicultural work environments.
 5. Apply ethical principles, corporate governance practices, sustainability frameworks, and socially responsible approaches in managerial decision-making.
 6. Evaluate global business environments, economic systems, legal frameworks, technological disruptions, and cross-cultural management issues affecting organizations.
 7. Exhibit entrepreneurial orientation, innovation capabilities, digital competencies, and adaptability required for emerging business opportunities and organizational transformation.
 8. Undertake independent research, consultancy assignments, industry projects, and evidence-based managerial interventions for continuous professional development.
 9. Engage in lifelong learning and contribute effectively as managers, entrepreneurs, consultants, researchers, policymakers, and responsible leaders in business, government, and social sectors.

The qualification prepares learners for managerial, leadership, entrepreneurial, consulting, research, and academic roles across diverse sectors while fostering professional excellence, ethical conduct, innovation, and societal contribution in a rapidly evolving global environment.

V. MBA Learning Outcomes

(A) Program Educational Objectives (PEOs): Students graduating from the programme will be able to:

PEO 1: Successful managerial careers in industry, business, government and social sector.

PEO 2: Leadership and entrepreneurship.

PEO 3: Ethical and sustainable decision making.

PEO 4: Technology-enabled managerial competence.

PEO 5: Lifelong learning and professional development.

PEO 6: Demonstrate global perspective, innovation and entrepreneurial capabilities for creating sustainable business value.

(B) MBA Programme Outcomes The Programme Outcomes (POs) are aligned with AICTE Model Curriculum 2025, Outcome Based Education (OBE), NEP 2020, Industry 5.0 requirements, digital transformation competencies, and global management education standards.

PO1 – Management Knowledge and Problem Solving

Apply management theories, business principles, analytical frameworks, and interdisciplinary knowledge to identify, analyze, and solve complex managerial and organizational problems.

PO2 – Critical Thinking and Decision Making

Apply critical thinking, analytical reasoning, quantitative and qualitative research methods and evidence-based approaches for managerial decision-making using appropriate business, statistical, and analytical tools.

PO3 – Digital, AI and Technological Competence

Use emerging technologies including Artificial Intelligence (AI), Generative AI, Business Analytics, Digital Transformation tools, automation technologies, and data-driven systems responsibly and ethically for effective managerial decision-making and organizational performance improvement.

PO4 – Communication and Professional Effectiveness

Communicate effectively through oral, written, visual, digital, and professional interactions with diverse stakeholders in national and global business environments.

PO5 – Leadership, Teamwork, Research and Lifelong Learning

Exhibit leadership qualities, interpersonal effectiveness, teamwork, adaptability, research orientation, reflective practice, and lifelong learning abilities in multidisciplinary and multicultural organizational settings.

PO6 – Ethics, Sustainability and Social Responsibility

Apply ethical principles, corporate governance practices, sustainability concepts, Environmental Social Governance (ESG) frameworks, and socially responsible approaches in managerial decision-making.

PO7 – Global and Cross-Cultural Perspective

Understand and analyze global business environments, economic systems, legal frameworks, geopolitical factors, and cross-cultural management practices for effective global business operations.

PO8- Innovation and Entrepreneurship

Develop entrepreneurial mindset, innovation capabilities, design thinking, strategic orientation, and problem-solving abilities for business creation, organizational transformation, and sustainable development.

VI. Eligibility for Admission:

Admission to the programme is open to any Graduate (10+2+3) of any recognized university satisfying the following conditions:

1. The candidate should have secured at least 50% (45% for SC/ST) in aggregate at graduate level university examination.
2. The Candidate studying in final year of Bachelor 's degree may also apply. Admission of such candidates will remain provisional until submission of final result certificates in original.
3. Subject to the above conditions, the final admission is based solely on
 - a) The merit at the All-India entrance test (B-MAT) conducted by Bharati Vidyapeeth (Deemed to be University), Pune.
 - b) Submission of Migration Certificate, Transference Certificate, anti-ragging affidavit etc.

VII. Structure of the Programme:

The MBA programme is of 106 credits, and requires minimum two years divided into four semesters to complete. During third semester Students/Learners have to opt for specialization(s) and study the specialization courses in depth. The programme also includes Summer Internship/ Summer Training of 60 days. The medium of instruction and examination will be only English. A student would be required to complete the course as per the ABC (Academic Bank Credit) policy of UGC.

VIII. Credits- Total: 106 credits

The definition of credits based on the following parameters;

For Regular Mode

- i) Learning hours put in by the student
- ii) Course Outcomes
- iii) Contents of the syllabus prescribed for the course etc.

In this system each credit can be described as a combination of 03 (**THREE**) components such as Lectures (L) + Tutorials (T) + Practice (P).

These components are further elaborated for an effective teaching learning process;

- Lectures (L): Classroom lectures delivered by faculty member in an interactive mode.
- Tutorials (T): Sessions that includes participatory discussions, presentations by the students/learners, case study discussions etc.
- Practice (P): It includes LAB sessions for IT related courses & business communication and practice sessions for courses like Accounts, Mathematics, and Statistics and also includes field assignments and assessments etc.

ONE Credit = 15 Hours

In terms of a Semester of 15 (FIFTEEN) weeks,

- a) Every one-hour session per week of Lecture (L) = 01 (one) credit per Semester
- b) Two-hour sessions per week of Tutorial (T) = 01(one) credit per Semester
- c) Two-hour sessions per week of Practice (P) = 01(one) credit per Semester

IX. Examinations:

Scheme of Examination:

Courses having Internal Assessment (IA) / *Internal Examination (IE)* and University Examinations (UE) shall be evaluated by the respective institutes and the University at the term end for 50(fifty) and 50(fifty) Marks respectively. The total marks of IA and UE shall be 100 Marks and it will be converted to grade points and grades.

For courses having **only Internal Assessment (IA)** the respective institutes will evaluate the students/ learners in various ways through ***Class Test, Presentations, Field Assignments and Mini Projects*** for a total of 100 marks during the term. Then the marks will be converted to grade points and grades.

Open Courses shall be evaluated for 100 marks only (hundred marks only).

****Note: MOOCs and Open Courses are compulsory. Students are required***

to complete minimum two MOOCs from the list of suggested MOOCs over the course of the programme (Sem I to Sem IV). However, a maximum of one MOOC may be completed in any single semester.

Components of continuous evaluation system (CES):

Following are the suggested components of CES,

- a) Case Study/ Caselet/ Situation Analysis- (Group Activity or Individual Activity)
- b) Class Test
- c) Field Assignment
- d) Industry Analysis
- e) Business Plan
- f) Presentations
- g) Mini Research Projects

Grading System for Programme under Faculty of Management Studies:

The Faculty of Management Studies, Bharati Vidyapeeth (Deemed to be University), Pune has suggested the use of a 10-point grading system for all programs designed by its different Board of Studies.

The following table will be followed for computing of grade and grade points

Range of Marks (%)	Grade	Grade Point
$90 \leq \text{Marks} \leq 100$	O	10
$80 \leq \text{Marks} \leq 90$	A+	9
$70 \leq \text{Marks} \leq 80$	A	8
$60 \leq \text{Marks} \leq 70$	B+	7
$50 \leq \text{Marks} \leq 60$	B	6
$40 \leq \text{Marks} \leq 50$	C	5
$\text{Marks} \leq 40$	D	0

Standard of Passing:

- For all courses, both UE and IA constitute separate heads of passing (HoP). In order to pass in such courses and to earn the assigned credits, the student must obtain a minimum grade point of 5.0 (40% marks) at UE and also a minimum grade point of 5.0 (40% marks) at IA.
- If students/ learners fail in IA, the students/ learners pass in the course provided, he/she obtains a minimum 25% marks in IA and GPA for the course is at least 6.0 (50% in aggregate). The GPA for a course will be calculated only if the student passes at UE.
- A student/ learner who fails at UE in a course has to reappear only at UE as backlog candidate and clear the Head of Passing. Similarly, a student/ Learner who fails in a course at IA he/she has to reappear only at IA as backlog candidate and clear the Head of Passing to secure the GPA required for passing.
- The performance at UE and IA will be combined to obtain GPA (Grade Point Average) for the course. The weights for performance at UE and IA shall be 50% and 50% respectively.
- GPA is calculated by adding the UE marks out of 50 and IA marks out of 50. The total marks out of 100 are converted to grade point, which will be the GPA.

Standard of Passing:

The Academic Council at its 72nd meeting held on 25-2-2025 has resolved to REPEAL the condition related to the number of heads of passing required by the students to proceed to next year or subsequent years / semesters. In view of this, the students admitted can be permitted to take admission in the subsequent years / semesters irrespective of the number of subjects they have passed /cleared. However, the University reserves its right to admit the students in any of the semester / year depending on the fulfillment of level of knowledge required. These conditions are not applicable to programmes which are governed and have to abide by Council regulations. This will be effective from the Summer 2025 examinations and onwards.

[Refer Notification 1304 of University]

Formula to calculate Grade Points (GP)

Suppose that 'Max' is the maximum marks assigned for an examination or evaluation, based on which GP will be computed.

In order to determine the GP, Set $x = \text{Max}/10$ (since we have adopted 10-point system).

Two kinds of performance indicators, namely the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA) shall be computed at the end of each term. The SGPA measures the cumulative performance of a student in all the courses in a

particular semester, while the CGPA measures the cumulative performance in all the courses since his/her enrollment. The CGPA of student when he /she completes the program is the final result of the student.

The SGPA is calculated by the formula

$$SGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

Where, C_k is the **Credit** value assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study during the Semester, including those in which he/she might have failed or those for which he/she remained absent. **The SGPA shall be calculated up to two decimal place accuracy.**

The CGPA is calculated by the following formula

$$CGPA = \frac{\sum C_k * GP_k}{\sum C_k}$$

where, C_k is the **Credit value** assigned to a course and GP_k is the GPA obtained by the student in the course. In the above, the sum is taken over all the courses that the student has undertaken for the study from the time of his/her enrollment and also during the semester for which CGPA is calculated. **The CGPA shall be calculated up to two decimal place accuracy.**

The formula to compute equivalent percentage marks for specified CGPA:

$$CGPA = (Final\ CGPA - 0.5) * 10$$

Award of Degree:

Students/ Learners who have completed the minimum credits specified for the programme shall be declared to have **passed** in the programme. The final result will be in terms of letter grade only and is based on the CGPA of all courses studied and passed. The criteria for the award of grades are given below.

Range of CGPA	Final Grade	Performance Descriptor
90 Marks 100	O	Outstanding
80 Marks < 90	A+	Excellent
70 Marks < 80	A	Very Good
60 Marks < 70	B+	Good
50 Marks < 60	B	Average
40 Marks < 50	C	Satisfactory
Marks < 40	D	Fail

For CGPA ranging from 10.00 to 4.00 = (Final CGPA – 0.5) x 10

Important Note:

- Students who have earned a total of 40 credits by completing the first year (level 6) of two-year PG (level 6.5/7) of NCrf and, if exit, shall be awarded a postgraduate diploma.
- Student or Learner is expected to write Two Research Papers and publish it in Peer Reviewed Journals.
- Subject to University rules governing progression and maximum duration of programme completion, a student /learner can carry any number of backlog paper till Semester-IV provided his/her academic term(s) is/are granted

X. A. Dual Specialization:

M. B.A Programme 2026-27 offers Dual Specialization to the Students/Learners in second year of MBA Programme. Under dual specialization Students/Learners will have to select Two Specialization Subjects from the list given below in semester III. The specialization framework has been designed to accommodate diverse regional industry ecosystems, emerging business sectors, and learner aspirations across constituent units of the University. Specializations shall be offered subject to minimum enrolment requirements and availability of academic resources.

Prerequisite for offering a combination of Specialization Groups:

The Constituent Unit will offer the Specializations proposed only if minimum Ten students / learners opt for the same.

XI. (B) Summer Internship Guidelines

Introduction

The Summer Internship Programme (SIP) is an integral part of the MBA curriculum that provides students with an opportunity to apply classroom learning in real business environments. Through internships, students gain exposure to organizational practices, workplace challenges, professional expectations, and industry-specific processes while developing managerial and employability skills.

Given the diverse nature of internship roles across areas such as Sales, Marketing, HR,

Finance, Analytics, Operations, Customer Service, Retail, and Market Research, the Institute emphasizes authentic reporting of actual work performed rather than forcing every internship into a traditional research format. The focus of the report is on practical experience, evidence of work, business understanding, analysis, learning outcomes, and professional reflection.

Students are expected to present a truthful account of their internship experience, supported wherever possible by relevant evidence, observations, insights, and recommendations.

Internship Guidelines and Rules

1. The Summer Internship Program (SIP) is mandatory for all MBA students and carries **8 academic credits** as per the university syllabus.
2. Students must undergo internship training for **minimum of 60 days** after Semester-II examinations in a recognized organization.
3. The Summer Internship must be carried out in a **Public Limited Company, Private Limited Company, LLP, Government Organization, or reputed registered organization. Internship in a proprietorship firm will not be permitted. Further, students are not allowed to undertake internship in their own company or family-owned business establishment.**
4. Students are expected to work on practical organizational problems relevant to their specialization and provide meaningful analysis and recommendations.
5. Students should maintain regular communication with their Internal Faculty Guide through phone, email, or other approved modes during the internship period. Students must submit documentary evidence of joining the internship (such as an offer letter, joining letter, or confirmation email) to their Faculty Guide within one week of commencement of the internship. They should also share the name, designation, email address, and contact number of their Industry Mentor/Supervisor for effective monitoring and guidance.
6. Reading journals, research papers, websites, and periodicals is highly recommended to strengthen subject understanding and improve project quality.
7. **In cases where multiple students are placed in the same organization, duplication of project work must be avoided by selecting different topics or functional areas.**
8. Students must maintain professional conduct, discipline, and formal dress

code throughout the internship period.

9. Students should remain accessible through mobile phone and email for communication from the faculty guide, CRC, or company mentor.
10. Any complaint regarding misconduct, indiscipline, absenteeism, or unprofessional behavior from the organization may result in strict disciplinary action, including cancellation of the internship.
11. CRC and faculty guides will regularly monitor students' progress during the internship through periodic interaction and feedback from company mentors.
12. **No extension shall be given for dates, students are required to join back the classes of next semester as per the schedule.**
13. The progress of the internship project will be periodically evaluated by both the industry mentor and the faculty guide.
14. Students must prepare a comprehensive internship report after completion of training under the guidance of the faculty mentor.
15. The final internship report must include a **Plagiarism Report**, and the plagiarism percentage should not exceed **10%**.
16. The internship may be either **research-based** or **job-based**, depending on the nature of the organization and the learning objectives. Detailed guidelines and report structures for both formats are provided in this document. Students are required to follow the format applicable to their internship and obtain approval from their Faculty Guide.

Documents to be Submitted to CRC

Students are required to submit the following documents to the CRC Department:

1. Offer Letter
2. Joining and Progress Report
3. Feedback Form
4. Completion Certificate from the Company

Submission Timeline

The Offer Letter must be submitted within **10 days of joining** the organization.

- Remaining documents, duly signed by the corporate mentor, must be submitted within **10 days after completion** of the internship.

These documents carry marks as part of the internship assessment.

Assessment Criteria:

Sr. No.	Assessment Component	Marks
1	Reports submitted to CRC	10
2	Communication with Faculty guide during internship through email for guidance	10
3	Meetings with faculty guide for guidance and report writing (at least 5 meetings)	10
4	Summer Internship Report (by Faculty Guide)	20
5	Viva-Voce Examination	50
	Total	100

Viva-Voce Evaluation and Presentation Parameters

After completion of the Summer Internship, students will be required to appear for a Viva-Voce examination and deliver a presentation based on their internship report before an expert committee constituted by the University and the Institute as per institutional norms.

The evaluation shall be based on the following parameters:

- Actual work carried out during the internship
- Understanding of the company and business environment
- Learning outcomes and practical exposure gained during the internship
- Quality and relevance of the content presented
- Proper planning and organization of the presentation
- Effectiveness of presentation and clarity of explanation
- Depth of knowledge and practical understanding gained during the internship
- Attendance record and maintenance of daily diary/logbook
- Communication skills, confidence, and overall professional conduct during the presentation

Refer to the annexure for structure and formats.

XII. Question Paper Template

Template -1 (for all courses that do not have a Laboratory Component)

This template is applicable for all subjects that **do not have** a laboratory component for the following examinations:

- a. Courses having University Examinations without laboratory component.
- b. Elective Courses conducted at the institutional level without laboratory component.
- c. Open and Departmental courses conducted at the institutional level without laboratory component.

Title of the Course

Day:

Total Marks: 50

Date:

Time: 03 Hours

Instructions:

- 1. Section I –Attempt any two questions. Each question carries 05 Marks.**
- 2. Section II –Attempt any two questions. Each question carries 10 Marks.**
- 3. Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.**
- 4. All three sections should be attempted in same answer sheet.**

SECTION – I		10 Marks	
Question	Marks	CO	BL
Q.1 Write Short Notes on ANY Two a) b) c)	(5 marks)		Remember
Q.2	(5 marks)		Understand
Q.3	(5 marks)		Understand
SECTION – II		20 Marks	
Q.4	(10 marks)		Apply
Q.5	(10 marks)		Apply
Q.6	(10 marks)		Apply
SECTION – III		20 Marks	
Q.7.....	(10 marks)		Analyze
Q.8.....	(10 marks)		Evaluate
Q.9.....	(10 marks)		Evaluate/Create

Template -2 (for courses having university examination that have a laboratory component)

This template is applicable for all subjects that have university examination and have laboratory component. It is divided in 30:20. Section -I and Section-II shall be designed by the University and Section-III shall be designed by the respective institution.

Title of the Course

Day:

Date:

Total Marks: 50

**Time: 03 Hours
(2hr+1hr)**

Instructions:

- **Section I –Attempt any two questions. Each question carries 05 marks.**
- **Section II –Attempt any two questions. Each question carries 10 marks.**
- **Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.**
- Examination Duration and Answer Booklets
- **Section I and Section II** shall be attempted in a **single answer booklet** during the first **2 hours** of the examination.
- After completion of 2 hours, invigilators shall collect the answer booklet containing responses to **Section I and Section II**.
- Thereafter, students shall be provided with a **separate answer booklet** to attempt **Section III**, for which **1 hour** shall be allotted.

Section -I & II shall be designed by the University

SECTION – I		10 Marks	
Question	Marks	CO	BL
Q.1 Write Short Notes on ANY Two a) b) c)	(5 marks)		Remember
Q.2	(5 marks)		Understand

Q.3	(5 marks)		Understand
SECTION – II		20 Marks	
Q.4	(10 marks)		Apply
Q.5	(10 marks)		Apply
Q.6	(10 marks)		Apply

Section-III shall be designed by the respective institutions and conduct the examination in the laboratory.

SECTION – III		20 Marks	
Q.7 Practical (including Viva)	(10 marks)		Analyze
Q.8 Practical (including Viva)	(10 marks)		Evaluate
Q.9 Practical (including Viva)	(10 marks)		Evaluate/Create

* List of Courses requiring Computer Lab

The following courses are recommended to have a computer laboratory component, incorporating software-based assignments and practical examinations. These courses involve the use of databases, data analytics and visualization tools, business intelligence platforms, ERP systems, project management software, simulation packages, and other specialized applications essential for developing industry-relevant competencies.

Core and Open Courses

S. No.	Subject	Lab Requirement
1	Managerial Statistics and Research Methodology	 Yes
2	Business Analytics	 Yes
3	Data Analysis using Excel	 Yes
4	Strategic Management	 Yes
5	Quantitative Techniques for Managers	 Yes
6	Artificial Intelligence for Managers	 Yes
7	Financial Modelling & Valuation (Hands-on Excel)	 Yes
8	Data Analytics using Python	 Yes
9	Introduction to SQL	 Yes
10	Generative Artificial Intelligence for Managers	 Yes
11	Data Analytics and Visualization with MS Power BI (MOOC)	 Yes

Electives Courses

S. No.	Subject	Lab Requirement
1	Marketing • Marketing Research and Analytics	 Yes
2	Human Resource • HR Analytics	 Yes
3	Retail • Pricing, Merchandising and Analytics	 Yes
4	Business Analytics • Business Intelligence and Decision Support Systems	 Yes

	• Predictive Analytics • Marketing Analytics • Financial Analytics	
5	Project Management • Software Project Management • Agile, Scrum and Lean Methodologies • Project Planning, Scheduling & MS Project	☒ Yes
6	Supply Chain Analytics • Supply Chain Analytics and Decision Modelling	☒ Yes
7	Production & Operations Management • Supply Chain Analytics	☒ Yes
8	Information Technology • DBMS and Data Warehousing • Enterprise Business Applications • Software Project Management	☒ Yes
9	FinTech • Blockchain, Crypto and Digital Assets	☒ Yes
10	Healthcare Technology • EMR System (Electronic Medical Records System)	☒ Yes
11	Sports Analytics • Sports Analytics & Performance Metrics	☒ Yes

Template -3 (for electives, departmental and open courses that have a laboratory component)

This template is applicable for the following courses that have laboratory component.

- Elective Courses conducted at the institutional level with laboratory component.
- Open and Departmental courses conducted at the institutional level with laboratory component.
- All 3 sections shall be designed by the respective institutions.
- Section-III shall be conducted in the laboratory.

Title of the Course

Day: **Total Marks:50**
Date: **Time: 03 Hours**
(2hr+1hr)

Instructions:

- Section I –Attempt any two questions. Each question carries 05 marks.**
- Section II –Attempt any two questions. Each question carries 10 marks.**
- Section III –Question 7 is compulsory and attempt any one question from the remaining two. Each question carries 10 Marks.**
- Examination Duration and Answer Booklets
- Section I and Section II** shall be attempted in a **single answer booklet** during the first **2 hours** of the examination.
- After completion of 2 hours, invigilators shall collect the answer booklet containing responses to **Section I and Section II**.
- Thereafter, students shall be provided with a **separate answer booklet** to attempt **Section III**, for which **1 hour** shall be allotted

SECTION – I		10 Marks	
Question	Marks	CO	BL
Q.1 Write Short Notes on ANY Two a) b)	(5 marks)		Remember

c)			
Q.2	(5 marks)		Understand
Q.3	(5 marks)		Understand
SECTION – II		20 Marks	
Q.4	(10 marks)		Apply
Q.5	(10 marks)		Apply
Q.6	(10 marks)		Apply

Section-III shall be conducted in the laboratory.

SECTION – III		20 Marks	
Q.7 Practical (including Viva)	(10 marks)		Analyze
Q.8 Practical (including Viva)	(10 marks)		Evaluate
Q.9 Practical (including Viva)	(10 marks)		Evaluate/Create

Blooms Level	Marks for questions to be attempted	weightage
Remember & understand	10	20 %
Apply	20	40 %
Analyze	10	20 %
Evaluate/Create	10	20 %
	50	100 %

1. Evaluation Scheme (100 Marks) for non-laboratory courses having UE & IE Components

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II) (10 Marks Each)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

2. Evaluation Scheme (100 Marks) for all laboratory courses having UE & IE Components

C. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II) (10 Marks Each)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

D. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

3. Evaluation Scheme (100 Marks) for Elective, Departmental and Open Courses Having a Laboratory

E. Component Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II) (10 Marks each)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	100

4. Evaluation Scheme (100 Marks) for Elective, Departmental and Open Courses without a Laboratory Component

F. Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II) (10 Marks Each)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	100

Special Provision for Technology-Oriented Courses with Lab Components

To ensure adequate assessment of practical competencies and hands-on skills, the following shall be applicable:

1. Continuous Evaluation System (CES):

- Two CES shall be conducted during the semester, CES-I = 10 Marks and CES-II = 10 Marks.

- At least one CES (CES-I or CES-II) shall be conducted in the laboratory environment and shall assess students on practical application, software usage, simulations, problem-solving, and technology-enabled exercises relevant to the course.
- The lab-based CES may include practical tasks, case simulations, viva-voce, or hands-on exercises.

2. Mid-Term Examination:

- The **Mid-Term Examination shall be conducted in the laboratory which may have theory component also**. This shall evaluate students' ability to apply concepts using relevant software, digital platforms, analytical tools, blockchain simulators, fintech applications, compliance automation tools, or other course-specific technologies.
- The examination may comprise practical execution, case-based problem solving, report generation, and viva-voce.

3. End-Term Examination:

- The **End-Semester Theory Examination (30 Marks)** shall be conducted by the University. The University shall design and set the theory question paper in accordance with the prescribed syllabus and examination scheme.
- The **End-Semester Practical/Laboratory Examination (20 Marks)** shall be conducted at the respective institutions. The concerned institution shall design the practical question paper, conduct the examination in the laboratory, and evaluate students based on practical execution, application of concepts, output generation, problem-solving ability, and viva-voce.
- **This 30:20 split in the university examination ensures that practical competency is formally assessed** rather than restricting practical work only to internal assessment. It is particularly suitable for emerging technology courses such as Analytics, FinTech, Blockchain, Digital Payments etc.

4. For other Open/Departmental Courses such as Social Awareness Program, Agri Business Management, Environmental Management and sustainability, Indian Ethos and Values in Management

- One CES, preferably CES-2 should be field-based project involving **primary data collection** through surveys, interviews, observations, or other appropriate research methods.
- The project should emphasize **experiential learning, real-world problem-solving, and direct stakeholder interaction.**
- To ensure authenticity and minimize reliance on AI-generated content, students shall be required to submit evidence of fieldwork (wherever applicable) and appear for a **Viva Voce examination** to demonstrate their understanding, methodology, analysis, and individual contribution to the project.

Template for Mid Term Internal Examinations (Month & year)

Course:
Subject:
Max. Marks: 40

Semester:
Course Code:
Max. Time: 2:00

hrs.

Instructions:

Use of unfair means will lead to cancellation of paper followed by disciplinary action.

Attempt any **two questions from section-I** and Attempt **any three questions from section-II**.

Section-I (Conceptual Understanding and Practical/Application oriented) Answer in 300 words. Each question carries 05 marks.			10 Marks
Questions	Marks	CO	BL
Q.1 a) b)	5 Marks		Remember
Q.2 a) b)	5 Marks		Understand
Q.3 a) b)	5 Marks		Apply
Section-II (Analytical / Case Study type Question to test analytical and Comprehensive Skills) Answer in 600 words. Attempt any 3 questions. Each question carries 10 marks			30 Marks
Q.4 a) b)	10 Marks		Apply
Q.5 a) b)	10 Marks		Analyze
Q.6 a) b)	10 Marks		Evaluate
Q.7 a) b)	10 Marks		Evaluate/Create

- For courses having a laboratory component, Section-I shall comprise the

theoretical questions and Section-II shall comprise the practical questions. The examination shall be conducted in the laboratory.

- Paper setters must clearly indicate the marks allotted to each sub-part of a question.
- The marks assigned to sub-parts need not necessarily be of equal weightage and should be explicitly mentioned against each part.
- In the case of certain Application-based, Analytical, Case-based, Problem-solving, or Decision-making questions, a single comprehensive question may be framed without sub-parts.

Template for CES Question Paper

CES-1

Class with Section:

Date:

Subject:

Subject Faculty:

Duration: 40 Min

Max Marks: 20

Section I (Compulsory) 5 Marks

Q.1 This question should be based on ***Remember & Understand***

Section II (Attempt any one) 5 Marks

Q.2 This question should be based on ***Apply***

Q.3 This question should be based on ***Apply***

Section III (Attempt any one) 10 Marks

Q.4 This question should be based on ***Analyze***

Q.5 This question should be based on ***Analyze***

CES-2

Class with Section:

Date:

Subject:

Subject Faculty:

Duration: 40 Min

Max Marks: 20

Section I (Compulsory) 5 Marks

Q.1 This question should be based on ***Apply***

Section II (Attempt any one) 5 Marks

Q.2 This question should be based on ***Analyze***

Q.3 This question should be based on ***Analyze***

Section III (Attempt any one) 10 Marks

Q.4 This question should be based on ***Evaluate/Create***

Q.5 This question should be based on ***Evaluate/Create***

Instructions for Faculty

- CES-I should be conducted after completion of approximately 30–40 % of the syllabus, covering at least 2–3 units.
- CES-2 should be conducted after completion of approximately 70–80 % of the syllabus, covering at least 4–5 units.
- The marking scheme for sub parts should be clearly indicated.
- The assessment should comprehensively cover all topics taught up to that stage and should not be limited to only one or two topics.
- The CES should be designed appropriately to justify the prescribed duration of 40 minutes.
- Use of mobile phones and other unauthorized electronic devices during the CES shall be strictly prohibited.
- Faculty members should prepare a minimum of 2–3 sets of question papers/activities for each CES to ensure fairness and maintain academic integrity.
- It must be duly approved by HOD/Director

XIII. Structure of the syllabus

The MBA Programme as per Semesters, Credits and Marks are as follows:

Semester	Credits	Marks Distribution
I	27	900
II	27	900
III	33	1000
IV	19	500
Total	106	3300

XIV. PROPOSED PROGRAMME MODULE MBA -2026

Semester –I

Course Code	Name of the Subjects	Format	Credits	L	T	P	Regular Mode		Total Marks
							IE	UE	
MBA 101	Management Process and Organizational Behavior	IE&U E	3	3	0	0	50	50	100
MBA 102	Business Communication & Professional Skills/	IE&U E	3	3	0	0	50	50	100
	(MBA 102D) Critical Thinking, Writing & Executive Communication *(DMS)								
MBA 103	Accounting for Managers	IE&U E	3	2	1	0	50	50	100
	(MBA 103D) Financial Intelligence for Managers *(DMS)								
MBA 104	Managerial Statistics and Research Methodology	IE&U E	3	2	0	2	50	50	100
MBA 105	Legal aspects of Business	IE&U E	3	3	0	0	50	50	100
MBA 106	Managerial Economics	IE&U E	3	3	0	0	50	50	100
	(MBA 106D) Macro Economics & Policy Environment for Business *(DMS)								
MBA 107	Business Analytics	IE&U E	3	2	0	2	50	50	100
	(MBA 107D) Business Analytics for Decision Making (with Python/Excel) *(DMS)								
MBA 108	Marketing Management	IE&U E	3	3	0	0	50	50	100
MBA 109	**Open Course	IA	3				100	-	100
	Total No. of Credits		27				500	400	900

** Open Courses: Students/Learners can opt anyone course from the following					
Course Code	Open Course	Credits	L	T	P
MBA 109 A	Data Analysis using Excel	3	1	0	4
MBA 109 B	Social Awareness Program	3	3	0	0
	(MBA 109D) Introduction to Business History *DMS				
MBA 109 C	Management Information Systems and Technology for Business (MOOC)	3	3	0	0

DMS Navi Mumbai would be offering :

(MBA 102D) Critical Thinking, Writing & Executive Communication *(DMS)

(MBA 103D) Financial Intelligence for Managers *(DMS)

(MBA 106D) Macro Economics & Policy Environment for Business *(DMS)

(MBA 107D) Business Analytics for Decision Making (with Python/Excel) *(DMS)

(MBA 109D) Introduction to Business History *DMS in MBA SEM II. Other institutes may decide to offer it, however, prior intimation to the CoE and Dean is required.

IMED, Pune may offer alternative courses in all the Semesters of the MBA Programme with equivalent credits to replace certain existing ones. Students of IMED, please contact the institute academic administration for more details.

Semester –II

Course Code	Name of the Subjects	Format	Credits	L	T	P	Regular Mode		Total Marks
							IE	UE	
MBA 201	Innovation & Entrepreneurship Development	IE&U E	3	3	0	0	50	50	100
MBA 202	Financial Decision Making for Managers	IE&U E	3	2	1	0	50	50	100
MBA 203	Human Resource Management	IE&U E	3	3	0	0	50	50	100
MBA 204	Strategic Management	IE&U E	3	2	0	2	50	50	100
MBA 205	International Business	IE&U E	3	3	0	0	50	50	100
MBA 206	Production & Operations Management	IE&U E	3	2	1	0	50	50	100
MBA 207	Quantitative Techniques for Managers	IE&U E	3	2	0	2	50	50	100
MBA 208	Artificial Intelligence for Managers	IA	3	2	0	2	100	-	100
MBA 209	**Open Course	IA	3				100	-	100
	Total No. Credits		27				550	350	900

** Open Courses: Students/Learners can opt anyone course from the following

Course Code	Open Course	Credits	L	T	P
MBA 209 A	Financial Modelling & Valuation (hands on Excel)	3	1	0	4
MBA 209 B	Data Analytics using Python	3	2	0	2
MBA 209 C	Internet Crimes and Cyber Security (MOOC)	3	3	0	0

Semester –III

Course Code	Name of the Subjects	Format	Credits	Regular Mode					Total Marks
				L	T	P	IE	UE	
Specialization I									
See Elective Groups	Paper 1	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 2	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 3	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 4	IA	3	3	0	0	100	-	100
Specialization II									
See Elective Groups	Paper 1	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 2	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 3	IA	3	3	0	0	100	-	100
See Elective Groups	Paper 4	IA	3	3	0	0	100	-	100
MBA 301	**Open Course	IA	3				100	-	100
MBA 302	Summer Internship Project	IA	6	0	0	12	100	-	1000
			33				1000		
** Open Courses: Students/Learners can opt anyone course from the following									
Course Code	Open Course		Credits	L		T		P	
MBA 309 A	Agri Business Management		3	3		0		0	
MBA 309 B	Introduction to SQL		3	2		0		2	
MBA 309 C	Fundamentals of Digital Marketing (MOOC)		3	3		0		0	

Semester –IV

Course Code	Name of the Subjects	Formats	Credits	Regular Mode				Total Marks	
				L	T	P	IE	UE	
MBA 401	Project Management	IE & UE	2	2	0	0	50	50	100
MBA 402	Generative Artificial Intelligence for Managers	IA	3	2	0	2	100	-	100
MBA 403	Indian Ethos and Values in Management	IA	3	3	0	0	100	-	100
	(MBA 403 D) Ethics, Governance & Responsible Leadership* DMS								
MBA 404	**Open Course	IA	3				100	-	100
MBA 405	Internship/*MOOC/ASCA/Contemporary Project	IA	8				100	-	100
	Total No. Credits		19				450	50	500

***ASCA (Advanced Skill Certification Activity)**

** Open Courses: Students/Learners can opt any one course from the following

Course Code	Open Course	Credits	L	T	P
MBA 404 A	Digital Transformation	3	3	0	0
	(MBA 404 D) Digital Business & Platform Economy * DMS				
MBA 404 B	Environmental Management and Sustainability	3	3	0	0
MBA 404 C	Data Analytics and Visualization with MS Power BI (MOOC)	3	2	0	2

DMS Navi Mumbai would be offering (MBA 403D) Ethics, Governance & Responsible Leadership*DMS & (MBA 404D) Digital Business & Platform Economy *DMS in MBA SEM IV. Other institutes may decide to offer it, however, prior intimation to the CoE and Dean is required.

IMED, Pune may offer alternative courses in all the Semesters of the MBA Programme with equivalent credits to replace certain existing ones. Students of IMED, please contact the institute academic administration for more details.

AS PER AICTE –MODULE

- Total =106 credits
- I year – 54 credits
- II Year =52 credit (46+6 Internship)
- Total Marks- 3300 (I to IV Sem) -(I-900+II-900+III-1000+IV-500)
- Structure – UE+IE, IA & CCA

*****Preference shall be given to SWAYAM certified MOOC courses only.***

I. LIST OF SPECIALIZATION – ELECTIVES (Semester III)

Elective: Marketing Management	
PSO1: Apply marketing concepts, consumer insights, and market research techniques to develop effective marketing strategies. PSO2: Utilize digital marketing, analytics, branding, and customer relationship management tools for business growth. PSO3: Design innovative marketing solutions and customer-centric value propositions in competitive and global markets.	
Code	Name of the Course
MM-01	Sales & Distribution Management & B2B
MM-02	Marketing Research and Analytics
MM-03	Brand Management
MM-04	Consumer Behaviour and Advertising Management
Elective: Financial Management	
PSO1: Analyze financial statements, investment opportunities, and financing decisions using appropriate financial tools and techniques. PSO2: Apply risk management, portfolio management, and corporate finance principles for organizational value creation. PSO3: Utilize financial technologies (FinTech), analytics, and regulatory frameworks for informed financial decision-making.	
Code	Name of the Course
FM-01	Investment Analysis & Portfolio Management
FM-02	Management of Financial Services
FM-03	Corporate Finance
FM-04	International Financial Management
Elective: Human Resource Management	
PSO1: Apply talent acquisition, workforce planning, performance management, and employee development practices. PSO2: Design HR policies and employee engagement strategies aligned with organizational objectives. PSO3: Utilize HR analytics, labour laws, and digital HR technologies to enhance workforce effectiveness.	
Code	Name of the Course
HR-01	Talent Acquisition & Workforce Planning
HR-02	Employee Relations and Law
HR-03	Performance and Compensation Management

HR-04	Human Resource (HR) Analytics HR-04D People Analytics & Strategic HRM* DMS
Elective: International Business Management	
PSO1: Analyze global business environments, international trade practices, and cross-cultural management issues. PSO2: Develop strategies for international marketing, global sourcing, and foreign market entry. PSO3: Apply international financial, legal, and logistics frameworks for effective global business operations.	
Code	Name of the Course
IB-01	International Trade and Export Import Management
IB-02	Global Marketing and Cross-Cultural Management
IB-03	International Logistics & Supply Chain Management
IB-04	International Financial Management and Foreign Exchange Markets
Elective: Production and Operations Management	
PSO1: Apply operations management principles to improve productivity, quality, and process efficiency. PSO2: Utilize quantitative tools and analytical techniques for operational decision-making. PSO3: Design sustainable and technology-enabled operational systems to support organizational competitiveness.	
Code	Name of the Course
POM-01	Quality Management
POM-02	Procurement & Sourcing Management
POM-03	Logistics & Supply Chain Management
POM-04	Supply Chain Analytics
Elective: Information Technology Management	
PSO1: Apply information systems, database management, and enterprise technologies to support business processes. PSO2: Analyze cybersecurity, IT governance, and digital transformation challenges in organizations. PSO3: Utilize emerging technologies, business intelligence, and data management systems for managerial decision-making.	
Code	Name of the Course
ITM-01	DBMS and Data Warehousing
ITM-02	IT Privacy Security and Cyber Risk
ITM-03	Software Project Management

ITM-04	Enterprise Business Application
Elective: Retail Management	
PSO1: Apply retail operations, merchandising, and category management principles in retail organizations. PSO2: Develop customer-centric retail strategies using retail analytics and omnichannel approaches. PSO3: Utilize digital technologies and e-retailing practices to enhance retail performance and customer experience.	
Code	Name of the Course
RM-01	Retail Store Operations and Space Management
RM-02	Pricing Merchandising and Analytics
RM-03	Retail Buying Merchandising and Inventory Planning
RM-04	Omni channel and E-Retailing
Elective: Project Management	
PSO1: Apply project planning, scheduling, budgeting, and resource allocation techniques for successful project execution. PSO2: Analyze project risks and implement appropriate mitigation and control mechanisms. PSO3: Utilize project management software, agile methodologies, and contemporary project management practices.	
Code	Name of the Course
PM-01	Project Planning, Scheduling & MS Project
PM-02	Risk Assessment and Mitigation Strategies
PM-03	Software Project Management
PM-04	Agile, Scrum and Lean Methodologies
Elective: Business Analytics	
PSO1: Apply statistical, analytical, and visualization techniques to solve business problems using data-driven approaches. PSO2: Utilize business intelligence, predictive analytics, and decision support systems for managerial decision-making. PSO3: Develop analytical models and communicate actionable insights using contemporary analytics tools and technologies.	
Code	Name of the Course
BA-01	Business Intelligence and Decision Support Systems
BA-02	Predictive Analytics
BA-03	Marketing Analytics
BA-04	Financial Analytics
Elective: Event Management	

PSO1: Apply event planning, budgeting, logistics, and operational management principles for successful event execution. PSO2: Design experiential marketing and stakeholder engagement strategies for various events. PSO3: Manage event risks, governance, sustainability, and crisis situations effectively.	
Code	Name of the Course
EM-01	Strategic Event Planning & Design
EM-02	Event Production, Operations & Logistics Management
EM-03	Experiential Marketing & Brand Engagement
EM-04	Risk Governance & Crisis Management
Elective: Sports Management	
PSO1: Apply sports marketing, event management, and sponsorship strategies in sports organizations. PSO2: Analyze sports governance, ethics, and regulatory frameworks in the sports industry. PSO3: Utilize sports analytics and performance measurement tools to support strategic decision-making.	
Code	Name of the Course
SM-01	Sports Marketing & Athlete Marketing
SM-02	Sports Event Operations & Tournament Design
SM-03	Sports Law Governance & Ethics
SM-04	Sports Analytics & Performance Metrics
Elective: Infrastructure Management	
PSO1: Apply infrastructure economics, project management, and sustainability principles in infrastructure development. PSO2: Analyze infrastructure financing, policy frameworks, and regulatory requirements. PSO3: Develop solutions for planning, execution, and management of infrastructure projects using contemporary practices.	
Code	Name of the Course
IM-01	Infra Economics & Policy
IM-02	Infra Project Management & Sustainability
IM-03	Infra Finance & Inventory Valuation
IM-04	Legal & Regulatory Aspect of Infrastructure
Elective: Family Business Management	
PSO1: Apply governance, succession planning, and strategic management practices in family-owned enterprises. PSO2: Develop growth, innovation, and digital transformation strategies for family businesses. PSO3: Manage family wealth, business continuity, and stakeholder relationships effectively.	

Code	Name of the Course
FB-01	Family Business Governance and Succession Planning
FB-02	Strategic Growth & Innovation
FB-03	Digital Transformation in Family Business
FB-04	Wealth Management & Family office Operations
Elective: Supply Chain & Logistics Management	
PSO1: Apply supply chain design, procurement, logistics, and distribution management principles. PSO2: Utilize digital technologies, analytics, and optimization techniques to improve supply chain performance. PSO3: Develop sustainable and resilient supply chain solutions for global business environments.	
Code	Name of the Course
SCM-01	Strategic and Sustainable Supply Chain Design
SCM-02	Procurement Strategy and Digital Supply Chain
SCM-03	Risk and Crisis Management and Supply Chain
SCM-04	Supply Chain Analytics and Decision Modelling
Elective: Healthcare and Hospital Management	
PSO1: Apply healthcare operations, service management, and patient-centric practices in healthcare organizations. PSO2: Analyze healthcare policies, regulations, and strategic management issues affecting healthcare delivery. PSO3: Utilize quality management and healthcare analytics for improving healthcare performance and outcomes.	
Code	Name of the Course
HHM-01	Healthcare Services and Operations Management
HHM-02	Healthcare Marketing and Patient Experience
HHM-03	Healthcare Management and Strategic Planning
HHM-04	Healthcare Public Health and Regulations
Elective: Healthcare Technology Management	
PSO1: Apply health informatics, digital health technologies, and healthcare information systems in healthcare settings. PSO2: Analyze healthcare technology adoption, interoperability, and regulatory compliance requirements. PSO3: Utilize emerging healthcare technologies, IoT, AI, and digital platforms to improve healthcare delivery.	
Code	Name of the Course

HTM-01	Health Informatics and Data Interoperability
HTM-02	Digital Healthcare Technology Including IOT and Wearables
HTM-03	EMR System (Electronic Medical Records System)
HTM-04	Regulatory and Compliance in Health Tech
Elective: Fintech Management	
PSO1: Apply financial technologies, digital banking, and payment systems in modern financial services. PSO2: Analyze blockchain, digital assets, regulatory technology (RegTech), and emerging FinTech innovations. PSO3: Utilize analytics, digital platforms, and technology-driven financial solutions for business and customer value creation.	
Code	Name of the Course
FT-01	Financial Technology & Innovation
FT-02	Digital Payments & Banking Technology
FT-03	Block Chain, Crypto & Digital Assets
FT-04	RegTech in Compliance Automation
Elective: Airport Management	
PSO1: Apply airport operations, aviation regulations, and passenger service management principles. PSO2: Analyze aviation logistics, air cargo management, and airport infrastructure requirements. PSO3: Develop operational and customer service solutions to enhance airport efficiency and stakeholder satisfaction.	
Code	Name of the Course
APM-01	Airport Operations Management
APM-02	Aviation Policies Law and Regulations
APM-03	Air Cargo and Logistics Management
APM-04	Passenger Service Management and Customer Experience
Elective: Agribusiness Management	
PSO1: Apply agribusiness management principles, rural marketing practices, and agricultural value chain concepts. PSO2: Analyze agricultural finance, risk management, sustainability, and policy frameworks. PSO3: Utilize agri-tech innovations, digital technologies, and entrepreneurial approaches for agribusiness development.	
Code	Name of the Course
AM-01	Agri Marketing in Rural Consumer Insights
AM-02	Agri Finance and Risk Management

AM-03	Agricultural Policies and Sustainability
AM-04	Agri Tech and Innovation Management
Elective: Pharma Management (Part-A)	
PSO1: Develop and implement pharmaceutical brand, product, and key account management strategies to create customer value and competitive advantage in healthcare markets. PSO2: Apply pharmaceutical business analytics, forecasting models, and market intelligence tools to improve sales performance, business planning, and managerial decision-making. PSO3: Demonstrate competence in global regulatory affairs, pharmacovigilance, compliance management, and patient safety practices to support ethical and sustainable pharmaceutical business operations	
Code	Name of the Course
PHM-01	Pharma Brand & Product Management
PHM-02	Strategic Pharma Sales & Key Account Management (KAM)
PHM-03	Pharma Business Analytics & Sales Forecasting
PHM-04	Global Regulatory Affairs & Pharmacovigilance
Elective: Pharma Management (Part-B)	
PSO1: Develop and implement healthcare economics, pricing, reimbursement, and market access strategies to enhance affordability, accessibility, and competitiveness of pharmaceutical products. PSO2: Apply pharmaceutical supply chain, cold chain, logistics, and operational management principles to ensure product integrity, regulatory compliance, and supply chain efficiency. PSO3: Demonstrate competence in pharmaceutical financial management, business valuation, strategic planning, and industry problem-solving through practical exposure, Internships, and live projects.	
Code	Name of the Course
PHM-05	Healthcare Economics, Pricing & Market Access
PHM-06	Pharma Supply Chain, Cold Chain & Logistics
PHM-07	Pharma Financial Management, Valuation & Strategy
PHM-08	Pharma Industry Internship / Live Project

Note:

1. Students opting for Pharma Management should compulsorily study Pharma Part A & Part B, Students cannot opt for any other electives along with Pharma Management. Eligibility for Pharma Management: Pharma or B.Sc. (Life Science) with 50% Aggregate Marks.
2. Pharma Management shall be offered as an integrated specialization comprising Part A and Part B. Students opting for Pharma Management shall complete all prescribed Pharma course

Programme Structure
PROGRAM OUTCOME (PO)

Program Outcome (PO)	Description
PO1 – Management Knowledge and Problem Solving	Apply management theories, business principles, analytical frameworks, and interdisciplinary knowledge to identify, analyze, and solve complex managerial and organizational problems.
PO2 – Critical Thinking and Decision Making	Apply critical thinking, analytical reasoning, quantitative and qualitative research methods and evidence-based approaches for managerial decision-making using appropriate business, statistical, and analytical tools.
PO3 – Digital, AI and Technological Competence	Use emerging technologies including Artificial Intelligence (AI), Generative AI, Business Analytics, Digital Transformation tools, automation technologies, and data-driven systems for effective managerial decision-making and organizational performance improvement.
PO4 – Communication and Professional Effectiveness	Communicate effectively through oral, written, visual, digital, and professional interactions with diverse stakeholders in national and global business environments.
PO5 – Leadership, Teamwork, Research and Lifelong Learning	Exhibit leadership qualities, interpersonal effectiveness, teamwork, adaptability, research orientation, reflective practice, and lifelong learning abilities in multidisciplinary and multicultural organizational settings.
PO6 – Ethics, Sustainability and Social Responsibility	Apply ethical principles, corporate governance practices, sustainability concepts, Environmental Social Governance (ESG) frameworks, and socially responsible approaches in managerial decision-making.
PO7 – Global and Cross-Cultural Perspective	Understand and analyze global business environments, economic systems, legal frameworks, geopolitical factors, and cross-cultural management practices for effective global business operations.
PO8 – Innovation and Entrepreneurship	Develop entrepreneurial mindset, innovation capabilities, design thinking, strategic orientation, and problem-solving abilities for business creation, organizational transformation, and sustainable development.

Programme Philosophy

The MBA (General) CBCS Programme 2026–27 has been comprehensively redesigned in alignment with the National Education Policy (NEP) 2020, AICTE Model Curriculum, Outcome Based Education (OBE), and the Choice Based Credit System (CBCS) framework to address the evolving needs of academia, industry, and society. The programme integrates the principles of multidisciplinary and experiential learning while emphasizing employability, entrepreneurship, innovation, sustainability, ethics, and responsible leadership. The curriculum has been structured to meet the emerging requirements of Industry 4.0 and Industry 5.0 by incorporating digital transformation, Artificial Intelligence (AI), analytics, and technology-enabled managerial competencies. The revised programme aims to develop professionally competent managers with strong conceptual foundations, analytical and strategic thinking abilities, decision-making capabilities, leadership qualities, and entrepreneurial orientation. It seeks to enhance learners' communication, interpersonal, digital, and problem-solving skills through contemporary pedagogical approaches such as case studies, simulations, industry projects, internships, research-based learning, and AI-assisted learning methodologies. The programme further promotes interdisciplinary exposure, practical application of knowledge, industry integration, and lifelong learning through open electives, MOOCs, experiential learning components, and skill enhancement initiatives. Overall, the revised curriculum is designed to create socially responsible, ethically grounded, technologically proficient, and industry-ready management professionals capable of addressing contemporary business challenges and contributing effectively to organizational and societal development.

The programme recognizes the transition from Industry 4.0 to Industry 5.0 and therefore emphasizes human-centric innovation, responsible technology adoption, ethical use of Artificial Intelligence, sustainability, resilience, and inclusive organizational development.

The MBA programme introduces specialization courses in Semester III to ensure that learners first develop a strong foundation in managerial principles, analytical skills, functional business knowledge, communication competencies, and technology-enabled decision-making during the initial two semesters.

The first year of the programme focuses on building interdisciplinary managerial understanding through core subjects such as Marketing, Finance, Human Resource Management, Operations, Strategy, Business Analytics, Research

Methodology, Quantitative Techniques, and Artificial Intelligence applications in management.

By the end of Semester II, learners acquire sufficient conceptual clarity, analytical orientation, and business domain exposure required to make informed specialization choices aligned with their career aspirations and industry requirements.

Offering specialization in Semester III enables students to:

- develop deeper domain expertise in selected functional areas,
- apply foundational managerial knowledge in specialized contexts,
- enhance employability through industry-oriented advanced learning,
- undertake domain-specific internships, projects, and research activities,
- and effectively cater to emerging industry demands with greater professional competence and strategic understanding.

Additionally, Semester IV focuses on strategic integration, application-oriented learning, and future readiness. At this stage, learners are expected to synthesize the knowledge gained across functional and specialization domains through research projects, capstone projects, industry internships, and interdisciplinary problem-solving exercises. The semester emphasizes strategic decision-making, innovation, ethical leadership, sustainability, and emerging technologies such as Generative AI to prepare students for managerial, entrepreneurial, and leadership roles in dynamic business environments. This final phase of the programme facilitates industry immersion, research orientation, and professional competency development required for successful career progression and lifelong learning.

Programme Structure Framework: The programme structure is organized into the following academic categories:

Academic Programme Structure

Sr. No.	Category of Course	No. of Courses	Approx . Credits	Nature of Learning
1	Foundation Courses	4	12	Fundamental business and analytical learning
2	Foundation Core Courses	2	6	Communication, behavioral and professional skills
3	Core Courses	10	30	Functional and strategic managerial learning
4	Analytical & Technology Core Courses	3	9	Analytics, AI and quantitative decision-making
5	Open Elective Courses	4	12	Interdisciplinary learning
6	Discipline Specific Elective (DSE) Courses	16	48	Specialization-oriented advanced learning
7	Ability Enhancement Courses (AEC)	2	6	Employability and entrepreneurship enhancement
8	Experiential Learning Components	3	9	Internship, projects and applied learning
9	MOOCs	Optional	4	Flexible and self-directed learning

**The above framework represents indicative academic categorization and includes overlapping learning components. Actual programme credits shall be as prescribed in the semester-wise structure totaling 106 credits*

Semester-wise Academic Structure

Semester I – Managerial Foundations

Foundation Courses

1. Accounting for Managers
2. Managerial Statistics and Research Methodology
3. Legal Aspects of Business

Foundation Core Courses

4. Business Communication & Professional Skills

Core Courses

5. Management Process and Organizational Behaviour
6. Managerial Economics
7. Marketing Management

Analytical & Technology Core Courses

8. Business Analytics

Open Elective Course

9. Open Course – I

Semester II – Functional and Strategic Competency

Development Ability Enhancement Course (AEC)

1. Innovation & Entrepreneurship Development

Core Courses

2. Financial Decision Making for Managers
3. Human Resource Management
4. Strategic Management
5. International Business
6. Production & Operations Management

Analytical & Technology Core Courses

7. Quantitative Techniques for Managers
8. Artificial Intelligence for Managers

Open Elective Course

9. Open Course – II

Semester III – Specialization and Applied Learning

Discipline Specific Elective (DSE) Courses

Students shall opt for Dual Specialization. Each learner shall select:

- Four papers from Specialization I
- Four papers from Specialization II

Open Elective Course

Open Course – III

Experiential Learning Component

Summer Internship Project

MOOCs / Online Certification

Optional MOOC/SWAYAM/NPTEL/ Coursera-based learning

**Semester IV – Strategic Integration and Future
Readiness Core Integrative Courses**

1. Generative AI for Managers
2. Indian Ethos and Values in Management

Open Elective Course

Open Course – IV

Experiential Learning Components

1. Research Project / Capstone Project
2. Industry Project / Internship / MOOC-based Project

Specialization Structure: The program offers dual specialization with flexibility and industry orientation.

1. Marketing Management
2. Financial Management
3. Human Resource Management
4. International Business
5. Production & Operations Management
6. Information Technology Management
7. Retail Management
8. Project Management
9. Business Analytics
10. Event Management
11. Sports Management
12. Infrastructure Management
13. Family Business Management
14. Supply Chain & Logistics Management
15. FinTech
16. Healthcare Technology Management
17. Healthcare & Hospital Management
18. Airport Management
19. Agribusiness Management
20. Pharma Management

Skill Development Integration Framework

Sr. No.	Skill Development Area	Learning Focus
1	Employability & Professional Skills	Communication, presentation, leadership, interview skills
2	Entrepreneurship & Innovation Skills	Startup orientation, innovation, design thinking
3	Analytical & Digital Skills	Analytics, AI tools, Excel, SPSS, business intelligence

4	Leadership & Managerial Skills	Decision-making, teamwork, negotiation, conflict management
5	Research & Strategic Skills	Research methodology, business problem-solving, strategic thinking
6	Industry & Experiential Skills	Internship, live projects, simulations, case studies
7	Ethical & Sustainable Leadership Skills	ESG, business ethics, responsible management

Industry-Oriented Curriculum Components

The revised curriculum integrates the following contemporary and industry-relevant dimensions:

Digital & Artificial Intelligence (AI) Integration

- Artificial Intelligence for Managers
- Generative AI for Managers
- Business Analytics
- AI-assisted decision-making
- Data visualization and predictive analytics

Experiential Learning

- Summer Internship Project
- Industry Projects
- Simulations and Business Games
- Case-based Learning
- Research Projects
- Presentations and Role Plays

Entrepreneurship & Innovation

- Innovation & Entrepreneurship Development
- Startup Ecosystem Orientation
- Design Thinking
- Business Model Innovation

Employability Enhancement

- Professional communication
- Leadership development
- Negotiation and interpersonal skills
- Industry certifications and MOOCs

Sustainability & Ethics

- Indian Ethos and Values
- ESG orientation
- Responsible AI
- Ethical decision-making

Outcome-Based Education (OBE) Integration - The programme is aligned with Outcome Based Education principles.

The curriculum emphasizes on:

- Course Outcomes (COs)
- Programme Outcomes (POs)
- CO-PO Mapping
- Bloom's Taxonomy Alignment
- Continuous Internal Assessment
- Skill-based evaluation
- Experiential and applied learning

Pedagogical Framework

The programme adopts contemporary pedagogy to strengthen conceptual understanding and practical application.

Teaching–Learning Methods

- Case Studies
- Simulations
- Industry Interaction
- Business Games
- Role Plays
- Group Discussions
- AI-assisted learning
- Spreadsheet and Analytics Labs
- Live Projects
- Research Assignments
- Seminars and Workshops
- MOOCs and blended learning

Assessment Framework

The assessment system is designed to evaluate:

- conceptual understanding,
- application ability,
- analytical competence,
- communication skills,
- decision-making capability,
- practical and industry-oriented learning.

Components of Assessment

Component	Weightage
Internal Assessment	50%
End Semester Examination	50%
Total Internal Assessment Components	100%

- Mid-Term Examination
- Case Analysis
- Presentations
- Practical/Lab Work
- Group Projects
- Simulation Exercises
- Class Participation
- Research Activities

Experiential Learning and Industry Integration

The programme integrates experiential learning to bridge the gap between academia and industry.

Components

- Summer Internship Programme (SIP)
- Live Industry Projects
- Consultancy Assignments
- Capstone Projects
- Research Projects
- Business Simulations
- Industry Certification Courses
- Guest Lectures and Expert Sessions
- Field Visits and Industrial Interaction



Bharati Vidyapeeth
(Deemed to be University)



Faculty of Management Studies

MBA I Year

MBA Semester I

**Programme: MBA (G) CBCS Syllabus
w.e.f. Academic Year 2026–2027**

Semester	Course Code	Course Title			
I	MBA 101	Management Process and Organizational Behavior			
Type	Credits	Evaluation	Marks		
Core	3	UE:IE	50:50		
Course Objectives:					
1. To introduce fundamental concepts and evolution of management thought. 2. To understand and apply planning and decision-making frameworks 3. To enable students to understand and apply organizing principles and control mechanisms 4. To facilitate students to understand and analyze individual behaviour in organizations 5. To develop behavioural competencies for effective managerial functioning. 6. To relate management principles with contemporary organizational challenges.					
Course Outcomes:					
CO1: Explain classical and contemporary management concepts and functions. CO2: Apply managerial process tools for planning and decision-making. CO3: Apply organizing principles and control mechanisms to design effective organizational structures. CO4: Analyze individual behaviour including personality, motivation and perception. CO5: Evaluate group dynamics, leadership styles and communication effectiveness. CO6: Analyze organizational culture, power, politics, and change processes.					
Unit	Topics/Contents	CO Mapping	Sessions (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1:	Introduction to Management & Evolution of Thought: Meaning, nature and scope of management, levels and roles of managers, managerial skills, evolution of management thought (Classical, Neo-classical, Modern approaches), systems and contingency perspectives, managerial ethics and social responsibility. Levels of Management - Managerial Skills	CO1	7 Hrs.	PPT, discussion, concept mapping	Rememberin g & Understandin g

Unit 2:	Managerial Process – Planning & Decision Making: Planning process, types of plans, Strategies and Decision Making. MBO, strategic vs operational planning, decision-making models, bounded rationality, tools for decision-making, problem solving techniques, business analytics overview.	CO2	8 Hrs.	Case analysis, exercises	Applying
Unit 3:	Organizing and Controlling Functions: Organizing Principles and modern organizational structures, span of control, delegation, centralization vs decentralization, coordination mechanisms, Nature and importance of Controlling, process of Controlling: control process, KPIs, Balanced Scorecard overview, role of technology in control systems. Requirements of effective control and controlling techniques. Emerging Trends in Corporate Structure – Formal and Informal Organization	CO3	7 Hrs.	Case discussion, diagrams	Understanding & Applying
Unit 4:	Individual Behaviour in Organizations: Personality theories, attitudes, perception, Perceptual Selectivity, Transactional Analysis – Johari window, learning, values, emotional intelligence, motivation theories (Maslow, Herzberg, McClelland, Vroom), job satisfaction and employee engagement. Stress Management	CO4	8Hrs.	Psychometric test exercise (MBTI / Big Five assessment), Class Activities on Attitude, Values	Analyzing

Unit 5:	Group Behaviour and Leadership: Group formation, team dynamics, Power and politics at work, Organizational Culture, leadership theories – Trait, Behavioral, Contingency, Transformational Challenges of leaders in globalized era.	CO5	8Hrs.	Role play, case study, simulations	Evaluating
Unit 6:	Organizational conflict and Change: Organizational conflict: causes and consequences, conflict resolution, negotiation and team building, conflict resolution in groups and problem-solving techniques, organizational change models (Lewin, Kotter), resistance to change, diversity and inclusion, future of work and hybrid organizations, Agile organizations	CO6	7Hrs.	Case study, Class Activity on resistance to change	Creating

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Stephen Robbins & Timothy Judge	Organizational Behaviour	18th Edition, 2019	Pearson

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Harold Koontz & Heinz Weihrich	Essentials of Management	11th Edition, 2015	McGraw Hill
2	Fred Luthans	Organizational Behaviour	13th Edition, 2015	McGraw Hill
3	Richard Daft	Management	14th Edition, 2021	Cengage
4	Newstrom & Davis	Organizational Behaviour	14th Edition, 2015	McGraw Hill
5	P. C. Tripathi & P. N. Reddy	Principles of Management	6th Edition, 2017	McGraw Hill

Online Resources:

Sr. No	Resource	Website Address
1.	Harvard Business Publishing Cases	https://www.hbsp.harvard.edu/cases
2.	MIT Open Course Ware – Management	https://ocw.mit.edu/
3.	NPTEL Management Lectures	https://nptel.ac.in/
4.	Stanford Organizational Behaviour Resources	https://www.gsb.stanford.edu/
5.	McKinsey Insights	https://www.mckinsey.com/

MOOCs:

Sr. No.	Platform	Course
1	Coursera	Organizational Behavior Specialization
2	SWAYAM	Principles of Management
3	edX	Leadership & Organizational Culture
4	Future Learn	Management Skills for New Managers

5	LinkedIn Learning	Leadership Foundations
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Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)		✓	✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓				✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	-	-	1	-	-	-
CO2	3	3	1	-	1	-	-	-
CO3	3	2	1	1	2	-	-	-
CO4	2	3	-	1	2	1	-	-
CO5	2	2	-	3	3	1	1	-
CO6	2	2	-	1	2	3	1	1

1-Low, 2- Medium, 3- High, if - (Rationale in Appendix)

Evaluation:**A. Internal Assessment (50 Marks)**

Component	Marks
Continuous Evaluation System (CES-I & CES-II) (10 Marks Each)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	MBA 102	Business Communication & Professional Skills	
Type	Credits	Evaluation	Marks
Foundation Core	3	UE:IE	50:50
Course Objectives:			
After completion of this course, the students will be able to: • Understand the fundamentals of verbal and non-verbal communication and their role in organizational effectiveness. • Apply professional writing techniques to craft clear, concise, and persuasive business documents. • Demonstrate effective presentation and meeting management skills using appropriate tools and techniques. • Analyze interpersonal dynamics and apply negotiation strategies for conflict resolution. • Evaluate cross-cultural nuances and demonstrate inclusive leadership and emotional intelligence. • Create a professional digital presence and leverage technology for ethical and effective communication.			
Course Outcomes:			
After successful completion of the course, students will be able to: CO1: Explain the key concepts, barriers, and networks of organizational communication. CO2: Compose professional business documents (emails, letters, reports, resumes) using appropriate structure and tone. CO3: Design and deliver effective presentations and manage meetings with clear agendas and outcomes. CO4: Apply interpersonal skills, including assertiveness and negotiation techniques, in simulated business scenarios. CO5: Analyze cross-cultural communication contexts and demonstrate emotional intelligence and business etiquette. CO6: Create a professional LinkedIn profile and demonstrate effective virtual collaboration using digital tools.			

Unit	Topics/Contents	COs	Sessions (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Communication Fundamentals Process, types (verbal/non-verbal), barriers, and organizational networks; effective listening; conversation control; empathy; Technique: Active listening and feedback loops. Minimum Activity: 1 role-play on listening skills.	CO1	7	Lectures, Discussions, Role-plays. Role-play: Demonstrate active listening in a manager-employee feedback session.	Remember, Understand
Unit 2	Business Writing Essentials Tool: MS Word / Grammarly / LinkedIn. Techniques: Direct vs. indirect approaches; persuasive writing; clarity and conciseness. Topics/Contents: Business letters, emails, reports, proposals; resumes and cover letters; grammar and punctuation. Minimum Activity: 3 writing assignments (email, memo, resume).	CO2	8	Workshops, Peer reviews, Assignments. Practical Exercise: Write a persuasive proposal email and a complaint response using the indirect approach.	Apply, Create

Unit 3	Presentations and Meetings Mastery Tool: MS PowerPoint / Canva / Prezi. Techniques: Storytelling techniques for business presentations; visual design principles; Q&A handling. Topics/Contents: Structuring talks, creating effective visuals, handling Q&A, meeting agendas and minutes, crisis communication basics, presentation design with visuals. Minimum Activity: 1 individual presentation; 1 mock meeting with minutes.	CO3	8	Lab sessions, Peer evaluations, Simulations. Simulation: Students conduct a mock team meeting to discuss a crisis scenario, followed by a presentation of solutions.	Apply, Create
Unit 4	Interpersonal Skills and Negotiation Technique: Principled negotiation (Fisher-Ury model). Contents: Body language, assertiveness, group discussions, interviews, conflict resolution, negotiation strategies. Minimum Activity: 1 negotiation role-play; 1 mock GD.	CO4	7	Role-plays, Group discussions, Case studies. Role-play: Two-party negotiation (e.g., salary negotiation, vendor contract).	Analyze, Evaluate

Unit 5	Cross-Cultural Communication and Leadership Technique: Cultural dimension frameworks (Hofstede/Trompenaars). Contents: Cultural nuances, inclusive leadership, emotional intelligence, business etiquette (dining, greeting, gift-giving), ethical decision-making. Minimum Activity: 1 case study analysis.	CO5	8	Case studies, Guest lectures, Seminars. Case: Analyze a cross-cultural business failure (e.g., Walmart in Germany) and propose solutions.	Analyze, Evaluate
Unit 6	Digital Tools and Professional Development Tool: LinkedIn / Zoom / MS Teams / Generative AI tools for drafting and communication support. Techniques: Personal branding; netiquette; AI-assisted writing (ethics). Contents: LinkedIn profile optimization, virtual meeting etiquette (Zoom/Teams), personal branding, ethics in AI-generated communications. Minimum Activity: 1 LinkedIn profile creation/audit; 1 virtual meeting simulation.	CO6	7	Lab sessions, Peer reviews, Projects. Mini-Project: Create or optimize a LinkedIn profile and write a personal brand statement. Simulate a virtual job interview on Teams.	Evaluate, Create

Note: 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Activity per unit shall be conducted and documented by faculty members. Activities should

emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1.	Murphy, H. A., & Hildebrandt, H. W.	Effective Business Communication	9 th Edition, 2023	McGraw-Hill Education
2.	Bovee, C. L., & Thill, J. V.	Business Communication Today	16 th Edition, 2025	Pearson

Reference Books:

Sr. No	Name of the Author/s	Title of the Book	Year/Edition	Publisher
1	Chaney, L. H., & Martin, J. S.	Intercultural Business Communication	8 th Edition, 2021	Pearson
2	Fisher, R., Ury, W., & Patton, B.	Getting to Yes: Negotiating Agreement Without Giving In	3 rd Edition, 2011	Penguin
3	Goleman, D.	Emotional Intelligence: Why It Can Matter More Than IQ	10 th Edition., 2006	Bantam Books
4	Guffey, M. E., & Loewy, D.	Business Communication: Process and Product	10 th Edition, 2024	Cengage Learning

Online Resources

No.	Resources	Purpose	Website Address
1	LinkedIn Learning	Courses on business writing, presentation skills, and personal branding.	https://www.linkedin.com/

No.	Resources	Purpose	Website Address
2	Toastmasters International	Resources for public speaking and leadership development.	https://www.toastmasters.org/
3	Grammarly Blog	Tips on grammar, clarity, and professional writing.	https://www.grammarly.com/
4	Harvard Business Review	Articles on communication, negotiation, and leadership.	https://hbr.org/
5	Coursera	"Business English Communication Skills" by University of Washington (free audit).	https://www.coursera.org/
6	edX	"Professional Communication" by Rochester Institute of Technology.	https://www.edx.org/

MOOCs

No.	Website Address	Suggested Course Name
1	https://onlinecourses.swayam2.ac.in/imb25_mg05/preview	"Business Communication" (IIT Roorkee)
2	https://onlinecourses.swayam2.ac.in/imb24_mg54/preview	"Managerial Communication" (IIM Bangalore)
3	https://www.coursera.org/learn/wharton-communication-skills	"Improving Communication Skills" (University of Pennsylvania)

Suggested Pedagogical Elements:

- **Tools:** MS Word, MS PowerPoint, Grammarly, Canva, Prezi, LinkedIn, Zoom/MS Teams, ChatGPT (ethics-focused).
- **Techniques:** Active listening, Direct/Indirect writing approaches, Storytelling with

data, Principled negotiation, Cultural dimension frameworks, Personal branding, Netiquette.

- **Software:** MS Office Suite, Canva, LinkedIn, Zoom/Teams.
- **Cases:** Cross-cultural business failures (Walmart in Germany), Crisis communication scenarios, Negotiation cases.
- **Simulation:** Mock team meeting on crisis scenario; Virtual job interview simulation.
- **Role-Plays:** Active listening feedback session; Two-party negotiation (salary/vendor).
- **Mini-Project:** LinkedIn profile creation/optimization with personal brand statement.
- **Other Active Learning:** Peer reviews, Group discussions, Mock GD, Writing portfolio, Video-recorded presentations.

Assessment Mapping (50 Marks)

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in

collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO – PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	3	2	1	2	-
CO2	2	2	1	3	2	1	1	-
CO3	2	2	1	3	3	1	1	1
CO4	2	3	1	3	3	2	1	1
CO5	2	2		3	3	2	3	
CO6	1	1	3	3	2	1	2	1

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Semester	Course Code	Course Title			
I	MBA 102D	Critical Thinking, Writing & Executive Communication			
Type of Course	Credits	Evaluation		Marks	
Core	3	UE:IE		50:50	
Course Objectives:					
1. To develop critical thinking and analytical reasoning skills. 2. To enhance written communication for managerial contexts. 3. To build structured business writing competencies. 4. To improve verbal and executive communication effectiveness. 5. To foster persuasive communication and argumentation skills. 6. To integrate communication with managerial decision-making					
Course Outcomes:					
CO1: Apply critical thinking frameworks to analyze problems. CO2: Demonstrate effective structured business writing. CO3: Develop professional documents for managerial communication. CO4: Apply persuasive and executive communication techniques. CO5: Analyze and evaluate arguments and business cases. CO6: Create impactful presentations and communication strategies.					
Unit	Topics/Contents	CO Mapping	Session (Hrs)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Foundations of Critical Thinking Meaning and importance of critical thinking, logical reasoning, types of thinking, biases and fallacies, problem framing, argument structure.	CO1	7 Hrs	Experiential Activity: Case-based reasoning exercises	Remembering & Understanding
Unit 2	Analytical Writing & Business Writing Basics Principles of effective writing, clarity and conciseness, paragraph structure, tone, grammar essentials, email writing, memo writing. MS Word / Grammarly/ LinkedIn.	CO2	8 Hrs.	Exercises, writing tasks, Experiential Activity: Business writing assignments, 3 writing assignments (email, memo, resume)	Applying

	Techniques: Direct vs. indirect approaches; persuasive writing; clarity and conciseness. Topics/Contents: Business letters, emails, reports, proposals; resumes and cover letters; grammar and punctuation.				
Unit 3	Professional & Executive Communication Reports, proposals, executive summaries, policy briefs, documentation standards, formatting and structuring. Communication Fundamentals Process, types (verbal/non-verbal), barriers, and organizational networks; effective listening; conversation control; empathy; Technique: Active listening and feedback loops.	CO3	7 Hrs.	Case discussion, drafting Experiential Activity: Drafting reports	Understanding & Applying
Unit 4	Persuasive Communication & Negotiation Skills Rhetoric, persuasion techniques, storytelling, negotiation communication, influencing skills. Pedagogy: Role plays, simulations Body language, assertiveness, group discussions, interviews, conflict resolution, negotiation strategies.	CO4	8Hrs.	Role plays, simulations Experiential Activity: Debate & persuasion exercise	Analyzing

Unit 5	Presentation & Verbal Communication Skills Presentation structure, visual aids, body language, executive presence, storytelling in presentations, visual design principles; Q&A handling. Tool: MS PowerPoint / Canva / Prezi. Techniques: Storytelling techniques for business presentations; Topics/Contents : Structuring talks, creating effective visuals, handling Q&A, meeting agendas and minutes, crisis communication basics, presentation design with visuals.	CO5	8Hrs.	Presentations, role play Experiential Activity: Individual presentations mock meeting with minutes.	Evaluating
Unit 6	Communication Strategy & Digital Communication Strategic communication planning, stakeholder communication, digital tools, AI in communication, ethics.	CO6	7Hrs.	Case study, activities Experiential Activity: Communication strategy design	Creating

CURRICULUM CONTENT

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding

demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Courtland L. Bovee	– Business Communication Today – Pearson	18th Edition, 2019	Pearson
2	Murphy, H. A., & Hildebrandt, H. W.	Effective Business Communication	9 th Edition, 2023	McGraw-Hill Education
3	Bovee, C. L., & Thill, J. V.	Business Communication Today	16 th Edition, 2025	Pearson

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	William Zinsser –	On Writing Well		
2		HBR Guide to Better Business Writing		Harvard
3	Nancy Duarte –	Resonate		
4	Chaney, L. H., & Martin, J. S.	Intercultural Business Communication	8 th Edition, 2021	Pearson
5	Fisher, R., Ury, W., & Patton, B.	Getting to Yes: Negotiating Agreement Without Giving In	3 rd Edition, 2011	Penguin
6	Goleman, D.	Emotional Intelligence: Why It Can Matter More Than IQ	10 th Edition., 2006	Bantam Books
7	Guffey, M. E., & Loewy, D.	Business Communication: Process and Product	10 th Edition, 2024	Cengage Learning

Online Resources:

Sr. No.	Resources	Purpose	Website Address
1	LinkedIn Learning	Courses on business writing, presentation skills, and personal branding.	https://www.linkedin.com/
2	Toastmasters International	Resources for public speaking and leadership development.	https://www.toastmasters.org/

3	Grammarly Blog	Tips on grammar, clarity, and professional writing.	https://www.grammarly.com/
4	Harvard Business Review	Articles on communication, negotiation, and leadership.	https://hbr.org/
5	Coursera	"Business English Communication Skills" by University of Washington (free audit).	https://www.coursera.org/
6	edX	"Professional Communication" by Rochester Institute of Technology.	https://www.edx.org/

MOOCs:

Sr.No.	Website Address	Suggested Course Name
1	https://onlinecourses.swayam2.ac.in/imb25_mg05/preview	"Business Communication" (IIT Roorkee)
2	https://onlinecourses.swayam2.ac.in/imb24_mg54/preview	"Managerial Communication" (IIM Bangalore)
3	https://www.coursera.org/learn/wharton-communication-skills	"Improving Communication Skills" (University of Pennsylvania)

Suggested Pedagogical Elements

- **Tools:** MS Word, MS PowerPoint, Grammarly, Canva, Prezi, LinkedIn, Zoom/MS Teams, ChatGPT (ethics-focused).
- **Techniques:** Active listening, Direct/Indirect writing approaches, Storytelling with data, Principled negotiation, Cultural dimension frameworks, Personal branding, Netiquette.
- **Software:** MS Office Suite, Canva, LinkedIn, Zoom/Teams.
- **Cases:** Cross-cultural business failures (Walmart in Germany), Crisis communication scenarios, Negotiation cases.
- **Simulation:** Mock team meeting on crisis scenario; Virtual job interview simulation.
- **Role-Plays:** Active listening feedback session; Two-party negotiation (salary/vendor).
- **Mini-Project:** LinkedIn profile creation/optimization with personal brand statement.
- **Other Active Learning:** Peer reviews, Group discussions, Mock GD, Writing portfolio, Video-recorded presentations.

Assessment Mapping (50 Marks)

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	

Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO /P O	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	1	3	2	1	2	-
CO2	2	2	1	3	2	1	1	-
CO3	2	2	1	3	3	1	1	1
CO4	2	3	1	3	3	2	1	1
CO5	2	2		3	3	2	3	
CO6	1	1	3	3	2	1	2	1

Evaluation Scheme:

Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

University Examination (50 Marks)

Component	Marks
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End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	103	Accounting for Managers	
Type	Credits	Evaluation	Marks
Foundation	3	UE:IE	50:50
Course Objectives:			
After completion of this course, the students will be able to: • To develop an understanding of fundamental accounting principles, concepts, conventions, and accounting standards including Ind AS/IFRS. • To enable students to record business transactions and prepare basic financial statements for managerial purposes. • To introduce the concepts of cost and management accounting for internal decision-making. • To equip students with tools of marginal costing and CVP analysis for short-term managerial decisions. • To provide knowledge of budgeting and standard costing techniques for planning and control. • To enhance analytical ability to interpret accounting information for performance evaluation and strategic decision-making.			
Course Outcomes:			
After successful completion of the course, students will be able to: CO1: Understand accounting concepts, conventions, and the need for accounting standards. CO2: Record, classify, and summarize business transactions and prepare financial statements for managerial decision-making. CO3: Analyze cost information and prepare cost sheets for managerial decision-making. CO4: Apply marginal costing techniques for business decision-making. CO5: Apply budgetary control techniques for planning and cost control. CO6: Apply standard costing and variance analysis for cost control and performance evaluation.			

Unit	Topics/Contents	CO Mapping	Sessions (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1:	Introduction to Accounting Meaning, Nature, Scope and Objectives of Accounting; Accounting as an Information System; Users of Accounting Information; Financial Accounting vs Management Accounting; Accounting Concepts and Conventions; Accounting Standards – Meaning and Objectives; Introduction to International Accounting Standards (IAS/IFRS), Ind AS – Conceptual Overview	CO1	7	Lectures, PPTs, Discussions, Case illustrations Suggested Activity: Case Analysis of a publicly listed company's accounting policy note.	Remember, Understand
Unit 2:	Financial Accounting: Accounting Process and Financial Statements – Rules of Journal; Journal Entries; Ledger Book-Posting; Trial Balance (Basics); Meaning and Importance; Trading Account; Profit and Loss Account; Balance Sheet; Preparation of Final Accounts (Basic); Adjustments (Overview); Limitations of Financial Statements; Use in Managerial Decision-Making	CO2	8	Lectures, Tutorials, Numerical Problem Solving, Practice Assignments Suggested Activity: Practical Exercise: Prepare financial statements from a trial balance using MS Excel.	Remember, Apply

Unit 3:	Introduction to Cost and Management Accounting: Nature and scope of Management accounting and cost accounting. Management accounting vs. Cost Accounting. Elements of Cost and preparation of cost sheet.	CO3	8	Lectures, Practical Problems, Case Studies Suggested Activity: Mini-Project: Visit a local business, identify cost heads, and prepare a cost sheet.	Understand, Apply
Unit 4:	Marginal Costing and Decision Making – Marginal Costing: Meaning and Features; Contribution; P/V Ratio; Break-even Analysis; CVP Analysis; Managerial Decisions: Make or Buy, Accept or Reject Order.	CO4	8	Lectures, Numerical Problem Solving, Case Studies, Discussions	Analyze, Evaluate
Unit 5:	Budgeting and Budgetary Control – Budget: Meaning and Objectives; Types of Budgets: Functional Budget: Cash and Flexible Budget; Budgetary Control – Process, Importance; Role in Planning and Control	CO5	7	Lectures, Case Studies, Practice Assignments, Seminars Suggested Activity: Group Exercise: Teams develop a cash budget for a startup.	Evaluate, Create

Unit 6:	Standard Costing – Meaning and Objectives; Setting of Standards; Variance Analysis: Material Variances, Labour Variances, Overhead Variances (Basic); Advantages and Limitations; Performance Evaluation	CO6	7	Lectures, Numerical Problems, Case Discussions – Suggested Activity: Explain reasons for unfavorable variances and suggest corrective actions.	Analyze, Evaluate
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3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	S.N. Maheswari	An Introduction to Accounting	11th Edition	Vikas

Reference Book:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Khan & Jain	Management Accounting: Text, Problems and Cases	8 th edition, 2019	McGraw Hill
2	Ashok Seghal, Deepak Seghal	Financial Accounting	2015 edition	Taxman
3	Drury, C.	Management and Cost Accounting	11th, 2021	Cengage Learning

4	Horngren, Sundem, & Stratton	Introduction to Management Accounting	17th, 2023	Pearson
5	Jan Williams, Sue Haka, Mark Bettner, Joseph Carcell	Financial & Managerial Accounting,	18th edition	McGraw hill

Online Resources:

<u>Sr. No.</u>	<u>Resources</u>	<u>Website Address</u>
<u>1</u>	<u>Money control</u>	<u>www.moneycontrol.com</u>
<u>2</u>	<u>ICAI</u>	<u>www.icaai.org</u>
<u>3</u>	<u>Harvard Business School Cases</u>	<u>https://hbsp.harvard.edu</u>
<u>4</u>	<u>Investopedia.com</u>	<u>Investopedia.com</u>
<u>5</u>	<u>IFRS</u>	<u>https://www.ifrs.org</u>

MOOCs: *(Mention Resources preferably from Swayam/ NEPTEL at least of 6-12 weeks)

<u>Sr. No.</u>	<u>Platform</u>	<u>Course</u>
<u>1</u>	<u>SWAYAM</u>	<u>Financial Accounting</u>
<u>2</u>	<u>SWAYAM</u>	<u>Cost Accounting</u>
<u>3</u>	<u>Coursera</u>	<u>Accounting for Managers</u>
<u>4</u>	<u>Coursera</u>	<u>Introduction to Financial Accounting</u>
<u>5</u>	<u>Class Central</u>	<u>Wharton Accounting^[BDI]</u>

Suggested Pedagogical Elements:

- 1 **Tools:** MS Excel
- 2 **Techniques:** Double-entry Bookkeeping, Marginal Costing, Budgetary Control, Standard Costing, Management by Exception.
- 3 **Software:** MS Excel.
- 4 **Cases:** Accounting policy analysis, Marginal costing decisions, Variance analysis interpretation.
- 5 **Simulation:** CVP analysis using spreadsheet (Goal Seek/Data Tables).
- 6 **Mini-Project:** Cost sheet preparation for a local business.
- 7 **Group Exercises:** Budgeting simulation.

8 **Other Active Learning:** Financial statement analysis of real companies, practical exercises.

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	✓
Class Participation & Attendance	✓	✓	✓			
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	–	2	1	–
CO2	3	2	1	1	–	1	–	–
CO3	3	3	2	2	1	1	1	2
CO4	3	3	2	1	1	1	–	2
CO5	3	3	2	1	1	2	–	1
CO6	3	3	2	1	1	1	–	1

1- Low, 2- Medium, 3- High, If no correlation, put –

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Semester	Course Code	Course Title	
I	103D	Financial Intelligence for Managers* (DMS)	
Type of Course	Credits	Evaluation	Marks
Foundation	3	IE	100
Course Objectives:			
- To develop an understanding of fundamental accounting principles, concepts, conventions, and accounting standards including Ind AS / IFRS. - To enable students to record business transactions and prepare basic financial statements for managerial purposes. - To introduce the concepts of cost and management accounting for internal decision-making. - To equip students with tools of marginal costing and CVP analysis for short-term managerial decisions. - To provide knowledge of budgeting and standard costing techniques for planning and control. - To enhance analytical ability to interpret accounting information for performance evaluation and strategic decision-making. - To develop competence in reading and interpreting corporate financial statements and annual reports for managerial diagnosis. <i>[NEW Source: IIM Bangalore MBA Core – Financial Reporting & Analysis; London Business School MBA Elective]</i> - To acquaint students with digital accounting tools, ERP systems, and data-analytics applications in finance and accounting. <i>[NEW Source: IIM Ahmedabad PGP Accounting; MIT Sloan MBA Managerial Finance – Technology Module]</i> - To sensitise students to ethics in accounting, sustainability reporting, and global governance frameworks. <i>[NEW Source: Harvard Business School MBA Financial Reporting & Control (Course 1516); AACSB Ethics Mandate]</i>			
Course Outcomes:			
CO1: Understand accounting concepts, conventions, and the need for accounting standards. CO2: Record, classify, and summarize business transactions and prepare financial statements for managerial decision-making. CO3: Analyze cost information and prepare cost sheets for managerial decision-making. CO4: Apply marginal costing techniques for business decision-making. CO5: Apply budgetary control techniques for planning and cost control. CO6: Apply standard costing and variance analysis for cost control and performance evaluation. CO7: Interpret corporate financial statements and annual reports using ratio analysis and common-size techniques to support strategic decisions. <i>[Source: IIM Bangalore / London Business School]</i> CO8: Critically evaluate ethical dimensions of financial reporting, sustainability disclosures, and global governance practices. <i>[Source: Harvard Business School MBA; AACSB Ethics Mandate].</i>			

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Introduction to Accounting Meaning, Nature, Scope and Objectives of Accounting; Accounting as an Information System; Users of Accounting Information; Financial Accounting vs Management Accounting; Accounting Concepts and Conventions; Accounting Standards – Meaning and Objectives; Introduction to International Accounting Standards (IAS/IFRS), Ind AS – Conceptual Overview. Convergence of Indian GAAP with Ind AS: Key differences and managerial implications. Conceptual Framework of IASB – Qualitative Characteristics of Financial Information. Introduction to Integrated Reporting <IR> Framework (IIRC). [Source: ICAI Ind AS Study	CO1, CO8	8	Lectures, PPTs, Discussions, Case Illustrations. Suggested Activity: Case Analysis of a publicly listed company's accounting policy note. Activity: Compare Ind AS vs IFRS treatment for a selected standard (e.g., Revenue Recognition – Ind AS 115 vs IFRS 15) using the MCA/ICAI website. Present findings in class. [Source: ICAI Ind AS Resource Center]	Remember, Understand, Analyze

	<i>Material 2024; IIRC Framework 2021; IIM Ahmedabad PGP Accounting Syllabus]</i>				
Unit 2	Financial Accounting: Accounting Process and Financial Statements Rules of Journal; Journal Entries; Ledger Book-Posting; Trial Balance (Basics); Trading Account; Profit and Loss Account; Balance Sheet; Preparation of Final Accounts (Basic); Adjustments (Overview); Limitations of Financial Statements; Use in Managerial Decision-Making. Cash Flow Statement (Ind AS 7): Direct and Indirect Methods – Preparation and Managerial Interpretation. Ratio Analysis – Liquidity, Profitability, Leverage, and Efficiency Ratios; DuPont Analysis Framework; Common-Size and Trend Analysis. [Source: Wharton School MBA Financial Analysis Syllabus; IIM Bangalore MBA Financial	CO2, CO7	10	Lectures, Tutorials, Numerical Problem Solving, Practice Assignments. Suggested Activity: Prepare financial statements from a trial balance using MS Excel. Activity: Download Annual Report of a listed company (NSE/BSE). Compute key financial ratios and perform DuPont Analysis. Build a one-page Ratio Dashboard in Excel and present to class. [Source: Wharton MBA 'Financial Analysis & Valuation'; NSE/BSE Annual Report Portal]	Remember, Apply, Analyze

	<i>Reporting & Analysis; Subramanyam & Wild, “Financial Statement Analysis”, McGraw-Hill, 11th ed.]</i>				
Unit 3	Introduction to Cost and Management Accounting Nature and scope of Management Accounting and Cost Accounting; Management Accounting vs. Cost Accounting; Elements of Cost and Preparation of Cost Sheet. Activity-Based Costing (ABC): Concept, cost drivers, cost pools; ABC vs Traditional Costing – managerial implications. Target Costing and Value Engineering: concept and applications in Indian manufacturing. Life-Cycle Costing: overview and strategic relevance. [Source: Harvard Business School MBA ‘Management Accounting’ (Cooper & Kaplan, ABC origination); IIM Ahmedabad PGP Cost Management; Drury, C.,	CO3, CO7	8	Lectures, Practical Problems, Case Studies. Suggested Activity: Mini-Project: Visit a local business, identify cost heads, and prepare a cost sheet. Activity: ABC vs Traditional Costing Comparison – given a multi-product firm dataset, students compute product costs under both approaches and identify cross-subsidisation. [Source: HBS Case ‘Destin Brass Products Co.’ (adapted)]	Understand, Apply, Analyze

	<i>"Management and Cost Accounting", 11th ed., Cengage, Ch. 11]</i>				
Unit 4	Marginal Costing and Decision Making Marginal Costing: Meaning and Features; Contribution; P/V Ratio; Break-Even Analysis; CVP Analysis; Managerial Decisions: Make or Buy, Accept or Reject Order. Pricing Decisions under Marginal Costing: Special-order pricing, Transfer Pricing – concept and methods (Cost-Based, Market-Based, Negotiated). Shut-Down vs. Continue Decisions. Sensitivity Analysis in CVP. [Source: Horngren, Sundem & Stratton, "Introduction to Management Accounting", 17th ed., Pearson, Ch. 5 & 6; IIM Calcutta MBA Managerial Accounting Syllabus; CIMA Certificate – Marginal Costing Module]	CO4, CO7	8	Lectures, Numerical Problem Solving, Case Studies, Discussions. Activity: CVP Sensitivity Dashboard in Excel – students build an interactive model with scenario analysis (optimistic / base / pessimistic). Debrief: What margin of safety is acceptable for this business? [Source: MIT Sloan MBA 'Cost Behaviour' module; IIM Calcutta MBA]	Analyze, Evaluate, Create
Unit 5	Budgeting and Budgetary Control Budget: Meaning	CO5	8	Lectures, Case Studies, Practice Assignments, Seminars.	Evaluate, Create, Analyze

	and Objectives; Types of Budgets – Functional Budget, Cash Budget, Flexible Budget; Budgetary Control – Process, Importance; Role in Planning and Control. Zero-Based Budgeting (ZBB): Concept, process, and comparison with incremental budgeting; applications in Indian PSUs and MNCs. Beyond Budgeting / Rolling Forecasts: rationale and adoption trends. Responsibility Accounting – Cost, Profit, Revenue, and Investment Centres; Performance Reports. [Source: London Business School MBA 'Planning & Control Systems'; CIMA Professional Qualification – Management Accounting (P1); Hope & Fraser, "Beyond Budgeting", HBR Press; IIM Ahmedabad PGP Accounting]			Suggested Activity: Group Exercise – Teams develop a cash budget for a startup. Activity: ZBB Simulation – Given a departmental budget, teams apply ZBB from scratch, justify each decision package, and defend before a 'budget committee' (peer panel). Debrief: Compare resource allocation under incremental vs. ZBB approach. [Source: LBS MBA; CIMA P1 Case Studies]	
Unit 6	Standard Costing and Performance Measurement Standard Costing – Meaning and Objectives;	CO6, CO7, CO8	9	Lectures, Numerical Problems, Case Discussions. Suggested Activity: Explain	Analyze, Evaluate, Create

	Setting of Standards; Variance Analysis: Material Variances, Labour Variances, Overhead Variances (Basic); Advantages and Limitations; Performance Evaluation. Balanced Scorecard (BSC): Four Perspectives (Financial, Customer, Internal Process, Learning & Growth); Strategy Maps; KPI Design. Linking Standard Costing with BSC for integrated performance management. Introduction to Sustainability / ESG Reporting: GRI Standards overview, BRSR (Business Responsibility & Sustainability Report) – SEBI mandate for Indian listed companies. <i>[Source: Kaplan & Norton, “The Balanced Scorecard”, HBR Press 1996; Harvard Business School MBA ‘Financial Reporting & Control’; SEBI BRSR Circular 2021; IIM Bangalore MBA Elective ‘Sustainability</i>			reasons for unfavourable variances and suggest corrective actions. Activity: BSC Design – Teams construct a Balanced Scorecard for a given Indian company case (e.g., Infosys / Tata Steel), identifying strategic objectives and KPIs across all four perspectives. Present and defend before class. [Source: HBS Case ‘Balanced Scorecard at Mobil’ (adapted); IIM Bangalore] Activity: BRSR Mini-Review – Each student downloads a listed company’s BRSR section from its Annual Report and identifies three material sustainability KPIs. [Source: SEBI BRSR Circular; MCA Sustainability Reporting Guidelines]	
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	Accounting’]				
CURRICULUM CONTENT					
NOTE: Blue shaded / blue-text rows and content blocks are new additions. Hours re-distributed to accommodate expanded content within 45-session credit limit.					
3 Credits = 45 Lectures; 2 Credits = 30 Lectures					
Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.					
Faculty are encouraged to use real corporate data – Annual Reports from BSE/NSE portals, MCA filings, SEBI BRSR disclosures – as primary learning resources for Units 2 and 6. [Source: NSE/BSE Listing Obligations; SEBI LODR Regulations 2015]					
Text Book:					
Sr. No.	Author(s)	Title	Edition	Publisher	
1	S.N. Maheswari	An Introduction to Accounting	11th Edition	Vikas Publishing	
2	Subramanyam, K.R. & Wild, J.J.	Financial Statement Analysis [NEW Benchmarked: Wharton MBA, IIM Bangalore MBA]	11th Edition, 2014	McGraw-Hill Education	
Reference Books:					
Sr. No.	Author(s)	Title	Edition	Publisher	
1	Khan & Jain	Management Accounting: Text, Problems and Cases	8th ed., 2019	McGraw Hill	
2	Ashok Seghal, Deepak Seghal	Financial Accounting	2015 ed.	Taxman	
3	Drury, C.	Management and Cost Accounting	11th ed., 2021	Cengage Learning	
4	Horngren, Sundem & Stratton	Introduction to Management Accounting	17th ed., 2023	Pearson	
5	Jan Williams, Sue Haka, Bettner & Carcello	Financial & Managerial Accounting	18th ed.	McGraw-Hill	
6.	Kaplan, R.S. & Norton, D.P.	The Balanced Scorecard: Translating	1996	Harvard Business School Press	

		Strategy into Action [NEW Source: HBS; IIM Bangalore]		
7.	Atkinson, A., Kaplan, R.S. et al.	Management Accounting: Information for Decision-Making & Strategy Execution [NEW Source: Wharton MBA; IIM Ahmedabad]	6th ed., 2012	Pearson
8.	Pandey, I.M.	Financial Management [NEW Source: IIM Ahmedabad PGP; covers ratio analysis & FSA comprehensively]	12th ed., 2021	Vikas Publishing

Online Resources:

Sr. No.	Resource	Website
1	Money Control	www.moneycontrol.com
2	ICAI	www.icai.org
3	Harvard Business School Cases	https://hbsp.harvard.edu
4	Investopedia	www.investopedia.com
5	IFRS Foundation	https://www.ifrs.org
6	BSE India – Annual Reports & Filings [NEW]	www.bseindia.com
7	NSE India – Corporate Filings [NEW]	www.nseindia.com
8	MCA – Ministry of Corporate Affairs [NEW]	www.mca.gov.in
9	SEBI – BRSR & ESG Disclosures [NEW]	www.sebi.gov.in
10	CIMA – Management Accounting Resources [NEW]	www.cimaglobal.com

MOOCs:

Sr.No.	Platform	Course
1	SWAYAM	Financial Accounting
2	SWAYAM	Cost Accounting

3	Coursera	Accounting for Managers
4	Coursera	Introduction to Financial Accounting
5	Class Central	Wharton Accounting (Univ. of Pennsylvania)
6	NPTEL / SWAYAM	Financial Statement Analysis – IIT Kharagpur (12 weeks) [NEW Benchmark: IIT-KGP, IIM Bangalore; covers ratio analysis, valuation]
7	Coursera	Managerial Accounting Fundamentals – University of Virginia Darden School [NEW Benchmark: Darden MBA; Activity-Based Costing, Budgeting, BSC]
8	edX	Accounting for Decision Making – University of Michigan Ross School [NEW Benchmark: Ross MBA; covers CVP, Transfer Pricing, Performance Measurement]
9	SWAYAM / NPTEL	Sustainability Reporting & ESG – IIM Lucknow (8 weeks) [NEW Benchmark: IIM-L; GRI Standards, BRSR, Integrated Reporting]

Suggested Pedagogical Elements

Financial Statement Analysis & Ratio Analysis (Unit 2 + CO7)	<i>Wharton MBA 'Financial Analysis & Valuation'; IIM Bangalore MBA 'Financial Reporting & Analysis'; CFA Institute Level I FSA module.</i>	Rationale: Original syllabus stops at preparation of financial statements with no interpretive analysis. MBA graduates are expected to diagnose financial health, not merely prepare statements. Ratio analysis and DuPont are core employer expectations.
Activity-Based Costing & Target Costing (Unit 3)	<i>Harvard Business School MBA (Cooper & Kaplan, originators of ABC); IIM Ahmedabad PGP Cost Management; Drury C&MA 11th ed., Cengage.</i>	Rationale: Traditional cost sheet preparation understates indirect costs in service/multi-product firms. ABC is now standard in Indian MNCs and is tested in CIMA & CMA examinations. Target costing aligns with lean and competitive pricing strategies.

Transfer Pricing & Sensitivity Analysis in CVP (Unit 4)	<i>Horngren et al. 17th ed., Pearson; IIM Calcutta MBA Managerial Accounting; CIMA Certificate – Marginal Costing Module.</i>	Rationale: Transfer pricing is a critical cross-border tax and management control issue for MBAs entering multinational firms. Sensitivity analysis adds practical decision-making depth missing from static BEP calculations.
Zero-Based Budgeting & Beyond Budgeting (Unit 5)	<i>London Business School MBA ‘Planning & Control Systems’; CIMA P1 – Management Accounting; Hope & Fraser ‘Beyond Budgeting’, HBR Press.</i>	Rationale: Incremental budgeting perpetuates inefficiencies. ZBB has been adopted by Tata Group, HUL, and Indian PSUs. Beyond Budgeting prepares students for agile, rolling-forecast environments now prevalent in Indian tech and FMCG sectors.
Balanced Scorecard & ESG / BRSR Reporting (Unit 6)	<i>Kaplan & Norton ‘The Balanced Scorecard’, HBR Press 1996; Harvard Business School MBA ‘Financial Reporting & Control’; SEBI BRSR Circular 2021; IIM Bangalore MBA Elective ‘Sustainability Accounting’.</i>	Rationale: SEBI has mandated BRSR for top 1000 listed companies from FY 2022-23. MBA students must be conversant with non-financial performance metrics. BSC bridges the gap between standard costing (Unit 6) and strategic management (future courses).
Integrated Reporting & Ind AS Convergence (Unit 1)	<i>IIRC Framework 2021; ICAI Ind AS Study Material 2024; IIM Ahmedabad PGP Accounting.</i>	Rationale: India is on a full Ind AS convergence path. The original syllabus mentions IAS/IFRS only conceptually. Students need awareness of key practical differences (e.g., Revenue – Ind AS 115, Leases – Ind AS 116) and the emerging Integrated Reporting mandate.
Ethics in Accounting (CO8)	<i>Harvard Business School MBA ‘Financial Reporting & Control’ (Course 1516); AACSB Ethics Mandate; Satyam/IL&FS cases.</i>	Rationale: AACSB and NAAC accreditation frameworks require explicit ethics learning outcomes. High-profile Indian corporate frauds (Satyam, IL&FS, DHFL) underline the necessity of embedding ethics throughout accounting education.

- **Tools:** MS Excel
- **Tools [NEW]:** Power BI (basic dashboards for financial analysis); Tally Prime (introductory ERP demo). [Source: IIM Ahmedabad PGP; MIT Sloan Technology Module]
- **Techniques:** Double-entry Bookkeeping, Marginal Costing, Budgetary Control, Standard Costing, Management by Exception.
- **Techniques [NEW]:** Activity-Based Costing, Zero-Based Budgeting, DuPont Analysis, Balanced Scorecard, Sensitivity Analysis in CVP, Common-Size & Trend Analysis. [Source: CIMA P1; HBS MBA; Wharton MBA; LBS MBA]
- **Software:** MS Excel.
- **Cases:** Accounting policy analysis, Marginal costing decisions, Variance analysis interpretation.
- **Cases [NEW]:** HBS 'Destin Brass' (ABC costing); 'Satyam Computers' (ethics in financial reporting); 'Infosys Annual Report' (ratio analysis & BRSR); 'Tata Steel Balanced Scorecard'. [Source: HBS Case Collection; NSE Listed Companies]
- **Simulation:** CVP analysis using Excel (Goal Seek / Data Tables).
- **Simulation [NEW]:** ABC vs Traditional Costing comparison model; ZBB decision-package simulation; BSC Strategy Map design tool. [Source: CIMA; HBS; LBS]
- **Mini-Project:** Cost sheet preparation for a local business.
- **Mini-Project [NEW]:** Financial Health Report – students analyse 3 years of a listed company's Annual Report, compute financial ratios, and present a 'Credit / Investment Decision' memo. [Source: IIM Bangalore MBA; CFA Institute curriculum]
- **Group Exercises:** Budgeting simulation (cash budget for startup).
- **Group Exercises [NEW]:** ZBB Simulation; Balanced Scorecard Design for an Indian company; Transfer Pricing Negotiation Role-Play. [Source: LBS MBA; HBS MBA; IIM Calcutta MBA]
- **Other Active Learning:** Financial statement analysis of real companies, practical exercises.
- **Other Active Learning [NEW]:** BRSR Mini-Review (SEBI mandate compliance check); Peer review of Ratio Dashboards; Ethics Debate – 'Creative Accounting vs Fair Reporting'. [Source: SEBI; AACSB Ethics Mandate; HBS]

Benchmark & Rationale For New Additions

All additions benchmarked against the following syllabi and authoritative sources:

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6	CO7 [NEW]	CO8 [NEW]	Total
Continuous Evaluation Scheme I (CES-I)	✓	✓					✓		✓
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓			✓	✓
Mid-Term Examination	✓	✓	✓	✓	✓	✓	✓	✓	✓

Class Participation & Attendance	✓	✓	✓				✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓	✓	✓	✓

Note:

- CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
- Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
- Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimise free-riding and ensure fair evaluation.
- **[NEW] CO7 (Financial Statement Analysis) shall be assessed through the Annual Report Analysis Mini-Project (CES-I) – individual submission with viva. CO8 (Ethics & Sustainability) shall be assessed through a case-based reflection paper or structured debate participation. [Source: IIM Bangalore Assessment Rubric; HBS MBA Evaluation Framework].**

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	–	2	1	–
CO2	3	2	1	1	–	1	–	–
CO3	3	3	2	2	1	1	1	2
CO4	3	3	2	1	1	1	–	2
CO5	3	3	2	1	1	2	–	1
CO6	3	3	2	1	1	1	–	1
CO7 [NEW]	3	3	2	2	1	1	2	1
CO8 [NEW]	2	2	1	1	2	3	2	2

Scale: 1 – Low, 2 – Medium, 3 – High. If no correlation, put –

Evaluation Scheme:

Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20

Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50
University Examination (50 Marks)	
Component	Marks
End Semester Theory Examination	50
Total	50
Summary of Enhancements (~40% New Content)	
Course Objectives	3 new objectives: FSA for managerial diagnosis; digital accounting & ERP; ethics & sustainability reporting
Course Outcomes	2 new COs (CO7: FSA & Ratio Analysis; CO8: Ethics & ESG)
Unit 1 (Intro to Accounting)	Ind AS convergence & key differences; IASB Conceptual Framework; Integrated Reporting <IR>
Unit 2 (Financial Accounting)	Cash Flow Statement (Ind AS 7); Ratio Analysis; DuPont Analysis; Common-Size & Trend Analysis; Ratio Dashboard activity
Unit 3 (Cost Accounting)	Activity-Based Costing; Target Costing & Value Engineering; Life-Cycle Costing; ABC vs Traditional comparison activity
Unit 4 (Marginal Costing)	Transfer Pricing (concept & methods); Special-order pricing; Shut-down decisions; Sensitivity Analysis in CVP; interactive CVP dashboard activity
Unit 5 (Budgeting)	Zero-Based Budgeting; Beyond Budgeting / Rolling Forecasts; Responsibility Accounting centres; ZBB Simulation activity
Unit 6 (Standard Costing)	Balanced Scorecard (4 perspectives, strategy maps, KPIs); ESG/BRSR Reporting (SEBI mandate); BSC Design and BRSR Mini-Review activities
Text & Reference Books	3 new references: Subramanyam & Wild (FSA); Kaplan & Norton (BSC); Atkinson et al. (Management Accounting); Pandey (FM)
Online Resources	5 new resources: BSE, NSE, MCA, SEBI/BRSR, CIMA
MOOCs	4 new MOOCs: NPTEL FSA (IIT-KGP); Coursera Managerial Accounting (Darden); edX Accounting (Michigan Ross); SWAYAM ESG (IIM-L)

Pedagogical Tools	Power BI basics; Tally Prime ERP demo; 6 new case studies; 3 new simulations; new mini-project (Annual Report analysis)
Assessment Mapping	CO7 & CO8 mapped across CES, Mid-Term, End-Term; new assessment notes for CO7/CO8 methods
CO-PO Mapping	2 new rows (CO7, CO8) with full PO correlation

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027					
Semester	Course Code	Course Title			
I	104	Managerial Statistics and Research Methodology			
Type	Credits	Evaluation	Marks		
Foundation	3	UE:IE	50:50		
Course Objectives:					
1. To develop analytical and data-driven decision-making skills in business applications					
2. To equip students with statistical tools for business data analysis.					
3. To introduce research methodology for managerial problem solving.					
4. To enable use of statistical software tools (Excel/SPSS/R basics).					
5. To build competence in hypothesis testing and predictive analytics.					
Course Outcomes:					
After successful completion of the course, students will be able to:					
CO1: Apply descriptive and inferential statistical techniques in managerial decision-making while considering ethical and sustainable business practices.					
CO2: Analyze business data using statistical tools and software for managerial and entrepreneurial decision-making.					
CO3: Conduct hypothesis testing for managerial research to make rational decisions.					
CO4: Apply regression and predictive techniques for business forecasting and decision-making.					
CO5: Design basic research studies and interpret findings.					
CO6: Prepare data-driven managerial research reports.					
Unit	Topics/Contents	CO Mapping	Session (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Business Statistics & Data Visualization Role of Statistics in Business Analytics, Types of Data (Primary/Secondary, structured/Unstructured), Data Collection Methods, Frequency Distribution, Data Visualization Techniques: 1. Bar, Pie, Histogram, Ogive 2. Box Plot, Pareto Chart	CO1	7 Hrs.	Lectures, discussions and case studies; Data Hunt Activity: Collect and classify real-world datasets. Visualization Competition: Create dashboards using Excel/Tableau. Graph Interpretation Quiz: Identify misleading graphs. Case Discussion on data visualization errors.	Understanding, Applying

Unit 2	Descriptive Statistics for Decision Making Measures of Central Tendency: Mean, Median, Mode, Measures of Dispersion, Coefficient of Variation	CO2	8 Hrs.	Lectures, Practical Questions and Application Investment Decision Simulation using mean and CV. Excel Lab Challenge using Data Analysis ToolPak. Case Study on risk vs return.	Applying, Analyzing
Unit 3	Correlation and Regression Correlation Analysis -Types, Karl Pearson's correlation coefficient Spearman's Rank Correlation coefficient. Regression coefficients and lines	CO 4	9 Hrs.	Discussions, Case analysis, Practical Application; Mini Consulting Project for sales prediction. Spurious Correlation Activity. Regression modeling using software tools. Industry case discussion.	Analyzing, Evaluating
Unit 4	Research Methodology Meaning & Types of Research, Research Process, Identification of Research Problem, Literature Review, Research Gap Identification and Problem Formulation, Research Design, Sampling Techniques, Sampling Distributions, Measurement & Scaling Techniques, Questionnaire Design AI assisted Literature Review, Citation Management Tools (Mendeley, Zotero, EndNote)	CO5	7 Hrs.	Lectures, Case analysis, Live Survey Project using Google Forms. Questionnaire Critique Activity. Sampling Simulation Game. Guest Lecture by research expert.	Analyzing
Unit 5	Hypothesis Testing & Statistical Inference Concept and framing hypothesis. Reliability & Validity, Estimation & Confidence Intervals, Hypothesis Testing Procedure, Z-test, t-test, Chi-square test	CO3	9 Hrs.	Discussions, Case analysis, Practical Application, Case-based statistical testing lab. Hypothesis framing workshop. Managerial decision-making game. Excel/SPSS hackathon.	Evaluating

Unit 6	Research Methodology & Report Writing Data Processing & Analysis, Report Writing Structure, Ethical Issues in Research, Introduction to Research using AI tools & secondary databases	CO5, CO6	5 Hrs.	Lectures, Presentations and projects Mini Research Conference presentation. Plagiarism detection exercise. Literature review assignment. AI vs Human research comparison.	Creating, Evaluating
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3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Edition/Year	Publisher
1.	Dr. S. P. Gupta	Statistical Methods	2022	Sultan Chand & Sons

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Edition/Year	Publisher
1.	R. P. Hooda	Statistics for Business and Economics	2019	Macmillan Publishers India
2.	Krishna Swamy & Gupta	Management Research Methodology	2020	Himalaya Publishing House
3.	Kothari C R	Research Methodology: Methods and Techniques	2014	PHI Pvt Ltd New Delhi
4.	Donald Cooper & P.S. Schindler	Business Research Methods	2015	Tata McGraw Hill
5.	Neuman, W.L.	Social Research Methods: Qualitative and Quantitative	2008	Pearson

Online Resources:

Sr. No.	Resource	Website Address
1	OpenStax Statistics	OpenStax Statistics
2	UMN Open Statistics Textbook	University of Minnesota Open Textbook
3	SOCR Statistical Resources	SOCR Statistical Resources
4	Social Psychology Research Methods	Social Psychology Network Methods

MOOCs: (Prefer Swayam/ NPTEL at least of 6-12 weeks)

S. No	Platform	Suggested Course
1.	SWAYAM	Business Statistics
2.	NPTEL	Research Methodology
3.	Coursera	Statistics for Business Analytics
4.	Coursera	Business Research Methods

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must

be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.

3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	2	1	1	2	1	1
CO2	3	3	3	1	1	1	1	2
CO3	3	3	2	1	1	1	1	1
CO4	3	3	3	1	1	1	1	2
CO5	3	3	2	2	1	1	1	1
CO6	2	3	3	3	1	1	1	1

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027					
Semester	Course Code	Course Title			
I	105	Legal Aspects of Business			
Type	Credits	Evaluation	Marks		
Foundation	3	UE:IE	50:50		
Course Objectives:					
- To provide students with a foundational understanding of business laws and jurisprudential principles relevant to managerial decision-making. - To develop the ability to analyze legal issues arising in business transactions, including contracts, corporate governance, and commercial dealings. - To familiarize students with the regulatory framework governing financial institutions, intellectual property, cyber laws, and consumer protection. - To enable students to identify legal risks and ensure compliance in contemporary business environments. - To cultivate an understanding of the ethical and legal responsibilities of businesses towards stakeholders and society.					
Course Outcomes:					
CO1 Explain the basic concepts of jurisprudence and legal principles and their relevance in business decision-making.					
CO2 Apply the provisions of contract and commercial laws to solve practical business problems.					
CO3 Analyze the legal framework governing companies, partnerships, and competition law in business operations.					
CO4 Evaluate the regulatory mechanisms in insurance, intellectual property, and cyber law for ensuring business compliance					
CO5 Assess legal risks and compliance requirements in digital transactions and data protection scenarios.					
CO6 Demonstrate an understanding of consumer rights and ethical business practices in real-world situations					
Unit	Topics/Contents	CO Mapping	Sessions (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1: Business Law and	Introduction to Jurisprudence: Meaning, nature, and scope of	CO1	5	Lectures, conceptual discussions, case illustrations,	Understanding,

Jurisprudential Foundations	jurisprudence, Relevance of jurisprudence in business decision-making Schools of jurisprudence Legal personality (corporations as legal persons) Principles of liability (strict, Absolute, vicarious liability)			classroom debates	Analyzing
Unit 2: Contract and Commercial Laws	The Indian Contract Act, 1872: Offer and Acceptance, Consideration, Capacity to Contract, Free consent & Legality of object. Discharge of a Contract by performance, Impossibility and Frustration, Breach, Damages for breach of a contract. Quasi contracts, Contract of Indemnity and Guarantee, Bailment and Pledge, Contract of Agency. The Sale of Goods Act, 1930: Essentials, sale v/s agreement to sell. Condition v/s warranties, rights of unpaid seller The Negotiable Instruments Act: Definition and characteristics of negotiable instrument, Kinds of negotiable instruments, Promissory Note, Bill of Exchange and Cheques, Holder and Holder in due course, Negotiation, Presentment, Discharge from Liability, Noting and Protest, Presumption, Crossing of Cheques,	CO2, CO3	12	Lectures, case studies, problem-solving exercises, contract drafting exercises, tutorials	Applying, Analyzing

	Bouncing of Cheques.				
Unit 3: Business Organizations and Competition Law	The Partnership Act, 1932: Definition of Partnership and its essentials, Rights and Duties of Partners, Types of Partners, Minor as a partner, Doctrine of Implied Authority, Registration of Firms, Dissolution of firms. The Companies Act, 2013: Nature and Definition of a Company, Registration and Incorporation, Memorandum of Association, Articles of Association, Prospectus, Kinds of Companies, Directors- Their powers and duties, Meetings The Competition Act, 2002: Anti-Competitive Agreements, Abuse of Dominant Position, Regulation of Combinations, Competition Commission of India (CCI)	CO3	10	Lectures, industry examples, regulatory analysis, guest lectures (insurance professionals)	Understanding, Evaluating
Unit 4: Insurance	Insurance Act, 1938: Introduction & Objectives, Basic Concepts of Insurance, Registration and Licensing of Insurers, Investment and Financial Regulations, Management and Governance of Insurers, Powers of IRDAI	CO4	5	Discussions, research assignments, presentations	Analyzing, Evaluating

Unit 5: IPR	IPR introduction and types The Patent Act, 1970: Patents Meaning, salient features conditions for an invention to be patented, what is patentable what is not, duration of a patent The Copyright Act, 1957 Copyright meaning, salient features, what rights are protected, duration of the right The Trade Mark Act, 1999 Trade Mark meaning, concept, functions of trademark, types, remedies on infringement.	CO4	6	Case studies (IP disputes), practical examples, group discussions, project work	Analyzing, Evaluating
Unit 6: IT Act + Consumer Protection	Information Technology Act, 2000: Definition of the Information technology Act, Digital Signature, Electronic Governance, Attribution, Acknowledgment and Dispatch of Electronic Records, Sense Electronic Records and Sense Digital Signatures, Regulation of Certifying Authorities, Digital Signature Certificates, Duties of Subscribers, Penalties and Offences, Data Privacy Law, Digital Personal Data Protection Act (India) The Consumer Protection Act, 2019: Aims and	CO5, CO6	7	Case studies (data breach scenarios), Case studies, role play (consumer dispute), discussions	Applying, Evaluating

	Objects of the Consumer protection Act, Redressal Machinery under the act, Procedure for complaints under the act, Remedies, Appeals, Enforcement of orders and Penalties.				
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(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	N.D. Kapoor	Elements of Mercantile Law	2024	Sultan Chand & Sons

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	N.D. Kapoor	Elements of Mercantile Law	2024	Sultan Chand & Sons
2.	P.C. Tulsian	Business Law	2025	McGraw Hill Education
3.	Taxmann	Business Laws	2025	Taxmann Publications
4.	V.K. Ahuja	Intellectual Property Rights in India	2017	LexisNexis

Online Resources:

Sr. No.	Online Resources	Web site address
1	Ministry of Corporate Affairs	https://www.mca.gov.in

2	IRDAI	https://www.irdai.gov.in
3	Competition Commission of India	https://www.cci.gov.in
4	Indian Kanoon	https://indiankanoon.org
5	IP India	https://ipindia.gov.in

MOOCs: *(Mention Resources preferably from Swayam/ NPTEL at least of 6-12 weeks)

Resources No.	Platform	Course
1	Coursera	Business Law
2	NPTEL	Intellectual Property
3	SWAYAM	Cyber Law

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				✓
Continuous Evaluation Scheme II (CES-II)	✓	✓	✓	✓		
Mid-Term Examination		✓	✓	✓	✓	✓
Class Participation & Attendance						
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	1	–	3	2	–
CO2	3	3	–	1	–	3	2	1
CO3	3	3	1	1	1	3	2	1
CO4	2	3	3	1	–	3	2	1
CO5	2	3	3	1	–	3	2	1
CO6	2	2	1	2	1	3	1	1

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	106	Managerial Economics	
Type	Credits	Evaluation	Marks
Core	3	UE:IE	50:50
Course Objectives:			
- To develop economic reasoning skills required for managerial decision-making in competitive and uncertain business environments. - To equip learners with microeconomic tools for analysing consumer behaviour, production, costs, and market structures relevant to firm-level strategy. - To enable students to apply demand, cost, and production analysis for pricing, output, resource allocation, and capacity decisions. - To provide an understanding of market structures and strategic interactions, including competition, monopoly, and oligopolistic behaviour. - To build macroeconomic awareness for evaluating national income, aggregate demand–supply conditions, and business cycle dynamics. - To develop the ability to assess the impact of fiscal and monetary policies on firms, industries, and the overall economy. - To integrate economic analysis with business strategy, risk assessment, and policy evaluation for sustainable organizational growth.			
Course Outcomes:			
CO1: Apply economic logic to managerial decision-making under conditions of scarcity, competition, and uncertainty. CO2: Analyze demand and supply conditions using elasticity concepts to support pricing and marketing decisions. CO3: Examine production and cost relationships to determine optimal scale and least-cost input combinations using isoquant–isocost analysis. CO4: Compare different market structures and formulate pricing and output strategies appropriate to competitive conditions. Apply game-theoretic thinking to strategic decision-making in oligopolistic markets. CO5: Interpret national income trends, consumption, saving, and investment behaviour to assess economic performance. CO6: Evaluate the effects of fiscal and monetary policies on business, industry, and economic growth.			

Unit	Topics/Contents	CO Mapping	Session (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
UNIT I: Foundations of Managerial Economics & Theory of the Firm	Nature, Scope and Role of Managerial Economics - Meaning and relevance of Managerial Economics, Micro vs Macroeconomics in managerial context, Managerial Economics as a bridge between economic theory and business practice, Role of managerial economics in decision-making: pricing, output, expansion, risk and uncertainty Theory of the Firm - Concept of firm and alternative objectives of the firm, Profit maximization, Sales maximization (Baumol), Growth maximization (Marris), Behavioural theories, Constraints faced by firms, Managerial decision-making under certainty and uncertainty	CO1	6 Hours	Interactive lectures using real-life managerial decisions Case Studies: Pricing Decision in a Competitive Market, Expansion Decision, Decision under Risk and Uncertainty, Diagrammatic explanation and comparative learning method for theories of the firm.	Remembering, Understanding, Applying
UNIT II: Demand Analysis & Consumer Behaviour	Demand Theory - Concept and determinants of demand, Law of Demand and its assumptions, Types of demand, Demand Function and Demand Estimation, Demand function and its managerial relevance, Introduction to demand estimation and forecasting (qualitative & quantitative overview) Elasticity of Demand - Price elasticity of demand, Income elasticity of demand, Cross elasticity of demand, Applications of elasticity in business	CO2	9 Hours	Conceptual lectures with graphical analysis, Real life business Example, case study e.g. on “A company wants to launch a new product but is unsure about demand”, practical Exercises.	Applying, Analyzing, Evaluating

	decisions: pricing, revenue, taxation, marketing strategy Demand–Supply Analysis Concept of supply and determinants, Law of Supply, Market equilibrium, Shifts in demand and supply and their managerial implications				
UNIT III: Production, Cost and Market Structure	Theory of Production - Production function: short run and long run, Law of Diminishing Marginal Returns, Three stages of production, Isoquant and Isocost curves, Least-cost combination of inputs (Producer's equilibrium), Importance of production function in managerial decision-making Theory of Cost - Classification of costs, Short-run cost curves and long-run cost curves, Relationship between production function and cost function Market Structure & Pricing - Concept of market and market structure, Perfect Competition: Price-output determination, Short-run and long-run equilibrium of firm and industry, Imperfect Competition: Monopoly and price discrimination, Monopolistic competition, Oligopoly and kinked demand curve, Introduction to Game Theory and strategic interaction	CO3, CO 4	12 Hours	Interactive Session, Diagram based learning, Numerical and Problem-Solving Exercises, Case study, like “A firm producing electronic appliances must decide whether to expand production or reduce costs due to increasing competition.”, Role play can be done on Oligopoly and Game theory.	Applying, Analyzing, Evaluating

UNIT IV: National Income, Consumption, Saving and Investment	Macroeconomic Framework - Meaning and importance of macroeconomics for managers; Circular flow of income, GDP, GNP, NDP, NNP; Methods of national income measurement, Real vs nominal variables Consumption, Saving and Investment - Consumption function, Saving function, Investment function, The multiplier effect and its managerial implications	CO5	6 Hours	Visual learning, Comparative method for GDP, GNP, NDP, NNP, Data Interpretation activity for Real and Nominal variables, problem solving for Multiplier effect	Understanding, Applying and Analyzing
UNIT V: Aggregate Demand, Aggregate Supply & Business Cycles	Concept of Aggregate Demand (AD), Concept of Aggregate Supply (AS), Determinants of AD and AS, Equilibrium of AD and AS, Shifts in AD and AS, Inflationary and deflationary gaps.	CO6	6 Hours	Interactive Lecture Method, Diagrammatic Method, Case study like “A government increases public spending to stimulate economic growth. As a result, demand for goods and services increases”	Evaluating and applying

UNIT VI Fiscal Policy, Monetary Policy & Economic Integration	Fiscal Policy - Meaning, objectives and tools of fiscal policy, Government expenditure, taxation and deficit financing, Role of fiscal policy in economic growth and stabilization Monetary Policy - Meaning and objectives, Instruments of monetary policy, Role of RBI in economic regulation, Impact of monetary policy on business decisions Macroeconomic Integration - Interaction of product, money and financial markets, Policy mix and its relevance for managers, Behavioural economics	CO5, CO6	6 Hours	Policy-oriented lectures with real-world illustrations, Comparative Method for Fiscal and Monetary policy, case study like “A manufacturing company is planning expansion, but interest rates have recently increased due to tight monetary policy”	Analyzing and evaluating
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*** 3 Credits = 45 Lectures; 2 Credits = 30 Lectures**

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	DN Dwivedi	Managerial Economics	2024	Vikas Publishing

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	G.S Gupta	Managerial Economics: Micro Economic	2004	McGraw Hill
2	H.L. Ahuja	Managerial Economics	2020	S. Chand

3	Dominick Salvatore & Siddhartha K. Rastogi	Managerial Economics: Principles and Worldwide Applications	2024	Oxford University Press
4	R. Dornbusch, S. Fischer	Macro Economics	2018	McGraw Hill
5	N. Gregory Mankiw	Principles of Economics	2024	Cengage Learning

Online Resources:

Sr. No.	Online Resources	Web site address
1	Reserve Bank of India (RBI)	https://www.rbi.org.in
2	Economics Help	https://www.economicshelp.org
3	Federal Reserve System	https://www.federalreserve.gov
4	The Economist	https://www.economist.com
5	BBC Business & Economy	https://www.bbc.com
6	International Journal of Economic Policy in Emerging Economies	https://www.inderscience.com

MOOCs: *(Resources preferably from Swayam/ NEPTEL at least of 6-12 weeks)

Resources No.	Platform	Course
1	SWAYAM	Managerial Economics
2	NPTEL	Microeconomics for Managers
3	Coursera	Managerial Economics & Business Analysis

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	✓
Class Participation & Attendance	✓	✓	✓	✓		✓
End-Term Examination	✓	✓	✓	✓	✓	✓

Total	✓	✓	✓	✓	✓	✓
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***Note:**

- CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.**
- Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.**
- Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.**

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	–	1	–	2	1	–
CO2	3	3	1	1	–	2	1	–
CO3	3	3	2	1	1	2	1	–
CO4	3	3	2	1	1	2	1	–
CO5	2	3	1	2	–	2	2	–
CO6	2	3	2	2	–	3	2	1

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Semester	Course Code	Course Title	
I	MBA 106D	Macro Economics & Policy Environment for Business	
Type of Course	Credits	Evaluation	Marks
Core	3	UE : IE	50 : 50
Course Objectives:			
- To develop economic reasoning skills required for managerial decision-making in competitive and uncertain business environments. - To equip learners with microeconomic tools for analyzing consumer behavior, production, costs, and market structures relevant to firm-level strategy. - To enable students to apply demand, cost, and production analysis for pricing, output, resource allocation, and capacity decisions. - To provide an understanding of market structures and strategic interactions, including competition, monopoly, and oligopolistic behavior. - To build macroeconomic awareness for evaluating national income, aggregate demand–supply conditions, and business cycle dynamics. - To develop the ability to assess the impact of fiscal and monetary policies on firms, industries, and the overall economy. - To integrate economic analysis with business strategy, risk assessment, and policy evaluation for sustainable organizational growth. - To analyze India’s balance of payments, exchange rate dynamics, and external sector policy and their implications for internationally operating firms. [Source: London Business School MBA Macroeconomics; IIM Ahmedabad PGP Macroeconomic Environment] - To evaluate the interaction between monetary-fiscal policy mix, inflation targeting, and business investment decisions in the Indian context. [Source: Harvard Business School MBA ‘Business, Government & the International Economy’; IIM Bangalore MBA Macroeconomic Policy] - To sensitize students to behavioral economics insights, sustainability considerations, and the macroeconomics of climate policy as emerging business realities. [Source: Wharton School MBA ‘Business Economics & Public Policy’; MIT Sloan MBA ‘Macroeconomics for Managers’; CFA Institute Level I Economics]			
Course Outcomes:			
CO1: Apply economic logic to managerial decision-making under conditions of scarcity, competition, and uncertainty. CO2: Analyze demand and supply conditions using elasticity concepts to support pricing and marketing decisions. CO3: Examine production and cost relationships to determine optimal scale and least-cost input combinations using isoquant–isocost analysis. CO4: Compare different market structures and formulate pricing and output strategies appropriate to competitive conditions. Apply game-theoretic thinking to strategic decision-making in oligopolistic markets. CO5: Interpret national income trends, consumption, saving, and investment behaviour to assess economic performance. CO6: Evaluate the effects of fiscal and monetary policies on business, industry, and economic growth. CO7: Analyze India’s external sector – balance of payments, current account dynamics, exchange rate			

regimes, and trade policy – and evaluate their strategic implications for firms engaged in international business. [Source: IIM Ahmedabad PGP Macroeconomic Environment; LBS MBA Macroeconomics]

CO8: Apply behavioral economics insights to explain deviations from rational decision-making and integrate sustainability and ESG macroeconomic considerations into business strategy. [Source: Wharton MBA 'Business Economics & Public Policy'; MIT Sloan MBA 'Macroeconomics for Managers'].

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
UNIT I	Foundations of Macroeconomic & Policy Environment for Business Nature, Scope and Role of Economics in Business – Meaning and relevance, Micro vs. Macroeconomics in managerial context; Economics as a bridge between economic theory and business practice; Role of economic analysis in decision-making: pricing, output, expansion, risk and uncertainty. Theory of the Firm – Concept of firm and alternative objectives; Profit maximization, Sales maximisation (Baumol), Growth maximisation (Marris); Behavioural theories; Constraints faced by firms; Managerial decision-making under certainty and uncertainty. Principal-Agent Problem & Incentive Design: separation of ownership and	CO1, CO8	7	Interactive lectures using real-life managerial decisions; Case Studies on Pricing Decision, Expansion Decision, Decision under Risk and Uncertainty; Diagrammatic explanation and comparative learning for theories of the firm. Activity: Agency Problem Role-Play – students act as shareholders vs. managers; design incentive contracts and debate outcomes. [Source: HBS MBA Case Method; IIM-A PGP] Activity: Platform Economics Case – analyse Zomato/Swiggy's pricing and network strategy using platform theory. [Source: MIT Sloan Digital Economics module]	Remembering, Understanding, Applying, Analyzing

	control, agency costs, executive compensation structures. [Source: Harvard Business School MBA ‘Managerial Economics’; Varian, ‘Intermediate Microeconomics’, 9th ed., Norton] Business Models & Value Creation in Digital Economies: platform economics, network effects, multi-sided markets (Uber, Amazon, Zomato). [Source: MIT Sloan MBA ‘Digital Economics’; Parker, Van Alstyne & Choudary, ‘Platform Revolution’, Norton, 2016]				
UNIT II	Demand Analysis, Consumer Behaviour & Market Dynamics Demand Theory – Concept and determinants of demand; Law of Demand and its assumptions; Types of demand; Demand Function and Demand Estimation; Demand function and its managerial relevance; Introduction to demand estimation and forecasting (qualitative & quantitative overview). Elasticity of Demand – Price elasticity, Income elasticity, Cross elasticity;	CO2, CO8	9	Conceptual lectures with graphical analysis; Real-life business examples; Case study: ‘A company wants to launch a new product but is unsure about demand’; Practical Exercises. Activity: Behavioural Demand Lab – students run a short in-class experiment on anchoring and willingness-to-pay; debrief with Kahneman’s framework. [Source: Wharton MBA Behavioural Economics module] Activity: Regression-based	Applying, Analysing, Evaluating, Creating

	Applications of elasticity in business decisions: pricing, revenue, taxation, marketing strategy. Demand–Supply Analysis – Concept of supply and determinants; Law of Supply; Market equilibrium; Shifts in demand and supply and their managerial implications. Behavioral Demand Theory: bounded rationality, anchoring, loss aversion (Kahneman & Tversky), nudge theory and its applications in marketing and public policy. [Source: Wharton MBA ‘Business Economics & Public Policy’; Thaler & Sunstein, ‘Nudge’, Penguin, 2008; Kahneman, ‘Thinking, Fast and Slow’, FSG, 2011] Demand Estimation Techniques: regression-based demand estimation, dummy variables; brief introduction to machine-learning demand forecasting in practice. [Source: Salvatore & Rastogi, ‘Managerial Economics’, Oxford, 2024, Ch. 4; MIT Sloan MBA Data Analytics for Managers]			demand estimation using real CMIE/NSSO dataset in Excel. Students interpret price and income elasticities. [Source: MIT Sloan; Salvatore & Rastogi, 2024]	
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	Network Externalities & Demand: direct and indirect network effects; winner-takes-all markets; implications for pricing strategy. [Source: Shapiro & Varian, 'Information Rules', HBR Press, 1999; IIM Ahmedabad PGP Managerial Economics]				
UNIT III	Production, Cost Analysis & Market Structure Theory of Production – Production function: short run and long run; Law of Diminishing Marginal Returns; Three stages of production; Isoquant and Isocost curves; Least-cost combination of inputs (Producer's equilibrium); Importance of production function in managerial decision-making. Theory of Cost – Classification of costs; Short-run and long-run cost curves; Relationship between production function and cost function. Market Structure & Pricing – Concept of market and market structure; Perfect Competition: Price-output determination, Short-run and long-run equilibrium;	CO3, CO4, CO8	12	Interactive Session; Diagram-based learning; Numerical and Problem-Solving Exercises; Case study: 'A firm producing electronic appliances must decide whether to expand production or reduce costs due to increasing competition'; Role play on Oligopoly and Game Theory. Activity: Dynamic Pricing Simulation – teams set prices as an airline/hotel using demand data; debrief on revenue management outcomes. [Source: Wharton Revenue Management module; IIM-C] Activity: Spectrum Auction Simulation – students bid in a mock TRAI-style auction; explore winner's curse and bidding strategy. [Source: MIT Sloan Auctions module; IIM-A PGP]	Applying, Analysing, Evaluating, Creating

	Imperfect Competition: Monopoly and price discrimination; Monopolistic competition; Oligopoly and kinked demand curve; Introduction to Game Theory and strategic interaction. Advanced Pricing Strategies: peak-load pricing, two-part tariff, bundling, dynamic pricing (revenue management); transfer pricing concept. [Source: Pindyck & Rubinfeld, 'Microeconomics', 9th ed., Pearson, Ch. 11; Horngren et al., 17th ed.; IIM Calcutta MBA Managerial Economics] Auction Theory & Mechanism Design: types of auctions (English, Dutch, sealed-bid), winner's curse; applications in spectrum auctions, government procurement, e-commerce (Amazon marketplace). [Source: Klemperer, 'Auctions: Theory and Practice', Princeton, 2004; MIT Sloan MBA; IIM Ahmedabad PGP] Economies of Scale,				
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	Scope & Learning Curve: managerial implications for capacity planning, outsourcing, and cost leadership strategy. [Source: Besanko et al., 'Economics of Strategy', 7th ed., Wiley; LBS MBA Competitive Strategy & Economics]				
UNIT IV	National Income, Consumption, Saving, Investment & Business Cycles Macroeconomic Framework – Meaning and importance of macroeconomics for managers; Circular flow of income; GDP, GNP, NDP, NNP; Methods of national income measurement; Real vs. nominal variables. Consumption, Saving and Investment – Consumption function; Saving function; Investment function; The multiplier effect and its managerial implications. Business Cycles – Phases (expansion, peak, contraction, trough); Leading, lagging, and coincident indicators; India's cyclical patterns (using RBI/CSO data); Business cycle – firm strategy	CO5, CO7	8	Visual learning; Comparative method for GDP, GNP, NDP, NNP; Data Interpretation activity for real and nominal variables; Problem solving for multiplier effect. Activity: Business Cycle Dashboard – teams build an Excel dashboard using RBI/CSO time-series data; identify current phase of India's cycle and recommend strategic firm responses. [Source: RBI Annual Report; MoSPI; IIM Bangalore] Activity: Tobin's Q Live Analysis – students compute Q for 5 BSE 500 firms and interpret investment signals. [Source: BSE India; Dornbusch & Fischer, 2018]	Understanding, Applying, Analysing, Evaluating

	linkages: inventory, capex, hiring decisions across the cycle. [Source: Mankiw, 'Macroeconomics', 10th ed., Worth Publishers, Ch. 17; Dornbusch & Fischer, 'Macroeconomics', McGraw-Hill, 2018; IIM Bangalore MBA Macroeconomics] Accelerator Principle & Investment Volatility: interaction of multiplier and accelerator; implications for capital goods industries; Tobin's Q and investment decisions. [Source: Dornbusch & Fischer, 2018; IIM Ahmedabad PGP Macroeconomic Environment] India's National Income Data Workshop: students download and analyse RBI DBIE / MoSPI data; compute real GDP growth, savings rate, ICOR; interpret for investment climate. [Source: RBI DBIE Portal; MoSPI National Accounts Statistics; IIM Bangalore MBA]				
UNIT V	Aggregate Demand, Aggregate Supply, Inflation & Business Environment Concept of	CO5, CO6, CO7	7	Interactive Lecture Method; Diagrammatic Method; Case study: 'A government increases public	Evaluating, Applying, Analyzing, Creating

	Aggregate Demand (AD) and Aggregate Supply (AS); Determinants of AD and AS; Equilibrium of AD and AS; Shifts in AD and AS; Inflationary and deflationary gaps. Inflation Dynamics & Monetary Transmission: types of inflation (demand-pull, cost-push, structural); Phillips Curve – short run vs long run; RBI’s Flexible Inflation Targeting (FIT) framework; transmission lag from repo rate to lending rates. [Source: Mankiw, ‘Macroeconomics’, 10th ed., Ch. 14–15; RBI Monetary Policy Reports; IIM Ahmedabad PGP Macroeconomic Environment] Stagflation & Supply Shocks: oil-price shocks, global supply-chain disruptions (COVID-19 case); implications for firm pricing, input cost management. [Source: Dornbusch & Fischer, 2018; Harvard Business School MBA ‘BGIE’ module; IMF World Economic Outlook 2024] IS-LM Framework			spending to stimulate economic growth. As a result, demand for goods and services increases’. Activity: Inflation Targeting Debate – teams represent RBI MPC members; decide repo rate given inflation and growth data; defend using FIT framework. [Source: RBI MPC Minutes; IIM Ahmedabad PGP] Activity: IS-LM Simulation – students map the effect of fiscal and monetary shocks on output and interest rates using diagrammatic IS-LM; connect to real India 2020–24 policy events. [Source: LBS MBA; Mankiw, 10th ed.]	
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	(Introduction): product market equilibrium (IS curve), money market equilibrium (LM curve); policy effectiveness in IS-LM context. [Source: Dornbusch & Fischer, 2018, Ch. 10–11; Mankiw, 10th ed.; LBS MBA Macroeconomics]				
UNIT VI	Fiscal Policy, Monetary Policy, External Sector & Macroeconomic Integration Fiscal Policy – Meaning, objectives and tools; Government expenditure, taxation and deficit financing; Role of fiscal policy in economic growth and stabilisation. Monetary Policy – Meaning and objectives; Instruments of monetary policy; Role of RBI in economic regulation; Impact of monetary policy on business decisions. Macroeconomic Integration – Interaction of product, money and financial markets; Policy mix and its relevance for managers; Behavioural economics. India's External Sector – Balance of Payments (BoP): current account, capital account,	CO5, CO6, CO7, CO8	8	Policy-oriented lectures with real-world illustrations; Comparative method for Fiscal and Monetary policy; Case study: 'A manufacturing company is planning expansion, but interest rates have recently increased due to tight monetary policy'. Activity: BoP & Exchange Rate Dashboard – students use RBI DBIE data to plot India's current account balance, INR/USD trend, and forex reserves; write a 1-page brief on implication for an import-dependent firm. [Source: RBI DBIE; IIM-A PGP; LBS MBA] Activity: Trade Policy Simulation – teams represent India, US, EU in a mock WTO dispute (e.g., steel tariffs); argue using comparative	Analysing, Evaluating, Creating

	financial account; BoP crisis anatomy (1991 crisis); India's current account deficit and forex reserve management. [Source: RBI Annual Report 2023–24; Dornbusch & Fischer, 2018, Ch. 20; IIM Ahmedabad PGP Macroeconomic Environment; LBS MBA Global Macroeconomics] Exchange Rate Regimes & Forex Risk: fixed vs. floating vs. managed float; PPP and interest rate parity (IRP) concepts; INR exchange rate determinants; hedging implications for Indian exporters and importers. [Source: Mankiw, 10th ed., Ch. 31; Salvatore & Rastogi, Oxford, 2024; IIM Bangalore MBA International Finance] Trade Policy & WTO Framework: comparative advantage, terms of trade, tariffs, non-tariff barriers; India's FTA strategy (ASEAN, UAE, Australia); WTO dispute resolution and business implications. [Source: Krugman & Obstfeld, 'International			advantage and trade policy tools. [Source: WTO Case Studies; Krugman & Obstfeld, 2022; IIM Ahmedabad] Activity: Carbon Tax Policy Debate – teams model cost impact of a ₹500/tonne carbon tax on 3 Indian industries (cement, steel, FMCG); present mitigation strategies. [Source: NITI Aayog; Wharton MBA; IPCC AR6]	
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	Economics', 11th ed., Pearson; WTO.org; IIM Ahmedabad PGP Global Strategy] Macroeconomics of Climate & Sustainability: carbon pricing mechanisms (cap-and-trade, carbon tax); Green GDP concept; India's NDCs and CCUS policy; implications for carbon-intensive industries. [Source: Stern, 'The Economics of Climate Change', Cambridge, 2007; IPCC AR6 Report 2022; Wharton MBA 'Business & the Environment'; NITI Aayog India Energy Outlook 2023]				
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CURRICULUM CONTENT

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasise application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Faculty are encouraged to use live macroeconomic data from RBI DBIE, MoSPI, CMIE Prowess, and IMF World Economic Outlook as primary inputs for case analysis and activities across Units IV, V, and VI. [Source: RBI; MoSPI; CMIE; IMF]

Text Book:

Sr. No.	Author(s)	Title	Edition	Publisher
1	DN Dwivedi	Managerial Economics	2024	Vikas Publishing
2	Mankiw, N.G.	Macroeconomics [NEW Benchmark: LBS MBA, IIM-A PGP,	10th ed., 2019	Worth Publishers

		Wharton MBA – standard macro text worldwide]		
3	Pindyck, R.S. & Rubinfeld, D.L.	Microeconomics [NEW Benchmark: Wharton MBA, IIM Calcutta MBA, MIT Sloan MBA]	9th ed., 2018	Pearson
Reference Books:				
Sr. No.	Author(s)	Title	Edition	Publisher
1	G.S. Gupta	Managerial Economics: Micro Economic	2004	McGraw Hill
2	H.L. Ahuja	Managerial Economics	2020	S. Chand
3	Salvatore, D. & Rastogi, S.K.	Managerial Economics: Principles and Worldwide Applications	2024	Oxford University Press
4	Dornbusch, R. & Fischer, S.	Macroeconomics	2018	McGraw Hill
5	Mankiw, N.G.	Principles of Economics	2024	Cengage Learning
6	Besanko, D., Dranove, D., Shanley, M. & Schaefer, S.	Economics of Strategy [Benchmark: LBS MBA Competitive Strategy; IIM-A PGP Strategy]	7th ed., 2017	Wiley
7	Krugman, P. & Obstfeld, M.	International Economics: Theory & Policy [Benchmark: IIM-A Global Strategy; LBS Global Macro; WTO curriculum]	11th ed., 2022	Pearson
8	Thaler, R. & Sunstein, C.	Nudge: Improving Decisions About Health, Wealth, and Happiness [Benchmark: Wharton MBA Behavioral Economics; MIT Sloan]	2008	Penguin Books

9	Kahneman, D.	Thinking, Fast and Slow [Benchmark: Wharton MBA BEPP; Behavioral Economics elective]	2011	Farrar, Straus & Giroux
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Online Resources:

Sr. No.	Resource	Website
1	Reserve Bank of India (RBI)	https://www.rbi.org.in
2	Economics Help	https://www.economicshelp.org
3	Federal Reserve System	https://www.federalreserve.gov
4	The Economist	https://www.economist.com
5	BBC Business & Economy	https://www.bbc.com/business
6	Intl. Journal of Economic Policy in Emerging Economies	https://www.inderscience.com
7	RBI Database on Indian Economy (DBIE) [NEW – live macro data portal]	https://dbie.rbi.org.in
8	MoSPI – National Accounts Statistics [GDP, savings, investment data]	https://www.mospi.gov.in
9	CMIE Prowess / Economic Outlook [corporate & macro database]	https://www.cmie.com
10	IMF World Economic Outlook & Data [global macro forecasts]	https://www.imf.org/en/Publications/WEO
11	WTO – Trade Policy Reviews & Data [trade policy, dispute cases]	https://www.wto.org
12	NITI Aayog [India's policy documents, SDG India Index, energy outlook]	https://www.niti.gov.in
13	IPCC Reports [climate economics and sustainability macro]	https://www.ipcc.ch

MOOCs (preferably SWAYAM / NPTEL – 6–12 weeks)

Sr.	Platform	Course
1	SWAYAM	Managerial Economics
2	NPTEL	Microeconomics for Managers
3	Coursera	Managerial Economics & Business Analysis
4	NPTEL / SWAYAM	Macroeconomics – IIT Bombay (12 weeks) [covers IS-LM, inflation, open economy macro; benchmark IIT-B, IIM-B]

5	Coursera	Macroeconomic Variables & Markets – IE Business School, Spain [benchmark: IE Global MBA; open-economy macro, business cycles]
6	edX	Global Finance & Macroeconomic Policy – MIT MicroMasters [benchmark: MIT Sloan MBA; covers BoP, exchange rates, monetary policy]
7	Coursera	Behavioural Finance – Duke University [NEW benchmark: Duke Fuqua MBA; behavioural economics, prospect theory, nudge]
8	SWAYAM / NPTEL	International Trade Theory & Policy – IIT Kharagpur (8 weeks) [NEW benchmark: IIT-KGP; WTO framework, trade policy, FTAs for India]

Suggested Pedagogical Elements

- **Tools:** MS Excel, graphical analysis, diagrammatic method.
- **Tools :** Power BI / Google Data Studio (for macro dashboards – GDP, inflation, BoP trends); RBI DBIE data extraction; CMIE Prowess for corporate data. [Source: IIM-B MBA Data Analytics; MIT Sloan]
- **Techniques:** Demand estimation, Elasticity analysis, Cost-volume analysis, IS-LM diagrammatics, Multiplier calculation.
- **Techniques :** Regression-based demand estimation; Behavioral experiment design (WTP surveys); IS-LM policy shock mapping; BoP analysis; Carbon tax cost modelling. [Source: MIT Sloan; LBS MBA; Wharton MBA]
- **Cases:** Pricing decision in competitive market; Expansion under uncertainty; Demand estimation for new product; Multiplier effect – government spending.
- **Cases:** Agency problem – Satyam/Yes Bank governance; Zomato platform economics; TRAI spectrum auction (2015/2022); RBI inflation targeting 2022–24; India's 1991 BoP crisis; WTO India-US steel tariff dispute; Carbon pricing – India's CCUS policy. [Source: HBS; MIT Sloan; RBI; WTO; NITI Aayog]
- **Simulations:** CVP analysis – Excel Goal Seek; Oligopoly game theory role-play.
- **Simulations:** Dynamic pricing revenue management simulation; Spectrum auction bidding; IS-LM fiscal/monetary shock mapping; BoP & exchange rate dashboard; Mock MPC rate-setting debate; WTO trade dispute simulation; Carbon tax impact modelling. [Source: Wharton; LBS; MIT Sloan; IIM-A; RBI; WTO; IPCC]
- **Mini-Projects:** Demand estimation for a local business product.
- **Mini-Projects [NEW]:** India Macro Monitor – teams produce a quarterly macroeconomic brief (GDP, inflation, BoP, fiscal deficit, forex) using RBI/MoSPI data; present investment climate implications for a chosen sector. [Source: IIM-A PGP; LBS MBA; RBI Annual Report]
- **Group Exercises:** Market equilibrium analysis, Game theory payoff matrices.
- **Group Exercises:** Behavioral demand lab (anchoring experiment); ZBB policy defence; Carbon tax industry debate; International trade negotiation role-play. [Source: Wharton MBA; LBS MBA; NITI Aayog; WTO]

Benchmark & Rationale For New Additions

All new content is benchmarked against the following programmes and authoritative sources:

Enhancement Area	Benchmark Source(s)	Rationale
Course Renamed to ‘Macro Economics & Policy Environment for Business’	<i>IIM Ahmedabad PGP ‘Macroeconomic Environment’; LBS MBA ‘Macroeconomics’; Harvard MBA ‘Business, Government & the International Economy (BGIE)’</i>	The original title ‘Managerial Economics’ is predominantly microeconomic. Given equal macro coverage in the syllabus (Units IV–VI) and CBCS course code 106D, the renamed title better signals the macro policy focus to recruiters and accreditation bodies (AACSB, NAAC).
Principal-Agent Problem & Platform / Digital Economics (Unit I)	<i>Harvard Business School MBA ‘Managerial Economics’; MIT Sloan MBA ‘Digital Economics’; Parker et al., ‘Platform Revolution’</i>	India’s digital economy (Reliance Jio, Zomato, Flipkart) is platform-driven. MBA graduates joining these firms need platform economics literacy. Agency costs are central to corporate governance debates post-Satyam and Yes Bank.
Behavioral Demand Theory & Network Externalities (Unit II)	<i>Wharton MBA ‘Business Economics & Public Policy’; Thaler & Sunstein ‘Nudge’; Kahneman ‘Thinking, Fast and Slow’</i>	Standard demand theory assumes rationality – a simplification now critiqued by Nobel laureates (Thaler 2017, Kahneman 2002). Behavioural insights drive product design and marketing at leading Indian and global firms. AACSB 2020 standards require critical thinking about model assumptions.
Advanced Pricing: Auctions, Dynamic Pricing, Transfer Pricing (Unit III)	<i>Pindyck & Rubinfeld, Microeconomics 9th ed.; MIT Sloan MBA Auctions module; IIM Calcutta MBA Managerial Economics; Klemperer ‘Auctions: Theory and Practice’</i>	Dynamic pricing is now standard in airlines, e-commerce, and ride-hailing. TRAI spectrum auctions are directly relevant to telecom firms. Transfer pricing is a critical tax and control tool for MNCs operating in India. These topics are absent from the original syllabus but appear in IIM-A, IIM-C, and MIT Sloan MBA syllabi.
Business Cycles, Accelerator, Tobin’s Q (Unit IV)	<i>Mankiw Macroeconomics 10th ed.; Dornbusch & Fischer 2018; IIM Bangalore MBA Macroeconomics</i>	Business cycle analysis – identifying the phase and its implications for capex, inventory, and hiring – is a core macro skill for business managers. Tobin’s Q gives a theoretically grounded investment signal. The original syllabus omits these despite their

		managerial relevance.
IS-LM Framework & Inflation Dynamics / Stagflation (Unit V)	<i>Dornbusch & Fischer 2018, Ch.10–11; Mankiw 10th ed., Ch.14–15; LBS MBA Macroeconomics; RBI Monetary Policy Reports</i>	The original Unit V covers only AD-AS without the money market (LM). IS-LM provides the micro-foundations for policy mix analysis (Unit VI) and is standard in all global MBA macro programmes. Phillips Curve and FIT framework are directly relevant given India's 2022–24 inflation episode.
External Sector: BoP, Exchange Rates, Trade Policy, Climate Macro (Unit VI)	<i>IIM Ahmedabad PGP Macroeconomic Environment; LBS MBA Global Macro; Krugman & Obstfeld, International Economics 11th ed.; Wharton MBA BEPP; NITI Aayog; IPCC AR6</i>	India's growing trade openness (goods exports ~\$780 bn FY24), SEBI's BRSR mandate, and India's NDC commitments make BoP, exchange rate, trade policy, and climate economics essential for MBA graduates. AACSB and EQUIS accreditation frameworks explicitly require global and sustainability perspectives in core courses.

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6	CO7 [NEW]	CO8 [NEW]	Note
CES-I	✓	✓					✓		COs 1,2,7
CES-II			✓	✓	✓			✓	COs 3,4,5,8
Mid-Term Exam	✓	✓	✓	✓	✓	✓	✓	✓	All COs
Class Participation	✓	✓	✓	✓		✓	✓	✓	COs 1-4,6-8
End-Term Exam	✓	✓	✓	✓	✓	✓	✓	✓	All COs

Note:

- CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
- Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
- Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimise free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	—	1	—	2	1	—

CO2	3	3	1	1	–	2	1	–
CO3	3	3	2	1	1	2	1	–
CO4	3	3	2	1	1	2	1	–
CO5	2	3	1	2	–	2	2	–
CO6	2	3	2	2	–	3	2	1
CO7 [NEW]	2	3	2	2	1	3	2	2
CO8 [NEW]	2	2	1	1	2	2	2	1

Scale: 1 – Low, 2 – Medium, 3 – High. If no correlation, put –

Evaluation Scheme:

Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Summary of Enhancements (~40% New Content)

All new content is written in BLUE throughout the document and is fully editable in Microsoft Word. Every addition cites its benchmark source inline. The original content (in black) is preserved verbatim from the 2026–2027 MBA (G) CBCS Syllabus.

Section	Key New Additions (all in blue in this document)
Course Title	Renamed to ‘Macro Economics & Policy Environment for Business’ [benchmarked: IIM-A, LBS, HBS BGIE]
Course Objectives	3 new objectives: External sector & forex; Policy mix & inflation targeting; Behavioural economics & climate macro
Course Outcomes	2 new COs: CO7 (External Sector, BoP, Trade Policy); CO8 (Behavioural Economics & Sustainability)

Unit I (Foundations)	Principal-Agent problem & incentive design; Platform & digital economics (network effects, multi-sided markets); 2 new activities
Unit II (Demand)	Behavioural demand theory (bounded rationality, anchoring, nudge); Regression-based demand estimation; Network externalities; 2 new activities
Unit III (Production, Cost, Market)	Advanced pricing (peak-load, two-part tariff, bundling, dynamic pricing, transfer pricing); Auction theory & mechanism design; Economies of scale/scope & learning curve; 2 new activities
Unit IV (National Income)	Business cycles (phases, indicators, firm-strategy linkages); Accelerator principle & Tobin's Q; India NI Data Workshop; 2 new activities
Unit V (AD-AS)	Inflation dynamics & RBI FIT framework; Stagflation & supply shocks; IS-LM introduction; 2 new activities
Unit VI (Policy)	External sector: BoP, current account, 1991 crisis; Exchange rate regimes & forex risk (PPP, IRP); Trade policy & WTO framework; Climate macroeconomics & carbon pricing; 3 new activities
Text Books	2 new texts: Mankiw Macroeconomics 10th ed.; Pindyck & Rubinfeld Microeconomics 9th ed.
Reference Books	4 new references: Besanko et al. (Economics of Strategy); Krugman & Obstfeld (International Economics); Thaler & Sunstein (Nudge); Kahneman (Thinking, Fast and Slow)
Online Resources	7 new resources: RBI DBIE, MoSPI, CMIE, IMF WEO, WTO, NITI Aayog, IPCC
MOOCs	5 new MOOCs: NPTEL Macro (IIT-B); Coursera IE Business School; edX MIT MicroMasters; Coursera Duke Behavioural Finance; SWAYAM/NPTEL Trade Policy (IIT-KGP)
Pedagogy	6 new simulations; India Macro Monitor mini-project; 2 new tool categories (Power BI, RBI DBIE); 7 new case studies
Assessment Mapping	CO7 & CO8 mapped across all components; new assessment methods for CO7 (Macro Monitor viva) and CO8 (Carbon Tax debate)
CO-PO Mapping	2 new rows: CO7 and CO8 with full PO correlation

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027

Semester	Course Code	Course Title	
I	MBA107	Business Analytics	
Type	Credits	Evaluation	Marks
Core	3	UE:IE	50:50

Course Objectives:

The objective of this course is to provide students with a comprehensive understanding of business analytics concepts, tools, and techniques used for managerial decision-making. The course focuses on transforming data into actionable insights through descriptive, predictive, and prescriptive analytics, enabling students to design data-driven business solutions across functional domains.

Course Outcomes:

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

- **CO1:** Understand the role and importance of business analytics in organizational decision-making
- **CO2:** Analyze business problems using appropriate analytical techniques
- **CO3:** Apply descriptive, predictive, and prescriptive analytics tools
- **CO4:** Interpret and communicate data-driven insights effectively
- **CO5:** Design basic analytics-based solutions for business applications
- **CO6:** Evaluate ethical, technological, and managerial implications of emerging analytics and AI-driven business practices.

Unit	Topics/Contents	CO Mapping	Session (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1: Introduction to Analytics	Foundations of Business Analytics, Decision making, Models in Business Analytics, Problem solving with analytics, Big data, Stages of analytics (descriptive, predictive, prescriptive).	CO1	8 Hrs.	Lectures, Case Studies - Analytics Identification Exercise (Netflix, Amazon), Business Problem Framing Workshop, Think-Pair-Share on data-driven decisions, Infographic creation on Data Ecosystem.	Understanding
Unit 2: Descriptive	Descriptive Statistical Measures: measures of	CO1, CO2	8 Hrs.	Lectures, Labs Dashboard Design	Understanding, Analyzing

Analytics	location, dispersion, shape and association. Visualizing and Exploring Data: Overview, Tables, Charts, Advanced data visualization, data dashboards.			Competition using Excel/Tableau. Kaggle dataset exploration. Data cleaning lab task. Storytelling with data presentation.	
Unit 3: Predictive Analytics	Trendlines and Regression Analysis, Forecasting Techniques, Time series analysis	CO3, CO4	8 Hrs.	Lectures, case study, Labs Sales prediction using regression model. Demand forecasting exercise. Model comparison activity. Case discussion on churn prediction.	Analyzing, Applying
Unit 4: Prescriptive Analytics and Optimization	Prescriptive analytics concepts; decision models; optimization techniques; linear programming basics; simulation concepts; analytics-driven decision-making; managerial applications	CO3, CO4, CO5	8 Hrs.	Lectures, Case study, Labs Excel Solver optimization assignment. What-if analysis simulation. Production optimization case study. Monte Carlo simulation demonstration.	Analyzing, Applying, Interpreting
Unit 5: Business Analytics Applications	Application of Analytics in Finance, Marketing, Human Resource Management, Supply Chain, Healthcare, Social Media and Cyber Space.	CO4, CO5	8 Hrs.	Case study, Seminar Domain-based mini project (Marketing/Finance/HR). Business case presentation. Cross-functional group activity. Industry dataset analysis.	Applying, Evaluating
Unit 6: Business Analytics	Introduction to AI and machine learning for managers; emerging trends	CO6	5 Hrs.	Case study, Guest lecture, Seminar, Ethics debate on AI usage.	Evaluating

Emerging Trends	– big data analytics, augmented analytics			Article review assignment. AI tools demonstration. Panel discussion on analytics careers.	
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3 Credits = 45 Lectures; 2 Credits = 30 Lectures Text Books:

Sr. No.	Author(s)	Title	Edition/Year	Publisher
1	Pavan Kumar Gurazada, Seema Gupta	Business Analytics	2026	Vikas Publishing
2	James R. Evans	Business Analytics	3rd Edition, 2023	Pearson
3	Albright & Winston	Business Analytics: Data Analysis and Decision Making	8th Edition, 2025	Cengage

Reference Books:

Sr. No.	Author(s)	Title	Edition/Year	Publisher
1	Liebowitz	Business Analytics: An Introduction	2013	Auerbach
2	Hardoon & Shmueli	Getting Started with Business Analytics	2016	CRC Press
3	Rao P.H.	Business Analytics: An Application Focus	2014	PHI
4	Sharma & Khatua	Business Statistics	2012	Pearson
5	Camm et al.	Essentials of Business Analytics	2nd Edition	Cengage

Online Resources No.

Sr. No.	Online Resource	Website Address
1	Kaggle	https://www.kaggle.com
2	Tableau Public	https://public.tableau.com
3	Harvard Business Review – Analytics	https://hbr.org
4	Kdnuggets	https://www.kdnuggets.com

MOOCs: *(Preferably from Swayam/ NPTEL at least of 6-12 weeks)

Sr. No.	Platform	Course
1	SWAYAM	Business Analytics
2	NPTEL	Data Analytics for Business
3	Coursera	Business Analytics Specialization
4	edX	Business Analytics Fundamentals

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓	✓			✓
Continuous Evaluation Scheme II (CES-II)	✓	✓	✓	✓		
Mid-Term Examination	✓	✓	✓	✓	✓	✓
Class Participation & Attendance		✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	1	–
CO2	3	3	2	1	2	2	1	–
CO3	3	3	3	2	3	2	1	–
CO4	2	3	3	3	3	2	2	1
CO5	3	3	3	2	3	3	2	1
CO6	2	3	2	3	3	3	3	2

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

Semester	Course Code	Course Title	
I	MBA107D	Business Analytics for Decision Making (With Python / Excel)	
Type of Course	Credits	Evaluation	Marks
Core	3	UE : IE	50 : 50

Course Objectives:

The objective of this course is to provide students with a comprehensive understanding of business analytics concepts, tools, and techniques used for managerial decision-making. The course focuses on transforming data into actionable insights through descriptive, predictive, and prescriptive analytics, enabling students to design data-driven business solutions across functional domains.

Additionally, the course aims to:

- Build hands-on proficiency in Python (pandas, NumPy, matplotlib, scikit-learn basics) and advanced Excel (Power Query, Power Pivot, Solver) as the two primary toolkits for managerial analytics, enabling students to move from spreadsheet-level analysis to reproducible, code-based workflows. *[Source: Wharton MBA 'Analytics: Foundations of Data Science' (uses Python); MIT Sloan MBA 'Analytics Edge'; ISB MBA 'Business Analytics' (Python + Excel dual-track)]*
- Develop competence in data wrangling and database querying using SQL as the foundation for any analytics workflow, recognizing that real organizational data resides in relational databases, not clean spreadsheets. *[Source: IIM Bangalore MBA 'Business Analytics'; Kellogg MBA 'Data Analytics for Managers' (SQL module)]*
- Introduce students to basic machine learning workflows (classification, clustering) using no-code/low-code Python libraries, bridging the gap between traditional statistics and modern AI-driven analytics. *[Source: MIT Sloan MBA 'Machine Learning for Managers'; IIM Ahmedabad PGP 'Business Analytics & Intelligence']*
- Build managerial competence in data ethics, data privacy regulation (India's DPDP Act 2023), and algorithmic bias so that data-driven decisions are both effective and responsible. *[Source: Harvard Business School MBA 'Data Science for Business'; AACSB Ethics & Data Governance Standards 2020]*

Course Outcomes:

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

- CO1:** Understand the role and importance of business analytics in organizational decision-making.
- CO2:** Analyze business problems using appropriate analytical techniques.
- CO3:** Apply descriptive, predictive, and prescriptive analytics tools.
- CO4:** Interpret and communicate data-driven insights effectively.
- CO5:** Design basic analytics-based solutions for business applications.
- CO6:** Evaluate ethical, technological, and managerial implications of emerging analytics and AI-driven business practices.
- CO7:** Write and execute Python code (pandas, NumPy, matplotlib, scikit-learn) and SQL queries to extract, clean, analyse, and visualise business data independently. *[Source: Wharton MBA Analytics Foundations; ISB MBA Business Analytics; MIT Sloan Analytics Edge]*
- CO8:** Build and evaluate basic machine learning models (classification, clustering, regression-based prediction) and critically assess their managerial validity, ethical risk, and limitations. *[Source: MIT Sloan MBA Machine Learning for Managers; IIM Ahmedabad PGP Business Analytics & Intelligence; HBS Data Science for Business]*

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested	Bloom's Level
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				Experiential Learning Activities	
Unit 1: Introduction to Analytics	Foundations of Business Analytics, Decision Making, Models in Business Analytics, Problem Solving with Analytics, Big Data, Stages of Analytics (descriptive, predictive, prescriptive). The Analytics Toolkit Landscape: Excel vs Python vs R vs SQL – when to use which tool; the modern ‘citizen data scientist’ role; overview of the analytics maturity curve in Indian organizations (TCS, HDFC, Flipkart). [Source: ISB MBA Business Analytics; Davenport & Harris, ‘Competing on Analytics’, HBR Press, 2017]	CO1, CO7	6	Lectures, Case Studies – Analytics Identification Exercise (Netflix, Amazon), Business Problem Framing Workshop, Think-Pair-Share on data-driven decisions, Infographic creation on Data Ecosystem. Activity: Python & Jupyter Notebook Setup Lab – install Anaconda, run first pandas script to load a CSV dataset; compare workflow with Excel. [Source: Wharton MBA Analytics Foundations – Module 1]	Understanding, Applying
Unit 2: Data Foundations – SQL & Python for Analytics	Relational Databases & SQL: SELECT, WHERE, GROUP BY, JOIN operations; querying business data from a relational database (sales, customer, inventory tables); introduction to NoSQL concept (brief). Python for Data Analytics: Python fundamentals for managers (variables, data types, control flow – conceptual, no prior coding assumed); pandas DataFrames – reading, filtering, grouping, merging data; NumPy basics for numerical operations; data cleaning in Python	CO7	8	Lab: SQL Query Workshop – students write SELECT/JOIN/GROUP BY queries on a sample retail database (using free tools like SQLite/DB Browser). [Source: IIM Bangalore MBA SQL Module] Lab: Python Data Cleaning Sprint – students clean a messy Kaggle dataset (missing values, duplicates) using pandas; compare time/effort vs. manual Excel cleaning. [Source: McKinney, ‘Python for Data Analysis’; Wharton MBA]	Understanding, Applying

	(handling missing values, duplicates, outliers). <i>[Source: IIM Bangalore MBA 'Business Analytics' – SQL Module; Kellogg MBA 'Data Analytics for Managers'; McKinney, W., 'Python for Data Analysis', 3rd ed., O'Reilly, 2022; Wharton MBA Analytics Foundations]</i>				
Unit 3: Descriptive Analytics	Descriptive Statistical Measures: measures of location, dispersion, shape and association. Visualizing and Exploring Data: Overview, Tables, Charts, Advanced data visualization, data dashboards. Descriptive Analytics in Python: pandas 'describe ()', groupby aggregation, correlation matrices; data visualisation using matplotlib and seaborn (histograms, boxplots, heatmaps) as a Python-native alternative/complement to Tableau and Excel charts. <i>[Source: ISB MBA Business Analytics; Albright & Winston, 'Business Analytics', 8th ed., Cengage, 2025, Ch. 3–4; Waskom, M., 'seaborn: statistical data visualization', JOSS 2021]</i>	CO1, CO2, CO7	7	Lectures, Labs – Dashboard Design Competition using Excel/Tableau. Kaggle dataset exploration. Data cleaning lab task. Storytelling with data presentation. Lab: Build the same descriptive dashboard twice – once in Excel/Tableau, once in Python (matplotlib/seaborn); compare flexibility, reproducibility, and scalability. [Source: ISB MBA; Wharton MBA]	Understanding, Analyzing
Unit 4: Predictive Analytics	Trend lines and Regression Analysis, Forecasting Techniques, Time Series Analysis.	CO3, CO4, CO7, CO8	8	Lectures, case study, Labs – Sales prediction using regression model. Demand forecasting exercise. Model comparison activity.	Analyzing, Applying

	Predictive Analytics in Python: building a linear regression model using scikit-learn; train-test split concept; model evaluation metrics (R^2, RMSE – conceptual, not derivation-heavy). Introduction to Logistic Regression for classification problems (e.g., predicting customer churn) using scikit-learn. <i>[Source: MIT Sloan MBA 'Machine Learning for Managers'; James, Witten, Hastie & Tibshirani, 'An Introduction to Statistical Learning with Python', 2nd ed., Springer, 2023; IIM Ahmedabad PGP Business Analytics & Intelligence]</i>			Case discussion on churn prediction. Lab: Churn Prediction Mini-Project – students build a logistic regression classifier in Python (scikit-learn) on a telecom/subscription dataset; report accuracy and discuss managerial actionability of false positives/negatives. [Source: MIT Sloan MBA; James et al., ISLP]	
Unit 5: Prescriptive Analytics and Optimization	Prescriptive analytics concepts; decision models; optimization techniques; linear programming basics; simulation concepts; analytics-driven decision-making; managerial applications. Optimization in Python: introduction to PuLP/SciPy.optimize for linear programming (as a Python-native alternative to Excel Solver, used at scale by Indian logistics and supply-chain firms). Brief introduction to prescriptive analytics in practice – prescriptive vs predictive distinction	CO3, CO4, CO5, CO7	8	Lectures, Case study, Labs – Excel Solver optimization assignment. What-if analysis simulation. Production optimization case study. Monte Carlo simulation demonstration. Lab: Replicate the production optimization case in Python using PuLP/SciPy; compare solver speed, scalability and code reusability vs Excel Solver. [Source: IIM-A PGP Operations Analytics; Hillier & Lieberman]	Analyzing, Applying, Interpreting

	with a supply-chain example (e.g., Flipkart/Amazon delivery routing). <i>[Source: Albright & Winston, 'Business Analytics', 8th ed., Ch. 14–15; IIM Ahmedabad PGP Operations Analytics; Hillier & Lieberman, 'Introduction to Operations Research', 11th ed., McGraw-Hill, 2021]</i>				
Unit 6: Business Analytics Applications, AI, Machine Learning & Emerging Trends	Application of Analytics in Finance, Marketing, Human Resource Management, Supply Chain, Healthcare, Social Media and Cyber Space. Customer Analytics & Segmentation using Python: K-means clustering for customer segmentation (unsupervised learning) using scikit-learn, applied to a marketing/retail dataset – a widely used technique across Finance, Marketing, and HR functions. <i>[Source: Kellogg MBA Data Analytics for Managers; IIM Bangalore MBA Customer Analytics elective; Provost & Fawcett, 'Data Science for Business', O'Reilly, 2013]</i> Introduction to AI and machine learning for managers; emerging trends – big data analytics, augmented	CO4, CO5, CO6, CO7, CO8	8	Case study, Seminar – Domain-based mini project (Marketing/Finance/HR). Business case presentation. Cross-functional group activity. Industry dataset analysis. Customer Segmentation Project – teams run K-means clustering in Python on a retail/e-commerce dataset; profile segments and recommend a targeted marketing strategy per segment. <i>[Source: Kellogg MBA; Provost & Fawcett]</i> Case study, Guest lecture, Seminar, Ethics debate on AI usage. Article review assignment. AI tools demonstration. Panel discussion on analytics careers. Activity: DPDP Act Compliance Audit – students review a sample company's data collection practices against DPDP Act 2023 provisions and flag gaps.	Applying, Evaluating, Analyzing

	analytics. Generative AI for Business Analytics: overview of Large Language Models (LLMs) and their use in automating analytics workflows (e.g., natural-language-to-SQL, AI-assisted Excel/Python code generation, Chat GPT/Copilot in analytics); managerial risk of over-reliance on AI-generated Code Data Ethics, Privacy & Algorithmic Bias: India's Digital Personal Data Protection (DPDP) Act, 2023 – key provisions relevant to business analytics; algorithmic bias in ML models (case: biased hiring/credit-scoring algorithms); explainable AI (XAI) – conceptual overview. <i>[Source: Harvard Business School MBA 'Data Science for Business'; MeitY – DPDP Act 2023 (Govt. of India); O'Neil, C., 'Weapons of Math Destruction', Crown, 2016; AACSB Ethics & Data Governance Standards 2020]</i>			[Source: MeitY DPDP Act 2023] Activity: Algorithmic Bias Case Discussion – analyze a real-world biased-AI case (e.g., Amazon's discontinued AI recruiting tool) and propose mitigation strategies. [Source: HBS Data Science for Business; O'Neil, 2016]	
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CURRICULUM CONTENT

Faculty may compress lab demonstrations or assign select sessions as guided self-study, per institutional credit-hour norms, to fit a 45-hour, 3-credit course if required.

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasise application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking,

originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

All Python labs should use free, open-source tools (Anaconda Distribution, Jupyter Notebook, Google Colab) to ensure accessibility regardless of student device/budget constraints. Faculty are encouraged to provide pre-cleaned starter datasets to reduce setup friction for non-coding-background students. [Source: Wharton MBA Analytics Foundations – Pedagogical Note; ISB MBA Business Analytics]

Text Book:

Sr.	Author(s)	Title	Edition	Publisher
1	Pavan Kumar Gurazada, Seema Gupta	Business Analytics	2026	Vikas Publishing
2	James R. Evans	Business Analytics	3rd ed., 2023	Pearson
3	Albright & Winston	Business Analytics: Data Analysis and Decision Making	8th ed., 2025	Cengage
4	McKinney, Wes	Python for Data Analysis [NEW Benchmark: Wharton MBA, ISB MBA – standard Python-for-analytics text]	3rd ed., 2022	O'Reilly Media
5	James, Witten, Hastie & Tibshirani	An Introduction to Statistical Learning with Python [NEW Benchmark: MIT Sloan MBA, IIM-A PGP]	2nd ed., 2023	Springer

Reference Books:

Sr.	Author(s)	Title	Edition	Publisher
1	Liebowitz	Business Analytics: An Introduction	2013	Auerbach
2	Hardoon & Shmueli	Getting Started with Business Analytics	2016	CRC Press
3	Rao P.H.	Business Analytics: An Application Focus	2014	PHI
4	Sharma & Khatua	Business Statistics	2012	Pearson
5	Camm et al.	Essentials of Business Analytics	2nd ed.	Cengage

6	Provost, F. & Fawcett, T.	Data Science for Business [NEW Benchmark: Kellogg MBA Data Analytics; IIM Bangalore Customer Analytics elective]	2013	O'Reilly Media
7	Davenport, T.H. & Harris, J.G.	Competing on Analytics [NEW Benchmark: ISB MBA Business Analytics; HBS MBA strategy-of-analytics framing]	Updated ed., 2017	Harvard Business Review Press
8	O'Neil, Cathy	Weapons of Math Destruction [NEW Benchmark: HBS Data Science for Business – algorithmic bias & ethics]	2016	Crown Publishing
9	Hillier, F.S. & Lieberman, G.J.	Introduction to Operations Research [NEW Benchmark: IIM Ahmedabad PGP Operations Analytics – optimization foundations]	11th ed., 2021	

Online Resources

Sr.	Resource	Website
1	Kaggle	https://www.kaggle.com
2	Tableau Public	https://public.tableau.com
3	Harvard Business Review – Analytics	https://hbr.org
4	Kdnuggets	https://www.kdnuggets.com
5	Google Colab [NEW – free cloud-based Python/Jupyter environment, no local install needed]	https://colab.research.google.com
6	W3Schools SQL & Python Tutorials [NEW – free beginner-friendly coding reference]	https://www.w3schools.com
7	scikit-learn Documentation [NEW – official ML library docs used throughout Units 4, 6]	https://scikit-learn.org

8	MeitY – Digital Personal Data Protection Act 2023 [NEW – official Govt. of India source]	https://www.meity.gov.in
9	Towards Data Science (Medium) [NEW – practitioner-written analytics & ML articles]	https://towardsdatascience.com

MOOCs (preferably SWAYAM / NPTEL – 6–12 weeks)

Sr.	Platform	Course
1	SWAYAM	Business Analytics
2	NPTEL	Data Analytics for Business
3	Coursera	Business Analytics Specialization
4	edX	Business Analytics Fundamentals
5	NPTEL / SWAYAM	Python for Data Science – IIT Madras (8 weeks) [benchmark: IIT-M; ISB MBA, Wharton MBA – core Python foundation]
6	Coursera	SQL for Data Science – University of California, Davis [NEW benchmark: Kellogg MBA, IIM Bangalore SQL module]
7	Coursera	Machine Learning for All – University of London / Coursera [NEW benchmark: MIT Sloan MBA Machine Learning for Managers – no-code-friendly]
8	edX	Data Science: Ethics – Harvard University (HarvardX) [NEW benchmark: HBS Data Science for Business – covers algorithmic bias, privacy]

Suggested Pedagogical Elements

- **Tools:** MS Excel, Tableau.
- **Tools:** Python (Anaconda/Jupyter, Google Colab), SQL (SQLite/DB Browser), scikit-learn, pandas, matplotlib, seaborn, PuLP/SciPy.optimize. [Source: Wharton MBA; ISB MBA; MIT Sloan MBA]
- **Techniques:** Descriptive statistics, regression, forecasting, linear programming, simulation.
- **Techniques:** SQL querying & joins; Python-based data cleaning & wrangling; logistic regression classification; K-means clustering; LP optimization in Python. [Source: IIM Bangalore; Kellogg MBA; MIT Sloan]
- **Cases:** Analytics identification (Netflix, Amazon); Churn prediction; Production optimization.
- **Cases :** Amazon's discontinued AI recruiting tool (algorithmic bias); DPDP Act 2023 compliance review; Flipkart/Amazon delivery-routing optimisation. [Source: HBS Data Science for Business; MeitY; IIM-A PGP Operations Analytics]
- **Labs:** Dashboard design (Excel/Tableau), Excel Solver, Monte Carlo demonstration.
- **Labs :** Python/Jupyter setup; SQL query workshop; Python data-cleaning sprint; logistic regression churn-prediction mini-project; PuLP optimisation lab; K-means customer-segmentation project. [Source: Wharton MBA; IIM Bangalore; MIT Sloan]
- **Mini-Projects:** Domain-based mini project (Marketing/Finance/HR).
- **Mini-Projects:** End-to-end Python analytics project – from SQL data extraction through cleaning,

visualisation, and a basic ML model – on a chosen functional domain. [Source: ISB MBA Capstone-style Analytics Project structure] • Other Active Learning: Ethics debate on AI usage, article review, panel discussion on analytics careers. • Other Active Learning [NEW]: DPDP Act compliance audit; algorithmic bias case discussion; AI-assisted coding (Copilot/ChatGPT) demonstration with critical evaluation of generated Code [Source: HBS Data Science for Business; AACSB Ethics & Data Governance 2020]		
Benchmark & Rationale For New Additions		
All new content is benchmarked against the following programmes and authoritative sources:		
Enhancement Area	Benchmark Source(s)	Rationale
Course Rename to ‘Business Analytics for Decision Making (With Python / Excel)’	<i>ISB MBA ‘Business Analytics’ (Python + Excel dual-track); Wharton MBA ‘Analytics: Foundations of Data Science’; MIT Sloan MBA ‘Analytics Edge’</i>	The original title ‘Business Analytics’ does not signal the specific tools taught. Naming the tools (Python/Excel) in the title is now standard practice at leading global and Indian B-schools and sets clear expectations for incoming students and recruiters about technical rigor.
New Unit 2: SQL & Python Foundations	<i>IIM Bangalore MBA Business Analytics (SQL Module); Kellogg MBA Data Analytics for Managers; McKinney, ‘Python for Data Analysis’, 3rd ed.</i>	The original syllabus assumes Excel/Tableau proficiency but has no foundational coding unit. Without basic SQL and Python literacy, students cannot engage meaningfully with Units 4, 5, and 6 as enhanced. This unit is a prerequisite scaffold, mirroring how IIM-B and Kellogg structure their analytics courses.
Python-based Predictive Modelling – Regression & Classification (Unit 4)	<i>MIT Sloan MBA Machine Learning for Managers; James et al., ‘An Introduction to Statistical Learning with Python’, 2nd ed.; IIM Ahmedabad PGP Business Analytics & Intelligence</i>	Excel-only regression severely limits scale and reproducibility. scikit-learn is the industry-standard Python library for predictive modelling; exposure to logistic regression for classification (e.g., churn) reflects real analyst workflows in Indian fintech and e-commerce firms.
Optimization in Python (PuLP/SciPy) (Unit 5)	<i>IIM Ahmedabad PGP Operations Analytics; Hillier & Lieberman, ‘Introduction to Operations Research’, 11th ed.; Albright & Winston, 8th ed., Ch. 14–15</i>	Excel Solver does not scale beyond small problems. Python-based optimisation (PuLP, SciPy) is used at scale by Indian logistics firms (Flipkart, Delhivery, Blue Dart) for routing and inventory optimisation – directly relevant managerial exposure.
K-means Clustering for Customer Segmentation, Generative AI, Data Ethics & DPDP Act 2023 (Unit 6)	<i>Kellogg MBA Data Analytics for Managers; IIM Bangalore MBA Customer Analytics elective; Provost & Fawcett, ‘Data Science</i>	Unsupervised learning (clustering) is a core technique across Marketing, Finance (credit segmentation), and HR (workforce

	<i>for Business’</i> <i>Harvard Business School MBA</i> <i>‘Data Science for Business’; MeitY</i> <i>DPDP Act 2023 (Govt. of India);</i> <i>O’Neil, ‘Weapons of Math</i> <i>Destruction’; AACSB Ethics &</i> <i>Data Governance Standards 2020</i>	segmentation) – the very domains listed in the original Unit 5/6. Adding K-means operationalizes the application-focused intent of this unit with a concrete, teachable algorithm. Given India’s DPDP Act 2023 it is directly relevant to any organization collecting customer data, and given the managerial relevance of generative AI tools in analytics workflows, this content is now essential rather than optional.
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Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6	CO7 [NEW]	CO8 [NEW]	Note
CES-I	✓	✓	✓			✓	✓		COs 1,2,3,6,7
CES-II	✓	✓	✓	✓			✓	✓	COs 1–4,7,8
Mid-Term Exam	✓	✓	✓	✓	✓	✓	✓	✓	All COs
Class Participation		✓	✓	✓	✓	✓	✓	✓	COs 2-8
End-Term Exam	✓	✓	✓	✓	✓	✓	✓	✓	All COs

Note:

- CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
- Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
- Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimise free-riding and ensure fair evaluation.
- CO7 (SQL & Python Proficiency) shall be assessed through the SQL Query Workshop and Python Data-Cleaning Sprint lab submissions (CES-I/CES-II) with individual viva to verify hands-on competence and prevent copy-paste submissions. CO8 (ML Model Building & Ethical Evaluation) shall be assessed through the Churn Prediction / Customer Segmentation mini-project (CES-II) with a written reflection on model limitations and ethical risk. [Source: Wharton MBA Lab Assessment Rubric; MIT Sloan MBA Project Evaluation Framework; AACSB Ethics & Data Governance 2020]

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	1	—
CO2	3	3	2	1	2	2	1	—
CO3	3	3	3	2	3	2	1	—

CO4	2	3	3	3	3	2	2	1
CO5	3	3	3	2	3	3	2	1
CO6	2	3	2	3	3	3	3	2
CO7 [NEW]	3	2	3	2	2	1	1	–
CO8 [NEW]	2	3	3	2	3	3	3	2

Scale: 1 – Low, 2 – Medium, 3 – High. If no correlation, put –

Evaluation Scheme:

Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

The End Semester Practical/Lab Examination (20 marks) shall test hands-on SQL query writing and Python data analysis (pandas/scikit-learn) on a provided dataset.

Summary of Enhancements (~40% New Content)

	Key New Additions (all in blue in this document)
Course Title	Renamed to ‘Business Analytics for Decision Making (With Python / Excel)’ [benchmarked: ISB, Wharton, MIT Sloan]
Course Objectives	4 new objectives: Python/Excel dual-toolkit proficiency; SQL data wrangling; basic ML workflows; data ethics & DPDP Act
Course Outcomes	2 new COs: CO7 (Python/SQL coding proficiency); CO8 (ML model building & ethical evaluation)
New Unit 2	Entirely new standalone unit: SQL & Python Foundations (8 hrs) – relational databases, pandas, NumPy, data cleaning
Unit 3 (Descriptive, was Unit 2)	Python-based descriptive analytics: pandas describe(), matplotlib/seaborn visualisation

Unit 4 (Predictive, was Unit 3)	scikit-learn linear & logistic regression; churn-prediction Python mini-project
Unit 5 (Prescriptive, was Unit 4)	PuLP/SciPy.optimize as Python-native alternative to Excel Solver; supply-chain optimisation example
Unit 6 (Applications, was Unit 5), (AI/ML & Ethics, was in Unit 6 only)	K-means clustering for customer segmentation in Python; segmentation mini-project Generative AI in analytics workflows; DPDP Act 2023; algorithmic bias & explainable AI; compliance-audit activity
Text Books	2 new texts: McKinney (Python for Data Analysis); James et al. (Introduction to Statistical Learning with Python)
Reference Books	4 new references: Provost & Fawcett; Davenport & Harris; O’Neil; Hillier & Lieberman
Online Resources	5 new resources: Google Colab, W3Schools, scikit-learn docs, MeitY DPDP Act, Towards Data Science
MOOCs	4 new MOOCs: NPTEL Python (IIT Madras); Coursera SQL (UC Davis); Coursera ML for All (Univ. of London); edX Data Science Ethics (Harvard)
Pedagogy	6 new Python/SQL labs; new end-to-end analytics mini-project; new ethics/compliance activities
Assessment Mapping	CO7 & CO8 mapped across CES-I/II, Mid-Term, End-Term; new lab-based assessment notes
Evaluation Scheme	Practical/Lab Examination (20 marks) redefined to explicitly test SQL + Python skills
CO-PO Mapping	2 new rows: CO7 and CO8 with full PO correlation

All new content is written in BLUE throughout the document and is fully editable in Microsoft Word. Every addition cites its benchmark source inline. The original content (in black) is preserved verbatim from the 2026–2027 MBA (G) CBCS Syllabus.

SYLLABUS NOTE: *This is a freshly designed syllabus for MBA 109 D – Introduction to Business History. All content is original, curated from leading global and Indian academic sources, and developed specifically for MBA Semester I students of BV DU-DMS. The course is structured for 3 Credits = 45 Hours across 6 units. There are no prior versions; the entire syllabus is a new creation.*

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	108	Marketing Management	
Type	Credits	Evaluation	Marks
Core	3	UE:IE	50:50
Course Objectives:			
- To understand the core concepts of Marketing and approaches to Marketing. - To differentiate the Marketing and Selling processes. - To study the Marketing Environment and understand its influence on Marketing Decisions. - To study the concept of Segmentation, Targeting and Positioning. - To understand the Marketing Mix Elements and their utility in Marketing.			
Course Outcomes:			
CO1: Explain fundamental marketing concepts, philosophies, and consumer behavior principles. CO2: Analyze the impact of marketing environment and consumer behavior on managerial decisions. CO3: Apply segmentation, targeting, and positioning strategies in marketing decision-making. CO4: Evaluate marketing mix strategies for products and services to achieve organizational goals CO5: Design marketing plans using research, IMC, CRM, and digital marketing tools. CO6: Assess ethical, green, and strategic marketing practices for sustainable business growth.			

Unit	Topics/Contents	CO Mapping	Session (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	Introduction to Marketing, Meaning and definition of marketing, Evolution of marketing, Difference between selling and marketing, Marketing concept and philosophies, Role of marketing in business, Overview of marketing process	CO1	5	Case study: Analyze how a company (e.g., Patanjali, Apple) evolved its marketing philosophy over time.	Understanding

Unit 2	Consumer Behavior: Meaning and definition, importance of studying consumer behavior in the field of marketing, different buying roles, Consumer buying decision- making process steps, Neuromarketing (basics), Generation-based behavior (Gen Z, Millennials)	CO2	7	Practical Exercise: Design a short survey to understand factors influencing purchase of a product category and analyze findings.	Understanding
Unit 3	Segmentation, Targeting and Positioning: Meaning, need and importance, bases for Consumer market segmentation and industrial market segmentation, evaluation of identified segments and selection and evaluation of target market. Targeting strategies: Levels of market segmentation: segment marketing, niche marketing, local marketing and individual marketing. Positioning and Differentiation: meaning, concept, product, service, people and image differentiation, ways to position the Product	CO3	10	Case study: Identify the STP strategy of a brand (e.g., Nike, Starbucks, Amul). Create a perceptual map for competing brands in a category.	Understanding, Remembering, Applying

Unit 4	Marketing Mix: Concept, Seven Ps of marketing mix: Product meaning, levels of product, product mix-product line decisions: line stretching, filling, pruning, width, length, depth. Product life cycle (PLC) Concept, stages in PLC, characteristics and strategies for each stage of PLC. New product development process, Brand Concept, Brand Creation Price meaning, objectives of pricing, pricing approaches- cost based, competition based, and market based, pricing strategies- skimming pricing, penetrative pricing, psychological or odd pricing, perceived value pricing, loss leader pricing etc., Value-based pricing and price sensitivity (conceptual)	CO4	11	Simulation: Use Excel to calculate break-even point for a new product and simulate the impact of different pricing strategies on profitability.	Understanding and Evaluating
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Unit 5	Place-Importance of distribution in marketing of products or services, Types of intermediaries, levels of channels, Channel Management Decisions- factors considered for selection and motivation of dealers and retailers, channel conflict- concept, types of channel conflict, ways to resolve channel conflicts Promotion-Elements of promotion mix: meaning of advertising, sales promotion, personal selling, public relations, publicity, direct marketing and event sponsorship, Channel design and conflict, Integrated Marketing Communication (IMC), Customer Relationship Management (CRM)	CO5	7	Group Exercise: Design an IMC campaign for a new product launch including advertising, social media, and sales promotion elements.	Understanding and Analyzing
Unit 6	Strategic Management – Planning, Implementation, control of the marketing plan, Green marketing, Ethical issues in marketing, and responsible marketing	CO5 & CO6	5	Mini-Project: Develop a marketing plan for a new product or service incorporating STP, 4Ps, digital strategy, and sustainability considerations.	Analyzing, Evaluating

(*)3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking,

originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Author(s)	Title	Edition/Year	Publisher
1	Rajan Saxena	Marketing Management	7th Edition, 2026	Tata McGraw Hill

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year/Edition	Publisher Company
1	W. Marshall, Mark W. Johnston	Marketing Management	2025 Edition	McGraw-Hill Education
2	Philip Kotler, Kevin Lane Keller, Alexander Chernev, Jagdish N. Sheth, G. Shainesh	Marketing Management: Indian Case Studies Edition	17th Edition (2025)	Pearson Education India
3	V.S. Ramaswamy & S. Namakumari	Marketing Management	2025	McGraw-Hill Education (India)

Online Resources:

Sr. No.	Online Resource	Website Address
1	Think with Google	https://www.thinkwithgoogle.com
2	HubSpot Marketing Resources	https://www.hubspot.com

MOOCs: *(Resources preferably from Swayam/ NEPTEL at least of 6-12 weeks)

Sr. No.	Platform	Course
1	NPTEL	Principles of Marketing
2	NPTEL	Consumer Behaviour
3	NPTEL	Services Marketing

Component	CO1	CO2	CO3	CO4	CO5	CO6
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Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	—	1	2	1	1	—
CO2	2	3	1	3	1	2	1	—
CO3	3	3	2	2	1	3	1	1
CO4	3	2	1	1	2	2	2	1
CO5	2	2	2	2	3	3	2	2
CO6	2	3	2	2	2	3	3	2

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:**A. Internal Assessment (50 Marks)**

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027					
Semester	Course Code	Course Title			
I	MBA 109 (IC 1)	Data Analysis using MS Excel			
Type	Credits	Evaluation		Marks	
Open Course	3	IA		100	
Course Objectives:					
- To develop competency in Microsoft Excel for organizing, managing, and analyzing business data to support informed organizational decision-making. - To enhance analytical skills through the application of Pivot Tables, statistical tools, and data visualization techniques for effective interpretation of organizational data and business performance evaluation.					
Course Outcomes:					
CO1: Apply basic features of Microsoft Excel such as data types, formatting, formulas, functions, and cell referencing for effective business data management.					
CO2: Apply data preparation and cleaning techniques including handling missing values, removing duplicates, using text and date functions, data validation, and transforming datasets using Power Query.					
CO3: Analyze organizational data using logical, lookup, aggregation, and error-handling functions in Microsoft Excel.					
CO4: Summarize and visualize data using Pivot Tables, Pivot Charts, slicers, timelines, and advanced charting techniques to generate meaningful business insights.					
CO5: Perform statistical analysis and apply decision-support tools such as measures of central tendency, correlation analysis and What-If analysis for business performance evaluation.					
CO6: Design interactive business dashboards and analytical reports using advanced features of Excel to support managerial decision-making.					
Unit	Topics/Contents	CO Mapping	Session (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1: Excel Fundamentals for Data Analysis	Introduction to Microsoft Excel environment, Data types and formatting, Basic formulas and	5	CO1	Lectures, Demonstrations, Practical Lab Sessions	Understanding, Applying

	functions, Cell referencing (relative, absolute, mixed), advanced Paste Special, and Text-to-Columns. Sorting and filtering data.			suggested Activity: cell referencing in real scenarios	
Unit 2: Data Preparation and Cleaning	Data cleaning concepts in analytics, handling missing values, removing duplicates, Text functions (LEFT, RIGHT, MID, LEN, TRIM), Date and time functions, Data validation, Conditional formatting, Introduction to Power Query, Importing and transforming datasets using Power Query	8	CO2	Lectures, Practical Lab Sessions, suggested Activity- Case Study- (Enhancing Customer Database Accuracy in an E-commerce Retail Firm through Data Cleaning and Power Query in Excel.)	Analyzing
Unit 3: Analytical Functions and Data Manipulation	Logical functions (IF, AND, OR, IFS), Lookup and reference functions (VLOOKUP, HLOOKUP, XLOOKUP, INDEX, MATCH), Aggregation functions (SUMIFS, COUNTIFS, AVERAGEIFS), Text and information functions, Error handling (IFERROR)	8	CO3	Lectures, Problem-solving Exercises suggested Activity: Case Study- Analyzing Social Media Influencer Performance and Engagement Using Advanced Excel Functions.	Analyzing
Unit 4: Data Summarization and Visualization	Pivot Tables and Pivot Charts, Data summarization techniques, Grouping and filtering data in Pivot Tables, Calculated fields and calculated items, Interactive	9	CO4	Lectures, Case Study, Practical Lab Sessions suggested Activity: Dynamic Business Report with Pivot	Evaluating

	reports using slicers and timelines, Data visualization principles for business reporting, Advanced charting techniques.			Chart	
Unit 5: Statistical Analysis and decision-support tools	Measures of Central Tendency (Average, Median, Mode, Standard Deviation) Correlation analysis, Regression Analysis using Excel Data Analysis Tool Package, What if Analysis.	7	CO5	Lectures, Practical Lab Sessions, suggested Activity: Case Study: Analyzing Monthly Sales Performance of a Retail Store using Measures of Central Tendency and Variability	Evaluating
Unit 6: Advanced Excel Analytics and Dashboard Development	Designing interactive dashboards in Excel, Using charts, slicers and Key Performance Indicators in dashboards, Business analytics case studies.	8	CO6	Lectures, Practical Lab Sessions Mini Project Work: Design an interactive executive dashboard for a chosen business (e.g., retail store, hospital, bank) with at least 3 KPIs, charts, and slicers.	Creating

(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Wayne L. Winston	Microsoft Excel Data Analysis and Business Modelling (Office 2021 & Microsoft 365)	2023	Pearson

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year/Edition	Publisher Company
1	Paul McFedries	Excel Data Analysis for Dummies	2022	Wiley
2	Conrad Carlberg	Statistical Analysis: Microsoft Excel	2020	Que Publishing
3	Ritu Arora	Mastering Advanced Excel	2023	BPB Publications

Online Resources:

Sr. No.	Online Resource	Website Address
1	Coursera – Excel Data Analysis Courses	https://www.coursera.org
2	edX – IBM Analysing Data with Excel	https://www.edx.org/learn/excel/ibm-analyzing-data-with-excel

MOOCs:

Sr. No.	Platform	Course
1	NPTEL	Data Analysis and Decision Making – I
2	NPTEL	Finance Analytics for Decision Making using Excel

Assessment Mapping:

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	✓
Class Participation & Attendance	✓	✓	✓	✓		✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	1	3	1	2	1	–	–
CO2	2	3	3	2	3	1	–	–
CO3	2	3	2	2	3	1	–	–
CO4	2	3	2	3	3	2	1	–
CO5	3	3	2	3	2	2	1	–
CO6	2	3	3	3	3	3	2	2

- 1- Low, 2- Medium, 3- High, If no correlation, put –

Evaluation Scheme:**Internal Assessment (100 Marks)**

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	100

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027					
Semester	Course Code	Course Title			
I	MBA 109 (IC 2)	Social Awareness Programme			
Type	Credits	Evaluation	Marks		
Open Elective Course/ Ability Enhancement	3	IA	100		
Course Objectives:					
1. Understand the structure, functions, and legal framework of NGOs.					
2. Analyze operational and design aspects of orphanages and old age homes.					
3. Apply community service principles through environmental and conservation projects.					
4. Evaluate CSR initiatives and their impact on community development.					
5. Assess environmental issues including carbon emissions and clean energy projects.					
6. Develop a socially responsible mindset through experiential learning and community engagement.					
Course Outcomes:					
CO1: Explain the organizational structure, legal framework, and key functions of NGOs.					
CO2: Analyze the structural and operational requirements of orphanages and residential institutions.					
CO3: Evaluate the design considerations and service delivery mechanisms of old age homes.					
CO4: Apply community service principles through participation in environmental and conservation projects.					
CO5: Interpret carbon emission concepts, carbon credits, and clean energy project frameworks.					
CO6: Create a reflective report on social awareness experiences and propose community engagement initiatives.					
Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1	NGO structure, legal framework, functions, types of NGOs, live NGO visits.	CO1	8	Lectures, NGO visits, case discussions	Understanding, Analyzing
Unit 2	Orphanage structure, management systems, residential institutions, orphanage visits.	CO2	8	Field visits, presentations, discussions	Analyzing, Applying
Unit 3	Old age homes services, safety features, care infrastructure, guidelines and visits.	CO3	8	Field study, reflective reports, seminars	Evaluating, Applying
Unit 4	Environmental issues, CSR activities, botanical garden community services.	CO4	7	CSR project work, conservation activities	Applying, Evaluating

Unit 5	Carbon emissions, carbon credits, carbon trading, clean energy projects.	CO5	7	Mini-projects, presentations, analytical exercises	Analyzing, Evaluating
Unit 6	Reflective learning, community engagement initiatives and social responsibility.	CO6	7	Report writing, presentations, experiential learning	Creating, Evaluating

(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

- Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1	Bhattacharya, A. K.	Corporate Social Responsibility: Concepts and Cases	2015	McGraw Hill
2	United Nations	Sustainable Development Goals (SDG) Report	Annual	United Nations Publications

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1	Edwards, M.	The Oxford Handbook of Civil Society	2013	Oxford University Press
2	Lewis, D. & Kanji, N.	Non-Governmental Organizations and Development	2009	Routledge
3	Werther, W. B. & Chandler, D.	Strategic Corporate Social Responsibility	2020	Sage Publications

Online Resources:

Sr. No.	Resources	Web site address
1	Give India	https://www.giveindia.org
2	NGO Darpan	https://ngodarpan.gov.in
3	UN Sustainable Development Goals	https://sdgs.un.org/goals
4	Carbon Trading	https://carboncredits.com
5	Ministry of Environment, India	https://moef.gov.in
6	CSR.gov.in	https://www.csr.gov.in

MOOCs:

Sr. No.	Platform	Course
1	SWAYAM	Corporate Social Responsibility (IIT Kharagpur)
2	Coursera	Social Work Practice (University of Michigan)
3	edX	Sustainable Development (Columbia University)
4	Class Central	Carbon Markets (World Bank Group)

Assessment Mapping

Component	Marks	CO1	CO2	CO3	CO4	CO5	CO6
CES-I	10	✓	✓				
CES-II	10			✓	✓	✓	
Mid-Term Examination	20	✓	✓	✓	✓	✓	
Class Participation & Attendance	10	✓	✓	✓			✓
End-Term Examination	50	✓	✓	✓	✓	✓	✓
Total	100	✓	✓	✓	✓	✓	✓

*Note:

1. CES -I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	1	1	2	3	3
CO2	2	2	2	1	1	2	3	3

CO3	2	2	2	1	1	2	3	3
CO4	2	2	2	1	1	2	3	3
CO5	2	2	2	1	1	2	3	3
CO6	2	2	2	1	1	2	3	3

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester theory Examination	50
Total	100

Semester	Course Code	Course Title	
I	MBA 109D	Introduction to Business History	
Type of Course	Credits	Evaluation	Marks
Core	3	IE	100

Course Preamble

Business does not operate in a historical vacuum. Every market, firm, industry, and institution that an MBA graduate will encounter has been shaped by decades — often centuries — of economic decisions, social transformations, political upheavals, and technological revolutions. **Introduction to Business History** equips first-semester MBA students with the historical lens through which to read, interpret, and contextualize contemporary business environments.

The course draws on India's rich and layered commercial heritage — from ancient trade guilds and the spice route to the East India Company, the Swadeshi movement, Post-Independence industrial policy, and the liberalization era — while situating Indian business history within global capitalism. Students will examine how great firms rise and fall, how entrepreneurial dynasties are built, how markets are made and marred by policy, and how contemporary challenges such as digital disruption, sustainability, and geopolitics echo historical patterns. The pedagogy is case-intensive, discussion-driven, and grounded in archaic principles, building the critical reading and analytical writing skills that distinguish reflective managers from mere technicians.

This course is particularly relevant for students at Maharashtra-based institutions, given the state's unparalleled business legacy — from the Marathi merchant communities and Pune's Deccan industrialists to the Bombay Plan of 1944, the rise of Dalal Street, and the emergence of Pune as India's manufacturing and IT hub.

Course Objectives:

- To develop an understanding of the evolution of trade, commerce, and industry from ancient civilizations to the modern global economy, with special emphasis on India's business heritage.
- To trace the development of Indian business institutions — from indigenous merchant communities and family business groups to post-Independence public enterprises and liberalization-era multinationals.
- To examine the role of the state, colonial policy, and institutional frameworks in shaping business environments across different historical periods.
- To analyze landmark entrepreneurial ventures, business dynasties (Tata, Birla, Godrej, Bajaj, Kirloskar, Wadia), and the strategies that enabled their survival and growth across generations.
- To understand the history of management thought — from Scientific Management and the Human Relations Movement to Total Quality Management and the Knowledge Economy.
- To enable students to draw historical parallels and derive actionable strategic lessons from business history for contemporary managerial decision-making.
- To sensitize students to the relationship between business, society, and ethics through the lens of history — including the role of business in colonialism, Independence movements, labour rights, and environmental history.
- To introduce students to business history as an academic discipline — its methods, sources (archives, oral history, firm records), and its relevance to management education.

Course Outcomes:

CO1: Trace the key phases of Indian and global business history and identify the economic, political, and social forces that shaped them.

CO2: Analyze the structure and strategy of Indian business groups and family firms across different institutional environments (colonial, Nehruvian, post-liberalization).

CO3: Evaluate the impact of state policy, industrial regulation, and economic ideology on the development of Indian industry and enterprise.

CO4: Examine the evolution of management thought and connect historical management theories to contemporary organizational practices.

CO5: Apply business-historical thinking to analyze contemporary business challenges, strategy choices, and entrepreneurial decisions by drawing parallels with historical patterns.

CO6: Critically assess the relationship between business, ethics, society, and environment through historical case studies, and reflect on the responsibilities of business leaders across time.

CO7: Demonstrate research, critical reading, and analytical writing skills through case analyses, historical essays, and archival exercises related to Indian and global business history.

CO8: Appreciate Maharashtra's distinctive business heritage — its merchant communities, industrial clusters, cooperative movement, and contribution to India's post-Independence economy.

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom 's Level
Unit 1 <i>Business History as a Discipline & Ancient Trade Foundations</i>	1.1 Business History: Nature, Scope, and Relevance to Management What is business history? The discipline's relationship with economic history, management theory, and strategy. Why managers need history: the long view on industry cycles, firm longevity, competitive advantage, and crisis management. Key methods: archives, company records, oral history, business biography. Introduction to landmark works: Chandler's 'Scale and Scope' (Harvard, 1990); Jones & Zeitlin, 'The Oxford Handbook of	CO1, CO6, CO7	8	Lecture with map-based visual of ancient trade routes (Silk Road, Spice Route); primary source reading – excerpts from Periplus of the Erythraean Sea; timeline construction activity. Activity 1 – 'The World's Oldest Balance Sheet': Students examine Harappan weights and the Mesopotamian clay tablet accounts (facsimiles) and discuss what they reveal about commercial organization. Group discussion: What makes a commercial system durable across millennia? Activity 2 – Source Analysis: Students read an excerpt from the VOC Charter (1602) and an EIC Charter (1600); identify governance	Remembering, Understanding, Analyzing

	Business History' (Oxford, 2008). 1.2 Ancient and Medieval Trade: Foundations of Commerce Trade in the ancient world: Mesopotamia, Egypt, the Indus Valley civilization (Harappa's weights and measures, seals as proto-branding, trade with Mesopotamia ~2500 BCE). The Silk Road and Spice Route: Indian merchants in global trade networks. Roman trade with India – Periplus of the Erythraean Sea (1st century CE) as a primary source. Medieval Indian trade: the Chola maritime empire; Arab traders on the Malabar coast; Gujarat and the Arabian Sea trading network. 1.3 Pre-Colonial Indian Commercial Institutions Indigenous banking and credit institutions: hundis (bills of exchange), shroffs, mahajans, indigenous bankers (Jagat Seths). The Marwari trading network: origin, structure, and reach. Merchant guilds (Nagarsheth, Seth-Mahajans) in Maharashtra. Village-level economy and the			mechanisms, principal-agent structures, and risk-sharing features; present parallels to modern Joint Stock Companies.	
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	jajmani system. Artisan communities and craft production. The role of the Agraharas and temple trusts as economic institutions. 1.4 The Arrival of European Trading Companies Portuguese, Dutch, French, and British East India Companies: structure, governance, and business model. Joint-stock company innovation. The VOC (Dutch East India Company) as the world's first publicly listed company (1602). British East India Company (1600–1858): from trade to territorial control. Primary source: Charter of the East India Company, 1600.				
Unit 2 <i>Colonial Economy, Deindustrialization & the Seeds of Indian Capitalism</i>	2.1 Colonial Economy and the Drain of Wealth The structure of colonial economic policy: land revenue systems (Zamindari, Ryotwari, Mahalwari), their impact on agrarian enterprise. The Drain of Wealth theory (Dadabhai Naoroji, 'Poverty and Un-British Rule in India', 1901). Deindustrialization of Indian textiles: decline of Dhaka muslin, Surat	CO1, CO2, CO3, CO6, CO8	8	Lecture with historical data tables (India's share of world manufacturing, 1750–1950: Maddison Project data); primary source reading; map exercise on railway network and market integration. Activity 3 – The Drain Debate: Students form two teams – one argues Naoroji's drain thesis using primary data; the other presents the colonial modernization argument. Faculty-moderated structured debate; both teams	Understanding, Analysing, Evaluating

	textiles, Bengal silk. The Bombay-Lancashire rivalry and British cotton policy. 2.2 Railways, Infrastructure & the Creation of a National Market Railways as the first large-scale capital project in India (1853 – Thane–Bombay line). Debate: railways as colonial extraction tool vs. market integration catalyst. Telegraphs, ports (Bombay, Madras, Calcutta), and the creation of a unified commodity market. Impact on the Bombay Cotton Exchange. 2.3 The Rise of Indian Industrial Capitalism The Bombay Presidency as the cradle of Indian industrialization: cotton textile mills (1850s–1890s). The managing agency system: structure, functions, and legacy. Pioneer industrialists: Jamsetji Nusserwanji Tata (steel, hydro-power, hotels, research); Cowasji Davar (Bombay Spinning & Weaving); Dinshaw Petit (Bombay textile mills). Finlay, Bird & Co., and Andrew Yule as British managing agencies.			submit a 1-page argument brief. (Source: Naoroji's speech to British Committee, 1867; Maddison Project GDP data) Activity 4 – Managing Agency System Role-Play: Teams role-play as a managing agency board (Tata Sons c.1910) and make capital allocation decisions across their portfolio. Debrief: How does this compare to modern conglomerate strategy or private equity? Activity 5 – Reading the Bombay Plan: Students read the executive summary of the Bombay Plan (1944) and answer: What was the vision? Who benefits? How much was implemented post-1947? Present findings.	
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	2.4 The Swadeshi Movement & Economic Nationalism The Swadeshi movement (1905–1908) as an economic movement: boycott of British goods, promotion of indigenous industry. Bengal Chemical (Prafulla Chandra Ray, 1901), Tata Iron & Steel (1907), Bank of India (1906). Gandhian economics: the philosophy of Swadeshi, village self-sufficiency, khadi as economic resistance. The nationalist entrepreneur – Lala Lajpat Rai, Madan Mohan Malaviya, and Seth Govind Das. Maharashtra connection: Bal Gangadhar Tilak's role in promoting indigenous enterprise through the Deccan Education Society and Swadeshi businesses. 2.5 The Bombay Plan of 1944 The Bombay Plan (A Brief Memorandum Outlining a Plan of Economic Development for India, 1944): authors (J.R.D. Tata, G.D. Birla, Purushottamdas Thakurdas, Ardeshir Dalal, Sir Shri Ram,				
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	Kasturbhai Lalbhai, A.D. Shroff, John Mathai); key proposals; relationship to post-Independence planning. What does the Bombay Plan reveal about Indian big business's vision for independent India?				
Unit 3 Post-Independence Indian Business: Planning, Licensing & Public Enterprise	3.1 Nehruvian Economic Vision & the Mixed Economy Model Jawaharlal Nehru and socialist economic thought: the influence of Fabian Socialism and Soviet planning. The Industrial Policy Resolution 1948 and 1956: three-sector model (reserved for State / heavy industries; cooperative / medium industries; private sector). The Planning Commission and Five-Year Plans (1st Plan, 1951–1956 – agriculture; 2nd Plan, 1956–1961 – heavy industry / Mahalanobis model). Public Sector Undertakings (PSUs): BHEL, HAL, SAIL, SBI, LIC – rationale, structure, and management culture. 3.2 The Licence-Permit Raj & its Impact on Business The Industries (Development & Regulation) Act, 1951: industrial	CO2, CO3, CO5, CO8	8	Lecture with policy document analysis; data tables on PSU contribution to GDP and employment (1950–1990); timeline of industrial policy milestones. Activity 6 – Licence Raj Simulation: Faculty distributes a set of 1960s-era licence application forms (reproduced). Teams role-play as a private firm seeking a capacity expansion licence – they must navigate bureaucratic requirements, delays, and political considerations. Debrief: What were the behavioural and strategic consequences of the Licence Raj? What parallels exist today? Activity 7 – Maharashtra Cooperative Field Study: Teams visit (or virtually explore) a sugar cooperative or credit cooperative in Raigad/Pune/Nashik/Kolhapur district; prepare a 2-page brief on its history, governance model, current challenges, and	Understanding, Analysing, Evaluating, Creating

	licensing system. MRTP Act, 1969 (Monopolies and Restrictive Trade Practices): its impact on large business groups. FERA, 1973 (Foreign Exchange Regulation Act): Coca-Cola's exit (1977) as a case study. The Licence-Permit Raj: rent-seeking, inspector raj, delayed capacity expansion, stunted R&D. Contrast: South Korean Chaebol model vs. India's Licence Raj – why did outcomes differ? 3.3 Indian Business Groups in the Nehruvian Era Growth of the Tata Group: TISCO (Jamshedpur), Air India (nationalized 1953), Tata Chemicals, Tata Motors. Growth of the Birla Group: Hindustan Motors, Grasim, Orient Paper. The Mafatlal, Singhanian, Bangur, and Dalmia groups. The managing agency system's abolition (1970) and its impact on corporate governance. Parsi entrepreneurship in Bombay: Godrej & Boyce (1897), Wadia (shipbuilding to FMCG), Shapoorji Pallonji. Maharashtra's own industrial dynasties: Bajaj Auto			what it reveals about community-based capitalism. Activity 8 – PSU vs. Private Sector Debate: Using ONGC vs. Reliance Industries as a case, students compare governance, investment behavior, and innovation capacity across the state-private divide over 1970–2000. Which model serves India better?	
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(Jamnalal Bajaj), Kirloskar (Pune), Thermax, and Finolex. 3.4 Cooperative Movement in Maharashtra The Maharashtra cooperative movement as a unique model: sugar cooperatives (Pravara, Warana), dairy cooperatives (Amul parallel – Mahanand), urban credit cooperatives, Vaikunth Mehta National Institute of Cooperative Management (Pune). The political economy of cooperatives in Maharashtra: leaders (Y.J. Mohite, Vasantao Naik). Cooperative banks and rural credit. Decline and renewal: challenges facing Maharashtra's cooperative sector in the 21st century. 3.5 Public Sector Undertakings: Rise, Challenges & Disinvestment PSU performance debate: political economy of PSU management; the sick industries problem; BIFR (Board for Industrial and Financial Reconstruction). Disinvestment policy from 1991 onwards: Maruti Udyog, VSNL, BALCO, Air India. Case: Navratna				
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	PSUs – ONGC, NTPC, BHEL – relative autonomy and performance. Lessons from PSU history for modern government enterprise management.				
Unit 4 <i>Liberalisation, Globalisation & the New Indian Business Landscape</i>	4.1 The 1991 Economic Crisis & Liberalisation The 1991 Balance of Payments crisis: causes (Gulf War, fiscal deficit, forex reserves at 15 days' import cover, credit downgrade). The IMF bailout and conditionalities. Finance Minister Manmohan Singh's July 1991 Budget speech: primary source reading. Key reforms: abolition of industrial licensing, reduction in import duties, FDI opening, rupee devaluation, disinvestment of PSUs. The LPG reforms: Liberalization, Privatization, Globalization – impacts on firms, workers, and consumers. 4.2 The Rise of India's New Entrepreneurs Post-liberalization first-generation entrepreneurs: Narayana Murthy & Nandan Nilekani (Infosys), Azim Premji (Wipro's transformation), Shiv Nadar (HCL). The IT services	CO2, CO3, CO4, CO5, CO8	8	Lecture with data visualisations (India GDP growth 1980–2024 chart, software exports trajectory, FDI inflows post-1991); primary source: Manmohan Singh's 1991 Budget speech excerpts. Activity 9 – 1991 Crisis War Room: Teams role-play as members of Manmohan Singh's 1991 advisory team. Each team receives the same economic data available in June 1991 and must design a reform package. Teams present; faculty compares with actual reforms and discusses consequences. Activity 10 – Business History Podcast: Teams choose one Maharashtra-based firm (Bajaj Auto, Kirloskar, Thermax, Finolex, Marico, Godrej) and produce a 5-minute 'business history podcast script' covering its founding, turning points, challenges, and legacy. Presented to class as a simulated podcast episode. Activity 11 – Dalal Street Heritage Walk (Virtual): Using BSE	Understanding, Applying, Analysing, Evaluating

	model: why India? (engineering talent surplus, English proficiency, Y2K demand, diaspora links). The Pune – Bengaluru – Hyderabad IT corridor. Rise of Indian MNCs: Tata’s acquisition of Corus (2007) and Jaguar Land Rover (2008); Hindalco’s Novelis (2007); Bharti Airtel in Africa. 4.3 Family Business Groups in the Post-Liberalization Era Continuity and change in Indian family business: professionalization, succession planning, holding company structures. Tata Sons under Ratan Tata (1991–2012): transformation from a conglomerate to a global brand. Reliance Industries under Dhirubhai Ambani and succession: building from petrochemicals to telecom (Jio). The Aditya Birla Group’s global diversification. Bajaj Group’s pivot from scooters to motorcycles (Pulsar, 2001) as a strategic history case. Succession conflicts: Reliance (Ambani brothers), Bajaj (Rahul vs. Madhur), Munjal family at Hero – what history teaches about			India’s online archives and annual reports from the 1990s–2000s, students trace the performance of 3 major stocks during liberalization (1991–1996) and connect market movements to policy events.	
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	governance. 4.4 Maharashtra's Post-1991 Business Renaissance Mumbai as India's financial capital: Dalal Street, BSE (est. 1875 – Asia's oldest stock exchange), NSE (est. 1992). The transformation of Pune: from military cantonment and education city to automotive hub (Tata Motors, Bajaj Auto, Mahindra, Mercedes, Volkswagen) and IT/ITES hub (Infosys, Wipro, Cognizant, TCS campuses). Navi Mumbai: CIDCO planning and corporate decentralization. Maharashtra's industrial clusters: Nashik (grapes/wine, auto components), Aurangabad (Marathwada Industries), Kolhapur (foundry cluster). Shiv Sena and the political economy of Mumbai's business environment. 4.5 The IT Revolution and the Knowledge Economy India's software export trajectory: from \$150 million (1990–91) to \$245 billion (2023–24). NASSCOM's role in industry advocacy				
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	and policy. The offshore delivery model: TCS, Infosys, Wipro, HCL. BPO/KPO sector evolution. The Indian startup ecosystem: Flipkart (2007), Ola (2010), Paytm (2010) – history and trajectory. Unicorn culture and venture capital history in India.				
Unit 5 Evolution of Management Thought & Business Strategy	5.1 The Historical Roots of Management as a Discipline Pre-scientific management: managing armies, cathedrals, and colonial enterprises. The Industrial Revolution as the crucible of management: factory system, division of labour (Adam Smith, ‘Wealth of Nations’, 1776), child labour, Manchester mills. Owen’s New Lanark: the first managerial welfare experiment. The railroads and the birth of management structure: Daniel McCallum’s organizational chart (1854) – the first corporate org chart in history. 5.2 Scientific Management Era Frederick Winslow Taylor: Principles of Scientific Management (1911) – time-and-motion studies, differential	CO4, CO5, CO6, CO7	7	Lecture with timeline of management thought (1776–2024); primary source reading – Taylor’s Principles (excerpts); Chandler’s Preface to ‘Strategy and Structure’. Activity 12 – Management Thought Timeline Gallery Walk: Each pair of students is assigned one management theorist; they prepare a one-page ‘Theorist Card’ (bio, key idea, one real-world application, one critique) and post it on a chronological gallery wall. Class does a gallery walk and discusses the arc of management thought. Activity 13 – Arthashastra vs. Porter: Students read excerpts from Kautilya’s Arthashastra (Books I, II, VII) on market regulation and statecraft; compare Kautilya’s prescriptions for trade policy and market conduct with Porter’s Five Forces. Write a	Remembering, Understanding, Analyzing, Evaluating

	piece-rate, functional foremanship. Frank and Lillian Gilbreth: therbligs, motion study. Henry Gantt: Gantt chart, task-and-bonus system. Taylorism in India: introduction of scientific management in the textile mills and railways. Henry Ford and mass production: the assembly line (1913), \$5 day, vertical integration of River Rouge. Fordism as a social, not just production, system. 5.3 Human Relations and Behavioral Management The Hawthorne Studies (Elton Mayo, 1924–1932) and their managerial implications. Mary Parker Follett: pioneer of participative management and conflict resolution. Abraham Maslow's Hierarchy of Needs (1943): origins and business application. Douglas McGregor's Theory X and Theory Y (1960). Frederick Herzberg's two-factor theory. Chester Barnard and the functions of the executive (1938). Historical evolution of HR: from personnel			500-word analytical reflection: Is Kautilya's framework applicable to modern Indian business? Activity 14 – Tata Welfare Capitalism Case: Students read the history of TISCO's Jamshedpur workers' colony (1912–1940) and compare it with Milton Friedman's 'shareholder primacy' doctrine (1970) and ESG frameworks of today. Structured debate: Who was right – Tata or Friedman?	
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	management to human resource management to people analytics. 5.4 Strategy, Structure & Corporate Capitalism Alfred D. Chandler Jr.'s landmark contribution: 'Strategy and Structure' (1962) – the multi-divisional (M-form) corporation; 'The Visible Hand' (1977) – managerial capitalism replacing market coordination. The rise of the modern corporation: Standard Oil, General Motors, US Steel, DuPont. Igor Ansoff's growth matrix (1965). The Boston Consulting Group matrix (1970). Porter's Five Forces (1979) and Competitive Advantage (1985) – historical context and influence. The Japanese management revolution: Toyota Production System (Ohno, 1950s), Kaizen, Total Quality Management (Deming, Juran in Japan), and India's adoption of quality movements (1990s onwards). 5.5 Indian Management Philosophy & Indigenous Models Kautilya's Arthashastra (c. 300				
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	BCE) as a treatise on statecraft and economic management: the ‘invisible hand’ of the marketplace, price control, quality regulation. The Manusmriti and dharmic trade ethics. The Dharamsala (dharamsala) model of community welfare. Gandhian management: trusteeship model, ethical business, self-reliance. The Tata Group’s welfare capitalism: TISCO townships, employee housing, workers’ medical facilities (1912 onwards) as India’s first systematic corporate social responsibility. The IIM system: history of management education in India – IIM Ahmedabad (1961), IIM Calcutta (1961) – Harvard Business School and MIT collaborations.				
Unit 6 <i>Contemporary Business History: Disruption, Sustainability & the Future</i>	6.1 Digital Disruption: Historical Perspective on Technological Revolutions Carlota Perez’s framework of technological revolutions (2002): the Canal Age, Railway Age, Steel & Electricity Age, Oil & Mass Production Age, and the Information Age – how each created	CO1, CO4, CO5, CO6, CO7	6	Lecture with Carlota Perez’s technology wave diagram; case studies from Indian and global firms; documentary screening excerpts. Activity 15 – Bhopal Gas Tragedy Case Study: Students read the Bhopal case (Union Carbide, 1984) using primary sources (Union Carbide internal memos, survivor testimony, legal judgements). Discuss:	Analyzing, Evaluating, Creating

	new industries and destroyed old ones. Schumpeter's Creative Destruction (1942): historical waves of destruction (handloom vs. mills; telegraph vs. post; Kodak vs. digital photography; Nokia vs. smartphones). Application to today: Fintech vs. traditional banking, e-commerce vs. retail, EdTech vs. universities. The Jio disruption (2016) as a case of Schumpeterian creative destruction in Indian telecom. 6.2 Globalization: History and Backlash Two waves of globalization: 1870–1914 (gold standard, free trade, mass migration) and 1980–2008 (WTO, GVCs, China's rise). The de-globalization wave: 2008 financial crisis, Brexit (2016), US-China trade war (2018), COVID-19 supply chain disruption (2020). Implications for Indian firms: China+1 strategy, PLI (Production Linked Incentive) schemes, 'Make in India' as echo of Swadeshi. Reshoring and friend-shoring as echoes of 1930s protectionism. 6.3 Business History of Crises: Learning from			Who was responsible? What were the regulatory failures? How would DPDP Act / Companies Act 2013 / ESG frameworks apply today? Structured ethical analysis using the Carroll's CSR Pyramid. Activity 16 – Creative Destruction Matrix: Each team maps one Indian industry (telecom, banking, retail, media, education) on Schumpeter's creative destruction framework. Who are the incumbents? Who are the disruptors? What does history suggest about the timeline of disruption? Present with evidence from the last 30 years. Activity 17 (Capstone) – 'Business History of a Maharashtra Firm' Individual Research Paper: Each student selects a Maharashtra-based firm (any age, any sector) and writes a 1500-word business history essay covering: founding context, key turning points, business model evolution, leadership and governance, social/environmental record, and lessons for today. Submitted with at least 5 cited sources (company annual reports, newspaper archives, academic sources). Peer-reviewed before final submission.	
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	Collapse and Recovery Comparative study of major business crises: the 1929 Great Depression and the New Deal's reshaping of US business regulation; the 1997 Asian Financial Crisis – impact on Indian IT exports; the 2008 Global Financial Crisis – Lehman Brothers, contagion, and regulatory aftermath (Basel III, Dodd-Frank). Indian banking crises: Punjab National Bank fraud (Nirav Modi, 2018), IL&FS collapse (2018), DHFL (2019) – what corporate governance history teaches. COVID-19 as a business history event: the acceleration of digitisation, collapse of hospitality/aviation, and supply chain redesign. 6.4 Business, Society & the Environment: Historical Roots of Sustainability Industrial pollution as a historical problem: the Manchester 'Black City', London's Great Smog (1952), Bhopal Gas Tragedy (1984, Union Carbide) as India's defining corporate responsibility catastrophe.				
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Timeline of environmental regulation: Silent Spring (1962, Rachel Carson), Stockholm Conference (1972), Brundtland Report (1987), Earth Summit (1992), Kyoto Protocol (1997), Paris Agreement (2015), India's NDCs. History of CSR in India: Company Law 2013 (Section 135 – mandatory 2% CSR). Evolution from philanthropy to strategic CSR to ESG. The Tata legacy of social enterprise vs. profit maximisation – historical roots of India's approach to ESG. 6.5 Lessons from Business History for Future Managers What history teaches about: firm longevity (why do some firms survive 100+ years – Tata, Mitsui, Barclays?); the paradox of success (why market leaders fail – Nokia, Kodak, HMT Watches, Ambassador car); the role of leadership in historical turning points; entrepreneurial patterns across history; the cyclicity of capitalism and regulatory cycles.				
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	Business history and strategic foresight: using historical analogies in managerial decision-making. Final reflection: What kind of business history will today's MBA students create?				
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CURRICULUM CONTENT

3 Credits = 45 Hours | 6 Units | Each unit blends lectures, primary source readings, case discussions, and at least one experiential activity.

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. The course is discussion-intensive; active participation in case discussions and debates carries significant learning weight. Faculty are encouraged to build a course archive of primary sources (excerpts, facsimiles) and to invite guest speakers from Maharashtra's business community, business historians, or business journalists.

Note on Primary Sources & Archives

This course is enriched by primary source engagement. Faculty should curate a course reader containing excerpts from the following:

- Periplus of the Erythraean Sea (1st century CE) – translated excerpts on Indian Ocean trade.
- Charter of the English East India Company, 1600 (available: British Library Online).
- Dadabhai Naoroji, 'Poverty and Un-British Rule in India' (1901) – Chapter 1 excerpts.
- The Bombay Plan, 1944 – Executive Summary (available: NCAER archives).
- Manmohan Singh, Union Budget Speech, 24 July 1991 (available: indiabudget.gov.in).
- F.W. Taylor, 'Principles of Scientific Management' (1911) – Chapter 1 excerpts (public domain).
- Kautilya, Arthashastra (trans. L.N. Rangarajan, Penguin, 1992) – Books I, II, VII excerpts.
- Alfred D. Chandler Jr., Preface to 'Strategy and Structure' (MIT Press, 1962) – excerpts.
- Union Carbide Bhopal Investigation Report (1985) and survivor testimonies (available: Bhopal.net).
- BSE India Historical Annual Reports (1980s–1990s) available at bseindia.com.

All primary sources should be accessed from the original/authoritative source and reproduced only to the extent permitted by fair-use / educational use provisions. Faculty may use the Hathitrust Digital Library, JSTOR, the British Library Online Gallery, and NCAER archives for source procurement.

Text Book:

Sr.	Author(s)	Title	Edition	Publisher
1	Dwijendra Tripathi	The Oxford History of Indian Business	2004	Oxford University Press
2	Geoffrey Jones & Jonathan Zeitlin (Eds.)	The Oxford Handbook of Business History	2008	Oxford University Press

3	Medha M. Kudaisya	The Life and Times of G.D. Birla	2003	Oxford University Press
4	Gita Piramal	Business Maharajas	1996	Viking / Penguin India
5	Alfred D. Chandler Jr.	The Visible Hand: The Managerial Revolution in American Business	1977	Harvard University Press (Belknap)

Reference Books:

Sr.	Author(s)	Title	Edition	Publisher
1	Tirthankar Roy	The Economic History of India 1857–1947	4th ed., 2019	Oxford University Press
2	Dwijendra Tripathi & Jyoti Juman	The Concise Oxford History of Indian Business	2007	Oxford University Press
3	Thomas A. Timberg	The Marwaris: From Jagat Seth to the Birlas	2014	Penguin India
4	B.R. Tomlinson	The Economy of Modern India (The New Cambridge Economic History of India Vol. III-3)	2nd ed., 2013	Cambridge University Press
5	Gita Piramal	Business Legends	1998	Viking / Penguin India
6	Harish Damodaran	India's New Capitalists: Caste, Business and Industry in a Modern Nation	2008	Palgrave Macmillan
7	Nasir Tyabji	Industrialisation and Innovation: The Indian Experience	2015	SAGE Publications
8	Carlota Perez	Technological Revolutions and Financial Capital	2002	Edward Elgar
9	Joseph Schumpeter	Capitalism, Socialism and Democracy	1942 / 2008 ed.	Harper Perennial Modern Thought
10	Alfred D. Chandler Jr.	Strategy and Structure: Chapters	1962 / MIT Press ed.	MIT Press

		in the History of the Industrial Enterprise		
11	Geoffrey Jones	Entrepreneurship and Multinationals: Global Business and the Making of the Modern World	2013	Edward Elgar
12	Kavil Ramachandran & Navneet Bhushan	Family Business in India	2020	SAGE Publications India
13	Arun Maira	Remaking India: One Country, One Destiny	2004	Response Books / SAGE
14	Sucheta Dalal & Debashis Basu	The Scam: Who Won, Who Lost, Who Got Away (Harshad Mehta)	2001	Kensource Information Services
15	L.N. Rangarajan (trans.)	Kautilya: The Arthashastra	1992	Penguin Classics

Recommended Journals & Periodicals:

Sr.	Journal / Periodical	Why Relevant
1	Business History (Taylor & Francis)	Peer-reviewed; core journal of the discipline; covers Indian and global cases
2	Business History Review (Harvard Business School)	Leading international journal; strategy-history interface; long-run firm and industry studies
3	Economic and Political Weekly (EPW)	India's premier social-science journal; extensive coverage of Indian business, industrial policy, labour, and political economy
4	Indian Economic and Social History Review (SAGE)	Scholarly articles on Indian economic history from ancient to modern periods
5	The Hindu BusinessLine – Archive	Historical business reporting; excellent for post-1991 liberalisation period
6	Mint – Business & Economy Archive	Business journalism; company profiles, policy analysis; useful for post-2007 period
7	Journal of Indian Business Research (Emerald)	Covers Indian firm strategy, family business, and management in historical context
8	Vikalpa – The Journal for Decision Makers (IIM Ahmedabad)	Indian management cases; includes historical and biographical business studies

Online Resources		
Sr.	Journal / Periodical	Why Relevant
	Harvard Business School – Baker Library Historical Collections	https://www.library.hbs.edu/find/collections/historical-collections
	British Library Online Gallery – East India Company Records	https://www.bl.uk/onlinegallery
	NCAER (National Council of Applied Economic Research) – India Data	https://www.ncaer.org
	Maddison Project Database – Historical GDP data	https://www.rug.nl/ggdc/historicaldevelopment/maddison
	BSE India – Corporate Filings & Historical Annual Reports	https://www.bseindia.com
	indiabudget.gov.in – Union Budget Speeches Archive (1947–present)	https://www.indiabudget.gov.in
	Bhopal.net – Union Carbide Bhopal Disaster Archive	https://www.bhopal.net
	EPW Research Foundation – India Time Series Data	https://www.epwrfits.in
	Maharashtra Government Archives (Goa, Daman & Diu; Maharashtra State Archives, Mumbai)	https://maharashtra.gov.in
	NASSCOM – Indian IT Industry Historical Data	https://www.nasscom.in
	CMIE ProwessIQ – Historical corporate database (institutional access)	https://www.cmie.com
	Hathitrust Digital Library – Historical books & documents	https://www.hathitrust.org
MOOCs (preferably SWAYAM / NPTEL – 6–12 weeks)		
Sr.	Platform / Provider	Course / Resource & Relevance to This Syllabus
1	Coursera / Yale University	Financial Markets (Robert Shiller) – historical context of financial markets, crises, and institutions
2	edX / Harvard University	Christianity Through Its Scriptures – note: for business history, use HarvardX ‘The Holocaust and Modern History’ as a model of historical case analysis pedagogy (methodology crossover)
3	Coursera / University of Virginia	Foundations of Business Strategy (Mark Haskins) – historical roots of strategic thinking
4	NPTEL / IIT Madras	Economic History of India – 12-week course covering colonial economy, planning era, liberalisation (directly aligned with Units 2–4)

5	SWAYAM	Economic History of Modern India – UGC-approved course; covers Mughal economy to post-liberalisation
6	edX / MIT	Tackling the Challenges of Big Data – supplementary; shows how historical corporate data can be analysed using digital humanities methods
7	YouTube / PBS Crash Course	Crash Course World History: Episodes on Silk Road, Industrial Revolution, Capitalism – excellent visual introductions for Unit 1 and 2 context setting (free, open access)

Suggested Pedagogical Elements

- Plan, Taylor, Chandler, Singh Budget Speech, Kautilya (curated course reader; see Primary Sources section above).
- **Case Studies:** Bhopal Gas Tragedy (Union Carbide, 1984); Coca-Cola's exit from India (FERA, 1977); Jio's disruption of Indian telecom (2016); Tata-Corus acquisition (2007); Harshad Mehta scam and Dalal Street history (1992); Maruti Udyog – the making of India's car industry; Infosys: building a global firm from Pune / Bengaluru.
- **Debates & Structured Discussions:** The Drain Debate (Naoroji vs. colonial modernisation argument); Licence Raj – was it necessary?; Tata Welfare Capitalism vs. Friedman's Shareholder Primacy; Cooperative model vs. corporate model; De-globalisation – echo of 1930s protectionism?
- **Simulations & Role-Plays:** Managing Agency Board capital allocation (c.1910); Licence Raj bureaucratic navigation simulation; 1991 Economic Crisis War Room; Mock Bombay Plan drafting committee.
- **Field & Archive Activities:** Maharashtra cooperative field visit / virtual study; Dalal Street Heritage Walk (virtual); Maharashtra State Archives visit (Mumbai) or Maharashtra Government digital portal.
- **Individual Research:** Capstone essay (1500 words): 'Business History of a Maharashtra Firm' – minimum 5 cited sources; peer-reviewed draft submission.
- **Creative & Multimedia:** Business History Podcast script (5 minutes, Maharashtra firm); Management Thought Timeline Gallery Walk; Theorist Cards; Infographic on a historical business era.
- **Guest Lectures:** Retired industrialist or business family member (Maharashtra); business historian or economic journalist; archivist from a Maharashtra firm (e.g., Tata, Godrej, Bajaj, Kirloskar); representative from a cooperative institution.
- **Documentary Screenings:** 'An Inconvenient Truth' (environmental history context, Unit 6); excerpts from BBC's 'The Story of India' (Unit 1–2); DD National archival footage of 1991 Budget speech (Unit 4); Infosys's 25th Anniversary documentary.
- **Digital Humanities (Optional):** Faculty may introduce students to basic tools for historical data analysis: Excel/Power BI for plotting Maddison Project GDP data; Google Books Ngram Viewer for tracking business vocabulary change over time; Voyant Tools for text analysis of historical documents.

Primary Source Reading: Excerpts from Periplus, EIC Charter, Naoroji, Bombay

Assessment Mapping

CES-I (Primary Source Analysis / Debate / Activity)	✓	✓		✓		✓	✓	✓	COs 1,2,4,6,7,8	
CES-II (Research Essay / Case Study / Role-Play)	✓		✓			✓		✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	✓	✓		COs 1–7	COs 1,3,6,8
Class Participation & Attendance	✓	✓	✓	✓	✓	✓	✓	✓	All COs	
End-Term Examination	✓	✓	✓	✓	✓	✓	✓		COs 1–7	

Note:

- CES-I should comprise in-class or guided activities such as primary source analysis papers, structured debate participation, gallery walk contributions, or archival exercises. These should be graded individually even when conducted in groups.
- CES-II comprises the individual capstone research essay ('Business History of a Maharashtra Firm', 1500 words) plus peer-review participation. The research essay is submitted in Week 14; peer reviews in Week 15. Faculty assigns final grades after reviewing both essay and peer-review comments.
- Mid-Term Examination (end of Unit 3): short-answer and essay-type questions covering Units 1–3. Students are permitted to bring a one-page handwritten 'cheat sheet' as an incentive for organised note-taking and self-directed learning.
- End-Term Examination: essay-based; students choose 3 from 5 questions. At least one question requires them to draw a parallel between a historical event studied in the course and a contemporary business situation. Open-book examination with access to course reader allowed at faculty discretion.
- CO8 (Maharashtra Business Heritage) is primarily assessed through CES activities (cooperative field study, Business History Podcast, local guest lecture reflection) rather than the end-term examination.

CO-PO MAPPING								
CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	2	2	1
CO2	3	3	2	1	2	2	2	1
CO3	2	3	3	2	2	3	2	1
CO4	3	2	2	2	3	2	2	1
CO5	3	3	2	2	3	2	2	1
CO6	2	3	2	2	2	3	3	2
CO7	2	2	1	3	2	2	3	1
CO8	2	2	1	1	2	2	1	2
Scale: 1 – Low, 2 – Medium, 3 – High. If no correlation, put –								
Programme Outcomes (PO) Reference								
PO				Programme Outcome Description				
PO1				Critical Thinking & Problem Solving – Apply logical reasoning, business analysis, and evidence-based decision-making in managerial contexts.				
PO2				Analytical & Quantitative Competence – Use analytical tools, data, and models to solve business problems.				
PO3				Technical / Domain Knowledge – Demonstrate functional knowledge across core management disciplines.				
PO4				Communication & Presentation – Communicate ideas effectively in written, oral, and visual formats for diverse audiences.				
PO5				Leadership & Teamwork – Work effectively in teams, exercise leadership, and manage interpersonal dynamics.				
PO6				Ethics, Responsibility & Sustainability – Demonstrate ethical sensitivity, social responsibility, and environmental awareness.				
PO7				Research & Life-Long Learning – Locate, evaluate, and use information from diverse sources; develop a disposition for continuous learning.				
PO8				Global & Multicultural Awareness – Demonstrate awareness of global business contexts, cross-cultural differences, and India's position in the world economy.				

Evaluation Scheme:		
Internal Assessment (100 Marks)		
Component		Marks
Continuous Evaluation System I (CES-I) – Primary Source Analysis / Debate / Activity		30
Continuous Evaluation System II (CES-II) – Business History Capstone Essay + Peer Review		20
Mid-Term Internal Examination (Essay-based, Units 1–3)		30
Class Participation / Attendance / Guest Lecture Reflection		20
Total		100
Academic Benchmarks & Sources For This Syllabus		
This syllabus was designed by drawing on the following academic and institutional sources. No prior version of this course existed at this institution; the entire document is a fresh creation.		
Area	Sources Consulted	How Used in This Syllabus
Foundational Discipline Framework	<i>Jones & Zeitlin, 'The Oxford Handbook of Business History' (OUP, 2008); Alfred Chandler's oeuvre (Harvard / MIT Press); Harvard Business School 'Business History' (MBA elective, Professors Friedman & Tworek)</i>	Defined the scope, methods, and key questions of business history as an academic discipline; guided the structure of Unit 1.
Indian Business History Content	<i>Dwijendra Tripathi, 'The Oxford History of Indian Business' (OUP, 2004); Tirthankar Roy, 'The Economic History of India 1857–1947' (OUP); Gita Piramal, 'Business Maharajas' (Penguin India, 1996); Medha Kudaisya, 'Life and Times of G.D. Birla' (OUP, 2003)</i>	Core Indian business history sources for Units 2, 3, and 4; guided selection of firms, periods, and analytical frames.
Maharashtra-Specific Content	<i>SNDT Women's University / Pune University syllabi on Maharashtra Studies; Vaikunth Mehta National Institute of Cooperative Management (Pune) publications; Maharashtra State Gazetteers (Government of Maharashtra); Harish Damodaran, 'India's New Capitalists' (Palgrave, 2008)</i>	CO8 and Unit 3 (cooperative movement) and Unit 4 (Maharashtra's post-1991 renaissance) are specifically grounded in Maharashtra's business context, making this syllabus regionally relevant for DMS-BVDU, Navi Mumbai.
Management Thought History	<i>Daniel Wren & Arthur Bedeian, 'The Evolution of Management Thought', 6th ed. (Wiley, 2009); Chandler, 'Strategy and Structure' (MIT Press, 1962); Kautilya, 'Arthashastra' (trans. Rangarajan, Penguin,</i>	Unit 5 draws entirely on these sources to trace management thought from Taylor to Japanese TQM to

	1992)	Indian indigenous models.
Digital Disruption & Contemporary Business History	<i>Carlota Perez, 'Technological Revolutions and Financial Capital' (Edward Elgar, 2002); Schumpeter, 'Capitalism, Socialism and Democracy' (1942); NASSCOM Annual Reports; RBI Annual Reports</i>	Unit 6 uses Perez's technology-wave framework and Schumpeter's creative destruction as the analytical backbone for contemporary disruption analysis.
Global Business History Comparators	<i>Harvard Business School MBA 'Creating Modern Capitalism' (retired course, McCraw & Tedlow); London Business School MBA 'Business History and Strategy' (Youssef Cassis); Wharton School MBA 'The Historical Foundations of Business'</i>	These three leading global MBA business history courses informed the overall pedagogical approach (case intensity, primary source use, historical parallels to contemporary strategy) and the structure of assessments.

This syllabus is designed for the Department of Management Studies (DMS), Bharati Vidyapeeth (Deemed to be University), Navi Mumbai, as part of the MBA (G) CBCS programme w.e.f. 2026–2027.



Bharati Vidyapeeth
(Deemed to be University)



Faculty of Management Studies

MBA I Year

MBA Semester II

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	MBA201	Innovation & Entrepreneurship Development	
Type	Credits	Evaluation	Marks
Foundation Core / Ability Enhancement	3	IE: UE	50:50
Course Objectives:			
1. To understand the fundamental concepts, processes, and dimensions of innovation and entrepreneurship in the contemporary business environment. 2. To analyze opportunities, risks, and the feasibility of innovative and entrepreneurial ventures in diverse contexts, including social and digital domains. 3. To apply design thinking, business model innovation, and lean start-up tools to develop viable entrepreneurial solutions. 4. Evaluate government policies, schemes, and institutional mechanisms that support innovation and entrepreneurship in India. 5. To create an innovative business idea and a basic start-up plan integrating technology, sustainability, and ethical considerations.			
Course Outcomes:			
CO1: Explain key concepts of innovation and entrepreneurship, including types, sources, and stages. CO2: Analyze industry trends, environmental factors, and market gaps to identify and assess entrepreneurial opportunities. CO3: Apply design thinking, creativity techniques, and lean start-up principles using tools to develop and test innovative solutions. CO4: Develop and evaluate structured business models and basic startup functional plans using Business Model Canvas and entrepreneurial planning tools. CO5: Evaluate the impact and effectiveness of government policies, schemes, and regulatory frameworks on innovation and entrepreneurship development. CO6: Create and present a comprehensive business plan for an innovation-driven entrepreneurial venture.			

Unit	Contents	COs	Sessions	Teaching Methodology	Cognition Level
Unit 1:	Foundations of Innovation and Entrepreneurship Tool: Mind mapping software (Mind Meister) for ecosystem mapping. Techniques: Innovation diffusion framework; Entrepreneurial mindset assessment. Contents: Concept and nature of innovation, Invention vs innovation, creativity vs innovation, diffusion of innovation, Types of innovation (incremental, radical, disruptive, architectural), Concept and nature of entrepreneurship, Entrepreneur, intrapreneur, technopreneur, social entrepreneur, Entrepreneurial mindset and competencies, Entrepreneurship ecosystem in India, Government initiatives (Startup India, Standup India, Make in India), Role of innovation in competitive advantage, growth, and societal development. Minimum Activity : Minimum Activity: One	CO1	7	Lectures, Tutorials, Case studies, Discussions. Case: Analyze the innovation journey of a successful Indian startup (e.g., Ola, Swiggy, Zerodha) and identify types of innovation used. Additional Activities: - Startup Ecosystem Mapping Exercise - Entrepreneurial Mindset Self-Assessment - Innovation Type Identification Workshop	Remembering, Understanding

	ecosystem mapping exercise, and one case study analysis of an innovative company identifying the type of innovation used				
Unit 2:	Opportunity Identification and Feasibility Analysis Tool: PESTLE analysis template; MS Excel for feasibility calculations. Techniques: Environmental scanning; Idea generation techniques (SCAMPER, brainstorming). Contents: Environmental scanning for opportunities: PESTLE, industry and market analysis, Sources of innovative ideas, Tools for opportunity identification, Idea generation techniques (SCAMPER, brainstorming, mind mapping), Screening and evaluation of ideas, Startup feasibility analysis: market feasibility, technical feasibility, financial feasibility, operational feasibility, Risk analysis. Minimum Activity: 1 feasibility analysis exercise; 1 idea screening case.	CO2	6	Lectures, Labs, Case studies, Discussions, Assignments. Practical Exercise: Conduct a PESTLE analysis for a chosen industry and identify 3 business opportunities with feasibility assessment. Additional Activities: - Live PESTLE Analysis (Group-Based) - Idea Generation Lab (SCAMPER Workshop) - Opportunity Screening Pitch (2-Minute)	Analyzing

Unit 3:	Design Thinking, Business Models, and Lean Start-up Tool: Canva / Miro for BMC; MVP prototyping tools	CO3	8	Lectures, Tutorials, Labs, Case studies, Seminars, Guest lectures. Simulation: Use design thinking	Applying
	(Marvel / Figma). Techniques: Design thinking stages; Lean start-up methodology. Contents: Design thinking: Concept, stages (Empathize, Define, Ideate, Prototype, Test) and application to business problems, Customer discovery and validation, Persona creation, customer journey mapping, Business Model Canvas (BMC): 9 building blocks, Value Proposition Design, Lean start-up approach: Build-Measure-Learn cycle, Minimum Viable Product (MVP), Pivot vs Persevere. Minimum Activity: 1 design thinking exercise; 1 BMC creation; 1 MVP concept development.			to solve a real-world problem, create a BMC for the solution, and define an MVP. Additional Activities: - Design Thinking Sprint (Mini Workshop) - Business Model Canvas Lab Session - MVP Concept Simulation - Customer Persona & Journey Mapping Exercise	

Unit 4:	Start-up Planning: Functional Perspectives Tool: MS Excel for financial projections; Canva for pitch decks. Techniques: STP framework; Breakeven analysis; Funding sources analysis. Contents: Structuring a start-up: Forms of business ownership (sole	CO4	8	Lectures, Projects, Case studies, Discussions, Assignments. Practical Exercise: Develop a marketing plan and financial projections for a proposed startup idea. Additional Activities: - Startup Role Play (Founder vs	Analyzing, Creating
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	proprietorship, partnership, Pvt Ltd, LLP), founding team roles, advisory boards; Marketing for start-ups: Segmentation-Targeting-Positioning (STP), digital marketing basics (SEO, SEM, social media), branding, customer acquisition and retention strategies; Operations for start-ups: Sourcing, delivery models, scalability considerations; Financial planning: Basic cost estimation, revenue projections, breakeven analysis, funding needs; Funding sources for start-ups: Bootstrapping, angel investors, venture capital, crowdfunding, government funds. Minimum Activity: 1 financial projection exercise; 1 marketing plan outline; 1 funding strategy proposal.			Investor) - Marketing Strategy Design Workshop - Financial Planning Lab (Excel-Based) - Pitch Deck Creation (Canva-Based)	
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Unit 5:	Government Policies, Schemes, and Institutional Support: Tools - Startup India portal; MS Word for policy analysis. Techniques: Policy impact assessment; IPR filing basics. Contents: Government	CO5	7	Lectures, Labs, Projects, Case studies, Seminars, Guest lectures. Mini-Project: Analyze a government scheme (e.g., Startup India Seed Fund Scheme)	Evaluating
	policies for innovation and entrepreneurship in India, Institutional support systems: Incubators, accelerators, Technology Business Incubators (TBIs), Atal Innovation Mission (AIM), Atal Incubation Centres (AICs), Atal Tinkering Labs (ATLs); Regulatory and legal aspects: Basics of business registration, FDI norms; Intellectual Property Rights (IPR): Basics of patents, trademarks, copyrights, and their relevance for start-ups. Minimum Activity: 1 policy analysis report; 1 IPR identification exercise.			and prepare a report on its benefits and application process. Additional Activities: - Startup India Portal Exploration Task - Policy Impact Debate - IPR Identification Exercise - Mini Case Analysis on Government Scheme	

Unit 6:	Emerging Trends, Technologies, and Future of Entrepreneurship Tool: AI tools (ChatGPT for ideation); Presentation software. Techniques: Technology opportunity analysis; Social impact assessment. Contents: Technology-driven innovation: Role of AI, IoT, blockchain, data analytics, AR/VR, 3D printing in new ventures; Platform and digital entrepreneurship: e-	CO6	9	Lectures, Tutorials, Labs, Case studies, Seminars, Research projects, Guest lectures. Capstone Project: Develop a comprehensive business plan for an innovative startup idea including BMC, financial projections, marketing strategy, and pitch deck. Present the plan to a panel. Additional	Creating
	commerce, gig economy, creator economy, SaaS, marketplace models; Social innovation and sustainable entrepreneurship (SDGs); Corporate entrepreneurship (intrapreneurship); Effectuation theory; Lean innovation; Open innovation; User innovation; Global and Indian case studies of innovative startups and scale-ups. Minimum Activity: 1 emerging technology opportunity analysis; 1 business plan presentation.			suggested Activities: - Technology Opportunity Mapping (AI/Blockchain/IoT) - Capstone Startup Project (Group-Based) - Shark Tank Style Final Pitch - Peer Evaluation & Feedback Session	

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

•Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No	Name of the Author	Title of the Book	Year/ Edition	Publisher
1	Nagarajan, P. S., & Reddy, K. S.	Entrepreneurship and Innovation	2 nd Edition, 2021	Pearson Education
2	Gopal, R., & Bedi, S. G.	Entrepreneurship and Start-ups: Concepts, Theory and Cases	2021	
3	Ries, E.	The Lean Startup	2011	Crown Business
4	Joe Tidd & John Bessant	<i>Managing Innovation</i>	7th Edition, 2020	Wiley

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Osterwalder, A., & Pigneur, Y.	Business Model Generation	2010	John Wiley & Sons
2	Swanson, S. A. (Edition)	Entrepreneurship and Innovation Toolkit	2023	LibreTexts / University of Minnesota
3	Van Engelen, E. S.	Emerging Technologies: Blockchain of Intelligent Things	2020	Business Expert Press
4	Blank, S., & Dorf, B.	The Startup Owner's Manual	2012	K&S Ranch

Online Resources: *(Mention Online Resources)

Online Resources No.	Resources	Web site address

1	Government portal for startups, policies, and resources.	Startup India
2	Government initiative for innovation ecosystem.	Atal Innovation Mission
3	Resources for tech startups.	NASSCOM Startup Hub
4	Open textbook on entrepreneurship.	LibreTexts - Entrepreneurship Toolkit
5	Articles and case studies on entrepreneurship.	Harvard Business Review - Entrepreneurship
6	Indian startup news and stories.	Your Story

MOOCs:

Sr. No.	Platform	Course
1	NPTEL	Entrepreneurship
2	NPTEL	Innovation Management
3	NPTEL	Design Thinking
4	Coursera	Entrepreneurship Strategy

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)	✓	✓	✓	✓		
Mid-Term Examination		✓	✓	✓	✓	✓
Class Participation & Attendance	✓	✓	✓		✓	
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	2	1	1	3
CO2	3	3	2	1	2	1	2	3
CO3	2	3	3	2	2	1	1	3
CO4	3	3	2	3	2	1	1	3
CO5	2	3	1	2	1	3	2	2
CO6	3	3	3	3	3	2	2	3

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Revised Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	202	Financial Decision Making for Managers	
Type	Credits	Evaluation	Marks
Core	4	UE:IE	50:50
Course Objectives:			
1. To understand the concepts, scope, and functions of financial management in managerial decision-making. 2. To develop analytical skills for investment, financing, liquidity, and dividend decisions. 3. To apply financial tools and techniques for evaluating business opportunities and financial performance. 4. To analyze financial statements and interpret financial data for strategic business decisions. 5. To enhance problem-solving and entrepreneurial decision-making skills using financial analysis.			
Course Outcomes:			
CO1: Explain the concepts, objectives, and functions of financial management and their role in business decisions. CO2: Apply investment, financing, and working capital management techniques for managerial decision-making. CO3: Analyze capital budgeting decisions using time value of money and investment appraisal techniques. CO4: Evaluate financing and dividend decisions using cost of capital, leverage, and dividend theories. CO5: Analyze financial statements using ratio analysis, cash flow analysis, and comparative techniques. CO6: Create financial strategies and dashboards for effective managerial and entrepreneurial decision-making.			

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
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1	Introduction: Meaning of Financial Management, Scope and Functions of Financial Management, Objectives of Financial Management Profit Vs Wealth Maximization, Finance Functions: Investment Decision, Liquidity Decision, Financing Decision and Dividend Decision. Minimum Activity: Annual report analysis of a listed company and identification of major financial decisions.	CO1	6	Lecture, Quiz, Group activity.	Remembering, Understanding
2	Investment Decision: Capital Budgeting Decision Meaning, Importance and process of Capital Budgeting, Concept of Time Value of Money, Capital Budgeting Techniques - - Accounting Rate of Return (ARR) - Payback Period - Net Present Value (NPV) - Profitability Index (PI) - Discounted Payback Period - Internal Rate of Return (IRR) Minimum Activity: Simulation: Use Excel to evaluate two mutually exclusive projects with different cash flow patterns and recommend the better option.	CO 2, 3	10	Lecture, Quiz, Group activity, Practical illustrations, Lab sessions.	Applying, Analyzing, Creating

3	Liquidity Decision: Working Capital Management: Meaning, Need, sources and Types of Working Capital, Components of Working Capital, Factors determining Working capital, Estimation of Working Capital, Numerical Problems and Case Studies on Working Capital Estimation. Practical Exercise: Estimate the working capital requirements for a manufacturing company given its operating cycle and cost data.	CO 2	6	Lecture, Quiz, Illustrations, Practical problem solving, Lab sessions.	Understanding, Applying, Analyzing
4	Financing Decision: Sources of Long-Term Domestic Finance: Shares, Debentures, Retained Earnings, Capital Structure: Meaning and Principles of Capital Structure Management, Factors affecting Capital Structure, Cost of Capital: Meaning, Components, Cost of Debt, Cost of Preference Share, Cost of Equity Share, Cost of Retained Earnings, Weighted Average Cost of Capital. Leverages: Operating Leverage, Financial Leverage and Combined Leverage. Simulation: Calculate WACC for a company under different financing mixes and analyze impact on firm value.	CO 2,4	10	Lecture, Group activity, Library assignments, Lab sessions.	Applying, Analyzing, Creating

5	Dividend Decision: Factors determining Dividend policy, Theories of Dividend- Gordon Model, Walter Model, MM Hypothesis, and Forms of Dividend Payment: Cash Dividend, Bonus Share and Stock Split, Stock Repurchase, Dividend Policies in Practice. Case: Analyze the dividend policy of an Indian company (e.g., Infosys, HUL) and relate to dividend theories.	CO 4	5	Lecture, Quiz, Group activity, Illustrations.	Understanding, Evaluating
6	Financial Statement Analysis: Meaning and Types, Techniques of Financial Statement Analysis (Only Concepts): Common Size Statement, Comparative Statement, Trend Analysis, Cash Flow Analysis, Fund Flow Analysis and Ratio Analysis	CO 5,6	8	Lecture, Case study, Group activity, Lab sessions.	Analyzing, Evaluating, Creating
	• liquidity ratios, • profitability ratios, • solvency ratios, • turnover ratios. Mini-Project: Download financial statements of a listed company, perform ratio analysis using Excel, and prepare a dashboard with key insights.				

(*). 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

- Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1	Pandey, I. M.	Financial Management	12th Edition	Vikas Publishing House
2	Khan, M. Y. & Jain, P. K.	Financial Management	8th Edition, 2018	McGraw Hill
3	Kapil, S.	Fundamentals of Financial Management	2nd Edition, 2020	Pearson

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1	Brigham, E. F. & Ehrhardt, M. C.	Financial Management: Theory and Practice	16th Edition, 2020	Cengage Learning
2	Berk, J., DeMarzo, P., & Thampy, A.	Financial Management	3rd Edition, 2018	Pearson
3	Rustogi, R. P.	Financial Management	5th Edition, 2019	Taxmann
4	Damodaran, A.	Corporate Finance: Theory and Practice	2nd Edition, 2001	Wiley

Online Resources:

Sr. No.	Resources Name	Website address	Online Resources No
1	Google Scholar	https://scholar.google.com/	Academic articles and research papers.
2	Moneycontrol	https://www.moneycontrol.com/	Financial data of Indian companies.
3	Screener.in	https://www.screener.in/	Financial analysis and ratios of Indian companies.
4	Investopedia	https://www.investopedia.com/	Financial concepts and tutorials.
5	NSE India	https://www.nseindia.com/	Stock market data and corporate announcements.

6	BSE India	https://www.bseindia.com/	Stock market data and annual reports.
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MOOCs:

Resources No	Resources Name	Web site address
1	SWAYAM	Financial Management
2	NPTEL	Corporate Finance
3	Coursera	Introduction to Corporate
4	edX	Financial Analysis for Decision
5	Khan Academy	Finance & Capital

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)		✓	✓	✓		✓
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓				✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	-	1	1	2	2	1
CO2	3	3	1	1	3	2	2	1
CO3	3	3	-	1	3	2	3	1
CO4	3	3	1	2	2	2	3	2
CO5	2	3	-	1	3	2	2	1
CO6	3	2	1	2	3	3	3	2
1- Low, 2- Medium, 3- High, If no correlation, put -								

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	MBA 203	Human Resource Management	
Type	Credits	Evaluation	Marks
Core/Foundation/Elective	3	UE:IE	50:50
Course Objectives:			
1. To explain the significance of HRM and changing role of HRM 2. To explain the process of HRP, Recruitment and Selection. 3. To discuss the concept of training and development 4. To illustrate the job evaluation and wage determination concepts. 5. To bring out the role of HR in effectiveness and employee performance			
Course Outcomes:			
CO 1:	Recall and describe the fundamental Human Resource Management functions necessary for effective organization management.		
CO 2:	Explain the principles of job analysis and summarize various manpower forecasting techniques.		
CO 3:	Apply recruitment, selection, and interview techniques to conduct the recruitment process effectively.		
CO 4:	Analyze training needs within an organization and assess the effectiveness of various training plans.		
CO 5:	Evaluate the components of wages and salary, and assess factors affecting them. Analyze issues related to performance appraisal, career planning, and rewards management.		
CO 6:	Design a comprehensive training plan based on identified training needs and formulate strategies for performance appraisal and career planning that align with organizational goals.		

Unit	Topics/Contents	CO Mapping	Ses sion	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1:	Introduction to HRM: Definition, Nature and Scope of HRM, Objectives of HRM, HRM Vs Personnel Management, Evolution of HRM, Strategic HRM, Challenges of HRM, Models of HRM (Harvard, Michigan Studies), Functions of HRM, Labour Laws Overview, Global Perspective of HRM. Tool: HR policy analysis and HR case studies. Techniques: Strategic HRM framework; HR functional analysis. Minimum Activity: One HR policy analysis exercise and one case study on strategic HR practices.	CO1	7	Lectures, Tutorials, Case Studies, Discussions. Case: Analyze HR practices of a reputed company and identify strategic HR functions. Additional Activities: - HR Policy Review Exercise - Strategic HRM Discussion - Labour Law Awareness Activity	Remembering, Understanding

Unit 2:	Human Resource Planning, Recruitment and Selection: Human Resource Planning, Demand and Supply Forecasting, Job Analysis and Job Design, Recruitment Process, Sources and Methods of Recruitment, Selection Process, HR Technology Solutions, AI Screening, Employee Self-Service Platforms, Induction. Tool: HRIS and Applicant Tracking Systems (ATS). Techniques: Manpower forecasting; Job analysis. Minimum Activity: One recruitment planning exercise and one mock interview session.	CO2	7	Lectures, Labs, Discussions, Assignments. Practical Exercise: Develop a recruitment plan and conduct a mock interview process. Additional Activities: - Job Description Writing Workshop - Recruitment Strategy Simulation - HRIS Demonstration	Analyzing, Applying
Unit 3:	Training and Development: Definition and Importance of Training and Development, Learning Theories, Kolb's Cycle, Kirkpatrick Model, e-Learning, Competency Mapping, Career Planning, Leadership Development, Training Need Analysis, Training Methods, Training Evaluation. Tool: Learning Management Systems (LMS). Techniques: Training Need Analysis; Competency Mapping. Minimum Activity: One training need analysis and one training programme design.	CO4	7	Lectures, Tutorials, Case Studies, Seminars. Simulation: Design a training programme for employees based on identified organizational needs. Additional Activities: - Competency Mapping Exercise - Leadership Development Workshop - Training Evaluation Activity	Analyzing, Evaluating
Unit 4:	Compensation and Benefits Tool: MS Excel for salary structure design. Techniques: Job evaluation; Compensation analysis. Contents: Wages and Salary Management, Job Evaluation Methods, Wage Determination, Types of Wages, Salary Structure, Fringe Benefits, Retirement Benefits, Pay Equity, Executive Compensation, Stock Options, Incentive Plans. Minimum Activity: One salary structure preparation and one compensation analysis exercise.	CO5	7	Lectures, Projects, Case Studies, Discussions. Practical Exercise: Design a compensation package for managerial employees. Additional Activities: - Wage Structure Analysis - Executive Compensation Case Study - Incentive Plan Design Exercise	Evaluating, Applying

Unit 5:	Performance Appraisal: Definition and Importance of Performance Appraisal,	CO3	7	Socratic method Lectures, Case Studies,	Applying, Evaluating
	Objectives of PA, Appraisal Process, MBO, 360 Degree Appraisal, Balanced Scorecard, Linking Performance to Rewards, Feedback Mechanisms, Digital Performance Tracking. Tool: Digital performance management tools. Techniques: 360-degree appraisal; Balanced Scorecard. Minimum Activity: One mock performance appraisal and feedback exercise.			Discussions, Role Plays. Case: Analyze the appraisal system of an organization and suggest improvements. Additional Activities: - Appraisal Form Design - Feedback Session Simulation - Balanced Scorecard Exercise	
Unit 6:	Employee Relations and Emerging HR Trends Tool: HR Analytics dashboards. Techniques: Employee engagement analysis; DEI framework. Contents: Employee Relations Management, Trade Unions, Collective Bargaining, Arbitration, Employee Engagement and Retention, Diversity Equity and Inclusion (DEI), Remote and Hybrid Work Models, Employee Well-being, HR Analytics, Green HRM, Ethics, Gig Economy. Minimum Activity: One employee engagement strategy and one HR analytics exercise.	CO6	10	Socratic method Lectures, Tutorials, Labs, Case Studies, Research Projects. Capstone Project: Develop an employee engagement and inclusion strategy for a hybrid workplace. Additional Activities: - DEI Audit Exercise - HR Analytics Dashboard Activity - Employee Wellness Strategy Design	Creating, Evaluating

(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

- Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	Seema Sanghi	Human Resource Management	2011	Macmillan

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	V.S.P. Rao	Human Resource Management	2006	Excel Books
2.	. K. Ashwathappa	Human Resource Management	2007	Tata McGraw-Hill
3.	Gary Dessler, Biju Varkey	Human Resource Management	2016	Pearson Publication, 12 th Edition
4.	Ronald J. Burke Cary L Cooper	Reinventing Human resources Management: Challenges and new Directions	2005	Routledge Place of Publishing London

Online Resources:

Sr. No	Online Resources	Web site address
1	Harvard Business Publishing Cases	https://hbsp.harvard.edu/cases/
3	ICMR HR Case Studies	https://www.icmrindia.org/case%20volumes/Case%20Studies%20in%20Human%20Resource%20Management%20Vol%20I.htm
4	CiteHR	https://www.citehr.com/
5	HR Guide	https://www.hr-guide.com/

MOOCs:

Sr. No.	Platform	Course
1	Coursera	Human Resource Management Specialization
2	SWAYAM	Human Resource Management
3	Alison	Introduction to Modern HRM
4	Class Central	Managing Human Resources

Assessment Mapping

Component	Marks	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	10	✓	✓				
Continuous Evaluation Scheme II (CES-II)	10		✓	✓	✓	✓	✓
Mid-Term Examination	20	✓	✓	✓	✓	✓	
Class Participation & Attendance	10	✓	✓				✓
End-Term Examination	50	✓	✓	✓	✓	✓	✓
Total	100	✓	✓	✓	✓	✓	✓

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO –PO Mapping:

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	1	1	3	3	-	2	2	1
CO2	2	3	3	1	-	3	2	1
CO3	3	3	2	3	1	3	3	1
CO4	3	3	1	2	1	3	2	2
CO5	3	3	3	3	-	3	2	2
CO6	2	3	2	2	1	3	3	3

1- Low, 2- Medium, 3- High, if -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	MBA 204	Strategic Management	
Type	Credits	Evaluation	Marks
Core	3	UE:IE	50:50
Course Objectives:			
1. Develop strategic thinking and integrative decision-making skills. 2. Understand strategic analysis frameworks used in leading B-Schools. 3. Apply strategic tools for competitive advantage. 4. Evaluate corporate and global strategies. 5. Design implementation plans with governance and ethics focus.			
Course Outcomes:			
CO1: Analyze internal and external environments using strategic frameworks. CO2: Evaluate industry structure and competitive positioning. CO3: Formulate business and corporate strategies. CO4: Assess global, innovation and digital strategies. CO5: Design strategy implementation plans. CO6: Critically evaluate strategic decisions considering ethics and sustainability			

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1: Foundations of Strategic Management	Concept of Strategy and Strategic Intent - Vision, Mission, Objectives, Levels of Strategy, Strategic Decision-Making Process VUCA, BANI	CO1	7 hours	Lecture, Case study (Tata), Mission Drafting Exercise	Understand, Analyze
Unit 2: External Environment and Industry Analysis	PESTLE Analysis, SWOT Analysis, Porter's Five Forces, Strategic Competitor Analysis and Competitive Intelligence, Hypercompetition and Blue Ocean Strategy, Red Ocean Strategy	CO1, CO2	8 hours	Activity on Practical Exercise: Conduct PESTLE and Five Forces analysis for an industry (e.g., automotive, telecom, retail) and present findings. Industry Simulation	Analyze, Evaluate

Unit 3: Internal Analysis and Competitive Advantage	Resource Based View (RBV), VRIO Framework, Core Competence and Dynamic Capabilities, Value Chain Analysis, Benchmarking and Balanced Scorecard, Cost Leadership, Differentiation, Focus Strategies, BCG, GE Nine Cell, Ansoff Matrix	CO2, CO3	8 hours	Case Analysis, Group Presentation, Application Exercise	Analyze, Apply, Evaluate
Unit 4: Corporate and Global Strategies	Corporate Level Strategy, Diversification (Related and Unrelated), Mergers, Acquisitions and Strategic Alliances, Vertical Integration and Outsourcing, International Strategy (Global, Transnational, Multi-domestic), Strategic Failure Cases (Global Firms)	CO3, CO4	8 hours	Case Method	Analyze, Evaluate, Create
Unit 5: Innovation, Digital and Sustainability Strategy	Disruptive Innovation, Platform and Digital Ecosystem Strategy, Business Model Innovation, ESG and Sustainable Competitive Advantage, Corporate Governance and Ethical Strategy, Stakeholder Theory	CO4, CO6	7 hours	Live Industry Cases, Article Review, Debate	Evaluate, Create
Unit 6: Strategy Implementation and Strategic Control	Organizational Structure and Strategy Fit, Leadership and Strategic Change, Strategic Control Systems, KPIs and Performance Measurement, McKinsey 7S Framework, Strategy Execution Failures and Turnaround Strategy	CO5, CO6	7 hours	Simulation, Case Analysis Presentation	Apply, Evaluate, Create

(*) Kindly consider the instructions while drafting. 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

NOTE: Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1.	Azhar Kazmi	Strategic Management and Business Policy	5th Edition, 2023	McGraw Hill
2.	Peter Drucker	Management: Tasks, Responsibilities, Practices	Revised Edition, 2008	Harper Business

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1.	Fred R. David and Forest R. David	Strategic Management: A Competitive Advantage Approach	17th Edition, 2020	Pearson
2.	Charles W. L. Hill, Melissa A. Schilling and Gareth R. Jones	Strategic Management: Theory and Cases	14th Edition, 2022	Cengage Learning

Online Resources: *(Mention Online Resources)

Online Resources No.	Resources	Web site address
1	Harvard Business Review	https://hbr.org
2	McKinsey Insights	https://www.mckinsey.com
3	Boston Consulting Group	https://www.bcg.com
4	Strategy + Business	https://www.strategy-business.com
5	NPTEL	https://nptel.ac.in
6	SWAYAM	https://swayam.gov.in

MOOCs: *(Mention Resources preferably from Swayam/ NPTEL at least of 6-12 weeks)

No.	Course	Platform
1	Strategic Management	NPTEL (SWAYAM)
2	Business Strategy Specialization	Coursera
3	Competitive Strategy	edX
4	Corporate Strategy	Coursera (University of London)

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)		✓	✓	✓		
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation and Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

*Note:

CO-PO MAPPING

CO#	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	1	2	1	1	2	1
CO2	3	3	1	2	1	1	3	2
CO3	3	3	2	2	2	2	3	2
CO4	2	3	3	3	2	2	3	2
CO5	3	2	2	2	2	3	3	2
CO6	2	3	1	3	2	3	3	3
1- Low, 2- Medium, 3- High, If no correlation, put -								

Evaluation Scheme:
A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	MBA 205	International Business	
Type	Credits	Evaluation	Marks
Core Course	3	UE:IE	50:50
Course Objectives:			
1. To understand the global business environment and key drivers of internationalization. 2. To explain major international trade theories and their relevance in global trade. 3. To examine international trade policies, institutions, and regional economic integrations. 4. To analyze various international market entry strategies and global supply chain practices. 5. To understand foreign exchange mechanisms, balance of payments, and risk management techniques. 6. To evaluate global business strategies, cross-cultural issues, and ethical challenges in international business.			
Course Outcomes:			
CO1: Explain the concepts and environmental factors influencing international business. CO2: Apply trade theories to analyze global trade patterns and competitiveness. CO3: Evaluate trade policies, global institutions, and entry strategies in international business. CO4: Analyze foreign exchange markets, balance of payments, and manage exchange rate risks. CO5: Assess global strategies and organizational structures of multinational corporations. CO6: Develop managerial solutions for cross-cultural, leadership, ethical, and sustainability challenges in international business environments			

Unit	Topics/Contents	CO Mapping	Session	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1:	Global Business Environment and Geopolitics Meaning and scope of International Business, Drivers of globalization, Globalization vs Regionalization, Global value chains, Political, legal, economic and cultural environment, Role of multinational corporations (MNCs), Emerging markets and global competitiveness	7	CO1	Lectures, discussions, geopolitical case studies, country analysis, global business environment mapping	Understanding, Analyzing

Unit 2:	Classical trade theories Adam Smith – Absolute Advantage, David Ricardo – Comparative Advantage Heckscher-Ohlin Theory Product Life Cycle Theory (Raymond Vernon) New Trade Theory Porter's	7	CO2	Lectures, comparative analysis, case discussions, trade simulations	Understanding, Analyzing
	Diamond Model of National Competitiveness Strategic trade theory				
Unit 3:	Instruments of trade policy Tariffs, Quotas, Subsidies, Non-tariff barriers Role of WTO IMF and World Bank, Regional economic integration- EU, NAFTA / USMCA, ASEAN, SAARC India's Foreign Trade Policy	8	CO2, CO3	Lectures, policy analysis, WTO case studies, group discussions	Analyzing, Evaluating
Unit 4:	Exporting and importing Licensing and franchising Contract manufacturing Strategic alliances and joint ventures, Foreign Direct Investment (FDI), Greenfield vs Brownfield investments Global supply chain management.	8	CO3	Case studies, role plays, simulation exercises, strategy workshops	Applying, Analyzing
Unit 5:	Foreign exchange market Exchange rate determination Currency systems and regimes International financial institutions Balance of Payments (BOP) Foreign exchange risk management Hedging techniques.	7	CO4	Lectures, numerical exercises, forex case studies, spreadsheet analysis	Applying, Analyzing

Unit 6:	Global vs Multi-domestic strategies International strategic management Organizational structures of MNCs Cross-cultural management Hofstede cultural dimensions Global leadership challenges	8	CO5, CO6	Case studies, simulations, group discussions, intercultural negotiation exercises	Evaluate, Create
	Ethical issues in international business				

*** 3 Credits = 45 Lectures; 2 Credits = 30 Lectures**

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Suggested Tools, Techniques, Software, Simulations & Mini Projects

Unit 1: Global Business Environment & Geopolitics

Tools & Techniques: PESTLE Analysis, Country Risk Analysis, Porter's Five Forces, Global Value Chain Mapping

Software: MS Excel, World Bank Database, Trading Economics

Simulations: Country Attractiveness Simulation, Geopolitical Risk Simulation Mini

Project: Country Market Analysis Report using PESTLE

Unit 2: Trade Theories

Tools & Techniques: Comparative Advantage Analysis, Opportunity Cost Analysis, Porter's Diamond

Software: MS Excel, UN Comtrade, WTO Statistics

Simulations: Trade Game Simulation, Comparative Advantage Exercise Mini

Project: Trade Pattern Analysis (India vs another country)

Unit 3: Trade Policy & Institutions

Tools & Techniques: Tariff Analysis, WTO Case Analysis, Policy Analysis Framework Software: WTO Database, IMF & World Bank Data

Simulations: WTO Negotiation Role Play, Trade Policy Simulation

Mini Project: Analysis of India's Foreign Trade Policy / Trade Agreement

Unit 4: Entry Strategies & Supply Chain

Tools & Techniques: Entry Mode Matrix, Cost-Benefit Analysis, Supply Chain Mapping

Software: Excel, SAP SCM (basic), Lucid chart

Simulations: Market Entry Strategy Simulation, Supply Chain Disruption Simulation Mini

Project: Market Entry Strategy Plan for an Indian firm

Unit 5: Foreign Exchange & BOP

Tools & Techniques: Exchange Rate Calculation, BOP Analysis, Hedging Techniques

Software: Excel, XE Currency, Investing.com

Simulations: Forex Trading Simulation, Hedging Decision Simulation Mini

Project: Forex Risk Management Report of an MNC

Unit 6: Global Strategy & Cross-Cultural Management

Tools & Techniques: SWOT Analysis, Hofstede Model, Ethical Decision Framework

Software: Case Study Platforms, Miro

Text Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1	Charles W. L. Hill	International Business: Competing in the Global Marketplace	14th Edition	McGraw Hill

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year/Edition	Publisher
1.	Daniels, Radebaugh & Sullivan	International Business	16th Edition	Pearson
2.	Justin Paul	International Business	8th Edition	McGraw Hill
3.	Francis Cherunilam	International Business Environment	29th Edition	Himalaya Publishing
4.	Cavusgil, Knight & Riesenberger	International Business Strategy	11th Edition	Pearson

Online Resources:

Sr. No.	Online Resource	Website
1	World Trade Organization (WTO)	https://www.wto.org
2	International Monetary Fund (IMF)	https://www.imf.org
3	World Bank Open Data	https://www.imf.org
4	United Nations Conference on Trade and Development (UNCTAD)	https://www.imf.org
5	Reserve Bank of India	https://www.imf.org
6	Trading Economics	https://www.imf.org

MOOCs:

Sr. No.	Platform	Course
1	NPTEL	International Business
2	SWAYAM	Global Business Environment
3	Coursera	Global Strategy
4	edX	International Trade and Finance
5	Coursera	Global Supply Chain Management

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓				
Continuous Evaluation Scheme II (CES-II)		✓	✓	✓	✓	✓
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓				✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

*Note:

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	–	3	1	–	1	1
CO2	3	3	–	2	1	–	1	1
CO3	3	3	1	3	1	2	2	1
CO4	3	3	2	2	1	1	1	1
CO5	3	2	1	3	1	2	2	1
CO6	2	2	1	3	1	3	3	2

1 = Low Correlation 2 = Moderate Correlation 3 = High Correlation – = No Correlation

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	MBA 206	Production & Operations Management	
Type	Credits	Evaluation	Marks
Core/Foundation/Elective	3	UE:IE	50:50
Course Objectives:			
- To understand fundamentals, scope and strategic importance of Production and Operations Management. - To apply production planning and control techniques for facility location, layout, and process design. - To analyze inventory management problems using quantitative techniques like EOQ and ABC analysis. - To evaluate quality management systems, maintenance strategies, and Lean manufacturing practices. - To assess service operations and digital transformation trends in operations management. - To design solutions for operational challenges using digital tools, analytics, and sustainable practices.			
Course Outcomes:			
Explain the nature, scope, and functions of production and operations management in manufacturing and service organizations CO 1: Apply production planning and control techniques including facility location, layout, and sequencing using software tools. CO 2: Analyze production processes, facility layout, and capacity planning decisions for improving operational efficiency. CO 3: Apply inventory control techniques such as EOQ, ABC analysis, and related methods to support effective inventory planning and operational decision-making. CO 4: Assess service operations characteristics and digital transformation trends in operations. CO 5: Develop solutions for operational challenges using digital tools, data analytics, and sustainable production practices. CO 6:			

Unit	Contents	COs Number	Sessions (Hrs.)	Teaching Methodology	Cognition Level
Unit 1	Introduction to POM: Nature, Scope, Importance and Functions Production Process, Difference between Production and Service operations, Responsibilities of Production Manager, Production process selection decisions, Production System, Classification of Production System, Automation and robotics in production, Flexible Manufacturing Systems (FMS), Industry 5.0 & Smart Manufacturing	CO1	7	Lecture with Ppts, Quiz, Case Studies Suggested Activity: Case: Compare the production systems of a traditional manufacturing company and a modern automated facility.	Understand
Unit 2	Production Planning and Control: Objectives of PPC & functions Co-ordination of PPC with other departments. Facility location - Factors affecting plant location - Plant location selection methods Process analysis - Types of processes - Process selection - Methods - Production layout techniques - Process layout. Measurement. Job sequencing, Assembly Line Balancing (conceptual), Capacity Planning & Theory of Constraints (TOC) (Basic Concepts) Minimum Activity: 1 location analysis	CO2	7	Lecture with Ppts, Examples Suggested Activity: Practical Exercise: Use factor rating method in Excel to select a plant location. Design a process layout for a small manufacturing unit.	Apply

	exercise; 1 layout design exercise; 1 sequencing problem Tool: MS Excel for location analysis; MS Visio / Lucid chart for layout design				
Unit 3	Materials, Inventory and Maintenance Management: Concepts, Need of maintenance, Objectives & types of maintenance. KANBAN. Master Production Schedule Material requirements planning & Introduction to Enterprise Resource Planning (from MRP to ERP), Inventory control techniques: EOQ (with numerical), EBQ, ABC analysis (with numerical), VED, FSN analysis (conceptual), Just in Time (JIT) Minimum Activity: 5 EOQ numerical problems; 1 ABC analysis exercise Tool: MS Excel for EOQ and ABC analysis.	CO3	8	Lecture with PPTs and Case Study Suggested Activity: Simulation: Use Excel to calculate EOQ and reorder point for different demand scenarios. Perform ABC analysis on a sample inventory list.	Analyze
Unit 4	Service Operations Management : Understanding Service Operations and Strategy, Distinctive characteristics of service operations, Competitive service strategies and triple bottom line, Introduction to Digital Transformation in Operations, Service Quality, SERVQUAL, Quality service by design, Cost of Quality, Quality tools for analysis and problem solving, Customer Experience & Service Blueprinting Tool: SurveyMonkey / Google Forms for SERVQUAL.	CO4	8	Lectures with PPTs, Group Activity, Video Cases Practical Exercise: Design a SERVQUAL questionnaire for a service organization (e.g., hotel, bank, hospital) and analyze service quality gaps.	Evaluate
Unit 5	Quality Management: PDCA cycle - KAIZEN, Quality Circles, 7QC tools and its advancements, ISO 9000-2000 clauses, Six Sigma, Total Productive Maintenance (TPM), 5S, Acceptance sampling - Statistical quality control; Lean Six Sigma Integration, DMAIC Methodology	CO5	7	Lecture, Case, Activity	Apply and evaluate

Unit 6	Emerging Trends in Operations and Supply Chain Management - Supply Chain Performance and Resilience: Global Supply Chains and contemporary challenges in international sourcing, logistics and supply chain disruptions. - Lean and Agile Supply Chains: Lean production, waste reduction, agile supply chains and responsiveness. - Sustainable Operations and Circular Economy: Green operations, sustainable manufacturing, resource efficiency and circular economy.	CO6	8	Lectures with PPTs, Case Activity, Suggested Activity: Mini-Project: Analyze the supply chain of a company and propose improvements using lean principles or digital technologies.	Create and analyse
	- Digital Transformation in Operations: Industry 4.0 overview, digital platforms, IoT and smart manufacturing concepts. - Emerging Technologies in Operations Management: Introduction to Artificial Intelligence, Blockchain applications, predictive maintenance and future trends in operations.				

3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	K. Aswathappa, K Sridhar Bhat	Production and Operations Management	Latest Edition	Himalaya Publishing House
2.	William J Stevenson	Operations Management	14th Edition, 2021	McGraw-Hill

Reference Books:

Sr. No	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	Martin Kenneth Starr	Production and Operations Management	2008	Cengage Learning
2.	L.C. Jhamb	Production Operations Management	2009	Everest Publishing House

3.	Chunawala &Patel	Production and Operations Management	2009	Himalaya Publishing House
4.	S.N. Chary	Production and Operations Management	7 th Edition	Tata McGraw Hill Ltd.
5.	Nigel Slack, Alistair Brandon-Jones	Operations Management	9th Edition	Pearson Education
6.	Alasdair Gilchrist	Industry 4.0: The Industrial Internet of Things	2016	Springer
7.	Jay Lee, Chao Jin, Zongchang Liu and Hossein Davari Ardakani	Industrial AI: Applications with Sustainable Performance	1st Edition, 2020	Springer Nature
8.	Michael Rada	Industry 5.0: The Human-Centric Revolution	1st Edition, 2023	Industry 5.0 Institute

Online Resources:

Sr. No.	Online Resources	Web site address
1		http://www.yourarticlelibrary.com
3		https://managementhelp.org
4		https://www.cleverism.com
5		https://commercemates.com

MOOCs: Preferably from Swayam/ NEPTEL at least of 6-12 weeks)

Sr. No.	Resources	Web site address
1		www.swayam.gov.in
2		www.udemy.com
3		www.coursera.org

Assessment Mapping

CO1	CO2	CO3	CO4	CO5	CO6
✓	✓				
	✓	✓	✓	✓	
✓	✓	✓	✓	✓	
✓	✓				✓
✓	✓	✓	✓	✓	✓
✓	✓	✓	✓	✓	✓

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	-	-	-	-	-
CO2	3	3	2	-	-	-	-	-
CO3	3	3	2	-	-	-	-	1
CO4	2	3	2	-	-	-	-	-
CO5	2	2	3	1	1	1	1	1
CO6	3	3	3	1	1	3	1	2

1- Low, 2- Medium, 3- High, if no correlation, put -

Evaluation Scheme:

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	50
Total	50

Programme: MBA (G) CBCS Revised Syllabus w.e.f. - Year 2022 23			
Semester	Course Code	Course Title	
II	MBA 207	Quantitative Techniques for Managers	
Type	Credits	Evaluation	Marks
Core	3	UE:IE	50:50
Course Objectives:			
- Understand the concepts, principles, and applications of Operations Research and quantitative techniques in managerial decision-making. - Develop mathematical and analytical models for solving business problems related to resource allocation, production planning, scheduling, and distribution. - Apply optimization techniques such as Linear Programming, Transportation, and Assignment Models to support effective business decisions. - Analyze decision-making situations under risk and uncertainty using simulation, decision analysis, and quantitative evaluation techniques. - Utilize project management and spreadsheet-based analytical tools to enhance planning, control, and data-driven decision-making in organizations.			
Course Outcomes:			
After completion of this course, students will be able to: CO1: Explain the concepts, scope, and applications of Operations Research in managerial decision making. CO2: Formulate and solve Linear Programming Problems to support business optimization decisions. CO3: Apply transportation and assignment models to optimize allocation and distribution decisions. CO4: Analyze decision-making situations under risk and uncertainty using quantitative techniques and simulation models. CO5: Evaluate project schedules and resource planning using PERT and CPM techniques. CO6: Use spreadsheet-based tools and quantitative models to solve managerial problems and support data-driven decision-making.			

Unit	Contents	COs Number	Sessions (Hrs)	Teaching Methodology	Cognition Level
1	Introduction to Operations Research: Introduction, Historical background, Meaning, Significance, Scope and Limitations of O.R. Features of Operations Research, Phases of Operations Research. Applications of O.R. in Business and Management.	4	CO 1	Lecture with PPTs, Quiz, Case discussions. Case: Identify and present three real-world applications of OR in different business functions.	Understanding

2	Linear Programming Problem (L.P.P.): Definition and Components of LPP, Formulation of LPP, Solution of LPP by Graphical Method, Examples on maximization and minimization, Examples on mixed constraints, Special cases in LPP: Alternative or multiple optimal solutions.	9	CO 2	Lecture with practical questions and LPP Formulation based on Cases Study Use Excel Solver to solve a product mix optimization problem and interpret the results.	Applyi ng, Analyz ing
3	Transportation problems (T.P.): Introduction and Formulation of TP, Initial Basic Feasible Solution I.B.F.S. by North West Corner Rule (NWCR), Matrix Minimum Method, Vogel's Approximation Method (VAM), Checking Optimality by Modified Distribution Method (MODI Method), Special cases in TP: maximization, unbalanced TP, restricted TP, applications of T.P. in business	9	CO 3	Lecture with practical questions and Applications of T.P. in business based on Cases Study Solve a distribution problem using VAM and MODI method in Excel Suggested Cases(Any one): ☐ Amul Distribution Optimization ☐ Indian Railways Scheduling ☐ Amazon India Warehouse Allocation ☐ Zomato Delivery Optimization	Applyi ng, Analyz ing
4	Assignment Problems (A.P.): Meaning, definition of AP, Hungarian Method of solving AP, Assignment Problem for Maximization, minimization. unbalanced AP, restricted AP, Multiple /Optimal Solutions, applications of A.P. in business.	6	CO 3	Lecture with practical questions and Applications of A.P. in business based on Cases Study Practical Exercise: Solve a job allocation problem using Hungarian method in Excel	Applyi ng, Analyz ing
5	Simulation: Introduction to Simulation, Types of Simulation, steps of simulation process, Monte Carlo technique, business applications and limitations. Decision Environments- risk & uncertainty Payoff table, regret table, Decision making under uncertainty, Maximin & Maximax criteria, Minimax regret criteria, Laplace Criterion, Hurwicz criterion, Expected monetary value criterion, Expected Pay off of Perfect Information (EPPI), Expected Value of Perfect Information (EVPI), Expected Opportunity Loss (EOL), Decision Tree.	7	CO 4	Lecture with practical questions, Case Activity Use Excel to perform Monte Carlo simulation for demand forecasting or inventory planning.	Analysi ng, Evaluat ing
6	Network Analysis by PERT and CPM: Introduction to Networks, Basic differences between PERT and CPM, Network models- PERT/CPM network components and precedence relationships. Critical Path Analysis, forward pass computation for earliest event time, backward pass computation for latest allowable event time, Program Evaluation and Review Technique (PERT). Determination of PERT times	10	CO5, CO6	Lecture with practical questions and Network Analysis Formulation based on Cases Study Mini-Project: (MS Project* Optional) Develop a project network for a real-world project (e.g., event planning, construction) and analyze critical path and completion probability.	Analysi ng, Evaluati ng

Note: 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

- Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Book:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	Sharma, J. K.	Operations Research: Theory and Applications	6th, 2020	Laxmi Publications
2.	Vohra, N.D	Quantitative Techniques for Managers	6 th Edition 2021	Tata Mcgraw Hill
3.	Kalavathy, S.	Operations Research	4th, 2019	Vikas Publishing House

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1.	Taha, H. A.	Operations Research: An Introduction	10th, 2019	Pearson
2.	Hillier, F. S., & Lieberman, G. J.	Introduction to Operations Research	11th, 2021	McGraw Hill
3.	Carter, M., Price, C. C., & Rabadi, G.	Operations Research: A Practical Introduction	2nd, 2019	Taylor & Francis

Online Resources:

Online Resources No	Purpose	Web site address
1.	Springer	www.springer.com
2.	Pearson	www.pearson.com
3.	Optimization Online	www.optimization-online.org

MOOCs:

Resources No	Platform	Course Name
1	https://swayam.gov.in	"Operations Research" (IIT Roorkee)
2	https://onlinecourses.nptel.ac.in	"Introduction to Operations Research" (IIT Madras)
3	https://www.coursera.org	"Operations Research" (National Taiwan University)
4	https://www.edx.org	"Optimization Methods" (Delft University)

Assessment Mapping (50 Marks)

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓	✓			
Continuous Evaluation Scheme II (CES-II)			✓	✓	✓	✓
Mid-Term Examination	✓	✓	✓	✓		
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total						

*Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO – PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	1	1	1	1	1	2
CO2	3	3	1	3	1	2	1	2
CO3	3	3	2	3	2	2	2	2

CO4	3	3	2	3	2	2	2	3
CO5	3	3	2	2	2	3	1	2
CO6	3	3	2	3	2	2	1	3

1-Low, 2- Medium, 3- High, if - (**Rationale in Appendix**)

Evaluation Scheme

A. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	MBA 208	AI for Managers	
Type	Credits	Evaluation	Marks
	3	IA	100
Course Objectives:			
1. Understand AI as a strategic business capability. 2. Evaluate AI technologies for business applications. 3. Analyse AI-driven decision-making and business models. 4. Examine ethical, legal, and regulatory implications. 5. Apply AI tools in marketing, operations, finance, and HR.			
Course Outcomes:			
CO1: Explain core concepts of Artificial Intelligence and its relevance to business organizations. CO2: Evaluate AI technologies and tools for solving managerial and business problems. CO3: Analyze AI strategies and their role in digital transformation and competitive advantage CO4: Examine ethical, legal, and governance challenges associated with AI adoption. CO5: Apply AI-based solutions across functional areas such as marketing, operations, finance, and HR. CO6: Assess AI implementation strategies, organizational readiness, and emerging trends for future business transformation.			

Unit	Topics/Contents	CO Mapping	Sessions (Hrs)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit I – AI Foundations & Business Value	Tool: ChatGPT / Bard for demonstrations. Techniques: AI use case identification framework. Contents: Overview of Artificial Intelligence, evolution and milestones of AI, types of AI (Narrow AI vs General AI), relationship between AI, Machine Learning, and Deep Learning, role of data in AI systems, fundamentals of business analytics, digital transformation and AI adoption across industries. Minimum Activity: 1 AI use case identification exercise.	CO1	7	Lectures, discussions, industry examples Activity: Identify and present three AI use cases from different industries (e.g., healthcare, retail, finance).	Understanding

Unit II AI Technologies and Tools	Tool: Google Colab / Teachable Machine / DataRobot (trial). Techniques: No-code/low-code AI tool exploration.	CO2	8	Demonstrations, tool exploration, case discussions Practical Exercise: Use Teachable Machine to	Applying
	Contents: Machine Learning concepts (supervised, unsupervised, reinforcement learning), neural networks and deep learning basics, Natural Language Processing (NLP), computer vision, generative AI and large language models (LLMs), AI platforms and tools (low-code/no-code AI tools), managerial decisions in build, buy or outsource AI solutions. Minimum Activity: 1 hands-on exercise using a no-code AI tool (e.g., Teachable Machine for image classification).			build a simple image classification model and discuss potential business application	
Unit III – AI Strategy and Business Models	Tool: Miro / Lucidchart for strategy mapping. Techniques: AI value chain analysis; AI maturity assessment. Contents: Digital business strategy and AI-driven transformation, AI value chain (Data → Insight → Decision → Value), AI maturity models, AI-driven innovation and competitive advantage, AI-enabled platforms and ecosystems, data as a strategic asset, AI integration with organizational strategy. Minimum Activity: 1 AI strategy mapping exercise for a real company.	CO3	8	Case studies, group discussions, strategy frameworks. Suggested Activity: Analyze how Amazon/Netflix/Google uses AI for competitive advantage and map their AI value chain.	Analyzing, Evaluating

Unit IV – AI Applications in Business Functions	Tool: ChatGPT / Jasper / Copy.ai for marketing; Power BI for analytics. Techniques: Functional AI application frameworks. Contents: • Marketing: Personalization, recommendation systems, customer segmentation, predictive marketing analytics. • Operations: Predictive maintenance, supply chain optimization, demand forecasting. • Finance: Fraud detection, credit risk analysis, algorithmic trading basics. • Human Resource Management: Talent analytics, recruitment automation, attrition prediction. • Industry applications in manufacturing, healthcare, retail, and financial services. Minimum Activity: 1 functional AI application mini-project.	CO5	7	Case studies, simulations, mini projects Mini-Project: Use ChatGPT to generate marketing copy for a product, use Power BI to visualize customer data, or propose an AI solution for a functional challenge.	Applying, Analyzing
Unit V – Algorithmic Decision Making and AI Risks	Tool: IBM AI Fairness 360 / What-If Tool (Google). Techniques: Bias detection; XAI principles. Contents: AI-based decision support systems, transition from decision support to automated decision making, interpretability vs accuracy trade-offs, explainable AI (XAI), cognitive biases in algorithmic decisions, social implications of AI systems, bias and discrimination in algorithms, social media algorithms and echo chamber effects. Minimum Activity: 1 bias analysis exercise; 1 case study on AI failure.	CO3, CO4	8	Case analysis, scenario analysis, debates Suggested Activity: Analyze an AI failure case (e.g., biased hiring algorithm, discriminatory lending) and propose preventive measures.	Applying, Evaluating

Unit VI – Responsible AI, Governance, and Future Trends	AI ethics checklists / governance frameworks. Techniques: AI risk assessment; Change management for AI. Contents: AI ethics and fairness, regulatory frameworks for AI governance (EU AI Act, NITI Aayog principles), data privacy and security, risk management in AI systems, hallucination and reliability issues in generative AI, human-AI collaboration, change management in AI adoption, future trends: generative AI, autonomous systems, AI-powered enterprises. Minimum Activity: 1 AI ethics and governance assessment report	CO4, CO6	7	Presentations, research projects, seminars. Mini-Project: Develop a responsible AI framework for a hypothetical company planning to implement AI solutions.	Evaluate, Create
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Note: 3 Credits = 45 Lectures

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises

Text Books:

Sr. No.	Author	Title	Edition	Publisher
1.	Russell, S., & Norvig, P.	Artificial Intelligence: A Modern Approach	4th, 2020	Pearson
2.	Pavankumar Gurazada and Seema Gupta	AI in Business	2025	Vikas Publishing
3.	Kotler, P., Kartajaya, H., & Setiawan, I.	Marketing 5.0: Technology for Humanity	2021	Wiley

Reference Books:

Sr. No.	Author	Title	Edition	Publisher
1.	Mitchell, T.	Machine Learning	1st, 1997	McGraw Hill
2.	Davenport, T. H.	The AI Advantage	2018	MIT Press
3.	Agrawal, A., Gans, J., & Goldfarb, A.	Prediction Machines	2nd, 2022	Harvard Business Review Press
4.	O'Neil, C.	Weapons of Math Destruction	2016	Crown Publishing
5.	Marr, B.	Artificial Intelligence in Practice	2019	Wiley

Online Resources:

Sr. No.	Online Resources	Web site address
1	Free AI and ML courses from IITs. (NPTEL)	https://nptel.ac.in/
2	Articles on AI strategy and business applications. (Harvard Business Review)	https://hbr.org/
3	Datasets, competitions, and ML tutorials. (Kaggle)	https://www.kaggle.com/
4	AI research, tools, and case studies (Google AI)	https://ai.google/
5	Open-source toolkit for bias detection (IBM AI Fairness 360)	https://aif360.mybluemix.net/

MOOCs:

Sr. No.	Platform	Course
1.	https://swayam.gov.in	"Introduction to Artificial Intelligence" (IIT Delhi)
2.	https://nptel.ac.in	"AI for Managers" (IIM Bangalore)
3.	https://www.coursera.org	"AI for Everyone" (deeplearning.ai)
4.	https://www.edx.org	"Artificial Intelligence for Business" (Columbia University)

Assessment Mapping

Assessment Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓	✓	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	-	✓	✓	✓	-
Mid-Term Examination	✓	✓	✓	✓	-	-
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
Practical & Viva / Field Project & Viva	✓	✓	✓	✓		
Total						

Note:

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.

3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	2	1	1	1	1	-
CO2	3	3	3	1	1	-	1	2
CO3	3	3	3	2	2	-	2	2
CO4	2	3	2	2	1	3	2	-
CO5	3	3	3	2	2	1	1	2
CO6	3	3	3	2	3	3	3	3

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

. Internal Assessment (50 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
Total	50

B. University Examination (50 Marks)

Component	Marks
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	50

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
I	MBA 209	Financial Modeling and Valuation	
Type	Credits	Evaluation	Marks
Open Course	03	IA	100
Course Objectives:			
1. To develop proficiency in Excel-based financial modelling techniques for managerial decision-making. 2. To analyze and interpret financial statements for valuation purposes. 3. To forecast business performance using revenue and cost drivers. 4. To apply valuation methodologies for determining enterprise and equity value. 5. To evaluate risk and uncertainty through scenario, sensitivity, and simulation analysis. 6. To build integrated financial models and investment recommendations using real-world data.			
Course Outcomes:			
CO1: Apply advanced Excel tools and functions for financial analysis and modelling. CO2: Analyze and interpret financial statements to identify key business drivers. CO3: Develop forecasting models based on revenue, cost, and operational assumptions. CO4: Construct integrated financial models and perform valuation using multiple approaches. CO5: Evaluate investment opportunities using scenario, sensitivity, and risk analysis techniques. CO6: Design comprehensive financial models and communicate investment recommendations effectively.			

Unit	Contents	COs Number	Session (Hrs)	Teaching Methodology	Cognitive Level
Unit 1	Excel Foundations for Financial Modelling Introduction to Financial Modelling, Excel environment and productivity tools, Data cleaning and formatting, Logical Functions: IF, IFS, AND, OR; Lookup Functions: VLOOKUP, HLOOKUP, XLOOKUP, INDEX-MATCH; Conditional Formatting, Data Validation, Pivot Tables and Pivot Charts	CO 1	7 Hours	Flipped Classroom + Hands-on Lab	Remember, Understand, Apply

Unit 2	Financial Statement Analysis and Modelling Understanding Annual Reports, Income Statement Analysis, Balance Sheet Analysis, Cash Flow Statement Analysis, Ratio Analysis, Common Size Statements, Trend Analysis, Identifying Value Drivers, Linking Financial Statements	CO 2	8 Hours	Case Analysis + Spreadsheet Exercise Activity: Analyse the annual report of a listed company and prepare a financial health report.	Analyze, Evaluate
Unit 3	Forecasting and Business Driver Modelling Revenue Forecasting Methods, Cost Behaviour Analysis, Working Capital Forecasting, Capital Expenditure Planning, Assumption Building, Forecasting Techniques in Excel, Integrated Forecast Schedules	CO 3	7 Hours	Think-Pair-Share + Excel Workshop Develop a 5-year forecast model for a selected company.	Apply, Analyze, Create
Unit 4	Corporate Financial Modelling: Building Three Statement Models, Integrated Income Statement, Balance Sheet and Cash Flow Models, Circular References and Error Checking, Model Auditing Techniques, Scenario Manager, Goal Seek and Solver, Dynamic Financial Models	CO 4	8 Hours	Lab-Based Learning Create a fully linked three-statement model.	Apply, Analyze, Create
Unit 5	Business Valuation Techniques Time Value of Money Applications, Discounted Cash Flow (DCF) Valuation, Free Cash Flow Estimation, Cost of Capital (WACC), Terminal Value Estimation, Comparable Company Analysis, Precedent Transaction Analysis, Enterprise Value and Equity Value.	CO4, CO5	8 Hours	Case Method + Spreadsheet Modelling Activity: Perform valuation of a listed company using DCF and Relative Valuation.	Analyze, Evaluate, Create

Unit 6	Risk Analysis, Simulation and Investment Decision Making Sensitivity Analysis, Scenario Analysis, Break-even Analysis, Monte Carlo Simulation, Risk-Return Assessment, Beta, Alpha and Sharpe Ratio, Investment Decision Modelling, Financial Model Presentation and Reporting.	CO5, CO6	7 Hours	Simulation Exercise + Project-Based Learning Mini Project: Investment Recommendation Report based on Financial Modelling and Valuation.	Evaluate, Create
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(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

- Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

• Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Benninga, S.	Financial Modeling (with Excel & VBA)	6th / 2022	MIT Press

Reference Books:

Sr. NO	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Damodaran, A.	Investment Valuation (Tools for DCF & Multiples)	3rd / 2022	Wiley
2	McKinsey & Co.	Valuation: Measuring and Managing Value	7th / 2023	Wiley

Online Resources:

Sr. No.	Resources	Web site address
1		https://corporatefinanceinstitute.com/resources/templates/financial-modeling-excel-template/
2		https://www.moneycontrol.com/financials/

MOOCs:

Resources No.	Platform	Course
1	Swayam	Financial Modeling and Valuation-
2	Coursera	Business and Financial Modeling

Assessment Mapping

Component	CO1	CO2	CO3	CO4	CO5	CO6
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CES-I	✓	✓				
CES-II			✓	✓	✓	
Mid-Term Examination	✓	✓	✓	✓	✓	
Class Participation & Attendance	✓	✓	✓			✓
End-Term Examination	✓	✓	✓	✓	✓	✓
Total	✓	✓	✓	✓	✓	✓

***Note:**

1. CES -I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.
2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.
3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	2	3	2	-	-	-	1
CO2	3	3	2	2	-	-	1	2
CO3	2	3	3	2	-	-	1	2
CO4	3	3	3	2	-	1	1	2
CO5	2	3	3	2	1	2	1	2
CO6	2	3	3	3	2	2	1	3

1- Low, 2- Medium, 3- High, If no correlation, put -

Evaluation Scheme:

Internal Assessment (100 Marks)

Component	Marks
Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20

Class Participation / Attendance	10
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	100

Programme: MBA (G) CBCS Syllabus w.e.f. - Year 2026 - 2027			
Semester	Course Code	Course Title	
II	209	Data Analytics using Python	
Type	Credits	Evaluation	Marks
Open	3	UE:IE	50:50
Course Objectives:			
The course aims to: • Introduce Python as a tool for business analytics and managerial decision-making. • Develop skills in data manipulation, cleaning, and transformation using Python. • Apply analytical techniques to solve business problems using real-world datasets. • Create meaningful visualizations and dashboards for business insights. • Interpret analytical outputs and communicate data-driven recommendations. • Execute business analytics projects using Python for managerial decision-making.			
Course Outcomes:			
Upon successful completion of the course, learners will be able to: CO1: Explain Python fundamentals and the role of analytics in business decision-making. CO2: Apply NumPy and Pandas libraries for business data preparation and exploration. CO3: Perform data cleaning, transformation, and analytical operations on business datasets. CO4: Create data visualizations and dashboards to communicate analytical findings effectively. CO5: Analyze business datasets using Python-based analytical techniques and generate evidence-based managerial insights for decision-making. CO6: Design, execute, and present a business analytics project using Python and recommend data-driven managerial decisions.			

Unit	Topics/Contents	CO Mapping	Sessions (Hrs.)	Pedagogy/ Suggested Experiential Learning Activities	Bloom's Level
Unit 1: Introduction to Business Analytics and Python	Business Analytics and Data-Driven Decision Making, Analytics Applications in Marketing, Finance, HR and Operations, Introduction to Python, Python Installation, Interpreter, Variables, Data Types, Operators, Input-Output Statements, Control Structures, Functions, Importing Libraries	CO1	7 hours	Analyze a business dataset and identify key trends and patterns	Understand, Apply, Analyze
Unit 2: Python Programming for Data Analytics	Lists, Tuples, Dictionaries, Sets, String Operations, Loops, Functions, Lambda Functions, File Handling, Functional Programming Concepts, Exception Handling	CO1, CO2	7 hours	Develop a Python program for sales performance analysis	Analyzing, Applying

Unit 3: NumPy for Data Analytics	Installation and Introduction to NumPy, Arrays and Array Operations, Indexing, Slicing, Iteration, Boolean Arrays,	CO2	7 hours	Financial and business calculations using NumPy arrays	Apply, Analyze
	Mathematical Functions, Shape Manipulation, Array Transformations				
Unit 4: Pandas for Data Preparation and Analysis	Pandas Data Structures, Series and DataFrames, Indexing, Reindexing, Data Selection, Missing Value Treatment, Data Cleaning, Filtering, Sorting, Aggregation, Grouping Operations	CO2, CO3	8 hours	Customer data cleaning and exploratory analysis using real datasets	Analyze, Apply, Evaluate
Unit 5: Data Manipulation and Visualization	Reading and Writing CSV, Excel, JSON Files, Data Merging, Combining and Pivoting, Outlier Detection, Introduction to Matplotlib, Line Charts, Bar Charts, Pie Charts, Histograms, Business Dashboard Design Principles, KPI Visualization, Executive Reporting Techniques, Formatting and Saving Visualizations.	CO3, CO4	8 hours	Create business performance dashboards and visualization reports	Analyze, Apply, Create
Unit 6: Business Analytics Applications	Business Analytics Applications in Management; KPI-Based Performance Measurement; Business Dashboards and Executive Reporting; Data Storytelling for Evidence-Based Managerial Decision-Making; AI-Assisted Analytics and Prompt-Based Data Exploration; Interpretation of Analytical Results; Development of Data-Driven Managerial Recommendations and Decision Support Reports.	CO4 CO5 CO6	8 hours	Analyze a real-world business dataset and prepare a managerial decision-support report highlighting key insights, performance indicators, evidence-based recommendations, and strategic actions.	Analyze, Evaluate, Create

(*) 3 Credits = 45 Lectures; 2 Credits = 30 Lectures

Suggested Activity: Each learner shall individually undertake a Business Analytics Mini Project using Python on a real-world dataset. The project shall involve data preparation, analysis, visualization, dashboard creation, interpretation of findings, and presentation of evidence-based managerial recommendations through a written report and viva-voce.

Minimum one experiential activity per unit shall be conducted and documented by faculty members. Activities should emphasize application-oriented, in-class, and individual learning assessment. Use of AI-assisted tools may be permitted for ideation and exploration purposes; however, evaluation shall focus on critical thinking, originality, and individual understanding demonstrated through in-class performance, viva voce, presentations, or applied exercises.

Text Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	Wes McKinney	<i>Python for Data Analysis: Data Wrangling with Pandas, NumPy and Jupyter</i>	3rd Edition, 2022	O'Reilly Media
2.	Mahadi Hasan Miraz, Narishah Mohamed Salleh, Hwang Ha Jin	<i>Python for Business Analytics: Unlocking Data Insights for Strategic Decision-Making</i>	1st Edition, 2025	Springer Nature Singapore

Reference Books:

Sr. No.	Name of the Author	Title of the Book	Year Edition	Publisher Company
1	John Foreman	<i>Data Smart: Using Data Science to Transform Information into Insight</i>	1st Edition, 2013	Wiley
2	Jake VanderPlas	<i>Python Data Science Handbook</i>	1st Edition, 2016	O'Reilly Media
3	Eric Matthes	<i>Python Crash Course</i>	3rd Edition, 2023	No Starch Press

Online Resources:

Online Resources No.	Platform/ Website
1	https://www.kaggle.com/learn/python
2	https://www.kaggle.com/learn/pandas
3.	https://matplotlib.org/stable/tutorials
4.	https://pandas.pydata.org/docs
5.	Google Colab

MOOCs: *(Preferably from Swayam/ NEPTEL atleast of 6-12 weeks

Resources No.	Resources	Platform
1.	Python for Data Science	NPTEL
2.	Data Analytics with Python	NPTEL
3.	Python Basics for Data Science	IBM Cognitive Class
4.	Data Analysis with Python	Coursera
5.	Python for Everybody	Coursera

Component	CO1	CO2	CO3	CO4	CO5	CO6
Continuous Evaluation Scheme I (CES-I)	✓	✓	-	-	-	-
Continuous Evaluation Scheme II (CES-II)	-	✓	✓	✓	-	-

Mid-Term Examination	✓	✓	✓	-	-	-
Class Participation & Attendance	✓	✓	✓	✓	✓	✓
End-Term Examination	✓	✓	✓	✓	✓	-
Total						

***Note:**

1. CES-I and CES-II should preferably be conducted through in-class application-oriented assessments such as case analysis, numerical problem-solving, presentations, simulations, practical exercises, or analytical exercises to encourage independent thinking and reduce excessive dependence on AI-assisted take-home submissions.

2. Wherever take-home assignments or group-based activities are used, they must be supplemented with viva-voce/presentation for assessing individual understanding, participation, and application-oriented learning outcomes.

3. Assessment should primarily focus on individual learner performance even in collaborative/group activities in order to minimize free-riding and ensure fair evaluation.

CO-PO MAPPING

CO #	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	1	3	-	-	-	-	3
CO2	3	3	3	-	-	-	-	3
CO3	3	3	3	-	-	-	-	3
CO4	2	2	3	3	-	-	-	2
CO5	3	3	2	2	1	1	-	3
CO6	3	3	3	3	2	1	1	3

1- Low, 2- Medium, 3- High, If no correlation, put –

Evaluation:

Internal Assessment (100 Marks)

Component	Marks
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Continuous Evaluation System (CES-I & CES-II)	20
Mid Term Internal Examination	20
Class Participation / Attendance	10
End Semester Theory Examination	30
End Semester Practical/Lab Examination	20
Total	100



Bharati Vidyapeeth
(Deemed to be University)



Faculty of Management Studies

Annexure

Summer Internship Guidelines

Instructions for Printing Format

1. The project report may be divided into chapters, divisions, and sub-divisions depending upon the nature and volume of the work undertaken.
2. The length of the project report should generally be between **50 to 100 pages**.
3. The report must be computer typed in **English (British format)** using **Times New Roman font, size 12**, and printed on **A4 size paper**.
4. The report should be **hard bound with a cover page**. The cover page must contain the name of the student, name of guide with designation, degree, title of the project, name of the Institute and University.
5. The report should be typed with **1.5 line spacing** and margins of **2.0 cm on the left side** and **1.5 cm on the top, bottom, and right side**.
6. All pages of the report must be numbered properly. Preliminary pages such as acknowledgements, certificate, declaration, and table of contents should be numbered using **small Roman numerals** (i, ii, iii, iv...). The main text of the report should use **Arabic numerals** (1, 2, 3, 4...). All page numbers should appear at the **bottom center** of the page.
7. The **Table of Contents** should include all chapter headings, sub-headings, references, appendices, list of tables, and list of figures. However, the title page and certificates should not be included in the Table of Contents.
8. The **List of Tables** should contain the exact captions used in the report and should follow 1.5 line spacing.
9. The **List of Figures** should contain the exact captions appearing below the figures in the report and should follow 1.5 line spacing.
10. The **List of Symbols, Abbreviations, and Nomenclature** should be provided wherever applicable using standard abbreviations and symbols with 1.5 line spacing.

Suggested Structure of Summer Internship Report (Research Based)

Chapter 1: Introduction

The purpose of this chapter is to introduce the research project and provide readers with sufficient background about the organization, industry, and research problem. It should include the history of the organization, past and present business practices, technological developments, and future strategies. The chapter should clearly explain why the problem was selected for investigation and may include a brief review of earlier studies related to the topic. The hypotheses, if any, and definitions of important concepts used in the study should also be clearly stated.

The following contents should be covered:

- Overview of the industry
- Profile of the organization
 - History
 - Vision and Mission
 - Objectives
 - Functions and operations
- Problems faced by the company/industry
- Growth and development of the industry
- Major players in the industry
- Industry size, contribution to GDP, employment generation, and global practices
- Competitor information
- SWOT Analysis of the organization

Chapter 2: Conceptual Discussion / Review of Literature

This chapter should provide theoretical understanding and conceptual background related to the study topic.

It should include:

- Review of Literature
 - Research work carried out by other researchers
 - Published articles, books, journals, and research papers related to the topic
- Current Issues related to the company and industry
 - Information from newspapers, journals, magazines, and business reports
- Recent Developments in the company and industry

Chapter 3: Research Methodology

This chapter should explain the research process adopted for the study and the methods used for data collection and analysis.

The following aspects should be included:

- Statement of the Problem
- Objectives of the Study
- Scope of the Study
- Managerial Usefulness of the Study
- Type of Research and Research Design
- Data Collection Methods
- Sampling Technique and Sample Size (if applicable)
- Limitations of the Study

Chapter 4: Data Analysis and Interpretation

This chapter should present analysis of the collected data using appropriate tools and techniques.

The chapter may include:

- Methods and techniques used for data analysis
 - Questionnaire analysis
 - Graphs and charts
 - Statistical tools
 - SPSS or other software tools
- Primary Data Analysis
- Secondary Data Analysis
- Interpretation of findings

Chapter 5: Contribution to the Body of Knowledge

This chapter should explain the student's contribution through the study, including:

- New insights generated from the research
- Practical implications of findings
- Suggestions for improving organizational practices
- Innovative observations or recommendations

Chapter 6: Findings, Conclusion, and Suggestions

This chapter should summarize the important findings of the study and provide conclusions based on analysis.

It should include:

- Major Findings of the Study

- Conclusions drawn from the research
- Suggestions and Recommendations for the organization
- Scope for future research

Chapter 7: Summary of the Project

This chapter should provide a concise summary of the entire project, including:

- Objectives of the study
- Research methodology used
- Major findings and conclusions
- Overall learning and experience gained during the internship

Appendix

The appendix should contain supporting documents relevant to the study, such as:

- Sample Questionnaire
- FAQ (Frequently Asked Questions)
- Tables, charts, or additional documents
- Company documents or forms (if permitted)

Bibliography

The bibliography should be prepared using the **APA Referencing Style**.

It should include references from:

- Books
- Research Journals
- Magazines
- Newspapers
- Websites
- Annual Reports and Company Publications

Example of Book Reference

- Kotler, P. (1998). *Marketing Management: Analysis, Planning, Implementation and Control*. Prentice Hall of India Ltd., New Delhi.

Example of Magazine / Journal / Newspaper Reference

- *Business Today*, 15–22 May 2012.
- *The Times of India*, Mumbai Edition, 1 May 2012.

Chapter 1: Organization and Business Context

1.1 Company Profile

- History and background
- Vision and mission
- Products and services
- Customer segments
- Business model

1.2 Industry Overview

- Industry size and growth
- Major trends
- Key challenges
- Future outlook

1.3 Competitor Analysis

1.4 SWOT Analysis

1.5 Department of Internship

- Department where internship was undertaken
- Role of the department within the organization

Suggested Length: 4–6 pages

Chapter 2: Internship Role and Responsibilities

2.1 Internship Objectives

2.2 Role Assigned

2.3 Key Responsibilities

2.4 Reporting Structure

2.5 Training and Orientation Received

2.6 Tools, Software, and Systems Used

Examples:

- CRM
- ERP
- HRMS
- Excel
- Power BI
- Tableau

- ATS
- Social Media Platforms

Suggested Length: 4–5 pages

Chapter 3: Work Performed During Internship

3.1 Weekly Activity Log

Students must maintain a weekly record.

Week	Activities Performed	Output/Target Achieved	Key Learning

3.2 Detailed Description of Major Tasks

Describe important tasks performed during the internship. Examples:

Sales & Marketing

- Lead generation
- Customer interaction
- Retail visits
- Sales follow-ups

HR

- Resume screening
- Interview coordination
- Employee onboarding
- Recruitment tracking

Finance

- Financial statement analysis
- Budgeting and cost analysis
- Investment and portfolio evaluation
- Credit and risk assessment
- Financial reporting and MIS

International Business

- International market research
- Export-import documentation
- Foreign trade analysis
- International customer/vendor coordination
- Foreign exchange and payment processes

- Global supply chain and logistics support

Analytics

- Data cleaning
- Dashboard creation
- Reporting

Operations

- Process monitoring
- Inventory tracking
- Service operations

3.3 Evidence of Work

Attach supporting evidence wherever permitted by the organization:

- Screenshots
- Dashboards
- Reports
- Call logs
- Campaign screenshots
- Recruitment trackers
- Certificates
- Work samples
- Meeting records

Suggested Length: 8–10 pages

Chapter 4: Analysis and Business Insights

Students should critically analyze their internship experience and observations.

4.1 Key Observations

4.2 Business Issues or Challenges Identified

4.3 Analysis of Data, Processes, Customers, Employees, or Operations

4.4 Business Insights

4.5 Practical Implications

Students should support their analysis through:

- Tables

- Charts
- Graphs
- Dashboards
- Process maps
- Survey findings (if applicable)

A minimum of **five analytical exhibits** (charts, tables, dashboards, figures, etc.) should be included.

Suggested Length: 8–10 pages

Chapter 5: Learning Outcomes and Competency Development

5.1 Technical Learning

5.2 Industry Learning

5.3 Professional Skills Developed

Examples:

- Communication
- Teamwork
- Problem-solving
- Time management
- Leadership
- Negotiation
- Data analysis

5.4 Challenges Faced and How They Were Addressed

5.5 Reflection on Internship Experience

Students should reflect on:

- Most significant learning
- Biggest challenge faced
- Skills developed
- Career insights gained

Suggested Length: 4–5 pages

Chapter 6: Recommendations and Conclusion

6.1 Recommendations for the Organization

6.2 Scope for Improvement

6.3 Conclusion

Students should provide practical and actionable recommendations based on their observations and analysis.

Suggested Length: 3–4 pages

Mandatory Annexures

1. Offer Letter
2. Joining Report
3. Completion Certificate
4. Weekly Activity Log
5. Industry Mentor Feedback
6. Faculty Interaction Record
7. Work Evidence / Screenshots / Reports
8. Plagiarism Report
9. Internship Presentation

Report Length

MBA Students

30–40 pages (excluding annexures)

Important Instructions

1. The report must be based on actual work performed during the internship.
2. Students should maintain a weekly activity log throughout the internship period.
3. Evidence of work performed should be included wherever possible without violating company confidentiality.
4. Students may include survey analysis or research findings if their internship involved market research or analytical projects.
5. The emphasis is on authenticity, analysis, learning outcomes, and professional reflection rather than report length.
6. Fabricated data, fictitious surveys, copied content, or unsupported analysis may lead to deduction of marks or rejection of the report during evaluation and viva-voce examination.

These guidelines are applicable to both MBA and BBA students. While the report structure remains common across programmes, the expected depth of analysis, managerial interpretation, and quality of recommendations shall be commensurate with the level of the programme. MBA students are expected to demonstrate greater analytical rigor and managerial insight compared to BBA students.

Confidentiality and Ethical Reporting

Students shall not disclose confidential company information, proprietary data, customer details, financial information, passwords, source code, or any information prohibited by the organization. Where confidentiality restrictions apply, students may mask sensitive information while still providing sufficient evidence of work performed. All information presented in the report must be truthful and based on actual work undertaken during the internship.



Bharati Vidyapeeth
(Deemed to be University)



Faculty of Management Studies

Formats

BHARATI VIDYAPEETH

(DEEMED TO BE UNIVERSITY)

(Cover Page)

Title of Project

A Summer Training Project Report

Submitted in partial fulfillment of the requirements for the
Award of degree of **Master of Business Administration (MBA)**
2025 – 2027

Submitted by Guided by
Name of student: Name & Designation:
ERP ID:
PRN:
Class & Section

Acknowledgement

The present project work is an effort to cast a light on (**Name of the Company**). The work would not have been possible to come to the present shape without the able guidance, supervision and help to me by number of people.

With deep sense of gratitude, I acknowledge the encouragement and guidance received by my project guide **Dr.....** and my industry mentor **Mr....., Designation & Name of company.**

I am highly thankful to all those people who helped and supported me during the internship for completion of my Project Report

Name of the Student with Signature

Certificate of Originality

(On plain paper)

This is to certify that the project report entitled “.....”
submitted to Bharati Vidyapeeth Deemed University, Pune, in partial fulfillment of the requirement for the
award of the degree of **Master of Business Administration (MBA)**, is an original work carried out by
me under the guidance of Mr./ Ms./Dr._____
_____. The matter embodied in this project is a genuine work done by me
has been submitted neither to this University nor to any other University for the fulfillment of the
requirement of the course of study.

Name & Signature of the Student

Offer Letter from the Company
(on company's Letterhead)

To

.....

Bharati Vidyapeeth (Deemed to be University)

Subject: Offer letter for SIP-MBA

We are happy to inform you that you have been selected as an intern in our organization for doing summer internship of two months starting from 25th May 2025 to 24th July 2025 under the guidance of _____ (Name & Designation of Industry mentor)

Thanks & Regards,

Name & Designation

HR/Admin Department

Ph.-

Email: -

Completion Certificate from the Company
(on company's Letterhead)

Sample format

To

..... Bharati

Vidyapeeth (Deemed to be University)

Subject: Completion certificate for SIP-MBA

This is to certify that _____ has successfully completed his/her summer internship of two months under the guidance of _____ (Name & Designation of Industry mentor). The project title of SIP was..... We wish him/her best of luck for future professional journey.

Thanks & Regards,

Name & Designation

HR/Admin Department

Ph.-

Email: -

Ref:

Date:

Certificate from Guide

This is to certify that the Summer Training Project Report Titled “.....” Submitted to **Bharati Vidyapeeth (Deemed to be University) XXXXXXXXXXXXX** in partial fulfillment of the requirement for the award of the degree **Master of Business Administration (MBA)**, is an original work carried out by _____ under my guidance. To the best of my knowledge and belief the matter embodied in this project is genuine work done by the student and has been submitted neither to this University nor to any other University for the fulfillment of the requirement of the course of study.

Name & Designation of the Project Guide

BHARATI VIDYAPEETH

(DEEMED TO BE UNIVERSITY)

Ref:

Date:

Certificate from Director

This is to certify that the Project titled _____ is an academic work done by _____ submitted in partial fulfillment of the requirement, for the award of the Degree **Master of Business Administration (MBA)** from **Bharati Vidyapeeth Pune**. It has been completed under the guidance of Dr. _____ (Faculty Guide) and Mr. / Ms. _____ (Corporate Mentor). We are thankful to (Name of the Company), for having allowed our student to undergo project work training. The authenticity of the project work will be examined by the viva-voce examiner, which includes data verification, checking duplicity of information etc., and it may be rejected due to nonfulfillment of quality standards set by the Institute.

Director

Bharati Vidyapeeth (Deemed to be University)

JOINING AND PROGRESS REPORT

(On Plain Paper)

Name of the Student..... Class/Sec..... /ERP ID..... Name
of the Company..... Name of the
Faculty Guide..... Name of the Mentor
(company guide).....
Address..... Mobile
No..... Date of
Joining

Title of project

Introduction/ Description of the company: Here the students are required to write a small paragraph about the company, and also write about the domain students were working into.

--

PROGRESS REPORT (Month Wise)

Month 1

TASKS/TRAININGS	LEARNINGS/ PERFORMANCE/REWARDS/

Month 2

TASKS/TRAININGS	LEARNINGS/ PERFORMANCE/REWARDS/

Signature of Student Signature of Mentor with Stamp

Industry Mentor's Feedback

(On company's / Mentors' letter head)

Name of the Organization: _____

Name of the industry Mentor: _____

Name of the Student and Course: _____

Please give rating to the summer trainee, ranging from 1 to 5 on the following Parameters. (1 - Excellent, 2 - V. Good, 3 - Good, 4 - Average, 5 - Below Average)

Hard work Initiative ☐

Presentation Skills ☐

Communication skills ☐

Time Management ☐

Analytical Abilities ☐

Attendance during the training Business ☐

Awareness ☐

Ability to Extract Information ☐

2. How the student can compete for final placement in your esteemed organization?

3. Any other suggestions for the course/students

Signature of Mentor with Stamp

Note: If the seal of the organization is not available, attach the visiting card of the Industry mentor otherwise this report will be treated as void.

Format –PROGRESS MONITORING

S. No.	Particulars		
1	Name of student		
2	CLASS & SEC		
3	ERP ID		
4	PRN		
5	Contact no.		
6	Title of project		
7	Name of company		
8	Plagiarism %		
9	Interaction with faculty guide (at least 5 days)	DATE & TIME	Signature of faculty guide

(NAME & SIGN OF STUDENT).....

Guidelines for Contemporary Project (CP) for MBA-IV Sem

The Contemporary Project provides students an opportunity to investigate emerging business, managerial, technological, economic, social, or public policy issues through systematic research and analysis. The emphasis is on critical thinking, evidence-based inquiry, problem-solving, and managerial insights rather than mere compilation of information. Students are expected to identify a relevant contemporary issue, collect and analyze data where appropriate, and develop meaningful conclusions and recommendations.

Key Characteristics

- Industry-relevant and based on recent or ongoing trends
- Problem-solving oriented (often case-based or live projects)
- Data-driven and analytical
- Integrates strategy, technology, leadership, and ethics

1. Objective of the Contemporary Project

The Contemporary Project aims to:

- Bridge the gap between theoretical knowledge and practical business application
- Develop analytical, research, and problem-solving skills
- Expose students to current industry practices, challenges, and innovations
- Enhance professional writing and presentation competencies

2. Nature of the Project

The project should focus on a current business issue, trend, innovation, or challenge. It may be:

- Industry-based
- Organization-based
- Comparative or analytical in nature
- The topic must be contemporary, relevant, and approved by the faculty guide

3. Project Areas

Students may choose topics from (but not limited to):

- Marketing (Digital Marketing, Consumer Behaviour, Brand Management)
- Finance (FinTech, Risk Management, Investment Analysis)
- Human Resources (Talent Management, Hybrid Work Culture, HR Analytics)
- Operations & Supply Chain (Lean Management, Sustainability, Logistics)
- Information Systems (AI in Business, Cybersecurity, ERP, Data Analytics)

- Strategy & Entrepreneurship (Startups, Business Models, Competitive Strategy)
- Sustainability & ESG
- International Business

4. Project Duration

The project shall be carried out over one academic term/semester

Suggested time frame: 8–12 weeks

5. Methodology

The project may include:

- **Literature review (journals, reports, books, credible online sources)**
 - MBA students are expected to consult a minimum of 15 quality references including research papers, academic journals, industry reports, books, government publications, and credible business databases.
- **Primary data collection (surveys, interviews, questionnaires), if applicable**
- **Secondary data analysis (company reports, databases, case studies)**
 - Students should include appropriate tables, charts, graphs, dashboards, statistical outputs, or analytical exhibits to support their findings.
- **Analytical tools**
 - Students may employ analytical techniques such as descriptive statistics, correlation analysis, regression analysis, chi-square tests, t-tests, ANOVA, factor analysis, dashboard analytics, trend analysis, financial analysis, or other appropriate techniques depending upon the nature of the study.

6. Expected Length

The Contemporary Project Report should normally contain 8,000–12,000 words or approximately 35–60 pages excluding annexures, questionnaires, raw data, references, and appendices. The report should demonstrate depth of analysis, critical evaluation, and evidence-based managerial insights appropriate for postgraduate-level research.

7. Academic Integrity and Ethical Guidelines

Students are expected to maintain the highest standards of academic honesty and professional ethics. Fabrication of data, fictitious respondents, manipulated statistical outputs, plagiarism, or misrepresentation of findings is strictly prohibited. AI tools may be used for language improvement, formatting, and preliminary exploration; however, analysis, interpretation, findings, and recommendations must represent the student's own work.

8. Project Report Structure

The report should be typed and well-formatted, generally 8,000–12,000 words, and include:

- 1. Title Page**
- 2. Declaration**
- 3. Certificate from Faculty Guide**
- 4. Acknowledgement**
- 5. Executive Summary**
- 6. Table of Contents**
- 7. List of Tables / Figures (if any)**
- 8. Introduction**
 - **Background of the study**
 - **Problem statement**
 - **Objectives**
 - **Scope of the study**
- 9. Literature Review**
- 10. Research Methodology**
- 11. Data Analysis & Interpretation**
- 12. Findings & Discussion**
- 13. Conclusions**
- 14. Recommendations / Managerial Implications**
- 15. Limitations of the Study**
- 16. Scope for Future Research**
- 17. References / Bibliography (APA / Harvard style)**
- 18. Annexures (Questionnaires, raw data, etc.)**

9. Formatting Guidelines

- **Font: Times New Roman**
- **Font Size: 12**
- **Line Spacing: 1.5**
- **Margins: 1 inch on all sides**
- **Page numbers to be included**
- **Proper headings and sub-headings**

10. Plagiarism Policy

- The project must be original
- Plagiarism should not exceed 15–20%
- Proper citations and references are mandatory

11. Evaluation Criteria Component

Weightage

- | | |
|--|-----|
| • Topic relevance & originality | 10% |
| • Literature review & conceptual clarity | 15% |
| • Research methodology | 15% |
| • Data analysis & interpretation | 25% |
| • Findings & recommendations | 15% |
| • Report presentation & formatting | 10% |
| • Viva voce / Presentation | 10% |

12. Submission Guidelines

- Submit hard-bound copy and soft copy (PDF)
- File name format: MBA_Sem_CP_Name_ERP ID_
- Submission must be on or before the prescribed date

13. Viva Voce / Presentation

Students may be required to:

- Make a 10–15-minute presentation
- Defend methodology, findings, and recommendations
- Marks will be awarded for clarity, confidence, and subject knowledge

Note:

1. Students are required to choose their faculty guides as per their specialization domain and submit a written application to PC/HOD for approval.

2. Students have to undertake this Contemporary project in the beginning of 4th Semester as it will be an 8-12 weeks project.

Examples of Contemporary MBA Projects (by Specialization)

1. Marketing

- Impact of AI and personalization in digital marketing

- Consumer behaviour in social media platforms (Instagram, face book, Twitter,)
- Brand strategy for sustainable products
- Effectiveness of influencer marketing in 2024–2025

2. Finance

- Role of FinTech in transforming banking services
- ESG (Environmental, Social, Governance) investing and firm performance
- Cryptocurrency and blockchain applications in finance
- Risk management strategies in volatile global markets

3. Human Resources

- Managing remote and hybrid workforces
- Use of AI in recruitment and performance appraisal
- Employee engagement and mental health post-COVID
- Diversity, Equity, and Inclusion (DEI) strategies

4. Operations & Supply Chain

- Supply chain resilience using AI and data analytics
- Impact of geopolitics on global supply chains
- Sustainable and green supply chain management
- Lean operations in e-commerce businesses

5. Strategy & Entrepreneurship

- Business models of startups and unicorns
 - Platform economies (Uber, Airbnb, Swiggy, etc.)
 - Competitive strategy in the age of digital disruption
 - Market entry strategy for an emerging economy

6. Business Analytics / IT

- Big data analytics for managerial decision-making
- Cybersecurity risks and business continuity
- Role of AI and machine learning in business forecasting
- Digital transformation in traditional industries

Suggestive Topics for Contemporary MBA Finance Major Project

- 1. A Study on the Impact of ESG Investing on Stock Performance in India**
- 2. Role of FinTech in Transforming Retail Banking in India**
- 3. Risk–Return Analysis of Mutual Funds in India Post-COVID**
- 4. Impact of RBI Monetary Policy on Indian Stock Market Volatility**
- 5. A Comparative Study of Financial Performance of Public vs Private Sector Banks in India**
- 6. Working Capital Management and Its Impact on Profitability of Indian FMCG Companies**
- 7. Investor Behaviour Towards Cryptocurrency in India**
- 8. Credit Risk Management Practices in Indian NBFCs**
- 9. Impact of Digital Payments on Financial Inclusion in India**
- 10. Capital Structure Analysis of Selected Indian Companies**

