


UNIVERSITY OF MUMBAI

No. UG/181 of 2016-17

CIRCULAR:-

A reference is invited to the Syllabi relating to the Master of Management Studies (MMS) degree programme vide this office Circular No. UG/27 of 2014 dated 8th August, 2014 and the Directors, of all University Institution and the Directors of all recognized Institutions of Management Studies are hereby informed that the proposal received from the Co-ordinator, Faculty of Management, approved by the Academic Council at its meeting held on 14th July, 2016 vide item No. 4.91 and that in accordance therewith, the revised syllabus as per Choice Based Credit System for Master of Management Studies (MMS) (Sem. I & II), which is available on the University's web site (www.mu.ac.in) and that the same has been brought into force with effect from the academic year 2016-17.

MUMBAI – 400 032
22 November, 2016


(Dr.M.A. Khan)
REGISTRAR

To,

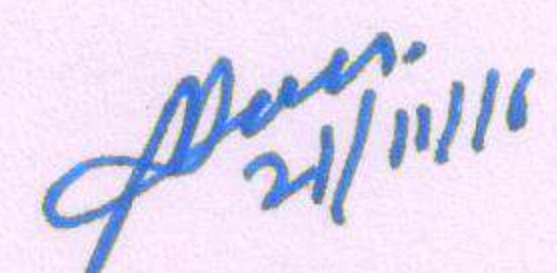
The Directors, of all University Institution and the Directors of all recognized Institutions of Management Studies.

A.C/4.91 /14/07/2016

No. UG/ 181 -A of 2016-17 MUMBAI-400 032 22 November, 2016

Copy forwarded with compliments for information to:-

- 1) The Co-ordinator, Faculty of Management,
- 2) The Director, Board of College and University Development,
- 3) The Controller of Examinations,
- 4) The Professor-cum- Director, Institute of Distance and Open Learning (IDOL),
- 5) The Co-Ordinator, University Computerization Centre.


(Dr.M.A. Khan)
REGISTRAR

PTO..

UNIVERSITY OF MUMBAI



**Restructured & Revised Syllabus under
Credit based Semester and Grading System**

for

**Master of Management Studies (MMS)
Semester I & II**

**2 Years full-time Masters Degree Course
in Management**

(Effective from the academic year 2016 – 2017)

Title

Name of the Programme: - MASTER OF MANAGEMENT STUDIES (MMS)

Nature of the Programme: - MMS (Master of Management Studies) is a 2 year Full time Master's Degree course of University of Mumbai.

Eligibility Criteria

as per the directives of Directorate of Technical Education, Government of Maharashtra

Preamble

We see a kind of Education inflation in India. This means that a particular qualification which served a purpose at one time or is supposed to fulfill is no longer perceived to be enough in today's times. It requires an additional degree or certification to become truly employable. Hence, it becomes important to bring relevance and constant innovation in curriculum, pedagogy, emphasis on 'learning by doing' so as to make students future ready and employable. MMS kind of programmes have to take into account this reality. It needs to metamorphose into an Application oriented programme.

Secondly, let us refer to a section of young people and particularly those who have reached at the higher education level. They have access to much more information than their previous generations. Free content through the internet, open source knowledge, new media platforms has led to higher level of exposure for the youth. Hence the MMS classroom can no longer be a place just for knowledge dissemination. It needs to help the youth to go into the depth of matters, make meaning out of available information, learn problem solving in whichever domains they are inclined to and yet be holistic in their thinking due to the interconnections and interdependencies in the world. One must also be mindful that independent decision making must be encouraged for students at the Post graduate level. This means that students at this stage must chart their professional career while being lifelong learners. This process begins during the programme itself and hence the MMS now needs to offer a plethora of optional subjects which are chosen by the students as per their own abilities and aspirations. This will help them to sharpen their focus early on.

Thirdly, in India low cost innovation, offerings for different demographics, emerging markets in rural / tier 2 or 3 towns / urban lower classes are changing the business landscape. Management education has to gear up to nurture people to create new opportunities in this situation.

Another point of relevance is that professional management is now required in other arenas too like social entrepreneurship, public governance and in running voluntary organisations. This renders the scope of the MMS to be more broad-based now.

Along with employability, entrepreneurship must be a thrust area for management graduates. The MMS programme must thus prepare potential entrepreneurs to base their ventures on solid offerings for sustained greatness. They also need to be warned and shielded from the temptations of riding on a perceived wave.

The future of management and business can be sustained only if business is carried out in an ethical and responsible way. Sustainable development is no longer a choice but the only way of taking mankind forward. Sustainable development is not an isolated subject. It needs to be the underlying theme in every domain and practice.

Disciplines are merging in the new economy. Changing values, beliefs, attitudes are causing a new social order. All this impacts industry and redefines industry. The MMS programme needs to help people to navigate through this reality.

The restructured and revised curriculum for MMS is developed considering the current industry needs in terms of skill sets demanded under new business environment. It also endeavours to align the programme structure and course curriculum with student aspirations and corporate expectations.

Need for Revision and Restructure of MMS Curriculum

Revision is a learning process. As Donald Norman points out in *Things That Make Us Smart*, Human intelligence is highly flexible and adaptive, superb at inventing procedures and objects that overcome its own limits. The real powers come from devising external aids that enhance cognitive abilities. To serve our students with developmental needs, a review of the developmental curriculum and institutional structure were needed in order to determine whether the developmental areas reflect recognized best practices. The developmental areas are defined as courses or services provided for the purpose of helping underprepared college students attain their academic goals.

The Current Scenario

1. Changing global facets of businesses and economies
2. Dynamism in industry practices and evolution of technology
3. Emergence of new businesses and business practices
4. Thrust on Application oriented and experiential learning
5. Expectations of Key stakeholders viz. Students, Industry and Academicians

This has led to

Gaps in Current Curriculum

1. Lack of specialized in – depth knowledge in a specific domain.
2. Lack of thrust on current management practices.
3. Absence of cross-functional skills and holistic thinking.
4. The challenge is to become a place, where leadership is promoted and nurtured with a long-term vision.
5. B-schools must be creative and introduce innovative courses for the overall development of the students.

Objectives for New Curriculum

The MMS programme prepares a student for a career in diverse sectors nationally as well as globally. The MMS programme facilitates absorption & application of knowledge in theory and practice across multiple functional areas of management and enables students to adopt an integrated approach towards real life situations and circumstances.

The Objectives of New Curriculum are

1. To thrive in complex reality and to acquire a systemic understanding of what organizations are, how they work and how they can interact effectively with their commercial, social and physical environment
2. To nurture and develop higher consciousness, cognitive flexibility by developing a strong base to build professional career and to channel that knowledge into a targeted career direction
3. To Change mindset of the Learner and to develop well trained leaders and managers who are responsible citizens.
4. Incorporate some flexibility for institutes to teach new and contemporary curriculum for greater employability of their students.
5. Make the course attractive for large number of students to specialize in the existing domains and other attractive new domains like education management, corporate law and consultancy streams.
6. Institutions should also inculcate multitasking abilities amongst students, learning foreign languages and advanced IT knowledge so that they can perform better in the chosen field nationally and internationally
7. Providing more flexibility to individual Institutes for introducing courses/electives.

The goal is aimed at to imbibe and enhance the following skill sets

1. Exposure to Global practices
2. Application of technology and enhancement of technological skills
3. Peer based learning and team work
4. Experiential Learning (Learning by Action and Application)
5. Team building basics and its orientation

With the breadth and depth of our **core** and **electives**, students can take a multi-disciplinary approach or delve deeply into a single area.

Highlights of the New Curriculum

- 1) additional choices in electives from 1st semester
- 2) Providing the much needed flexibility to individual Institutes to carve a niche for themselves
- 3) Reduction in the number of subjects in all semesters to enable students to delve deep into the domain specialization subjects and utilize the time for employment oriented training for their employability.
- 4) Commencement of Specializations from 3rd Semester.
- 5) Augmentation in the number of electives starting from 2nd semester to provide greater flexibility and choice from the career perspective.

Structure of the Revised MMS Curriculum

The courses under the revised structure and curriculum fall under two categories of **Core** (common for all specializations), and **Electives** (choice for students within specializations) leading towards super specialization. The electives component will provide flexibility and allow the institutes to provide some initiatives in new courses, coaching and mentoring process to nurture professional competencies. List of elective courses allows flexibility for institutes to teach courses keeping in mind industry needs and student's profile so as to enable them to position themselves based on their areas of expertise.

The essence of this structure is to encourage students to “**think like a mountain**”, starting with a broad canvas to assimilate knowledge from all facets of management and meticulously move towards acquisition and practice of excellence in a specific and desired domain of expertise.

Learning Pedagogy

1. Foundation Course is the cornerstone of the MMS program. It is offered before the commencement of MMS programme to acquaint with the basics of the course.
2. The first semester is the foothill, where the odyssey begins. A common base of knowledge essential for all management professionals. The first semester shall be consisting of 8 subjects - 5 (five) core and 3 (three) elective from the bunch of 10 subjects.
- 3) Having cleared the foothills, students in the second semester endeavour to attain further skill sets through an integrated frame work, which guides them towards their desired field through subtle introduction of relevant subjects. The second semester would consist of eight subjects of which 5 subjects would be core subjects and 3 subjects would be electives from the bunch of 10 subjects.

Teaching Pedagogy

Teachers are expected to impart knowledge along-with traditional teaching through new and innovative pedagogical approaches.

Some of these techniques are: -

Reading, Group Discussions, Lectures, Role plays, Field Work, Workshops, Counseling Sessions, Watching Educational and Informative Videos, Assignments, Quizzes, Tests, Live Projects, Case Studies, Presentations, Simulations, Industrial Visits, Participation in academic and extra – curricular activities, inculcation of industry specific skills and training & development sessions.

UNIVERSITY OF MUMBAI , MUMBAI
Masters in Management Studies - Semester I (CBGS)
with effect from Academic Year 2016-17

| CORE | | | | | | | | |
|----------------|------------------------|--------------------------------------|---|------------------------------|---------------------------------|--------------------|---------------------------------|----------------------|
| Sr. No. | Subject | Teaching Hours | | Assessment Pattern | | | | |
| | | No. of Sessions of 90 minutes | No. of Sessions of 90 minutes per week | Continuous Assessment | Semester End Examination | Total Marks | Duration of Theory Paper | No of Credits |
| 1 | Perspective Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 2 | Financial Accounting | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 3 | Business Statistics | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 4 | Operations Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 5 | Managerial Economics | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |

| 3 ELECTIVES OUT OF 10 | | | | | | | | |
|------------------------------|--|----|---|-------|-------|-----|-----|-----------|
| 1 | Effective and Management Communication | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 2 | Business Ethics | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 3 | Ecommerce | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 4 | Organizational Behaviour | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 5 | Introduction to Creativity and Innovation Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 6 | Foreign Language (Other than English) | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 7 | Negotiation and Selling Skills | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 8 | IT Skills for Management and Technology Platform | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 9 | Information Technology for Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 10 | Personal Grooming / Personal Effectiveness | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| Total No of Credits | | | | | | | | 32 |

UA: University Assessment

IA: Internal Assessment

Proposed Revision for MMS Syllabus wef AY 2016-17 (Batch 2016-18)

Semester I

| Sr. No. | Core | Sr. No. | Electives (Any 3) |
|---------|------------------------|---------|--|
| 1 | Perspective Management | 1 | Effective and Management Communication |
| 2 | Financial Accounting | 2 | Business Ethics |
| 3 | Business Statistics | 3 | Ecommerce |
| 4 | Operations Management | 4 | Organizational Behaviour |
| 5 | Managerial Economics | 5 | Introduction to Creativity and Innovation Management |
| | | 6 | Foreign Language (Other than English) |
| | | 7 | Negotiation and Selling Skills |
| | | 8 | IT Skills for Management and Technology Platform |
| | | 9 | Information Technology for Management |
| | | 10 | Personal Grooming / Personal Effectiveness |

Note:

- 1 All subjects / papers for Semester I will be internally assessed by the institute. The Criteria for the same is given below
 - a) Attendance and Class Room Participation 10 Marks
 - b) Minimum 3 criteria to be picked up from the below given list
 - Mid term Test (Min 1)
 - Group Presentations
 - Role Plays
 - Case Studies
 - Assignments
 - Projects
 - Quizes
- 2 Institute will have the discretion to select minimum 3 (three) subjects or more from given list of 10 subjects. Total 32 credits has to be obtained.

Any new elective proposed to be introduced by the Institute, apart from electives listed in the new syllabus, need to take prior approval from Board of Management Studies of the

- 3 University in writing outlining the details of the course with learning objectives, learning outcomes, detailed syllabus, teaching learning plan and course evaluation procedures atleast 6 months in advance before the commencement of the semester.

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|-------------------------------|------------------------|---|-----------|
| Semester | : | I - Core | | | |
| Title of the Subject / course | : | Perspective Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To explain the relationships between organizational mission, goals, and objectives |
| 2 | To comprehend the significance and necessity of managing stakeholders |
| 3 | To conceptualize how internal and external environment shape organizations and their responses |
| 4 | To develop critical thinking skills in identifying ethical, global, and diversity issues in planning, organizing, controlling and leading functions of management |
| 5 | To Understand organizational design and structural issues |
| 6 | To understand that citizenship involves taking conscious steps for societal advancement at individual level and organizational level |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|---|--|
| 1 | Fundamentals for personal and organisational success Fundamentals of personal leadership | Lecture, interaction, discussion.Examining success stories through videos of industry pioneers followed by discussion | The student will be able to look at multiple perspectives that impact business and life. |
| 2 | Management: Science, Theory and Practice – The Evolution of Management Functions of Management Nature and purpose of Planning Objectives, Strategies, Policies and Planning Premises – Decision making – Global Planning | Self-study, Discussion, Quiz | To demonstrate empirical understanding of various organizational processes and behaviors and the theories associated with them |
| 3 | Managing your career and understanding organisational dynamics: - Leadership functions and corresponding skills required - Choosing the right positions | Discussion | The student will be able to demonstrate leadership behaviours which will be three pronged: leading self, leading others and leading for change and impact. |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|---|---|
| | <ul style="list-style-type: none"> - Special dilemmas of early career - Landing stretch assignments - Building a network of relationships - Challenges faced by the minority - Developing ethical judgment - Assessing your career | | |
| 4 | Managing in adversities / Management of crisis | Case Study | The Student will explore different approaches and their consequences during crisis management |
| 5 | Social Responsibility, Ethics and Sustainable Development | Discussion, Case study, Group work, Movie, Student Presentation, Debate on MBA Oath | To understand the role of managers and citizens in society |
| 6 | Mind control and spiritual Quotient | Literature Reading, Discussion | The Student will learn ways of staying positive and having a healthy mind |
| 7 | Role and Responsibilities of a Manager, Effective and Ineffective Managerial styles | Caselets, role plays and discussions | To understand the roles and functions of managers at various (entry, middle and the top) levels |
| 8 | Difference between management and leadership, Understanding Level 5 Leadership | Literature reading and Discussion | The student will understand the behavior, skills and mindset of a manager and of a leader. |
| 9 | Strategic Management – Definition, classes of decisions, levels of decision, Strategy, Role of different Strategists, Relevance of Strategic Management and its benefits, Strategic Management in India | Discussion, Student Presentations, Case study | The Student will understand various concepts and examples related to Strategic Management |
| 10 | Change Management | Discussion, Movies, Case study | The Student will learn about the various steps to be followed to bring about change |
| 11 | Total Quality Management | Discussion, Quiz | The Student will understand the concepts and examples of TQM |

Text books

| | |
|---|---|
| 1 | Principles and Practices of Management by DrKiranNerkar and Dr Vilas Chopde |
| 2 | Principles of Management – Davar |
| 3 | Essentials of Management – Koontz &Weihrich |
| 4 | Strategic Management – V S P Rao& V Hari Krishna |

Reference books

| | |
|---|--|
| 1 | The Leader Within – DreaZigarmi, Michael O’Connor, Ken Blenchard, Carl Edeburn |
| 2 | The Action-Centred Leadership – John Adair |
| 3 | Good to Great – Jim Collins |
| 4 | Leadership – Rudolph Guliani |
| 5 | The Mind and its Control – Swami Budhananda |
| 6 | Management – a competency building approach – HeilReigel / Jackson/ Slocum |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|-----------------------------|-------------------------|---|-----------|
| Semester | : | I - Core | | | |
| Title of the Subject / course | : | Financial Accounting | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objective

| | |
|---|---|
| 1 | To understand the basic concepts and fundamentals used in financial accounting. |
| 2 | To learn all the intricacies of corporate financial statements. |

| | |
|---|---|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | This subject will provide basic knowledge of accounting which will be useful and required for the subjects in the area of finance in the upcoming terms |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|--|---|
| 1 | Introduction to Accounting Meaning and necessity of accounting Accounting cycle An overview of Financial Statements – Income Statement and Balance Sheet | Lecture and discussion | Clarity and understanding of the basic concepts of accounting and financial statements |
| 2 | Introduction and meaning of GAAP, IFRS and Ind AS Important Accounting Standards Concepts used in accounting Concepts related to Income Statement and Balance Sheet Accounting Equation and its relation to accounting mechanics | Theoretical discussion and explanation | Ability to apply the principles and concepts of accounting in preparing the financial statements |
| 3 | Accounting mechanics and process leading to preparation of Trial Balance and Financial Statements | Theoretical discussion and exercises | Ability to execute the accounting process- Recording- Classifying and Summarizing. Understanding the use of accounting software |
| 4 | Preparation of Financial Statements with Adjustment - 'T' form and vertical form of financial statements Detailed discussion and understanding of various items in Schedule III Preparation of Corporate Financial Statements and Notes to Accounts | Theoretical discussion and problem solving | Detailed and in depth understanding of all the items in the corporate financial statements |
| 5 | Revenue recognition and measurement Capital and revenue items Treatment of R & D expenses Preproduction cost Deferred revenue expenditure etc. | Theoretical discussion and exercises | Understanding the principles of revenue recognition and ability to distinguish between revenue and capital income and expenditure and their treatment in corporate financial statements |
| Sr. | Content | Activity | Learning outcomes |

| No. | | | |
|-----|--|--|--|
| 6 | Fixed Assets and Depreciation Accounting | Theoretical discussion and problem solving | Understanding different methods of depreciation and their impact on profitability and asset valuation |
| 7 | Evaluation and accounting of Inventory | Theoretical discussion and problem solving | Understanding the concepts of inventory valuation and their effect on profit and cost of goods sold. |
| 8 | Fund Flow Statement Cash Flow Statement | Problems and exercises with theoretical discussion | Ability to prepare a statement of changes in financial position with respect to working capital and cash flow. |
| 9 | Corporate Financial Reporting – Reading of Annual Report, Presentation and analysis of audit reports and directors report. (Students should be exposed to reading of Annual Reports of companies both detailed and summarized version) | Assignment discussion | Ability to read Annual Reports, Presentation and analysis of audit reports and directors' report |
| 10 | Basics of Cost Accounting | Theoretical discussion | Understanding basic cost concepts and ability to prepare a simple cost sheet |
| 11 | Ethical Issues in accounting | Theoretical discussion | Understanding the difference between errors and frauds; creative accounting and the Corporate Governance Report. |

Text Books

| | |
|---|---|
| 1 | Financial Accounting for Management – Dinesh D Harsolekar |
| 2 | Financial Accounting –Text and Cases – Dearden and Bhattacharyya |
| 3 | Accounting- Text and Cases – Robert Anthony, david Hawkins and Kenneth Merchant |

Reference Books

| | |
|---|---|
| 1 | Financial Accounting - Reporting & Analysis – Stice and Diamond |
| 2 | Full Text of Indian Accounting standard – Taxmann Publication |
| 3 | Financial Accounting for Managers – T.P. Ghosh |
| 4 | Financial Accounting – R. Narayanaswamy |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|----------------------------|-------------------------|---|-----------|
| Semester | : | I - Core | | | |
| Title of the Subject / course | : | Business Statistics | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | To know statistical techniques |
| 2 | To understand different statistical tools |
| 3 | To understand importance of decision support provided by analysis techniques |
| 4 | To appreciate and apply it in business situations using caselets, modeling, cases and projects |
| 5 | To understand Managerial applications of Statistics |

| | |
|---|--|
| Prerequisites if any | Basic Mathematics |
| Connections with Subjects in the current or Future courses | Operations Research, Economics, Research Methodology, Quantitative Techniques, Project Management, Financial Management, production and operations management, |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|--|---|
| 1 | Revision of Data Representation, Central Tendency and Dispersion Kurtosis and Skewness | Problem solving, cases demonstrating typical uses of mean, mode median, Use of Microsoft Excel, available software | Learner will be able to apply these basic concepts in business situations, Analyse charts graphs to analyse business situations |
| 2 | Probability- Axioms, Addition and Multiplication rule, Types of probability, Independence of events, probability tree, Bayes' Theorem | Solving problems and Caselets, Writing short cases | Understand the uncertainty in business situations as probability |
| 3 | Concept of Random variable, Probability distribution, Expected value and variance of random variable, conditional expectation, Classical News Paper boys problem(EMV, EVPI) | Problem solving , Creating decision tree, cases | Understand decision under risk, use of conditional expectation as basis for comparison |
| 4 | Probability distributions Binomial, Poisson, Normal | Problem solving, Microsoft excel, cases | Use of distributions in Quality control, Six sigma and process control |
| 5 | Sampling distribution | Problem solving, Microsoft excel | Importance of Central limit theorem |
| 6 | Estimation- Point estimation , Interval estimation | Problem solving, Microsoft Excel | Understand Confidence interval as way of hypothesis testing |
| 7 | Hypothesis testing- students t, Chi square, Z | Problem solving, Microsoft excel, cases | Use in research |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|---|---------------------------|
| 8 | Analysis of variance- one way, two way | Problem solving, Microsoft excel, cases | Use in research |
| 9 | Correlation and regression Analysis and significance | Problem solving, Microsoft excel, cases | Understand Model building |

Text books

| | | |
|---|------------------------------|--|
| 1 | Statistics for Management | Richard Levin , David Rubin, Prentice Hall of India |
| 2 | Statistics for Managers | Levine, Stephen, Krihbiel, Berenson, Pearson Education |
| 3 | Complete Business Statistics | Aczel Sounderpandian, Tata McGraw Hill |

Reference books

| | | |
|---|---------------------------------------|---|
| 1 | Statistics for Business and Economics | Newbold, Carlson, Thorne, Pearson Education |
| 2 | Statistics for Business and Economics | Anderson, Sweeney, Williams, Cengage Learning |
| 3 | Data Analysis and Decision Making | Albright, Winston, Zappe, Thomson |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|------------------------------|-------------------------|---|-----------|
| Semester | : | I - Core | | | |
| Title of the Subject / course | : | Operations Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | To expose a student of Management to operations principles. |
| 2 | To understand basic operating principles in product and service industry |
| 3 | To be able to apply different analytical techniques of operations Management in different industry sectors like hotel, hospital, mall, BPO, Airlines, manufacturing, consulting etc. |

| | |
|---|--|
| Prerequisites if any | Exposure to MS-excel |
| Connections with Subjects in the current or Future courses | Manufacturing Resources planning and control, Quantitative models in Operations, Operations analytics, Operations applications and cases |

Module

| Sr. No | Content | Activity | Learning outcomes |
|---------------|---|--------------------------|--|
| 1 | Introduction to Operations Management, applications in product and service industry, use of competitive advantage | Lecture, examples | Understand the basic concepts and learn how to apply the same. |
| 2 | Process analysis in Industry | Lectures, cases | Understand the physical processes |
| 3 | Facility location | Lecture, examples | Understand characteristics of equipment, machines and workflow |
| 4 | Facility layout | Lecture, examples | Understand characteristics of equipment, machines and workflow |
| 5 | Inventory Management, EOQ,ABC analysis, Discount policy | Lecture, examples, cases | Understand how, when, what and how much to order, stock and cost implications |
| 6 | Capacity and introduction to aggregate planning, PPC | Lecture, examples, cases | Understand capacity utilization, overall production planning and control |
| 7 | Basics of MRP | Lecture, examples, cases | Understand concept of dependency |
| 8 | Sequencing techniques | Lecture, examples, | Understand and implement optimal ordering of jobs |
| 9 | Introduction to Service Operation management | lecture, examples, cases | Understand application of operation to services |
| 10 | Work study and method study | lecture, examples | Understand measurement of time management |
| 11 | QC and SQC | lecture, examples | Understand quality and control methods, understand sources of variation and identify them on charts, process improvement |

| Sr. No | Content | Activity | Learning outcomes |
|------------------------|---|-----------------|---|
| 12 | ISO systems, Value engineering and analysis | lecture | Understand global standards, cost reduction |
| 13 | Introduction to supply chain management | Lecture | Understand basic concept of supply chain |
| Cases and presentation | | | |

Text books

| |
|--|
| 1 Theory & Problems in Production & Operations Management- S N Chary, Tata McGraw Hill |
| 2 Production & Operations Management -Kanishka Bedi , Oxford University Press |

Reference books

| |
|--|
| 1 Production and Operations Management-S N Chary, Tata McGraw Hill |
| 2 Production and Operations Management- Chunawalla & Patel, Himalaya Publishing |
| 3 Operations Management for competitive advantage-Chase & Jacob, McGraw-Hill/Irwin |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAMME : MMS

| | | | | | |
|--------------------------------------|---|-----------------------------|------------------------|---|-----------|
| Semester | : | I - Core | | | |
| Title of the Subject / course | : | Managerial Economics | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To enable the students to understand both the theory and practice of Managerial Economics, |
| 2 | To ensure that the students are in a position to appreciate the finer nuances of the subject. |
| 3 | To help the students in applying the knowledge so acquired in policy planning and managerial decision making. |

| | |
|---|--|
| Prerequisites if any | Nil |
| Connections with Subjects in the current or Future courses | <ol style="list-style-type: none"> 1) This would be a pre-requisite to the second semester paper on Business Environment, which mainly deals with macroeconomic issues, and, 2) Both Managerial Economics and Business Environment papers also constitute the base for studying Strategic Management, which is a University paper in the third semester. |

Module

| Sr. No | Content | Activity | Learning outcomes |
|---------------|--|----------------------|--|
| 1 | Introduction to Managerial Economics: The meaning, scope and methods of Managerial Economics, Dominic Salvatore model of application of Economics to business decision making. Scarcity, choice & production possibility curve. | Lecture & case study | The students should be able to decipher, analyse and apply the theory and practice of Managerial Economics |
| 2 | Consumer Behavior- I: Demand, types of demand, factors affecting demand & demand function. Making of linear demand function & linear demand curve. Law of demand. Consumer's surplus | Lecture & case study | Students develop an understanding of a businessman need to locate various factors affecting demand of his product and plan marketing & business strategies accordingly. Students develop an understanding of the practical application of law of demand. |
| 3 | Consumer behavior – II: Concept of elasticity of demand and its significance for a businessman. Types of | Lecture & case study | Students develop an understanding of the various concepts and its applications. |

| Sr. No | Content | Activity | Learning outcomes |
|--------|--|--------------------------|---|
| | Elasticity – Price Elasticity of Demand, Income Elasticity of Demand, Cross elasticity of demand & Promotional Elasticity of Demand, Demand forecasting – features, significance & methods | | |
| 4 | Supply – concept of supply, factors affecting supply & the law of supply Determination of equilibrium price :effects of changes in demand & supply on equilibrium price | Lecture & case studies | Students should understand the analytics of supply and demand and its various uses. |
| 5 | Production Function: Concept, Isoquant & Isocost analysis | Lecture and a case study | Student should get an holistic understanding of production economy. |
| 6 | Laws of returns to scale, economies & diseconomies of scale | | |
| 7 | Revenue Analysis, Cost analysis and break even analysis | Lecture | Students will follow the relationship between costs, revenues, profits and losses |
| 8 | Types of markets: perfect competition, monopoly, oligopoly & monopolistic competition – features and price determination | Lectures & case study | Students will learn about the intricacies of the various market forms and their impact on the economy and business. |
| 9 | Types of markets: perfect competition, monopoly, oligopoly & monopolistic competition – features and price determination | Lectures & case study | Students will learn about the intricacies of the various market forms and their impact on the economy and business. |
| 10 | Pricing practices: Factors affecting pricing decision. Marginal cost pricing, mark up pricing, transfer pricing, product line pricing, price skimming and penetration price. | Lectures & cases | Awareness of students about various pricing practices. |
| 11 | <ul style="list-style-type: none"> • Profit management • Role of profits in a market economy • Nature and measurement of profit, profit policies • The hypothesis of profit maximization and it's alternatives | Lecture | Students learn about the role of profit in business. |

| Sr. No | Content | Activity | Learning outcomes |
|---------------|--|-----------------|---|
| 12 | <ul style="list-style-type: none"> • Demand for capital • Supply of capital • Capital Rationing • Capital Budgeting, Net Present Value(NPV), Internal Rate of Return(IRR). • Appraising - the profitability of projects | Lecture | Students should realize the importance of the different methods of capital budgeting as a tool of project management. |
| 13 | Presentations by students | | Students should realize the importance of the different methods of capital budgeting as a tool of project management. |

Text books

| | |
|---|--|
| 1 | Managerial Economics in a Global Economy by Dominick Salvatore |
| 2 | Managerial Economics by Suma Damodaran |
| 3 | Microeconomics for Business by Satya P Das |

Reference books

| | |
|---|--|
| 1 | Economics by Paul Samuelson and Richard Nordhaus : Indian Adaptation, 19th Edition |
| 2 | Managerial Economics by Milton Spencer and Louis Siegelman |
| 3 | Managerial Economics: Concepts and Cases by Mote, Paul and Gupta |

Assessment

| | |
|---------------------|----|
| Internal | 40 |
| Semester end | 60 |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|---|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Effective and Management Communication | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | In all social behavior, communication is essential in building and maintaining human relationships. |
| 2 | In business, communication is essential for the smooth and efficient conduct of day-to-day transactions/activities. |
| 3 | In recent years the importance of communication has greatly increased as a result of the growing complexity of businesses, as also the impact of rapid industrialization, globalization and the advent of modern technologies. |
| 4 | English being globally the language of Management, those with good communication skills in English enjoy a distinct advantage in their work and careers. |

| | |
|---|---|
| Prerequisites if any | Decent working knowledge of the English language (including Grammar) is a must, keeping in mind that most business/management transactions in India and internationally are conducted in the English language. |
| Connections with Subjects in the current or Future courses | English is globally the most widely spoken language and it is the accepted language of the business world. It is the medium of instruction for this course, hence it impacts every subject and future courses. |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|--------------------|---|
| 1 | Introduction and Theory of Communication: nature, function & scope; The 7 Cs of communication | 2 sessions (3 hrs) | Historical background and the development of communication; Importance and role of communication in everyday life |
| 2 | The communication Process: classification , components and models of communication; Problems in communication (Filters) | 2 sessions (3 hrs) | Mechanics behind the communication process, difficulties experienced in communication |
| 3 | Channels of communication: Formal v/s Informal, Upward, Downward, Horizontal, Grapevine; Barriers to communication. | 2 sessions (3 hrs) | Different types of communication, impedance due to extraneous factors called “barriers” |
| 4 | Verbal and Non-verbal communication: Listening, Kinesics, Paralanguage, Proxemics | 2 sessions (3 hrs) | Important non-verbal parameters in communication |
| 5 | Essentials of effective verbal communication: Voice modulation, Tone, Pitch, Knowledge and self confidence | 2 sessions (3 hrs) | How to make your communication effective and attractive |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|---|--------------------|--|
| 6 | Meetings: Types; purpose. Group Discussions: Do's and Don'ts; Committees: Types, Advantages and disadvantages, effectiveness. | 2 sessions (3 hrs) | Communication in groups, guidelines to improve performance/effectiveness in group interactions |
| 7 | Public Speaking: Preparation, Attire, Posture and Delivery techniques | 2 sessions (3 hrs) | How to become a convincing and forceful public speaker |
| 8 | Written communication: Business letters, Types, Essentials, Format, common errors. e-mail: format, language and courtesy, common errors. | 2 sessions (3 hrs) | Ways to achieve impressive and meaningful written communication |
| 9 | Report Writing: Types of Reports, requirements, format | 2 sessions (3 hrs) | Correct and effective Report-writing techniques |
| 10 | Communication and Culture: Intercultural sensitivities, Business etiquette when dealing with people from different nationalities. | 4 sessions (6 hrs) | Understanding cultural diversity and Business etiquette with foreign clients |
| 12 | Impact of modern Technology on Business Communication: the paperless office, use of modern devices | 2 sessions (3 hrs) | Methods of effective audio-visual communication |
| 13 | Cases, sample communications and exercises, audio-visual presentations | 2 sessions (3 hrs) | Experiential learning through audio-visual means |

Text books

| | |
|---|---|
| 1 | Singh Nirmal, "Business Communication : Principles, Methods & Techniques," Deep & Deep Publications, Delhi. |
| 2 | Krishna Mohan & Meera Banerji, "Developing Communication Skills," MacMillan. |
| 3 | Murphy, Hildebrandt & Thomas, "Effective Business Communications," McGraw Hill. |
| 4 | Taylor & Chandra, "Communication for Business: A Practical Approach," Pearson |
| 5 | Mukherjee Hory Sankar, "Business Communication: Connecting at Work", Oxford University Press, 2013. |

Reference books

| | |
|---|--|
| 1 | Doctor & Doctor, "Business Communication," Sheth Publishers. |
| 2 | Raman & Singh, "Business Communication," Oxford University Press. |
| 3 | Madhukar R. K., "Business Communication," Vikas Publishing House |
| 4 | McKay, Davis and Fanning, "Communication Skills," B. Jain Publishers Pvt Ltd, New Delhi. |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|------------------------|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Business Ethics | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To have an in-depth knowledge of the issues concerning Morals, Values, Ideologies and Ethics in personal, professional and business lives |
| 2 | To prepare the budding managers and entrepreneurs to develop themselves into better corporate citizens |
| 3 | To imbibe into students the importance of fair transactions, ethical conduct and conscientious decision making |
| 4 | To expect an Integrity-driven work place scenario from students |
| 5 | To ensure sustainability as a compulsive tool of driving Organisational Vision and Mission |
| 6 | To have a balance between the Theoretical and practical aspects of Ethics in general and Ethics in business in particular. |

| | |
|---|---|
| Prerequisites if any | A thorough understanding of the amalgam of Class Room and Work place driven learning of business studies. |
| Connections with Subjects in the current or Future courses | 1. Perspective Management 2. Ethos in Indian Management 3. Corporate Social Responsibility 4. Organisational Behaviour |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|-------------------|---|--|---|
| 1 | <u>Ethics : Types, Characteristics</u> Need, Theories, Merits and Limitations. Moral disintegration in contemporary times and need for it to be controlled. | Discussion, Text Book, Electronic Presentations | Getting to know of the basis and basics of Ethics |
| 2 | <u>Role and Features of Business.</u> How Business and Ethics are to be conjoined used integrally to each other. Merits of using Ethics in Business.Chanakya and Gandhi philosophy. | Discussion, Text Book, Electronic Presentations | The compulsive connection between Business and Ethics. How does it help the Business. |
| 3, 4 & 5 | <u>Theory of Ethics.</u> Management of Ethics - Ethics analysis [Hosmer model]; Ethical dilemma; Ethics in practice - Ethics for managers; Role and function of Ethical managers- Comparative ethical behaviour of managers; Code of | Discussion, Text Book, Electronic Presentations | Strong knowledge of the theory and written material on Ethics, Integrity and Ideologies |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|--|--|
| | ethics; Competitiveness, organizational size, profitability and ethics; Cost of Ethics in Corporate ethics evaluation. | | |
| 6 | <u>Business and Ecology</u> / Environmental issues in the Indian context and case studies. Green Judicial Activism, Green Tribunal , Economic & Environmental Sustainability | Discussion, Text Book, Electronic Presentations | Importance and respect for Ecological Environment. Green Legislations |
| 7, 8 | <u>Compliance and Legal Aspects of Ethics</u> General and Business Ethics in particular. Political and Legal Environment. Indian Constitution and Ethics, Indian Legal framework, Competition Law, Indian Culture and Values, Concept of Karma, Dharma and Good Conduct | Discussion, Text Book, Electronic Presentations, Seminar by Legal Experts / NGOs, Special Session by experts in Business and Law fields. | Knowledge and respect for Law and natural justice in business. Appreciating the role and importance of respecting the tenets of Natural Law in Business. |
| 9, 10 | <u>Environment of Ethics</u> Economic Environment. Economic Growth and Business. Relationship between Profitability and Ethics. Role of Chambers of Commerce & Industry in furthering the cause of Ethical aspects of Business. FICCI, CII, IMC etc. Ethics in International Scenario, Ethics and Globalisation, Etiquettes and International mores. | Discussion, Text Book, Electronic Presentations | Role of Government, Trade Bodies, Economy in Business Ethics. |
| 11 | <u>Corporate Governance and Ethics</u> Code of Conduct, Citizen's Charter, Employee Welfare, Labour Legislations and Privileges, Collective Bargaining, Fair Wage, Sexual Harassment at Workplace, Vishaka V State of Rajasthan guidelines, Future of Governance in Business. | Discussion, Text Book, Electronic Presentations | |
| 12 | Live Case Studies, Projects, | | |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------|--------------------------|
| & 13 | Presentations, Submission by Students in Consultation with Industry and Academic Faculty mentors | | |

Reference books

| | |
|---|---|
| 1 | S. A. Sherlekar, Ethics in Management, Himalaya Publishing House. |
| 2 | Chandrashekhar, Ethics |
| 3 | Chakraborty, Business Ethics |

Text books

| | |
|---|--|
| 1 | W. H Shaw, Business Ethics |
| 2 | Satheesh Kumar, Corporate Governance |
| 3 | Hosmer and Richard, The Ethics of Management |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

| | | | | | |
|--------------------------------------|---|---------------------|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Ecommerce | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

| Learning Objectives | |
|--|--|
| 1 | To understand the Introduction to Electronic Commerce: Meaning, nature and scope |
| 2 | To understand the Business to Consumer E-commerce Applications |
| 3 | To Understand Business to Business E-Commerce and applications |
| 4 | To analysis the Electronic Payment Systems and Order Fulfillment |
| 5 | To focus on the Security Issues in E-Commerce |
| 6 | To understanding the Management Challenges and Opportunities of E- Commerce: |
| Prerequisites if any | |
| Basic understanding of E- Commerce | |
| Connections with Subjects in the current or Future courses | |
| Will connect conceptual framework to Management Challenges and Opportunities of E-Commerce to the business | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------|--|
| 1 | Introduction to Electronic Commerce: Meaning, nature and scope; Channels of e - commerce; Business applications of e -commerce; Global trading environment and adoption of e-commerce. Business Models of E-commerce and Infrastructure; B2B, B2C, B2G and other models of e-commerce; Applications of e-commerce to supply chain management; product and service digitization; Remote servicing, procurement, and online marketing and advertising E-commerce ,resources and infrastructure planning | Lecture | <ol style="list-style-type: none"> 1. To understand basic concepts of online business 2. To know insides of Ecommerce 3. To know how technology helps bridging gaps in business |
| 2 | Business to Consumer E-commerce Applications: Cataloging; Order planning and order generation; Cost estimation and pricing; Order | Lecture & cases | |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|-------------------|-------------------|
| | receipt and accounting; Order selection and prioritization: Order scheduling, fulfilling and delivery, Order billing and payment Management; Post sales services. | | |
| 3 | Business to Business E-Commerce: Need and alternative models of B2B e - commerce; Using Public and private computer networks for B2B trading: EDI and paperless trading: characteristic features of EDI service arrangement; Internet based EDI; EDI architecture and standards; Costs of EDI infrastructure; Reasons for slow acceptability of EDI for trading; E-marketing – Traditional web Promotion: Web counters; Web advertisements. | Lecture | |
| 4 | Electronic Payment Systems and Order Fulfillment: Types of payment systems - e-cash and currency servers, e-cheques, credit cards, smart cards, electronic purses and debit cards; Operational, credit and legal risks of e - payment, Risk management options for e - payment systems; Order fulfillment for e –commerce. | Lecture and cases | |
| 5 | Security Issues in E-Commerce: Security risks of e-commerce-Types and sources of threats; Protecting electronic commerce assets and intellectual property; Firewalls; Client server network security; Data and message security; Security tools; Digital identity and electronic signature; Encryption approach to e-commerce security. Salient provisions for Security and Privacy, ; Legal and Regulatory Environment for e-commerce, cyber laws in India and their limitations Taxation and e -commerce; Management of Risk: Introduction, Introduction to Risk Management, Disaster Recovery Plans, Risk Management Paradigm | | |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|----------|-------------------|
| 6 | Management Challenges and Opportunities of E- Commerce: New Business Model, Required Changes in Business Processes, Channel Conflicts, Ethical issues in e-commerce. | | |
| 7 | Case Studies and Presentations. | | |

Text books

| | |
|---|--|
| 1 | Electronic commerce – A managerial perspectives Efraim Turban , David King , Jae lee |
|---|--|

Reference books

| | |
|---|--|
| 1 | CIO magazine- www.cio.com |
| 2 | Technology Forecast- Price Waterhouse Coopers |
| 3 | McKinsey Quarterly- www.mckinseyquarterly.com |
| 4 | "XML Web Services Professional Projects" Authors: Geetanjali Arora & Sai Kishore Publisher: Premier Press ISBN: 1931841365 |
| 5 | "Service-Oriented Architecture: A field Guide to Integrating XML and Web Services" Author: Thomas Erl Publisher: Prentice Hall ISBN: 0-13-142898-5 |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|---------------------------------|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Organizational Behaviour | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To provide students understanding how and why people behave in organizations as they do, either as individuals or in groups and how their behaviours affect their performance and performance of the organization as a whole. |
| 2 | to provide understanding how to effectively modify their behaviour through motivation and leadership for enhanced performance. And also to provide understanding about related concepts such as Org. Structure, Design and Culture. |
| 3 | To help students to understand human behaviour in organizations and equip them to enhance their performance as well as performance of the people reporting to them. |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------|---|
| 1 | Introduction to OB | Lecture | Understand the nature and scope of organizational behavior at individual, group, organizational and societal levels |
| 2 | Personality: Meaning and Determinants of Personality | Lecture | Comprehend the meaning and determinants of personality and the effects of perception, attitude and values on work |
| 3 | Perception, Attitude and Value | Lecture | Understand the concepts of group dynamics, team effectiveness , team roles and conflict management |
| 4 | Motivation Concepts : Motives | Lecture | Distinguish between the various theories of motivation and their application in organizations |
| 5 | Group Behaviour and Group Dynamics | Lecture | Define the concept of leadership and distinguish between a number of different leadership theories |
| 6 | Organisational Design: Structure, size, technology | Lecture | Identify the different bases of power; and discuss how individuals and groups use power in organizations |
| 7 | Leadership: Concepts and skills of leadership | Lecture | Understand the impact of organizational culture and structure on organizational behavior |
| 8 | Organisation Development | Lecture | Define the concept and practice of change management and |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|-------------------|---|
| | | | organizational development; with an analytical insight related to application of interventions strategically. |
| 9 | Understanding of the Concept of Defence Mechanism; Types of Defence Mechanism; Role of Defence Mechanism in Personality, Perception & Attitude; Significance & Relevance of Defence Mechanism for Interpersonal Relations and Group Dynamics | Video & Role Play | Enhanced understanding of the behavior of superiors, peers and subordinates especially in problem situations and the ways to deal with them more effectively. |
| 10 | Case Studies and Presentations | | |

Text books

| | |
|---|---|
| 1 | Any textbook of Psychology of undergraduate course (only for Defence Mechanism) |
| 2 | |
| 3 | |

Reference books

| | |
|----|--|
| 1 | Understanding Organizational Behavior – Uday Pareek |
| 2 | Organizational Behavior – Stephen Robbins |
| 3 | Organizational Behavior – Fred Luthans |
| 4 | Organizational Behavior – L. M. Prasad (Sultan Chand) |
| 5 | Organisational Behaviour – Dipak Kumar Bhattacharya – Oxford Publications |
| 6 | Organisational Behaviour – Dr Chandra sekhar Dash – International Book House Ltd |
| 7 | Organisational Behaviour – Meera Shankar – International Book House Ltd |
| 8 | Management & Organisational Behaviour – Laurie Mullins – Pearson Publications |
| 9 | Organisational Behaviour, Structure, Process – Gibson – McGraw Hill Publications |
| 10 | Organisational Behaviour – McShane – McGraw Hill Publications |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | |
|--------------------------------------|---|---|
| Semester | : | I - Elective |
| Title of the Subject / course | : | Introduction to creativity & Innovation Management |
| Course Code | : | |
| Credits | : | 4 |
| Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To make students aware of their own creative potential and the various ways that each one can contribute to innovation in an organization context |
| 2 | To learn tools and techniques for creativity and Innovation |
| 3 | To appreciate the importance and impact of innovation in today's business context |
| 4 | To understand the process of innovation |
| 5 | To understand the various issues related to managing innovation in an organization context |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|-----------------------------------|---|
| 1 | What is creativity and innovation - importance and impact | Lecture/ small in-class exercises | <ul style="list-style-type: none"> Students realize that every one is inherently creative – and they need to nurture this creativity Students understand the difference and relationship between such terms as creativity, invention, innovation etc |
| 2, 3 & 4 | Tools for Creativity | Workshop style activities | Students are exposed to various tools and approaches to stimulating creativity and innovation. Some of these could include – Viewing from Multiple (stakeholder perspective), Lateral Thinking, 6 Thinking Hats, Brainstorming, Use of Analogies and metaphor, Problem reframing etc |
| 5 | Basic concepts of Innovation, Types of Innovation | Lecture | Students are now familiar with the various concepts and vocabulary related to innovation – such as incremental innovation, 4Ps of innovation, Disruptive innovation, Innovation in products, processes, experiences, business model etc |
| 6 | Historical perspective on innovation in products, processes, business etc | Lecture | Students begin to appreciate how innovations have taken place over the past several decades – the historical perspective sensitizes them to the various drivers and factors which led to or deterred these innovations. These could include but not limited to laws, government initiatives in terms of policy and R&D spends, technology |

| Sr. No. | Content | Activity | Learning outcomes |
|-----------|---|---|---|
| | | | available, etc. They also learn about various milestones – and realize that a timeline based study of any industry could help identify triggers/opportunities for innovation – |
| 7,8 | Over view of the Innovation process | Lecture/video eg IDEO's Shopping cart video/ small in-class exercise to help students actually experience the innovation process – from observation to ideation, concept development, prototyping etc | <ul style="list-style-type: none"> • Student learns the importance of each stage of the innovation process and how to work through each stage • The stages understood include contextual inquiry/ immersive study, insight development, ideation , concept development, prototyping , validation |
| 9 | Innovation processes and practices in Highly Innovative companies | Lecture/Discussion | Students understand how various leading innovative companies such as IDEO, Apple, Samsung, 3M, Google etc innovate and develop a comparative understanding of their approach , tools and techniques and processes for innovation |
| 10 | Developing an Innovation culture | Lecture | <ul style="list-style-type: none"> • Students understand the basic concept of culture , the elements of and the unique attributes of a culture for innovation • Students realize the barriers to innovation in an organization context and how these could be overcome |
| 11 | Managing an Innovation project | Lecture/ case /examples to highlight challenges faced in managing innovation | Students develop and understanding of the various problems faced in managing an innovation project in an organizational context and how can it be managed effectively as a project |
| 12 and 13 | Strategic innovation Management | Lecture | <ul style="list-style-type: none"> • Students realize how Innovation can provide a competitive advantage • Students become familiar with strategic innovation methods/ frameworks used at a strategic level such as Blue Ocean Strategy, Scenario planning , Osterwalder's Business Model Canvas etc • Students realize how innovation can help in creating Intellectual property which can be create entry barriers for competition • Students also become familiar with the |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|-------------------------------|-----------------|---|
| | | | challenges of evaluating innovation either for recognition or funding |
| 14 | Presentations & Case Studies/ | | |
| 15 | Presentations & Case Studies/ | | |

Text books

| | |
|---|---|
| 1 | Innovation management – Besant and Tidd |
| 2 | Innovation and Entrepreneurship – Besant and Tidd |
| 3 | Ten Rules of Strategic Innovation – Vijay Govindrajan |

Reference books

| | |
|---|--|
| 1 | Ten Faces of Innovation – Tom Kelly |
| 2 | Design Lead Innovation by Prof Sten Ekman et all |
| 3 | Edward DeBono – books related to Lateral thinking, 6 thinking hats |
| 4 | The Innovator’s Dilema – Clayton Christensen |
| 5 | Business Model innovation by Osterwalder |
| 6 | The Art of Innovation – Tom Kelly |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|--|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Foreign Language (Other than English) Chinese | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | China is the world's fastest growing economy and has become the factory of the world, also the world's supply chain and logistics is heavily focused towards China. China being one of the few countries in the world which has not adopted English it becomes imperative to learn Chinese to enable business dealings with the country. |
| 2 | Many multinationals have invested in China, because of the cheap labor and other such comprehensive factors available here we can take the example of Apple which manufactures most of its phones in China. There is hardly any country that does not have business dealings with China. Therefore the advantage of learning this language is huge. |
| 3 | The course should be able to enable basic communication in Chinese so that one can understand simple Chinese words and phrases |
| 4 | To be able to use Chinese in everyday situations such as greeting a person asking for directions in short to be able to interact in a simple manner. |
| 5 | Carry out simple conversations with Chinese people. |
| 6 | Read and write simple phrases in pinyin (spelling Chinese words with the western alphabet) Read signs written in Chinese and be able to read simple notices documents and articles written in Chinese |
| 7 | Understand the elements of Chinese characters and evaluate the advantages as well as limitations of a pictographic writing system in contrast with western writing systems Understand the construction of Chinese characters recognizing approximately 120 Chinese characters as well as the radicals |
| 8 | Reflect on cultural differences and similarities between Indian and Chinese societies, for example with regard to housing and family relationships and gender roles as well as treatment of minorities and the elderly. |

| | |
|---|------|
| Prerequisites if any | none |
| Connections with Subjects in the current or Future courses | none |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-------------------------------|--|
| 1 | <ul style="list-style-type: none"> Course introduction. Chinese pronunciation and the five tones. Chinese sentence structure and grammar. | 1 sessions 3 hours each | Preparatory foundation to be able to progress towards learning the language |
| 2 | <ul style="list-style-type: none"> Simplified Chinese characters and Pinyin Romanization system. Greeting and Introducing each other. Meeting family members. The verbs 姓 (xìng), 叫 (jiào), 是 (shì) and 有 (yǒu). | 2 sessions of 3 hours | Able to converse in rudimentary Chinese Example (你好! !How do you do?) Able to make simple inquiry |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|-----------------------|--|
| | <ul style="list-style-type: none"> The adverbs 不 (bù), 也 (yě), 都 (dōu). The particles 的 (de). Usage of 二 (èr)/两 (liǎng). Questions ending with 吗 (ma) and 呢 (ne), questions pronouns. Measure words. | | (你是哪国人? Where do you come from?) |
| 3 | <p>Routine and everyday aspects Dates & Time – taking someone out to eat on his/her birthday and inviting someone to dinner. Hobbies – Talking about hobbies and would you like to play ball? Visiting friends – visiting a friend’s home and at a friend’s house. Asking Directions Direction and Location Words Direction and Location Words Comparative Sentences with 没(有) (méi {yǒu}) 3 那么(nàme) Indicating Degree 4 到(dào) + Place + 去(qù) + Action Going to Chinatown Seeing a Doctor Seeing a Movie Turning Down an Invitation Renting an Apartment Traveling to Beijing Checking In at the Airport Arriving in Beijing</p> | 3sessions of 3 hours | Have a high comfort level if visiting China or if entertaining Chinese visitors to India |
| 4 | <p>The adverbs还(hái) and 才(cái). The particles吧(ba) and 了(le). The conjunction 那么(nàme). The modal verb 想(xiǎng). The preposition 在(zài). Numbers (0, 1–100). Dates and time. Word order in Chinese. Alternative questions, affirmative + negative (A-not-A) questions, questions with 好吗(hǎo ma). 去(qù) + action. Verb + object as a detachable compound. 一下(yíxià) and 一点儿(yídiǎnr) moderating the tone of voice</p> | 2 sessions 3 hours | Learn to write simple words |
| 5 | <p>covers the following topics: 开学, 宿舍, 在饭馆儿, 买东西, 选课. Adverbs 真 and 难道.</p> | 2 session 3 hours | Construct simple sentences |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|---|----------------------|---|
| | <p>Dynamic particle 了.</p> <p>Preposition 至于.</p> <p>The 是...的... construction.</p> <p>除了...以外; 再说; 得很; 那(么).</p> <p>一 + v; 又adj/verb, 又adj/verb.</p> <p>Emphatic 是; 无论..., 都...</p> <p>Conjunction 于是; adj/v+是+adj/v, 可是/但是...再, 又, and 还 compared.</p> <p>要么..., 要么....</p> <p>Also connecting sentences, existential sentences, conjunctions, topic-comment sentence structure, resultative compliments.</p> <p>Words and phrases include 恐怕 (I'm afraid; I think perhaps), 差不多 (about; roughly), 一般 (generally speaking), 不怎么样 (not that great; just so-so), 这(就)要看...(了) (that depends on...), 比如(说) (for example), ...什么的 (...Etc.), (要) 不然 (otherwise), 非...不可 (have to; must), 受不了 (unable to bear), 不过 (but), 这样 (in this way)</p> | | |
| 6 | having students learn to write traditional or simplified characters progressing to simple paragraphs and essays | 2 session 3 hours | Be able to write simple paragraphs or articles |
| 7 | <ul style="list-style-type: none"> • Geography, climate, people. • Ethnicities, religion, government. • Chinese culture & Business etiquette. • Cultural differences & sensitivities | 1 session 3 hours | Important to be able to understand and respond to cultural differences and respect them |

Text books

| | |
|---|---|
| 1 | Integrated Chinese, Level 1, Part 1, Textbook (website http://ic.cheng-tsui.com/) |
| 2 | Integrated Chinese, Level 1, Part 2, Textbook |
| 3 | Integrated Chinese, Level 1 Part 1 Character Workbook, 3rd Edition (Simplified & Traditional) |

Reference books

| | |
|---|--|
| 1 | New Practical Chinese Reader 2 Dvd (Only) (English And Chinese Edition)Jan 1, 2005by Liu Xun |
| 2 | Practical Audio-Visual Chinese 1 2nd Edition (Book+mp3) (Chinese Edition) Oct 1, 2008by Guo Li Tai WAN Shi Fan Da XueGuo Yu Jiao XueZhongXin |
| 3 | Colloquial Chinese: The Complete Course for Beginners (Colloquial Series)2nd Edition ISBN-13: 978-0415434157 ISBN-10: 0415434157 |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | |
|--------------------------------------|----------|---|------------------------|--------------------|
| Semester | : | I - Elective | | |
| Title of the Subject / course | : | Negotiation & Selling Skills | | |
| Course Code | : | | | |
| Credits | : | 4 | Duration in Hrs | : 40 |

Learning Objectives

| | |
|---|--|
| 1 | The module will sensitize the students to the concepts and importance of Negotiations & Selling for all functions of Management. |
| 2 | The module is designed to introduce the students to the basic elements of the selling |
| 3 | The module will give the students a broad understanding regarding different models used for effective selling and negotiations. |
| 4 | It also creates awareness among the students about the basic qualities, traits and skills that they need to imbibe to be an effective management professional. |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|--------------------------|---|
| 1 | Meaning, Definition & Importance of Negotiation in Management, Types of Negotiation | | Developing basic understanding of students related to Negotiation. |
| 2 | Understanding Negotiation Framework including Legal Aspects, Negotiation Process, Skills of a Negotiator | | Providing deeper insight related to Negotiation framework |
| 3 | Negotiation Models (BATNA, Dyad, ZOPA, 9 Grid) & Strategies, Understanding Barriers to Agreement | | Familiarizing students with basics of models in negotiation and strategies |
| 4 | Introduction to Marketing & Selling Concepts & Traits of a Successful Salesperson | Role Play on Negotiation | Introducing students to understand the difference between Marketing and Selling and giving them useful tips for succeeding in Sales |
| 5 | Understanding Successful Selling Process & Models (7 Steps Model) | | Introducing students to understand the difference between Marketing and Selling and giving them useful tips for succeeding in Sales |
| 6 | Customer Focussed Selling, Art of Persuasion | | Creating awareness about importance of customer in selling process |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|---|-------------------------------------|---|
| 7 | Selling to Various Stakeholders such as Dealers, Suppliers, Vendors, Channel Partners, Superiors, Subordinates, Team- Mates & Peers | Guest Session with industry experts | Familiarizing students with different approaches required For selling different stakeholders |
| 8 | Selling to Customers – B2C, B2B, C2C, Products, Services, Intangibles & Projects | | Familiarizing students with different approaches required for selling to different segments of customers. |
| 9 | Strategic Selling for Start-ups | Guest Session with industry experts | Creating awareness about challenges and opportunities available in Start-ups domains |
| 10 | Body Language for Negotiation & Selling | Role Plays on Selling | To enhance effectiveness of a Salesperson by understanding Clues provided by body language. |
| 11 | Case Studies and Presentations | | |

Activity: In addition to classroom teaching, the Teaching-Learning process may combine the use of role plays, audio-visual films/aids, and management exercises with individual student, and or in team considering appropriate cases or case-lets in the field of business domain wherever applicable.

Text books

| | |
|---|---|
| 1 | The Essentials of Negotiation – Harvard Business School Press |
| 2 | Negotiations Selling by Sameer Kulkarni – Excel Books |
| 3 | Negotiation & Selling by R. K. Srivastava – Excel Books |

Reference books

| | |
|---|--|
| 1 | Organizational Behavior by Fred Luthans (9th edition) |
| 2 | Managing Conflict & Negotiation by B. D. Singh – Excel Books |
| 3 | Getting to Yes by Roger Fisher & William Ury –Random House |
| 4 | Negotiation Handbook by P. J. Cleary – Printice Hall of India |
| 5 | ABC's of Selling Skills by Charles M. Futrell – McGraw Hill |
| 6 | Sales Management Analysis and Decision Making by Thomas Ingram & Raymond LaFarge – Published by DRYDEN |
| 7 | How to Handle Conflict & Confrontation by Peg Pickering – Natl Seminars Publications |

Assessment

| | | | |
|----|--------------------------|-----|---|
| a) | Internal | 40% | 40 Marks continuous assessment |
| b) | Semester End Examination | 60% | 60 Marks theory paper of 3 hours duration |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|---|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | IT Skills for Management and Technology Platform | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To have the basics practical skills of information Technology(i.eHardware - Software , Database, Networking, Communication Technology)with its application and usage. |
|---|---|

| | |
|---|--|
| Prerequisites if any | Basic understanding of IT Skills for Management and Technology Platform |
| Connections with Subjects in the current or Future courses | Will connect and have application of information technology and technology platform skills |

Module

| Sr No. | Content | Activity | Learning outcomes |
|---------------|---|-----------------|--|
| 1 | To, understand the conceptual background of Hardware - Software – (Systems Software, Application Software and Packages) Introduction and Fundamentals of operating system- Windows, Unix/Linux. Introduction and knowledge of Internet operations. World Wide Web , Emerging communication technologies | Lecture | |
| 2 | Introduction to Software Packages & practical knowledge of Microsoft Word Microsoft Excel – Formulas, Graphs, Basis statistical formulae. Microsoft Power Point – Creating effective presentations Microsoft Access - Introduction to DBMS concepts, creating a database, Basic queries. Tally – Journal Entry, Ledger posting, Preparation of Balance Sheet Emerging technology of office Automation systems Lab Sessions of Document Preparation & Presentation Skills | Lecture & cases | <ol style="list-style-type: none"> 1. To know data analysis and database management with Microsoft Excel 2. To know management of data using Microsoft Access 3. To know how to prepare interactive business presentation |
| 3 | Practical hands on experience of Internet and Web Technology | Lecture | |

| | | | |
|---|--|-------------------|--|
| | <p>Internet Technology Understanding Websites Understanding Domain Names & Domain Extensions Web Server & Web hosting Web Designing ,Home page designing Website Content designing, Joomla, query, knowing & Adding Payment Gateways, Web Hosting, Mobile Technology & Business On-line Business Mechanism Hands on experience of Emerging communication technology Lab Sessions</p> | | |
| 4 | Case Study and Practical Exercises With Lab Sessions | Lecture and cases | |

Text books

| | |
|---|-------------------|
| 1 | Work-study by ILO |
|---|-------------------|

Reference books

| | |
|---|--|
| 1 | Rajaraman, V. (2004). Introduction to Information Technology.PHI. |
| 2 | Turban, Rainer and Potter (2003). Introduction to information technology.John Wiley and sons |
| 3 | Sinha, P.K., PritiSinha (2002). Foundation of computing.BPB Publications. |
| 4 | Ram, B. (2003). Computer Fundamentals. New Age Publication |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|--|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Information Technology for Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To understand the significance of information technology, conceptual framework of networking, communication technology, database etc. for individual & business management |
| 2 | To understand role, impact and emerging trends of information technology for management and its application at individual, organizational level society and similarly for business alignment. |

| | |
|---|--|
| Prerequisites if any | Basic understanding of Information Technology for management |
| Connections with Subjects in the current or Future courses | Will connect conceptual framework of Information Technology for Management at individual and organizational level. |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|-------------------|--|
| 1 | Historical perspective of information technology and business. | Lecture | 1. Learning of basic concepts and components of IT 2. Learning different application of computer and IT in business 3. Application of It across the industries |
| 2 | Functioning of computer hardware and software components, characteristic from user and buyers perspectives. | Lecture & cases | |
| 3 | Introduction and conceptual framework of networking & Telecommunication, components of networking, LAN/WAN/MAN, network topologies, and various option of networking for business, various medium of communication, physical and cable less (dial up, leased line, satellite, V-SAT, DSL Lines, fiber optics) | Lecture | |
| 5 | Role and emerging trends of information technology Overview of concept such as ERP, SCM, CRM, database management, DBMS Data warehousing, Business intelligent, knowledge Management, E-Commerce, E-Business, M-Commerce, Digital Business, E-governance. | Lecture and cases | |
| 6 | Impact of information on business, business alignment across the function and sectors and society | Lecture & Cases | |
| 7 | Case study and presentation | Lecture & Cases | |

| Text books | | |
|-------------------|--|--------------------------------|
| 1 | Information Technology for Management | by Rainer , Porter and Turban. |
| 2 | Introduction to information technology | byRajaramman. |
| 3 | Information technology for Management | DrChandrahaunschavan& B lal |

| Reference books | | |
|------------------------|--|--|
| 1 | E- Business: road map for success, Ravi Kolkata and Marcia Robinson. | |
| 2 | Competitive strategic by Michael Porter | |
| 3 | Electronic commerce – A managerial perspectives Efraim Turban , David King , Jae lee | |
| 4 | Principles of information Systems by ralph stair & George Reynolds | |

| Assessment | | |
|-------------------|-----|--|
| Internal | 40% | |
| Semester end | 60% | |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|---|------------------------|---|-----------|
| Semester | : | I - Elective | | | |
| Title of the Subject / course | : | Personal Grooming / Personal Effectiveness | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | Identify personal thinking habits and their impact |
| 2 | Understand and address the barriers to personal effectiveness |
| 3 | Apply clear and effective communication skills |
| 4 | Develop effective time management skills and the ability to cope with stress |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------|--|
| 1 | Know Yourself – Self Discovery | | Know yourself (Your Values, Abilities and Goals) |
| 2 | Developing a Positive Attitude and Values | | Identify influences of their attitudes towards success, achievement, and disappointment both in personal and professional lives |
| 3 | Grooming - Corporate Etiquette and Manners | | Enhancing corporate and social Image, learning grooming basics and personal hygiene management |
| 4 | The Art of Listening | | An understanding of the key role listening plays in the ability to solve problems, work effectively with customers, and be a valuable team member. |
| 5 | Body Language | | Using body language to increase your personal impact |
| 6 | The Art of Speaking | | Ability to communicate competently in groups and organizations |
| 7 | GD and PI Skills | | Augment skills related to this important dimension of the selection process in organizations |
| 8 | Written Business Communication | | Organize and present information for maximum impact and clarity |
| 9 | CV. and Resume writing | | Understand and write a functional resume , versus a chronological resume, writing cover letters |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|-----------------------------|-----------------|---|
| 10 | Working in Groups and Teams | | Enhance capabilities to lead and succeed and for that you need to be a good team player |
| 11 | Time Management | | Identify typical time-wasters and create solutions to overcome them |
| 12 | Stress Management | | Ability to deal with stress and pressure effectively |
| 13 | Career Planning | | How to develop a personal development plan |

Text and Reference books

| | |
|---|--|
| 1 | Super Self: Doubling Your Personal Effectiveness by Charles Given |
| 2 | The 3 Pillars of Personal Effectiveness by Troels Richte |
| 3 | The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change by Stephen R. Covey |
| 4 | Personality Development and Soft skills by Barun Mitra |

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

UNIVERSITY OF MUMBAI , MUMBAI
Masters in Management Studies - Semester II (CBGS)
with effect from Academic Year 2016-17

| CORE | | | | | | | | |
|-------------|---------------------------|-------------------------------|--|-----------------------|--------------------------|-------------|--------------------------|---------------|
| Sr. No. | Subject | Teaching Hours | | Assessment Pattern | | | | |
| | | No. of Sessions of 90 minutes | No. of Sessions of 90 minutes per week | Continuous Assessment | Semester End Examination | Total Marks | Duration of Theory Paper | No of Credits |
| 1 | Marketing Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 2 | Financial Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 3 | Operations Research | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 4 | Business Research Methods | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 5 | Human Resource Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |

| 3 ELECTIVES OUT OF 10 | | | | | | | | |
|------------------------------|---|----|---|-------|-------|-----|-----|-----------|
| 1 | Legal & Tax Aspects of Business | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 2 | Cost & Management Accounting | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 3 | Business Environment | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 4 | Ethos in Indian Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 5 | Corporate Social Responsibility | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 6 | Analysis of Financial Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 7 | Entrepreneurship Management | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 8 | Management Information Systems | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 9 | Developing teams & Effective leadership | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| 10 | Intellectual Capital and Patenting | 27 | 2 | 40 IA | 60 IA | 100 | 3hr | 4 |
| Total No of Credits | | | | | | | | 32 |

UA: University Assessment

IA: Internal Assessment

Proposed Revision for MMS Syllabus wef AY 2016-17 (Batch 2016-18)

Semester II

| Sr. No. | Core | Sr. No. | Electives (Any 3) |
|---------|---------------------------|---------|---|
| 1 | Marketing Management | 1 | Legal & Tax Aspects of Business |
| 2 | Financial Management | 2 | Cost & Management Accounting |
| 3 | Operations Research | 3 | Business Environment |
| 4 | Business Research Methods | 4 | Ethos in Indian Management |
| 5 | Human Resource Management | 5 | Corporate Social Responsibility |
| | | 6 | Analysis of Financial Statements |
| | | 7 | Entrepreneurship Management |
| | | 8 | Management Information System |
| | | 9 | Developing teams & Effective leadership |
| | | 10 | Intellectual Capital and Patenting |

Note:

- 1 All subjects / papers for Semester II will be internally assessed by the institute. The Criteria for the same is given below
 - a) Attendance and Class Room Participation 10 Marks
 - b) Minimum 3 criteria to be picked up from the below given list
 - Mid term Test (Min 1)
 - Group Presentation
 - Role Plays
 - Case Studies
 - Assignments
 - Projects
 - Quiz
- 2 Institute will have the discretion to select minimum 3 (three) subjects or more from given list of 10 subjects. Total 32 credits has to be obtained.

- 3 Any new elective proposed to be introduced by the Institute, apart from electives listed in the new syllabus, need to take prior approval from Board of Management Studies of the University in writing outlining the details of the course with learning objectives, learning outcomes, detailed syllabus, teaching learning plan and course evaluation procedures atleast 6 months in advance before the commencement of the semester.

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|-----------------------------|------------------------|---|-----------|
| Semester | : | II - Core | | | |
| Title of the Subject / course | : | Marketing Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | This coursework is designed to introduce the student to the basic elements of the marketing management terms, implementation of studied term in the industry and related process. |
| 2 | The scope of marketing management is quite broad and the students will be exposed to the marketing concepts that will enable them to acquaint with contemporary marketing practices. |
| 3 | This module is to learn the art and science of choosing target markets and getting, keeping and growing customers through creating, delivering, and communicating superior customer value. |
| 4 | This module will give the student a very broad understanding of what marketing is all about and the vital role that it plays in every organization, every department and every specialization. |
| 5 | The module will help the student to identify and solve many business problems by using a marketing perspective, as a universal concept. |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity* | Learning outcomes |
|----------------|---|------------------|---|
| 1 | Introduction to Marketing Concept Evolution of Marketing from Production to Sustainability & Customer Orientation | | Students will develop basic understanding of concepts in the marketing with respect to historical development of the subject |
| 2 | Understanding the Basics: Concept of Need, Want and Demand Concept of Product and Brand Business Environment in India Demand States & Marketing Tasks Company Orientation towards the Market Place | | Making students familiar with the Fundamental concepts and vocabulary or practices from business perspective in the Organization. |
| 3 | Marketing Environment : Marketing Environment and Evaluation of Market Opportunities like Services, Rural & International | | Understanding of the Marketing environment to help students to compare various opportunities available in various sectors. |
| 4 | Market Research & Marketing Information Systems and Demand | | To familiarize students with various concepts related to |

| Sr. No. | Content | Activity* | Learning outcomes |
|----------------|---|------------------|--|
| | Forecasting and Market Potential Analysis | | market research and its utility. |
| 5 | Consumer Buying Process & Organizational Buying Behaviour | | Helping students to focus on Important issues related to success in consumer buying behavioural process vis a vis organizational buying behaviour process. |
| 6 | Pillars of Marketing - Market Segmentation, Target Marketing, Positioning & Differentiation | | Imparting knowledge of various important marketing concepts. |
| 7 | Marketing Mix and Product Decisions – Product Life Cycle, & Brand | | Various practices related to The important aspects of marketing in decision Making |
| 8 | New Product Development Process | | Understanding mechanism of developing a new product related process |
| 9 | Pricing Decisions | | To understand the pricing dynamics being practiced by the organizations in different Sectors |
| 10 | Distribution Decisions – Logistics & Channel Decisions (Retail, E-commerce, etc.) | | Understanding of operational issues in order to support marketing-process |
| 11 | Promotion Decisions – Integrated Marketing Communications Concept: Advertising, Sales Promotions, Public Relations, Direct Marketing; Communication Tools | | To familiarize students with various concepts related to Communication Design Process in effective marketing practices |
| 12 | Personal Selling & Sales Management | | To understand the important aspects direct marketing in the Changing circumstance with the help of latest development |
| 13 | Overview of Marketing Strategies: BCG, Ansoff, GE, Shell Model, Porter Generic Model, 5 Forces Model, PLC, 7s Model of Marketing, A Little Model, Value Chain Model | | To make students understand basics of various models and their application in their field of work |
| 14 | Case Studies and Presentations | | |

*Activity: In addition to classroom teaching, the Teaching-Learning process may combine the use of role plays, audio-visual films/aids, and management exercises with individual student, and or in team considering appropriate cases or case-lets in the field of business domain wherever applicable.

Text books

| | |
|---|---|
| 1 | Marketing Management (A South Asian Perspective) by Philip Kotler, Kevin Lane Keller, Abraham Koshy & Mithileshwar Jha, Pearson Education |
| 2 | Marketing Management by R. Varshney, S. Chand |
| 3 | Marketing Management by Rajan Saxsena, Tata McGraw Hill |

Reference books

| | |
|---|---|
| 1 | Basic Marketing by Jr., William Perreault, Joseph Cannon and E. Jerome McCarthy |
| 2 | Marketing Management – Planning, Implementation and Control by V.S. Ramswamy and S. Namakumari, McMillian |
| 3 | Business Marketing Management by M. Hutt, Cengage Learning |

Assessment

| | | | |
|----|--------------------------|-----|---|
| a) | Internal | 40% | 40 Marks continuous assessment |
| b) | Semester End Examination | 60% | 60 Marks theory paper of 3 hours duration |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|-----------------------------|-------------------------|---|-----------|
| Semester | : | II - Core | | | |
| Title of the Subject / course | : | Financial Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objective

| | |
|---|---|
| 1 | To gain in-depth knowledge of corporate finance and understand the functions of finance management. |
| 2 | Students should learn to analyze corporate financial statements and other parts of the annual report. |

| | |
|---|---|
| Prerequisites if any | Knowledge of financial accounting |
| Connections with Subjects in the current or Future courses | This will work as the basic subject for the elective subjects coming in the second year |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|--|--|
| 1 | Objective of financial management Functions and decisions of financial management Indian Financial system - Functions of the financial system; Financial Assets; Financial markets; Financial intermediaries; Regulatory system | Lecture and theoretical discussion | Understanding the basic concepts of corporate finance and Indian financial system |
| 2 | Financial performance analysis using Ratio Analysis | Lecture, exercises and assignment | Ability to analyse the financial statements of companies using ratios |
| 3 | Working Capital Management - Estimation and Financing Inventory Management Receivables Management Cash Management | Lecture, exercises and case discussion | Ability to calculate the working capital requirements; analyse working capital policies and understanding operating and cash cycle |
| 4 | Financial Planning and Forecasting Meaning and importance of financial planning Approaches to financial planning Preparation of Pro-forma Income Statement and Balance Sheet Computation of external financing requirements | Lecture and exercises | Ability to prepare pro-forma financial statements and calculate the EFR |
| 5 | Investment (Project) identification, feasibility analysis with sensitivities, constraints and long term cash flow projection Capital Budgeting and Investment Decision Analysis | Lecture, exercises and case discussion | Ability to use various evaluation techniques like NPV, IRR, PI, payback period etc. for evaluating capital expenditure decision |
| 6 | Sources of Finance - Short Term and Long Term | Theoretical discussion | Understanding the features and characteristics of various financing options |
| 7 | Theory of capital structure: Net income approach; Net operating income approach; MM approach; Traditional approach | Lecture and exercises | Understanding different capital structure theories and the impact of D/E ratio on EPS |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------------|---|
| 8 | Capital Structure Planning and Designing capital structure based on EBIT and EPS/MPS approach Factors affecting capital structure | Lecture and exercises | Ability to design the optimal capital structure |
| 9 | Capital Structure Planning and Leverage Analysis: Operating, financial and total Capital Structure Planning and cost of capital | Lecture and exercises | Ability to calculate DOL, DFL and DCL |
| 10 | Dividend Policy: Factors affecting dividend policy decision; Dividend decision models; Walter model; Gordon model; MM approach | Lecture and exercises | Understanding the impact of dividend payout ratio and retention ratio on company's financial position |

Text Books

| | |
|---|--|
| 1 | Financial Management – M.Y. Khan and P.K. Jain |
| 2 | Financial Management – Prasanna Chandra |

Reference Books

| | |
|---|--|
| 1 | Financial Management – I. M. Pandey |
| 2 | Principles of Corporate Finance – Myers and Brealey |
| 3 | Fundamentals of Financial Management – James Van Horne |
| 4 | Financial Management: theory and practice – Brigham Eugene F; Ehrhardt, Michael C. |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|----------------------------|------------------------|---|--------------|
| Semester | : | II - Core | | | |
| Title of the Subject / course | : | Operations Research | | | |
| Course Code | : | For Office use | | | |
| Credits | : | 4 | Duration in Hrs | : | 40hrs |

Learning Objectives

| | |
|---|--|
| 1 | To know optimizing techniques |
| 2 | To understand its use in decision making in business |
| 3 | To Identify and develop operational research model from realsystem |
| 4 | To appreciate the mathematical basis for business decision making |

| | |
|---|--|
| Prerequisites if any | Statistics for management, Operations and production management, economics |
| Connections with Subjects in the current or Future courses | Project Management, Quantitative Techniques, |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|---|--|
| 1 | Linear Programming- Formulation, Solution by graph, Simplex, Duality, post optimality and Sensitivity Analysis | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand application in business. Data Envelopment Analysis as extension of LPP model |
| 2 | Transportation problem with special cases | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand special cases of LPP and apply in appropriate situation |
| 3 | Assignment Problem with special cases | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand special case of LPP and apply in appropriate situation |
| 4 | Game theory- Zerosum games | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand Competitive environment of business |
| 5 | Decision Theory- Under Risk, Uncertainty, decision tree | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand project management techniques |
| 6 | Waiting lines model- (M M 1):(FIFO ∞ ∞) with cost implication | Use of Solver/ similar software for decision making, cases in various scenarios of management | Understand queue model as a measure of performance of system |
| 7 | Simulation- queue system, inventory and demand simulation | Create models in Microsoft Excel | In want of assumptions of the model a working system can be created |

Text books

| | |
|---|---|
| 1 | Operation Research – AN introduction- HamdyTaha, Prentice Hall Of India |
| 2 | Quantitative Techniques in Management -N D Vohra, Tata McGraw Hill |
| 3 | Operations Research Theory and Applications- J K sharma, Macmillan Business books |

Reference books

| | |
|---|---|
| 1 | Principles of Operations Research –Wagner, Prentice Hall of India |
| 2 | Operations Research- Hilier, Liberman, Tata McGraw Hill |
| 3 | An introduction to Management Science – Anderson Sweeney Williams, Cengage Learning |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | |
|--------------------------------------|---|----------------------------------|
| Semester | : | II |
| Title of the Subject / course | : | Business Research Methods |
| Course Code | : | |
| Credits | : | 4 |
| Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To understand the importance of research and various methods that researcher used to investigate problems |
| 2 | Applying Modern Analytical tools for Business Management Decisions |
| 3 | To derive strategies from the research |
| 4 | To understand the challenges in collecting the data collection and analysis |
| 5 | To interpret the data to make meaningful decisions. |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|-----------------|--|
| 1 | Introduction to Research | Lecture | Meaning of research; Types of research- Exploratory research, Conclusive research; The process of research; Research applications in social and business sciences; Features of a Good research study. |
| 2 | Research Problem and Formulation of Research Hypotheses | Lecture | Defining the Research problem; Management Decision Problem vs Management Research Problem; Problem identification process; Components of the research problem; Formulating the research hypothesis- Types of Research hypothesis; Writing a research proposal- Contents of a research proposal and types of research proposals. |
| 3 | Research Design | Lecture | Meaning of Research Designs; Nature and Classification of Research Designs; Exploratory Research Designs: Secondary Resource analysis, Case study Method, Expert opinion survey, Focus group discussions; Descriptive Research Designs: Cross-sectional studies and Longitudinal studies; Experimental Designs, Errors affecting Research Design |
| 4 | Primary and Secondary Data | Field Work | Classification of Data; Secondary Data: Uses, Advantages, Disadvantages, Types and sources; Primary Data Collection: Observation method, Focus Group Discussion, Personal Interview method |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|------------------------------------|---|
| 5 | Attitude Measurement and Scaling | Lecture | Types of Measurement Scales; Attitude; Classification of Scales: Single item vs Multiple Item scale, Comparative vs Non-Comparative scales, Measurement Error, Criteria for Good Measurement |
| 6 | Questionnaire Design | Lecture | Questionnaire method; Types of Questionnaires; Process of Questionnaire Designing; Advantages and Disadvantages of Questionnaire Method |
| 7 | Sampling and Data Processing | Case Study and SPSS / Excel | Sampling concepts- Sample vs Census, Sampling vs Non Sampling error; Sampling Design- Probability and Non Probability Sampling design; Determination of Sample size- Sample size for estimating population mean, Determination of sample size for estimating the population proportion Data Editing- Field Editing, Centralized in house editing; Coding- Coding Closed ended structured Questions, Coding open ended structured Questions; Classification and Tabulation of Data. |
| 8 | Univariate and Bivariate Analysis of Data | SPSS Lab / Excel | Descriptive vs Inferential Analysis, Descriptive Analysis of Univariate data- Analysis of Nominal scale data with only one possible response, Analysis of Nominal scale data with multiple category responses, Analysis of Ordinal Scaled Questions, Measures of Central Tendency, Measures of Dispersion; Descriptive Analysis of Bivariate data |
| 9 | Testing of Hypotheses | Analyzing Primary Data | Concepts in Testing of Hypothesis – Steps in testing of hypothesis, Test Statistic for testing hypothesis about population mean; Tests concerning Means- the case of single population; Tests for Difference between two population means; Tests concerning population proportion- the case of single population; Tests for difference between two population proportions. |
| 10 | Chi-square Analysis | Analyzing Primary Data | Chi square test for the Goodness of Fit; Chi square test for the independence of variables; Chi square test for the equality of more than two population proportions |
| 11 | Analysis of Variance | Lecture and Analyzing Primary Data | Completely randomized design in a one-way ANOVA; Randomized block design in two way ANOVA; Factorial design |
| 12 | Research Report Writing and Ethics in research | Lecture | Types of research reports – Brief reports and Detailed reports; Report writing: Structure of the research report- Preliminary section, Main report, Interpretations of Results and |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|-----------------------|------------|--|
| | | | Suggested Recommendations; Report writing: Formulation rules for writing the report: Guidelines for presenting tabular data, Guidelines for visual Representations. Meaning of Research Ethics; Clients Ethical code; Researchers Ethical code; Ethical Codes related to respondents; Responsibility of ethics in research |
| 13 | Presentation / Report | PowerPoint | |

Text books

| | |
|---|---|
| 1 | Business Research Methods – Cooper Schindler |
| 2 | Research Methodology Methods & Techniques – C.R.Kothari |
| 3 | Statistics for Management – Richard L Levin |

Reference books

| | |
|---|---|
| 1 | D. K. Bhattacharya: Research Methodology (Excel) |
| 2 | P. C. Tripathy: A text book of Research Methodology in Social Science(Sultan Chand) |
| 3 | Saunders: Research Methods for business students (Pearson) |
| 4 | Marketing Research –Hair, Bush, Ortinau (2nd edition Tata McGraw Hill) |
| 5 | Business Research Methods – Alan Bryman& Emma Bell – Oxford Publications |
| 6 | Business Research Methods – Naval Bajpai – Pearson Publications |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | |
|--------------------------------------|---|----------------------------------|------------------------|-------------|
| Semester | : | II - Core | | |
| Title of the Subject / course | : | Human Resource Management | | |
| Course Code | : | | | |
| Credits | : | 4 | Duration in Hrs | : 40 |

Learning Objectives

| | |
|---|--|
| 1 | To prepare a student for a career in industry and services. |
| 2 | To facilitate learning in modern concepts, techniques and practices in the management of human resources |
| 3 | To expose the student to different functional areas of Human Resource Management to enhance the effectiveness. |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|-------------------------------------|-----------------|--|
| 1 | Human Resource Management | Lecture | Apply the theoretical and practical aspects of human resource management to formulate strategies that will enable organizations to achieve both operational and strategic goals related to the organization's human capital. |
| 2 | Organization of Personnel Functions | Lecture | Understand the scope of HRM and its relationship to other social sciences |
| 3 | Manpower Planning | Lecture | Study the personnel function with respect to its organization , polices and responsibilities in an organization |
| 4 | Motivating Employees – | Lecture | Understand the importance and the process of man power planning, the process of job analysis, compare and contrast methods used for selection and placement of human resources. |
| 5 | Performance Appraisal Systems | Lecture | Understand the application of the theories of motivation , explaining the difference between internal and external equity in terms of monetary and non-monetary rewards and recognition |
| 6 | Training & Development – | Lecture | Discuss the importance and process of performance management, organizational strategic planning and succession planning. |
| 7 | Organisation Development – | Lecture | Describe the steps required to analyze needs , develop and evaluate an employee training and development programs in organizations |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|----------|--|
| 8 | Management of Organizational Change | Lecture | Define the concept and practice of change management and organizational development; with an analytical insight related to application of OD interventions strategically |
| 9 | HRD Strategies for Long Term Planning & Growth | Lecture | |
| 10 | Case Studies and Presentations | | |

Text books

| | |
|---|--|
| 1 | Human Resource Management – P.SubbaRao |
| 2 | |

Reference books

| | |
|---|--|
| 1 | Personnel Management – C.B. Mammoria |
| 2 | Dessler: Human Resource Management(Prentice Hall India) |
| 3 | Personnel/Human Resource Management: DeCenzo& Robbins (Prentice Hall India) |
| 4 | D. K. Bhattacharya: Human Resource Management (Excel) |
| 5 | VSP Rao – Human Resource Management(Excel) |
| 6 | Dessler: Human Resource Management(Prentice Hall India) |
| 7 | Personnel/Human Resource Management: DeCenzo& Robbins (Prentice Hall India) |
| 8 | Gomez: Managing Human Resource (Prentice Hall India) |
| 9 | Human Resource Management – Dr P Jyothi and Dr D.N Venkatesh – Oxford Publications |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|---|-------------------------|---|-----------|
| Semester | : | II - Elective | | | |
| Title of the Subject / course | : | Legal Aspects of Business & Taxation 100 Marks | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objective

| | |
|---|---|
| 1 | To learn about the important provisions of some of the important business laws |
| 2 | To get exposure to important provisions of Indian Income Tax Act and Indirect Taxes |

| | |
|---|---|
| Prerequisites if any | None |
| Connections with Subjects in the current or Future courses | Students in all the specialisations must have a minimum knowledge of important business laws. The applications of law will be in many subjects they will study in the second year |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|---|---|
| 1 | The Indian Contract Act, 1872 | Lecture and case law discussion | Understanding the law and concepts of parties to the contract, consideration and other legal concepts related to a Contract |
| 2 | The Sales of Goods Act, 1930 | Lecture and case law discussion | Understanding the meaning of sale of goods and the rights and duties of vendor and consumer under the Act. |
| 3 | The Negotiable Instruments Act, 1881 | Lecture and case law discussion | Understanding various negotiable instruments available under the Act. |
| 4 | The Consumer Protection Act, 1986 | Lecture and case law discussion | Understanding the rights and duties of consumers under the Consumer Protection Act |
| 5 | The Companies Act, 2013 | Lecture and case law discussion | Understanding the requirements of forming a company under different categories and the importance of MOA, AOA and Prospectus. |
| 6 | Introduction to IPR Laws a) The Copy Right Act, 1957 b) The Patents Act, 1970 c) The Trade Marks Act, 1999 | Lecture and case law discussion | Understanding the meaning and definition of intellectual property, types of intellectual property and the safeguards available through law against violation of intellectual property rights. |
| 7 | Indian Income-tax Act, The Finance Act | Lecture | Understanding the framework of Indian Income Tax Act with concepts of tax slabs, TDS, etc. |
| 8 | Computation of Total Income and Determination of Tax Liability – individuals and Companies | Conceptual discussion and practical problem solving | Ability to compute the income tax and tax liability of various assesses based on different cases. |

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-----------------------|--|
| 9 | Indirect Taxes – Central Excise Act | Lecture and case laws | Getting clarity on concepts of Indirect taxes, manufacturing, excisable goods, classification of goods, valuation of goods and CENVAT |
| 10 | Indirect Taxes – Customs Act | Lecture and case laws | Understanding the scope and coverage of Customs Act. Students should be clear about the types of customs duties and the classification and valuation of goods. |
| 11 | Indirect Taxes – Maharashtra Value Added Tax | Lecture and case laws | Understanding the difference between MVAT and State Sales tax and the tax slabs and exemptions in the Act. |
| 12 | Indirect Taxes – Service Tax | Lecture and case laws | Understanding the applicability of service tax and the tax slabs applicable. |

Text Books

| | |
|---|---|
| 1 | Legal Aspects of Business – AkhileshwarPathak |
| 2 | Students Guide to Income Tax – Monica singhania and VinodSinghania |
| 3 | Students Guide to Indirect Tax Laws – Monica Singhania and VinodSinghania |

Reference Books

| | |
|---|---|
| 1 | Legal Aspects of Business – David Albuquerque |
| 2 | Business Law for Managers – S.K. Tuteja |
| 3 | Business Law – N.D. Kapoor |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|---|-------------------------|---|-----------|
| Semester | : | II – Elective | | | |
| Title of the Subject / course | : | Cost and Management Accounting 100 Marks | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objective

| | |
|---|--|
| 1 | To understand the basic cost concepts and techniques of analyzing cost to have better management control and decision making |
|---|--|

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | This subject would provide basic understanding of cost and cost accounting which would help students in some of the advance subjects in all the disciplines in the second year |

Module

| Sr. No | Content | Activity | Learning outcomes |
|---------------|--|--|---|
| 1 | Introduction to Cost and Management Accounting Distinction and relationship among financial accounting, cost accounting and management accounting Role of Cost in decision making Analysis and classification of cost | Theoretical discussion | Understanding the concepts related to Financial, Cost and Management Accounting |
| 2 | Elements of cost - Materials, Labour and Overheads Allocation and apportionment of overheads | Discussion and Exercises | Understanding the difference between direct and indirect cost as well as apportionment and allocation of cost |
| 3 | Preparation of Cost Sheet | Exercises | Ability to prepare the cost sheet |
| 4 | Introduction to different costing techniques; Methods of costing – with special reference to job costing, process costing, services costing | Theoretical discussion and exercises | Understanding the computation methods of cost under various costing methods |
| 5 | Marginal Costing and Cost-Volume-Profit Analysis, Marginal costing versus absorption costing, Computation of breakeven point, margin of safety and P/V Ratio Differential Costing and Incremental Costing | Theoretical discussion and problem solving | Ability to make decisions using marginal cost concept and calculate BEP and Margin of safety |
| 6 | Budgeting and Budgetary Control Concept of budget, budgeting and budgetary control, Types of budget | Discussion and exercises | Ability to prepare various types of budgets and analyze the functional as well as the master budgets |
| 7 | Standard Costing and Variance Analysis | Discussion and exercises | Ability to set a benchmark and calculate and analyze variances |
| 8 | Responsibility Accounting and Transfer Pricing | Theoretical discussion | Understanding various responsibility centres and different transfer pricing methods for setting interdepartmental price |

| Sr. No | Content | Activity | Learning outcomes |
|--------|--|--------------------------|---|
| 9 | Activity Based Costing & Activity Based Management | Discussion and exercises | Understanding the concepts and application of activity based costing |
| 10 | Target Costing | Discussion and exercises | Ability to calculate the selling price based on pre-determined targets |
| 11 | Lifecycle Costing | Discussion and exercises | Ability to calculate the cost of a product as it moves through the various phases of its life cycle |
| 12 | Environmental Costing | Discussion and exercises | Ability to trace the direct costs and allocate indirect costs to present information on social and environmental costs and benefits |
| 13 | Service Costing | Discussion and exercises | Ability to set up a cost sheet for service industry. |

Text Books

| | |
|---|---|
| 1 | Cost Accounting for Managerial Emphasis – Horngren, Datar, Foster |
| 2 | Management Accounting – Robert Kaplan, Anthony A. Atkinson |
| 3 | Cost and Management Accounting – Ravi. M. Kishore |

Reference Books

| | |
|---|--|
| 1 | Management Accounting for profit control – I. W. Keller, W. L. Ferrara |
| 2 | Accounting & Finance for Managers – T P Ghosh |
| 3 | Management Accounting – Paresh Shah – Oxford Publications |
| 4 | Cost Accounting – Jawaharlal and SeemaSrivastava |
| 5 | Management and Cost Accounting – Colin Drury |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAMME :MMS

| | | | | | |
|--------------------------------------|---|-----------------------------|------------------------|---|-----------|
| Semester | : | II | | | |
| Title of the Subject / course | : | Business Environment | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|---|
| 1 | To sensitize the students to the multi-faceted environment of business. |
| 2 | to enable them to appreciate the finer nuances of the environment, and, |
| 3 | to improve their ability to operate effectively in the contemporary globalized world as managers or entrepreneurs |

| | |
|---|---|
| Prerequisites if any | Nil |
| Connections with Subjects in the current or Future courses | 1: It would also deal with macroeconomic issues, and, thus become an essential sequel to Managerial Economics dealing with microeconomics in Semester I, and, 2: it would be an essential pre-requisite to the University paper on Strategic Management in Semester III. |

Module

| Sr. No | Content | Activity | Learning outcomes |
|---------------|--|--------------------------|--|
| 1 | Business environment - definition, nature and scope, distinction between internal and external environment of business, limitations of environmental analysis. | Lecture | The students should be able to decipher, analyse and understand the environment of business. |
| 2 | Socio-cultural environment of business: elements of culture, the impact of culture on business, multiculturalism | Lecture and a case study | The students should be able to decipher, analyse and understand the environment of business. |
| 3 | Political environment of business: The State and its branches, political ideals including liberty, equality, fraternity and tolerance. The politics of coalition governments | Lecture and a case study | The students should be able to decipher, analyse and understand the environment of business. |
| 4 | Regulatory environment of business, including the need for effective regulation and governance as well as the ingredients of a good system of regulation | Lecture | The students should be able to decipher, analyse and understand the environment of business. |
| 5 | Regulatory environment of business, including the need for effective regulation and governance as well as the ingredients of a good system of regulation | Lecture | The students should be able to decipher, analyse and understand the environment of business. |

| | | | |
|----|---|--------------------------|---|
| 6 | Ecological issues and sustainable development | -- Do -- | The students should be able to decipher, analyse and understand the environment of business. |
| 7 | National Income: Growth and development. Interconnectivity between macroeconomic variables & Business Cycles. The concept of Inclusive growth Subsidies, JAM (Jandhan, Aadhar and Mobile) and the "Make in India Campaign". | Lecture | Students should be able to understand the need for various campaigns and also the impact of changes in the various macroeconomic variables on economy as well as on business. |
| 8 | Money and Banking: including money supply, demand for money, credit creation. | Lecture | Students should be able to understand the need for various campaigns and also the impact of changes in the various macroeconomic variables on economy as well as on business |
| 9 | Central Banking and Monetary Policy: instruments of credit control, objectives of monetary policy. Inflation: the concept , demand pull, cost push inflation. Inflation & monetary policy | Lecture | Students should be able to understand the various instruments of credit control, and its impact on economy and business. |
| 10 | Budget, budgetary deficit, fiscal deficit and fiscal policy: aims, objectives and efficacy. | Lecture and a case study | Students will develop understanding about the Union Budget and its impact on the various sectors |
| 11 | The LPG model (Liberalisation, Privatization and Globalisation) : genesis, features, problems and prospects | Lecture | Students should develop an understanding of the opportunities & challenges of the policies relating to LPG with reference to business. |
| 12 | Balance of Payments. International trade blocks, IMF, IBRD, WTO. | Lecture | Students should develop a holistic understanding of the external sector as well as multilateral organization. |
| 13 | Presentations by students | | Students should develop a holistic understanding of the external sector as well as multilateral organization |

Text books

| | |
|---|---|
| 1 | Economics by Paul Samuelson and Richard Nordhaus: Indian Adaptation, 19th edition |
| 2 | Indian Economy by Mishra and Puri |
| 3 | Macroeconomics for Management students by A. Nag |

Reference books

| | |
|---|--|
| 1 | Business Environment and Public Policy by R A Buchholz |
| 2 | Economic Survey by Ministry of Finance, Government of India - Different issues |
| 3 | World Development Report by the World Bank - different issues |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|-----------------------------------|------------------------|---|-----------|
| Semester | : | II - Elective | | | |
| Title of the Subject / course | : | Ethos in Indian Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | To sensitize students to Indian culture and value systems and the impact of this on management thinking and action |
| 2 | To increase the level of awareness of the thought leadership emanating from India and understand its relevance in modern times |
| 3 | To bring to focus importance of ethical and responsible behavior on the part of young managers |

| | |
|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|---|--|
| 1 | What is Indian Ethos ? | Prior study and group discussions | To understand the distinctive characteristics of the Indian ethos |
| 2 | Values | Deriving values from ancient scriptures | To understand the role of human values and professional values in our decisions and everyday life and business |
| 3 | Management of Self | Learning from ancient philosophies and spiritual wisdom | To have an awareness of ways for Anger management and Stress Management. To know the concepts of 'Total Quality of the Mind'. |
| 4 | Religion | To study the basic principles of different religions and their similarities. Case studies of modern day practices for diversity. | To know the basic tenets and historical roots of the religions followed by people in India. To know the meeting points/commonalities between religions. To appreciate diversity and pluralism in organizations and society |
| 5 | The concept of Dharma The concept of Karma | Study the traditional understanding of the concepts. Modern business Case studies revolving around these concepts | To know the meaning of corporate dharma and corporate karma. To understand the significance of Ethics as part of the Indian ethos. |
| 6 | Kautilya's Principles | Study the principles and find their modern relevance and application | To understand the relevance of Kautilya's principles in terms of the role of the leader in today's times |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|---|--|---|
| 7 | Leadership | Study the leadership and management preachings from the epics of Ramayana and Mahabharata | To understand the responsibilities of leadership |
| 8 | Social Responsibility, Sustainable Development Giving, Trusteeship concept of Mahatma Gandhi | Research on the traditional importance of 'Social Responsibility' Case studies on Sustainable Development | To understand the essence of the Trusteeship concept of Mahatma Gandhi. To understand modern day practices of sustainable development around the world. |
| 9 | The Constitution of India – Preamble of the Constitution, Fundamental Duties mentioned in Chapter IV A - Article 51 A | Discussion on current affairs / episodes and approach towards them | To understand and internalize the concepts and meanings of the core message in the Preamble and in the Fundamental Duties laid in the Constitution. To objectively and progressively analyze current issues, challenges and solutions affecting today's Indian society and Indian industry. |

Text books

| | |
|---|---|
| 1 | Management and the Indian Ethos by G. D. Sharma |
| 2 | Ethics, Indian Ethos and Management by S. Balachandran, K. C. R. Raja, B. K. Nair |
| 3 | Indian Ethos for Modern Management by G. R. Krishna |
| 4 | Indian Ethos and Values for Managers by N. M. Khandelwal |

Reference books

| | |
|----|--|
| 1 | Towards the optimal organizations (Indian Culture and Management) by Rayen Gupta |
| 2 | The seven spiritual Laws of Success by Deepak Chopra |
| 3 | Gandhi, CEO: 14 Principles to Guide & Inspire Modern Leaders by Alan Axelrod |
| 4 | My Experiments with Truth by M. K. Gandhi |
| 5 | The India Way by Peter Cappelli, Harbir Singh, Jitendra Singh and Michael Useem |
| 6 | Blending the best of the East and the West in Management education by SubhirChowdhury |
| 7 | India's contribution to Management: Pravir Malik (Sri Aurobinds Institute of Research in Social Sciences, pondicherry) |
| 8 | Vedic management by Krishna Saigal |
| 9 | Philosophies of Gandhi, Tagore and Kabir |
| 10 | Speeches by great Indians from history |
| 11 | Poems written by Rumi |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|--|------------------------|---|-----------|
| Semester | : | II - Elective | | | |
| Title of the Subject / course | : | Corporate Social Responsibility | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | A fundamental assumption of Ethics & Social Responsibility is that organizations exist in uncertain, changing environment and continually confront new challenges and problems. Managers must find solutions to these concerns if organizations are to survive, prosper and perform effectively. |
|---|--|

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|---|--|
| Prerequisites if any | |
| Connections with Subjects in the current or Future courses | |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|-------------------|---|
| 1. | Corporate Social Responsibility (CSR) – Meaning and Scope | Case Study | 1. To have a good understanding of the different ways in which CSR can be managed effectively and integrated throughout an organization and acquire the practical skills to develop, manage and measure the impact of a CSR strategy. 2. Understand the ways in which CSR interventions can be planned, implemented, monitored and evaluated in an organization 3. Create an integrated approach to embed CSR within the core business and culture of an organization 4. Comprehend the ways in which CSR can make meaningful contribution to a sustainable culture within an organization |
| 2. | CSR Models | Case Study | |
| 3. | CSR and Business Ethics | Case Study | |
| 4. | Role of Institutions in CSR | Case Study | |
| 5. | Environmental Aspect of CSR: Environmental Issues for India and the world(Global Warming, Waste Disposal & Pollution) and CSR Efforts of Indian Companies for mitigation of these problems | Case Study | |
| 6. | CSR and Corporate Sustainability: Introduction to Sustainability; Sustainability and its Challenges | Case Study | |
| 7. | Global CSR | Case Study | |
| 8. | Understanding Framework for Rating CSR: Global Reporting Initiatives, ISO 26000 | Case Study | |
| 9. | Project on CSR | Case Study | |

Text books

| | |
|---|---|
| 1 | MadhumitaChatterji, <i>Corporate Social Responsibility</i> , Oxford University Press. |
| 2 | Krishnamoorthy : <i>Environmental Management</i> (Prentice – Hall India) |

Reference books

| | |
|----|---|
| 1. | Michael Blowfield and Alan Murray, <i>Corporate Responsibility</i> , Oxford University Press. |
|----|---|

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|---|-------------------------|---|-----------|
| Semester | : | II - Elective | | | |
| Title of the Subject / course | : | Analysis of Financial Statements | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

Learning Objective

| | |
|---|--|
| 1 | To understand the advanced tools used in financial statement analysis and financial reporting. Students should learn to do in-depth analysis of the performance of a company |
|---|--|

| | |
|---|--|
| Prerequisites if any | Financial Accounting and Financial Management |
| Connections with Subjects in the current or Future courses | This subject will form the base for many advanced subjects in finance in the second year |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|--|---|
| 1 | Economy-Industry-Company Analysis Top-down and bottom up approach Different macro-economic variable Inflation rate Interest rates Commodities exchange rates and their impact on equity markets | Theoretical discussion | Understanding the macro factors affecting company's performance |
| 2 | Cash Flow Analysis Measuring operating / financing and investing cash flows Cash flows and life cycle state of a company Cash flows and financial flexibility (linkages to dividend policy and over retention of profits) | Theoretical discussion and problem solving | Ability to measure the financial health of a company using cash flow analysis |
| 3 | Assessing Business Performance Operational efficiency ratios (gross profit, net profit margins and various turnover ratios) Liquidity ratios – current ratio, acid test ratio Profitability ratios, valuation ratios EPS/ROE/ROCE/Total shareholder returns, linkages between ROE & ROCE & optimal capital structure and determinants of PE multiple, price to book value, EV/EBDITA multiple. EVA, MVA | Theoretical discussion and problem solving | Ability to measure the financial health of a company using on ratio analysis |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|--|---|
| 4 | Industry Specific Ratios Analysis of Performance of a FMCG company Analysis of performance of an IT company Analysis of performance of a banks under CAMEL framework | Industry specific assignments and discussion | Ability to do the ratio analysis to measure the financial health of companies in specific industry sectors |
| 5 | Free Cash flows to Equity / Firm Capitalization leasing expense and R&D expenditure, correct treatment for amortization expense and deferred taxes Measuring correct ROE & ROC after adjusting for inter-corporate investments. Implication of the above mentioned adjustments on fundamental valuations / company and PE or Price / Book Value or EBDITA multiple. | Theoretical discussion and exercises | Understanding the mechanism of calculating cash flow and specific ratios after considering some special items in financial statements |
| 6 | Forecasting FCFE / FCFF and Security Valuation | Problem solving and discussion | Ability to calculate the intrinsic value of the firm using FCFF and FCFE models |
| 7 | Valuation of a Company Discounted cash flows Terminal value Equity value multiples | | Understanding the concepts of company valuation based on DCF approach |
| 8 | Financial Modeling Key financial statements Working capital schedule Depreciation schedule, amortization schedule Long-term items schedule Building income statement, shooting, completing the financial models. | Lecture and exercises | Ability to create an integrated model for valuing a company based on different variables using MS-Excel |
| 9 | Valuation in Practice Valuation of a company in manufacturing sector Valuation of a company in service sector Valuation of a start-up company Valuation of e-commerce company Valuation of a conglomerate company | Company specific discussion and assignments | Understanding valuation concepts and techniques for different categories of companies |
| 10 | Pricing of Stock – Guiding for investment decision | Lecturing and exercises | Ability to calculate the intrinsic value and target market price of stock based on various models. |

Text Books

| | |
|---|---|
| 1 | Principles of Corporate Finance – Myers and Brealey |
| 2 | Financial Management – M. Y. Khan and P. K. Jain |
| 3 | Financial Management – Prasanna Chandra |

Reference Books

| | |
|---|--|
| 1 | Fundamentals of Financial Management – James Van Horne |
| 2 | Financial Management and Policy Managerial Finance – E. F. Brigham & J. F. Houston |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|------------------------------------|------------------------|---|-----------|
| Semester | : | I – Elective | | | |
| Title of the Subject / course | : | Entrepreneurship Management | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | To acquaint the students with both the theory and practice of Entrepreneurship, |
| 2 | to expose the students to the finer nuances of the subject, and, |
| 3 | to re-orient the outlook of students towards new business ventures and start ups and also to help them to look at these as a possible career option. |

| | |
|--|---|
| Prerequisites if any | Nil |
| Connections with Subjects in the current or Future courses | 1) Entrepreneurship Management would both supplement and complement the knowledge gained after doing papers like Business Environment in the second semester, and, 2) 2) it would also pave the way for studying papers like Strategic Management (Semester III) and Project Management (Semester IV). |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|---------|---|--------------------------|--|
| 1 | (A) Entrepreneurial Perspective : • Concept of entrepreneur, entrepreneurship and enterprise, advantages of entrepreneurship • Nature and development of entrepreneur and entrepreneurship | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 2 | • opportunity -based entrepreneurship • social entrepreneurship • entrepreneurship by Dalits • technopreneurship | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 3 | Gender bias and women entrepreneurs | Lecture and a case study | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 4 | Entrepreneurs, managers and intrapreneurs : similarities and differences | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 5 | Innovation, creativity and entrepreneurship | Lecture and a case study | To gain an understanding of entrepreneurship, as well as to |

| Sr. No. | Content | Activity | Learning outcomes |
|---------|--|--------------------------|--|
| | | | realise and harness the potential of new ventures and start ups. |
| 6 | (B) The Entrepreneurial Environment: <ul style="list-style-type: none"> • Analysis of business opportunities in both the domestic and global economies, including the analysis of PEST factors | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 7 | <ul style="list-style-type: none"> • Quick-start routes to establish a business (franchising, ancillarising and asquisitioning) • Support organisations for an entrepreneur and their role | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 8 | <ul style="list-style-type: none"> • Legal framework for starting a business in India • The Make in India Campaign, the Digital India Campaign and the opportunities for start ups in India | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 9 | (C) The Enterprise Launching : <ul style="list-style-type: none"> • Product / Project identification • Preparing a Business Plan | Lecture and a case study | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 10 | <ul style="list-style-type: none"> • Business financing, including venture capital finance and private equity | Lecture | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 11 | <ul style="list-style-type: none"> • Managing early growth of business • New venture expansion - strategies and issues | Lecture and a case study | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 12 | <ul style="list-style-type: none"> • International variations in entrepreneurship (including cultural and political differences) • Indian Family Business: genesis, features, issues and challenges | -- Do -- | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |
| 13 | Presentations by students | | To gain an understanding of entrepreneurship, as well as to realise and harness the potential of new ventures and start ups. |

Text books

| | |
|---|--|
| 1 | Entrepreneurship Management by P N Singh and J C Saboo. |
| 2 | Entrepreneurship by Rajeev Roy |
| 3 | Entrepreneurship by Robert Hisrich, Michael Peters and Dean Shepperd |

Reference books

| | |
|---|---|
| 1 | Beyond Entrepreneurship by James C Collins and William C Lazier |
| 2 | Dynamics of Entrepreneurial Development by Vasant Desai |
| 3 | Entrepreneurship Development in India by B Ghosh |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | | | | |
|--------------------------------------|---|--------------------------------------|-------------------------|---|-----------|
| Semester | : | II – Elective | | | |
| Title of the Subject / course | : | Management Information System | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs. | : | 40 |

| | |
|---|---|
| Learning Objectives | |
| 1 | To understand the basic concept data and information , Framework / structure and role of Information and Information Systems for business |
| 2 | Determining Information Needs for an individual & Organization for decision making process. |
| 3 | To understand the requirement & analysis of MIS across the functions of the Management and Sectors of the industry and business |
| 4 | To emphasis the Information System Development Process and Security /Privacy of MIS |
| Prerequisites if any | |
| | Need & understanding of Management Information System |
| Connections with Subjects in the current or Future courses | |
| | Will connect conceptual framework to Determining Information Needs for an Organization/Individual managers for decision making process |

| Module | | | |
|---------------|---|-----------------|---|
| S.no. | Content | Activity | Learning outcomes |
| 1 | Basic Information concepts and definitions Framework and role of Information and Information Systems(IS) in an organization, system concept Characteristics of Information and Organization with respect to organization form, structure , philosophy, hierarchy etc | Lecture | 1. Role of Information system in various organization 2. Sector wise application of Information System 3. Role of Information System in analyzing as well as decision making process 4. To understand the application of MIS across the function and different industrial sector |
| 2 | Types of Information System (IS)- Transaction Processing System for Operational Control, Management Information System for Management Control, Decision Support System and , Executive Information Systems for Strategic Management, Knowledge Base Information System (Artificial Intelligent/ Expert System) | Lecture & cases | |
| 3 | Determining Information Needs for an Organization/Individual Manager, Overview of use of data and | Lecture | |

| | | | |
|---|--|-------------------------|--|
| | Information , analysis of information, Value of information for decision making and decision making processes etc | | |
| 4 | MIS across the functions of the Management and Sectors i.e Marketing Information Systems Manufacturing Information Systems Human Resource Information Systems Financial Information Systems Information System Required across the Sectors. | Lecture and cases | |
| 5 | Strategic roles of IS Use of Information for Customer Bonding and Business Alliance Breaking Business Barriers –Business Processes Reengineering Improving Business Quality – Creating Virtual Company – Using Internet Strategically Building Knowledge and Creating Company – Challenges of Strategic of IS – Enterprise –wide systems and E- Business Applications for business & competitive advantages | | |
| 6 | Managing information systems Enterprise Management Information Resource Management Technology Management IS planning methodologies – Critical Success factors Business Systems Planning – Computer Aided Planning Tools. | | |
| 7 | Information System Development and Security Information System development Process and Models Sensitize students to the need for information security, Concepts such as confidentiality, Integrity and Availability, Types of threats and risk, overview of some of the manual, procedural and automated controls in real life IT environments. Computer Crime –Privacy Issues | | |
| 8 | Case Studies and Presentations | | |

| Text books | |
|-------------------|---|
| 1. | Management Information System- Managing the Digital Firm , by Laudon and Laudon |
| 2. | Principal of Information System , by Ralph M. Stair and Georg Raynold |

| Reference books | |
|------------------------|---|
| 1. | O'Brien, James A Management Information Systems, Tata McGraw Hill, New Delhi, |
| 2. | Marvin Gore, Elements of Systems Analysis & Design, ,Galgota Publications. |
| 3. | MIS a Conceptual Framework by Davis and Olson |
| 4. | Analysis and Design of Information Systems by James Senn |
| 5. | Case Studies : Case on ABC Industrial Gases – Author : Prof PradeepPense |
| 6. | Jessup &Valacich: Information Systems Today (Prentice Hall India) |
| 7. | Management Information Systems – M.Jaiswal&M.Mittal – Oxford Publications. |

| Assessment | |
|-------------------|-----|
| Internal | 40% |
| Semester end | 60% |

PROGRAM: MMS

| | | |
|--------------------------------------|---|--|
| Semester | : | II |
| Title of the Subject / course | : | Developing Teams and Effective Leadership |
| Course Code | : | |
| Credits | : | 4 |
| Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | Developing and managing a team |
| 2 | Understand how to adapt your leadership style to effectively lead and influence others |
| 3 | Strategies for coping with team challenges |
| 4 | Define your leadership philosophy and learn how to communicate it |
| 5 | Earning trust and building relationships |
| 6 | Leading virtual teams |

| | |
|---|--|
| Prerequisites if any | Base knowledge of Management and HRM |
| Connections with Subjects in the current or Future courses | Organizational Behaviour and Leadership Theories |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|--|----------------------|---|
| 1 | Team Building | Role play | Types of Teams and Team Building Stages |
| 2 | Role of leader in team development | Role play | Manage your team, your boss, and your colleagues more effectively |
| 3 | Art of using negotiations, power and influence | Case studies | Influencing others from a position of authority |
| 4 | Stress Management and Time Management | Case studies | Effective management of time and strategies to handle stress |
| 5 | Leading Virtual Teams | Videos, Case studies | Strategies for leading a virtual team |

Text books

| | |
|---|---|
| 1 | Management - Hellriegel, Slocum and Jackson |
| 2 | Leadership Theories - Composite |
| 3 | |

Reference books

| | |
|---|---------------------------------------|
| 1 | Leadership – Warren Bennis |
| 2 | Organizational Behaviour – Ashwathapa |
| 3 | Personnel management – ArunMonappa |

Assessment

| | |
|--------------|--------------------------|
| Internal | 40% - Tests, Assignments |
| Semester end | 60% - Exam |

PROGRAM : MMS

| | | | | | |
|--------------------------------------|---|---|------------------------|---|-----------|
| Semester | : | II - Elective | | | |
| Title of the Subject / course | : | Intellectual Capital and Patenting | | | |
| Course Code | : | | | | |
| Credits | : | 4 | Duration in Hrs | : | 40 |

Learning Objectives

| | |
|---|--|
| 1 | To ensure the fact that students of Business and Managerial Studies are aware of the concept and respect of Intellect and Intellectually driven properties. |
| 2 | To know and study about the concept and types of Intellectual Property Rights. |
| 3 | To understand and appreciate the need to honour and not infringe upon the Intellectual Property Right of others. |
| 4 | To inculcate in the minds of the young managers, entrepreneurs and professionals, the processes and patterns that are emerging in the field of Intellectual Property. |
| 5 | To encourage the business fraternity to develop new products, ideas, constructs and properties on a continual basis. |
| 6 | To study, understand and acknowledge the trends across the globe in areas of Patenting and Intellectual Property Rights especially in the areas where India is a major player viz. Information Technology, Media, Automobiles and Education. |

| | |
|---|---|
| Prerequisites if any | Suited better for students who have studies Sciences or Law till their Graduation level but it certainly isn't a limiting factor. |
| Connections with Subjects in the current or Future courses | <ol style="list-style-type: none"> 1. Understanding Innovation 2. Management for Technology 3. Business Intelligence 4. Information Technology Governance and Compliance 5. Business-to-Business |

Module

| Sr. No. | Content | Activity | Learning outcomes |
|----------------|---|--|--|
| 1 | Introduction to the concept of Intellect, Intellectual Property, Right, Duties and Intellectual Property Rights. | Class Room Discussions, Media Presentations | To appreciate the meaning of Intellectual Property |
| 2, 3 | Understanding of Philosophical and Legal Concept of Intellectual Property, Its importance, characteristics, features, impact. | Class Room Discussions, Case Studies, Media Presentations. | Understanding of the philosophical, ideological and Legal framework as used in the context of Intellectual Property. |
| 4 | The Economics behind Intellectual Property and Intellectual Property Rights. | Class Room Discussions, Case Studies, Media Presentations. | The relationship between Business and Intellectual Property Right and to appreciate the fact that the outlay incurred on protection of Intellectual Property isn't a Cost but an Investment for the Business |
| 5, 6, | Types of Intellectual | Class Room | Understanding the actual scope and |

| Sr. No. | Content | Activity | Learning outcomes |
|----------|--|--|---|
| 7, 8 | Property, namely, Trade Marks, Geographical Indications, Copyright, Industrial Design. Their respective definitions, characteristics, importance, scope, registration, infringement and protection. Indian Laws related to IPR. | Discussions, Case Studies, Media Presentations, real life case laws, judicial interpretations. Seminars, talks by legal experts should be encouraged at this stage to understand the statutory compulsions of Intellectual Property Rights. | extent of Intellectual Property. Their connection with Business and the need to protect them to ensure a congenial Business environment. |
| 9, 10,11 | Patent : Definition, Importance, Development, Type, Features and Essentials. Process of Registration, infringements : types, Protection. Licensing process : Software Licensing, General Licensing, Compulsory Licensing. Indian Laws related to Patent. | Class Room Discussions, Case Studies, Media Presentations, real life case laws, judicial interpretations. Seminars, talks by legal experts should be encouraged at this stage to understand the statutory compulsions of Intellectual Property Rights. Also, have representatives of Organisations, R & D experts who have developed worked on Patents in particular and Intellectual Property Rights sphere in general. | Understanding the actual scope and extent of Intellectual Property. Their connection with Business and the need to protect them to ensure a congenial Business environment. |
| 12 | International Protocols, Conventions, Trends and Scenario of Intellectual Property Rights. TRIPS, GATT etc. | Class Room Discussions, Case Studies, Media Presentations. | Appreciating and Understanding the Global view of IPR |
| 13 | IP Management, Concept of IP Management, Intellectual Property and Marketing, IP asset valuation | Class Room Discussions, Case Studies, Media Presentations. | Management and Intellectual Property. Monetisation and Evaluating IP. |

Text books

| | |
|---|--|
| 1 | Indian Patents Act, Indian Copyright Act, Indian Trademarks Act, Indian Designs Act. |
| 2 | TRIPS Agreement |
| 3 | Cornish : Intellectual Property. |

Reference books

| | |
|---|---|
| 1 | Nair and Kumar : Intellectual Property Rights. |
| 2 | Narayanan : Patent Law |
| 3 | Saxena : Trade Related Issues of Intellectual Property Rights and Indian Patents Act. |

Assessment

| | |
|--------------|-----|
| Internal | 40% |
| Semester end | 60% |

**MMS Revised Guidelines under Credit Based Semester and Grading System:
(10 point grading system)**

EXAMINATION / ASSESSMENT AND GRADING

Semester wise performance assessment of every registered learner is to be carried out through various modes of examinations. These include Internal Assessment and End Semester Examination. Internal Assessment includes class tests, home assignments based on live problems, course projects either in a group or individually. The modes of evaluation and distribution of weightage for each of the assessments is given in the syllabus manual of the programme. Normally weightage of Internal Assessment and End Semester Examination is 40 and 60 percentage respectively.

Mode of Assessment/Evaluation

Mode of Evaluation for Theory Course:-

The various modes of assessment used for rating learners' performance in a theory course include

1. Internal Assessment and End Semester Examination. Relative weightage for Internal Assessment is typically 40 percent and will be evaluated by the faculty as per his/her Teaching Learning Plan submitted at the beginning of the academic year.
2. The end semester examination will be held at the end of the Semester planned by the Institute and the relative weightage for this would be 60 percent. It is normally of 3 hours duration and will cover the full syllabus of the course. **The end semester examination is mandatory. The grade for theory courses can be awarded only after successful completion of both Internal Assessment and End Semester Examination** of the respective course.

Mode of Evaluation of Projects

If the performance of a student is to be evaluated through Project work for any course since for a subject like "Creativity & Innovation" the Internal Examination OR End Term Examination (written) may not be suitable method of evaluation then the project evaluation to be done as per the following guidelines keeping the ratio of Internal and End term Examination intact to 40 and 60 respectively.

The learner (individual / Group) to be given a **Project** – (Problem or a situation) for which he needs to Prepare the solution. This Project is to be graded, at the end of the respective semester. The projects are supervised or guided, and need regular interaction (atleast once a week) with the mentor/guide. Project group has to submit a project report and defend it in front of a panel of examiners. Panel of examiners for Project evaluation will be appointed by Head of Department/Institute. The project report will not be accepted if students fail to complete the project successfully and submit on or before the deadline given for the project submission.. The **grade** for **Project** can be awarded only after **successful completion** of **Term Work** and **Oral Presentation / viva-voce** as per the schedule.

For Example, if a faculty wants to evaluate the learners' performance through a project for 100 marks. He can devise the marks allocation as 40 marks for “the conceptual understanding of the Topic, Introduction and methodology he wishes to adopt and 60 marks for the actual data collected, usage of methodology he thought of , preparation and presentation of the report with conclusions and presentation to the panelists.

Another example is a subject, “Developing Teams and Effective Leadership”. These skills should be learnt by doing rather than by learning theory and writing examination. Therefore, an institute offering this subject may evolve a suitable method of evaluation and break it into internal and end semester evaluation.

Grading of Performance

Letter Grade and Grade Point Allocation

The Revised Credit and Grading System will be effective from the academic year 2016-2017 for the Faculty of Management of University of Mumbai. In every Course, based on the combined performance in all assessments, in a particular Semester as per the curriculum/syllabus, the student is awarded a letter grade. These letter grades not only indicate a qualitative assessment of the learner's performance but also carry a quantitative (numeric) equivalent called the Grade Point. The letter grades and their equivalent grade point applicable for **MMS** program are given below:

A learner who remains **absent** in any form of **evaluation/examination**, **letter grade** allocated to him/her should be **AB** and corresponding **grade point** is **zero**. He/She should reappear for the said evaluation/examination in due course.

| Range of percentage of Marks | Letter Grade | Grade Point | Performance | SGPA / CGPA Range |
|------------------------------|--------------|-------------|-------------|-------------------|
| 80 and above | O | 10 | Outstanding | 9.51 – 10 |
| 75-79.99 | A+ | 9 | Excellent | 8.51 – 9.50 |
| 70-74.99 | A | 8 | Very Good | 7.51 – 8.50 |
| 65-69.99 | B+ | 7 | Good | 6.51 – 7.50 |
| 60-64.99 | B | 6 | Fair | 5.51 – 6.50 |
| 55-59.99 | C | 5 | Average | 4.51 – 5.50 |
| 50-54.99 | P | 4 | Pass | 4.0 – 4.50 |
| Below 50 | F | 0 | Fail | < 4 |
| Absent | AB | 0 | Fail | |

SGPA/ CGPA Calculation

Semester Grade Point Average (SGPA)

The performance of a learner in a semester is indicated by a number called Semester Grade Point Average (SGPA). The SGPA is the weighted average of the grade points obtained in all the courses by the learner during the Semester. For example, if a learner passes five courses (Theory/Projects etc.) in a semester with credits C_1, C_2, C_3, C_4 and C_5 and learners grade points in these courses are G_1, G_2, G_3, G_4 and G_5 respectively, then learners' SGPA is equal to:

$$\text{SGPA} = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4 + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

The SGPA is calculated to two decimal places. The SGPA for any semester will take into consideration the “*F* or *AB*” grade awarded in that semester. For example if a learner has failed in course 4, the SGPA will then be computed as:

$$\text{SGPA} = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4*\text{ZERO} + C_5G_5}{C_1 + C_2 + C_3 + C_4 + C_5}$$

Cumulative Grade Point Average (CGPA)

An up to date assessment of the overall performance of a learner from the time s/he entered the University of Mumbai is obtained by calculating a number called the Cumulative Grade Point Average (CGPA), in a manner similar to the calculation of SGPA. The CGPA therefore

considers all the courses mentioned in the curriculum/syllabus manual, towards the minimum requirement of the degree learner have enrolled for. The CGPA is calculated at the end of every semester to two decimal places and is indicated in semester grade report cards. The CGPA will reflect the **failed status** in case of **F grade(s)**, till the course(s) is/are **passed**. When the **course(s)** is/are **passed** by obtaining a **pass grade** on subsequent examination(s) the **CGPA** will only reflect the **new grade** and not the **fail grades** earned earlier.

Example: Up to semester r a learner has registered for n courses, among which s/he has “**F**” grade in i^{th} course. The semester grade report at the end of semester r therefore will contain a CGPA calculated as:

$$CGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + \dots C_i * ZERO + \dots + C_nG_n}{C_1 + C_2 + C_3 \dots + C_i + \dots + C_n}$$

Even if a learner has **failed** in a course **more than once**, the course will figure **only once** in the **numerator** as well as the **denominator**. At the end of semester $r+1$ s/he has appeared for examination for k number of courses including the i^{th} **backlog course** and has cleared all the courses including the **backlog course**, the CGPI at the end of this semester is calculated as,

$$CGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + \dots C_i * G_i + \dots + C_nG_n}{C_1 + C_2 + C_3 \dots + C_i + \dots + C_n}$$

There will also be a **final CGPA** calculated which considers **all the credits earned** by the learner specified for a particular programme.

Illustration of Computation of SGPA and CGPA

Computation of SGPA and CGPA

i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e

$$SGPA (S_i) = \Sigma(C_i \times G_i) / \Sigma C_i$$

where C_i is the number of credits of the i^{th} course and

G_i is the grade point scored by the student in the i^{th} course.

ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum(C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i th semester and

C_i is the total number of credits in that semester.

iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts. A Successful learner who has passed in all the courses of each Semesters i.e Semester I, Semester II, Semester III and Semester IV shall be awarded grades as shown in the table given below:

Grade Table: - Grade Allocation under 10 point grading scale in CBSGS.

| Range of percentage of Marks | Letter Grade | Grade Point | Performance | SGPA / CGPA Range |
|------------------------------|--------------|-------------|-------------|-------------------|
| 80 and above | O | 10 | Outstanding | 9.51 – 10 |
| 75-79.99 | A+ | 9 | Excellent | 8.51 – 9.50 |
| 70-74.99 | A | 8 | Very Good | 7.51 – 8.50 |
| 65-69.99 | B+ | 7 | Good | 6.51 – 7.50 |
| 60-64.99 | B | 6 | Fair | 5.51 – 6.50 |
| 55-59.99 | C | 5 | Average | 4.51 – 5.50 |
| 50-54.99 | P | 4 | Pass | 4.0 – 4.50 |
| Below 50 | F | 0 | Fail | < 4 |
| Absent | AB | 0 | Fail | |

Example to illustrate the computation of SGPA and CGPA

Semester I

| Subject | Marks | Grade | Grade Point (Gi) | Credits (Ci) | Ci*Gi | SGPA |
|-----------------------|-------|-------|------------------|----------------|------------------|-------------------------|
| Sub-1 | 95 | O | 10 | 4 | 40 | SGPA = 108/16 = 6.75 |
| Sub-2 | 59 | C | 5 | 4 | 20 | |
| Sub-3 | 59 | C | 5 | 4 | 20 | |
| Sub-4 | 68 | B+ | 7 | 4 | 28 | |
| Credits Earned | | | | 16 | 108 | |
| Remarks: | | | | | Grade: B+ | Range 65-69.99 |

Semester II

| Subject | Marks | Grade | Grade Point (Gi) | Credits (Ci) | Ci*Gi | SGPA |
|----------------------------|-------|-------|------------------|----------------|------------------|------------------------|
| Sub-1 | 60 | B | 6 | 4 | 24 | SGPA= 120/16 = 7.50 |
| Sub-2 | 65 | B+ | 7 | 4 | 28 | |
| Sub-3 | 66 | B+ | 7 | 4 | 28 | |
| Sub-4 | 80 | O | 10 | 4 | 40 | |
| Credits Earned | | | | 16 | 120 | |
| Remarks: Successful | | | | | Grade: B+ | Range65-69.99 |

Semester III

| Subject | Marks | Grade | Grade Point (Gi) | Credits (Ci) | Ci*Gi | SGPA |
|----------------------------|-------|-------|------------------|----------------|-----------------|-------------------------|
| Sub-1 | 62 | B | 6 | 4 | 24 | SGPA = 128/16 = 8.00 |
| Sub-2 | 68 | B+ | 7 | 4 | 28 | |
| Sub-3 | 85 | O | 10 | 4 | 40 | |
| Sub-4 | 78 | A+ | 9 | 4 | 36 | |
| Credits Earned | | | | 16 | 128 | |
| Remarks: Successful | | | | | Grade: A | range 70-74.99 |

Semester IV

| Subject | Marks | Grade | Grade Point (Gi) | Credits (Ci) | Ci*Gi | SGPA |
|----------------------------|-------|-------|------------------|--------------|-----------------|------------------------|
| Sub-1 | 89 | O | 10 | 4 | 40 | SGPA = 96/12 = 8.00 |
| Sub-2 | 63 | B | 6 | 4 | 24 | |
| Sub-3 | 72 | A | 8 | 4 | 32 | |
| Credits Earned | | | | 12 | 96 | |
| Remarks: Successful | | | | | Grade: A | range 70-74.99 |

Calculation of CGPA

| Semester | SGPA (Si) | Credits (Ci) | Si*Ci | CGPA | |
|-----------------------------|-----------|--------------|------------|---------------------------|-----------------|
| I | 6.75 | 16 | 108 | CGPA= 452/60 = 7.53 | Grade: A |
| II | 7.5 | 16 | 120 | | |
| III | 8 | 16 | 128 | | |
| IV | 8 | 12 | 96 | | |
| Total Credits Earned | | 60 | 452 | | |

Heads of Passing

Internal Assessment (IA) and End Semester Examination (ESE) should be two separate heads for passing. E.g. 40 marks (IA), 60 marks (ESE). Passing standard will be 50% in each individually, i.e 20 marks in (IA) and 30 marks in ESE.

3.6 Promotion of Learner and Award of Grades

A learner will be declared **PASS** and be eligible for **Grade** in M.M.S. course (**Post Graduate Programme**) if a learner secures **at least 50% marks separately in each head of passing** as mentioned above.

Report Card will contain only Grades and no numerical marks.

At the end of each Semester the Grade card which states the performance of the learner in that Semester, is prepared and issued to the learner. The Grade Card will contain the courses undertaken by the learner, credits of each course, Grade obtained by the learner and SGPA / CGPA in the format given by the University.

Carry Forward of Marks

In case of a learner who does not fulfill criteria mentioned in section 3.4 and fails in the **Internal**

Assessment and/or **End Semester Examination** in one or more courses:

- A learner who **PASSES** in the **Internal Assessment** but **FAILS** in the **End Semester Examination** of the course shall reappear for the **End Semester Examination** of that course. However his/her marks of the **Internal Assessment** shall be **carried over** and he/she shall be entitled for grade obtained by him/her on passing.
- A learner who **PASSES** in the **End Semester Examination** but **FAILS** in the **Internal Assessment** of the course shall **reappear** for the **Internal Assessment** of that course. However his/her marks of the **End Semester Examination** shall be **carried over** and he/she shall be entitled for grade obtained by him/her on passing.

Re-examination of Internal Assessment and End Semester Examination

Re-examination for **Internal Assessment and End Semester Examination** should be completed, as per the schedule planned by the respective institutes, before the commencement of next semester theory examination.

Example: A learner who is supposed to reappear for **Internal Assessment or End Semester Examination** in semester-I course will appear for the re-examination before commencement of End Semester Examination of semester -II. However, if a learner has to appear for the re-examination for a subject in semester II then the examination should be conducted and the result should be declared by the institute before the examination forms for the semester III are sent to the University.

Re-examination of Internal Assessment will be based on single examination having same marks as of original assessment. A learner who supposed to reappear for Internal Assessment will be given some work by the concerned teacher. The work assigned can be of the form of a course project/ assignment problems/ test/ tutorials etc. A learner will do the submission of the assigned work in the predefined period. Records should be maintained properly for all the re-examinations as well as Internal Assessments.

Rules for Standard of Passing and Allowed to Keep Terms (ATKT)

1. Under the newly introduced credit based grading system of MMS programme, a learner in order to pass has to obtain minimum 50% marks in aggregate consisting of minimum 50% marks in each set of the examinations separately i.e. internal examination and external examination, as per the standard of passing.
2. Learner(s), who do not obtain minimum 50% marks in subject(s)/paper(s)/course(s) either in the internal assessment or in the external examination or both, shall be declared as “Fail” as per the standard of passing of examination.
3. A learner failing in not more than two subjects/papers/courses in the Semester I exam shall be allowed to keep terms in Semester II of the MMS programme.
4. A learner who has failed in more than two subjects/papers/courses in the Semester I exam, shall not be permitted to proceed to Semester II of his/her first year MMS programme. He/ She will, however, be eligible to re – appear for the subjects in which he /she has failed in the first semester by re – registering himself/herself in the supplementary examination to be conducted by the institute.
5. A learner who has passed in both the semester examinations conducted by the institute i.e.: Semester I and Semester II examinations shall be eligible for admission into Semester III of the MMS programme.
6. A learner failing in not more than two subjects/papers/courses in the Semester III examination shall be allowed to keep terms in Semester IV of the MMS programme.
7. A learner, who has failed in more than two subjects/papers/courses in Semester III, shall not be permitted to proceed to Semester IV of his/her second year MMS programme. He/She will, however, be eligible to re – appear in the subjects in which he /she has failed in the third semester by re – registering himself/herself in the supplementary examination to be conducted by the institute/university or both.

8. A learner who has passed in all of the semester examinations of MMS i.e Semester I, Semester II, Semester III, Semester IV examinations shall not be allowed to re – register himself/herself for improvement of his/her semester examination results.
9. A learner who has not appeared in the internal examinations conducted by the institute for due to hospitalization shall as a special case be permitted to appear in those subject(s)/course(s)/paper(s) in the supplementary examination conducted by the institute after he/she furnishes a valid medical certificate certified by the rank of a civil surgeon or superintendent of Government hospital to the satisfaction of the Principal/Director of the institute.

SEMESTER EXAMINATIONS

The MMS degree programme under the new credit based grading system shall be of two years duration consisting of Four (04) Semesters. The semester examinations for the Master of Management Studies will be held at the end of every semester i.e at the end of Semester I, Semester II, Semester III and Semester IV. The Semester I examination will be held in the Second half of the academic year in which the learner was admitted (i.e November/December), Semester II examination will be held in the first half of the calendar year (April/May), The Semester III examination will be held in the Second half of the academic year (i.e November/December), Semester IV examination will be held in the first half of the calendar year (April/May) respectively.