K.R. MANGALAM UNIVERSITY

THE COMPLETE WORLD OF EDUCATION

# School of Management and Commerce

# (SOMC)

## Programme Handbook

## (Programme Study and Evaluation Scheme)

## MBA in FINTECH

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

**Programme Code: 64**

**TWO YEAR POST GRADUATE PROGRAMME**

**(with effect from 2025-26 session)**

**Approved in the 38th Meeting of Academic Council held on 28th June 2025**

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## 1. Preface:

At K.R Mangalam University, we believe in the transformative power of education. Our curriculum is designed to equip the learners with the knowledge, skills, and competencies necessary for success in their chosen fields and to prepare them for the challenges of the ever-evolving global landscape. The foundation of our curriculum is rooted in a Learning Outcomes-Based Curricular Framework (LOCF) that ensures that the programmes are designed with clear learning objectives in mind, guiding the teaching and learning process to facilitate learner's growth and achievement. Our goal is to foster a holistic educational experience that not only imparts disciplinary knowledge but also nurtures critical thinking, problem-solving abilities, communication skills, and lifelong learning. The curriculum is aligned with the needs of the industry and the job market and is flexible enough to adapt to changing trends and technologies. It integrates cross-cutting issues relevant to professional ethics, gender, human values, environment and Sustainable Development Goals (SDGs). All academic programmes offered by the University focus on employability, entrepreneurship and skill development and their course syllabi are adequately revised to incorporate contemporary requirements based on feedback received from students, alumni, faculty, parents, employers, industry and academic experts. We are committed to implementing the National Education Policy (NEP) 2020 in its entirety, and to creating a more inclusive, holistic, and relevant education system that will prepare our students for the challenges of the 21st century. With the focus on Outcome-Based Education (OBE), our university is continuously evolving an innovative, flexible, and multidisciplinary curriculum, allowing students to explore a creative combination of credit-based courses in variegated disciplines along with value-addition courses, Indian Knowledge Systems, vocational courses, projects in community engagement and service, value education, environmental education, and acquiring skill sets, thereby designing their own learning trajectory.

In response to the evolving landscape of higher education and the dynamic demands of industry and society, the **School of Management and Commerce** remains deeply committed to academic excellence and the holistic development of its students.

## 2. Categories of Courses

- **Major**: The major would provide the opportunity for a student to pursue in-depth study of a particular subject or discipline.
- **Ability Enhancement Course (AEC):** Students are required to achieve competency in a Modern Indian Language (MIL) and in the English language with special emphasis on language and communication skills. The courses aim at enabling the students to acquire and demonstrate the core linguistic skills, including critical reading and expository and academic writing skills, that help students articulate their arguments and present their thinking clearly and coherently and recognize the importance of language as a mediator of knowledge and identity.
- **Skills Enhancement Courses (SEC)**: These courses are aimed at imparting practical skills, hands-on training, soft skills, etc., to enhance the employability of students.

- **Research Project / Dissertation**:

  Students choosing a 2 Year Master of Business Administration-Fintech are required to take up research projects under the guidance of a faculty member. The students are expected to complete the Research Project in the third semester. The research outcomes of their project work may be published in peer-reviewed journals or may be presented in conferences /seminars or may be patented.

## 3. University Vision and Mission

### 3.1 Vision

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

### 3.2 Mission

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

## 4. About the School

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

## 5. School Vision and Mission

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

**Mission of SOMC:**

The mission of the Business School is to

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

## 6. About the Programme

### 6.1 Rationale

The MBA in Financial Technology (FinTech) is one of the most dynamic and future-ready postgraduate programs in today's evolving business landscape. With the global FinTech market projected to reach USD 608.35 billion by 2029 at a CAGR exceeding 14%, there is an exponential demand for professionals equipped with deep domain knowledge in finance, technology, and innovation.

What makes this program truly stand out is its relevance in the current digital era, where financial services are being rapidly transformed by blockchain, AI, big data, and mobile payments. The Asia-Pacific region, particularly countries like India, China, Singapore, and Australia, is leading the global fintech revolution, bolstered by strong governmental support, financial inclusion initiatives, and progressive regulatory frameworks. In India, for instance, initiatives like the Unified Payments Interface (UPI) have created a robust foundation for the digital finance ecosystem.

The MBA in FinTech is designed to empower students with cutting-edge knowledge and practical expertise in digital finance, cybersecurity, blockchain, machine learning in financial services, and regulatory technology. The program follows the Choice-Based Credit System

(CBCS) and Learning Outcome-Based Curriculum Framework (LOCF), ensuring flexibility and alignment with industry needs.

By integrating academic rigor with real-world relevance, the program aims to produce future-ready leaders who are well-versed in the complexities of financial innovation. Graduates will be equipped to drive transformation in banks, insurance companies, fintech startups, regulatory bodies, and global financial institutions—making them highly competitive in the rapidly expanding FinTech landscape.

## 6.2 Objectives

The program is designed to meet the evolving demands of digital transformation in the business landscape. The **MBA in Financial Technology (Fintech)** aims to equip students for careers in digital business, data analytics, management, consultancy, insurance, and financial services. This objective will be achieved by fostering the following key competencies among students:

1. A comprehensive understanding of technological innovations
2. A proactive learning mindset and adaptability towards emerging technologies
3. Strong leadership skills to guide teams through change and innovation
4. Creative and strategic thinking to navigate digital markets and drive organizational success
5. Emotional intelligence—including resilience, empathy, and compassion—to become responsible and transformational business leaders

**Credit**

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

## 6.3 Programme Educational Objectives (PEO)

After the course the students will be able to:

PEO1: Develop technical skill and proficiency for better career and life-long learning.

PEO2: Design innovative solutions for business problems.

PEO3: Think creatively towards better and improved products and services.

PEO4: Act as responsible citizens with accountability towards all actions.

PEO5: Uphold universal human values and take morally upright decisions.

## 6.4 Programme Specific Outcomes (PSO)

**PSO1:** Understanding and applying technological innovations in financial services.

**PSO2:** Developing leadership skills to drive digital transformation.

**PSO3:** Analyzing financial data for effective decision-making.

**PSO4:** Creating innovative FinTech solutions for business growth.

**PSO5:** Upholding ethical standards and integrity in financial practices.

**PSO6:** Contributing to inclusive finance and sustainable economic development.

## 6.5 Career Avenues:

An MBA in FinTech unlocks a spectrum of high-growth career opportunities at the intersection of finance and technology. Graduates can pursue roles such as FinTech Product Manager, Blockchain Strategy Consultant, and Digital Transformation Manager, where they lead innovation in financial services, develop next-gen payment solutions, and design customer-centric financial platforms. Positions like Financial Data Analyst and AI in Finance Specialist focus on leveraging data science and machine learning for smarter investment decisions and fraud detection.

Professionals may also explore careers as Crypto Asset Managers, Regulatory Technology (RegTech) Advisors, or Digital Bank Strategists, addressing emerging challenges in compliance, cybersecurity, and virtual banking. Opportunities in Venture Capital, FinTech Startups, or as Innovation Consultants allow graduates to be part of the entrepreneurial wave disrupting traditional finance.

Roles such as Risk and Compliance Analyst, WealthTech Advisor, or InsurTech Manager are also in demand, focusing on niche areas of financial innovation. Government agencies, central banks, and international institutions are increasingly hiring FinTech-savvy professionals to frame digital finance policies and drive inclusion initiatives.

These career paths require a blend of financial expertise, technological proficiency, regulatory awareness, and agile problem-solving skills to succeed in the ever-evolving global FinTech ecosystem.

## 6.6 Duration

| Name of the Programme | Duration |
|---|---|
| MBA (Fintech) | 2 years (Four semesters). |

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

### 6.8 Education Philosophy and Purpose:

**Learn to Earn a Living:**

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

**Learn to Live:**

The university believes in the holistic development of learners, fostering sensitivity towards society, and promoting a social and emotional understanding of the world. Our aim is to nurture well-rounded individuals who can contribute meaningfully to society, lead fulfilling lives, and engage with the complexities of the human experience.

7.1 University Education Objective: **Focus on Employability and Entrepreneurship through Holistic Education using Bloom's Taxonomy**

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

### 7.2 Importance of Structured Learning Experiences

A structured learning experience (SLE) is crucial for effective education as it provides a clear and organized framework for acquiring knowledge and skills. By following a well-defined curriculum, teaching-learning methods and assessment strategies, learners can build on prior knowledge systematically, ensuring that foundational concepts are understood before moving on to more complex topics. This approach not only enhances comprehension but also fosters critical thinking by allowing learners to connect ideas and apply them in various contexts. Moreover, a structured learning experience helps in setting clear goals and benchmarks, enabling both educators and students to track

progress and make necessary adjustments. Ultimately, it creates a conducive environment for sustained intellectual growth, encouraging learners to achieve their full potential.

At **K.R. Mangalam University**, the SLE is designed as a comprehensive learning process that merges academic instruction with experiential learning opportunities. Students engage in two main components:

- **Inside the Classroom**: Activities include lectures, interactive discussions, case study analysis, presentations of research papers, data interpretation exercises, and structured debates on economic theories and business strategies.
- **Outside the Classroom**: Learning is extended beyond the classroom through industry visits, community engagement, seminars, field surveys.

A strong emphasis is placed on **Project-Based Learning (PBL)**, where students work on individual and group projects that involve real-time problem solving, market research, and data-driven decision-making. These projects enhance critical thinking, collaboration, and application of theoretical knowledge in practical contexts—key skills for future professionals.

**Assessment and Learning Methodologies:**

- **Course Planning**: Assessment methods and timelines are planned at the beginning of the semester and aligned with course learning outcomes.
- **Transparent Communication**: Faculty clearly communicates rubrics, submission formats, and deadlines to ensure fairness and clarity.
- **Mid-Semester Review**: Student feedback is actively collected and integrated into teaching strategies to improve learning outcomes.
- 
- **Continuous Assessment**: Students are assessed through a blend of projects, presentations, essays, quizzes, participation, and case studies—ensuring a well-rounded evaluation process.
- 
- **End-of-Course Evaluation**: Teaching and assessment methods are reviewed based on feedback and student performance, informing future course design.

## Academic and Career Support Services for Commerce and Management Students

### 7.4.1. Academic Support System

The School of Management and Commerce offers comprehensive academic support to help students meet their educational and professional goals. Key components include:

- **Mentoring and Academic Guidance**: Faculty members serve as academic mentors, offering personalized guidance on coursework, projects, internships, and career planning. One-on-one meetings help students address academic challenges and develop long-term strategies for success.

- **Skill-Based Tutorials and Workshops**: Special sessions are conducted to strengthen conceptual understanding in core areas such as quantitative techniques, business statistics, accounting, marketing analytics, and strategic management. These workshops emphasize real-world application and hands-on learning.

- **Peer Learning and Discussion Forums**: Students are encouraged to collaborate through peer-led study circles and group discussions. These platforms enhance critical thinking, problem-solving, and the practical application of theories to business scenarios.

- **Access to Learning Resources**: Through the Learning Management System (LMS) – Moodle, students access a rich repository of learning materials including textbooks, e-resources, industry reports, academic journals, and multimedia content for independent and group learning.

- **Focus on Research and Analytics**: Students are guided in research methodology, data analytics, and the use of tools such as MS Excel, SPSS, and Power BI to develop strong research capabilities. This foundation prepares them for higher education, consulting roles, and industry research projects.

- **Soft Skills and Career Preparedness**: The Career Development Centre (CDC) collaborates with faculty to deliver workshops on résumé writing, group discussions, interview preparation, corporate etiquette, and entrepreneurship. These initiatives bridge the gap between academic knowledge and employability.

- **Ongoing Evaluation and Feedback**: Regular quizzes, assignments, mock exams, and performance reviews ensure students receive constructive feedback for continuous improvement.

### 7.4.2. Addressing Diverse Learning Needs: Slow and Advanced Learners

**Identification**: A structured assessment system is used to identify slow learners (scoring ≤ 55% in internals) and advanced learners (scoring ≥ 80%). Performance is monitored throughout the semester to implement targeted support.

**Support for Slow Learners**: Tailored remedial classes, concept-reinforcement tutorials, digital learning tools, and peer mentoring help students improve their academic performance.

**Opportunities for Advanced Learners**: Students with advanced capabilities are encouraged to engage in faculty-led research, develop business models or prototypes, and present their work at national and international conferences.

### 7.4.3. Digital and Online Learning Support

Faculty members utilize **Learning Management Systems (LMS)** and digital tools to ensure effective communication, resource sharing, and real-time feedback. Online learning is enhanced through multimedia content, simulations, case-based learning, virtual labs, and interactive quizzes to support blended and flipped classroom models.

## 7.4.4. Student Development & Wellness Services

### A. Mentor-Mentee Program

This program fosters close guidance relationships between faculty mentors and students. It aims to:

- Support students' academic, personal, and career growth.
- Encourage regular mentor-mentee meetings to review academic progress and goals.
- Create student groups under assigned mentors who maintain records, monitor progress, and submit reports to the Dean for review.
- Mentees are expected to set goals, take initiative, communicate openly, and seek guidance proactively ensuring a two-way relationship that promotes success.

### B. Counselling and Wellness Services

The **Counselling and Mental Wellness Centre** at K.R. Mangalam University offers dedicated emotional and psychological support to both students and staff. The aim is to cultivate a healthy, inclusive, and growth-focused environment. Services include:

- **Individual Counselling**: Confidential sessions to address academic, personal, or emotional challenges.

- **Group Counselling**: Peer support groups dealing with shared concerns to promote empathy and collective well-being.

- **Workshops & Seminars**: Interactive events on stress management, emotional resilience, time management, study habits, and personal development.

- **Crisis Intervention**: Immediate support is available for students facing critical or emergency situations, ensuring safety and care.

These integrated academic and wellness initiatives aim to create a holistic learning environment where commerce and management students thrive intellectually, emotionally, and professionally.

**C. Career Services and Industry Readiness**

The **Career Development Centre (CDC)** at K.R. Mangalam University plays a pivotal role in preparing *Management and Commerce* students for the professional world. The centre provides personalized support for internships, placements, skill-building, and career exploration.

Acting as a bridge between students and the industry, the CDC ensures that learners are equipped with the right competencies through real-world exposure and expert-led training.

**Key Support Areas:**

- **Internships** with reputed companies to gain hands-on experience.

- **Placement assistance** across diverse sectors including finance, marketing, analytics, HR, and entrepreneurship.

- **Career Counselling & Industry Guidance** through personalized sessions.

- **Seminars & Skill Workshops** with top industry leaders and recruiters.

- **Training and Development Programs** focused on resume building, mock interviews, aptitude, and soft skills.

- **Project-Based Learning (PBL)** to integrate classroom learning with industry application.

- **Corporate Connects and Industry Interface** via industrial visits, guest lectures, and live case discussions.

**D. Academic Assessment and Evaluation**

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

**Grading and Credit System:**

- The evaluation system for *Commerce and Management* programs is designed to ensure comprehensive learning and consistent academic progress.

- The academic year is divided into Odd and Even Semesters.

- The medium of instruction is English.

Letter Grades are assigned based on total marks obtained in each course. Below is the grading scale:

| Marks Range (%) | Grade | Grade Point | Performance Description |
|---|---|---|---|
| > 90% | O | 10.0 | Outstanding |
| 81–90% | A+ | 9.0 | Excellent |
| 71–80% | A | 8.0 | Very Good |
| 61–70% | B+ | 7.0 | Good |
| 56–60% | B | 6.0 | Above Average |
| 51–55% | C | 5.5 | Average |
| 41–50% | P | 5.0 | Pass |
| ≤ 40% | F | 0 | Fail |
| - | AB | 0 | Absent |

Note: A student passes the course if they earn **A, B+, B, C, or P** grades.

## E. Continuous Feedback and Learning Improvement

The teaching-learning process is outcome-based and continuously monitored for effectiveness. Each **Course Outcome (CO)** is assessed through diverse methods such as class tests,

assignments, presentations, and projects. Gaps between desired and actual outcomes are identified and addressed in the following semester using:

- Personalized academic interventions
- Remedial sessions and bridge courses
- Faculty mentoring and peer learning initiatives

## F. Academic Integrity and Ethical Learning

Academic integrity is a fundamental value at K.R. Mangalam University and is crucial in Commerce and Management education. It promotes original thinking, fair assessment, and professional ethics.

**Objectives:**

- Foster awareness about **plagiarism**, ethical research practices, and responsible academic conduct.
- Incorporate **training sessions** on citation styles, research ethics, and originality in coursework.
- Implement strict **plagiarism-check protocols** using digital tools.
- Ensure submission of **student undertakings** and **faculty certifications** for originality.
- Archive student dissertations on **Shod Ganga** and institutional repositories.

**Anti-Plagiarism Practices Include:**

- Use of software to check all research outputs.
- Mandatory originality declaration from students.
- Supervisor verification of plagiarism compliance.
- Hosting of final research on **INFLIBNET** and university platforms.

These well-structured academic and professional development initiatives at the **School of Management and Commerce, K.R. Mangalam University** ensure that students are equipped with industry-relevant skills, a strong ethical foundation, and critical thinking abilities. Graduates emerge as competent professionals, ready to make meaningful contributions to both the corporate sector and society at large.

# Scheme of Studies

**MBA FinTech with academic support of Ernst & Young (2025-27)**

| SEMESTER I | | | | | | | |
|---|---|---|---|---|---|---|---|
| **S.no** | Course Code | Course Title | L | T | P | C | H |
| **1** | MCMBIB171 | Management Theory & Practice | 3 | 0 | 0 | 3 | 3 |
| **2** | MCMBIB172 | Managerial Economics | 3 | 0 | 0 | 3 | 3 |
| **3** | MCMBIB173 | Quantitative Foundations for Business Decisions | 3 | 0 | 0 | 3 | 3 |
| **4** | MCMBIB174 | Behavior at Work | 3 | 0 | 0 | 3 | 3 |
| **5** | MCMBIB175 | Financial Accounting and Analysis | 3 | 0 | 0 | 3 | 3 |
| **6** | MCMBIB186 | Excel for business decision making | 2 | 0 | 2 | 3 | 4 |
| **7** | MCMBIB176 | Professional Communication for Managers | 3 | 0 | 0 | 3 | 3 |
| **8** | MCMBIB187 | Innovation and Design Thinking | 2 | 0 | 0 | 2 | 2 |
| **9** | MCMBIB177 | Marketing Strategies for the Modern Marketplace | 3 | 0 | 0 | 3 | 3 |
| **10** | MCMBFT171 | Digital Payments Evolution and Tools | 3 | 0 | 0 | 3 | 3 |
| | | TOTAL | 28 | 0 | 2 | 29 | 30 |
| *****Workshop on Self Awareness of 30 hours** | | | | | | | |
| | | | | | | | |
| **SEMESTER II** | | | | | | | |
| S.no. | Course Code | Course Title | L | T | P | C | H |
| 1 | MCMBIB271 | Business Environment | 3 | 0 | 0 | 3 | 3 |
| 2 | MCMBIB272 | Costing and Control Systems | 3 | 0 | 0 | 3 | 3 |
| 3 | MCMBIB273 | Managing People for Driving Growth | 3 | 0 | 0 | 3 | 3 |
| 4 | MCMBIB274 | Operations Strategy, Systems & Sustainability | 3 | 0 | 0 | 3 | 3 |
| 5 | MCMBIB286 | Business Research Methodology | 2 | 0 | 2 | 3 | 4 |
| 6 | MCMBIB287 | Data Visualization & Storytelling with Tableau and Power BI | 2 | 0 | 2 | 3 | 4 |
| 7 | MCMBFT271 | Digital Lending | 3 | 0 | 0 | 3 | 3 |
| 8 | MCMBPR273 | FinTech Product Innovation Challenge | 0 | 0 | 0 | 3 | 0 |
| 9 | MCMBIB289 | Placement Training I | 2 | 0 | 0 | 2 | 2 |
| TOTAL | | | 21 | 0 | 4 | 26 | 25 |
| ***Workshop on Understanding Others and Organisation of 30 hours | | | | | | | |

*****Each student will undergo Summer Internship of 12 weeks after completion of Sem II which will be evaluated in Sem -III**

| SEMESTER III | | | | | | | |
|---|---|---|---|---|---|---|---|
| **S.no** | **Course Code** | Course Title | L | T | P | C | H |
| 1 | MCMBIB371 | Corporate Financial Strategy and Value Creation | 3 | 0 | 0 | 3 | 3 |
| 2 | MCMBIB372 | AI : Foundations to Implementation | 3 | 0 | 0 | 3 | 3 |
| 3 | MCMBFT386 | AI and ML Transforming Finance | 2 | 0 | 2 | 3 | 4 |
| 4 | MCMBFT371 | WealthTech and InsureTech | 3 | 0 | 0 | 3 | 3 |
| 5 | MCMBIB376 | Derivatives and Risk Management | 3 | 0 | 0 | 3 | 3 |
| 6 | MCMBFT372 | Investment Management | 3 | 0 | 0 | 3 | 3 |
| 7 | MCMBFT373 | Negotiation Skills and Strategies | 3 | 0 | 0 | 3 | 3 |
| 8 | MCMBIN371 | Summer Internship Project Report / International Immersion | 0 | 0 | 0 | 3 | 0 |
| 9 | MCMBPR373 | Contemporary Banking Models Analysis | 0 | 0 | 0 | 3 | 0 |
| 10 | MCMBIB388 | Placement Training II | 2 | 0 | 0 | 2 | 2 |
| TOTAL | | | **22** | **0** | **2** | **29** | **24** |

**SEMESTER IV**

| S.no | Course Code | Course Title | L | T | P | C | H |
|---|---|---|---|---|---|---|---|
| 1 | MCMBIB471 | Strategic Management | 3 | 0 | 0 | 3 | 3 |
| 2 | MCMBIB472 | Legal Aspects for Business | 3 | 0 | 0 | 3 | 3 |
| 3 | MCMBFT471 | Blockchain for Decentralised Finance | 3 | 0 | 0 | 3 | 3 |
| 4 | MCMBFT472 | RegTech, SupTech, PropTech | 3 | 0 | 0 | 3 | 3 |
| 5 | MCMBFT486 | Financial Analytics and Risk Assessment | 2 | 0 | 2 | 3 | 4 |
| 6 | MCMBFT473 | Cyber Security Law and Technology | 3 | 0 | 0 | 3 | 3 |
| 7 | MCMBPR473 | User Engagement Frameworks for Fintech Products | 0 | 0 | 0 | 3 | 0 |
| TOTAL | | | 17 | 0 | 2 | 21 | 19 |

## SEMESTER I

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB171** | **Course Title: Management Theory & Practice** | **L** | **T** | **P** | **C** |
| **Version** I | | **3** | **0** | **0** | **3** |
| **Category of Course** | General Management | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic knowledge of management | | | | |

**Course Perspective**

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

**Course Outcomes**:

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the fundamental theories of management including classical, neo-classical, and modern theories. | L2 |
| CO2 | **Summarizing** and discuss emerging trends in management. | L2 |

| | | |
|---|---|---|
| CO3 | **Applying** appropriate management theories and concepts to solve real-life organizational problems. | L3 |
| CO4 | **Analysing** case studies using management theories to identify issues and propose solutions for organizational improvement. | L4 |
| CO5 | **Evaluating** various management theories by examining their strengths and limitations, and formulate reasoned arguments and solutions to organizational issues. | L5 |

**Course Content**

| **Unit I** | **Introduction** | **11 Hours** |
|---|---|---|
| Definition, nature and features of Management, Management as an art, a Science and a profession, Levels of Management, Skills & Roles of a manager, Classification & Description of Managerial functions. Management theories- classical, neo-classical and modern constructions of management; Managerial functions; Managerial roles (Mintzberg); Managerial competencies. Indian Ethos for Management: Value-Oriented Holistic Management. | | |
| **Unit II** | **Neo classical theories** | **11 Hours** |
| **Human Relations Movement:** Elton Mayo & Human Relations approach, Mary parker Follett and Professionalisation of Management<br>**Behavioural Sciences Movement**: Abraham Malow's Need Hierarchy Theory, McGregor's X & Y theory, Rensis Likert's Linking Pin, Chester Barnard's Social Systems Approach. | | |
| **Unit III** | **Modern Management Theories and Contemporary Approach to Management** | **11 Hours** |
| Quantitative/ Management Science Approach, Systems Approach, Contingency/ Situational approach, Contemporary Approach to Management: Contributions of Peter Drucker, Michael Porter, C.K. Prahalad, Tom Peter, Igor Ansoff, Henry Mintzberg. | | |
| **Unit IV** | | **12 Hours** |
| **Emerging Trends in Management**<br>Business Process Re – engineering, Benchmarking, Knowledge management, Total Quality Management, Just-in-Time Management & Kanban, Six Sigma, Lean Management, Kaizen, Organisational Ecology Theory. | | |

**Learning Experience**

The learning experience in this Management Theories course is designed to be highly experiential and participatory, ensuring that students actively engage with the material and apply their learning in practical contexts. Instruction will combine lectures with interactive discussions, case studies, and real-world problem-solving exercises. Students will engage in hands-on learning through assignments that require them to apply management theories to analyze case studies, develop solutions, and improve organizational practices. Group activities and peer reviews will foster collaboration, allowing students to learn from each other and refine their understanding of the course material. Assessments will include a mix of quizzes, case

study analyses, and project-based assignments, ensuring a comprehensive evaluation of student learning. The course instructor will be readily available for additional support and feedback, encouraging students to seek help as needed. This approach will not only help students grasp the theoretical aspects of management but also empower them to apply these concepts effectively in their future careers.

**Textbooks**

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

**Suggested Readings**

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

**Open Educational Resources (OER)**

**https://theintactone.com/2018/05/17/mpob-u1-topic-2-evolution-of-management/**

**https://kanchiuniv.ac.in/coursematerials/T1MC1%20Pronciples%20of%20management.pdf**

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |

| External Assessment-End Term Examination (Theory) 40 Marks |
|---|

* It is compulsory for a student to secure 40 % marks in Internal and End Term Examination separately to secure minimum passing grade.

| **SEMESTER I** | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB172** | **Course Title:**<br><br>**Managerial Economics** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Understanding of Microeconomics and Macroeconomics | | | | |

**Course Perspective**

This course is designed to connect economic theory with practical business decision-making. It equips students with essential analytical tools and frameworks to tackle complex business challenges using economic principles. Focusing on economic concepts—such as demand analysis, production and cost functions, and pricing strategies—the course applies these theories to real-world scenarios. By blending economic theory with managerial practice, students learn to make informed decisions that optimize resource allocation, improve firm performance, and adapt to external market changes. This course lays a solid foundation for advanced studies in finance, marketing, and strategy, empowering future managers with the economic insights necessary to succeed in a competitive global landscape.

**Course Outcomes**:

After completion of the course, the student will be:

| **Course Outcome** | **Course Outcome Statement** | **Bloom Taxonomy Level** |
|---|---|---|
| CO1 | **Understanding** the core concept of Managerial Economics. | L2 |
| CO2 | **Applying** the relationship between demand analysis and consumer behavior, including utility and preferences | L3 |

| | | |
|---|---|---|
| CO3 | **Applying** demand functions and cost concepts to make informed managerial decisions regarding pricing and resource allocation | L3 |
| CO4 | **Analysing** various market structures and their implications for pricing strategies. | L4 |
| CO5 | **Evaluating** business strategies based on economic principles and market conditions. | L5 |

**Course contents**

| **Unit I** | **Introduction** | **11 Hours** |
|---|---|---|
| Relationship with other disciplines (Economics, Accounting, Finance, etc.) Basic Economic Concepts: Opportunity Cost, Marginal Analysis, and Time Value of Money, Managerial economics and economic theory, Objectives of the Firm: Profit Maximization vs. Wealth Maximization, Basic model of the firm, Types of business decisions, Managerial decision making process, Economic Principles Relevant to Managerial Decisions, Marginality and incremental Analysis. | | |
| **Unit II** | **Demand analysis and theory of consumer's choice** | **11 Hours** |
| Demand and Demand Function, Individual Demand. Demand Function. Law of Demand, Market Demand Function. Inverse demand function. Relationship between Demand Function and Demand Curve, the Concept of Utility, Law of Diminishing Marginal Utility; Consumer's Equilibrium: Principle of Equi-marginal Utility, Consumer Preferences. Indifference Curve Approach, Marginal Rate of Substitution. Properties of Indifference Curves, Budget Line or Budget Constraint, Demand for Complementary and Substitute Goods, Demand Forecasting: Qualitative and Quantitative Methods, Slutsky Substitution Effect, Revealed Preference Theory of Demand | | |
| **Unit III** | **Theory of production and cost analysis** | **11 Hours** |
| Returns to a Variable Factor, Production Function with Two Variable Inputs: Isoquants. Marginal Rate of Technical Substitution. Isoquants of Perfect Substitutes and Complements, Iso-Cost Line. Least-Cost Combination of Factors, Returns to Scale,The Concepts of Cost: Cost Functions, Relationship Between Marginal Cost and Marginal Physical Product. Derivation of Short-Run Average and Marginal Cost Curves from their Total Cost Curves. Theory of Long-Run Costs: Long-Run Average Cost Curve. Long-Run Average Cost Curve in Case of Constant Returns to Scale. Minimum Efficient Scale. Explanation of the U-shape of the Long-Run Average Cost Curve: Long-Run Marginal Cost Curve. Relationship between STC and LTC and between LAC and SAC Curves. | | |
| **Unit IV** | **Market structures & pricing under different markets** | **12 Hours** |
| Market Structures and Concepts of Revenue for a Firm, Perfect Competition, Monopoly (and its regulatory control), Price Discrimination in Monopoly, Measurement of the Degree of Monopoly Power, Price and Output under Bilateral Monopoly, Monopolistic Competition, and Oligopoly: Classical Models of Oligopoly, Price rigidity: Kinked Demand Curve Model, Collusive and Non- | | |

| |
|---|
| collusive Oligopoly, price leadership, non-price competition: Advertising expenditure, Dumping and Cartels. |

**Learning Experience**:
The learning experience in this Managerial Economics course provides students with a thorough understanding of the application of economic principles in real-world business contexts. By exploring the scope and methodology of economics, students gain foundational knowledge of economic theories and analytical techniques crucial for Analysing various economic phenomena. The course examines demand analysis and consumer choice, focusing on how preferences and constraints influence demand and decision-making. Additionally, the theory of production and cost analysis highlights efficient input-output conversion and cost management for maximizing profitability. Students also study market structures and pricing strategies across different competitive environments—perfect competition, monopolistic competition, oligopoly, and monopoly—enhancing their ability to make informed strategic decisions. Collectively, these topics equip students with essential tools for navigating complex economic and business landscapes.

**Textbooks**

1. Koutsoyiannis, A. Modern Microeconomics (2nd ed.). Palgrave, McMillan
2. Salvatore, D. Managerial Economics (8th ed.). Oxford University Press.
3. Geetika, Ghosh P., & Roy Chowdhury, P. Managerial Economics (3r ed.). Mc Graw Hill Education.

**Suggested Readings**

1. Managerial Economics: Theory, Applications, and Cases" by William F. Samuelson and Stephen G. Marks (10th Edition) Wiley Publications
2. Managerial Economics and Business Strategy" by Michael Baye and Jeff Prince (10th Edition ) McGraw-Hill Education
3. Dwivedi, D.N.; Managerial Economics, (11th Edition) Vikas Publishing House

**Open Educational Resources (OER)**

1. http://nptel.ac.in/courses/110/104/110104024/
2. http://swayam.gov.in/nd1_noc20_mg55/preview
3. http://openstax.org/details/books/principles-microeconomics-2e
4. http://ocw.mit.edu/courses/economics/14-01sc-principles-of-microeconomics-fall- 2011/
5. http://www.khanacademy.org/economics-finance-domain/microeconomics

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are: |

| | |
|---|---|
| | Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB173** | **Course Title: Quantitative Foundations for Business Decisions** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Knowledge of Mathematics and Logical Reasoning | | | | |

Course Perspective

This course equips MBA students with core quantitative tools and analytical reasoning required for effective decision-making in business. Emphasizing both theoretical understanding and practical application, the course introduces learners to statistical thinking, mathematical modeling, optimization, and data interpretation. The course forms the foundation for courses such as Business Analytics, Operations Research, Financial Modeling, and Market Research.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | Understanding fundamental quantitative tools and techniques used in business decision-making. | L2 |
| CO2 | Analyzing business situations using mathematical models and descriptive statistics. | L4 |
| CO3 | Evaluating uncertainty and risk using probability theory and statistical inference. | L5 |
| CO4 | Formulating optimization problems and interpret solutions for operational and financial decisions. | L6 |
| CO5 | Applying quantitative reasoning and data interpretation to support strategic business recommendations. | L6 |

Course Content

Unit I: Mathematical Tools for Business (10 Hours)

- Linear equations and functions
- Matrices and their applications in business (input-output models, payoffs)
- Mathematics of finance: annuities, EMIs, NPV calculations
- Linear inequalities and feasible regions
- Introduction to linear programming and graphical solutions

Unit II: Descriptive Statistics and Data Interpretation (12 Hours)

- Types of data: categorical, numerical, time series, cross-sectional
- Measures of central tendency: mean, median, mode
- Measures of dispersion: range, variance, standard deviation, coefficient of variation
- Data visualization: histograms, box plots, pie charts, bar graphs
- Business dashboards and visual summaries

Unit III: Probability and Decision-Making Under Uncertainty (11 Hours)

- Basic concepts of probability: addition and multiplication rules
- Conditional probability and Bayes' theorem
- Probability distributions: Binomial, Poisson, Normal
- Expected value and decision trees
- Simulation and risk analysis in business decisions

Unit IV: Statistical Inference and Optimization (12 Hours)

- Sampling techniques and sampling distribution
- Confidence intervals and hypothesis testing (t, z, chi-square tests)
- Correlation and regression analysis
- Introduction to solver-based optimization
- Case applications in marketing mix, supply chain, and finance

Learning Experience

Students engage in case-based analysis, spreadsheet modeling, group problem-solving, and decision simulations. The course emphasizes real-time application of quantitative techniques to everyday business challenges through tools like Excel, Google Sheets, and Tableau.

Pedagogical Innovations

- **Quant Labs in Excel:** Step-by-step Excel walkthroughs for modeling annuities, risk, and regression.
- **Probability in Action Game:** Use business card games to simulate real-world uncertain outcomes.
- **Business Data Clinics:** Interpret datasets from marketing, HR, and operations for summary and presentation.
- **Solver & Scenario Workshop:** Use Excel Solver and Data Tables for optimization and what-if analysis.
- **Math for Managers Series:** Real-world interpretation of functions, equations, and statistical outputs in business cases.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1. EMI & Annuity Simulation | Financial Mathematics | Build loan amortization and investment planning models | Apply math in financial planning |
| 2. Retail Demand Forecasting Lab | Descriptive Analytics | Use real demand data to compute moving averages and visualize trends | Use statistics to support operations decisions |
| 3. Probability Tree Challenge | Risk & Uncertainty | Apply conditional probability and expected value to a business game | Understand probabilistic reasoning in uncertain situations |
| 4. Marketing Budget Optimization | Linear Programming | Allocate limited funds across channels to maximize reach using Excel Solver | Formulate and solve optimization problems |
| 5. HR Attrition Analysis | Correlation & Regression | Study how satisfaction, workload, and income affect attrition | Build and interpret regression models |
| 6. Visual Data Interpretation Dashboards | Descriptive Statistics | Create dashboards with bar charts, pie charts, and box plots | Develop clear and effective data communication |
| 7. Sampling Design Exercise | Inference & Sampling | Design a sampling strategy for a customer satisfaction survey | Evaluate bias and error in survey-based business studies |
| 8. Price Sensitivity Test | Hypothesis Testing | Test if discount affects average sales using t-test | Make decisions using confidence intervals and statistical evidence |
| 9. Final Analytics Project | Integrated Quantitative Reasoning | Analyze a dataset and present business insights supported by quantitative analysis | Synthesize methods for real-world business decision-making |

Textbooks


- U.K. Srivastava, G.V. Shenoy, S.C. Sharma, Quantitative Techniques for Managerial Decisions (PHI, 2nd Edition)
- David M. Levine, Kathryn A. Szabat, David F. Stephan, Business Statistics: A First Course (PHI, 7th Edition)
- Douglas A. Lind , Statistical Techniques in Business and Economics (McGraw Hill, 18th Edition).
- Levin, R.I., Rubin, D.S. (2020). *Statistics for Management* (7th Ed.). Pearson.
- Sharma, J.K. (2021). *Business Statistics and Mathematics* (2nd Ed.). Vikas Publishing.
- Vohra, N.D. (2021). *Quantitative Techniques in Management* (5th Ed.). McGraw-Hill Education.


Reference Books


- Anderson, D.R., Sweeney, D.J., & Williams, T.A. (2019). *Quantitative Methods for Business* (13th Ed.). Cengage.
- Berenson, M.L., Levine, D.M., & Szabat, K.A. (2021). *Basic Business Statistics* (14th Ed.). Pearson.

- Tulsian, P.C. (2020). *Quantitative Techniques: Theory & Problems*. Pearson.
- Spiegel, M.R. & Stephens, L.J. (2018). *Schaum's Outline of Statistics* (5th Ed.). McGraw-Hill.
- UGC MOOCs & NPTEL Lectures – *Quantitative Methods*, *Business Statistics*

Open Educational Resources (OER)

- Coursera – *Quantitative Methods for Business* (University of Amsterdam)
- edX – *Statistics and Data Science MicroMasters* (MIT)
- Khan Academy – *Statistics & Probability for Business*
- YouTube – CrashCourse in Statistics, Excel Solver Tutorials
- Google Sheets & Excel Templates for Quantitative Analysis

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Lab Sheets, Quizzes, Assignments) | 40 Marks |
| II) Mid-Term Assessment (Quantitative Simulation / Case) | 20 Marks |
| III) End-Term Project (Decision Report + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** Students must secure a minimum of 40% in both internal and end-term components to pass the course.

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB174** | **Course Title: Behavior at Work** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Understanding of Psychology and Management Principles | | | | |

**Course Perspective**

This course explores the foundations of human behavior in organizational settings and equips MBA students with the knowledge to understand, predict, and influence individual and group behavior at work. The course covers psychological, social, and cultural aspects of behavior and their impact on performance, engagement, leadership, and organizational effectiveness. Students will critically examine behavior in today's hybrid, diverse, and purpose-driven work environments

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** key concepts and models explaining individual and group behavior in organizations. | L2 |
| CO2 | **Analyzing** the impact of perception, motivation, and emotions on work-related behavior. | L4 |
| CO3 | **Evaluating** the dynamics of teams, leadership, and organizational culture in shaping workplace conduct. | L5 |
| CO4 | **Formulating** behavior-driven strategies for enhancing performance and collaboration. | L6 |
| CO5 | **Applying** behavioral insights to solve people-related challenges in diverse, real-world workplaces. | L6 |

Course Content

*Unit I: Introduction to Organizational Behavior (10 Hours)*

- Nature, scope, and significance of OB

- Evolution of OB and interdisciplinary foundations
- Emerging workplace trends: hybrid work, gig economy, inclusion
- Personality: traits, types, Big Five, MBTI
- Values, attitudes, and their impact on behavior

*Unit II: Perception, Emotions, and Motivation (12 Hours)*

- Perception and attribution: biases and workplace decisions
- Emotional intelligence and its managerial relevance
- Theories of motivation: Maslow, Herzberg, McClelland, Expectancy
- Job satisfaction and work engagement
- Psychological safety and employee well-being

*Unit III: Group Dynamics and Leadership (11 Hours)*

- Formal and informal groups: norms, roles, status
- Team dynamics and effectiveness
- Conflict resolution and negotiation at work
- Leadership theories: trait, behavioral, situational, transformational
- Power, politics, and trust in organizational contexts

*Unit IV: Organizational Systems and Behavior (12 Hours)*

- Organizational culture: types, levels, and shaping mechanisms
- Organizational change and resistance
- Stress management and coping strategies
- Diversity, equity, and inclusion at work
- Ethics, citizenship behavior, and psychological contracts

Learning Experience

Students engage in simulations, behavioral role-plays, self-assessment exercises, group reflections, and field observations to understand the complex realities of behavior at work. Emphasis is placed on contextualizing theory in modern organizational settings.

Pedagogical Innovations

- **"Personality Poker" Workshop:** Play-based activity to discover personality traits and behavioral compatibility.
- **Mirror & Map Reflection Journals:** Weekly entries reflecting personal work behaviors, group interactions, and leadership style.
- **Emotional Intelligence Lab:** Use EI tests followed by practical empathy and feedback-building scenarios.
- **Behavioral Film Deconstruction:** Analyze workplace behavior portrayed in films (e.g., *Moneyball*, *The Intern*, *The Social Network*).

- **Team Storming Challenge:** Simulate group conflict and storming phases to learn about resolution strategies.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Personality Profiling Lab | Personality and Self-Awareness | Use Big Five/MBTI to identify own traits and interpret workplace fit | Build self-awareness and personal development plan |
| 2. Perception Bias Simulation | Attribution and Decision Bias | Role-play scenario where perceptions affect recruitment/feedback decisions | Understand unconscious bias and improve decision-making |
| 3. Motivation Game Design | Motivation Theories | Create an internal reward game for employee performance using theory-based mechanics | Translate abstract theories into engagement interventions |
| 4. Leadership Circle Role Play | Leadership Styles | Simulate leadership styles across crisis, innovation, and scale-up contexts | Identify effective style-context fit |
| 5. Groupthink Challenge | Team Dynamics | Simulate poor decisions under pressure and reflect on symptoms of groupthink | Develop critical group process awareness |
| 6. Workplace Politics Workshop | Power and Influence | Analyze real cases of workplace politics and build ethical influence plans | Evaluate power structures and develop political acumen |
| 7. Cultural Audit Simulation | Organizational Culture | Diagnose and present the cultural profile of a fictional or real organization | Understand cultural components and change strategies |
| 8. Conflict Resolution Theatre | Conflict Management | Dramatize conflict scenarios and resolve them using collaborative techniques | Apply negotiation and conflict resolution tools |
| 9. Final Workplace Behavior Project | Integrated Application | Analyze behavior issues in a real or simulated workplace and recommend interventions | Synthesize learning to solve human capital challenges |

Textbooks


- Robbins, S.P., & Judge, T.A. (2022). *Organizational Behavior* (18th Ed.). Pearson.
- McShane, S.L., & Von Glinow, M.A. (2021). *Organizational Behavior* (9th Ed.). McGraw-Hill.
- Luthans, F. (2021). *Organizational Behavior* (13th Ed.). McGraw-Hill Education.

Reference Books

- Greenberg, J. (2019). *Behavior in Organizations* (10th Ed.). Pearson.
- Goleman, D. (2006). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Robbins, S.P. (2015). *The Truth About Managing People*. Pearson.
- Harvard Business Review – *On Emotional Intelligence*, *On Managing People* Series
- Journals: *Journal of Organizational Behavior*, *Academy of Management Review*

Open Educational Resources (OER)

- NPTEL – *Organizational Behaviour* by IIT Roorkee / IIMB
- Coursera – *Organizational Analysis* (Stanford University)
- edX – *Leading High-Performing Teams* (University of Queensland)
- TED Talks – Amy Edmondson on Psychological Safety, Simon Sinek on Leadership
- Harvard Business Publishing – OB Mini-Cases and Simulations

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Class Activities, Journals, Labs) | 40 Marks |
| II) Mid-Term Case Simulation + Reflective Essay | 20 Marks |
| III) End-Term Project (Behavioral Audit Report + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** Students must obtain a minimum of 40% in both internal and end-term evaluations to pass this course.

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB175** | **Course Title: Financial Accounting & Analysis** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic knowledge of financial accounting** | | | | |

**Course Perspective**

This course provides a comprehensive introduction to the principles and practices of financial accounting. Students will gain a solid foundation in basic accounting concepts, the recording and reporting of business transactions, depreciation and inventory valuation, and accounting for non-profit organizations. Contemporary issues in accounting will also be explored, equipping students with the knowledge to navigate both traditional and modern accounting challenges.

**Course Outcomes**:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | Understanding the fundamental concepts of financial accounting and analysis. | L2 |
| CO2 | Applying the accounting process, including rules of debit and credit, journal entries, ledger posting, and trial balance preparation, to record business transactions accurately. | L3 |
| CO3 | Apply the knowledge of financial accounting to prepare final accounts of different business entities and account for depreciation using appropriate methods. | L3 |
| CO4 | Analysing financial statements using tools such as comparative and common-size statements, ratio analysis, and cash flow statements to assess financial performance. | L4 |
| CO5 | Evaluating the usefulness and limitations of financial analysis tools in decision-making, and interpreting financial data for business insights and reporting. | L5 |

**Course Content**

| **Unit I** | **Introduction and Conceptual Framework** | **09 Hours** |
|---|---|---|
| Basics of Accounting, Financial accounting principles**:** Meaning and need; Concepts and Conventions of Accounting, Accounting Systems, Measurement of Business income, Revenue recognition, Introduction to Generally Accepted Accounting Principles (GAAP*),* ***Accounting standards*****:** Overview of IAS, IFRS. AS and Ind AS. | | |
| **Unit II** | **Accounting Process** | **12 Hours** |
| Rules of Debit and Credit. Accounting Process Overview, Books of Original Record: Journal-Ledger- Trial Balance. Cash Book and Other Subsidiary Books. Classification of Capital and Revenue Expenditure. | | |
| **Unit III** | **Final Accounts and Depreciation** | **12 Hours** |
| Financial Accounts: Meaning, type and importance. Final accounts of different business entities. Standalone and consolidated financial statements. Preparation of final accounts with adjustment entries (Proprietary firm). Depreciation Accounting: Concept of Depreciation. Accounting treatment of depreciation using- Straight Line Method and Written Down Value Method. | | |
| **Unit IV** | **Financial Statement Analysis** | **12 Hours** |
| ***Financial Statements and analysis***: Forms and nature of financial statements; Uses and Limitations, types and tools of analysis; Comparative Financial Statements; Common – Size Statements; Trend Percentages and Ratio Analysis. ***Accounting Ratios***- Classification; Profitability ratios; Turnover Ratios; Solvency Ratios' Analysis of Capital Structure; Ratios as Predictors of insolvency; Significance Limitations and interpretation of Ratio Analysis.<br><br>Cash Flow Analysis: Meaning and Importance, Cash flow from operating, investing and financing activities. Preparation and Interpretation of Cash Flow Statement (AS-3 revised) using indirect method. | | |

**Learning Experience: T**he learning experience will include interactive lectures with real-world examples to make accounting concepts engaging. Students will gain hands-on practice through practical exercises in accounting. Group activities and case studies will enhance collaborative problem-solving skills. Regular quizzes and assignments will reinforce learning, while guest lectures from industry experts will provide current insights. Opportunities for self-reflection and feedback will help students assess their progress and improve their understanding.

**Textbooks:**


1. R. Narayanaswamy. "Financial Accounting: A Managerial Perspective", PHI Learning Pvt. Ltd.
2. Maheshwari, S. N. Financial Accounting. 6th ed., Vikas Publishing House


**Suggested Readings:**


1. Anthony, R. N., Hawkins, D. F., & Merchant, K. A. Accounting: Text and Cases (13th ed.). McGraw-Hill Education.

2. Grewal, T. S. Double Entry Book Keeping: Financial Accounting for Class 12. Sultan Chand & Sons.
3. Monga, J. R. Financial Accounting: Concepts and Applications. Mayur Paperback.

**Open Educational Resources (OER)**

1. OpenStax Financial Accounting Textbook
2. MIT OCW Financial Accounting Course
3. Coursera Financial Accounting Course
4. Saylor Academy Financial Accounting Course

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB186** | **Course Title: Excel for business decision making** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **2** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 60 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective**

Upon completing this course, students will understand the core functionalities of MS Excel, including creating, managing, and formatting worksheets. They will apply data visualization techniques to generate clear insights through charts and pivot tables, and analyze complex datasets using advanced functions like VLOOKUP, INDEX, and MATCH. The course will also enable students to evaluate financial scenarios using functions like PV, FV, and IRR, facilitating real-world financial decision-making. By the end, students will be able to create effective Excel models for data analysis, visualization, and financial management.

**Course Outcomes**:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the fundamental features of MS Excel, including worksheet management, data organization, and basic functions. | L2 |
| CO2 | **Applying** advanced functions like VLOOKUP, HLOOKUP, and INDEX to efficiently retrieve data and customize validation rules. | L3 |
| CO3 | **Analysing** data through charts, pivot tables, and slicers to identify patterns, trends, and anomalies for better data interpretation. | L4 |
| CO4 | **Evaluating** financial scenarios by using financial functions such as PV, FV, NPV, and IRR to assess business decisions. | L5 |
| CO5 | **Creating** comprehensive Excel models by integrating visualization, advanced functions, and financial analysis for decision-making. | L6 |

**Course Content**

| **Unit I:** | **Basics of MS Excel** | **15 Hours** |
|---|---|---|
| Features of MS Excel, Worksheets and Workbooks: Labelling and Naming Worksheets and Workbooks, Adding, Deleting and Saving Worksheets and Workbooks, Reposition Worksheets, Inserting, Deleting, and Renaming Worksheets, Copy Worksheets, Printing a Workbook, Formatting a Worksheet, Adding Elements to a Workbook, Protecting Worksheet and Workbook. Creating a Table, Sorting Data into a Table, Data Validation, insert function, Use relative References, Mathematical Functions, Statistical Functions, Date & Time Functions. | | |
| **Unit II** | **Data Visualization through MS Excel** | **15 Hours** |
| Charts: Chart elements: Titles, legend, data labels, creating a New Chart, Formatting the Chat, Types of charts, Using Chart Templates.<br>PivotTables: Creating a PivotTable, Filtering and Sorting a PivotTable, Using Slicers to manipulate PivotTables, Creating a PivotChart | | |
| **Unit III** | **Advanced Functions and Data Validation** | **15 Hours** |
| VLOOKUP, HLOOKUP, INDEX, MATCH for advanced data retrieval; Data Validation Rules - Creation & Customisation; Conditional Formatting - Highlighting trends, patterns, and anomalies in data. | | |
| **Unit IV** | **Financial Functions in MS Excel** | **15 Hours** |
| Introduction to Financial Functions, Present Value (PV), Future Value (FV), Payment Calculation (PMT), Net Present Value (NPV), Internal Rate of Return (IRR), Straight-Line Depreciation (SLN), Declining Balance Depreciation (DB), Cash Flow Analysis, Practical Applications of Financial Functions | | |

**Learning Experience:** The learning process for this course combines instructor-led classes, hands-on practical's, quizzes, and assessments, making it highly interactive and effective. Initial classes will cover MS Excel basics, including workbook management and data organization, with practical exercises reinforcing each concept. In data visualization sessions, students will engage in labs to create and format charts and pivot tables. Advanced functions and data validation techniques will be taught through case-based exercises. Financial functions will be explored using real-world scenarios, enhancing problem-solving skills. Frequent quizzes and tests will track progress, ensuring students develop robust Excel skills for business applications.

**Textbooks**

1. Paul McFedries - Microsoft Excel Formulas and Functions (Office 2021 and Microsoft 365) - 1st Edition - Pearson Education.
2. Wayne Winston - Microsoft Excel Data Analysis and Business Modeling (Office 2021 and Microsoft 365) - 7th Edition - Microsoft Press.
3. Glyn Davis & Branko Pecar - Business Statistics Using Excel - 2nd Edition - Oxford University Press

**Open Educational Resources (OER)**

1. https://www.coursera.org/learn/advanced-excel/
2. https://excelgraduate.com/advanced-excel/

3. https://www.coursera.org/programs/excel-skills-for-business-specialization-r62pz/learn/excel-advanced?specialization=excel

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB176** | **Course Title:**<br>**Professional Communication for Managers** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Proficiency in English and basic presentation skills | | | | |

Course Perspective

This course enables MBA students to develop essential written, verbal, non-verbal, and digital communication skills required in professional business settings. It focuses on practical communication tools including business writing, presentations, negotiations, public speaking, email etiquette, cross-cultural interactions, and communication strategy formulation. The course builds confidence, clarity, persuasion, and presence for effective leadership communication.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | Understanding principles of effective business communication and barriers to communication. | L2 |
| CO2 | Analyzing communication styles and contexts to tailor messages for varied stakeholders. | L4 |
| CO3 | Evaluating the effectiveness of written and verbal communication using structure and tone. | L5 |
| CO4 | Applying communication frameworks in real-world business situations including conflict and negotiation. | L6 |
| CO5 | Delivering professional-grade business documents and presentations with impact. | L6 |

Course Content

Unit I: Foundations of Professional Communication (10 Hours)

- Communication Process: Models, channels (formal/informal, upward/downward/horizontal), barriers, and overcoming them
- Principles of effective business communication: Clarity, brevity, audience analysis, and feedback.

- Verbal, non-verbal, and para-verbal communication: Body language, tone, listening skills
- Interpersonal and intercultural communication: Managing diversity, global business etiquette, and cross-cultural protocols
- Communication in teams: Collaboration, conflict resolution, and virtual team dynamics.
- Experiential: In-class simulations, role-plays, and peer feedback.

Unit II: Business Writing Excellence (12 Hours)

- Business writing principles: Structure, coherence, tone, and style
- Types of business documents: Emails, memos, business letters, executive summaries, proposals, and reports
- Writing for impact: Informative, persuasive, and negative messages; storytelling in business writing
- Visual communication: Designing effective slides, infographics, and data visualization.
- Editing and proofreading: Grammar, punctuation, and formatting for professionalism.
- Experiential: Drafting and critiquing business documents, peer editing workshops

Unit III**:** Oral Communication and Professional Presence (11 Hours)

- Public speaking: Techniques for confident, clear, and persuasive presentations
- Presentation design and delivery: Structure, visuals, storytelling, and audience engagement.
- Leading and participating in business meetings: Agendas, minutes, facilitation, and follow-up.
- Negotiation and influencing skills: Strategies, tactics, and managing difficult conversations
- Crisis and change communication: Communicating under pressure, managing rumours, and stakeholder messaging.
- Experiential: Individual and group presentations, mock meetings, negotiation simulations.

Unit IV: Digital, Social, and Contemporary Communication (11 hours)

- Digital communication tools: Email, instant messaging, video conferencing, and collaborative platforms
- Social media for professionals: LinkedIn, Twitter, and digital branding.
- Communication in remote and hybrid workplaces: Etiquette, engagement, and productivity.
- Communication analytics: Measuring effectiveness, feedback mechanisms, and continuous improvement.
- Business etiquette in the digital age: Professionalism, privacy, and online reputation management.
- Experiential: Social media profile audits, digital communication exercises, feedback analysis.

Learning Experience

Students will engage in recorded presentations, feedback sessions, live role-plays, peer reviews, case analysis, and business writing labs. The course is designed to build confidence, coherence, and strategic adaptability in various real-life business contexts.

Pedagogical Innovations

- **Communication Simulation Roleplays:** Managerial communication scenarios like performance feedback, negotiation, and customer complaints.
- **Write-to-Impact Workshops:** Guided rewriting of poorly written business emails and reports to improve clarity and tone.
- **Presence Lab:** Body language, posture, and non-verbal delivery exercises with peer critique.
- **Storytelling Studio:** Use business storytelling templates for leadership and marketing communication.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Communication Style Self-Audit | Self-awareness & Listening | Use instruments to discover personal communication styles and listening gaps | Improve personal effectiveness and audience sensitivity |
| 2. Email Makeover Challenge | Business Writing | Rewrite badly written business emails into professionally appropriate versions | Enhance tone, clarity, and effectiveness in digital communication |
| 3. Executive Presentation Lab | Verbal Communication & Visuals | Deliver a 5-minute professional presentation with deck and Q&A | Build confidence in delivering structured messages |
| 4. GD Simulation | Group Dynamics | Participate in live group discussions with evaluation on structure and collaboration | Improve presence and assertiveness in group settings |
| 5. Conflict Communication Roleplay | Difficult Conversations | Simulate feedback or conflict management situation | Apply frameworks for empathy, logic, and resolution |
| 6. Business Report Writing Project | Formal Documentation | Draft a structured report on a case or industry issue with executive summary | Demonstrate formal writing structure and logic |
| 7. Personal Branding Toolkit | Professional Image | Create LinkedIn profile, resume, bio, and signature pitch | Present self effectively in professional platforms |
| 8. Cultural Etiquette Workshop | Global Communication | Explore communication do's and don'ts across | Navigate global workplaces with |

| | | | |
|---|---|---|---|
| | | cultures through case-based games | awareness and adaptability |
| 9. Final Capstone Presentation | Integrated Communication | Deliver a strategic presentation and Q&A to a mock board panel | Synthesize oral, visual, and strategic communication competencies |

Textbooks

- Bovee, C.L., & Thill, J.V. (2021). *Business Communication Today* (15th Ed.). Pearson.
- Lesikar, R.V., Flatley, M.E., & Rentz, K. (2020). *Business Communication: Making Connections in a Digital World* (13th Ed.). McGraw-Hill Education.
- Raman, M., & Singh, P. (2022). *Business Communication* (2nd Ed.). Oxford University Press.

Reference Books

- Guffey, M.E., & Loewy, D. (2021). *Essentials of Business Communication* (11th Ed.). Cengage Learning.
- Carnegie, D. (2019). *The Quick and Easy Way to Effective Speaking*. Pocket Books.
- Duarte, N. (2012). *HBR Guide to Persuasive Presentations*. Harvard Business Review Press.
- Harvard Business Review – *On Communication*, *Difficult Conversations*, *Emotional Intelligence* Series
- TED Talks: Nancy Duarte, Amy Cuddy, Simon Sinek (on Communication and Leadership)

Open Educational Resources (OER)

- Coursera – *Business Communication for Success* (University of British Columbia)
- edX – *English for Business and Entrepreneurship* (University of Pennsylvania)
- LinkedIn Learning – *Business Writing & Presentation Essentials*
- Toastmasters International – Free Resources on Public Speaking
- YouTube – Speaking & Communication Channels (e.g., Charisma on Command, Slidebean)

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Labs, Roleplays, Assignments) | 40 Marks |
| II) Mid-Term Simulation (Presentation + Feedback) | 20 Marks |
| III) End-Term Project (Report + Strategic Pitch) | 40 Marks |
| **Total** | **100** |

**Note:** Students must obtain a minimum of 40% in both internal and end-term evaluations to pass the course.

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB187** | **Course Title: Innovation And Design Thinking** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **0** | **2** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Understanding of Management Principles and Creativity Concepts | | | | |

Course Perspective

This course introduces MBA students to the principles and practices of innovation and design thinking as essential tools for solving complex business problems. It emphasizes user-centered design, iterative ideation, and prototyping to create innovative products, services, and business models. The course blends theory with hands-on application to develop creative confidence, problem-solving ability, and strategic thinking in uncertain environments.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | Understanding key concepts of innovation, creativity, and design thinking frameworks. | L2 |
| CO2 | Analyzing user needs and pain points using observation and empathy techniques. | L4 |
| CO3 | Evaluating ideation techniques and innovation strategies for product, service, or process development. | L5 |
| CO4 | Formulating prototypes and test solutions through iterative feedback and refinement. | L6 |
| CO5 | Applying design thinking and innovation methods to real-world challenges and entrepreneurial ventures. | L6 |

Course Content

Unit I: Foundations of Innovation and Creativity (8 Hours)

- Introduction to innovation: definitions, types (product, process, business model)
- Sources of innovation: customer needs, R&D, trends, open innovation
- Organizational culture and structures supporting innovation

- Creativity techniques: SCAMPER, brainstorming, mind mapping
- Barriers to creativity and fostering innovation mindsets

Unit II: Design Thinking Framework and Empathy Phase (8 Hours)

- Design thinking process: Empathize, Define, Ideate, Prototype, Test
- Empathy techniques: user observation, ethnographic research, journey mapping
- Problem framing and defining Point of View (POV)
- Personas and need statements
- Tools: empathy maps, customer journey canvas

Unit III: Ideation and Prototyping (8 Hours)

- Divergent and convergent thinking
- Ideation techniques: brainstorming, brainwriting, six thinking hats
- Concept selection methods: dot voting, effort-impact matrix
- Prototyping: low-fidelity vs. high-fidelity, storyboards, wireframes
- Tools: paper prototyping, Figma, Miro

Unit IV: Testing, Implementation, and Innovation Strategy (6 Hours)

- Feedback loops and iteration
- Testing techniques: A/B testing, usability testing, focus groups
- Scaling innovation within organizations
- Lean startup principles: MVP, pivot, build-measure-learn loop
- Case studies: design-led innovation from IDEO, Apple, Airbnb, Tata

Learning Experience

The course uses design challenges, team-based innovation labs, rapid prototyping exercises, and real-world problem-solving to help students internalize the creative process and build innovation capabilities. Emphasis is placed on mindset shifts, collaboration, and experimentation.

Pedagogical Innovations

- **Design Thinking Sprint:** Teams complete a full-cycle design thinking sprint over multiple classes.
- **Empathy Walks:** Students observe users in real-life environments to gain insights beyond verbal feedback.
- **Prototyping Labs:** Teams build and showcase low-fidelity prototypes using everyday materials and digital tools.

- **Creative Confidence Circles:** Peer feedback and self-reflection sessions to overcome creative anxiety and build idea fluency.
- **Innovation Shark Tank:** Final project pitch to a mock panel with user-tested innovations and business model integration.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Empathy Mapping Workshop | User Research | Create detailed empathy maps and personas based on field interviews | Build user-centric thinking and insight extraction |
| 2. Problem Framing Challenge | Design Problem Definition | Redefine ambiguous business problems into actionable POVs | Improve problem-solving precision and creativity |
| 3. Ideation Jam | Idea Generation | Rapid-fire ideation session using SCAMPER and brainwriting techniques | Boost divergent thinking and idea generation skills |
| 4. Prototype Theater | Concept Visualization | Build and act out prototype scenarios to test user engagement | Visualize and simulate innovative solutions |
| 5. Lean Canvas Design Sprint | Business Model Innovation | Fill out Lean Canvas for an innovative idea with real-time feedback | Translate design ideas into viable ventures |
| 6. Innovation Case Studio | Strategy & Culture | Analyze and present how top companies embedded innovation into their DNA | Understand strategic implications of innovation |
| 7. Feedback Loop Simulation | Iteration and Testing | Conduct structured user testing and refine prototypes based on feedback | Apply iterative improvement and feedback incorporation |
| 8. Innovation Audit | Organizational Readiness | Assess innovation practices of a real firm and suggest improvements | Evaluate and benchmark innovation capabilities |
| 9. Final Design Thinking Capstone | Integrated Application | Solve a live business or social problem using the full design thinking cycle | Synthesize all tools and methods in a real-world context |

Textbooks


- Kelley, T., & Kelley, D. (2013). *Creative Confidence: Unleashing the Creative Potential Within Us All*. Crown Business.
- Thomas Lockwood and Edgar Papke (2025). "Design Thinking: Integrating Innovation, Customer Experience, and Brand Value".
- Falk Uebernickel, Li Jiang, and Walter Brenner (2025). Design Thinking: The Handbook.

- Brown, T. (2009). *Change by Design: How Design Thinking Creates New Alternatives for Business and Society*. Harvard Business Review Press.
- Liedtka, J., Ogilvie, T., & Brozenske, R. (2019). *The Designing for Growth Field Book*. Columbia University Press.

Reference Books

- Martin, R. (2009). *The Design of Business: Why Design Thinking is the Next Competitive Advantage*. Harvard Business Press.
- Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation*. Wiley.
- Ries, E. (2011). *The Lean Startup*. Crown Publishing.
- IDEO U – *Design Thinking Resources*
- Harvard Business Review – *On Innovation*, *Design Thinking* Series

Open Educational Resources (OER)

- IDEO Design Kit – https://www.designkit.org
- Stanford d.school – https://dschool.stanford.edu/resources
- Coursera – *Design Thinking for Innovation* (University of Virginia)
- edX – *Design Thinking and Innovation* (RIT)
- YouTube – Cooper Hewitt, IBM Design Thinking, IDEO U videos

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Labs, Design Sprints, Exercises) | 40 Marks |
| II) Mid-Term Project (Empathy + Ideation + Prototype) | 20 Marks |
| III) End-Term Project (Tested Innovation + Final Pitch) | 40 Marks |
| **Total** | **100** |

**Note:** Students must secure a minimum of 40% in both internal and end-term components to pass the course.

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB177** | **Course Title: Marketing Strategies for the Modern Market Place** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic knowledge of Marketing and the internet** | | | | |

**Course Perspective**

This course on Digital Marketing provides students with a comprehensive understanding of the digital marketing landscape, bridging the gap between traditional marketing and the evolving digital space. By exploring key digital tools such as SEO, PPC, and SEM, students will be equipped with strategies to enhance brand reach, customer engagement, and conversions. The course emphasizes practical applications, enabling students to process orders, utilize digital marketing

analytics, and apply research methods. It prepares students for roles that demand proficiency in the use of online platforms to drive business success.

**Course Outcomes**:

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the fundamental concepts of Digital Marketing. | L2 |
| CO2 | **Applying** the various components of the digital marketing mix and assessing their impact on consumer behavior and business models. | L3 |
| CO3 | **Analysing** digital marketing tools to enhance online presence and customer engagement. | L4 |
| CO4 | **Evaluating** the effectiveness of online order processing systems and ensuring data integrity and security in digital transaction | L5 |
| CO5 | **Creating** integrated digital marketing strategies by leveraging various digital channels to achieve business objectives and improve user engagement. | L6 |

**Course Content**

| **Unit I** | **Introduction** | **10 Hours** |
|---|---|---|
| Understanding marketing through the internet - Definition of digital marketing; origin of digital Marketing, Traditional vs. digital Marketing. - Benefits of Digital marketing e.g. reach, scope, immediacy, interactivity | | |
| **Unit II** | **Digital Marketing Tools** | **08 Hours** |
| The Internet micro- and macro-environment, Internet users in India - The Internet marketing mix: product and branding; place e.g. channels, virtual Organizations; price e.g. auctions; promotions; people; processes; physical evidence. - Digital marketing tools/e-tools; the online marketing matrix including business and Consumer markets; the online customer. | | |
| **Unit III** | **Order Processing** | **08 Hours** |
| Interactive order processing: choosing a supplier; selecting a product; checking stock Availability; placing an order; authorization of payment; input of data; data transfer; Order processing; online confirmation and delivery information; tracking of order; Delivery; data integrity and security systems; Use the internet for promotion using digital marketing Communications. | | |
| **Unit IV** | **SEM/SEO/PPC** | **08 Hours** |
| Content Production; Video-based marketing; Credibility and Digital Marketing; IoT; User Experience; Future of Digital Marketing. Managing Digital Marketing Campaigns. | | |
| **Unit V** | **Market Research** | **06 Hours** |
| Market research - Customer relationship Marketing - Internet communities. | | |

**Learning Experience:** Students will engage in both theoretical and practical learning experiences throughout the course. Real-world case studies, hands-on exercises with digital marketing tools like Google Ads and SEO practices, and interactive sessions on SEM and PPC will provide students with a well-rounded understanding of how digital marketing strategies are implemented. Through live projects, simulations, and group activities, students will explore customer interaction through digital platforms, order processing systems, and the role of Internet marketing in today's business environment, ensuring they are equipped with the skills needed in a fast-evolving digital landscape.

**Textbooks**


1. Bly, R. W. (n.d.). *The digital marketing handbook*. Entrepreneur Press.
2. Ryan, D., & Russ, H. (n.d.). *Digital marketing for dummies*. John Wiley & Sons.
3. Gupta, S. (n.d.). *Digital marketing*. McGraw Hill Education (India) Private Limited.
4. Chaffey, D., & Ellis-Chadwick, F. (2022). Digital marketing (8th ed.). Pearson.

5. Gupta, S. (2022). Digital marketing. McGraw Hill.

**Suggested Readings**

6. Bhatia, Puneet S.: Fundamentals of Digital Marketing. Pearson
7. Kotler, Philip: Marketing 4.0: Moving from Traditional to Digital. Wiley

**Open Educational Resources (OER)**

1. https://learndigital.withgoogle.com/digitalgarage/
2. https://www.semrush.com/blog/digital-marketing-strategies/

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER I | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT171** | **Course Title: Digital Payments Evolution and Tools** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **1** | **0** | **1** | **2** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic knowledge of Marketing and the internet** | | | | |

**Course Perspective**

The Digital Payments Evolution and Tools module provides MBA students specializing in FinTech with a comprehensive understanding of the digital payments landscape. It covers the evolution of payment systems, key stakeholders like RBI and NPCI, business models, backend processes, and regulatory frameworks governing the industry. Through case studies and a hands-on business plan development, students will gain practical insights into building and scaling digital payment solutions. This module equips learners with the strategic and technical knowledge needed to innovate in the fast-evolving digital payments ecosystem.

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the historical shift from cash-based to digital-first economies, analyzing key innovations like UPI, contactless payments, and blockchain-based systems. | L2 |
| CO2 | **Examining** the roles of RBI, NPCI, FinTech firms, investors, and regulators in shaping the digital payments ecosystem, identifying their mandates and contributions. | L4 |
| CO3 | **Evaluating** various digital payment business models, including UPI, BNPL, and wallets, analyzing revenue streams, cost structures, and monetization strategies. | L5 |
| CO4 | **Understanding** backend operations including transaction processing, payment gateways, settlement systems, fraud prevention, and compliance with KYC, AML, and data security norms. | L2 |
| CO5 | **Designing** a comprehensive and scalable business plan for a FinTech digital payment startup, incorporating a go-to-market strategy and ensuring regulatory compliance. | L6 |

| Unit I | Evolution of Digital Payments | 8 Hours |
|---|---|---|
| • History of payments – Barter system to digital transactions (1 Hour)<br>• Growth of credit/debit cards, internet banking, mobile wallets (1.5 Hours)<br>• Rise of UPI, BNPL (Buy Now Pay Later), and blockchain-based payments (2 Hours)<br>• Impact of digital payments on financial inclusion & economy (1.5 Hours)<br>• Global innovations and future trends in digital payments (2 Hours) | | |
| **Unit II** | **Key Stakeholders in Digital Payments** | **8 Hours** |
| • Regulators & Policies: Role of RBI, NPCI, SEBI in digital payments<br>• Industry Players: Banks, FinTech startups, BigTech (Google Pay, Apple Pay)<br>• Investors & Market Trends: Venture capital funding & business models<br>• Consumer Adoption & Behavior: Digital payment penetration & user trends<br>• Challenges & risks in digital payments ecosystem | | |
| **Unit III** | **Business Models & Tools in Digital Payments** | **8 Hours** |
| • Overview of digital payment models – Wallet-based, QR-based, card-based<br>• Revenue models – MDR (Merchant Discount Rate), subscription, data monetization<br>• Role of AI, IoT, and Blockchain in digital payments<br>• BNPL (Buy Now Pay Later) & Embedded Finance – Industry disruption<br>• Case study discussions on successful digital payment models | | |
| **Unit IV** | **Backend Processes & Compliance in Digital Payments** | **8 Hours** |
| • Payment processing cycle – Authorization, clearing, settlement<br>• Role of payment gateways & acquiring banks in transactions<br>• Security risks & fraud detection in digital payments<br>• Regulations: KYC, AML, PSD2, Data Protection Laws, RBI guidelines<br>• Case study on cybersecurity challenges in digital transactions<br>Case Study: How Razorpay ensures secure payment transactions | | |
| **Unit V** | **Hands-on Business Plan Development** | **8 Hours** |
| • Identifying opportunities & gaps in digital payments<br>• Designing a value proposition, go-to-market strategy, and revenue model<br>• Addressing regulatory compliance and risk assessment<br>• Creating a digital payments startup concept<br>• Pitching the business plan – Investor & business perspective | | |

**Learning Experience**

Students will gain a comprehensive understanding of the digital payments ecosystem, from its evolution to modern tools, business models, and regulatory frameworks. Through real-world case studies, hands-on exercises, and a capstone project, they will develop practical insights into payment processing, security, and compliance. This immersive learning experience will equip them with the skills to analyze, innovate, and contribute to the rapidly evolving FinTech landscape.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

## SEMESTER II

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB271** | **Course Title: Business Environment** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

Course Perspective

This course familiarizes students with the external environment in which businesses operate. It focuses on economic, political, legal, technological, global, and socio-cultural forces and how these influence business decisions. The course aims to equip students with analytical tools to interpret environmental changes and assess their implications for business strategy and operations.

**Course Outcomes**

| CO No. | Course Outcome Statement | Bloom's Level |
|---|---|---|
| CO1 | **Understanding** the structure and components of the business environment. | L2 |
| CO2 | **Analyzing** macroeconomic and microeconomic factors affecting business decisions. | L4 |
| CO3 | **Evaluating** the impact of globalization, economic policies, and reforms on the Indian business sector. | L5 |
| CO4 | **Interpreting** political, legal, and socio-cultural changes and their implications for business. | L3 |
| CO5 | **Formulating** strategies responsive to dynamic business environments. | L6 |

**Course Content**

Unit I: Introduction to Business Environment (8 Hours)

- Nature, scope, and significance of business environment
- Types: internal vs external; micro vs macro
- Environmental scanning and monitoring
- Dynamic nature of business environment

Unit II: Economic Environment (10 Hours)

- Structure of Indian economy
- Economic planning and policies: fiscal, monetary, industrial
- Role of RBI and regulatory bodies

- Liberalization, Privatization, Globalization (LPG Model)
- Recent economic reforms and trends

Unit III: Political and Legal Environment (9 Hours)

- Role of government in business
- Political institutions and stability
- Legal environment and regulatory framework affecting business
- Ease of Doing Business in India

Unit IV: Socio-Cultural and Technological Environment (9 Hours)

- Cultural dimensions and their impact on business
- CSR and ethical dimensions
- Demographic changes and social trends
- Technological innovation and digital disruption

Unit V: Global Business Environment (9 Hours)

- Globalization and WTO
- Regional trade blocs: EU, ASEAN, SAARC
- India's foreign trade and investment scenario
- Impact of global crises on Indian business

**Learning Experience**

Students will analyze real-world business scenarios using PESTLE and SWOT analysis, engage in environmental scanning simulations, and prepare sectoral business environment reports.

**Experiential Learning Activities**

| Activity Title | Concepts Covered | Activity Description | Learning Outcome |
|---|---|---|---|
| PESTLE Industry Report | Macro Analysis | Analyze one sector using PESTLE framework | Identify key external forces impacting industries |
| Economic Policy Tracker | Policy Environment | Track and analyze recent economic policies and reforms | Interpret government interventions on business |
| Global Trends Mapping | International Business Environment | Present key global events and their effect on Indian firms | Link global dynamics to local decision-making |
| Culture and Business Exercise | Socio-Cultural Environment | Study cross-cultural business failures or successes | Understand cultural impact on global operations |
| Technology Watch | Technological Environment | Map disruptive innovations in a chosen industry | Apply foresight to business planning |

**Textbooks**

- Fernando, A.C. (2022). *Business Environment*. Pearson Education.
- Aswathappa, K. (2020). *Essentials of Business Environment*. Himalaya Publishing.

**Reference Books**

- Francis Cherunilam (2025). Business Environment: Text and Cases (Himalaya Publishing, 27th Edition).
- Cherunilam, F. (2021). *Business Environment*. Himalaya Publishing.
- Shaikh Saleem (2025). Business Environment (Pearson, 6nd Edition).
- Mohinder Km Sharma (2025). Business Environment in India.
- Paul, J. (2022). *Business Environment: Text and Cases*. McGraw Hill
- Economic Survey of India (Latest Edition)
- RBI Bulletins and Government Policy Documents

**Open Educational Resources (OER)**

- NPTEL – *Business Environment* (IIT Kharagpur)
- World Bank & IMF Economic Outlook Reports
- RBI and Ministry of Finance official reports
- UNCTAD and WTO publications

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB272** | **Course Title: Costing And Control Systems** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Understanding of Financial Accounting | | | | |

Course Perspective

This course introduces MBA students to the principles and practices of cost accounting and management control systems, focusing on cost behavior, cost allocation, budgeting, standard costing, and performance evaluation. It helps learners understand how cost data is used for planning, decision-making, and control in various business settings. The course also explores strategic cost management and modern control systems used in decentralized and performance-driven organizations.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** cost concepts, classification, and cost structures used in managerial decisions. | L2 |
| CO2 | **Analyzing** costing methods and systems for different types of businesses. | L4 |
| CO3 | **Evaluating** budgeting, standard costing, and variance analysis techniques. | L5 |
| CO4 | **Formulating** cost control and reduction strategies using modern costing tools. | L6 |
| CO5 | **Developing** management control systems for performance measurement and organizational alignment. | L6 |

Course Content

Unit I: Fundamentals of Cost Accounting (10 Hours)

- Concepts and classification of cost: fixed, variable, semi-variable, direct, indirect
- Cost centers, cost units, cost allocation and apportionment
- Cost sheet preparation and reconciliation with financial accounts
- Role of costing in managerial decision-making
- Limitations of traditional costing systems

Unit II: Costing Methods and Techniques (12 Hours)

- Job costing, batch costing, process costing
- Operating costing (transport, hotel, hospital)
- Contract costing and escalation clauses
- Activity-Based Costing (ABC) and its strategic applications
- Life Cycle Costing and Target Costing

Unit III: Budgeting, Standard Costing and Variance Analysis (12 Hours)

- Types of budgets: fixed, flexible, zero-based, rolling budgets
- Budgetary control system and responsibility accounting
- Standard costing: setting standards and analyzing variances
- Material, labor, overhead and sales variances
- Behavioral implications of budgeting and variance reporting

Unit IV: Management Control Systems and Performance Evaluation (11 Hours)

- Concepts of control systems and strategic alignment
- Transfer pricing and divisional performance
- Balanced Scorecard and KPIs
- Strategic Cost Management and Value Chain Analysis
- Emerging trends: Kaizen costing, lean accounting, throughput costing

Learning Experience

Students will work on costing exercises, interpret cost sheets, simulate budgets, and prepare management reports. Real case studies from manufacturing and service industries are used to illustrate strategic cost control and performance management.

Pedagogical Innovations

- **Cost Sheet Design Studio:** Learners prepare cost sheets for varied product/service scenarios using spreadsheets.
- **ABC Model Development Lab:** Build activity-based costing models to assess cost drivers and product profitability.
- **Variance Analysis Game:** Teams identify and analyze real variances using role-played factory scenarios.
- **Balanced Scorecard Simulation:** Map performance indicators and strategy alignment for different business functions.
- **Strategic Cost Audit Case:** Students audit and recommend cost control measures for live organizations.

Experiential Learning Activities

| Activity Title | Concepts Covered | Activity Description | Learning Outcome |
|---|---|---|---|
| 1. Cost Sheet Preparation Challenge | Costing Basics | Build detailed cost sheets using real manufacturing data | Understand the structure and logic of costing systems |
| 2. ABC for Product Lines | Activity-Based Costing | Assign costs to product lines using activity drivers | Evaluate product profitability beyond traditional costing |
| 3. Flexible Budget Simulation | Budgeting | Adjust flexible budgets based on changing production volumes | Improve responsiveness in planning and control |
| 4. Variance Reporting Roleplay | Standard Costing | Simulate management meeting to report and act on variances | Apply performance measurement tools in decision-making |
| 5. Transfer Pricing Debate | Control Systems | Evaluate fairness and impact of transfer prices between divisions | Analyze decentralized control systems and internal performance |
| 6. KPI Design Workshop | Performance Metrics | Design key performance indicators aligned with organizational strategy | Link operations and financial control to strategic goals |
| 7. Value Chain Cost Review | Strategic Cost Management | Analyze each stage of value chain for cost drivers and savings | Apply value chain and lean principles for cost control |
| 8. Balanced Scorecard Mapping | Integrated Performance Measures | Build a BSC for a mid-sized company with strategy map | Integrate financial and non-financial controls |
| 9. Cost Transformation Mini Project | Integrated Application | Analyze real firm cost structure and suggest transformation initiatives | Demonstrate cost optimization aligned to business performance goals |

Textbooks


- Horngren, C.T., Datar, S.M., & Rajan, M. (2019). *Cost Accounting: A Managerial Emphasis* (16th Ed.). Pearson.
- Khan, M.Y., & Jain, P.K. (2021). *Cost and Management Accounting* (7th Ed.). McGraw-Hill Education.
- Arora, M.N. (2022). *Cost Accounting: Principles and Practice* (12th Ed.). Vikas Publishing.


Reference Books


- Kaplan, R.S., & Atkinson, A.A. (2020). *Advanced Management Accounting*. Pearson.
- Drury, C. (2018). *Management and Cost Accounting* (10th Ed.). Cengage Learning.
- Anthony, R.N., & Govindarajan, V. (2012). *Management Control Systems* (13th Ed.). McGraw-Hill.
- Bhattacharyya, A.K. (2020). *Principles and Practice of Cost Accounting*. PHI Learning.

Open Educational Resources (OER)

- NPTEL – *Cost Accounting and Control* (IIT Madras)
- edX – *Accounting for Decision Making* (Wharton / University of Michigan)
- MIT OpenCourseWare – *Management Accounting*
- Harvard Business Review Articles on Performance Measurement and Costing
- Investopedia Academy – *Cost Accounting and Managerial Tools*

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Assignments, Quizzes, Lab Sheets) | 40 Marks |
| II) Mid-Term Exam or Case Simulation | 20 Marks |
| III) End-Term Project (Cost Audit or Control System Design) | 40 Marks |
| **Total** | **100** |

**Note:** A minimum of 40% in both internal and end-term components is required to pass the course.

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB273** | **Course Title: Managing People for Driving Growth** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 3 | 0 | 0 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/Co- Requisites** | Basic Understanding of Organizational Behaviour and Business Fundamentals | | | | |

Course Perspective

This course explores how effective people management directly contributes to business growth and competitive advantage. Students will learn to align human capital strategies with organizational goals, focusing on performance, engagement, talent development, and strategic workforce planning. The course bridges HR practices with business outcomes, preparing future managers to lead high-performing teams in dynamic environments while nurturing a culture of innovation and accountability.

Course Outcomes

| **CO No.** | **Course Outcome Statement** | **Bloom's Taxonomy Level** |
|---|---|---|
| CO1 | Understanding the strategic role of people management in driving business growth. | L2 |
| CO2 | Analyzing talent acquisition, development, and retention strategies linked to growth objectives. | L4 |
| CO3 | Evaluating people performance metrics and workforce analytics for decision-making. | L5 |
| CO4 | Formulating initiatives for leadership development, engagement, and organizational agility. | L6 |
| CO5 | Applying people-centric approaches in designing scalable and growth-oriented HR systems. | L6 |

Course Content

Unit I: Strategic People Management and Growth Alignment (10 Hours)

- Strategic HRM and organizational competitiveness
- People strategy and business strategy alignment
- Organizational lifecycle and HR priorities across growth stages
- The role of people in startups, scaleups, and mature firms
- Workforce planning for scalability

Unit II: Talent Acquisition, Retention, and Capability Building (11 Hours)

- Employer branding and attracting high-potential talent

- Talent segmentation and pipeline development
- Learning & Development (L&D) strategies for business growth
- Upskilling, reskilling, and knowledge management systems
- Succession planning and leadership pipeline

Unit III: Performance Management and Workforce Analytics (12 Hours)

- Contemporary performance management systems (OKRs, KPIs, Continuous Feedback)
- Compensation, rewards, and their link to motivation and performance
- Workforce productivity and engagement metrics
- HR analytics and predictive modeling for turnover, performance, and hiring
- Designing dashboards for people performance

Unit IV: Organizational Culture, Engagement, and Change (12 Hours)

- Building high-trust, high-performance cultures
- Employee engagement strategies across hierarchies
- Change management frameworks (Kotter, ADKAR)
- Agile HR practices and people-centric innovation
- Diversity, equity, and inclusion (DEI) as growth drivers

Learning Experience

The course integrates role-plays, HR tool simulations, case analysis, people analytics dashboards, and strategic HR planning activities. Students learn to craft people strategies that align with long-term organizational growth through live examples and participative methods.

Pedagogical Innovations

- **People Strategy Simulation:** Build and align a people strategy with organizational goals in simulated growth scenarios.
- **Employee Journey Mapping Lab:** Trace the lifecycle of an employee from onboarding to exit and optimize touchpoints for engagement.
- **HR Dashboard Design Studio:** Use Excel/Tableau/Power BI to visualize HR KPIs across functions.
- **Performance Appraisal Role-Plays:** Conduct structured feedback conversations using 360° appraisal or OKR frameworks.
- **Growth Culture Blueprint Exercise:** Design cultural attributes, rituals, and values for a fast-scaling company.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. HR–Business Alignment Canvas | Strategic People Planning | Map HR priorities to business objectives across departments | Understand functional linkage between HR and business strategy |
| 2. Talent Audit and Pipeline Plan | Talent Strategy | Conduct a skill gap audit and create a talent pipeline strategy for growth roles | Design proactive hiring and development plans |

| | | | |
|---|---|---|---|
| 3. OKR and KPI Lab | Performance Management | Create OKRs for different job roles and connect them to business KPIs | Translate growth goals into measurable performance objectives |
| 4. Attrition Forecasting Model | HR Analytics | Use Excel to model and predict attrition patterns using employee data | Apply analytics to improve retention strategies |
| 5. Onboarding Experience Design | Culture & Engagement | Create a personalized onboarding journey for a growth-oriented culture | Design HR touchpoints for retention and engagement |
| 6. Culture Diagnostic Simulation | Organizational Culture | Diagnose organizational culture through case data and suggest transformation strategies | Recommend cultural alignment techniques for business expansion |
| 7. Leadership Development Blueprint | Learning & Development | Craft a high-potential leadership development program for middle managers | Link leadership pipeline with future organizational needs |
| 8. Workforce Agility Assessment | Change & Agility | Assess an organization's readiness for agile HR systems | Improve change readiness and adaptive capacity |
| 9. Final People Strategy Project | Integrated Application | Create a full people strategy aligned with business plan of a startup or enterprise | Synthesize people systems with long-term business objectives |

Textbooks


- Dessler, G. (2022). *Human Resource Management* (16th Ed.). Pearson.
- Snell, S.A., Morris, S., & Bohlander, G.W. (2021). *Managing Human Resources* (18th Ed.). Cengage Learning.
- Ulrich, D., & Dulebohn, J.H. (2015). *Are We There Yet? What's Next for HR?* Human Resource Management Review.


Reference Books


- Armstrong, M., & Taylor, S. (2020). *Armstrong's Handbook of Strategic Human Resource Management* (7th Ed.). Kogan Page.
- Cappelli, P. (2019). *Talent on Demand: Managing Talent in an Age of Uncertainty*. Harvard Business Review Press.
- Rao, T.V. (2016). *Performance Management and Appraisal Systems*. SAGE Publications.
- Boudreau, J.W., & Ramstad, P.M. (2007). *Beyond HR: The New Science of Human Capital*. Harvard Business Press.
- Bersin, J. (2014). *The Future of Work: A Guide to the Changing Nature of Employment*. Deloitte Insights.

Open Educational Resources (OER)

- Coursera – *People Analytics* (University of Pennsylvania)
- SHRM Case Studies and HR Trends Reports
- MIT Sloan Management Review – *Human Capital & the Future of Work*
- edX – *Strategic Human Resources* (University of Minnesota)
- HBR – Articles on Culture, Performance, and HR Strategy

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Case Discussions, Activities, Tools) | 40 Marks |
| II) Mid-Term Assessment (Role Play / Analytics Exercise) | 20 Marks |
| III) End-Term Project (Strategic People Plan + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** Students must secure at least 40% in both internal and end-term evaluations to successfully complete the course.

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB274** | **Course Title: Operations Strategy, Systems & Sustainability** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 3 | 0 | 0 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/Co- Requisites** | Basic Understanding of Operations and Supply Chain Management | | | | |

Course Perspective

This course provides MBA students with a strategic understanding of how operations capabilities drive competitive advantage and long-term sustainability. Students will explore how operations strategies are formulated, aligned with business goals, and implemented using integrated systems and processes. Emphasis is placed on sustainable operations, digital transformation, global competitiveness, and continuous improvement for driving operational excellence.

Course Outcomes

| **CO No.** | **Course Outcome Statement** | **Bloom's Taxonomy Level** |
|---|---|---|
| CO1 | **Understanding** the strategic role of operations in enhancing firm competitiveness and value delivery. | L2 |
| CO2 | **Analyzing** the alignment between operations strategies and business objectives across industries. | L4 |
| CO3 | **Evaluating** operational capabilities, systems, and performance trade-offs in dynamic markets. | L5 |
| CO4 | **Formulating** strategies for sustainable, lean, and technology-enabled operations. | L6 |
| CO5 | **Creating** frameworks for process improvement, digital transformation, and sustainable operations. | L6 |

Course Content

Unit I: Foundations of Operations Strategy (10 Hours)

- Nature and scope of operations strategy
- Competitive priorities: cost, quality, flexibility, delivery, innovation
- Operations strategy formulation and alignment with corporate strategy
- Structural and infrastructural decisions in operations
- Global operations and supply chain competitiveness

Unit II: Systems Design and Process Strategy (11 Hours)

- Process types and strategic process choice
- Facility layout, location decisions, capacity planning
- Technology adoption and automation strategies
- Enterprise Resource Planning (ERP) and Operations Information Systems

- Service operations strategy and digital customer journeys

Unit III: Strategic Performance and Productivity (12 Hours)

- Operations performance metrics: efficiency, effectiveness, productivity
- Balanced Scorecard and operations KPIs
- Benchmarking and world-class manufacturing practices
- Theory of Constraints, TOC metrics
- Operations Risk Management and Resilience

Unit IV: Sustainable and Lean Operations (12 Hours)

- Principles of lean thinking and waste elimination
- Green operations, life cycle assessment, and closed-loop supply chains
- Circular economy and net-zero operations
- ISO standards for sustainability (ISO 14001, ISO 50001)
- Role of technology: IoT, AI, and blockchain in sustainable operations

Learning Experience

Students engage in simulations, benchmarking exercises, value stream mapping, ERP walkthroughs, and sustainability audits to understand how operational excellence is achieved in modern firms. The focus is on blending strategy with systems thinking and long-term sustainability goals.

Pedagogical Innovations

- **Operations Strategy Simulation:** Group-based competitive game where students make strategic operations decisions under uncertainty.
- **ERP Process Walkthrough:** Hands-on demonstration of business process integration via SAP/Oracle ERP systems.
- **Sustainability Scorecard Studio:** Students build sustainability KPIs and dashboards for real-world firms.
- **Lean Thinking Lab:** Apply lean tools such as 5S, value stream mapping, and root cause analysis in case simulations.
- **Smart Operations Tech Clinic:** Explore real applications of IoT, digital twins, and analytics in industry operations.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Competitive Priorities Audit | Operations Strategy | Assess how different industries prioritize cost, quality, and delivery | Understand industry-specific strategic focus in operations |
| 2. Value Stream Mapping Lab | Process Design & Lean Thinking | Map a manufacturing or service process to identify NVA activities | Improve process efficiency and customer value |

| | | | |
|---|---|---|---|
| 3. ERP Process Flow Simulation | Operations Systems | Simulate production-to-invoice cycle using ERP modules | Understand integration of core business processes |
| 4. Operations KPI Dashboard | Performance Metrics | Build a dashboard with productivity and quality indicators | Link operational data with decision-making |
| 5. Waste Walk Challenge | Lean and Sustainable Practices | Identify the 7 types of waste in a real or simulated workplace | Develop lean thinking and continuous improvement mindset |
| 6. Sustainability Benchmarking | Environmental & Social Performance | Compare sustainability practices across competing firms | Analyze impact of sustainable operations on brand and profitability |
| 7. Risk Resilience Drill | Operations Risk | Design a contingency and resilience plan for a critical operation | Build capabilities for risk-aware operational strategy |
| 8. Circular Operations Canvas | Sustainability & Lifecycle Thinking | Design a circular business model for a selected product line | Integrate sustainability in product and operations strategy |
| 9. End-to-End Ops Strategy Project | Integrated Application | Develop and present an operations strategy with systems and sustainability components | Synthesize operations knowledge into actionable strategic planning |

Textbooks


- Slack, N., Brandon-Jones, A., & Burgess, N. (2022). *Operations Management* (10th Ed.). Pearson.
- Krajewski, L.J., Ritzman, L.P., & Malhotra, M.K. (2021). *Operations Management: Processes and Supply Chains* (13th Ed.). Pearson.
- Hill, T. (2017). *Operations Strategy* (4th Ed.). Palgrave Macmillan.


Reference Books


- Heizer, J., Render, B., & Munson, C. (2020). *Operations Management: Sustainability and Supply Chain Management* (13th Ed.). Pearson.
- Chopra, S., & Meindl, P. (2021). *Supply Chain Management: Strategy, Planning and Operation* (8th Ed.). Pearson.
- Womack, J.P., & Jones, D.T. (2003). *Lean Thinking*. Free Press.
- Porter, M.E. & Kramer, M.R. (2011). *Creating Shared Value*. Harvard Business Review.
- KPMG, BCG & McKinsey Reports on Operations Excellence & Net-Zero Supply Chains.

Open Educational Resources (OER)

- MIT OpenCourseWare – *Operations Strategy and Performance*
- edX – *Sustainable Operations* (University of Virginia / Delft University of Technology)
- Coursera – *Operations Analytics* (Wharton)
- UN Global Compact – *SDGs and Corporate Sustainability*
- Harvard Business Review – Operations Case Studies and Thought Leadership

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Quizzes, Activities, Labs) | 40 Marks |
| II) Mid-Term Simulation / Case Analysis | 20 Marks |
| III) End-Term Strategic Ops Project + Viva | 40 Marks |
| **Total** | **100** |

**Note:** Students must secure a minimum of 40% in both internal and end-term assessments to pass the course.

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB286** | **Course Title: Business Research Methodology** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 2 | 0 | 2 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/Co- Requisites** | Basic Understanding of Business Statistics and Communication | | | | |

**Course Perspective**

This course provides MBA students with a systematic understanding of research principles, tools, and techniques relevant to business problem-solving and decision-making. It equips students with skills to identify research problems, develop hypotheses, design research studies, collect and analyze data, and present insights with clarity and academic rigor. The course lays the foundation for academic research, consulting projects, market research studies, and dissertation work.

**Course Outcomes**

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** fundamental concepts, types, and applications of business research. | L2 |
| CO2 | **Analyzing** research problems, design research frameworks, and select appropriate methodologies. | L4 |
| CO3 | **Evaluating** tools of data collection, sampling, and measurement techniques. | L5 |
| CO4 | **Applying** statistical techniques to analyze quantitative and qualitative data. | L6 |
| CO5 | **Designing** and presenting research reports for academic and managerial audiences. | L6 |

**Course Content**

**Unit I: Introduction to Research in Business (10 Hours)**

- Nature, purpose, and scope of business research
- Types of research: exploratory, descriptive, causal, applied vs. basic
- The research process and ethical considerations
- Problem identification and defining research objectives
- Review of literature and gap analysis

**Unit II: Research Design and Sampling (11 Hours)**

- Research design: exploratory, descriptive, experimental
- Hypothesis formulation and testing
- Sampling techniques: probability and non-probability sampling

- Sample size determination and sampling errors
- Pilot studies and pre-testing

**Unit III: Data Collection and Measurement (12 Hours)**

- Primary and secondary data sources
- Survey design, questionnaire construction
- Measurement scales: nominal, ordinal, interval, ratio
- Reliability, validity, and scaling techniques (Likert, Semantic Differential)
- Use of online data collection platforms (Google Forms, Qualtrics, SurveyMonkey)

**Unit IV: Data Analysis, Interpretation, and Reporting (12 Hours)**

- Editing, coding, and data entry
- Descriptive statistics: central tendency and dispersion
- Inferential techniques: correlation, regression, chi-square, t-test, ANOVA
- Introduction to qualitative analysis (thematic coding, content analysis)
- Structure of research reports and APA/MLA referencing
- Executive summary and visual presentation of findings

**Learning Experience**

Students will undertake structured research exercises, survey development, data analysis labs using Excel/SPSS, literature reviews, and present research reports in academic or consulting formats. Ethical and real-world applicability of research will be emphasized throughout.

**Pedagogical Innovations**

- **Research Pitch Studios:** Teams pitch a research idea, scope, and framework to a simulated review board.
- **Survey Design Clinics:** Peer-reviewed survey development and feedback sessions using online tools.
- **SPSS/Data Lab Workshops:** Hands-on sessions to analyze data and interpret output for real case scenarios.
- **Mini Research Projects:** End-to-end small group projects involving the full research cycle.
- **Academic Writing Sessions:** Structure-focused workshops to develop high-quality research reports and citations.

**Experiential Learning Activities**

| Activity Title | Concepts Covered | Activity Description | Learning Outcome |
|---|---|---|---|
| 1. Research Problem Scoping | Problem Formulation | Identify research gaps and frame actionable business problems | Refine research questions and objectives |
| 2. Hypothesis Testing Framework | Hypothesis & Variables | Develop hypotheses and identify independent/dependent variables | Link theory with testable statements |

| | | | |
|---|---|---|---|
| 3. Sampling Simulation Game | Sampling Techniques | Choose suitable sampling methods for various business contexts | Understand trade-offs in sample selection |
| 4. Survey Instrument Design | Questionnaire Development | Create and refine a survey tool using Google Forms or Qualtrics | Design high-quality primary data tools |
| 5. Descriptive Analysis Lab | Data Summarization | Use Excel/SPSS to generate descriptive statistics and interpret patterns | Apply basic statistical tools |
| 6. Hypothesis Testing Drill | Statistical Inference | Conduct t-tests, ANOVA, correlation on sample data | Interpret and validate findings statistically |
| 7. Thematic Coding Lab | Qualitative Analysis | Code open-ended responses to identify themes | Analyze and summarize qualitative data |
| 8. Academic Writing Jam | Reporting & Documentation | Draft report sections (abstract, literature review, methodology, etc.) | Improve clarity and academic rigor in documentation |
| 9. Final Research Project Presentation | Integrated Application | Present a research project from problem to results to a panel | Synthesize all stages of research into actionable insights |

**Textbooks**


- Cooper, D.R., Schindler, P.S. (2022). *Business Research Methods* (13th Ed.). McGraw-Hill.
- Zikmund, W.G., Babin, B.J., Carr, J.C., & Griffin, M. (2021). *Business Research Methods* (10th Ed.). Cengage Learning.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (8th Ed.). Pearson.


**Reference Books**


- Malhotra, N.K., & Dash, S. (2020). *Marketing Research: An Applied Orientation* (7th Ed.). Pearson.
- Sekaran, U., & Bougie, R. (2019). *Research Methods for Business: A Skill-Building Approach* (8th Ed.). Wiley.
- Creswell, J.W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th Ed.). SAGE.
- Field, A. (2018). *Discovering Statistics Using SPSS* (5th Ed.). SAGE Publications.
- Journals: *Journal of Business Research*, *Journal of Applied Research*, *Economic & Political Weekly*


**Open Educational Resources (OER)**

- Coursera – *Understanding Research Methods* (University of London)
- edX – *Business Research Methods* (IIMB / HarvardX)
- NPTEL – *Management Research Methods*
- YouTube Channels: CrashCourse, SPSS Tutorials by Dr. Daniel Soper
- Zotero, Mendeley – Free citation and reference management tools

**Evaluation Scheme**

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Quizzes, Labs, Survey Design, etc.) | 40 Marks |
| II) Mid-Term (Research Proposal + Review) | 20 Marks |
| III) End-Term Project (Research Report + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** Students must obtain at least 40% in both internal and end-term evaluations to successfully complete the course.

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB287** | **Course Title: Data Visualization & Storytelling With Tableau and Power BI** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 2 | 0 | 2 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 60 | | | | |
| **Pre-Requisites/Co- Requisites** | Basic Understanding of Data Analysis and Microsoft Excel | | | | |

Course Perspective

This course is designed to equip MBA students with the technical skills and analytical mindset necessary to transform raw data into compelling visual narratives. By mastering Tableau and Microsoft Power BI, students will learn how to explore, visualize, and communicate data insights effectively for business decision-making. The course blends design principles, business storytelling, and dashboarding techniques to turn analytics into action.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | Understanding the principles of data visualization and business storytelling. | L2 |
| CO2 | Analyzing datasets using Tableau and Power BI tools to uncover trends and insights. | L4 |
| CO3 | Designing and constructing interactive dashboards and reports for diverse business use cases. | L5 |
| CO4 | Evaluating visualization effectiveness and improve user interaction through best practices. | L5 |
| CO5 | Creating compelling data stories and present insights to drive business decisions. | L6 |

Course Content

**Unit I: Foundations of Data Visualization and Storytelling (15 Hours)**

- Role of data visualization in decision-making
- Types of charts: comparison, distribution, composition, trend, relationship
- Gestalt principles of visual perception
- Storytelling frameworks:
    - Data-to-decision narrative
    - McKinsey Pyramid
    - Hero's Journey
- Common pitfalls in charts and dashboards
- Principles of visual ethics and avoiding manipulation
- Accessibility and inclusivity in visualization

**Unit II: Visualization Design with Tableau (15 Hours)**

- Tableau environment: dimensions, measures, and data pane
- Connecting to data sources and data preparation
- Filters, calculated fields, groups, hierarchies
- Charts: bar, line, scatter, tree map, pie, bullet, Gantt
- Creating interactive dashboards and stories
- Use of LOD (Level of Detail) calculations
- Drill-down, filters, parameters, tooltips

**Unit III: Business Intelligence with Power BI (15 Hours)**

- Power BI interface and components
- Data loading, transformation with Power Query
- Data modeling using relationships
- Introduction to DAX: calculated columns and measures
- Visualizations: slicers, cards, KPI indicators, combo charts, maps
- Report themes, design best practices
- Publishing reports and sharing insights in Power BI Service

**Unit IV: Integration, Forecasting, and Capstone Project (15 Hours)**

- Time-series analysis and forecasting in Tableau and Power BI
- Integration with Excel, SQL, R/Python scripts
- Comparative strengths: Tableau vs. Power BI
- Final storytelling presentation with feedback session
- End-to-end dashboard project: from business problem to insight
- Evaluating project outcomes using storytelling frameworks

Learning Experience

Students will undertake hands-on labs, real-time dashboard creation, peer reviews, and data storytelling presentations using industry data. Emphasis will be placed on iterative design, interactivity, and clarity of insights tailored to various business functions such as marketing, finance, operations, and HR.

Pedagogical Innovations

- **Live Tableau & Power BI Labs:**Instructor-led walkthroughs followed by guided practice and challenges.
- **Peer Storytelling Jams:** Small group storytelling based on shared datasets, judged on narrative and design.
- **Dashboard Redesign Challenge:** Critique and improve poorly designed dashboards from real-world examples.
- **Business Function Simulations:** Sector-specific dashboard creation (e.g., Sales Analytics, HR Attrition, Supply Chain KPIs).
- **Visualization Design Sprint:** 2-day mini hackathon where teams build and present dashboards under time pressure.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Charting Mistakes Audit | Visual Best Practices | Review poor visualizations and redesign them | Understand do's and don'ts in visual communication |
| 2. KPI Dashboard Design | Metrics and Layout | Build a dashboard for marketing or finance with KPIs and drill-down options | Apply principles of interactive dashboarding |
| 3. Real-Time Sales Dashboard | Tableau Interactivity | Use Superstore dataset to create sales performance insights | Practice slicing, filtering, and storytelling in Tableau |
| 4. DAX Formula Writing Lab | Power BI Logic and Modeling | Write DAX measures for sales ratios, YoY growth, and segment contribution | Understand data modeling and calculations |
| 5. Storytelling Pitch | Narrative Design | Create a narrative-based presentation using data insights | Practice persuasive communication with data |
| 6. Comparative Tool Analysis | Tool Features | Build the same dashboard in both tools and compare usability and features | Critically evaluate tool strengths and limitations |
| 7. Time-Series Forecasting Lab | Predictive Visualizations | Build a time-series forecast for revenue or demand using both tools | Develop predictive visualizations |
| 8. Ethical Visualization Reflection | Data Ethics | Analyze and discuss examples of misleading or manipulative visualizations | Cultivate responsible visualization practices |

| | | | |
|---|---|---|---|
| 9. Capstone Industry Dashboard | Integrated Storytelling | Present a final project addressing a real business question with full visual narrative | Demonstrate end-to-end storytelling and technical competence |

Textbooks

- Murray, D. (2020). *Tableau Your Data!* (3rd Edition). Wiley.
- Ries, D., & Jones, J. (2021). *Microsoft Power BI Data Analyst Certification Guide*. Packt Publishing.
- Berinato, S. (2016). *Good Charts: The HBR Guide to Making Smarter, More Persuasive Data Visualizations*. Harvard Business Review Press.

Reference Books

- Few, S. (2009). *Now You See It: Simple Visualization Techniques for Quantitative Analysis*. Analytics Press.
- McCandless, D. (2014). *Knowledge is Beautiful*. Harper Collins.
- Knaflic, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Wiley.
- Tufte, E. R. (2001). *The Visual Display of Quantitative Information* (2nd Edition). Graphics Press.
- Misiura, J. (2022). *Mastering Microsoft Power BI*. Packt Publishing.

Open Educational Resources (OER)

- Tableau Public Gallery
- Microsoft Learn – Power BI Modules
- Coursera – *Data Visualization with Tableau* (UC Davis)
- edX – *Analyzing and Visualizing Data with Power BI* (Davidson College)
- Kaggle Datasets & Tableau Community Challenges

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Labs, Quizzes, Class Engagement) | 40 Marks |
| II) Mid-Term Assessment (Dashboard Review + Viva) | 20 Marks |
| III) End-Term Capstone Visualization Project + Presentation | 40 Marks |
| **Total** | **100** |

**Note:** A minimum of 40% in both internal and end-term components is required to pass this course.

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT271** | **Course Title: Digital Lending** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 3 | 0 | 0 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective**

This module on Digital Lending provides an in-depth exploration of the digital lending landscape, tracing its evolution, regulatory environment, and the roles of various stakeholders. Students will examine different business models, understand the intricacies of loan underwriting and pricing, and gain practical experience by developing a business plan for a digital lending company. The course aims to prepare students to navigate and innovate within the dynamic digital lending sector.

**Course Outcomes**

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the historical evolution, key developments, and technological transformations in digital lending. | L2 |
| CO2 | **Analyzing** the regulatory landscape including RBI, SEBI, and global frameworks, assessing their impact on digital lending practices. | L4 |

| | | |
|---|---|---|
| CO3 | **Evaluating** the roles and interactions of stakeholders such as NBFCs, banks, credit bureaus, investors, and FinTechs in the digital lending ecosystem. | L5 |
| CO4 | **Comparing** and **assessing** various digital lending business models (P2P, marketplace, balance sheet, embedded, hybrid), and apply credit risk assessment and pricing strategies. | L5 |
| CO5 | Design a digital lending business plan including market research, business model development, financial projections, and regulatory compliance strategies. | L6 |

**Unit 1: Evolution of Digital Lending (8 hours)**

- Historical Milestones: Key developments and breakthroughs in digital lending.
- Technological Advancements: The role of technology in transforming lending practices.

**Unit 2: Regulatory Overview (10 Hours)**

- Regulatory Framework: Overview of key regulations governing digital lending.
- Compliance Requirements: Importance of compliance and its impact on operations.

**Unit 3: Stakeholders in Digital Lending (10 Hours)**

- RBI and Regulatory Bodies: Their roles and regulatory influence.
- Credit Bureaus, NBFCs, and Banks: Their contributions to the digital lending ecosystem.

**Unit 4: Business Models and Underwriting (10 Hours)**

- Different Business Models: Peer-to-Peer (P2P) lending, marketplace lending, balance sheet lending, embedded lending, and hybrid models.
- Credit Risk Assessment and Loan Pricing: Techniques for evaluating borrower risk and factors influencing loan pricing.

**Unit 5: Practical Application - Developing a Digital Lending Business Plan (7 Hours)**

- Market Research and Business Model Development: Analyzing market needs and defining the business model.
- Financial Projections and Regulatory Compliance: Creating financial forecasts and ensuring adherence to regulations.

**Course Topics**

1. **How Digital Lending Has Evolved Over Time**
    - Historical Milestones: Key developments in digital lending.
    - Technological Advancements: Impact of technology on lending practices.
    - Market Trends: Shifts in consumer behavior and market demand.
    - Case Studies: Success stories and failures in digital lending.
    - Future Outlook: Predictions and emerging trends.
2. **Regulation Overview**
    - Regulatory Framework: Key regulations governing digital lending.
    - Compliance Requirements: Understanding compliance and its importance.
    - Role of Regulatory Bodies: Functions of RBI, SEBI, and other regulators.

- Impact of Regulations: How regulations shape the digital lending landscape.
- Global Regulatory Comparisons: Comparing regulations across different countries.

3. **Role of Stakeholders**
    - RBI and Regulatory Bodies: Their influence and regulatory roles.
    - Credit Bureaus: Importance of credit scoring and reporting.
    - NBFCs and Banks: Their roles in the digital lending ecosystem.
    - Lenders and Investors: How they drive the digital lending market.
    - FinTech Companies: Innovations and disruptions by fintech players.

4. **Different Business Models of Digital Lending**
    - Peer-to-Peer (P2P) Lending: How P2P platforms operate.
    - Marketplace Lending: Connecting borrowers with multiple lenders.
    - Balance Sheet Lending: Lenders using their own capital.
    - Embedded Lending: Integrating lending services into other platforms.
    - Hybrid Models: Combining elements of different business models.

5. **Underwriting and Pricing of Loans**
    - Credit Risk Assessment: Techniques for evaluating borrower risk.
    - Data Analytics in Underwriting: Using data to improve underwriting accuracy.
    - Loan Pricing Strategies: Factors influencing loan pricing.
    - Risk-Based Pricing: Adjusting pricing based on risk levels.
    - Innovative Underwriting Models: New approaches to underwriting.

**Learning Experience**

Students will engage in a dynamic and interactive learning environment, combining theoretical knowledge with practical applications. Through lectures, case studies, and hands-on projects, they will gain a deep understanding of digital lending, its regulatory environment, and the roles of various stakeholders. By developing a comprehensive business plan, students will be equipped to innovate and excel in the digital lending sector.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |

| External Assessment-End Term Examination (Theory) 40 Marks |
|---|

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBPR273** | **Course Title: Fintech Product Innovation Challenge** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **0** | **0** | **3** | **0** |
| **Category of Course** | Project | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic understanding of data analysis concepts and Excel proficiency** | | | | |

**Objective:**

The project aims to encourage students to develop innovative financial technology (FinTech) solutions that address real-world financial challenges using risk and fraud analytics.

**Project Scope:**

- Identify a financial problem or inefficiency and propose a FinTech solution.
- Utilize analytics, machine learning, or blockchain technology to enhance fraud detection and risk management.
- Develop a prototype or model demonstrating the feasibility of the solution.

**Project Deliverables:**

1. **Project Proposal:** (Week 2)
    - Problem statement and project objectives
    - Proposed FinTech solution with risk and fraud analytics integration
    - Expected impact and benefits
2. **Literature Review & Market Research:** (Week 4)
    - Analysis of existing FinTech solutions
    - Identification of gaps and opportunities
    - Regulatory and compliance considerations
3. **Methodology & Implementation:** (Week 7)
    - Data collection and processing methods
    - Fraud detection models and risk assessment techniques

- Development of a prototype (if applicable)

4. **Final Report & Presentation:** (Week 10)
    - Summary of findings and solution effectiveness
    - Business model and scalability potential
    - Demonstration of the prototype

**Evaluation Criteria:**

- **Innovation & Creativity (20%)** – Novelty of the FinTech solution
- **Technical Implementation (30%)** – Use of analytics, machine learning, or blockchain
- **Feasibility & Market Impact (20%)** – Practicality and real-world applicability
- **Presentation & Documentation (20%)** – Clarity and professionalism in report and presentation
- **Team Collaboration & Execution (10%)** – Effective teamwork and execution of the project

**Tools & Resources:**

- Python, R, or SQL for data analysis
- Machine learning platforms such as TensorFlow or Scikit-learn
- Blockchain frameworks (if applicable)
- Kaggle datasets for fraud detection modeling

**Textbooks:**

1. Bolton, R. J., & Hand, D. J. (2002). "Statistical Fraud Detection." Chapman & Hall/CRC.
2. Coderre, D. G. (2009). "Fraud Analytics: Strategies and Methods for Detection and Prevention." Wiley.

**Suggested Readings:**

1. Baesens, B. (2015). "Analytics in a Big Data World: The Essential Guide to Data Science and its Applications." Wiley.
2. Ngai, E. W. T., et al. (2011). "The Application of Data Mining Techniques in Financial Fraud Detection: A Classification Framework and an Academic Review of Literature." Decision Support Systems.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER II | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB289** | **Course Title: Placement Training** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **0** | **2** |
| **Category of Course** | | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB371** | **Course Title: Corporate Financial Strategy and Value Creation** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 3 | 0 | 0 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic knowledge of financial accounting and business economics | | | | |

Course Perspective

This course integrates corporate finance concepts with long-term strategic thinking to enhance value creation in businesses. It emphasizes the alignment of financial policy decisions with the firm's overall strategic vision. Students will explore critical aspects such as capital structuring, valuation, financial risk management, and corporate restructuring to become proficient in formulating strategies that drive shareholder value while managing enterprise risks.

Course Outcomes

| **CO No.** | **Course Outcome Statement** | **Bloom's Taxonomy Level** |
|---|---|---|
| CO1 | **Understanding** the foundational principles of corporate finance and their strategic applications. | L2 |
| CO2 | **Analyzing** the impact of capital structure and cost of capital on firm value. | L4 |
| CO3 | **Evaluating** corporate valuation techniques in different strategic contexts. | L5 |
| CO4 | **Formulating** financial strategies for investment, growth, restructuring, and risk mitigation. | L6 |
| CO5 | **Creating** value-based management principles to drive sustainable corporate performance. | L6 |

Course Content

*Unit I: Financial Strategy and Value Creation (9 Hours)*

- Corporate financial strategy and its linkage with business strategy
- Shareholder value, Economic Value Added (EVA), Market Value Added (MVA)
- Financial performance drivers: growth, profitability, and capital efficiency
- Strategic financial goals and firm performance metrics
- Financial strategy in M&A, turnaround, and growth contexts

*Unit II: Capital Structure and Cost of Capital (11 Hours)*

- Capital structure theories: Modigliani-Miller, Trade-Off, Pecking Order
- Components and computation of cost of capital
- Optimal capital structure and value creation
- Dividend policy decisions and payout strategies
- Strategic financing alternatives: equity, debt, hybrid instruments

*Unit III: Valuation and Strategic Investment Decisions (12 Hours)*

- Enterprise and equity valuation techniques: DCF, FCFF, FCFE
- Multiples-based valuation: EV/EBITDA, P/E, P/B, sector-specific metrics
- Valuation in M&A, private equity, and distressed scenarios
- Real options in strategic investment analysis
- Strategic capital budgeting: scenario-based NPV, IRR, and sensitivity analysis

*Unit IV: Strategic Risk Management and Restructuring (13 Hours)*

- Financial risks: liquidity, credit, currency, interest rate, and market risk
- Derivatives and hedging strategies (futures, options, swaps)
- Enterprise Risk Management (ERM) and risk-adjusted return metrics
- Corporate restructuring: LBOs, spin-offs, buybacks, divestitures
- Strategic turnaround strategies and stakeholder management

Learning Experience

Students will engage in real-time financial modeling, simulations, and group presentations. Through case-based learning and the use of financial data tools, learners will gain practical insights into strategic financial decision-making and its impact on firm valuation.

Pedagogical Innovations

- **Valuation & Forecasting Lab:** Building Excel-based DCF models and sensitivity analysis for listed companies
- **Strategic Finance Boardroom Simulation:** Group-based strategy formation and funding pitches for mock boards
- **Financial Scorecard Design Workshop:** Designing dashboards for tracking shareholder value using key ratios and EVA

- **Turnaround Case Clinics:** Financial diagnosis and restructuring plan development for distressed firms
- **Risk Mapping with Derivatives:** Designing hedging strategies based on real firm exposure using options/futures

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. EVA & Value Driver Tree | Value-Based Management | Breakdown ROIC and WACC to analyze firm value creation | Understand key levers of shareholder value |
| 2. Capital Structure Simulation | Financing Decisions | Simulate capital structure under different scenarios using real company data | Evaluate cost-risk trade-offs of financing options |
| 3. DCF Valuation Lab | Corporate Valuation | Develop DCF and terminal value model for a listed Indian firm | Apply discounted cash flow technique for valuation |
| 4. Real Options Decision Tree | Investment Under Uncertainty | Apply decision-tree and options logic to a strategic investment case | Analyze flexibility in strategic investments |
| 5. FX Hedging Game | Financial Risk Management | Simulate foreign exchange risk and design hedging strategy using options | Manage financial exposure using derivatives |
| 6. Corporate Restructuring Clinic | Restructuring Tools | Case analysis of recent LBOs, spin-offs, and turnarounds | Examine restructuring's effect on firm performance |
| 7. Strategic Investment Pitch | Capital Budgeting | Teams propose investment decisions based on IRR, NPV, and risk analysis | Practice capital allocation strategy |
| 8. Value-Based Performance Dashboard | Shareholder Value Metrics | Design scorecards linking strategy with KPIs for value creation | Connect financial metrics to business objectives |
| 9. Final Strategic Finance Project | Integrated Financial Strategy | Strategic finance plan submission with valuation, capital plan, and risk recommendations | Synthesize strategic thinking with technical finance skills |

Textbooks


- **Damodaran, A.** (2012). *Applied Corporate Finance* (4th Edition). Wiley.
- **Copeland, T., Koller, T., & Murrin, J.** (2020). *Valuation: Measuring and Managing the Value of Companies* (7th Edition). McKinsey & Company, Wiley.
- **Chandra, P.** (2022). *Corporate Finance: Theory and Practice* (10th Edition). McGraw-Hill Education.

Reference Books


- **Brealey, R. A., Myers, S. C., & Allen, F.** (2022). *Principles of Corporate Finance* (14th Edition). McGraw-Hill Education.
- **Higgins, R. C.** (2018). *Analysis for Financial Management* (11th Edition). McGraw-Hill.
- **Damodaran, A.** (2016). *Narrative and Numbers: The Value of Stories in Business*. Columbia Business School Publishing.
- **Palepu, K.G., & Healy, P.M.** (2013). *Business Analysis and Valuation* (Text and Cases), Cengage.
- **Ross, S. A., Westerfield, R., & Jaffe, J.** (2021). *Corporate Finance* (13th Edition). McGraw-Hill.


Open Educational Resources (OER)

- NYU Stern – Damodaran's Online Valuation Courseware
- Coursera – *Valuation and Financial Analysis for Startups* (Yonsei University)
- edX – *Corporate Finance* (University of Maryland)
- NSE Academy – Financial Modeling & Analysis Courses
- NPTEL – *Strategic Financial Management* (IIT Kharagpur)

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Quizzes, Assignments, Labs) | 40 Marks |
| II) Mid-Term (Valuation Simulation / Risk Strategy) | 20 Marks |
| III) End-Term Project (Strategic Finance Report + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** Students must score a minimum of 40% in both Internal and End-Term assessments to pass the course.

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB372** | **Course Title: AI: Foundations to Implementation** | **L** | **T** | **P** | **C** |
| **Version** | 1 | 3 | 0 | 0 | 3 |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **:** Basic Understanding of Business Analytics and Excel/Python Basics | | | | |

Course Perspective

This course equips MBA students with foundational knowledge and practical implementation skills in Artificial Intelligence (AI) for business contexts. It covers essential AI concepts, technologies, and tools, focusing on applications across marketing, operations, HR, and strategy. Students will learn how to identify AI opportunities, understand the logic behind models, implement simple AI solutions using tools such as Python or low-code platforms, and ethically integrate AI into decision-making processes.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** core AI concepts, machine learning techniques, and use cases in business functions. | L2 |
| CO2 | **Analyzing** structured/unstructured business data using AI frameworks and methods. | L4 |
| CO3 | **Implementing** basic AI solutions for classification, clustering, and recommendation problems. | L5 |
| CO4 | **Evaluating** AI models for accuracy, relevance, and business impact. | L5 |
| CO5 | **Creating** AI tools responsibly with a focus on ethics, fairness, transparency, and human-AI integration. | L6 |

Course Content

Unit I: Introduction to Artificial Intelligence and Its Business Landscape (15 Hours)

- Evolution and scope of AI in business
- AI vs. ML vs. Deep Learning vs. Data Science
- Types of AI: Narrow, General, Strong AI
- Real-world applications of AI across domains (marketing, healthcare, finance)
- The AI project lifecycle and stages of implementation

- AI in marketing (customer segmentation, predictive analytics)
- AI in HR (attrition prediction, recruitment bots)

Unit II: Learning Models and Data Foundations in AI (15 Hours)

- Data types, feature engineering, and preprocessing
- Supervised vs. unsupervised learning
- Common algorithms: Linear Regression, Decision Trees, K-NN, K-Means, Naive Bayes
- Overfitting, bias-variance tradeoff
- Training vs. testing, cross-validation
- AI in operations and supply chain (demand forecasting, route optimization)
- AI in strategy and finance (credit scoring, fraud detection)

Unit III: Tools, Platforms, and Prototyping for AI Solutions (15 Hours)

- Introduction to Python and AI libraries (scikit-learn, pandas, NumPy, matplotlib)
- Google AutoML, ChatGPT API, Microsoft Azure AI Studio
- No-code platforms for AI (Teachable Machine, Lobe.ai, Power Platform AI Builder)
- Classification, clustering, recommendation – hands-on model building
- Data visualization of AI results using Power BI/Tableau
- Building AI-based dashboards and KPIs for business outcomes

Unit IV: Responsible AI, Governance, and Change Management (15 Hours)

- AI ethics: fairness, accountability, transparency, and explainability
- Bias in AI and mitigation strategies
- AI governance frameworks (e.g., OECD, NITI Aayog's #ResponsibleAI)
- Human-AI collaboration and job design
- Driving AI adoption: stakeholder alignment, training, and cultural shift

Learning Experience

Students will build and deploy mini AI projects using low-code or Python environments. Real datasets, sandbox simulations, and sectoral problems will be used to enhance learning. Peer critiques, ethical case analyses, and reflective journals will promote holistic thinking about the impact of AI.

Pedagogical Innovations

- **AI Sandbox Studio:** Practice low-code AI tools and build classification or clustering models.
- **Business Function Prototypes:** Create mini-AI applications for a specific function such as churn prediction or HR matching.
- **AI Ethics Clinics:** Use real ethical dilemmas to simulate policy decisions and stakeholder reactions.
- **Model Accuracy Tournaments:** Compete to improve model precision on real business datasets.

- **Voice + Vision AI Workshop:** Create simple NLP or computer vision models with AutoML or API tools.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Build Your First Classifier | Supervised Learning | Create a model to predict purchase intent or churn | Understand classification logic and model training |
| 2. Customer Segmentation Challenge | Clustering & Business Segments | Use K-means on real customer data and analyze segments | Apply unsupervised learning to marketing problems |
| 3. AI in HR Simulation | Predictive Analytics in HR | Build an attrition prediction model using employee data | Understand AI in people analytics |
| 4. NLP Sentiment Scoring | Text Analysis | Analyze product reviews or tweets using NLP toolkits | Gain exposure to unstructured data processing |
| 5. AutoML Model Comparison | Tool Evaluation | Compare outputs from AutoML platforms and traditional models | Evaluate tool usability and model performance |
| 6. AI Bias & Fairness Audit | Ethics & Governance | Audit a model for gender or racial bias and suggest mitigation | Develop responsible AI practices |
| 7. Dashboard with AI Insights | Visual Storytelling | Create Power BI or Tableau dashboard with AI-generated KPIs | Communicate AI results visually |
| 8. Capstone AI Business Solution | Integrated Implementation | Full-cycle mini project on business problem using AI – from problem framing to deployment | Implement and present an AI-based business solution |
| 9. Reflective Journal on Human-AI | Human-Centered AI | Weekly reflections on AI impact in business functions and ethical trade-offs | Develop a critical, reflective understanding of AI adoption |

Textbooks


- Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th Ed.). Pearson.
- VanderPlas, J. (2016). *Python Data Science Handbook: Essential Tools for Working with Data*. O'Reilly Media.
- Agrawal, A., Gans, J., & Goldfarb, A. (2018). *Prediction Machines: The Simple Economics of Artificial Intelligence*. HBR Press.

Reference Books


- Chollet, F. (2021). *Deep Learning with Python* (2nd Ed.). Manning Publications.
- Sharda, R., Delen, D., & Turban, E. (2020). *Analytics, Data Science & AI: Systems for Decision Support*. Pearson.
- Marr, B. (2020). *Artificial Intelligence in Practice: How 50 Companies Are Already Using AI*. Wiley.
- Raj, P. & Raman, A. (2020). *Practical Artificial Intelligence: An Enterprise Playbook*. Packt.
- NITI Aayog (2021). *Responsible AI for All* – Strategy and Guidelines (Govt. of India Whitepaper)


Open Educational Resources (OER)

- Google's Machine Learning Crash Course
- Coursera – *AI for Everyone* (Andrew Ng, Deeplearning.ai)
- Microsoft Learn – *AI Fundamentals with Azure*
- MIT OpenCourseWare – *Introduction to Deep Learning*
- Hugging Face Datasets & Model Hub (for NLP and transformer-based models)

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Labs, Quizzes, Case Analysis) | 40 Marks |
| II) Mid-Term Assessment (Mini Project / Prototype Demo) | 20 Marks |
| III) End-Term Project (Capstone AI Application + Viva) | 40 Marks |
| **Total** | **100** |

**Note:** A minimum of 40% in both internal and end-term evaluations is mandatory to pass the course.

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT386** | **Course Title: AI and ML Transforming Finance** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **2** | **3** |
| **Category of Course** | Elective | | | | |
| **Total Contact Hours** | 60 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective**

This module on "AI and ML Transforming Finance" provides an in-depth exploration of how artificial intelligence and machine learning are revolutionizing the financial sector. Students will learn about the evolution of these technologies, their applications in fintech, and various use cases in finance. The course also addresses agentic AI, ethical considerations, and includes a hands-on project to develop an AI-based model for decision-making.

**Unit 1: Evolution of AI and ML (15 Hours)**

1. Historical Development: Key milestones in the evolution of AI and ML.
2. Technological Advancements: Major breakthroughs and innovations in AI and ML.

**Unit 2: AI in FinTech (15 Hours)**

1. AI in Payments and Fraud Detection: Enhancing payment systems and detecting fraud with AI.
2. Customer Service and Personalized Financial Services: AI-driven chatbots, virtual assistants, and personalized banking.

**Unit 3: Use Cases of AI in Finance (15 Hours)**

1. Algorithmic Trading and Credit Scoring: AI in automated trading systems and credit risk assessment.
2. Portfolio Management and RegTech: AI-driven portfolio optimization and regulatory compliance.

**Unit 4: Agentic AI (15 Hours)**

1. Autonomous Agents and Decision-Making: Role of autonomous agents and AI-driven decision-making processes.
2. Human-AI Collaboration: Enhancing human decision-making with AI.

**Course Outcomes**

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the historical development, technological advancements, and adoption of AI and ML in finance, including case studies and future trends. | L2 |
| CO2 | **Applying** AI technologies in core FinTech areas such as payments, fraud detection, customer service, and personalized financial solutions. | L3 |
| CO3 | **Analyzing** real-world use cases of AI in finance, including algorithmic trading, credit scoring, portfolio management, RegTech, and insurance. | L4 |
| CO4 | **Evaluating** the role of agentic AI in autonomous decision-making and its collaboration with human intelligence in financial decision systems. | L5 |
| CO5 | **Assessing** the ethical, regulatory, and security challenges in implementing AI in finance, and formulate responsible and transparent AI practices. | L5 |

**Course Topics**

1. **Evolution of AI and ML**
    - Historical Development: Key milestones in the evolution of AI and ML.
    - Technological Advancements: Major breakthroughs and innovations.
    - AI and ML in Finance: How these technologies have been adopted in the financial sector.
    - Future Trends: Emerging trends and future directions in AI and ML.
    - Case Studies: Examples of successful AI and ML implementations in finance.
2. **AI Being Used in FinTech**
    - AI in Payments: Enhancing payment systems with AI.
    - Fraud Detection: Using AI to detect and prevent fraud.
    - Customer Service: AI-driven chatbots and virtual assistants.
    - Personalized Financial Services: AI for personalized banking and investment advice.
    - Risk Management: AI applications in managing financial risks.
3. **Use Cases of AI in Finance**
    - Algorithmic Trading: AI in automated trading systems.
    - Credit Scoring: AI models for credit risk assessment.
    - Portfolio Management: AI-driven portfolio optimization.
    - RegTech: AI for regulatory compliance and reporting.
    - Insurance: AI applications in underwriting and claims processing.

4. **Agentic AI**
    - Definition and Concepts: Understanding agentic AI and its characteristics.
    - Autonomous Agents: Role of autonomous agents in finance.
    - Decision-Making: AI-driven decision-making processes.

- Human-AI Collaboration: Enhancing human decision-making with AI.
- Case Studies: Real-world examples of agentic AI in finance.

5. **Ethical Considerations and Challenges**
    - Bias and Fairness: Addressing bias in AI models.
    - Transparency and Explainability: Ensuring AI decisions are transparent and explainable.
    - Privacy and Security: Protecting data privacy and ensuring security.
    - Regulatory Compliance: Navigating the regulatory landscape for AI in finance.
    - Ethical Frameworks: Developing ethical guidelines for AI use in finance.

**Learning Experience**:

Students will engage in a dynamic and interactive learning environment, combining theoretical knowledge with practical applications. Through lectures, case studies, and hands-on projects, they will gain a deep understanding of how AI and ML are transforming finance. By developing an AI-based model, students will be equipped with the skills to innovate and implement AI solutions in the financial sector.

Evaluation Scheme

| **Assessment Components** | **Marks Scheme** |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT371** | **Course Title: Wealth Tech & Insurtech** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Elective | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic knowledge of technology** | | | | |

**Course Perspective:**

This course offers a forward-looking view of how digital technologies are transforming wealth management and insurance. It equips students with insights into evolving consumer behaviors, new business models, and emerging asset classes. Students will develop an appreciation for the role of innovation, ethics, and regulation in the FinTech space. By the end, they will be capable of creating tech-driven financial solutions for a rapidly changing financial ecosystem.

**Unit 1: Evolution of Wealth and Insurance Industries (10 Hours)**

- Trace the transformation from traditional to digital-first models in wealth management and insurance.
- Explore the role of innovation, consumer expectations, and regulatory shifts in shaping the industry.

**Unit 2: Emerging Asset Classes and Roboadvisory (8 Hours)**

- Understand the landscape of digital assets including cryptocurrencies, tokenized securities, and alternative investments.
- Learn how robo-advisors utilize AI and algorithms for automated, personalized investment management.

**Unit 3: Innovation in Insurance – Business Models and Distribution (8 Hours)**

- Examine new-age models like sachet insurance, embedded insurance, and usage-based policies.
- Analyze how digital platforms are redefining insurance delivery and customer engagement.

**Unit 4: Regulation and Ethics in WealthTech & InsureTech (8 Hours)**

- Review IRDAI and global regulatory frameworks applicable to tech-enabled financial services.
- Discuss data privacy, AI transparency, and ethical concerns in automated financial decision-making.

**Unit 5: Technologies Powering FinTech Transformation (11 Hours)**

- Explore the application of AI, ML, IoT, and RPAs in underwriting, claims processing, and investment strategy.

- Evaluate real-world use cases showcasing the tech stack of leading WealthTech and InsureTech firms.

**Course Outcomes**

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the evolution of wealth management and insurance industries from traditional to digital-first models, recognizing key drivers like innovation, regulation, and consumer trends. | L2 |
| CO2 | **Identifing** and **explaining** emerging asset classes such as cryptocurrencies, tokenized securities, and the function of robo-advisors in modern wealth management. | L2 |
| CO3 | **Analyzing** innovative insurance models like sachet and embedded insurance, evaluating the impact of digital platforms on distribution and customer engagement. | L4 |
| CO4 | **Assessing** regulatory frameworks (IRDAI, SEBI, global) and ethical considerations related to AI transparency, data privacy, and automation in wealth and insurance technologies. | L5 |
| CO5 | **Evaluating** the implementation of advanced technologies such as AI, ML, IoT, and RPA in underwriting, claims processing, and investment management, with insights from real-world applications. | L5 |

**Course Topic**

**1: Evolution of Wealth Management and Insurance Industry**

- Historical overview: From traditional wealth managers & insurers to digital disruptors
- Drivers of digital transformation: Demographics, mobile-first users, personalization
- Key trends: direct-to-consumer models, embedded finance, digital brokers
- Case studies: Vanguard, LIC, HDFC Life, Zerodha, Acko

**Unit 2: Emerging Asset Classes & Digital Wealth Products**

- Digital assets: cryptocurrencies, tokenized assets, CBDCs
- Alternative investment opportunities: REITs, ETFs, peer-to-peer lending
- Portfolio diversification using AI and big data analytics

- Robo-advisory as a tool for mass market wealth management

**Unit 3: Innovation in Insurance: Sachet Models and Embedded Insurance**

- Sachet insurance: Micro-policies, pay-per-use models
- Embedded insurance and cross-selling via tech platforms
- New-age underwriting models: usage-based, behavior-based, and parametric insurance
- Customer-centric product design and digital distribution channels

**Unit 4: Regulatory Landscape and Ethical Considerations in InsureTech**

- Regulatory framework: Role of IRDAI, SEBI, global benchmarks
- Data security, privacy, and governance in digital insurance
- Compliance for robo-advisory and automated decision-making
- Ethical implications of AI in financial advice and claims processing

**Unit 5: Technology in Insurance and Wealth Management**

- Role of AI and ML in underwriting, fraud detection, portfolio optimization
- Internet of Things (IoT) in health, auto, and property insurance
- Robotic Process Automation (RPA) in claims, customer onboarding, and KYC
- Technology stacks used in WealthTech and InsureTech startups

**Learning Experience**

Students will engage in an interactive and hands-on learning environment that combines lectures, real-life case studies, and project-based assignments. They will gain practical exposure by building an AI-based investment model and designing an InsureTech product, preparing them for real-world challenges in digital finance.

Evaluation Scheme

| **Assment Components** | **Marks Scheme** |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| **Course Code: MCMBIB376** | **Course Title:**<br>**Derivatives and Risk Management** | **L** | **T** | **P** | **C** |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **Version** | | **3** | **0** | **0** | **3** |
| **Category of Course** | | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic knowledge of derivatives and risk management.** | | | | |

**Course Perspective**

This course offers students a deep understanding of stock market basis in the derivatives market, crucial for making strategic business decisions. It emphasizes the practical application of concepts such as financial derivatives and trading strategies, equipping students with the skills to evaluate financial data, manage resources efficiently, and contribute to organizational success. The course is essential for those pursuing careers in finance, management, or entrepreneurship, as it provides the analytical tools needed to navigate and influence complex financial environments in the real worldCourse Outcomes:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the concept of derivatives markets risk management processes. | L2 |
| CO2 | **Applying** the concepts of derivatives markets and risk management strategies in the stock market | L3 |
| CO3 | **Applying** the concepts of different derivatives segments in the stock market | L3 |
| CO4 | **Analysing** the concepts of different derivatives and risk management considering different strategies. | L4 |
| CO5 | **Evaluating** the outcomes of different derivatives and risk management strategies. . | L5 |

**Course Content**

| **Unit I:** | **Introduction** | **9 Hours** |
|---|---|---|
| Introduction, Managing Risk, Types of Business Risks, Derivatives, Products, Classification, participant, Evolution and Functions | | |

| Unit II | Types of Derivatives and strategies | 12 Hours |
|---|---|---|
| Introduction, Forward Contract, settlement of Forward Contract, Futures contract, Specifications of Futures contract, difference, Pricing, Arbitrage, Convergence, Relationship of futures price & expected spot price, benefit, commodity futures & economy, Difference of 7% commodity & financial futures, Pricing, hedging, Perfect & imperfect hedge, Basis & Basis Risk, Optimal Hedge Ratio, Spread strategies. | | |
| **Unit III** | **Stocks and Index Futures** | **12 Hours** |
| Index Futures, forward contracts & stocks, Future contract on indices & individual stocks, Features, specifications, pricing, Hedging, Speculation & arbitrage with stock index futures, foreign exchange markets, foreign exchange risk, FOREX rates, transactions, Arbitrage, Hedging, Speculation & arbitrage, NDF – Evolution, Growth, Features, Interest rate parity, Currency future – Trading, settlement, pricing, Hedging, Speculation & arbitrage. | | |
| **Unit IV** | **Risk Management** | **12 Hours** |
| Introduction & Meaning, Types of credit risks, Assessment of credit risk, Credit default swaps, Total return swap, Credit linked notes, collateralized debt obligation, Payoff of options on futures, Binomial model for future options, Valuation of futures options-Black's Model, Interest rate options, Cap, Floor and Collar. | | |

**Learning Experience:** This course will be conducted through a blend of lectures, case studies, hands-on exercises, and group discussions to ensure a dynamic and participatory learning environment. To enhance experiential learning, students will engage in group projects that simulate real business scenarios, such as preparing reports on derivative and risk management, and

making strategic financial decisions. Assessments will be diverse, including assignments, quizzes, group presentations, and a final examination, ensuring that students are evaluated on both their theoretical knowledge and practical skills. The course instructor will be available for additional support and feedback, encouraging students to seek help as needed.

**Textbooks**


1. Adam S. Iqbal, (2025). Volatility Practical Options Theory by Adam S. Iqbal, published by John Wiley & Sons, Inc (latest edition, 2018).
2. Rangarajan K. Sundaram and Sanjiv R. Das (2025). Derivatives: Principles and Practice by Rangarajan K. Sundaram and Sanjiv R. Das published by McGraw Hill Publications (2021).
3. John C. Hull (2025). Options, Futures, and Other Derivatives (Pearson, 10th Edition)
4. An Introduction to Derivatives & Risk Management; Dom M. Chance (2004).

5. Derivatives and Risk Management; Rajiv Srivastava (2013)

**Suggested Readings**

1. Derivatives and Risk Management; Janakiramanan (2011).
2. Financial Engineering: Derivatives and Risk Management; Keith Cuthbertson, Dirk Nitzsche (2001).

**Open Educational Resources (OER)**

1. **Derivatives & Risk Management.pdf**
2. **BMS Program Booklet 2019 (Final).pdf**

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT372** | **Course Title: Investment Management** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Financial Management, Financial Markets** | | | | |

**Course Perspective:** This course provides students with a comprehensive understanding of investment principles, strategies, and portfolio management techniques. It covers theoretical frameworks and practical applications related to asset allocation, security analysis, risk management, and performance evaluation across various asset classes. The course emphasizes both traditional and contemporary investment approaches, enabling students to develop analytical skills for making informed investment decisions in dynamic market environments. Through a blend of theoretical foundations and practical applications, students will learn to construct and manage investment portfolios aligned with diverse investor objectives.

Course Outcomes:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the fundamental concepts, theories, and frameworks of investment management and capital markets | L2 |
| CO2 | **Applying** modern portfolio theory and asset pricing models to construct and evaluate investment portfolios | L3 |
| CO3 | **Analyzing** various securities including equities, fixed income instruments, derivatives, and alternative investments for valuation and selection | L4 |
| CO4 | **Evaluating** investment performance using appropriate risk-adjusted measures and attribution analysis techniques | L5 |
| CO5 | **Formulating** investment strategies that align with specific investor objectives, constraints, and market conditions | L6 |

**Course Content**

| Unit I | Investment Environment and Asset Classes | 11 hours |
|---|---|---|
| Investment process and financial markets ecosystem<br>Investment objectives, constraints, and policy statements<br>Characteristics and analysis of major asset classes: equities, fixed income, cash equivalents<br>Alternative investments: real estate, private equity, hedge funds, commodities<br>Role of investment organizations and financial intermediaries<br>Investment theories and investor behavior | | |
| **Unit II** | **Portfolio Theory and Asset Allocation** | **09 hours** |
| Modern Portfolio Theory and efficient frontier<br>Capital Asset Pricing Model and factor models<br>Asset allocation: strategic, tactical, and dynamic approaches<br>Risk measurement and management in portfolios<br>Diversification benefits and optimization techniques<br>Portfolio construction methodologies | | |
| **Unit III** | **Security Analysis and Valuation** | **15 hours** |
| Fundamental analysis of equity securities<br>Fixed income securities: pricing, yield measures, and risk analysis<br>Derivative instruments and structured products<br>Industry and company analysis frameworks<br>Technical analysis and market indicators<br>Macroeconomic analysis and market timing | | |
| **Unit IV** | **Portfolio Management and Evaluation** | **10 hours** |
| Portfolio management process and investment policy implementation<br>Performance measurement and attribution analysis<br>Benchmarking and risk-adjusted performance measures<br>Sustainable and responsible investing<br>International and global portfolio management<br>Current trends in investment management: fintech, AI, and algorithmic trading | | |

**Learning Experience:**

The learning experience in the Investment Management course is designed to build both theoretical knowledge and practical skills in managing investment portfolios. Classroom sessions combine conceptual discussions with real-world applications through case studies of investment scenarios and market events. Students will develop analytical capabilities through investment simulation exercises where they construct portfolios, implement trading strategies, and respond to changing market conditions. The learning environment is enhanced by financial market data analysis sessions that teach students to interpret economic indicators, company financials, and market trends. Group projects involving comprehensive portfolio construction and management allow for collaborative learning and the application of diverse perspectives to investment problems.

**Textbooks**

Tayal, R.K. (2025). Art of Handling Money and Investment: Practical guide to personal investment.

Fischer, D. E., Jordan, R. J. (2025). Security Analysis and Portfolio Management by Fischer, D. E., Jordan, R. J. published by United States: Prentice Hall (sixth edition).

Zvi Bodie;Alex Kane;Alan J. Marcus;Pitabas Mohanty (2025). Investments by Zvi Bodie;Alex Kane;Alan J. Marcus;Pitabas Mohanty, published by McGraw Hill Publications (11th edition).

Madhumati and Ranganathan (2025). Investment Analysis and Portfolio Management.

**Suggested Readings**

Damodaran, A. (2022). Investment Valuation: Tools and Techniques for Determining the Value of Any Asset (4th ed.). Wiley.

Ilmanen, A. (2022). Investing Amid Low Expected Returns: Making the Most When Markets Offer the Least. Wiley.

Ellis, C.D. (2021). Winning the Loser's Game: Timeless Strategies for Successful Investing (8th ed.). McGraw-Hill Education.

CFA Institute (2023). CFA Program Curriculum: Level I-III Volumes on Portfolio Management and Wealth Planning.

Swensen, D.F. (2009). Pioneering Portfolio Management: An Unconventional Approach to Institutional Investment. Free Press.

Ang, A. (2014). Asset Management: A Systematic Approach to Factor Investing. Oxford University Press.

**Open Educational Resources (OER)**

Damodaran, A. (2022). Investment Valuation: Tools and Techniques for Determining the Value of Any Asset (4th ed.). Wiley.

Ilmanen, A. (2022). Investing Amid Low Expected Returns: Making the Most When Markets Offer the Least. Wiley.

Ellis, C.D. (2021). Winning the Loser's Game: Timeless Strategies for Successful Investing (8th ed.). McGraw-Hill Education.

CFA Institute (2023). CFA Program Curriculum: Level I-III Volumes on Portfolio Management and Wealth Planning.

Swensen, D.F. (2009). Pioneering Portfolio Management: An Unconventional Approach to Institutional Investment. Free Press.

Ang, A. (2014). Asset Management: A Systematic Approach to Factor Investing. Oxford University Press.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning: |

| | |
|---|---|
| | Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT373** | **Course Title: Negotiation Skills and Strategies** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Elective / Leadership and Communication Track | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basic Understanding of Communication and Organizational Behaviour | | | | |

Course Perspective

This course provides MBA students with the conceptual frameworks and practical tools required for effective negotiation in diverse business contexts. It emphasizes skill development through experiential simulations, self-reflection, and strategy formulation. Students will learn to plan, execute, and review negotiations across sales, procurement, HR, conflict resolution, international deals, and team management, with a focus on achieving mutually beneficial outcomes and building long-term relationships.

Course Outcomes

| CO No. | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** negotiation concepts, styles, and their applications in business contexts. | L2 |
| CO2 | **Analyzing** negotiation situations using frameworks like BATNA, ZOPA, and interest-based negotiation. | L4 |
| CO3 | **Evaluating** personal negotiation style and improve communication strategies. | L5 |
| CO4 | **Formulating** negotiation strategies for collaborative and competitive scenarios. | L6 |
| CO5 | **Applying** learned skills through simulations in cross-functional, cross-cultural, and team negotiations. | L6 |

Course Content

*Unit I: Foundations of Negotiation (10 Hours)*

- Nature and scope of negotiation

- Types: distributive vs. integrative negotiation
- Elements of negotiation: interests, positions, options, legitimacy, communication, commitment
- The negotiation process: preparation, interaction, closing, implementation
- Negotiation myths and common cognitive errors

*Unit II: Strategy and Planning in Negotiation (11 Hours)*

- Planning and goal setting for negotiation
- BATNA (Best Alternative to a Negotiated Agreement) and Reservation Price
- ZOPA (Zone of Possible Agreement) and Anchoring
- Leverage and power in negotiation
- Multi-party and team negotiations

*Unit III: Psychological and Behavioral Aspects (12 Hours)*

- Emotional intelligence in negotiation
- Role of perception, biases, and framing
- Negotiation styles: assertive, accommodative, avoidant, collaborative, compromising
- Cross-cultural negotiation and global business contexts
- Ethics, trust, and fairness in negotiation

*Unit IV: Application Areas and Complex Negotiation Scenarios (12 Hours)*

- Negotiation in sales, procurement, HR (hiring, performance, exit)
- Conflict resolution and mediation
- Online and remote negotiations
- Gender and diversity considerations
- Negotiating mergers, joint ventures, international deals

Learning Experience

The course blends role-plays, case analyses, real-world negotiation diaries, feedback sessions, and video-assisted debriefs. Students negotiate in pairs and teams under varying conditions and reflect on outcomes through journaling and peer assessment.

Pedagogical Innovations

- **Negotiation Labs & Clinics:** Iterative, feedback-driven simulations with roles, scoring rubrics, and video reviews.
- **Personal Negotiation Style Audit:** Each student assesses their default negotiation tendencies and sets growth goals.
- **Negotiation Diary Assignment:** Track and reflect on real-life negotiations outside the classroom.

- **Cultural Intelligence Games:** Simulate culturally diverse scenarios and resolve misunderstandings.
- **Reverse Role Play Exercises:** Understand the other party's perspective and motivations deeply.

Experiential Learning Activities

| **Activity Title** | **Concepts Covered** | **Activity Description** | **Learning Outcome** |
|---|---|---|---|
| 1. Role-Play: Salary Negotiation | Interest-based Bargaining | Students simulate a job offer negotiation | Understand value creation and reservation points |
| 2. BATNA and ZOPA Mapping Exercise | Strategic Planning | Map possible outcomes and negotiation zones in a given business case | Practice structured preparation and planning |
| 3. Procurement Negotiation Simulation | Distributive Negotiation | Buyer-supplier deal where price and delivery terms are contested | Apply distributive techniques tactically |
| 4. Emotion in Negotiation Drill | Emotional Intelligence | Analyze and discuss how emotions influenced negotiation outcomes | Build self-awareness and emotional regulation |
| 5. Team-Based Multi-Party Simulation | Complex Negotiation | Represent departments in a resource allocation negotiation | Practice coordination and coalition building |
| 6. Cross-Cultural Negotiation Game | Global Communication | Simulate negotiation between firms from different cultures | Understand cultural sensitivities and adjust communication |
| 7. Ethics Dilemma in Negotiation | Fairness & Trust | Analyze a case involving deception or bluffing | Reflect on ethical boundaries and reputation management |
| 8. Gender & Diversity Case Workshop | Inclusion in Negotiation | Explore cases where gender or social identity influenced negotiation dynamics | Develop awareness and inclusive negotiation strategies |
| 9. Final Negotiation Simulation | Integrated Strategy | Present and participate in a capstone negotiation round across roles | Synthesize all frameworks and interpersonal skills |

Textbooks


- Lewicki, R.J., Barry, B., & Saunders, D.M. (2021). *Negotiation* (8th Ed.). McGraw-Hill Education.
- Malhotra, D., & Bazerman, M.H. (2007). *Negotiation Genius*. Bantam Business.
- Thompson, L.L. (2019). *The Mind and Heart of the Negotiator* (7th Ed.). Pearson.

Reference Books

- Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In*. Penguin Books.
- Shell, G.R. (2006). *Bargaining for Advantage: Negotiation Strategies for Reasonable People*. Penguin.
- Stone, D., Patton, B., & Heen, S. (2010). *Difficult Conversations: How to Discuss What Matters Most*. Penguin.
- Deepak Malhotra (2020). *Negotiating the Impossible*. Berrett-Koehler.
- Journal Articles from *Negotiation Journal* (Harvard), *Journal of Conflict Resolution*, *Harvard Business Review*

Open Educational Resources (OER)

- Coursera – *Introduction to Negotiation* (Yale University)
- edX – *Successful Negotiation: Essential Strategies and Skills* (University of Michigan)
- Harvard Law School – Program on Negotiation (PON) Free Resources
- Stanford Graduate School of Business – *Tough Conversations and Difficult Decisions*
- YouTube: MIT, Columbia Business School – Negotiation Role Play Videos

Evaluation Scheme

| **Evaluation Components** | **Weightage** |
|---|---|
| I) Continuous Assessment (Role-Plays, Diaries, Reflections) | 40 Marks |
| II) Mid-Term Simulation and Peer Feedback | 20 Marks |
| III) End-Term Capstone Negotiation + Viva | 40 Marks |
| **Total** | **100** |

**Note:** Students must secure a minimum of 40% in both internal and end-term components to pass the course.

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIN371** | **Course Title: Summer Internship Project Report/ International Immersion** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **0** | **0** | **0** | **3** |
| **Category of Course** | Project | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCBPR373** | **Course Title: Contemporary Banking Models Analysis** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **0** | **0** | **0** | **3** |
| **Category of Course** | Project | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

| SEMESTER III | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBIB388** | **Course Title: Placement Training II** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **0** | **2** |
| **Category of Course** | Project | | | | |
| **Total Contact Hours** | 30 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

## SEMESTER IV

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCBMIB471** | **Course Title: Strategic Management** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | Basics of management | | | | |

**Course Perspective**

This course offers deep understanding of the concepts like mission, vision, and objectives and how they are aligning to organizational goals and strategies. Environmental scanning tools enable them to analyze market conditions and identify competitive advantages. Strategic management is essential for students as it teaches them to develop, implement, and evaluate strategies that drive organizational success. It equips future leaders with the ability to analyze business environments, make informed decisions, and create competitive advantages in dynamic markets, ensuring long-term sustainability and growth.

**Course Outcomes**:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the concept of strategic management. | L2 |
| CO2 | **Applying** business environment analysis techniques, including PESTEL and VRIO, to inform strategic decisions in a global context. | L3 |
| CO3 | **Analysing** various strategic frameworks and models, such as SWOT analysis and the Balanced Scorecard, to assess their impact on organizational performance | L4 |

| | | |
|---|---|---|
| CO4 | **Evaluating** corporate-level strategies using models like the BCG Matrix and GE Nine Cell Framework to determine their effectiveness and suitability | L5 |
| CO5 | **Creating** strategic plans that incorporate strategic leadership, culture, and Blue Ocean strategies for sustainable competitive advantage | L6 |

**Course Content**

| | | |
|---|---|---|
| **Unit I** | **Introduction to strategic management** | **11 Hours** |
| concept of strategic management, mission, vision, objectives, process of strategic management, environmental scanning, SWOT analysis, Strategy Formulation, Process of Strategy Formulation, Models of Strategic management – Prahlad, Mintzberg, Ansoff, Porter. Mc Kinsey 7s Framework | | |
| **Unit II** | **Strategic implementation in Global Business Environment** | **12 Hours** |
| Business Environment Analysis – PESTEL, ETOP, SWOT, VRIO Framework, Value Chain Analysis. Generic Strategies Strategic Management Process, Constraints and Strategic Choice, Porters five forces Model, Global Multicultural Environment and Glocalization strategies | | |
| **Unit III** | **Corporate Level Strategies** | **11 Hours** |
| Balanced Score Card; Stability, Grand, Growth, Expansion, Diversification, Disinvestment, Retrenchment, Turnaround and Combination Strategies. GE Nine Cell Framework, BCG Matrix, Stop Light Model, Directional Policy Framework, PIMS Framework | | |
| **Unit IV** | **Strategic Evaluation and Control** | **11 Hours** |
| Strategic Leadership, Culture and Strategy, Structure and Strategy, SBU Level Strategies, Strategy Evaluation and Control, Management Control Systems, Strategic Cost Management, Product Design and Divisional Strategies. Blue Ocean Strategy | | |

**Learning Experience:** The learning process for this course will involve a mix of interactive lectures, practical workshops, case studies, quizzes, and assessments. Classes will focus on theoretical concepts, while practical sessions will allow students to apply frameworks like SWOT and PESTEL in real-world scenarios, enhancing their analytical skills. Group discussions and presentations will foster collaboration and critical thinking, while quizzes and tests will reinforce knowledge retention. This comprehensive approach ensures that students not only grasp the concepts but also develop the ability to apply them effectively in strategic decision-making processes, preparing them for leadership roles in their future careers.

**Textbooks**

1. Kazmi Azhar and Adela Kazmi,(2015) "Strategic Management", Tata McGraw Hill Publishing Company Ltd., New Delhi
2. Strategy Management and Business Policy: Globalisation, Innovation and Sustainability – Wheeler, Hunger and Rangarajan

**Suggested Readings**

1. Strategic Management Concepts: A competitive advantage approach – Fred R David
2. Competitive Strategy: Techniques for Analysing Industries and Competitors, by Michael E. Porter, Free Press publications.

**Open Educational Resources (OER)**

1. MIT OCW - Strategic Management
2. Open Textbook Library - Strategic Management
3. Saylor Academy - Strategic Management

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code:**<br><br>**MCMBIB472** | **Course Title: Legal Aspects of Business** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective**

This course equips MBA students with essential knowledge of the legal framework within which businesses operate in India. It includes a study of key business laws including contracts, companies, consumer protection, and employment laws. The course enhances legal awareness, helps students identify compliance requirements, and promotes ethical conduct and corporate accountability.

**Course Outcomes**

| CO No. | Course Outcome Statement | Bloom's Level |
|---|---|---|
| CO1 | Understanding the legal framework regulating business transactions. | L2 |
| CO2 | Interpreting provisions of business laws relevant to commercial operations. | L3 |
| CO3 | Analyzing legal risks and compliance obligations of business entities. | L4 |
| CO4 | Evaluating corporate responsibility and consumer rights within legal frameworks. | L5 |
| CO5 | Applying laws to resolve basic business disputes and governance issues. | L6 |

**Course Content**

**Unit I: Indian Contract Act, 1872 (10 Hours)**

- Nature of contracts and essential elements
- Types of contracts
- Offer and acceptance, consideration, capacity
- Void agreements, discharge of contract, breach, remedies

**Unit II: Sale of Goods Act, 1930 (8 Hours)**

- Formation of contract of sale
- Conditions and warranties
- Transfer of ownership and delivery
- Unpaid seller and rights

**Unit III: Companies Act, 2013 (10 Hours)**

- Types of companies, incorporation, MOA & AOA
- Directors: appointment, powers, duties
- Meetings, resolutions, and disclosures
- Corporate Social Responsibility provisions

**Unit IV: Other Business Legislations (9 Hours)**

- Negotiable Instruments Act, 1881
- Competition Act, 2002 – anti-competitive agreements, abuse of dominance
- FEMA and SEBI regulations overview
- Legal provisions of e-contracts and IT Act

**Unit V: Consumer and Employment Laws (8 Hours)**

- Consumer Protection Act, 2019 – rights, redressal forums
- Labour Laws: Minimum Wages Act, Payment of Wages Act
- Industrial Disputes Act, POSH Act overview
- Corporate Governance and Ethical Legal Practices

**Learning Experience**

Students will study real judgments, simulate corporate governance practices, and debate on emerging legal issues in the digital age and global trade.

**Experiential Learning Activities**

| Activity Title | Concept Area | Activity Description | Learning Outcome |
|---|---|---|---|
| Contract Law Simulation | Indian Contract Act | Draft and review real-world business contracts | Understand enforceability of agreements |
| Company Incorporation Project | Companies Act | Simulate setting up a private limited company | Identify steps of legal incorporation |
| Consumer Court Roleplay | Consumer Law | Simulate proceedings in a consumer court | Understand consumer rights and remedies |
| Competition Act Analysis | Anti-trust & Monopolies | Evaluate market dominance cases and SEBI actions | Interpret regulatory role in market fairness |

| | | | |
|---|---|---|---|
| Legal Compliance Audit | Multi-law application | Prepare a legal compliance checklist for a sample firm | Apply compliance management tools |

**Textbooks**

- Kapoor, N.D. (2021). *Elements of Business Law*. Sultan Chand & Sons
- Singh, Avtar (2020). *Business Law*. Eastern Book Company

**Reference Books**

- Kuchhal, M.C. (2021). *Business Legislation for Management*. Vikas Publishing
- Tulsian, P.C. (2020). *Business and Corporate Laws*. McGraw Hill
- ICAI – CMA Legal Materials
- Bare Acts (Contract, Companies, Consumer, Labour Laws)

**Open Educational Resources (OER)**

- Indian Kanoon – Online Legal Database
- NPTEL – Legal Aspects of Business (IIT Kharagpur)
- Ministry of Corporate Affairs – www.mca.gov.in
- SEBI and Competition Commission Websites
- Harvard Business Review: Corporate Legal Case Studies

**Course Perspective:**

| **SEMESTER IV** | | | | | |
|---|---|---|---|---|---|
| **Course Code:**<br><br>**MCMBIB471** | **Course Title: Blockchain for Decentralized Finance** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Elective | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

This course positions blockchain as a core pillar of digital finance transformation. Students will explore the intersection of finance, technology, and decentralized systems in a rapidly evolving financial landscape. It equips them to understand, evaluate, and design blockchain-based solutions for financial services. With a focus on innovation, risk, and regulation, the course encourages a forward-thinking mindset to navigate Web3 and DeFi ecosystems. Graduates will be prepared to take on strategic and technical roles in FinTech, investment, banking, and digital asset management.

**Course Outcomes**

After completion of the course, the student will be:

| **Course Outcome** | **Course Outcome Statement** | **Bloom Taxonomy Level** |
|---|---|---|
| CO1 | **Understanding** the core concepts, architecture, and types of blockchain technologies along with consensus mechanisms like PoW, PoS, and BFT. | L2 |
| CO2 | **Explaining** the role of tokenisation in digitizing real-world assets and evaluate smart contract mechanisms for trustless financial transactions. | L3 |
| CO3 | **Analyzing** blockchain applications across financial services such as payments, lending, KYC, and regulatory compliance using industry case studies. | L4 |
| CO4 | **Evaluating** the role of DeFi, NFTs, DAOs, and metaverse integration in transforming traditional financial systems. | L5 |
| CO5 | **Developing** practical skills in designing blockchain-based ledgers and deploying smart contracts through hands-on exercises aligned with the Finternet ecosystem. | L6 |

**Unit 1: Introduction to Blockchain Technology (9 Hours)**

- Understand the fundamentals of blockchain, its evolution, architecture, and key features like decentralization, immutability, and consensus.
- Explore various types of blockchains (public, private, consortium) and consensus mechanisms such as PoW, PoS, and BFT.

**Unit 2: Tokenisation and Smart Contracts (9 Hours)**

- Learn how tokenisation enables digitization of real-world assets and drives liquidity and fractional ownership.
- Explore smart contracts, their lifecycle, execution, and role in automating trustless transactions on platforms like Ethereum.

**Unit 3: Blockchain Use Cases in Financial Services (9 Hours)**

- Analyze real-world applications of blockchain across payments, lending, trade finance, KYC, and regulatory compliance.
- Study case studies of blockchain adoption by banks, FinTech firms, and central banks (CBDCs).

**Unit 4: Decentralised Finance (DeFi), NFTs, and Metaverse Integration (9 Hours)**

- Understand DeFi protocols (DEXs, DAOs, stablecoins, lending platforms) and the disruptive shift in financial intermediation.
- Examine NFTs as digital financial assets and explore the emerging role of the metaverse in immersive finance.

**Unit 5: The Finternet and Practical Blockchain Applications (9 Hours)**

- Explore the concept of the Finternet and how blockchain interoperability is shaping the future of decentralized finance.
- Hands-on activity: Build a blockchain ledger and deploy a smart contract to solve a financial use case.

**Course Topics**

**1. What is Blockchain – Overview and Background**

1. Understand the origin of blockchain technology: Bitcoin and beyond.
2. Learn key blockchain components: blocks, chains, hashing, and distributed ledgers.
3. Explore types of blockchains – public, private, consortium, and hybrid.
4. Understand consensus mechanisms: Proof of Work (PoW), Proof of Stake (PoS), and others.
5. Assess the advantages and limitations of blockchain in financial systems.

**2. Tokenisation, Real World Assets, and Smart Contracts**

1. Understand the concept of tokenisation and its impact on asset liquidity and accessibility.
2. Differentiate between fungible and non-fungible tokens (ERC-20 vs. ERC-721).
3. Learn how real-world assets like real estate or commodities can be tokenized.
4. Study the role of smart contracts in automating financial agreements and reducing operational risk.
5. Explore platforms and tools (e.g., Ethereum, Solidity) used to write and deploy smart contracts.

**3. Industry Use Cases in Finance**

1. Explore blockchain use in cross-border payments and remittances.
2. Understand blockchain's role in trade finance – letters of credit, supply chain visibility.
3. Examine applications in lending, digital identity, and Know Your Customer (KYC).
4. Study real-world deployments by banks, insurance firms, and regulatory bodies.
5. Evaluate case studies of enterprise blockchain platforms like Ripple, Hyperledger, and Corda.

**4. DeFi, NFT, and Metaverse in Finance**

1. Understand the fundamentals of Decentralised Finance (DeFi) – lending, borrowing, staking, yield farming.
2. Explore how Decentralized Exchanges (DEXs) and DAOs operate.
3. Analyze how NFTs are used for digital identity, asset ownership, and collateralization.
4. Discover the use of blockchain in the metaverse for virtual assets and financial transactions.
5. Assess risks and opportunities in DeFi protocols and NFT-based finance models.

**5. Finternet and Hands-On: Build a Blockchain-Based Ledger & Smart Contract**

1. Grasp the concept of the "Finternet" – a decentralized financial internet with cross-chain interoperability.
2. Understand how interoperability across blockchains can create seamless financial ecosystems.
3. Hands-on: Design and code a simple blockchain ledger using programming logic.
4. Hands-on: Write and deploy a basic smart contract on a testnet (e.g., Ethereum using Solidity).
5. Learn to test, debug, and deploy smart contracts while adhering to security best practices.

**Learning Experience**

This course positions blockchain as a core pillar of digital finance transformation. Students will explore the intersection of finance, technology, and decentralized systems in a rapidly evolving financial landscape. It equips them to understand, evaluate, and design blockchain-based solutions for financial services. With a focus on innovation, risk, and regulation, the course encourages a forward-thinking mindset to navigate Web3 and DeFi ecosystems. Graduates will be prepared to take on strategic and technical roles in FinTech, investment, banking, and digital asset management.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks: |

| | |
|---|---|
| | Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT472** | **Course Title: RegTech, SupTech & PropTech** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Elective | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective:**

This course is designed to introduce students to the converging world of financial regulation, supervision, and property technologies. It highlights how advanced technologies are solving longstanding inefficiencies in compliance, real estate, and regulatory oversight. By combining strategic insights with technical fluency, students are equipped to innovate within highly regulated sectors. The course fosters global perspectives through analysis of regulatory ecosystems and business models across continents. Graduates will be ready to lead, consult, or build in domains like RegTech startups, supervisory institutions, PropTech ventures, or compliance teams in financial enterprises.

**Course Outcomes**

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | Understanding the evolution of financial regulators and the transformation from manual to technology-driven supervision frameworks. | L2 |
| CO2 | Analyzing how emerging technologies like AI, cloud, APIs, and blockchain are shaping new business models and driving RegTech, SupTech, and FinTech innovation. | L4 |
| CO3 | Examining the rise of PropTech, focusing on digital property management, tokenisation, and smart real estate innovations. | L4 |

| | | |
|---|---|---|
| CO4 | Evaluating business models, revenue mechanisms, and global players in RegTech, SupTech, and PropTech ecosystems. | L5 |
| CO5 | Comparing the global landscape of regulatory technologies and supervisory frameworks and their implementation across regions. | L5 |

**Unit 1: Evolution of Financial Regulation and Supervisory Technology (10 Hours)**

- Explore the transformation of financial regulators and supervisors from traditional frameworks to tech-enabled oversight.
- Understand the driving forces behind the emergence of RegTech and SupTech in a digitized finance ecosystem.

**Unit 2: Emerging Technologies and Evolving Business Models in Finance (12 Hours)**

- Analyze how AI, APIs, cloud computing, and blockchain are reshaping compliance, governance, and financial services.
- Study FinTech-driven shifts in value creation, open banking, and embedded finance.

**Unit 3: PropTech Industry and Innovation Trends (11 Hours)**

- Examine the digitization of real estate, smart property management, and real estate tokenisation.
- Explore global PropTech trends in investment, valuation, construction tech, and sustainability.

**Unit 4: Business Models and Global Ecosystem in RegTech, SupTech & PropTech (12 Hours)**

- Study leading global companies, business models, and revenue mechanisms in each of the three verticals.
- Understand challenges, regulatory compliance, scalability, and investment patterns across regions.

**Course Topics**

**1. Evolution of Regulators and Supervisors in the Financial World**

1. Understand the traditional role of financial regulators and supervisory bodies.
2. Study the historical evolution of compliance and regulation in global financial markets.
3. Explore the need for real-time monitoring and data-driven supervision.
4. Analyze the shift from manual compliance to technology-driven oversight.
5. Examine how regulations are evolving to keep pace with digital finance innovations.

**2. Evolving Technologies and Business Models in Finance**

1. Understand the impact of AI, blockchain, cloud computing, and APIs on financial services.
2. Explore the shift from traditional to agile, customer-centric business models in FinTech.
3. Learn how RegTech, SupTech, and PropTech are disrupting legacy processes.
4. Examine embedded finance, open banking, and platform-based financial ecosystems.

5. Analyze case studies of business model innovation enabled by regulatory technology.

**3. PropTech Industry Evolution and Growth**

1. Understand the digitization of real estate and property management through PropTech.
2. Study PropTech trends: smart buildings, digital tenancy, real estate tokenisation.
3. Analyze the role of AI, IoT, and Big Data in revolutionizing property valuation and investment.
4. Examine how PropTech is enabling efficiency, transparency, and fractional ownership.
5. Learn about startup success stories and venture capital trends in PropTech.

**4. Business Models and Companies in RegTech, SupTech, and PropTech**

1. Identify leading global and Indian companies in each tech segment.
2. Understand B2B vs. B2C models across these verticals.
3. Explore revenue streams: SaaS, data monetization, licensing, freemium, etc.
4. Analyze how these technologies offer cost reduction, compliance automation, and risk mitigation.
5. Study growth strategies, scalability challenges, and regulatory constraints.

**5. RegTech and SupTech – A Global View**

1. Examine how global regulators (e.g., FCA, MAS, RBI) are adopting SupTech for better oversight.
2. Study use cases like automated KYC, AML monitoring, regulatory reporting, and fraud detection.
3. Understand how RegTech helps financial institutions reduce compliance costs.
4. Compare global RegTech ecosystems: Europe, US, Singapore, and India.
5. Discuss the future of real-time, AI-powered regulatory systems and data sharing frameworks.

**Learning Experience:**

Students will experience a dynamic and immersive curriculum that bridges finance, regulation, and emerging technologies. Through case studies, sandbox explorations, and real-world simulations, they will develop a deep understanding of how RegTech, SupTech, and PropTech are transforming the financial ecosystem. The hands-on project enables them to ideate and prototype a PropTech business model using contemporary tools. Guided by domain experts, students will examine global best practices, business strategies, and technological applications. This course fosters analytical thinking, innovation, and strategic vision to prepare learners for leadership roles in next-gen FinTech environments.

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |

| | |
|---|---|
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT486** | **Course Title: : Fraud Analytics & Risk Assessment** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **2** | **0** | **2** | **3** |
| **Category of Course** | Elective | | | | |
| **Total Contact Hours** | 60 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |

**Course Perspective:** This course provides an understanding of the principles and applications of risk and fraud analytics in various industries. It introduces students to data-driven techniques used to detect, mitigate, and prevent fraudulent activities while managing risk efficiently.

Course Outcomes:

After completion of the course the student will be:

| Course Outcome | Course Outcome Statement | Bloom Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** the fundamental concepts of risk and fraud analytics. | L2 |
| CO2 | **Analyzing** various risk assessment methodologies and fraud detection techniques. | L4 |
| CO3 | **Applying** statistical and machine learning methods in fraud detection and risk assessment. | L3 |
| CO4 | **Evaluating** case studies to identify best practices in fraud prevention and risk management. | L5 |
| CO5 | **Designing** and **developing** risk mitigation strategies using analytical tools. | L6 |

Course Content

| Unit I | Introduction to Risk & Fraud Analytics | 10 hours |
|---|---|---|
| • Fundamentals of Risk Management and Fraud Detection<br>• Types of Risk: Operational, Credit, Market, and Compliance Risks<br>• Basics of Fraud: Definition, Categories, and Impact<br>• Regulatory Frameworks and Compliance Requirements | | |
| **Unit II** | **Risk Analytics & Assessment Techniques** | **12 hours** |

| | | |
|---|---|---|
| • Risk Identification, Measurement, and Modeling<br>• Data Collection and Preprocessing for Risk Analytics<br>• Probability Models for Risk Assessment<br>• Scenario Analysis and Stress Testing | | |
| **Unit III** | **Fraud Detection Techniques** | **08 hours** |
| • Statistical and Data Mining Approaches for Fraud Detection<br>• Machine Learning Applications in Fraud Analytics<br>• Network and Behavioral Analysis<br>• Fraud Detection Systems: Rules-Based vs. AI-Based Approaches | | |
| **Unit IV** | **Fraud Analytics: A broader Perspectives** | **15 hours** |
| • Data Quality<br>• Privacy<br>• The RACI Matrix<br>• Fraud Loss<br>• Forecasting | | |

**Learning Experience:**

- Hands-on experience with risk and fraud detection software
- Real-world case study discussions and simulations
- Group projects and presentations on fraud analytics solutions
- Practical exposure to analytical tools such as Python, R, and SQL

Textbooks

1. Baesens, Bart, Veronique Van Vlasselaer, and Wouter Verbeke. *Fraud analytics using descriptive, predictive, and social network techniques: a guide to data science for fraud detection*. John Wiley & Sons, 2015.
2. Fraud Analytics: A Practitioner's Guide to Detecting and Preventing Fraud with Data Mining and Machine Learning" by Marco del Ciotto, Marco A. A.

Suggested Readings

1. Baesens, B. (2015). "Analytics in a Big Data World: The Essential Guide to Data Science and its Applications." Wiley.
2. Ngai, E. W. T., et al. (2011). "The Application of Data Mining Techniques in Financial Fraud Detection: A Classification Framework and an Academic Review of Literature." Decision Support Systems.

Open Educational Resources (OER)

- MIT OpenCourseWare on Data Science and Analytics
- Coursera & edX Courses on Fraud Analytics and Risk Management

- Kaggle Datasets for Fraud Detection Modeling

Evaluation Scheme

| **Assessment Components** | **Marks Scheme** |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBFT473** | **Course Title: Cyber Security Law and Technology** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **3** | **0** | **0** | **3** |
| **Category of Course** | Major | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | **Basic understanding of internet technologies, basic legal terminology, and foundational awareness of cybersecurity concepts such as confidentiality, data breaches, and compliance** | | | | |

**Course Perspective**

This course provides an in-depth understanding of cybersecurity principles, laws, and regulatory frameworks governing digital security. It covers the intersection of technology, data protection, ethical hacking, and legal compliance, equipping learners with the knowledge to navigate the complexities of cybersecurity policies and digital risk management.

**Course Outcomes**

After completion of the course, the student will be:

| Course Outcome | Course Outcome Statement | Bloom's Taxonomy Level |
|---|---|---|
| CO1 | **Understanding** fundamental cybersecurity concepts and threats. | L2 |
| CO2 | **Analyzing** legal frameworks and regulatory compliance in cybersecurity. | L4 |
| CO3 | **Applying** ethical hacking and risk management strategies. | L5 |
| CO4 | **Evaluating** data protection policies and privacy laws. | L5 |
| CO5 | **Developing** cybersecurity policies and frameworks for organizations. | L6 |

**Course Content**

| Unit I | Introduction to Cybersecurity & Legal Frameworks | 10 Hours |
|---|---|---|
| • Fundamentals of cybersecurity: CIA Triad (Confidentiality, Integrity, Availability)<br>• Threat landscapes: malware, phishing, ransomware<br>• Cybersecurity governance, NIST Cybersecurity Framework<br>• International laws and treaties on cybersecurity<br>• Comparison between Indian IT Act, 2000 (Amended 2008) and global frameworks | | |
| **Unit II** | **Data Protection & Privacy Laws** | **10 Hours** |
| • GDPR, CCPA, India's Digital Personal Data Protection Act (DPDP 2023)<br>• Legal implications of data breaches<br>• Cross-border data transfers and Schrems II case<br>• Consent, rights of individuals, and accountability | | |
| **Unit III** | **Cybercrime,Investigation & Ethical Hacking** | **10 Hours** |
| • Types of cybercrimes: identity theft, financial fraud, cyberbullying<br>• Ethical hacking, penetration testing basics<br>• Cyber forensics tools: FTK, Autopsy, EnCase<br>• Case studies of major cybercrime incidents | | |
| **Unit IV** | **Risk Management & Security Technologies** | **10 Hours** |
| • Cyber risk assessment and mitigation<br>• Encryption standards, network security protocols<br>• Cloud security and IoT challenges<br>• Business continuity and disaster recovery planning<br>• Introduction to Zero Trust Architecture, SOC roles | | |
| **Unit V** | **Future Trends & Ethical Considerations** | **5 Hours** |
| • AI and cybersecurity: risks and benefits<br>• Blockchain for secure transactions<br>• Cybersecurity in critical infrastructure (finance, healthcare)<br>• Ethical dilemmas in cybersecurity decision-making | | |

**Learning Experience**

The course includes hands-on cybersecurity exercises, case studies on cyber laws, interactive sessions with legal experts, and practical simulations on data protection and ethical hacking.

**Textbooks**


1. Pavan Duggal, Cyber Law: The Indian Perspective
2. Jonathan Rosenoer, CyberLaw: The Law of the Internet
3. Mark F. Grady & Francesco Parisi, The Law and Economics of Cybersecurity

**Suggested Readings**

1. Jeff Kosseff, Cybersecurity Law
2. Orin S. Kerr, Computer Crime Law
3. Kris Hermans, Cybersecurity Fundamentals: A Practical Guide to Managing Security in the Digital Age
4. Paul Ferrillo, Christophe Veltsos & George Platsis, Take Back Control of Your Cybersecurity Now: Game Changing Concepts on AI and Cyber Governance
5. Bruce Schneier, Secrets & Lies: Digital Security in a Networked World

**Open Educational Resources (OER)**

1. https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/6-805-6-806-ethics-and-the-law-on-the-electronic-frontier-fall-2005/
2. https://pll.harvard.edu/course/cybersecurity-managing-risk-information-age
3. https://www.coursera.org/learn/cyber-security-law
4. https://www.edx.org/course/cybersecurity-fundamentals

**Evaluation Scheme**

| Assessment Components | Marks Scheme |
|---|---|
| Internal Assessment | Marks |
| I. Continuous Assessment | 40 Marks:<br>Assessment I: 20–25 Marks components is: Project-Based Learning:<br><br>Assessment. II: 15-20 Marks<br>Components are:<br>Quizzes/Assignments/Essays/Presentations/Participation/Case Studies/Reflective Journals: (minimum five components)- |
| II. Mid-Term Examination | 20 Marks |
| External Assessment-End Term Examination (Theory) 40 Marks | |

| SEMESTER IV | | | | | |
|---|---|---|---|---|---|
| **Course Code: MCMBPR473** | **Course Title: Engagement frameworks for Fintech Products** | **L** | **T** | **P** | **C** |
| **Version** | **1** | **0** | **0** | **0** | **3** |
| **Category of Course** | Project | | | | |
| **Total Contact Hours** | 45 | | | | |
| **Pre-Requisites/ Co-Requisites** | | | | | |