



PRESIDENCY UNIVERSITY

Private University Estd. in Karnataka State by Act No. 41 of 2013

Itgalpura, Rajankunte, Yelahanka, Bengaluru – 560064



School of Management Master of Business Administration (MBA)

CURRICULUM STRUCTURE based on Choice Based Credit System (CBCS) and Outcome Based Education (OBE)

Master of Business Administration MBA [Digital Marketing]

2024-2026

Regulation No: PU/AC-24.17/SOM16/MDM/2024-26

Resolution No.17 of the 24th Meeting of the Academic Council held on 03rd August 2024, and ratified by the Board of Management in its 24th Meeting held on 05th August, 2024.

(As amended up to the 26th Meeting of the Academic Council held on 25th July 2025. This document supersedes all previous guidelines)

August, 2024

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PART A – PROGRAM REGULATIONS AND CURRICULUM

1. Vision & Mission of the University and the School / Department:

1.1 Vision of the University:

To be a Value-driven Global University, excelling beyond peers and creating professionals of integrity and character, having concern and care for society.

1.2 Mission of the University:

- Commit to be an innovative and inclusive institution by seeking excellence in teaching, research and knowledge-transfer.
- Pursue Research and Development and its dissemination to the community, at large.
- Create, sustain and apply learning in an interdisciplinary environment with consideration for ethical, ecological and economic aspects of nation building.
- Provide knowledge-based technological support and services to the industry in its growth and development.
- To impart globally-applicable skill-sets to students through flexible course offerings and support industry's requirement and inculcate a spirit of new-venture creation.

1.3 Vision of the School:

To inspire and develop responsible leaders who generate meaningful and lasting impact on businesses, communities, and society

1.4 Mission of the School:

Our mission is to provide students with the knowledge, skills, and ethical foundation needed to lead with integrity and drive sustainable change in business and society

2. Preamble to the Program Regulations and Curriculum

This is the subset of Academic Regulations and it is to be followed as a requirement for the award of Master of Business Administration (MBA-Digital Marketing) Degree.

The Curriculum is designed to take into the factors listed in the Choice Based Credit System (CBCS) with focus on Social Project Based Learning, Industrial Training, and Internship to enable the students to become eligible and fully equipped for employment in industries, choose higher studies or entrepreneurship.

In exercise of the powers conferred by and in discharge of duties assigned under the relevant provision(s) of the Act, Statutes and Academic Regulations of the University, the Academic Council hereby makes the following Regulations.

3. Short Title and Commencement:

- a. These Regulations shall be called the Master of Business Administration (MBA-Digital Marketing) Program Regulations and Curriculum 2024-2026.
- b. These Regulations are subject to, and pursuant to the Academic Regulations.
- c. These Regulations shall be applicable to the ongoing Master of Business Administration (MBA-Digital Marketing) Programs of the 2024-2026 batch, and to all

- other Master of Business Administration (MBA-Digital Marketing) Programs which may be introduced in future.
- d. These Regulations shall supersede all the earlier Master of Business Administration (MBA-Digital Marketing) Program Regulations and Curriculum, along with all the amendments thereto.
 - e. These Regulations shall come into force from the Academic Year 2024-2025.

4. Definitions

In these Regulations, unless the context otherwise requires:

- a. *"Academic Calendar" means the schedule of academic and miscellaneous events as approved by the Vice Chancellor;*
- b. *"Academic Council" means the Academic Council of the University;*
- c. *"Academic Regulations" means the Academic Regulations, of the University;*
- d. *"Academic Term" means a Semester or Summer Term;*
- e. *"Act" means the Presidency University Act, 2013;*
- f. *"AICTE" means All India Council for Technical Education;*
- g. *"Basket" means a group of courses bundled together based on the nature/type of the course;*
- h. *"BOE" means the Board of Examinations of the University;*
- i. *"BOG" means the Board of Governors of the University;*
- j. *"BOM" means the Board of Management of the University;*
- k. *"BOS" means the Board of Studies of a particular Department/Program of Study of the University;*
- l. *"CGPA" means Cumulative Grade Point Average as defined in the Academic Regulations;*
- m. *"Clause" means the duly numbered Clause, with Sub-Clauses included, if any, of these Regulations;*
- n. *"COE" means the Controller of Examinations of the University;*
- o. *"Course In Charge" means the teacher/faculty member responsible for developing and organizing the delivery of the Course;*
- p. *"Course Instructor" means the teacher/faculty member responsible for teaching and evaluation of a Course;*
- q. *"Course" means a specific subject usually identified by its Course-code and Course-title, with specified credits and syllabus/course-description, a set of references, taught by some teacher(s)/course-instructor(s) to a specific class (group of students) during a specific Academic Term;*
- r. *"Curriculum Structure" means the Curriculum governing a specific Degree Program offered by the University, and, includes the set of Baskets of Courses along with minimum credit requirements to be earned under each basket for a degree/degree with specialization/minor/honors in addition to the relevant details of the Courses and Course catalogues (which describes the Course content and other important information about the Course). Any specific requirements for a particular program may be brought into the Curriculum structure of the specific program and relevant approvals should be taken from the BOS and Academic Council at that time.*
- s. *"DAC" means the Departmental Academic Committee of a concerned*

Department/Program of Study of the University;

- t. "Dean" means the Dean / Director of the concerned School;*
- u. "Degree Program" includes all Degree Programs;*
- v. "Department" means the Department offering the degree Program(s) / Course(s) / School offering the concerned Degree Programs / other Administrative Offices;*
- w. "Discipline" means specialization or program of MBA Degree Program;*
- x. "HOD" means the Head of the concerned Department;*
- y. "L-T-P-C" means Lecture-Tutorial-Practical-Credit – refers to the teaching – learning periods and the credit associated;*
- z. "MOOC" means Massive Open Online Courses;*
- aa. "MOU" means the Memorandum of Understanding;*
- bb. "NPTEL" means National Program on Technology Enhanced Learning;*
- cc. "Parent Department" means the department that offers the Degree Program that a student undergoes;*
- dd. "Program Head" means the administrative head of a particular Degree Program/s;*
- ee. "Program Regulations" means the Bachelor of Technology Degree Program Regulations and Curriculum, 2024-2026;*
- ff. "Program" means the Master of Business Administration (MBA) Degree Program;*
- gg. "PSOM" means the Presidency School of Management;*
- hh. "Registrar" means the Registrar of the University;*
- ii. "School" means a constituent institution of the University established for monitoring, supervising and guiding, teaching, training and research activities in broadly related fields of studies;*
- jj. "Section" means the duly numbered Section, with Clauses included in that Section, of these Regulations;*
- kk. "SGPA" means the Semester Grade Point Average as defined in the Academic Regulations;*
- ll. "Statutes" means the Statutes of Presidency University;*
- mm. "Sub-Clause" means the duly numbered Sub-Clause of these Program Regulations;*
- nn. "Summer Term" means an additional Academic Term conducted during the summer break (typically in June-July) for a duration of about eight (08) calendar weeks, with a minimum of thirty (30) University teaching days;*
- oo. "SWAYAM" means Study Webs of Active Learning for Young Aspiring Minds.*
- pp. "UGC" means University Grants Commission;*
- qq. "University" means Presidency University, Bengaluru; and*
- rr. "Vice Chancellor" means the Vice Chancellor of the University.*

5. Program Description:

The Master of Business Administration (MBA-Digital Marketing) Program Regulations and Curriculum 2024-2026 are subject to, and, pursuant to the Academic Regulations. These Program Regulations shall be applicable to the following ongoing Master of Business Administration (MBA-Digital Marketing) Programs of 2024-2026 offered by the Presidency School of Management (PSOM):

1. MBA
2. MBA (Business Analytics)
3. MBA (Digital Marketing)
4. MBA (Marketing & Finance)
5. MBA (Banking & Finance Management)

5.1 These Program Regulations shall be applicable to other similar programs, which may be introduced in future.

5.2 These Regulations may evolve and get amended or modified or changed through appropriate approvals from the Academic Council, from time to time, and shall be binding on all concerned.

5.3 The effect of periodic amendments or changes in the Program Regulations, on the students admitted in earlier years, shall be dealt with appropriately and carefully, so as to ensure that those students are not subjected to any unfair situation whatsoever, although they are required to conform to these revised Program Regulations, without any undue favour or considerations:

6. Minimum and Maximum Duration:

- 6.1** Master of Business Administration (MBA-Digital Marketing) Degree Program is a Two-Year, Full-Time Semester based program. The minimum duration of the MBA-Digital Marketing Program is two (02) years and each year comprises of two academic Semesters (Odd and Even Semesters) and hence the duration of the MBA-Digital Marketing program is four (04) Semesters.
- 6.2** A student who for whatever reason is not able to complete the Program within the normal period or the minimum duration (number of years) prescribed for the Program, may be allowed a period of two years beyond the normal period to complete the mandatory minimum credits requirement as prescribed by the concerned Program Regulations and Curriculum. In general, the permissible maximum duration (number of years) for completion of Program is 'N' + 2 years, where 'N' stands for the normal or minimum duration (number of years) for completion of the concerned Program as prescribed by the concerned Program Regulations and Curriculum.
- 6.3** The time taken by the student to improve Grades/CGPA, and in case of temporary withdrawal/re-joining (Refer to Clause **Error! Reference source not found.** of Academic Regulations), shall be counted in the permissible maximum duration for completion of a Program.
- 6.4** In exceptional circumstances, such as temporary withdrawal for medical exigencies where there is a prolonged hospitalization and/or treatment, as certified through hospital/medical records, women students requiring extended maternity break (certified by registered medical practitioner),

and, outstanding sportspersons representing the University/State/India requiring extended time to participate in National/International sports events, a further extension of one (01) year may be granted on the approval of the Academic Council.

- 6.5** The enrolment of the student who fails to complete the mandatory requirements for the award of the concerned Degree (refer Section 19. **Error! Reference source not found.** of Academic Regulations) in the prescribed maximum duration (Sub-Clauses 18.1 and 18.2 of Academic Regulations), shall stand terminated and no Degree shall be awarded.

7. Program Educational Objectives (PEO)

After two years of successful completion of the program, the graduates shall be:

- PEO1:** Industry ready graduates having high integrity, social responsibility & leadership capabilities.
- PEO2:** Enhanced with analytical skills and design thinking approach to solve business problems.
- PEO3:** Able to foster entrepreneurial mind set through creativity and innovation.
- PEO4:** Enabled graduates to engage in and benefit from lifelong learning.

8. Program Outcomes (PO) and Program Specific Outcomes (PSO)

8.1 Program Outcomes (PO)

On successful completion of the Program, the students shall be able to:

- PO1:** An ability to lead themselves and others to achieve organizational goals contributing effectively to a team environment.
- PO2:** An ability to integrate functional knowledge and apply managerial skills in changing business environment.
- PO3:** An ability to identify real life problems in different management functions and solve them through strategic planning, critical thinking and innovation.
- PO4:** An ability to identify and evaluate business ideas and opportunities.
- PO5:** An ability to make data driven decisions and effectively communicate to different stakeholders.
- PO6:** An ability to evaluate and integrate ethical and societal considerations when making business decisions.
- PO7:** An ability to demonstrate commitment to continuous learning.

8.2 Program Specific Outcomes [PSOs]:

On successful completion of the Program, the students shall be able to:

On successful completion of the Master of Business Administration (MBA-Digital Marketing) program from Presidency University, the student shall possess:

- PSO1** Develop and implement comprehensive digital marketing strategies that align with business objectives, leveraging various digital channels and tools to optimize reach and engagement.
- PSO2** Analyze consumer behavior in digital environments to create targeted marketing campaigns that effectively address customer needs and preferences.
- PSO3** Utilize digital analytics tools to collect, interpret, and apply data insights, enhancing campaign performance.
- PSO4** Lead and manage cross-functional teams in the planning and execution of integrated digital marketing campaigns, ensuring alignment with overall business strategies.
- PSO5** Demonstrate an understanding of ethical issues and legal regulations in digital marketing, ensuring compliance with data protection, privacy laws, and advertising standards.

9. Admission Criteria (as per the concerned Statutory Body)

The University admissions shall be open to all persons irrespective of caste, class, creed, gender or nation. All admissions shall be made on the basis of merit in the qualifying examinations; provided that forty percent of the admissions in all Programs of the University shall be reserved for the students of Karnataka State and admissions shall be made through a Common Entrance Examination conducted by the State Government or its agency and seats shall be allotted as per the merit and reservation policy of the State Government from time to time. The admission criteria to the MBA Program is listed in the following Sub-Clauses:

- 9.1** An applicant must have a graduation degree in any field from a recognized university with a minimum of 50% marks in the qualifying examination for the general category or 45% marks for SC/ST and other reserved categories and must have appeared in any national or state-level entrance examination such as CAT, XAT, MAT, CMAT, ATMA, or KMAT.
- 9.2** Reservation for the SC / ST and other backward classes shall be made in accordance with the directives issued by the Government of Karnataka from time to time.
- 9.3** Admissions are offered to Foreign Nationals and Indians living abroad in accordance with the rules applicable for such admission, issued from time to time, by the Government of India.
- 9.4** Candidates must fulfil the medical standards required for admission as prescribed by the University.
- 9.5** If, at any time after admission, it is found that a candidate had not in fact fulfilled all the requirements stipulated in the offer of admission, in any form whatsoever, including possible misinformation and any other falsification, the Registrar shall

report the matter to the Board of Management (BOM), recommending revoking the admission of the candidate.

9.6 The decision of the BOM regarding the admissions is final and binding.

10. Transfer of student(s) from another recognized University to the 2nd year (3rd Semester) of the MBA-Digital Marketing Program of the University

A student who has completed the 1st Year (i.e., passed in all the Courses / Subjects prescribed for the 1st Year) of the MBA-Digital Marketing Two-Year Degree Program from another recognized University, may be permitted to transfer to the 2nd Year (3rd Semester) of the MBA-Digital Marketing Program of the University as per the rules and guidelines prescribed in the following Sub-Clauses:

10.1.1 The student shall submit the Application for Transfer along with a non-refundable Application Fee (as prescribed by the University from time to time) to the University no later than July of the concerned year for admission to the 2nd Year (3rd Semester) MBA-Digital Marketing Program commencing on August on the year concerned.

10.1.2 The student shall submit copies of the respective Marks Cards / Grade Sheets / Certificates along with the Application for Transfer.

10.1.3 The transfer may be provided on the condition that the Courses and Credits completed by the concerned student in the 1st Year of the MBA Two Degree Program from the concerned University, are declared equivalent and acceptable by the Equivalence Committee constituted by the Vice Chancellor for this purpose. Further, the Equivalence Committee may also prescribe the Courses and Credits the concerned students shall have to mandatorily complete, if admitted to the 2nd Year of the MBA-Digital Marketing Program of the University.

10.1.4 The Program allotted to the student concerned shall be the decision of the University and binding on the student.

11. Change of Program

A student admitted to a particular Program of the MBA-Digital Marketing Program will normally continue studying in that Program till the completion of the program. However, the University reserves the right to provide the option for a change of Program, or not to provide the option for a change of Program, at the end of 1st Year of the MBA-Digital Marketing Program to eligible students in accordance with the following rules and guidelines: framed by the University from time to time.

11.1 Normally, only those students, who have passed all the Courses prescribed for the 1st Year of the MBA-Digital Marketing Program and obtained a CGPA of not

less than 6.00 at the end of the 2nd Semester, shall be eligible for consideration for a change of Program.

11.2 Change of Program, if provided, shall be made effective from the commencement of the 3rd Semester of the MBA Program. There shall be no provision for change of Program thereafter under any circumstances whatsoever.

11.3 The student provided with the change of Program shall fully adhere to and comply with the Program Regulations of the concerned Program of the MBA Program, the Fee Policy pertaining to that Program of the MBA Program, and, all other rules pertaining to the changed Program existing at the time.

11.4 Change of Program once made shall be final and binding on the student. No student shall be permitted, under any circumstances, to refuse the change of Program offered.

11.5 The eligible student may be allowed a change in Program, strictly in order of *inter se* merit, subject to the conditions given below:

11.5.1 The actual number of students in the 3rd Semester in any particular Program to which the transfer is to be made, should not exceed the intake fixed by the University for the concerned Program;

11.5.2 The actual number of students in any Program from which transfer is being sought does not fall below 75% of the total intake fixed by the University for the concerned Program.

11.5.3 The process of change of Program shall be completed within the first five days of Registration for the 3rd Semester of the MBA-Digital Marketing Program.

12. Specific Regulations regarding Assessment and Evaluation – including the Assessment Details of NTCC Courses, Weightages of Continuous Assessment and End Term Examination for various Course Categories

12.1 The academic performance evaluation of a student in a Course shall be according to the University Letter Grading System based on the class performance distribution in the Course.

12.2 Academic performance evaluation of every registered student in every Course registered by the student is carried out through various components of Assessments spread across the Semester. The nature of components of Continuous Assessments and the weightage given to each component of Continuous Assessments (refer Clause 0) shall be clearly defined in the Course Plan for every Course, and approved by the DAC.

12.3 Format of the End-Term examination shall be specified in the Course Plan.

12.4 Grading is the process of rewarding the students for their overall performance in each Course. The University follows the system of Relative Grading with statistical approach to classify the students based on the relative performance of the students registered in the concerned Course except in the following cases:

- Non-Teaching Credit Courses (NTCC)
- Courses with a class strength less than 30

Absolute grading method may be adopted, where necessary with prior approval of concerned DAC.

Grading shall be done at the end of the Academic Term by considering the aggregate performance of the student in all components of Assessments prescribed for the Course. Letter Grades (Clause **Error! Reference source not found.** of Academic Regulations) shall be awarded to a student based on her/his overall performance relative to the class performance distribution in the concerned Course. These Letter Grades not only indicate a qualitative assessment of the student's performance but also carry a quantitative (numeric) equivalent called the Grade Point.

12.5 Assessment Components and Weightage

Table 12.5.1: Assessment Components and Weightage for different category of Courses

| Theory Courses - Weightage - 60: 40 | | | | | | |
|-------------------------------------|--------------|--------------|--------------|---------|----------|-------|
| Continuous Assessment* - 35% | | | | Midterm | End term | Total |
| Assessment 1 | Assessment 2 | Assessment 3 | Assessment 4 | 25% | 40% | 100% |
| | | | | | | |

| Lab/CA Courses - Weightage - 75: 25 | | | | | |
|-------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------|
| Continuous Assessment* - 75% | | | | End term | Total |
| Practice Assessment 1 | Practice Assessment 2 | Practice Assessment 3 | Practice Assessment 4 | Assessment & Viva 25% | 100% |
| | | | | | |

***Minimum 03 assessments.**

Skill based Courses like Industry Internship, Capstone project, Research Dissertation, Integrative Studio, Interdisciplinary Project, Summer / Short Internship, Social

Engagement / Field Projects, Portfolio, and such similar Non-Teaching Credit Courses, where the pedagogy does not lend itself to a typical L-T-P structure.

Guidelines for the assessment components for the various types of Courses, with recommended weightages, shall be specified in the concerned Program Regulations and Curriculum / Course Plans, as applicable.

The exact weightages of Evaluation Components shall be clearly specified in the concerned PRC and respective Course Plan.

Normally, for Practice/Skill based Courses, without a defined credit structure (L-T-P) [NTCC], but with assigned Credits (as defined in Clause **Error! Reference source not found.** of the Academic Regulations), the method of evaluation shall be based only on Continuous Assessments. The various components of Continuous Assessments, the distribution of weightage among such components, and the method of evaluation/assessment, shall be as decided and indicated in the Course Plan/PRC. The same shall be approved by the respective DAC.

12.6 Minimum Performance Criteria:

12.6.1 Theory only Course and Lab/Practice Embedded Theory Course

A student shall satisfy the following minimum performance criteria to be eligible to earn the credits towards the concerned Course:

- a. A student must obtain a minimum of 30% of the total marks/weightage assigned to the End Term Examinations in the concerned Course.
- b. The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of the components of Continuous Assessments, Mid Term Examinations and End Term Examinations in the concerned Course.

12.6.2 Lab/Practice only Course and Project Based Courses

The student must obtain a minimum of 40% of the AGGREGATE of the marks/weightage of all assessment components in the concerned Course.

- 12.6.2.1** A student who fails to meet the minimum performance criteria listed above in a Course shall be declared as "Fail" and given "F" Grade in the concerned Course. For theory Courses, the student shall have to re-appear in the "Make-Up Examinations" as scheduled by the University in any subsequent semester, or, re-appear in the End Term Examinations of the same Course when it is scheduled at the end of the following Semester or Summer Term, if offered. The marks obtained in the Continuous Assessments (other than the End Term Examination) shall be carried forward and be included in computing

the final grade, if the student secures the minimum requirements (as per Clause 12.6.1, 12.6.2 of Academic Regulations in the "Make-Up Examinations" of the concerned Course. Further, the student has an option to re-register for the Course and clear the same in the summer term/ subsequent semester if he/she wishes to do so, provided the Course is offered.

13 Additional clarifications - Rules and Guidelines for Transfer of Credits from MOOC, etc. – Note: These are covered in Academic Regulations.

The University allows students to acquire credits from other Indian or foreign institutions and/or Massive Open Online Course (MOOC) platforms, subject to prior approval. These credits may be transferred and counted toward fulfilling the minimum credit requirements for the award of a degree. The process of transfer of credits is governed by the following rules and guidelines:

- 13.1** The transfer of credits shall be examined and recommended by the Equivalence Committee (Refer **Error! Reference source not found.** of Academic Regulations) and approved by the Dean - Academics.
- 13.2** Students may earn credits from other Indian or foreign Universities/Institutions with which the University has an MOU, and that MOU shall have specific provisions, rules and guidelines for transfer of credits. These transferred credits shall be counted towards the minimum credit requirements for the award of the degree.
- 13.3** Students may earn credits by registering for Online Courses offered by *Study Web of Active Learning by Young and Aspiring Minds* (SWAYAM) and *National Program on Technology Enhanced Learning* (NPTEL), or other such recognized Bodies/ Universities/Institutions as approved by the concerned BOS and Academic Council from time to time. The concerned School/Parent Department shall publish/include the approved list of Courses and the rules and guidelines governing such transfer of credits of the concerned Program from time to time. The Rules and Guidelines for the transfer of credits specifically from the Online Courses conducted by SWAYAM/ NPTEL are as stated in the following Sub-Clauses:
 - 13.3.1** A student may complete SWAYAM/NPTEL/other approved MOOCs as mentioned in Clause (as per academic regulations) and transfer equivalent credits to partially or fully complete the mandatory credit requirements of Discipline Elective Courses and/or the mandatory credit requirements of Open Elective Courses as prescribed in the concerned Curriculum Structure. However, it is the sole responsibility of the student to complete the mandatory

credit requirements of the Discipline Elective Courses and the Open Elective Courses as prescribed by the Curriculum Structure of the concerned Program.

- 13.3.2** SWAYAM/NPTEL/ other approved MOOCs as mentioned in Clause (as per academic regulations) shall be approved by the concerned Board of Studies and placed.
- 13.3.3** Parent Departments may release a list of SWAYAM/NPTEL/other approved MOOCs for Pre-Registration as per schedule in the Academic Calendar or through University Notification to this effect.
- 13.3.4** Students may Pre-Register for the SWAYAM/NPTEL/other approved MOOCs in the respective Departments and register for the same Courses as per the schedule announced by respective Online Course Offering body/institute/university.
- 13.3.5** A student shall request for transfer of credits only from such approved Courses as mentioned in Sub-Clause, 13.3.2 above.
- 13.3.6** SWAYAM/NPTEL/other approved MOOCs Courses are considered for transfer of credits only if the concerned student has successfully completed the SWAYAM/NPTEL/other approved MOOCs and obtained a certificate of successful/satisfactory completion.
- 13.3.7** A student who has successfully completed the approved SWAYAM/NPTEL/ other approved MOOCs and wants to avail the provision of transfer of equivalent credits, must submit the original Certificate of Completion, or such similar authorized documents to the HOD concerned, with a written request for the transfer of the equivalent credits. On verification of the Certificates/Documents and approval by the HOD concerned, the Course(s) and equivalent Credits shall have forwarded to the COE for processing of results of the concerned Academic Term.
- 13.3.8** The credit equivalence of the SWAYAM/NPTEL/other approved MOOCs are based on Course durations and/or as recommended by the Course offering body/institute/university. The Credit Equivalence mapped to SWAYAM/ NPTEL approved Courses based on Course durations for transfer of credits is summarized in Table shown below. The Grade will be calculated from the marks received by the Absolute Grading Table in the academic regulations.

Table 13.3.2: Durations and Credit Equivalence for Transfer of Credits from SWAYAM-NPTEL/ other approved MOOC Courses

| Sl. No. | Course Duration | Credit Equivalence |
|----------------|------------------------|---------------------------|
| 1 | 4 Weeks | 1 Credit |
| 2 | 8 Weeks | 2 Credits |
| 3 | 12 Weeks | 3 Credits |

13.3.9 The maximum permissible number of credits that a student may request for credit transfer from MOOCs shall not exceed 20% of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree.

13.3.10 The University shall not reimburse any fees/expense; a student may incur for the SWAYAM/NPTEL/other approved MOOCs.

13.4 The maximum number of credits that can be transferred by a student shall be limited to forty percent (40%) of the mandatory minimum credit requirements specified by the concerned Program Regulations and Curriculum for the award of the concerned Degree. However, the grades obtained in the Courses transferred from other Institutions/MOOCs, as mentioned in this Section, shall not be included in the calculation of the CGPA.

PART B- PROGRAM STRUCTURE

14 Structure/Component with Credit Requirements Course Baskets and Minimum Basket Wise Credit Requirements:

The Master of Business Administration (MBA-Digital Marketing) Program Structure (2024-2026) totaling 104 credits. Table 14.1.3 summarizes the type of baskets, number of courses under each basket and the associated credits that are mandatorily required for the completion of the Degree.

| Table 14.1.3: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Summary of Mandatory Courses and Minimum Credit Contribution from various Baskets | | |
|---|--|----------------------------|
| Sl. No. | Baskets | Credit Contribution |
| 1 | Program Core Courses (PCC) | 41 |
| 2 | Discipline Specific Courses (DSEC) | 26 |
| 3 | Entrepreneurial Skills Enhancement Core Course (ESECC) | 3 |
| 4 | Ability Skill Enhancement Courses (ASEC) | 12 |
| 5 | Soft Skill Enhancement Courses (SSEC) | 4 |
| 6 | Open Electives Courses (OEC) | 6 |
| 7 | Industry Collaborative Courses (ICC) | 12 |
| 8 | Value Added Courses (VAC) | 0 |
| | Total Credits | 104 |

15 Minimum Total Credit Requirements of Award of Degree:

As per the AICTE guidelines, a minimum of 104 credits is required for the award of a Master of Business Administration (MBA-Digital Marketing) degree.

16 Other Specific Requirements for Award of Degree, if any, as prescribed by the Statutory Bodies.

- 16.1 The award of the Degree shall be recommended by the Board of Examinations and approved by the Academic Council and Board of Management of the University.
- 16.2 A student shall be declared to be eligible for the award of the concerned Degree if she/he:
- a. Fulfilled the Minimum Credit Requirements and the Minimum Credits requirements under various baskets;
 - b. Secure a minimum CGPA of 5.00 in the concerned Program at the end of the Semester/Academic Term in which she/he completes all the requirements for the award of the Degree as specified in Sub-Clause a of Academic Regulations;
 - c. No dues to the University, Departments, Hostels, Library, and any other such Centers/ Departments of the University; and
 - d. No disciplinary action is pending against her/him.

PART C- CURRICULUM STRUCTURE/LIST

17 Curriculum Structure – Basket Wise Course List (not Semester Wise) List of Courses Tabled – aligned to the Program Structure
(Course Code, Course Name, Credit Structure (LTPC), Contact Hours, Course Basket, Type of Skills etc., as applicable).

| Table 17.1.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Program Core Course (PCC) | | | | | | | |
|---|--------------------|--------------------|-------------------------------------|----------|----------|----------|----------|
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | PCC | MBA1022 | Economics for Managers | 3 | 0 | 0 | 3 |
| 2 | PCC | MBA1007 | Business Statistics | 4 | 0 | 0 | 4 |
| 3 | PCC | MBA2034 | Accounting for Managers | 4 | 0 | 0 | 4 |
| 4 | PCC | MBA1023 | Organisational Behaviour | 3 | 0 | 0 | 3 |
| 5 | PCC | MBA1020 | Marketing Management | 3 | 0 | 0 | 3 |
| 6 | PCC | MBA2043 | Technology Foundations for Business | 3 | 0 | 0 | 3 |
| 7 | PCC | MBA2042 | Corporate Finance | 3 | 0 | 0 | 3 |
| 8 | PCC | MBA2027 | Human Resource Management | 3 | 0 | 0 | 3 |
| 9 | PCC | MBA2033 | Business Research Methods | 3 | 0 | 0 | 3 |
| 10 | PCC | MBA2040 | Production and Logistics Management | 3 | 0 | 0 | 3 |
| 11 | PCC | MBA3001 | Business Law | 3 | 0 | 0 | 3 |
| 12 | PCC | MBA3052 | Corporate Strategy | 3 | 0 | 0 | 3 |
| 13 | PCC | MBA2019 | Digital Marketing | 3 | 0 | 0 | 3 |

| Table 17.2.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Ability Skill Enhancement Courses (ASEC) | | | | | | | |
|--|--------------------|--------------------|--|----------|----------|----------|----------|
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | ASEC | MBA1021 | Data Analysis using Spreadsheets | 3 | 0 | 0 | 3 |
| 2 | ASEC | PPS3022 | Aptitude Training | 2 | 0 | 2 | 3 |
| 3 | ASEC | MBA2041 | Business Analytics for Decision Making | 3 | 0 | 0 | 3 |
| 4 | ASEC | PPS3024 | Industry Readiness Program - III | 1 | 0 | 2 | 2 |
| 5 | ASEC | PPS4003 | Aptitude Training Advanced | 0 | 0 | 2 | 1 |

| Table 17.3.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Entrepreneurial Skills Enhancement Core Course (ESECC) | | | | | | | |
|--|--------------------|--------------------|--------------------------------------|----------|----------|----------|----------|
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | ESECC | MBA3051 | Entrepreneurship and Business Ethics | 3 | 0 | 0 | 3 |

Table 17.4.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Industry Collaborative Courses (ICC)

| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
|--------|-------------|-------------|---------------------------|---|---|---|---|
| 1 | ICC | MBA3074 | Summer Internship Project | - | - | - | 6 |
| 2 | ICC | MBA3145 | Dissertation | - | - | - | 6 |

Table 17.5.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Soft Skill Enhancement Courses (SSEC)

| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
|--------|-------------|-------------|---------------------------|---|---|---|---|
| 1 | SSEC | ENG5002 | Business Communication | 3 | 0 | 0 | 3 |
| 2 | SSEC | PPS1013 | Personality Development I | 0 | 0 | 2 | 1 |

Table 17.6.4: Master of Business Administration (MBA-Digital Marketing) Program Structure 2024-2026: Value Added Courses (VAC)

| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
|--------|-------------|-------------|--|---|---|---|---|
| 1 | VAC | MBA1034 | Data analysis for Managers using IBM SPSS | 1 | 0 | 0 | 0 |
| 2 | VAC | MBA1031 | How To Analyze Data - Using Microsoft Excel Add Ins | 1 | 0 | 0 | 0 |
| 3 | VAC | MBA1030 | Personal and Professional Business Networking Skills | 1 | 0 | 0 | 0 |
| 4 | VAC | MBA1033 | Personal Branding: Aligning Values with Career Success | 1 | 0 | 0 | 0 |
| 5 | VAC | MBA1032 | Python Programming | 1 | 0 | 0 | 0 |

18 Practical/Skill based Courses – Internships/Thesis/Dissertation/Capstone Project Work/Portfolio/Mini project:

Practical / Skill based Courses like internship, project work, capstone project, research project / dissertation, and such similar courses, where the pedagogy does not lend itself to a typical L-T-P-C Structure as defined in Clause 5.1 of the Academic Regulations, are simply assigned the number of Credits based on the quantum of work / effort required to fulfill the learning objectives and outcomes prescribed for the concerned Courses. Such courses are referred to as Non-Teaching Credit Courses (NTCC). These Courses are designed to provide students with hands-on experience and skills essential for their professional development. These courses aim to equip students with abilities in problem identification, root cause analysis, problem-solving, innovation, and design thinking through industry exposure and project-based learning. The expected outcomes are first level proficiency in problem solving and design thinking skills to better equip MBA post graduates for their professional careers. The method of evaluation and grading for the Practical / Skill based Courses shall be prescribed and approved by the concerned Departmental Academic Committee (refer Annexure A of the Academic Regulations). The same shall be prescribed in the Course Handout.

18.1 Internship

A student may undergo an internship for a period of 4-6 weeks in an industry / company or academic / research institution during the Semester Break between 2nd and 3rd Semesters, subject to the following conditions:

18.1.1 The Internship shall be conducted in accordance with the Internship Policy prescribed by the University from time to time.

18.1.2 The number of Internships available for the concerned Academic Term. Further, the available number of internships shall be awarded to the students by the University on the basis of merit using the CGPA secured by the student. Provided further, the student fulfils the criteria, as applicable, specified by the Industry / Company / research institution providing the Internship, as stated in Sub-Clause 2.6.1.2 above.

18.1.3 A student may opt for Internship in an Industry / Company / research institution of her / his choice, subject to the condition that the concerned student takes the responsibility to arrange the Internship on her / his own. Provided further, that the Industry / Company or academic / research institution offering such Internship confirms to the University that the Internship shall be conducted in accordance with the Program Regulations.

18.1.4 A student selected for an Internship in an industry / company or academic / research institution shall adhere to all the rules and guidelines prescribed in the Internship Policy of the University.

18.2 Dissertation

A student may opt to do a Research Project / Dissertation for a period of 6-8 weeks in an Industry / Company or academic / research institution or the University Department(s) as an equivalence of Capstone Project, subject to the following conditions:

18.2.1 The Research Project / Dissertation shall be approved by the concerned HOD and be carried out under the guidance of a faculty member.

The student may do the Research Project / Dissertation in an Industry / Company or academic / research institution of her / his choice subject to the above-mentioned condition (Sub-Clause 2.6.4.1). Provided further, that the Industry / Company or academic / research institution offering such Research Project / Dissertation confirms to the University that the Research Project / Dissertation work will be conducted in accordance with the Program Regulations and requirements of the University.

19 **List of Elective Courses under various Specializations/Stream Basket:**

| Sl. No. | Course Code | Course Name | L | T | P | C | Type of Skill/Focus | Course Caters to | Pre/Co-Requisites | Anti requisites | Future Courses in that need this Course as Prerequisite |
|--|-------------|--|---|---|---|-----------|---------------------|------------------|-------------------|-----------------|---|
| DISCIPLINE ELECTIVE - Minimum Credits to be earned from this basket | | | | | | 26 | | | | | |
| Digital Marketing – Discipline Electives | | | | | | | | | | | |
| 1 | MBA3079 | Digital Consumer Behaviour | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 2 | MBA3062 | Web Design using Wordpress | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 3 | MBA3029 | Search Engine Optimization | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 4 | MBA3081 | Search Engine Marketing | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 5 | MBA4090 | Digital Display Advertising | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 6 | MBA3027 | Social Media Marketing | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 7 | MBA3028 | E-Mail Campaigning and Affiliate Marketing | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 8 | MBA3030 | Mobile Marketing | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 9 | MBA4068 | Content Marketing | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 10 | MBA3141 | Website Data Analytics | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 11 | MBA4087 | Influencer Marketing | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 12 | MBA4076 | Experiential Marketing | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 13 | MBA3140 | Neuro Marketing in Digital Age | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| 14 | MBA3144 | E-Commerce | 2 | 0 | 0 | 2 | DSEC | Employability | | | |

| | | | | | | | | | | | |
|--|---------|----------------------------------|---|---|---|---|------|---------------|--|--|--|
| 15 | MBA3095 | Digital Project Management Tools | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 16 | MBA3094 | Digital Marketing Automation | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 17 | MBA3026 | Digital Marketing Strategy | 3 | 0 | 0 | 3 | DSEC | Employability | | | |
| 18 | MBA4051 | Digital Startups | 2 | 0 | 0 | 2 | DESC | Employability | | | |
| 19 | MBA3135 | AI and ML in Marketing | 2 | 0 | 0 | 2 | DESC | Employability | | | |
| 20 | MBA3123 | MarkTech and AdTech | 2 | 0 | 0 | 2 | DSEC | Employability | | | |
| Dissertation/Field Immersion/ ELECTIVE - Minimum Credits to be earned from this basket | | | | | | | | | | | |
| Management - Industry Collaborative Courses | | | | | | | | | | | |
| 21 | MBA3074 | Summer Internship Project | 0 | 0 | 0 | 6 | ICC | EM | | | |
| 22 | MBA3145 | Dissertation | 0 | 0 | 0 | 6 | ICC | EM | | | |

20 List of Open Electives to be offered by the School / Department (Separately for ODD and EVEN Semesters).

| Management - Open Electives Courses | | | | | | | | | | | |
|-------------------------------------|---------|---|---|---|---|---|------|----|--|--|--|
| 1 | MBA3037 | Personal Wealth Management | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 2 | MBA3039 | Market Research | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 3 | MBA2023 | Design Thinking for Business Innovation | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 4 | MBA3046 | Game Theory in Business | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 5 | MBA3047 | Data Story Telling | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 6 | MBA3048 | Environmental Sustainability and Value Creation | 3 | 0 | 0 | 3 | ASEC | EM | | | |
| 7 | MBA3049 | Industry 4.0 | 3 | 0 | 0 | 3 | ASEC | EM | | | |

20 List of MOOC (NPTEL) Courses:

| SI No. | Finance Area | Duration |
|----------------------------|--|-------------|
| 1 | Advanced Trading Algorithms | 12-15 Weeks |
| 2 | New Venture Finance: Start-up Funding for Entrepreneurs | 12-15 Weeks |
| 3 | Interest Rate Models | 12-15 Weeks |
| 4 | Sustainability: The Role of Non-Financial Reporting | 12-15 Weeks |
| Marketing: | | |
| 1 | AI in Marketing by Prof. Rahman, IIT Roorkee | 12-15 Weeks |
| 2 | Innovation in Marketing & Marketing of Innovation by Prof. V Sharma, IIT Roorkee | 12-15 Weeks |
| 3 | Marketing Analytics by Prof. Swagato Chatterjee, IIT Kharagpur | 12-15 Weeks |
| HR: | | |
| 1 | Gender Justice and Workplace Security by Prof. D Dube IIT Kharagpur | 12-15 Weeks |
| 2 | Human Factors Engineering by Prof. Pradip Kumar Ray, Prof. V. K. Tewari, IIT Kharagpur | 12-15 Weeks |
| 3 | Labour Economics-Theory, Practice by Pattanaik IIT Roorkee | 12-15 Weeks |
| Business Analytics: | | |
| 1 | Business Intelligence & Analytics By Prof. Mathew, IIT Madras" | 12-15 Weeks |
| 2 | Business Analytics For Management Decision By Prof. Pradhan , IIT Kharagpur | 12-15 Weeks |
| 3 | Prescriptive Analytics By Prof. Murthy , IIMB | 12-15 Weeks |
| Operations: | | |
| 1 | Design Thinking - A Primer by Prof. Ashwin Mahalingam, Prof. B Ramadurai, IIT Madras | 12-15 Weeks |
| 2 | Fundamentals of Artificial intelligence. Prof. SM. Hazarika, IIT Guwahati | 12-15 Weeks |
| 3 | Product Design & Development by Prof. I Singh, IIT Roorkee | 12-15 Weeks |
| 4 | E-Business by Prof. Mamata Jenamani IIT Kharagpur | 12-15 Weeks |

22 Recommended Semester Wise Course Structure / Flow including the Program / Discipline Elective Paths / Option

| Table 17.1 List of MBA Courses | | | | | | | |
|---------------------------------------|--------------------|--------------------|--|-------------------------|----------|----------|-----------|
| MBA | | | | | | | |
| I SEMESTER | | | | CREDIT STRUCTURE | | | |
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | PCC | MBA1022 | Economics for Managers | 3 | 0 | 0 | 3 |
| 2 | PCC | MBA1007 | Business Statistics | 4 | 0 | 0 | 4 |
| 3 | SSEC | ENG5002 | Business Communication | 3 | 0 | 0 | 3 |
| 4 | ASEC | MBA1021 | Data Analysis using Spreadsheets | 3 | 0 | 0 | 3 |
| 5 | SSEC | PPS1013 | Personality Development I | 0 | 0 | 2 | 1 |
| 6 | PCC | MBA2034 | Accounting for Managers | 4 | 0 | 0 | 4 |
| 7 | PCC | MBA1023 | Organisational Behaviour | 3 | 0 | 0 | 3 |
| 8 | PCC | MBA1020 | Marketing Management | 3 | 0 | 0 | 3 |
| 9 | VAC | | Value Added Course | 0 | 0 | 0 | 0 |
| | | | Total Credits (8 Courses) | | | | 24 |
| II SEMESTER | | | | CREDIT STRUCTURE | | | |
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | ASEC | PPS3022 | Aptitude Training | 2 | 0 | 2 | 3 |
| 2 | PCC | MBA2043 | Technology Foundations for Business | 3 | 0 | 0 | 3 |
| 3 | PCC | MBA2042 | Corporate Finance | 3 | 0 | 0 | 3 |
| 4 | PCC | MBA2027 | Human Resource Management | 3 | 0 | 0 | 3 |
| 5 | ASEC | MBA2041 | Business Analytics for Decision Making | 3 | 0 | 0 | 3 |
| 6 | PCC | MBA2019 | Digital Marketing | 3 | 0 | 0 | 3 |
| 7 | PCC | MBA2033 | Business Research Methods | 3 | 0 | 0 | 3 |
| 8 | PCC | MBA2040 | Production and Logistics Management | 3 | 0 | 0 | 3 |
| 9 | VAC | | Value Added Course | 0 | 0 | 0 | 0 |
| | | | Total Credits (8 Courses) | | | | 24 |
| III SEMESTER | | | | CREDIT STRUCTURE | | | |
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | PCC | MBA3001 | Business Law | 3 | 0 | 0 | 3 |
| 2 | ASEC | PPS3024 | Industry Readiness Program - III | 1 | 0 | 2 | 2 |
| 3 | ASEC | PPS4003 | Aptitude Training Advanced | 0 | 0 | 2 | 1 |
| 4 | ICC | MBA3074 | Summer Internship Project | - | - | - | 6 |
| 5 | PCC | MBA3052 | Corporate Strategy | 3 | 0 | 0 | 3 |
| 6 | DSEC | MBAXXXX | E1 Dual 1 Discipline Core | 3 | 0 | 0 | 3 |
| 7 | DSEC | MBAXXXX | E2 Dual 1 Elective | 3 | 0 | 0 | 3 |
| 8 | DSEC | MBAXXXX | E3 Dual 1 Elective | 2 | 0 | 0 | 2 |

| | | | | | | | |
|--------------------|--------------------|--------------------|---|-------------------------|----------|----------|-----------|
| 9 | DSEC | MBAXXXX | E4 Dual 2 Discipline Core | 3 | 0 | 0 | 3 |
| 10 | DSEC | MBAXXXX | E5 Dual 2 Elective | 3 | 0 | 0 | 3 |
| 11 | DSEC | MBAXXXX | E6 Dual 2 Elective | 2 | 0 | 0 | 2 |
| | | | Total Credits (10 Courses) | | | | 31 |
| IV SEMESTER | | | | CREDIT STRUCTURE | | | |
| S. NO. | COURSE TYPE | COURSE CODE | COURSE NAME | L | T | P | C |
| 1 | ESECC | MBA3051 | Entrepreneurship and Business Ethics | 3 | 0 | 0 | 3 |
| 2 | DSEC | MBAXXXX | E7 Dual 1 Discipline Core | 3 | 0 | 0 | 3 |
| 3 | DSEC | MBAXXXX | E8 Dual 1 Elective | 2 | 0 | 0 | 2 |
| 4 | OEC | MBAXXXX | E9 Open / Specialization MOOC 1/International Certification | 3 | 0 | 0 | 3 |
| 5 | DSEC | MBAXXXX | E10 Dual 2 Discipline Core | 3 | 0 | 0 | 3 |
| 6 | DSEC | MBAXXXX | E11 Dual 2 Elective | 2 | 0 | 0 | 2 |
| 7 | OEC | MBAXXXX | E12 Open/Specialization MOOC 2/International Certification | 3 | 0 | 0 | 3 |
| 8 | ICC | MBA3145 | Dissertation | - | - | - | 6 |
| | | | Total Credits (8 Courses) | | | | 25 |
| Grand Total | | | | 104Credits | | | |

23 Course Catalogue

Course Catalogue of all Courses Listed including the Courses Offered by other School / Department and Discipline / Program Electives – Course Code, Course Name, Prerequisite, Anti-requisite, Course Description, Course Outcome, Course Content (with Blooms Level, CO, No. of Contact Hours), Reference Resource

Course Catalogues of MBA (Digital Marketing) Programs
I SEMESTER

| | | | | | | |
|--|---|-------------|------------------------|---------------------------------------|----------|---|
| Course Code: MBA1023 | Course Title: Organizational Behaviour Type of Course: Specialization Theory Only | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | The students should have fundamental knowledge of organization structure, Organizational functions, HRM, HRM evolution, HRM functions, Interpersonal skills, Motivation, Personality and Leadership. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Organizational Behavior (OB) focuses on how people behave in organizations and how their behavior and a variety of organizational characteristics affect organizational performance and effectiveness. This course is designed to provide students with a foundational understanding of the history and development of Organizational Behavior (OB) theories and concepts. The students will learn the individual Behavior, Group Behavior and Organizational Behavior of working people. The body of knowledge focuses on how the attributes and behaviors of individuals and groups influence the culture, design, ethics, learning and structure of an organization. The applied focus of the course is to facilitate experiential learning of contemporary approaches to Perception, Personality, Learning, leadership, motivation, Group dynamics, Organization Development and Change, Conflict Resolution, Power and Politics in organizations. | | | | | |
| Course Outcomes | On completion of this course, the student will be able to: Explain the importance and concepts of human behaviour in the organizations. [Comprehension] Demonstrate how and why people behave under different conditions in the organisations. [Application] Evaluate options for the logical and optimal solution to control human behaviour at Works. [Application] Discover the components to maximize people’s potential and performance in the organizations. [Application] Construct creative and innovative ideas that could positively shape the organizations. [Application] | | | | | |
| Course Objective: | This course will enhance the organizational people management skills of the students through participative learning that will be helpful for managing organizations. | | | | | |
| Module 1 | Introduction to Organizational Behavior (OB) | Assignment | Class presentations | Discussions, (Participative learning) | 07 Hours | |
| Topics: Organization Behavior and its Importance, Historical Development of OB, Management Roles, Management Skills, Discipline that contribute to OB. Challenges and Opportunities of OB: Globalization and Economic Pressures, Managing diverse workforce, Employee Engagement, Employees Wellbeing and Happiness, Employees Ethical Behavior, Challenges of Virtual Workforce etc. [Comprehension] | | | | | | |
| Module 2 | Attitudes and Emotions at Work | Assignment, | Participative learning | | 08 Hours | |
| Topics: Attitudes – Definition, Key elements of attitudes, Attitudes and related concepts (Values, opinion, belief and ideology), Characteristics of attitudes, Attitude formation, Attitude measurement, Changing attitudes. Job Attitudes: Job Satisfaction, Organizational Commitment, Perceived Organizational Support, Employee Engagement. Understanding of Emotions and Moods: Nature and Types of Emotions, Moods and its nature, Sources and Emotions and Moods, Emotional Intelligence, Emotional Labor. [Application] | | | | | | |

| | | | | |
|--|---|-----------------------------|--|----------|
| Module 3 | Perception, Personality and Learning | Assignment, Case studies | Assignment (Participative Learning) Case studies (Problem solving Learning) | 08 Hours |
| Topics: Perception and factors influencing Perception, Common Perception Distortions: Stereotypes, Halo Effect, Selective Perception, Contrast Effect. Attribution Theory. Personality, determinants of Personality, Personality Frameworks: Big Five Model and Myres-Briggs Type Indicator (MBTI).. Defining learning, classical and operant conditioning learning in organizations [Application] | | | | |
| Module 4 | Motivation and its Application, Power, Leadership | Case Study | Participative Learning | 08 Hours |
| Topics: Motivation: Concept, Early and Contemporary theories of Motivation. Application of Motivation: Job Design, Job Rotation, Job Enrichment, Alternative work Arrangement and Employees Involvement. Defining Power, Sources of Power, Organizational politics, Leadership: concept, contingency and contemporary theories of leadership. Leadership Prospective: Charismatic leadership, Transactional and Transformational leadership, Servant Leadership. [Application] | | | | |
| Module 5 | Group and Organization Dynamics | Assignment/Group discussion | Participative learning | 08 Hours |
| Topics: Group development and Models: Tuckman's Model of Group Development, Punctuated-Equilibrium Model, Overview of Group Properties of roles, norms, status, size, cohesiveness and diversity. Group think and Group Shift. Organization Development and Organization Change. Organization Conflict: Concept, its types, relation with performance and process of conflict. [Application] | | | | |
| Targeted Application & Tools that can be used: Fundamental exposure to the qualitative and quantitative surveys techniques in organisational behaviour. Professionally Used Software: Microsoft excel, SPSS, R software, and qualitative techniques. | | | | |
| Project work/Assignment: | | | | |
| Project/ Assignment: (Participative learning) Assignment: 1] Submit a report on the issues and challenges of Organisational behaviour before and after Covid 19. (Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file.) Assignment: 2] Compare any two business personalities from industry with their personality traits using MBTI Scale with a detailed analysis. (This assignment has to be done in group. All the members of the group have to contribute and submit report and PPT presentation.) Assignment: 3] Identify any one MNC and bring out the various activities and strategies followed in that organization with reference to Cultural Diversity and submit a report. (Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file.) | | | | |
| Text Book T1- <u>Stephen P. Robbins</u> , <u>Timothy A. Judge</u> , <u>Neharika Vohra</u> (2016). Organizational Behavior, Sixteenth Edition, Pearson Publication. | | | | |
| References R1 – John R. Scsermerhorn, Richard N. Osborn, Mary Uhl-Bien (2018). Organizational Behavior, Twelfth Edition, Wiley India Pvt. Ltd. R2- Sanket Sunand Dash (2021). Organizational Behavior, Thirteenth Edition, Wiley India Pvt. Ltd. R3.- Udai Pareek, Sushma Khanna (2018), Understanding Organizational Behavior, Oxford University Press. | | | | |

Research and Articles:

Impact of e-leadership and team dynamics on virtual team performance in a public organization <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJPSM-08-2020-0218/full/html>

Changing attitudes, as well as jobs

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/eb002065/full/html>

Customer response to employee emotional labor: the structural relationship between emotional labor, job satisfaction, and customer satisfaction

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JSM-07-2013-0161/full/html>

The influence of organizational culture and job design on job commitment and human resource performance

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JOCM-07-2017-0286/full/html>

Gender role, decision style and leadership style

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/09649429610148737/full/html>

Let's change the subject and change our organization: an appreciative inquiry approach to organization change

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/13620439810240746/full/html>

Conflict management as an organizational capacity: survey of hospital managers in healthcare organizations

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/MBE-01-2020-0008/full/html>

Magazine Articles:

How Many Of The Top 10 Most Common Organizational Challenges Plague Your Company

<https://www.forbes.com/sites/forbescoachescouncil/2017/02/24/how-many-of-the-top-10-most-common-organizational-challenges-plague-your-company/?sh=26e09e0c1e79>

Managing Diversity In The Workplace: Age, Language And Culture

<https://www.forbes.com/sites/forbesbusinesscouncil/2021/08/12/managing-diversity-in-the-workplace-age-language-and-culture/?sh=32d35341e954>

Case Studies:

JNET Technologies—Nurturing a Leadership Powered Culture

<https://journals.sagepub.com/doi/full/10.1177/2277977918757250>

Molding Conscious Leaders

<https://journals.sagepub.com/doi/full/10.1177/2277977919860282>

(Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file)

| | |
|--|--------------------------------|
| Catalogue prepared by | Dr. Nandini Sinha |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No. : |

| | | | | | | |
|-------------------------|---|-----------|---|---|---|---|
| Course Code: MBA1020 | Course Title: Marketing Management Type of Course: School Core Theory Only | L- T P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic communication skills MS Office Soft Skills - Creativity, Adaptability, Collaboration, Leadership Basic analytical ability Social Media exposure | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Marketing may be defined as the collection of activities undertaken by the firm to generate profits from the markets. Marketing in the modern context goes beyond its immediate role as a process through which exchange of goods and services takes place and is viewed as an integral part of the total socioeconomic system which provides the | | | | | |

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|---|---|---|---|----------|
| | framework within which activities take place. This course addresses the management challenge of designing and implementing the best combination of marketing actions to carry out a firm's strategy in its target markets. This course examines the role and importance of marketing activities in the organization and explains the elements of 'Marketing Mix' in detail. This course also helps to understand and appreciate the Sales processes in organizations. The course includes the familiarization of concepts, approaches for personal selling process which is an integral part of marketing functions in a business firm. | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1) Explain the concepts of Marketing (Comprehension) CO 2) Analyze the role of Product & Price in marketing strategies (Analysis) CO 3) Analyze the role of Promotion & Place in marketing strategies (Analysis) CO 4) Demonstrate the personal selling process (Application) | | | |
| Course Objective: | The course aims at SKILL DEVELOPMENT with respect to Marketing Strategies with PARTICIPATIVE learning activities. | | | |
| Module 1 | Concepts of Marketing | Assignment using E Library (Participative Learning) | Radio Mirchi: Case Study on Segmentation and Targeting | 15 Hours |
| Topics: Concept of Marketing, Needs, Wants and Demand, Nature & Importance of Marketing, Marketing Management Philosophies, Marketing Mix, 4Ps of Marketing, Marketing Environment – Macro and Micro Environment, Factors influencing Consumer Behaviour, Consumer Buying Decision Process, Market Segments, Basis of Segmentation, Targeting Strategies, Concept of Positioning. | | | | |
| Module 2 | Product & Price | Assignment (Participative Learning) | Make in India: Analyze the PLC strategies of a product | 15 Hours |
| Topics: Product – Meaning, New Product Development, Product Mix – Product Line, Length and Depth, Product Line Analysis & Decisions, Product Life Cycle (PLC) – PLC Strategies, Product Brand, Benefits of Branding, Brand Equity, Fifth 'P' - Packaging and Labelling. Pricing – Importance of Pricing, Setting the Price, Pricing Objectives, Steps in Pricing, Types of Pricing, New Product Pricing – Skimming and Penetration pricing Strategies. | | | | |
| Module 3 | Place & Promotion | Project (Experiential Learning) | Design promotion strategies for a product | 15 Hours |
| Topics: Place - Marketing Channels and their roles, Functions of a channel partner, Types of channels, Levels, Channel Design decisions, Channel Conflict: Reasons and resolution. Promotion Mix Elements and Integrated Marketing Communications (IMC), Pros and Cons of Promotional Mix elements, Steps in Promotional Planning, Role of Advertising, Sales Promotion, Events & Experiences, Direct Marketing and Public Relations & Publicity, Digital Marketing & Social Media Marketing. | | | | |
| Module 4 | Sales Management | Assignment (Participative Learning) | Maruti Suzuki India Limited: Case study on Sales strategies | 10 Hours |
| Topics: Overview of Sales Management, Nature and Importance of Sales Management, Role & Skills of Modern Sales Managers, Sales Knowledge, and Sales Related Marketing Related Practices; Personal Selling Process: Prospecting and qualifying, Pre-approach, approach, presentation, and demonstration, overcoming objections, closing the Sale, Follow-up. | | | | |
| Targeted Application & Tools that can be used: NA | | | | |
| Project work/Assignment: | | | | |
| Project Work: Collect Advertisements (from Newspapers) pertaining to the various forms of Segmentation, classify them, and make a presentation, with appropriate justification. | | | | |

Assignment 1: Identify 5 products / brands which are in the different Life Cycle Stages of PLC and suggest appropriate Marketing strategies for them.

Assignment 2: Identify the Digital and Social Media Marketing strategies adopted by any company of your choice.

Assignment 3: Interview a Sales Manager having a minimum experience of five years. Interview should focus on why he/she chose a sales career, what the challenges are in sales career, most memorable and depressing moment, what are the qualities a sales person should possess etc.

Demonstration / Role Play: Mock Sales of a given Product / Service

Text Book:

T1: Kotler, P., Keller, K.L., Koshy, A., & Jha, M. Marketing Management: A South Asian Perspective. Pearson Education, 2009, 13th ed.

T2: Krishna K Havaladar, Vasant M. Cavale, Sales & Distribution Management, Tata McGraw Hill, latest edition.

References

R1: Ramaswamy, V.S., & Namakumari. Marketing Management: Global Perspective Indian Context. Macmillan Publishers India.

R2: Digital Selling: Grant Leboff, How to Use Social Media and the Web to Generate Leads and Sell More, Paperback, Latest Edition

R3: Saxena, R. Marketing Management. Tata McGraw-Hill Education.

R4: Richard R. Still, Edward W. Cundiff, Norman A.P. Govoni, Sales Management: Decisions, Strategies & Cases, Pearson, latest edition

Online Resources:

<https://presiuniv.knimbus.com/user#/home>

Articles:

Telej, E. and Gamble, J.R. (2019), "Yoga wellness tourism: a study of marketing strategies in India", Journal of Consumer Marketing, Vol. 36 No. 6, pp. 794-805.

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JCM-07-2018-2788/full/html>

Lysonski, S., Durvasula, S. and Madhavi, A.D. (2012), "Evidence of a secular trend in attitudes towards the macro marketing environment in India: pre and post economic liberalization", Journal of Consumer Marketing, Vol. 29 No. 7, pp. 532-544.

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/07363761211275036/full/html>

Kumar, N. and Kapoor, S. (2014), "Study of consumers' behavior for non-vegetarian products in emerging market of India", Journal of Agribusiness in Developing and Emerging Economies, Vol. 4 No. 1, pp. 59-77.

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JADEE-05-2013-0016/full/html>

Multimedia (Videos):

Understanding the Marketing Mix

<https://www.youtube.com/watch?v=d0NMSqeKpVs>

Product Life Cycle

<https://www.youtube.com/watch?v=GjQRON8LF9g>

Case Studies:

Radio Mirchi: Marketing Strategy for the Bangalore Market By: Anand Kumar Jaiswal, IIM-Ahmedabad, Link:

[https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FA00108-PDF-](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FA00108-PDF-ENG%2Fcontent&metadata=e30%3D)

[ENG%2Fcontent&metadata=e30%3D](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FA00108-PDF-ENG%2Fcontent&metadata=e30%3D) Maruti Suzuki India Limited: Marketing By: Dr. Sanjeev Prashar, Richard Ivey School of Business, Link:

[https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW13012-PDF-](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW13012-PDF-ENG%2Fcontent&metadata=e30%3D)

[ENG%2Fcontent&metadata=e30%3D](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW13012-PDF-ENG%2Fcontent&metadata=e30%3D)

Make in India: The operating and Marketing Challenge By: Ivey Publishing Link:

[https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW15259-PDF-](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW15259-PDF-ENG%2Fcontent&metadata=e30%3D)

[ENG%2Fcontent&metadata=e30%3D](https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW15259-PDF-ENG%2Fcontent&metadata=e30%3D)

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| Nestle' Maggi: Pricing and positioning a recalled product By: Ivey Publishing Link: https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW16344-PDF-ENG%2Fcontent&metadata=e30%3D | |
| Catalogue prepared by | Dr. Chithambar Gupta V |
| Recommended by the Board of Studies on | BOS NO: held on |
| Date of Approval by the Academic Council | Academic Council Meeting No. |

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|---|---|-----------------------|--|---|---|----------|
| Course Code: MBA2034 | Course Title: Accounting for Managers Type of Course: Specialization Core and Theory Only course | L- T-P- C | 4 | 0 | 0 | 4 |
| Version No. | 1.1 | | | | | |
| Course Pre-requisites | Students are expected to have a minimum of numerical ability and understanding of basic accounting terms | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Accounting is the language of business, because owners/investors, employees, creditors, regulators and others use the result of the accounting process to help their planning, control and decision-making activities related to the achievement of organizational objectives. Financial accounting involves the recording of financial transactions in a systematic way, analysis, and reporting of the financial situation of the firm to the shareholders and other stakeholders, While Management accounting involves providing information to managers for their decision making. | | | | | |
| Course Objective | The objective of the course is to train future managers to understand and interpret the financial statements in a better way and thus they learn the functional importance of accounting. This course introduces students who are new to accounting and helps them to understand the basic concepts and the process of accounting. It equips the students with the concepts, principles and techniques to be applied in the Accounting Cycle. The preparation of the financial statements – Profit and Loss Account, the Balance Sheet which culminates in final accounts. Students understand to analyze and interpret financial statements by using different tools and techniques. Additionally, it equips the budding managers by providing tools and techniques of Management accounting for various decision makings. | | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: Describe the Accounting process (Comprehension) Summarize the Corporate Financial Statements (Comprehension) Interpret Financial Statements for business decisions (Application) Prepare cost sheet and budget for cost control (Application) Apply marginal costing for Managerial decisions (Application) | | | | | |
| Course Content | | | | | | |
| Module 1 | Introduction to Accounting and Accounting process | Experiential Learning | Ability to explain the Accounting Concepts, Conventions and Accounting Cycle | | | 10 Hours |
| Module 1 - Introduction to Accounting and Accounting process: Meaning, objectives and branches of accounting, classification of Assets, Liabilities, Income and Expenses, Generally Accepted Accounting Principles, Accounting cycle, Accounting equation, Journal and Ledger, Preparation of Trial Balance, Depreciation – Causes – Methods of Calculating Depreciation – Straight Line Method, Diminishing Balance Method, Comparison of IFRS and IND-AS. | | | | | | |

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| Module 2 | Corporate Financial Statements preparation | Experiential Learning | Preparation of Corporate Financial Statements with simple adjustments | 15 Hours |
| Corporate Financial Statements preparation: Financial Statements, its components, Preparation of Corporate Financial Statements (IND-AS-1) - Statement of Profit and Loss - Statement of changes in equity - Balance sheet and Statement of Cash Flow (IND-AS-7) with basic adjustments | | | | |
| Module 3 | Analysis and interpretation of Financial Statements | Participative Learning | Ability to analyze of Ratios and Preparation of IFRS | 13 Hours |
| Analysis and interpretation of Financial Statements: Ratio analysis- Liquidity, Profitability, Solvency, Turnover and Market test ratios, DU-PONT analysis, Horizontal and Vertical Analysis. Economic value added, Forensic accounting and Altman's Z-Score. | | | | |
| Module 4 | Cost computation and budgetary control | Participative Learning | Ability to compute cost and prepare different types of budgets for cost control. | 17 Hours |
| Cost computation and budgetary control: Cost and its classification (With special emphasis on Managerial decision costs and cost associated with the product) cost reduction, cost control, preparation of cost sheet including Tenders and Quotations, Budgetary control- preparation of Cash budget and Flexible budget. | | | | |
| Module 5 | Marginal costing | Participative Learning | Ability to apply marginal costing in various decision making | 15 Hours |
| Marginal costing: CVP Analysis – Marginal costing-uses and limitations, problems in calculation of Contributions, P/V Ratio, Break- Even Point, Margin of Safety, Uses of Marginal Costing in business Decisions- Determination of Sales Mix, Make or Buy Decisions, Key or Limiting factor. | | | | |
| Targeted Application & Tools that can be used: This course enables the students to take various managerial decisions with the help of accounting equation, depreciation ratio analysis, budgetary control, and marginal costing | | | | |
| Project work/Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |
| Student Group Activity – Analysis and interpretation of Financial Statement of a company – Participative Learning Individual Project – Preparing cash budget for a social Program – Experiential Learning Assignment – Computing Altman's Z score for a company Presentation – Analyzing direction and growth of a company through Annual Report – Experiential Learning | | | | |
| Text Book T1: Accounting Principles Jerry J. Weygandt, Paul D. Kimmel & Donald E. Kieso, Wiley, Twelfth Edition | | | | |
| Reference Books R1. Dhamija. S. Financial Accounting for Managers. Pearson, Third edition R2. Peter Atrill, E. J. McLaney, Accounting and Finance for Non-specialists, Pearson, 11 th Edition R3. Maheswari S N, Maheswari, A Text Book of Accounting for Management, 4 th Edition, Vikas Publishing House [P] Ltd | | | | |
| Web Links and Case Study Links https://nptel.ac.in/courses/106105151/ https://nptel.ac.in/courses/106105151/12 https://nptel.ac.in/courses/106105151/15 https://swayam.gov.in/nd1_noc19_me38/preview http://iimamritsar.ac.in/faculty/spanda.php | | | | |
| Catalogue prepared by | Dr Pramod Kumar Pandey | | | |
| Recommended by the Board of Studies on | Mention the BOS Number and the Date of BOS | | | |

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| Date of Approval by the Academic Council | Mention the Academic Council Meeting No. & the date of the meeting: |
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|---|--|-------------------------------|-----------------|---|---|----------|---|
| Course Code: MBA 1007 | Course Title: Business Statistics Type of Course: School Core and Theory Only Course | | L-T-P-C | 4 | 0 | 0 | 4 |
| Version No. | 1.0 | | | | | | |
| Course Pre-requisites | NIL | | | | | | |
| Anti-requisites | NIL | | | | | | |
| Course Description | Business statistics course helps students to analyze and interpret data which aids them in managerial decision making. The course is analytical in nature and enables the students to apply various statistical tools to solve business problems effectively. | | | | | | |
| Course Objective | This course is designed to improve learner's EMPLOYABILITY SKILLS by using Problem Solving techniques. | | | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: 1. Describe the data using descriptive statistics. [Blooms's Level: Comprehension] 2. Solve business related problems involving probabilities [Blooms's Level: Application] 3. Solve business related problems using probability distributions. [Blooms's Level: Application] 4. Test hypotheses using relevant testing procedures. [Blooms's Level: Analysis] | | | | | | |
| Course Content: | | | | | | | |
| Module 1 | Measures of Location and Variation | Assignment (Problem Solving) | Data analysis | | | 15 Hours | |
| Topics: Measures of Location – mean, median and mode for grouped and ungrouped data, weighted mean and geometric mean for ungrouped data, quartiles and percentiles for grouped and ungrouped data, their relative merits and demerits. Measures of variation – range, interquartile range for grouped and ungrouped data Standard deviation, variance and coefficient of variation (grouped and ungrouped data). | | | | | | | |
| Module 2 | Correlation, Regression and Probability | Project work | Data analysis | | | 15 Hours | |
| Topics Correlation – Scatter plot, Karl Pearson and Spearman's rank correlation. Simple linear regression. Random experiment, sample space, event, equally likely events, mutually exclusive events and complement of an event. Classical approach to probability, simple probability, joint probability and marginal probability Addition and multiplication rules of probability, independence of events. Conditional probability and Bayes theorem. | | | | | | | |
| Module 3 | Random Variable and Probability Distributions | Assignment (Problem Solving) | Data analysis | | | 15 Hours | |
| Topics: Random variable – Discrete and Continuous random variable. Expected value and variance of discrete random variable. Covariance, Portfolio expected return and portfolio risk. Probability distributions – discrete and continuous. Probability mass function and probability density functions. Discrete distributions – Binomial distribution, Poisson distribution – mean, variance and computation of probabilities. Continuous distributions -normal distribution – properties and computation of probabilities. Introduction to uniform and exponential distributions. | | | | | | | |
| Module 4 | Introduction to Testing of Hypothesis | Quiz | Problem solving | | | 15 Hours | |
| Topics: Concept of population, sample, parameter and statistic. Introduction to sampling distributions. Hypothesis - Null and alternative hypothesis. Type I and Type II errors, level of significance. Test for single mean – known and unknown variance. Test for single proportion. | | | | | | | |
| Targeted Application & Tools that can be used: | | | | | | | |

Analyze data using Excel and SPSS software

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

1. Students who apply to MBA programs must take the Graduate Management Admission Test (GMAT). University admissions committees use the GMAT score as one of the critical indicators of how well a student is likely to perform in the MBA program. However, the GMAT may not be a very strong indicator for all MBA programs. Suppose that an MBA program designed for middle managers who wish to upgrade their skills was launched 3 years ago. To judge how well the GMAT score predicts MBA performance, a sample of 12 graduates was taken. Their grade point averages in the MBA program (values from 0 to 12) and their GMAT score (values range from 200 to 800) are listed here. Compute the coefficient of correlation and Interpret your findings.

GMAT and GPA Scores for 12 MBA Students

GMAT 599 689 584 631 594 643 656 594 710 611 593 683

GPA 9.6 8.8 7.4 10.0 7.8 9.2 9.6 8.4 11.2 7.6 8.8 8.0

2 A hypermarket made a test to see if there was a correlation between the shelf space of a special brand of raisin bread and the daily sales. The following is the data that was collected over a 1-month period collected over a 1-month period

| Shelf space (m ²) | Daily sales units |
|----------------------------------|----------------------|
| 0.25 | 12 |
| 0.50 | 18 |
| 0.75 | 21 |
| 0.75 | 23 |
| 1.00 | 18 |
| 1.00 | 23 |
| 1.25 | 25 |
| 1.25 | 28 |
| 2.00 | 30 |
| 2.00 | 34 |
| 2.25 | 32 |
| 2.25 | 40 |

Required

1. Illustrate the relationship between the sale of the bread and the allocated shelf space.
2. Develop a linear regression equation for the daily sales and the allocated shelf space. What are your conclusions?
3. If the allocated shelf space was 1.50m², what is the estimated daily sale of this bread?
4. If the allocated shelf space was 5.00m², what is the estimated daily sale of this bread? What are your comments about this forecast ?

Text Book

Anderson D R, Sweeny D J, Williams T A, Camm J D, Cochran J J (2018), Statistics for Business and Economics, 13th edition Cengage learning, New Delhi.

References

Levine D M, Stephan D F, Szabat K A (2016) Statistics for Managers, 7th edition, Pearson ,New Delhi

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| Catalogue prepared by | Dr. JayakrishnaUdupa H |
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| Recommended by the Board of Studies on | Mention the BOS Number and the Date of BOS |
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| Date of Approval by the Academic Council | Mention the Academic Council Meeting No. & the date of the meeting: |
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|---|--|------------|---|----------|---|---|
| Course Code: MBA1021 | Course Title: Data Analysis Using Spreadsheets Type of Course: Theory only | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 4.0 | | | | | |
| Course Pre-requisites | Basic computer handling skills: Prior knowledge of using computers and internet will be helpful. Students who have familiarity of using computers and internet, will find it easier to learn when compared to those who have never used a computer. Students who have never used a computer, are expected to be few and the course will provide special support to such students during lab hours. Knowledge of statistics will help the students in appreciating data analysis. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Spreadsheet is one of the most powerful data analysis tools that exist, and it's available to almost anyone. Spread sheets softwares are mostly used in workplace to understand and handle data. Spreadsheets are useful to create and build charts, pivot tables, use formulas, identify patterns and trends in data etc. There are numerous ways in which spreadsheets is useful for business operations like forecasting sales, maintain accounts, preparing budgets, keeping track of expenses, planning for a meeting, organizing client sales list etc. The advanced features and tools in Spreadsheets make it as a Decision Support System (DSS). This course also complements the learning in statistics course through lab practice. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: Employ spreadsheet formatting techniques for business documents (Apply) Use formulas and functions on data to perform error free operations (Apply) Demonstrate advanced data visualization, management, and analysis techniques (Apply) Apply data analysis skills to real business scenarios (Apply) | | | | | |
| Course objective | This course will enhance SKILL DEVELOPMENT through EXPERIENTIAL LEARNING methods. | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Data Analysis and Spreadsheets | Assignment | Business document creation - Invoice | 15 hours | | |
| Topics: Introduction to Data analysis, Introduction to Spreadsheets and excel, Entering and Editing Worksheet Data, Performing Basic Worksheet Operations, Working with Excel Ranges and Tables, Formatting Worksheets | | | | | | |
| Module 2 | Formulas and Functions | Assignment | EDA and Descriptive statistics | 15 hours | | |
| Topics: Introducing Formulas and Functions, using formulas for mathematical and text operations, Using formulas for handling dates and time, Using formulas for matching and lookup, Using formulas for statistical analysis, Using formulas for financial analysis, Understanding and Using Array Formulas, Making Your Formulas Error-Free | | | | | | |
| Module 3 | Data Visualization, Management and Analysis | Assignment | Data reorganization, summarization and visual display | 10 hours | | |
| Topics: Getting Started with Excel Charts, Creating Sparkline Graphics, Using Advanced Charting Techniques, Dashboarding and Implementing Excel Dashboarding Best Practices, Introducing PivotTables and Pivot charts, Analyzing Data with PivotTables, Analyzing Data Using Goal Seeking and Solver, Analyzing Data with the Analysis ToolPak. | | | | | | |
| Module 4 | Applying analytics to achieve Business impact | Assignment | Customer Analytics | 5 hours | | |
| Topics: Introduction to powerpivot and powerquery, Business application of Power pivot and query, Automating excel using VBA, Business application of VBA, Business data management applications, Customer Analytics applications, Demand forecasting applications, Capstone project | | | | | | |
| Text Book Michael Alexander, Richard Kusleika, John Walkenbach.; <i>Microsoft Excel 2019 Bible: The Comprehensive Tutorial Resource</i> ; John Wiley & Sons Inc. | | | | | | |
| References | | | | | | |

Walkenbach J.; *Microsoft Excel 2016 Bible: The Comprehensive Tutorial Resource*; Wiley.
 Fischer W.; *Excel: Quick Start Guide from Beginner to Expert (Excel, Microsoft Office)*; CreateSpace Independent Publishing Platform.
 Harvey G., *Excel 2016 for Dummies (Excel for Dummies)*; John Wiley & Sons.
 Kalmstrom P.; *Excel 2016 from Scratch: Excel course with demos and exercises*; CreateSpace Independent Publishing Platform.
 Alexandar M.; *Excel Macros For Dummies*; Wiley.
 Walkenbach J.; *Excel Charts*; John Wiley & Sons.

Web pages

<https://sites.google.com/view/narayanaskanthreddy/home/student-home-page/mba-1st-sem>

[Keyboard shortcuts in Excel - Microsoft Support](#)

[Customer Analytics at Bigbasket - Product Recommendations \(hbr.org\)](#)

[Demand Forecasting for Perishable Short Shelf Life Home Made Food at iD Fresh Food \(hbr.org\)](#)

PU library E –resource

<https://www.sciencedirect.com/presuniiv.knimbus.com/journal/journal-of-computational-mathematics-and-data-science>

Catalogue prepared by Dr. N Srikanth Reddy

Recommended by
the Board of Studies
on

Date of Approval
by the Academic
Council

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|-------------------------|---|-----------|---|---|---|
| Course Code: ENG5002 | Course Title: Business Communication Type of Course: School Core: Theory | L- T-P- C | 3 | 0 | 3 |
| Version No. | 3.0 | | | | |
| Course Pre-requisites | NIL | | | | |
| Anti-requisites | NIL | | | | |
| Course Description | This course is designed to help students develop skills to communicate effectively and develop sound communication strategies. The skills will enhance their communication with their colleagues, clients and stakeholders. The modules of the course will focus on business communication processes, cross-cultural communication, strategies for effective communication and business writing. The emphasis is placed on understanding and responding to a variety of communication situations with a strong purpose, clear organization, and professional style. | | | | |
| Course Objective | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using scenario-based and project-based assignments modeled on real life business communication challenges | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: Explain the business communication process and its challenges. Demonstrate competence in oral business communication. Practice formal written communication Apply different communication strategies relevant to social media communication settings. Identify accurately the main points in business reports and articles | | | | |

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|---|---|------------------------|--------------------------------|----------|
| Module 1 | Introduction to Business Communication | Project | Business Communication Process | 12 Hours |
| | Topics: Introduction to Business Communication - the communication process, communication within organizations, context for the emerging significance of Business Communication, objectives of Business Communication Contextual forces influencing Business Communication – Legal and ethical considerations, Diversity and impediments to cross-cultural Communication, Hofstede’s theory of cultural dimensions, Strategies for smooth cross-cultural communication Teamwork and effective communication in teams | | | |
| Module 2 | Planning Spoken and Written Messages | Presentation | Plan, organize and present | 13 Hours |
| | Topics: Steps in formulating written and spoken messages Organisational Context and other contextual forces Characteristics of channels and how that impacts choice of channel Planning an effective business presentation | | | |
| Module 3 | Business Writing and Communicating Electronically | Business Emails | Content Writing and Formatting | 10 Hours |
| | Topics: Use of Technology in Communication; Electronic Mail Communication, Good news, bad news and persuasive emails Web Page Communication Voice and Wireless Communication | | | |
| Module 4 | Social Media in Business Communication | Business blog | Writing for social media | 05 Hours |
| | Topics: Social Media in Business: How Businesses use social media for internal and external communication Tactics for successful social media use, planning and writing social media content, building a social media strategy Business blogging; Common business uses of blogging; Tips for successful blog writing | | | |
| Module 5 | Reading Business Reports and Articles | Comprehension passages | Reading skills | 05 Hours |
| | Topics: 5.1 Understanding business reports: Exposure to business related vocabulary, assimilating information and deriving inferences from reports. 5.2 Reading business articles: Ability to read newspaper and magazine articles that discuss developments in the business world. | | | |
| Web Resources: W1: https://presiuniv.knimbus.com/user#/searchresult?searchId=Managerial%20Communication&_t=1655868710491 W2: https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/CCIJ-07-2021-0080/full/html W3: https://geerthofstede.com/ | | | | |
| Project work/Assignment: | | | | |

Interviewing entrepreneurs for insights into strategies for effective cross-cultural communication

Group Presentations

Writing business emails

Creating a business blog on Word Press Platform

Suitable comprehension passage test

Text Books:

T1: Lehman, DuFrene, Walker, Business Communication (*B.COM*) 10e. Cengage Learning. New Delhi, 2020

T 2: Bovee, John V Thill. *Business Communication Today*. 15th edition, Pearson; New York, 2021.

References:

R1: Bovee, John V Thill, Abha Chatterjee. *Business Communication Today*. 10th edition, Pearson Education, 2011

R2: Geraldine E. Hynes, Managerial Communication: Strategies and applications. 6th edition, Sage Publication, California, 2016

Topics relevant to development of ‘EMPLOYABILITY SKILLS’: Business Writing Skills, Presentation Skills, Effective Speaking Skills.

Topics relevant to development of ‘HUMAN VALUES & PROFESSIONAL ETHICS’: Legal and ethical constraints on communication, Communicating Electronically, Voice and Wireless Communication.

Catalogue prepared by

Dr. Sufiya Pathan

Recommended by the Board of Studies on

Date of Approval by the Academic Council

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|-------------------------|--|-----------|---|---|---|---|
| Course Code: MBA1022 | Course Title: Economics for Managers Type of Course: School Core | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | NIL. However, students are expected to have a minimum of numerical ability, familiarity with graphs and charts and basic descriptive statistics. | | | | | |
| Anti-requisites | Nil | | | | | |
| Course Description | Managerial Economics course provides a framework for understanding the principles of micro and macroeconomics with its different applications bridging the gaps between theory, policy and practice. The intent of this descriptive course is to introduce economic analysis concepts in such a way that students can apply them in the context of business decisions. Objective of this course is to enhance employability. | | | | | |
| Course Objective | This course is designed to improve the learner’s EMLOYABILITY SKILLS by using Class Presentation and Case Study Techniques | | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: Explain equations and graphs and illustrate economic behavior at the individual, firm and policy levels, characteristics of market structures and their sustainability. Apply concepts of consumption, investment and savings, Aggregate supply, and Aggregate demand in business. Interpret the effect of fiscal instruments and monetary instruments with respect to fiscal policies in India economy on business. Employ the ‘economic way of thinking’ for managerial decision making. | | | | | |
| Course Content: | | | | | | |

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|---|--|-------------------------------------|---|----------|
| Module 1 | Introduction to Microeconomics and Consumption Decision | Assignment | Data collection and application of concept | 15 hours |
| Topics: Introduction to Economics and definitions - Factors of production - The circular flow of economic activity Choice as an economic problem-Opportunity cost, PPF. Law of demand, price quantity relationship, determinants, exceptions - Demand schedule, equations and diagrams, shift and movement along the demand curve. Law of supply, determinants, shift and movement, Equilibrium, Elasticity of Demand and supply – Calculating Price Elasticity of Demand, percentage, point, ARC methods. Categories of Price Elasticity of demand, determinants of price elasticity of demand, cross price elasticity, income elasticity. | | | | |
| Module 2 | Theory of Production and Costs | Assignment | Data collection and application of concept | 15 hours |
| Topics: Defining production- The production function: short vs long run – Average, marginal and total product, equation, schedule and diagrams – Three stages of production- concept of isoquant. Defining costs and various cost concepts – Fixed and variable costs - Average, marginal and total costs, equation, schedule and diagram – Cost curves and their shapes in short and long runs, numerical problems, Economies and diseconomies of scale at firm level. | | | | |
| Module 3 | Market Structure | Case Study (Participatory Learning) | Identification of key concept and data analysis | 10 hours |
| Topics: Perfect competition-Features - profit maximization - Monopoly, why and how they arise – characteristics Monopolistic competition – Characteristics. Oligopoly –Features. | | | | |
| Module 4 | Key Concepts of Macroeconomics and Theory of Output and Employment , Fiscal policy and Monetary policy | Assignment | Diagrammatic illustration of concepts | 5 hours |
| Topics: Importance, issues of Macroeconomics -Circular flow models of economy-Measurement of National Income. Say's law, Keynesian theory of income determination (MPC, MPS, Investment functions) Aggregate Supply-Aggregate demand- The multiplier. Fiscal policy-Fiscal Instruments. Monetary Policy-instruments of monetary policy, Inflation. | | | | |
| Targeted Application & Tools that can be used: Students may use data from RBI and Ministry of Finance and develop some models in the corporate sector / FMCG, analyze and interpret using SPSS, etc. This helps in developing and applying the tools of micro and macroeconomic analysis to critically question, analyze, and discuss economic problems and issues; Develop and strengthen the ability to discuss concepts and thoughts in writing. | | | | |
| Project work/Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |
| Assignment (Construction of a demand curve of a consumer who demands particular good at different prices with the help of data) Quiz (30 minutes) Case study: “Booming Business: Indian Hotel Industry”. Read it thoroughly and give the answer to the case questions Do you think the hotel industry is competitive? What all features of the industry are suggestive of the same? Comment on differentiation offered by hotels in India. | | | | |
| Text Book T1 Mc. Eachern, W. A & kaur, S. (2016): Micro ECON A South- Asian Perspective, Cengage. T2: Kaur, S. & Mc. Eachern, W. A: (2018). <i>Macro ECON A South- Asian Perspective</i> , Cengage. | | | | |
| References | | | | |

R1: Salvatore, D., & Rastogi, K. R. (2016). *Managerial Economics: Principles and Worldwide Applications*. Oxford Higher Education.

R2: Mankiw, N. G. & Taylor, M.P. (2017). *Macro Economics*, Cengage.

Web links of E-Library resources in PU

<https://www-proquest-com-presiuniv.knimbus.com/abiglobal>

<https://www-emerald-com-presiuniv.knimbus.com/insight/>

<https://prowessiq-cmie-com-presiuniv.knimbus.com/>

<https://www-indiastat-com-presiuniv.knimbus.com/>

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| Catalogue prepared by | Prof. Bipasha Maity |
| Recommended by the Board of Studies on | Mention the BOS Number and the Date of BOS |
| Date of Approval by the Academic Council | Mention the Academic Council Meeting No. & the date of the meeting: |

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|---|---|----------------------|-------------|---|----------|---|
| Course Code: PPS1013 | Course Title: Personality Development I | L- T-P- C | 0 | 0 | 2 | 1 |
| Version No. | 1.1 | | | | | |
| Course Pre-requisites | Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn. Students should possess fundamental communication and research skills | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course is designed to enable students of Business management to prepare for corporate & business world. The modules are planned to improve confidence, communication, decision making and networking skills to give the students a competitive advantage and increase chances of success in getting placed. The course will benefit learners in presenting themselves effectively through role play, activities while also learning the importance of self-awareness and team work. | | | | | |
| Course Objective | The objective of the course is skill development of student by using Participative Learning techniques | | | | | |
| Course Outcome | On successful completion of this course the students shall be able to: Demonstrate confidence and effective communication Prepare professional LinkedIn account and build business networks Recognize problem solving skills Discuss emotional intelligence components | | | | | |
| Course Content: | | | | | | |
| Module 1 | Self-awareness & EI | Personality training | Group Tasks | | 10 Hours | |
| Topics: Johari Window, Emotional intelligence components – Self-awareness, Self-regulation, social skills, empathy and motivation Activity: Classroom group activity | | | | | | |

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| Module 2 | PERSONAL BRANDING | Individual Task | Personal building brand | 10 Hours |
| Topics: LinkedIn profile building, network building & its significance, Class room activities. Activity: Building LinkedIn account and professional networking | | | | |
| Module 3 | CAMPUS TO CORPORATE | Placement training | Mock hours | 06 hours |
| Topics: Resume writing, Video resume, GD, PI, Industry expert talks videos. Activity: Write, Practice in groups, Perform | | | | |
| Module 4 | PRESENTATION SKILLS | PPT creation | Survey-based presentation | 04 session |
| Topics: Presentation skills. Ability to organize PPTs effectively, ability to apply their presentation skills and public speaking skills to make their presentations more effective. Activity: Survey a social scenario and present that in class. | | | | |
| Additional training: Every session 30 min speaking activity for all students. Topics: Current trends, Product pitching, Revision, New job roles and opportunities, Skills required in 2023- 2030 etc. Workshop/Boot camp | | | | |
| Assignments proposed for this course | | | | |
| LinkedIn Presentation | | | | |
| Text Book | | | | |
| Me 2.0: Build a Powerful Brand to Achieve Career Success by Dan Schawbel Jack Canfield, "The Success Principles", 8th Edition, HarperCollins Publishers India, 2015 Shiv Khera, "You Can Win", 3d Edition, Bloomsbury India, 2014 Stephen R Covey, "7 Habits of Highly Effective People", Simon & Schuster, (2018) Resume Writing: Craft a Resume That Will Knock Their Socks Off! By Alexander Burton HBR's 10 Must Reads on Emotional Intelligence (with featured article "What Makes a Leader?" by Daniel Goleman) The presentation secrets of Steve Jobs by Carmine Gallo Talk like Ted by Carmine Gallo Business etiquette made easy- The essential guide to professional success- Myka Meier Leaders eat last- Simon Sinek Ted talk links https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career?language=en https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?referrer=playlist-the_10_most_popular_tedx_talks&autoplay=true https://www.ted.com/talks/aimee_mullins_my_12_pairs_of_legs?language=en Movie References The intern The Pursuit of Happiness E-Resources: The remote access link to e-resources at Presidency university: https://presiuniv.knimbus.com/user#/home | | | | |
| Catalogue prepared by | Ms Rajati Mukherjee | | | |
| Recommended by the Board of Studies on | BOS No.: BOS Date: | | | |
| Date of Approval by | Academic Council Meeting No.: Date of the meeting: | | | |

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| the Academic Council | |
| The meeting number & Date | DAC Dated |

II SEMESTER

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|---|--|------------|-----------------------|----------|---|---|
| Course Code: MBA2027 | Course Title: Human Resource Management Type of Course: Program Core Theory Only | L- T- P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | The students should have basic understanding of management and organizational functions. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | The aim of this course is to enable students to appreciate and apply principles of effective Human Resource Management (HRM). People are the life-blood of any organization and being able to attract, recruit and retain talented staff is at the core of all HRM activity. This course will explore the tools and techniques used in HRM to maximize the employee contribution and how to use HR methods to gain competitive advantage. Students will also consider the growing importance of becoming a flexible organization and flexible manpower and become familiar with latest techniques of job design and concept of modern HRM. | | | | | |
| Course Outcomes | On completion of this course, the student will be able to: CO1-Describe the scope, functions and recent trends in Human Resource Management. (Knowledge) CO2-Explain the methods of training and development as well as appraisal systems in the organizational context. (Comprehension) CO3-Illustrate the concepts of compensation, employee retention, welfare and social security in managing human resources. (Application) CO4-Discuss the practices of industrial relations and discipline at workplace. (Comprehension) | | | | | |
| Course Objectives | Objective of this course is to enhance employability skills using experiential learning methods. | | | | | |
| Course Content: | This course will enhance the organizational people management skills of the students through problem solving, participative learning that will be helpful for managing organizations. | | | | | |
| Module 1 | Introduction to HRM and Procuring Human Capital | Assignment | Class Discussions | 15 Hours | | |
| Introduction to HRM- Definition, Scope and Importance and Functions of Human Resource Management (HRM); Evolution and Trends in HRM –Evolution of HRM, HRM Trends - Workforce Diversity, Hybrid Working, David Ulrich Model of Modern HRM, The role of Social media, Artificial Intelligence, Machine Learning, Metaverse & Robotic Process Automation in HRM. Procuring Human Capital: Job Analysis, Importance and Process, Job description, Job Specification; Human Resource Planning, Importance and Process; Recruitment (Attraction)- Sources; Selection- Method, Types of Interviews, Types of Tests and Validity; Orientation & Socialization of employees Bloom level: Knowledge | | | | | | |
| Module 2 | Training & Development, Performance Appraisal | Assignment | Class Activity | 15 Hours | | |
| Training & Development- Types of Training, Training Need Assessment, On-the-job and Off-the -Job training Methods, Executive Development Methods, Job-Crafting. Performance and Potential Appraisal- Objectives, Methods of Performance Appraisal, Post Appraisal Feedback, Problems with Performance Appraisal. Bloom level: Application | | | | | | |
| Module 3 | Compensation, Employees’ Retention and Welfare | Case Study | Experiential learning | 10 Hours | | |

Compensation Administration and Job Evaluation- Objectives of Compensation Planning, Job Evaluation, Wage and Salary Surveys, Components of Pay Structure in India, Factors Influencing Compensation, Incentives and Fringe Benefits, Payment of Bonus.

Employees' Retention: Calculation of Attrition rate, Retention Strategies.

Employees' Welfare and Social Security- Intramural and Extramural Welfare Activities, Statutory Welfare Provisions of Factory Act 1948, Social Security provisions in India. Blooms Level: Comprehensive

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| Module 4 | Industrial Relations and Discipline | Case Study | Experiential learning | 05 Hours |
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Industrial Relations: Objectives of Industrial Relations (IR), Types of Industrial Disputes, Causes of Industrial Disputes, Industrial Disputes Settlement Machinery, Collective Bargaining and its process.

Discipline-Negative and Positive Discipline, Code of Discipline, Disciplinary Action, Types of Punishments
Blooms Level: Comprehensive

Targeted Application & Tools that can be used:

Human Resources Information System, employee self-service portal, payroll, workforce management, recruitment and hiring, benefits administration and talent management.

Professionally Used Software: MS Excel, SPSS, Oracle Taleo, Zoho, Peoplesoft, SAP HR

Project work/Assignment: Experiential Learning

Project Assignments:

Assignment: 1] Students should choose any two research articles from the references and write a review report and submit. (PU Online Resources)

Assignment 2] Individual: Students to select any 10 Job profiles of different organizations in one sector and do a detailed analysis on job description as well as skill set and submit.

Assignment 3] Group: Students to submit the case study analysis by selecting any one case out of 5 cases and answer the questions specific to that case and do a poster presentation. (Experiential learning)

Text Book

T1: Dessler, Gary & Varkkey, Biju (2020). Human Resource Management, 16th Edition, Pearson Education, New Delhi.

References

R1: VSP Rao(2016). Human Resource Management, 3rd Edition, Excel Books.

R2: Durai, Pravin (2020). 'Human Resource Management', 3rd Edition, Pearson Education.

R3: Rao, P Subba (2022). Personnel and Human Resource Management, 5th Edition, Himalaya Publishing House.

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| Catalogue prepared by | Dr. Anni Arnav |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No. : |

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|---|--|---|---|---|----------|---|
| Course Code: MBA2019 | Course Title: Digital Marketing Type of Course: Program Core Theory Only Course | L-T- P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Marketing Management MS Office Social Media exposure | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Digital media is hip and happening. This course is for students who wish to learn digital marketing in a short time frame. The course will enable digital marketers to prepare digital marketing strategy. It will also provide an opportunity to understand the tools and techniques and hence the ‘how’ of digital marketing. This course will give a panoramic view of various digital and social media marketing mediums that businesses can use for escalating growth. It will give deep insights into the art and science of search engine optimization, search engine marketing, social media marketing, Email marketing & Mobile marketing. It will enable deep understanding of key social media such as Facebook, Instagram, LinkedIn, YouTube, Google+, Blogs and Twitter. This course will give insights into how to increase engagement, leads and conversions. The highlight of the course is that participants get to run live campaigns in groups and hence learn by doing. The course provides a good blend of strategy as well as execution. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1) Explain the functioning of a Search Engine and the importance of Search Engine Optimization (Comprehension) CO 2) Apply the concept of Search Engine Marketing in creating a digital Ad Campaign (Application) CO 3) Illustrate the use of social media in effective digital marketing campaign (Application) CO 4) Identify the opportunities of email and Mobile Marketing to leverage the power of mobile devices (Application) | | | | | |
| Course Objective: | The course aims at SKILL DEVELOPMENT with respect to Marketing Strategies with PARTICIPATIVE learning activities. | | | | | |
| Module 1 | Search Engine Optimization (SEO) | Assignment using E Library (Participative Learning) | Article: Global Marketing for the Digital Age | | 15 Hours | |
| Topics: Introduction to Digital Marketing, Importance of Search Engine, How Search Engine works, Web Crawler / Spider, Search Engine Algorithm (Page Rank Algorithm), Understanding the SERP, Organic Search Results and SEO, Keywords - Keyword Theory and Research, Choosing the Right Keywords, Keyword Research Tools, SEO Process, On-Page and Off-Page Optimization. | | | | | | |
| Module 2 | SEM and DDA | Assignment (Participative Learning) | Case Study - Pepperfry.com: Marketing to Manage Customer Experience | | 15 Hours | |
| Topics: Introduction to Search Engine Marketing (SEM), Pay per Click (PPC) – Key Concepts, Benefits, Goals, and Google Ad Words ranking formula, SEO vs. SEM, Google Ad Words Account & Campaign, Keyword match types. Digital Display Advertising (DDA): Platforms, DDA Terminologies, DDA Key Stakeholders and Digital Ad Creation Process, Types of Display Ads, Remarketing. | | | | | | |
| Module 3 | Social Media Marketing | Project (Experiential Learning) | Promote a Business Page in Social Media | | 10 Hours | |

Topics:

Social Media Marketing – Introduction, Classification of Social Media Tools, Importance, Media Types and three key players, Social Media Channels (Facebook, LinkedIn, Twitter, YouTube, Google+), Blogs, Social Media goals. Approaches to Social Media Marketing – Implementation – Listening, Pages, Publishing, Events, Groups, Jobs, Advertising.

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| Module 4 | Email & Mobile Marketing | Assignment (Participative Learning) | Case Study - The Vanca: Reworking Digital Marketing Strategy | 5 Hours |
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Topics:

Email Marketing – Definition, four stage process, Database & Subscriber Management, Design and Delivery of email, Tools. Mobile Marketing: Opportunities, Challenges, Desktop Websites vs. Mobile Website, Characteristics of effective mobile sites, Advantages of Mobile Sites and Mobile Apps, Advantages of Mobile Apps, SMS Marketing, and SMS Campaign Development Process. Introduction to Affiliate and Content Marketing.

Targeted Application & Tools that can be used: NA

Project work/Assignment:

Project Work: Create a dummy company of any product / service of your choice and use the various social media marketing platforms to promote it.

Assignment 1: Marketing Innovation Strategies: Interactive Learning along with a live group project.

Assignment 2: Identify the Digital and Social Media Marketing strategies adopted by any company of your choice.

Text Book:

T1: The Art of Digital Marketing by Ian Dodson of Digital Marketing Institute.

T2: Puneet Singh Bhatia; Fundamentals of Digital Marketing, Pearson

References

R1: The Google Story by David A. Vise, Pan

R2: Social Media Marketing by Tracy Tuten and Michael Solomon, Sage, 2015

Online Resources:

<https://presiuniv.knimbus.com/user#/home>

Articles:

Tse, A. (2000), "Strategic Marketing for the Digital Age", Journal of Consumer Marketing, Vol. 17 No. 4, pp. 358-372. Link: <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/jcm.2000.17.4.358.1/full/html>

Fortin, D.R. (2000), "Global Marketing for the Digital Age", Journal of Consumer Marketing, Vol. 17 No. 4, pp. 358-372. Link: <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/jcm.2000.17.4.358.2/full/html>

Alsukaini, A.K.M., Sumra, K., Khan, R. and Awan, T.M. (2022), "New trends in digital marketing emergence during pandemic times", International Journal of Innovation Science, Vol. ahead-of-print No. ahead-of-print. Link: <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJIS-08-2021-0139/full/html>

Alsukaini, A.K.M., Sumra, K., Khan, R. and Awan, T.M. (2022), "New trends in digital marketing emergence during pandemic times", International Journal of Innovation Science, Vol. ahead-of-print No. ahead-of-print. Link: <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJIS-08-2021-0139/full/html>

Multimedia (Videos):

Digital Marketing and You – TED Talk by Ankit Srivastava

<https://www.youtube.com/embed/cBA-itmpR84>

Social Media Marketing for Small Business

<https://www.youtube.com/embed/wtZWt4YzQPU>

Case Studies:

The Vanca: Reworking Digital Marketing Strategy By: Jones Mathew; Banasree Dey, Indisn School of Business (ISB), Link: <https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW17158-PDF-ENG%2Fcontent&metadata=e30%3D>

GiveIndia: On the Net for a Cause By: Sanjeev Tripathi, Shashank Bhasker, Indian School of Business (ISB), Link: <https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW16048-PDF-ENG%2Fcontent&metadata=e30%3D>

Pepperfry.com: Marketing to Manage Customer Experience By: Gaganpreet Singh; Sandeep Puri; Sanjit Kumar Roy, Ivey Publishing, Link: <https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW17332-PDF-ENG%2Fcontent&metadata=e30%3D>

Radio Mirchi: Marketing Strategy for the Bangalore Market By: Anand Kumar Jaiswal, IIM-Ahmedabad, Link: <https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FA00108-PDF-ENG%2Fcontent&metadata=e30%3D>

Maruti Suzuki India Limited: Marketing By: Dr. Sanjeev Prashar, Richard Ivey School of Business, Link: <https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2FW13012-PDF-ENG%2Fcontent&metadata=e30%3D>

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| Catalogue prepared by | Dr. Chithambar Gupta V |
| Recommended by the Board of Studies on | BOS NO: held on |
| Date of Approval by the Academic Council | Academic Council Meeting No. |

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|--|--|-----------------------|------------------------------------|----------|---|---|
| Course Code | Course Title: Corporate Finance | L-T- P- C | | | | |
| MBA2042 | Type of Course: Theory only | | 3 | 0 | 0 | 3 |
| Version No. | | | | | | |
| Course Pre- requisites | Sound knowledge of Financial Statement and Basic mathematics. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course enables the students to understand the roles and responsibilities of financial managers in connection with investment, financing and dividend decisions. This course focuses on the various metrics of investment analysis, measurement of cost of capital, identifying the optimum capital structure, managing working capital, linkage between long-term and short-term source of finance, dividend distribution, company valuation and merger & acquisition. This course helps the students to understand how efficiently companies should manage their finance to enhance the company value. | | | | | |
| Course Outcomes | On successful completion of this course, the students shall be able to: | | | | | |
| Course Objective | Know the fundamentals of Finance Analyze the basics of Time value & Capital budgeting Decisions Apply to basic corporate financing decisions | | | | | |
| Course Content | | | | | | |
| Module 1 | Investment Decisions/Capital Budgeting | Experiential Learning | Lecture | 15 Hours | | |
| Time Value of money, Risk & Return, Investment criteria – Accounting Rate of return – Pay Back Period - Net present value –Internal Rate of Return – Profitability Index - Capital rationing - Capital investment process. | | | | | | |
| Module 2 | Securities Valuation and Cost of Capital | Experiential Learning | Lecture and Discussion | 15 Hours | | |
| Cost of capital – Cost of equity – Cost of Debt –Cost of Preference Shares – Cost of Retained Earnings- Securities Valuation: Equity and Bond Valuation- Discounted Dividend Model Approach-Project risk – valuation by certainty equivalents - weighted average cost of capital – Adjusted present value. | | | | | | |
| Module 3 | Dividend Decisions and Payouts | Experiential Learning | Lecture and Participative Learning | 10 Hours | | |
| Dividend policy and stock value: Factors influencing dividend policy –Dividend policy models: Traditional position-Miller and Modigliani position; Bonus Shares, Stock Splits, Bonus Shares, -Stock Repurchases-Financial Strategy for growth – Financial Distress – Corporate Restructuring. | | | | | | |
| Module 3 | Management of Working Capital | Experiential Learning | Lecture and Presentation | 5 Hours | | |

Working Capital- Meaning, Need, Determinants - Working Capital Cycle - Estimation of working capital need – Working capital investment and financing policies – Cash management – Marketable securities management - Accounts Receivables management – Inventory management and financing.

Books

1. Corporate Finance, by Stephen A. Ross, Randolph W. Westerfield, Jeffrey Jaffe, Bradford D Jordan, Ram Kumar Kakani, 11e, The McGraw-Hill Education.

References

Principles of Corporate Finance, Richard A. Brealey, Stewart C. Myers, Franklin Allen & Pitabas Mohanty.

Fundamentals of Corporate Finance, Jonathan Berk, Peter Demarzo and Jarrad Harford, Pearson Publications.

Damodaran, Aswath, Corporate Finance – Theory and Practice -2nd Edition, Wiley India

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| Catalogue prepared by | Dr. Prema Sankaran |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|--|--|--|--|---|----------|
| Course Code: MBA2041 | Course Title: Business Analytics for Decision Making Type of Course: School Core and Lab based | L | T | P | C |
| | | 3 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | |
| Course Pre-requisites | Nil | | | | |
| Anti-requisites | Nil | | | | |
| Course Description | This course is an application-driven introduction to Business analytics. Every field of study and area of business has been affected as people increasingly realize the value of the incredible quantities of data being generated. But to extract value from those data, one needs to be trained in the proper data analytics skills. The R programming language has become the de facto entry level programming language for beginners in data analytics. Its flexibility, powerful and expressive, which have made it an invaluable tool for data analyst around the world. This course will introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Students will learn concepts, techniques and tools they need to deal with various facets of data analytics practice, including data collection and integration, exploratory data analysis, predictive modeling, descriptive modeling, evaluation, and effective communication. The focus in the treatment of these topics will be on breadth, rather than depth, and emphasis will be placed on integration and synthesis of concepts and their application to solving problems. | | | | |
| Course Objectives | This course is designed to improve the learners' SKILL DEVELOPMENT by using PROBLEM SOLVING TECHNIQUES like, Mini Projects and Case Study Presentations. | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: 1) Define Business Analytics terms and skill sets [Knowledge] 2) Describe latest concepts, tools used in Business Analytics [Comprehension] 3) Apply analytical tools like R (& RStudio) to solve real business problems [Application] 4) Apply basic Machine learning algorithms for Regression, Classification and Forecasting [Application] | | | | |
| Module 1 | Introduction to Business Analytics | Class instructions and demo of core concepts | Assignment and Quiz | | 15 Hours |
| Topics: Objectives of Analytics, Types of Business Analytics, Steps of Analytics Process. Data Collection, Data Preparation, Detecting, treating outliers and missing values. Model Building, Interpretation, Measurement of Model Accuracy. Big Data basics. | | | | | |
| Module 2 | Introduction to R programming and EDA | R & R Studio fully lab-based tutorials | Refer lab manual. Use of built in and sample datasets in manual. | | 15 Hours |
| Topics: Data: Data Collection, Data Management, Big Data Management, Organization/sources of data, Importance of data quality, Dealing with missing or incomplete data, Data Visualization, Data Classification | | | | | |
| Module 3 | Business Analytics basic Tools and Techniques | R & R Studio fully lab-based tutorials. Project. | Refer lab manual. Use of built in and sample datasets in manual. | | 10 Hours |
| Topics: Overview and Industry Applications of Artificial Intelligence, Machine Learning, Deep Learning. Summarizing data using descriptive statistics, correlation. Simple Supervised Learning techniques: Linear (Simple and Multiple) Regression, Decision Trees. Unsupervised Learning: Clustering using KMeans. Time Series Forecasting, ARIMA. | | | | | |

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| Module 4 | Data Management tools & techniques | Online editors and datasets | SQL and | Data collection and data analysis | 5 Hours |
| <p>Topics: Types of Databases, entity relation diagrams, Structured Query Language, MySQL, Managing data pipeline. Overview of Big Data tools - Hadoop and Spark (non-technical overview) for business applications.</p> | | | | | |
| <p>Targeted Application & Tools that can be used: Course has wide application across all business functions. Data Analysis Supportive tools like Excel/R Programming/Oracle</p> | | | | | |
| <p>Project work/Assignment: Mention the Type of Project /Assignment proposed for this course Lectures (30 hours), review and bridging (6 hours) 3 Quizes Assignment with Project Presentations Datasets & code samples provided in the Lab Manual</p> | | | | | |
| <p>Text Book Business Analytics: The Science of Data Driven Decision Making, U. Dinesh Kumar, Wiley, 2020 Introduction to Data Science – Practical approach with R & Python: B Uma Maheswari & R Sujatha, Wiley, 2021</p> | | | | | |
| <p>Reference books & Links: R1: Data Analytics using R by Seema Acharya, McGraw Hill, 2018 R2: R programming for beginners: Sandip Rakshit, Mc Graw Hill Education, Year, R3: Stanford Andrew Ng: https://www.youtube.com/channel/UC5zx8Owijmv-bbhAK6Z9apg R4: KrishNaik https://www.youtube.com/channel/UCNU_lfiWBdtULKOW6X0Dig R5: Introduction to R & RStudio: https://www.youtube.com/watch?v=IL0s1coNtRk R6: R Basic Syntax: https://www.geeksforgeeks.org/introduction-to-r-studio/</p> | | | | | |
| Catalogue prepared by | Prof. Krishna Durbha | | | | |
| Recommended by the Board of Studies on | BOS NO: | | BOS held on: | | |
| Date of Approval by the Academic Council | Academic Council Meeting No. | | , Dated: | | |

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|---|--|------------------------------|---|---|----------|
| Course Code: MBA2043 | Course Title: Technology Foundations for Business | L | T | P | C |
| | Type of Course: Discipline Elective Theory Only Course | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | |
| Course Pre-requisites | NIL | | | | |
| Anti-requisites | NIL | | | | |
| Course Description | This course introduces students, to modern Information Technology as applicable in organizations today. Starting with basics of Information Technology, definitions, Management Information Systems, Emerging Technology and how managers can use IT to enable success in modern disruptive markets. The course gives an overview of key organizational systems like Customer Relationship Management, Enterprise Resource Planning, Supply Chain Management systems, Digital Marketing, Analytics and eCommerce systems. And it ends with basics of Digital Transformation ie. how to manage changes in organizations using Information Technology, | | | | |
| Course Outcomes | On completion of this course, the student will be able to: Understand Information Technology concepts [Knowledge] Discuss key IT systems and their role in Organizations [Comprehension] Describe how IT Systems can be used for competitive advantage [Comprehension] | | | | |
| Course Objective | This is aimed to familiarize students to IT systems and how to integrate IT into any function or role they will perform as managers. This course will enable students to make or influence decisions related to the selection, design and support of Management of Information Technology. To focus on the Information Technology concepts that a modern manager must understand to ensure a sustained competitive advantage for the Organization. | | | | |
| Module 1 | Basics of Information Technology in business | QUIZ (E-review from library) | | | 15 Hours |
| Topics: Introduction, why IT, business IT interface, SDLC, Agile, business process management, role of IT & CTO | | | | | |
| Module 2 | Key IT systems applications in business | Case Analysis & demos | Demonstration of key systems using videos & demos. | | 15 Hours |
| Topics: Management Information System, Overview of ERP, HRM, CRM, SCM, E-Business systems. How these systems help build and grow organizations. | | | | | |
| Module 3 | Emerging Tech and IT for Competitive Advantage | Case Analysis & demos | Demonstration of key systems using online videos & demos. | | 10 Hours |
| Topics: Covers emerging technologies like database management, blockchain, IoT, AI&ML, ARVR, cloud, cyber security, quantum computing, space & biotechnology. | | | | | |
| Module 4 | Managing technological disruptions in key industries | Case Analysis & demos | | | 05 Hours |
| How IT enables business value. How to manage disruption caused by these. Basics of Digital Transformation. | | | | | |
| Targeted Application & Tools that can be used: Students would be encouraged to take up projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand Marktech and Adtech. | | | | | |
| Professionally Used Software: KNimbus library access, Online AI&ML tools, YouTube videos | | | | | |

Project work/Assignment:

Lectures (30 hours), review and bridging (6 hours)

3 Quizzes

Hands-on demo on live tools and assignment with project presentations.

Assignment & project presentation

Text Books:

Management Information Systems – Managing the Digital Firm, 14e, Kenneth C. Laudon and Jane P. Laudon, Pearson, 2017 (Reprint)

R1: Management Information Systems, 10e, James A O'Brien, George M Marakas and Ramesh Behl, McGraw Hill, 2013 (Reprint)

R2: IT strategy for Business, Parag Kulkarni, Pradeep Chandle, Oxford University Press, 2008

Weblinks :

A Guide to the Project Management Body of Knowledge

<https://www.project-management-prepcast.com/pmbok-knowledge-areas-and-pmi-process-groups>

Changing Role of the CIO.

https://www.researchgate.net/publication/220500523_The_Emerging_CIO_Role_of_Business_Technology_Strategist

Business Transformation and the CIO Role:

https://hbr.org/resources/pdfs/comm/red%20hat/hbr_red_hat_report_march14.pdf

Salesforce Lightning CRM demo: <https://ap24.lightning.force.com/lightning/page/home>

Oracle ERP introduction: https://www.youtube.com/watch?v=c9HfNg4a_Og

Tally ERP Retail: <https://www.youtube.com/watch?v=VUp1nOli3V4>

3D Printing: <https://www.youtube.com/watch?v=EHvO-MlzAIM&t=26s>

Journal

Information Technology & Management, ISBN 1385-951X

International Journal of Information Management

Library E-resources:

Introduction to Management Information Systems (MIS): A Survival Guide: <https://www.edx.org/course/introduction-to-management-information-systems-mis>

Industry 4.0 : <https://presiuniv.knimbus.com/user#/searchresult?searchId=Industry%204.0&t=1680442800030>

Information Technology and Sustainability:

Catalogue
prepared by

Prof. Krishna Durbha

Recommended
by the Board
of Studies on

BOS NO:

BOS held on:

Date of
Approval by
the Academic
Council

Academic Council Meeting No.

, Dated:

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|---|--|--------------|-----------------------------------|----------|---|---|
| Course Code: MBA2033 | Course Title: Business Research Methods Type of Course: School Core & Theory only | L-T- P-C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Business Statistics (MBA 1007) | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Business Research Methods provides the theoretical and practical framework to conduct research in Business. It consists of modules, which cover the fundamentals of the Business Research Process. The course enables discussion on different research designs that would be appropriate in different business scenarios. The data analysis sections deals with the relevant statistical tools required to analyze the data which would help in effective decision making. | | | | | |
| Course Outcomes | On successful completion of the course, the students shall be able to: 1. Apply the relevant business research methods for solving business research problems. [Application Level] 2. Use appropriate data collection methods to carry out business research. [Application Level] 3. Employ suitable measurement techniques and sampling designs to elicit data. [Application Level] 4. Analyze the data using appropriate statistical tools. [Analysis Level] | | | | | |
| Course Objectives | Objective of this course is to enhance Skill Development using Experiential Learning methods. | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction to Business Research Methods | Assignment | Review Literature | 15 Hours | | |
| Topics: Role of business research – applied and basic business research – managerial value of business research. Theory building – research concepts, constructs, propositions, variables and hypotheses – the scientific method of conducting research. The business research process – types of business research – exploratory, descriptive and causal. Stages in the research process. Review of literature. Problem definition process, research objectives, questions and hypotheses. The research proposal. | | | | | | |
| Module 2 | Data Collection Methods and Qualitative Research | Mini-Project | Data Collection and Data Analysis | 15 Hours | | |
| Topics: Primary data – survey research – errors in survey research – survey research methods. Personal interviews – telephone interviews – self-administered questionnaires. Observation methods. Secondary data – advantages, disadvantages and sources. Qualitative research – uses, orientations to qualitative research. Techniques in qualitative research – Focus group interview, depth interviews. Conversations, semi-structured interviews | | | | | | |
| Module 3 | Measurement Concepts, Questionnaire design and Sampling | Assignment | Conceptual Knowledge | 10 Hours | | |
| Topics: | | | | | | |

Introduction – variables – constructs - measurement scales – nominal, ordinal, interval and ratio. Criteria for good measurement – reliability and validity. Attitude measurement – attitude rating scales – Likert scale, semantic differential. Measuring behavioral intention – ranking, sorting. Questionnaire design – Basic considerations – wording questions – guidelines for constructing questions – questionnaire layout – pretesting and revision. Sampling – population, sample, sampling frame, sampling units, sampling and non – sampling errors. Non – probability sampling – convenience, judgment, quota and snowball sampling. Probability sampling – simple random sampling, systematic sampling, stratified sampling.

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| Module 4 | Data Analysis and report writing | Mini-project | Data Analysis | 5 Hours |
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Topics:
Testing of hypothesis – test for two means – known variances and unknown but equal variances, paired t test, test for two proportions. Chi square test for independence of attributes. Introduction to multivariate data analysis. Report writing – report format – parts of the report.

Targeted Application & Tools that can be used:
Business research methods is applied to different areas of the management. The broad areas of applications are marketing research, financial markets, behavioural economics, human resources, etc. & Professionally Used Software: MS-Excel/SPSS/Minitab/R

Project work/Assignment:

Project/Assignment: Mini-Project on the primary or secondary data collection techniques for the application of suitable statistical models.

Assignment 1: Students are required to write a Literature Review Assignment based on any two to three related literature on their research topic of interest.

Assignment 2: Students are required to construct the Questionnaire in align with the Problem identification/Research questions and Hypothesis formulation on their research topic of interest.

Assignment 3: Written Assignment/Quiz on Research Process or Sampling techniques.

Text Books
1. Zikmund, W. G., Babin, B. J., Carr, J.C. & Griffin, M., Business Research Methods: A South Asian Perspective. Delhi: Cengage Learning, Edition 9, 2012.

References
1. Kothari, C. R. & Garg, G. Research Methodology, Methods and Techniques. New Age International Publishers, Multi-Colour Edition, 2019.
2. Anderson, Sweeney, Williams, Camm and Cochran. Statistics for Business and Economics. Delhi: Cengage Learning., 2016.

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| Catalogue prepared by | Dr. Jayakrishna Udupa H |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting |

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|--|---|----------------------------------|--|----------|---|---|
| Course Code: MBA2040 | Course Title: Production and Logistics Management | L-T-P-C | 3 | 0 | 0 | 3 |
| | Type of Course: Program Core, Theory only | | | | | |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Business Statistics [MBA1007] Topics : Central tendencies, Deviations and Regression | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This descriptive course introduces the students to the theory and practice of Production Management as a functional area in the management of business enterprise. This course discusses the principles, concepts and basic problems affecting the manufacturing and non-manufacturing firms. It also includes the methods, strategies and application of various quantitative tools in problem solving for production and operations. This course introduces students to problem solving and analysis associated to the design, planning, control, and improvement of manufacturing and service operations. This course also gives a brief introduction to Logistics management and its relevance in business. | | | | | |
| Course Out Comess | On successful completion of the course the students shall be able to: 1] Explain the relevance of Production and Operations Management. 2] Describe the role of production and operations on managerial decision making. 3] Explain how the production function associates with other firm functions. 4] Solve problems in forecasting related to production processes. 5] Explain the relevance and role of Logistics Management in Business | | | | | |
| Course Objectives | Objective of this course is to enhance Employability Skills using Participative Learning Methods. | | | | | |
| Course Content: | | | | | | |
| Module 1 | Introduction | Assignment | Data Collection and Classification | 13 Hours | | |
| Topics: Introduction – History of Production Operations Management POM, Factors affecting POM, Difference between Manufacturing and Service Operations, Concepts of productivity, Operations Strategies. Videos/ Case Study. | | | | | | |
| Module 2 | Facility Planning | Term paper/Assignment/Case Study | Data Collection, Classification & Report on Planning | 12 Hours | | |
| Topics: Facilities Planning Process for Manufacturing and Assembly facility- Product Design, Process Design and Service Design, Facility Location, Facility Management - 4 types of layouts based on Produce and Variety. Videos / Case Study. | | | | | | |
| Module 3 | Time Series | Case Study | Data Collection on Time Series & Analysis | 12 Hours | | |
| Topics: Concepts of Forecasting, Types of forecasting, Time series methods - Weighted Average, Weighted Moving Average., Qualitative v/s Qualitative methods of Forecasting. Videos / Case Study | | | | | | |
| Module 4 | Production Planning | Assignment &Case Study | Planning, Scheduling and Report writing | 5 Hours | | |
| Topics: Types of Production Planning and Control Systems, Planning and Scheduling, Capacity Planning, Overview of Master Production Schedule (MPS), Materials Requirement Planning (MRP) I and relevance to Supply Chain Management/ Warehousing, Introduction to Inventory Management and Inventory Models Videos / Case study. | | | | | | |
| Module 5 | Introduction to Logistics Management | Assignment | Inventory Data Analysis and Interpretation | 3 Hours | | |
| Topics: Introduction to Logistics Management, Transportation Management and Planning, Warehouse and Distribution Management, Current trends in Logistics management, 3PL and 4PL logistics | | | | | | |

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| <p>Targeted Application & Tools that can be used: Above concepts are helpful in understanding the entire system of production, planning, layouts, facility, forecasting and inventory appropriate to any manufacturing unit like Automobile assembly, confectionary factory, process designing for various manufacturing units and service centres. Useful Software or tools are Microsoft Excel.</p> | |
| <p>Project work/Assignment: Mention the Type of Project /Assignment proposed for this course</p> | |
| <p>Assignment type: Case study on listing out various production processes and designing facilities for given product and service requirements.</p> | |
| <p>Text Book Operations Management, William J Stevenson, McGraw-Hill, 2009. Ninth Edition. Available in library Logistics Management by D.K. Agrawal</p> | |
| <p>References Operations Management, Collier/Evans/Ganguly, CENGAGE Learning, 2016, ISBN: 978-81- 315-2809-9. Operations Management for Competitive Advantage, Richard B. Chase, F Robert Jacobs, Nicholas J Aquilano, Nitin K Agarwal, McGraw-Hill; 2009. Eleventh Edition.</p> | |
| Catalogue prepared by | Name/Names of the Faculty members prepared this catalogue: Dr Praveen Mustoor |
| Recommended by the Board of Studies on | Mention the BOS Number and the Date of BOS: |
| Date of Approval by the Academic Council | Mention the Academic Council Meeting No. & the date of the meeting: |

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| Course Code: PPS3022 | Course Title: Aptitude Training I Type of Course: 1] Program Core 2] Theory Only | L-T- P- C | 2 | 0 | 2 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic mathematical operations. Basic English. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | The objective of this course is to prepare the trainees to tackle the questions on various topics and various difficulty levels based on Quantitative Ability, Logical Reasoning and Verbal Ability asked during the placement drives. There will be sufficient focus on building the fundamentals of all the topics, as well as on solving the higher order thinking questions. The focus of this course is to teach the students to not only get to the correct answers, but to get there faster than ever before, which will improve their employability factor. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: 1] IDENTIFY the basic concept needed in a question. 2] SOLVE the quantitative and logical ability questions with the appropriate concept. 3] EXAMINE the data given in complex problems. 4] EXAMINE given text sentences and paragraphs for errors and correct them. | | | | | |
| Course Content: | | | | | | |
| Module 1 | Logical Reasoning | Assignment | Problem solving | 15 Hours | | |
| Topics: Coding & Decoding, Blood Relations, Linear Arrangement, Circular Arrangement, Directions, Syllogisms | | | | | | |
| Module 2 | Quantitative Ability | Assignment | Problem solving | 15 Hours | | |
| Topics: Percentages, Ratios & Proportions, Averages, Mixtures & Alligation, Data Interpretation | | | | | | |
| Module 3 | Verbal Ability | Assignment | Comprehension | 15 Hours | | |
| Topics: Articles, Subject Verb Agreement, Synonyms & Antonyms, Verbal Analogies, Ordering of Words, Parajumbles, Sentence Correction, Cloze Test | | | | | | |
| Targeted Application & Tools that can be used: Application area: Placement activities and Competitive examinations. | | | | | | |
| Project work/Assignment: Mention the Type of Project /Assignment proposed for this course | | | | | | |
| Assignment: Complete all the questions and solutions covered in the class. | | | | | | |
| Text Book Aggarwal, R. S. (2018). A Modern Approach to Verbal & Non-Verbal Reasoning. S. Chand Limited. Aggarwal, R. S. (2017). Quantitative Aptitude for Competitive Examinations. S. Chand Limited. Lewis, N. (1979). Word Power Made Easy. Simon and Schuster. | | | | | | |

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| References www.indiabix.com www.youtube.com/TheAptitudeGuy/videos | |
| Catalogue prepared by | Mr. Koustav Nandi |
| Recommended by the Board of Studies on | BOS No.: BOS Date: |
| Date of Approval by the Academic Council | Academic Council Meeting No.: Date of the meeting: |

III SEMESTER

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|---|--|---|---|----------|---|---|---|
| Course Code: MBA 3052 | Course Title: Corporate Strategy Type of Course: Program Core only | | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | | |
| Course Pre-requisites | [1] Management Concepts and Practices(MBA1015) [2] Microeconomics For Managers(MBA1009) | | | | | | |
| Anti-requisites | NIL | | | | | | |
| Course Description | Corporate Strategy has become a significant point of the modern corporate world. The changing phases of the competition, the political and social changing faces, the invention of new techniques, and new ideas have compelled the corporate world to embrace the corporate strategy concept and come out with the success. This course (Corporate Strategy) is an integral part of the Strategic Management. Strategic Management is involved in many of the decisions that a leader makes. This course includes what is a strategy, corporate direction, environmental scanning, and sources of competitive advantage, BEVUCA, Neurostrategy, strategy formulation, competitive strategies in emerging industries, balanced scorecard, and International Business. | | | | | | |
| Course Objective | This course is designed to improve the EMLOYABILITY SKILLS by using participative learning. | | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: Define corporate strategy Identify various factors of competitive advantage Explain various generic competitive strategies Prepare a Balanced Scorecard for an organization. | | | | | | |
| Course Content: | | | | | | | |
| Module 1 | Introduction to Strategic Management | Case: Strategic Analysis of Starbucks Corporation | Data Analysis: Analysis the different tools used in Neurostrategy based on University SCOPUS database (% analysis). | 15 Hours | | | |
| Topics: Module -I Introduction to Strategic Management What is Strategic Management & Stages of Strategic Management, Integrating Intuition and Analysis, Adapting to Change, Key Terms in Strategic Management, External Opportunities and Threats & Internal Strengths and Weaknesses, Long-Term Objectives, Strategies and Annual Objectives & Policies, The Strategic-Management Model, Benefits of Strategic Management. Corporate Strategy, Directional Strategy, Portfolio Analysis Corporate Parenting. Nero strategy | | | | | | | |
| Module 2 | Environment al Scanning and Industry Analysis | Case Study: Southwest Airline | Data Analysis: Identification of factors responsible for BEVUCA Environment through | 10 Hours | | | |

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| | | | questionnaire or from literature. | |
| Capabilities and Competencies, Sources of Competitive Advantage: Position and Capability, Value Chain analysis- primary and secondary activities, Internal and External environmental analysis, SWOT, PESTEL analysis, VUCA & BEVUCA, how strategy shapes structure- structuralist and reconstructionist approach- blue and red ocean strategy, Dubai strategy proposition. The Nature of an Internal Audit, Key Internal Forces, The Resource-Based View (RBV) Integrating Strategy and Culture Industry Analysis: The External Factor Evaluation (EFE) The Competitive Profile Matrix (CPM) | | | | |
| Module 3 | Strategy Formulation | Case study: Class- or Mass(HBR), Idalene F. Kesner and Rockney Walters(2005). | Data Analysis: Application of design thinking in industry, based on themes and sub theme analysis.(Application of spreadsheet with provided database). | 15. Hours |
| Generic Competitive Strategies- Cost leadership, Differentiation and focus, risk of generic strategy, The Balanced Scorecard, Types of Strategies, Levels of Strategies, Integration Strategies, Forward Integration & Backward Integration, Horizontal Integration, Intensive Strategies, Market Penetration & Market Development , Product Development, Diversification Strategies, Defensive Strategies A framework for competitor analysis- Michael Porter's Five Generic Strategies | | | | |
| Module 4 | Competitive Strategy and corporate advantage | Case study: IKEA (http://aeunike.lecture.ub.ac.i d/files/2012/03/Case-Kel.9.pdf) | Simulation: Development and simulation of BSC with the help of spreadsheet. | 5 Hours |
| <p>Topics:</p> <p>Competitive Strategy in emerging Industries- the structural environment, early mobility barriers, early mobility barriers, coping with the competitors, which emerging industries to enter. Evolution of global industries, strategic alternatives in global industries, How to Become a Sustainable Company, Balanced Score Card, Digital advantage – SMAC. International Business Strategy- mode of entry in international business, political and country risk in International Business. Implementing Strategies: Management and Operations Issues , Implementing Strategies: Marketing, Finance/Accounting, R&D, and MIS Issues</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>Module no 1: Neurostrategy (Analysis of University SCOPUS database with the help of spreadsheet)</p> <p>Module no 2: BECUVA (Identification of Factors through SPSS)</p> <p>Module no 3: Design Thinking (Themes and sub themes analysis by VOSVIWER)</p> <p>Module no 4: Balanced Score Card (Spreadsheet application).</p> | | | | |
| Project work/Assignment: | | | | |
| <p>1.Quiz: Online quiz in University Edhitch platform(10 marks)</p> <p>2. Article review</p> <p>2. Identification of value creation process based on VRIO model of any organization of your choice(20 marks)</p> | | | | |
| <p>Text Book</p> <p>Bhandari & Verma : <i>Strategic Management - A Conceptual Framework</i>, McGraw Hill Higher Education, New Delhi, India.</p> <p>https://highered.mheducation.com/sites/125902640x/information_center_view0/index.html</p> | | | | |

References

R1: Strategic Management CONCEPTS AND CASES, Fred R. David Francis Marion University Florence, South Carolina, 13th ed. Pearson Education, Inc., publishing as Prentice Hall

R2: Michael E. Porter: Competitive Strategy, The Free Press, New York.

<http://www.mim.ac.mw/books/Michael%20E.%20Porter%20-%20Competitive%20Strategy.pdf>.

R3: HBR'S 10 Must Reads on Strategy. Harvard University Press, Boston, Massachusetts.

R3: Paul Leinwand; Cesare Mainardi. *Strategy that works*, Harvard University Press, Boston, Massachusetts.

<https://www.scribd.com/document/533966997/Strategy-That-Works-How-Winning-Companies-Close-the-Strategy-To-Execution-Gap-by-Paul-Leinwand-Cesare-R-Mainardi-Z-lib-org>

Additional reading: Preparing your business in Post-Pandemic World (HBR)

[https://img1.wsimg.com/blobby/go/a53b688c-293a-4784-a01f-](https://img1.wsimg.com/blobby/go/a53b688c-293a-4784-a01f-75c9461a886a/HBRs%2010%20Must%20Reads%20on%20Managing%20in%20a%20Downturn%2C%20.pdf)

[75c9461a886a/HBRs%2010%20Must%20Reads%20on%20Managing%20in%20a%20Downturn%2C%20.pdf](https://img1.wsimg.com/blobby/go/a53b688c-293a-4784-a01f-75c9461a886a/HBRs%2010%20Must%20Reads%20on%20Managing%20in%20a%20Downturn%2C%20.pdf)

Presidency University Library link:

<https://puniversity.informaticsglobal.com:2293/insight/content/doi/10.1108/TQM-12-2016-0109/full/html>

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| Catalogue prepared by | Dr. S.FAKRUDDIN ALI AHMED |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|--|--|---------------------------------------|----------|---|---|---|
| Course Code: MBA3001 | Course Title: Business Law Type of Course: School Core -Theory only | L-T-P-C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Basic knowledge of functioning of a company Communication skills | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | The purpose of the course is to impart knowledge with regard to business laws. The nature of the course is to give right exposure to concerns and expectations of various stakeholders in the context of large scale industrial change due to globalization. Law is an integral part of business. Every major area of business has a legal dimension- sales and advertisement, price and distribution and operations, finance and investment, personnel and industrial relations, export and import, and setting up and winding up of a business. With the increasing complexities of business, knowledge of law is becoming crucial in business management. For the successful management of an organization, it is important that the managers have a fairly good knowledge of the legal provisions affecting upon the business. The course will equip the students to enable the application of various business laws to the real world conflicts and management challenges. To develop the legal- management skills and competencies this includes business law knowledge, planning, problem-solving and communication. It provides an understanding of the legal framework of business and the legal implications of their business decisions. The course will further equip the students with ideas, resources and tools for protecting business assets, resolving legal conflicts, and complying with the law. It guides on the best practices and tools for implementing an effective legal management system. | | | | | |
| Course Objectives | This course is designed to improve the learner’s EMLOYABILITY SKILLS by using participative learning through Class participation activities. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1. State the legal formation of contractual relationships in business. CO 2. Infer the concept of contract of sale and about conditions and warranties given by the companies. CO 3. Interpret the procedure for the formation of company, it’s functioning, managing and winding up. CO 4. Explain consumer rights and the procedure for settlement of a dispute in a consumer forum. | | | | | |
| Course Content: | | | | | | |
| Module 1 | The Indian Contract Act, 1872 | Assignment (Experiential Learning) | 15 hours | | | |
| Topics: Introduction to the global business and legal environment, Business Law: Meaning, Purpose, sources and classification of Business Law, Essentials of Contract, Classification of Contracts, Offer, acceptance and agreement, Consideration, Capacity to Contract, Free Consent, Legality of Object, Void Agreements, Performance of Contract, Discharge of contract, Remedies for Breach of Contract. Contingent Contract, Special Contracts: Bailment, contract of Indemnity and Guarantee, termination of agency-revocation and partnership Act. Formation of Contract of Sale, Conditions and Warranties, Transfer of property, Performance of Contract, Rights of an unpaid Seller, “Doctrine of Caveat Emptor”. [12-- Hours.] [Blooms ‘level selected: Comprehension Level - 2 ----] | | | | | | |
| Module 2 | Legal Aspects of E-Payments | Case Law (Participative Learning) | 15 hours | | | |

Topics:

Meaning & Definition, Characteristics of E-payments, Types of e-commerce payment systems in use today, Credit card, Debit card, Smart card, Legal aspects of Net-banking in India, other e- payment gateways.

Sale of goods Act, IT Act provisions, Digital Signature, Electronic records, certifying authorities, Banking regulation Act 1949, FEMA Act 1999 and Fundamental of Income tax Act 1961.

[08 Hours.] [Blooms 'level selected: Application Level – 3]

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| Module 3 | The Companies Act, 2013 | Assignment | 10 hours |
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Topics:

Definition of Company, Characteristics of a Company, Kinds of Companies, Formation of Company, Memorandum of Association, Articles of Association, Prospectus, Share Capital, Shares, Company Management, Meetings and Proceedings, Borrowing Powers, debentures and Charges, Accounts and Auditors, Prevention of Oppression and Mismanagement, Winding up a company.

[12 Hours.] [Blooms 'level selected: Analysis Level 4]

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| Module 4: The Consumer Protection Act, 1986 and Intellectual Property Rights - 7 Hours | (Assignment- Practical case laws) | Assignment | 5 hours |
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Topics:

Objectives of the Act, Definitions, Consumer Protection Councils, Consumer Disputes Redressal Agencies, The filing of a complaint and the procedure of Hearing in a consumer forum.

Laws related to Intellectual Property Rights: Patents, Trademarks, copyrights, trade and factory design. Geographical Indication.

[07 Hours.] [Blooms 'level selected: Synthesis Level 5]

Project Assignment: Case Law solving assignment- Class of 60 would be divided into 10 groups and each group has to come out with a solution to the case law given, within the time provided.

Assignment: 1] Writing a consumer complaint to consumer forum. – A hypothetical consumer dispute would be given to the student and they have to write a complaint to the respective court to resolve the issue.

Assignment 2: Companies Act.- The provisions relating to formation of a company should be drafted by every student in the class.

1. Kapoor N D: Elements of Mercantile Law: 38th Edition 2020- Sultan Chand & Sons. Educational Publishers, New Delhi.

References:

R1. Ravinder Kumar: Legal Aspects of Business 4e: Cengage Learning India Pvt Ltd. Delhi-110092.

R2. Avatar Singh – Principles of Mercantile Law, Edition 9, 2011, Eastern Book Company, New Delhi

110001

R3. Gulshan & G.K.Kapoor, Business Law, 2018 Edition New Age Publications, New Delhi.

E-RESOURCES FROM LIBRARY:

Science Direct: <https://www-sciencedirect-com-presiuniv.knimbus.com/search?q=%22Business%20Law%22>

Emerald: [https://www-emerald-com-](https://www-emerald-com-presiuniv.knimbus.com/insight/search?q=%22Business+Law%22&showAll=false&p=1)

[presiuniv.knimbus.com/insight/search?q=%22Business+Law%22&showAll=false&p=1](https://www-emerald-com-presiuniv.knimbus.com/insight/search?q=%22Business+Law%22&showAll=false&p=1)

ProQuest: <https://www.proquest.com/abiglobal/results/6405E8F429B44F44PQ/1?accountid=177896>

Jstor: <https://www-jstor-org-presiuniv.knimbus.com/action/doBasicSearch?Query=%22Business+Law%22&so=rel>

EBSCO eBooks: <https://web.s.ebscohost.com/ehost/resultsadvanced?vid=2&sid=dbbf2cec-507f-4a8d-a139-be35f74c8182%40redis&bquery=%22Business+Law%22&bdata=JmRiPWUwMDB4d3cmdHlwZT0xJnNIYXJjaE1vZGU9U3RhbmRhcmQmc2l0ZT1laG9zdC1saXZl>

WEBLINKS

Case Laws:

Balfaur v/s Balfaur- <https://www.legalserviceindia.com/legal/article-4531-balfour-vs-balfour-case-analysis-1919-2kb-571.html>

Mohori Bibi vs Dharmodas Ghose- <https://www.legalserviceindia.com/legal/article-232-case-analysis-mohori-bibee-v-s-dharmodas-ghose.html#:~:text=Mohori%20Bibee%20V%2FS%20Dharmodas%20G>

Baldry v/s Marshall - <https://www.lawctopus.com/academike/sale-goods-domestic-international-domain/>

Hadley v/s Baxendale - <https://www.casebriefs.com/blog/law/contracts/contracts-keyed-to-farnsworth/remedies-for-breach/hadley-v-baxendale/>

Salomon v/s Salomon & Co. Ltd. - <https://www.judicere.in/salomon-v-salomon-co-judicere/#:~:text=Salomon%20v%20Salomon%20is%20the,the%20insolvency%20of%20the%20company.>

Om Prakash v/s Reliance General Insurance 2017- <https://indiankanoon.org/doc/122441541>

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| Catalogue prepared by | Dr. Vijay Vardhan |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No. |

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|-------------------------|---|-----------|---|---|---|---|
| Course Code: PPS3008 | Course Title: Personality Development Advanced Type of Course: School Core | L-T- P- C | 1 | 0 | 2 | 2 |
| Version No. | 1.1 | | | | | |
| Course Pre-requisites | Students are expected to understand Basic English. Students should have desire and enthusiasm to involve, participate and learn. Students should possess fundamental communication and research skills | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course is designed to enable students of Business management to prepare for corporate & business world. The modules are planned to improve confidence, communication, decision making and networking skills to give the students a competitive advantage and increase chances of success in getting placed. The course will benefit learners in presenting themselves effectively through role play, activities while also learning the importance of self-awareness and team work. | | | | | |
| Course Objective | The objective of the course is skill development of student by using Participative Learning techniques | | | | | |
| Course Outcome | On successful completion of this course the students shall be able to: Demonstrate confidence and effective communication Prepare professional LinkedIn account and build business networks Recognize problem solving skills Discuss emotional intelligence components | | | | | |

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| Course Content: | | | | |
| Module 1 | Self-awareness & EI | Personality training | Group Tasks | 8 Hours |
| Topics: Johari Window, Emotional intelligence components – Self-awareness, Self-regulation, social skills, empathy and motivation Activity: Classroom group activity | | | | |
| Module 2 | PERSONAL BRANDING | Individual Task | Personal brand building | 8 Hours |
| Topics: LinkedIn profile building, network building & its significance, Class room activities. Activity: Building LinkedIn account and professional networking | | | | |
| Module 3 | CAMPUS TO CORPORATE | Placement training | Mock hours | 8 hours |
| Topics: Resume writing, Video resume, GD, PI, Industry expert talks videos. Activity: Write, Practice in groups, Perform | | | | |
| Module 4 | PRESENTATION SKILLS | PPT creation | Survey-based presentation | 06 session |
| Topics: Presentation skills. Ability to organize PPTs effectively, ability to apply their presentation skills and public speaking skills to make their presentations more effective. Activity: Survey a social scenario and present that in class. | | | | |
| Additional training: Every session 30 min speaking activity for all students. Topics: Current trends, Product pitching, Revision, New job roles and opportunities, Skills required in 2023- 2030 etc. Workshop/Boot camp | | | | |
| Assignments proposed for this course | | | | |
| LinkedIn Presentation | | | | |
| Text Book | | | | |
| Me 2.0: Build a Powerful Brand to Achieve Career Success by Dan Schawbel Jack Canfield, “The Success Principles”, 8th Edition, HarperCollins Publishers India, 2015 Shiv Khara, “You Can Win”, 3d Edition, Bloomsbury India, 2014 Stephen R Covey, “7 Habits of Highly Effective People”, Simon & Schuster, (2018) Resume Writing: Craft a Resume That Will Knock Their Socks Off! By Alexander Burton HBR's 10 Must Reads on Emotional Intelligence (with featured article "What Makes a Leader?" by Daniel Goleman) The presentation secrets of Steve Jobs by Carmine Gallo Talk like Ted by Carmine Gallo | | | | |

Business etiquette made easy- The essential guide to professional success- Myka Meier
 Leaders eat last- Simon Sinek
 Ted talk links

https://www.ted.com/talks/larry_smith_why_you_will_fail_to_have_a_great_career?language=en
https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action?referrer=playlist-the_10_most_popular_tedx_talks&autoplay=true
https://www.ted.com/talks/aimee_mullins_my_12_pairs_of_legs?language=en

Movie References
 The intern
 The Pursuit of Happiness

E-Resources:
 The remote access link to e-resources at Presidency university:
<https://presiuniv.knimbus.com/user#/home>

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| Catalogue prepared by | Ms Rajati Mukherjee |
| Recommended by the Board of Studies on | BOS No.: BOS Date: |
| Date of Approval by the Academic Council | Academic Council Meeting No.: Date of the meeting: |
| The DAC meeting number & Date | DAC Dated |

IV SEMESTER

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|-------------------------|--|-----------|---|---|---|---|
| Course Code: MBA3051 | Course Title: Entrepreneurship and Business Ethics Type of Course: General paper | L- T-P- C | 3 | 0 | 0 | 3 |
| Version No. | 1.1 | | | | | |
| Course Pre-requisites | Completion of General subject in Entrepreneurship and Business Ethics and basics of General Management | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | <p>The purpose of this course is to explore business creation and growth as a multidimensional phenomenon in both independent and corporate (Entrepreneurship) settings. By linking theory and practice the course aims to provide students an <i>entrepreneurial perspective</i> and a hands-on experience in the development of new business ventures.</p> <p>The students are given the right exposure to Business ethics, corporate governance & social responsibility, which help them understand new concerns and expectations from various stakeholders in the context of large scale industrial change due to globalization. Opportunities for career progression can happen when there is application of ethical values in everything that one does, which means maintaining transparency and being socially responsible.</p> | | | | | |

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| Course Outcomes | On successful completion of the course the students shall be able to: CO 1. Identify the entrepreneurial journey. [Knowledge] CO 2. Develop business plan using business model canvas. [Application] CO 3. Examine the role of technology in business. [Comprehension] CO 4. Understand the social responsibility of corporate towards society. [Comprehension] | | | |
| Course Objective: | The course is designed to enhance the skill of entrepreneurship and develop the self-sustainability of students with respect to country's economy, | | | |
| Module 1 | Entrepreneurial Journey | Assignment (Participative Learning) | Data Collection and Analysis | 15 Hours |
| Introduction, The Social and economic perspectives of entrepreneurship, Different types of Entrepreneurs, origin, GOI Initiatives, start-up Journey, Key drivers, Entrepreneurial Trinity, Vision- Strategy- Execution Triad, leadership and government framework, steps in entrepreneurial journey, key entrepreneurial characteristics, understanding entrepreneurial risks and rewards, ideation, Prototyping, testing, validation and commercialization | | | | |
| Module 2 | Business Model Canvas | Assignment (Experiential Learning) | Application | 15 Hours |
| Understanding and developing business model canvas developed by 'Alexander Osterwalder', Developing and connecting the nine blocks of the canvas, Testing three different companies on the canvas model. Differentiating the nine block conventional canvas with eleven blocks digital canvas. | | | | |
| Module 3 | Technology, Innovation and Entrepreneurship | Assignment (Experiential Learning) | Data Collection and Analysis | 10 Hours |
| Topics: Innovation and economic growth, Disruptive technologies, Disruptive Vs sustainable technologies, Startup Idea Generation • The Process of Innovation and Idea Generation • Systems Thinking as a Method for Innovation • Team Formation • Problem Definition and Asset Mapping • Development of Startup Venture Idea • Customer Ethnography as a Method for Idea Validation | | | | |
| Module 4 | Business Ethics and Social Responsibility | Assignment (Experiential Learning) | Data Analysis | 5 Hours |
| Introduction to Business Ethics, Ethics vs Morals and relationship between morality, ethics and ethical theory, Globalization and ethics, Relevance of Globalization for Business Ethics, Theory and practice, social responsibility of corporate towards society and citizens as a framework of business ethics. | | | | |
| Targeted Application & Tools that can be used: Exposure to prepare feasible report and techniques used to prepare business plan. | | | | |
| Project work/Assignment: | | | | |
| Project/ Assignment: | | | | |
| Assignment: 1] Refer to recent articles and do the desk research on entrepreneur surveys and analyse the critical factors responsible for feasible report preparation.. (Experiential Learning). (Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file.) | | | | |

Assignment: 2] Identify a global organization and bring out the various strategies of new entrepreneurial development and GOI Initiative s to words development of entrepreneurship in India.and learning of various CSR activities by refering Books and articals . (PPT and do presentation.) (Experiential Learning)

Text Book

T1 Abhik Kumar Mukherjee and Shaunak Roy (Author) Publisher –Oxford Higher Education .

References

HBR The Questions Every Entrepreneur Must Answer

<https://hbr.org/1996/11/the-questions-every-entrepreneur-must-answer>

HBR Natural Born Entrepreneur- Natural-Born Entrepreneur
- Harvard Business Review-<https://hbr.org/2001/09/natural-born-entrepreneur>.

HBR The Global Entrepreneur

HBR What Entrepreneurs Get Wrong? <https://hbr.org/2013/05/what-entrepreneurs-get-wrong>

Case analysis

Case study ENRON Scandal ,World Com, Toshiba, Sat yam, CSR –W

ipro, Infosys, BEL and Karnataka Silk Emporium

Videos

V1 : <https://www.youtube.com/watch?v=VO-Z5hxeofE> - An Entrepreneur - Ethics

V2 : <https://youtu.be/yQGaoj9Iwro> - India un-Inc : Management lessons from streets of India

Prepared by

Dr. Lathangi

Date of Approval by the
Academic Council

Academic Council Meeting No. :

DISCIPLINE ELECTIVE COURSE

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|--------------------------|---|---------------|---|---|---|---|
| Course Code: MBA 3079 | Course Title: Digital Consumer Behaviour Type of Course: Discipline Elective Theory Only Course | L – T – P – C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Marketing Management | | | | | |
| Anti-requisites | NA | | | | | |
| Course Description | The course introduces students to consumer behavior with particular reference to the digital environment and tries to illustrate to them the relevance of this discipline and its centrality for marketing, policy choices and for consumers themselves. An essential component of marketing is understanding consumer behavior. This course provides an overview of fundamental concepts of Consumer Behavior from the point-of-view of consumers living in a digital world. The course examines the decisions consumers make, the processes underlying these decisions, and the psychological and sociological factors that influence buying behavior. More specifically, students will learn about various external and internal influences affecting the field of consumer behavior considering the impact of social media, online communities, and always-on mobile connectivity. Such influences include social groups, online research and communication, social | | | | | |

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| | class, culture, perception, motivation, attitude, and self-concept, among others. The course also examines the impact of digital marketing on society, both domestic and global. | | | |
| Course Out Comes | On completion of this course, the student will be able to: CO1) Discuss the concept of digital consumer behaviour and their buying process of traditional vs contemporary digital consumers. [Comprehension] CO2) Illustrate the internal factors affecting individual digital consumers. [Application] CO3) Analyze the social media tools for brand management and the privacy issues influencing Online Advertising and Online Search Behaviour. [Analysis] | | | |
| Course Objective | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Introduction to Consumer Behaviour | Assignment (Participative Learning) | Hands-on e-Commerce | 15 hours |
| Topics: The Consumer Behaviour and Digital Technology – The Marketing Concept, Digital Technology Benefits Consumers and Marketers, Customer Value, Satisfaction, and Retention, Consumer Decision-Making. Market Segmentation – Demographics, Lifestyles, Demographics and Geography, Product Benefits, Media Exposure, Product Usage - Selecting Target Markets. Traditional vs Digital consumers, Consumerism, Consumer protection Act (CPA-2019) of e commerce and digitisation, Consumer Buying Decision Process. Source Characteristics in Online Shopping: Do Avatar Expertise, Similarity and Attractiveness Affect Purchase Outcomes? Overcoming the Human Limits through the Satisfaction of Desires on Virtual Worlds. | | | | |
| Module 2 | Internal factors affecting individual digital consumers | Assignment (Participative Learning) | Internal Factors Theories | 10 hours |
| Topics: Motivation: Basics of Motivation, Needs, Digital Marketing applications and strategies. Personality: Basics of Personality, Theories of Personality and Marketing Strategy (Freudian Theory, Neo-Freudian Theory, Trait Theory), Brand Personality, Self and Self-Image in Digital and Mobile world. Perception: Dynamics of Perception in current Digital Times. Learning: Marketing Applications of Behavioral Learning Theories. Attitude: Basics of attitude, Attitude towards AD-Model and Attitude towards Social Media Post Model. Reference Groups, Opinion Leaders and WOM: Strategic Applications of the same on digital consumers. | | | | |
| Module 3 | Social Media, Blogs and Privacy Issues influencing Online Advertising and Online Search Behavior | Project (Experiential Learning) | Hands-on Online Search Behaviour | 15 hours |
| Topics: Managing the New Media: Tools for Brand Management in Social Media - Consumer Activism through Social Media: Carrots vs. Sticks - Authenticity in Online Communications: Examining Antecedents and Consequences. Viewer Reactions to Online Political Spoof Videos and Advertisements - Consumers' Motivations for Online Information Search and Shopping Behavior - Towards a Theory of Consumer Electronic Shopping Cart Behavior: Motivations of E-Cart Use and Abandonment. | | | | |
| Module 4 | Luxury and Consumer Behaviour | Term paper/Assignment/Case Study (EXPERIENTIAL LEARNING) | Field research | 5 hours |
| Why India is an important market for Luxury brands, Evolution of Luxury brands in India, Theoretical Frameworks, Evolving Consumer Behaviour for Luxury Brands, Democratisation of Luxury, Dimensions that influence luxury behavior in India. | | | | |
| Targeted Application & Tools that can be used: | | | | |

Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand consumer minds.
Professionally Used Software: E-Retailer Shopping Cart

Project work/Assignment:

Assignment 1: An Ad. agency was told that, the clientele for their golf course includes successful individuals and thus they have developed a realty advertisement with a notification that says 'By Invitation Only'. In the 'Maslow's Hierarchy of Needs', what motivates a person to earn a membership in a Golf Course? What are the other products or services that can satisfy the same needs? Justify your answer.

Assignment 2: Consumer behavior is not constant, and it undergoes changes as individuals enter different life stages such as adolescence, graduate, matured married man / woman, mid-age, old age. Not only that but within each life stage they undergo changes due to incidences, experiences which are self-driven changes or changes induced / altered by third party through communication, sharing, demonstration and peer / societal pressure. Identify and explain the forces that drive the changes in consumer behavior.

Textbooks:

T1: Consumer Behaviour - Leon G. Schiffman, Leslie Lazar Kanuk, S. Ramesh Kumar 12/e, Pearson, 2019.

T2: Online Consumer Behaviour – Theory and Research in social media, Advertising and E-Tail by Angeline Close Scheinbaum. Routledge Publishing, London, 2017.

References:

R1: Consumer Behavior – David L. Loudon, Della Bitta, 4/e, McGraw Hill.

R2: Consumer Behaviour - Jay D. Lindquist, Joseph Sirgy, 1/e, Cengage Learning.

R3: Consumer Behaviour – Raju M. S & Dominique Xardel, Vikas Publishing House.

Online Resources:

<https://presiuniv.knimbus.com/user#/home>

Research Articles:

Koay, K.Y., Tjiptono, F. and Sandhu, M.S. (2021), "Predicting consumers' digital piracy behaviour: does past experience matter?", *International Journal of Emerging Markets*.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/IJ-OEM-09-2020-1067/pdfplus/html>

Bandara, R., Fernando, M. and Akter, S. (2021), "Managing consumer privacy concerns and defensive behaviours in the digital marketplace", *European Journal of Marketing*, Vol. 55 No. 1, pp. 219-246.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/EJ-M-06-2019-0515/pdfplus/html>

Yuruk-Kayapinar, P. (2020), "Digital Consumer Behavior in an Omnichannel World", Dirsehan, T. (Ed.) *Managing Customer Experiences in an Omnichannel World: Melody of Online and Offline Environments in the Customer Journey*, Emerald Publishing Limited, Bingley, pp. 55-73.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/978-1-80043-388-520201007/pdfplus/html>

Villi, B. (2022), "Changing Consumer Behaviour During the Pandemic Period: The Rise of Digital Transformation", Grima, S., Özen, E. and Romănova, I. (Ed.) *Managing Risk and Decision Making in Times of Economic Distress, Part B (Contemporary Studies in Economic and Financial Analysis, Vol. 108B)*, Emerald Publishing Limited, Bingley, pp. 173-185.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/S1569-37592022000108B040/pdfplus/html>

Wang, K.-Y., Chih, W.-H., Hsu, L.-C. and Lin, W.-C. (2020), "Investigating apology, perceived firm remorse and consumers' coping behaviors in the digital media service recovery context", *Journal of Service Management*, Vol. 31 No. 3, pp. 421-439.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/JO-SM-09-2018-0299/pdfplus/html>

Multimedia (Videos):

Understanding the digital consumer: How behaviours drive strategy

<https://www.youtube.com/watch?v=3FYozBcqQyg>

Consumer Behaviour in Digital Era

<https://www.youtube.com/watch?v=dQpvvBVTfoU>

The future of consumers and consumer behaviour

<https://www.youtube.com/watch?v=5ApCCy-oIoQ>

Case Studies:

□ Consumer Behaviour Case Study

<https://www.scribd.com/document/104001510/Consumer-Behaviour-Case-Study>

□ A study of Behaviour of consumer towards Online shopping -A Case Study in Gwalior City.

https://www.researchgate.net/publication/331408423_A_Study_of_Behavior_of_consumers_towards_Online_Shopping-A_case_study_in_Gwalior_City

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/JO-SM-09-2018-0299/pdfplus/html>

Multimedia (Videos):

Understanding the digital consumer: How behaviours drive strategy

<https://www.youtube.com/watch?v=3FYoZBcqQyg>

Consumer Behaviour in Digital Era

<https://www.youtube.com/watch?v=dQpvyBVTfoU>

The future of consumers and consumer behaviour

<https://www.youtube.com/watch?v=5ApCCy-oIoQ>

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| Catalogue prepared by | Dr. Mohamad Imrozuddin |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|-----------------------|--|-----------|---|---|---|---|
| Course Code: MBA3062 | Course Title: Web Design using Wordpress | L-T- P- C | 3 | 0 | 0 | 3 |
| | Type of Course: Discipline Core Theory Only Course | | | | | |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Fundamentals of Marketing Management Students don't need any experience with Word Press or with building a website and No Coding Skills required. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | <p>Digital media is happening. Do you have what it takes to make a Digital Marketer/Social Blogger/an online YOUTUBE Channel owner? Which is the best social media for your brand - Facebook or Twitter or LinkedIn or Instagram or Snapchat or Whatsapp? How to add more digital traffic to your digital marketing? This course is for students who wish to learn digital marketing in a broader perspective in a Digital Environment by the best in the industry.</p> <p>WordPress is a free open-source blogging tool and content management system. WordPress can be used to create a traditional blogging site; however, it can also be used to create a standard website for business or personal use. This course focuses on creating websites using WordPress. No previous experience is needed. This course is structured in a way to help all students, regardless of their experience, learn WordPress.</p> | | | | | |

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| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <p>CO1) Discuss the concept of Word Press and its Tools, Trends, Practical ideas and actions for the organization. (Comprehension)</p> <p>CO2) Apply general principle revealed through probing of tools, techniques in Word Press. (Application)</p> <p>CO3) Analyze Digital change and traits to implement and lift Digital and Social Media enabled employment. (Analysis)</p> <p>CO4) Create a quality website with a proper assembly of important subpages, menus to improve the user experience of website (Create)</p> | | | |
| Course Objective: | This course is designed to improve the learners' Employability Skills by using PARTICIPATIVE LEARNING Techniques. | | | |
| Module 1 | Introduction to WordPress | Assignment using E Library (EXPERIENCE Learning) | Article: The Comparative Guide to WordPress in Libraries | 15 Hours |
| <p>Topics:</p> <p>Introduction to Word Press, Word Press Login, Word Press Admin Bar/ Word Press Settings, Creating WordPress Post, adding link in WordPress, Adding Images to Post and Pages. Word Press-Plugins: Installing, Creation of Themes, Installing Word Press Themes.</p> | | | | |
| Module 2 | WordPress Menus | Project (EXPERIENCE Learning) | Create a blog post | 10 Hours |
| <p>Topics:</p> <p>Using Word Press Widgets, Creation of Custom Menu in Word Press, Managing Comments in Word press, Word Press Security, Listening, Pages, Publishing, Events, Groups, Jobs, Advertising, Web Design using Word press</p> | | | | |
| Module 3 | WordPress Open-Source Software and its implementation | Assignment (EXPERIENCE Learning) | Case Study - Digital Marketing and WordPress | 15 Hours |
| <p>Topics:</p> <p>Explore Open-Source Software – WordPress System Requirements – WordPress Login and Taking a Look Around – Writing First Post – Exposing the Content – Creating a Social Media Hub – Understanding Web Analytics.</p> | | | | |
| Module 4 | Build your own Website (Making it Live) | Project (EXPERIENCE Learning) | Project – Building your own website | 05 Hours |
| <p>Topics:</p> <p>Setup home page, Design personal portfolio, write your own blog, setup contact and about page. Backing up Website, Protecting from spam, Google analytics code installation, Setting Titles & Meta Descriptions with an SEO Plugin</p> | | | | |

Targeted Application & Tools that can be used: Word Press design tools - Personal profile, Blog post, plugins

Project work/Assignment:

Project Work: Individual Project: Create a personal profile of your choice by using the various techniques and tools learned in developing a word press website.

Text Book:

T1: Dr.Ritesh Kumar. Learn WordPress in Easy Way- A Beginner's Guide

T2: Stephaine Leary. Wordpress for Web developer

T3: Lisa Sabin-Wilson, (2019). WordPress All-in-All For Dummies, A Wiley Brand, 4th Edition, 2019

References

R1: Puneet Singh Bhatia. Fundamentals of Digital Marketing, Pearson

R2: The Art of Digital Marketing by Ian Dodson of Digital Marketing Institute.

Online Resources:

https://www.tutorialspoint.com/wordpress/wordpress_tutorial.pdf

<https://presiuniv.knimbus.com/user#/home>

Articles:

Jodi Kearns (2014), "The Comparative Guide to WordPress in Libraries", *Reference Reviews*, Vol. 28 No. 5, pp. 6-6.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/RR-03-2014-0056/full/html>

Philip Calvert (2015), "The Comparative Guide to WordPress in Libraries", *The Electronic Library*, Vol. 33 No. 2, pp. 327-328.

<https://www.emerald.com/insight/content/doi/10.1108/EL-10-2014-0185/full/html>

John, K. (2018). Use and effectiveness of social tagging recommender systems. In D. Pennington & L. Spiteri (Authors), *Social Tagging for Linking Data Across Environments: A New Approach to Discovering Information Online* (pp. 189-208). Facet. doi:10.29085/9781783303403.010

<https://www.cambridge.org/core/books/social-tagging-for-linking-data-across-environments/4572B09C022988CEE65549A3090863B3>

Pennington, D., & Spiteri, L. (2018). Introduction: The continuing evolution of social tagging. In D. Pennington & L. Spiteri (Authors), *Social Tagging for Linking Data Across Environments: A New Approach to Discovering Information Online* (pp. 1-10). Facet. doi:10.29085/9781783303403.001

<https://www.cambridge.org/core/books/social-tagging-for-linking-data-across-environments/4572B09C022988CEE65549A3090863B3>

Bonnici, L., & Ma, J. (2018). Social information discoverability in Facebook groups: The need for linked data strategies. In D. Pennington & L. Spiteri (Authors), *Social Tagging for Linking Data Across Environments: A New Approach to Discovering Information Online* (pp. 109-130). Facet. doi:10.29085/9781783303403.006

<https://www.cambridge.org/core/books/social-tagging-for-linking-data-across-environments/4572B09C022988CEE65549A3090863B3>

Multimedia (Videos):

WordPress 5 Crash Course for Absolute Beginners

<https://www.youtube.com/watch?v=IpxQ62Im14>

Learn WordPress in San Antonio

<https://www.youtube.com/embed/TTRIYRUk0ew>**Case Studies:**

□ Philip Calvert (2014), "Learning from Libraries That Use WordPress: Content Management System Best Practices and Case Studies", *The Electronic Library*, Vol. 32 No. 1, pp. 126-127.

<https://www.emerald.com/insight/content/doi/10.1108/EL-07-2013-0129/full/html>

□ Fernandes, Semila. (2015). Digital Marketing and WordPress. *Indian Journal of Science and Technology*. 8. 61-68. 10.17485/ijst/2015/v8iS4/60375.

https://www.researchgate.net/publication/316876779_Digital_Marketing_and_Wordpress

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| Catalogue prepared by | Dr. Virupaksha Goud G |
| Recommended by the Board of Studies on | BOS NO: . BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting No. , Dated |

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|-------------------------|---|--------------------------------|
| Course Code: MBA3029 | Course Title: Search Engine Optimization Type of Course: Discipline Core Theory Only Course | L – T – P – C 3 – 0 – 0 – 3 |
| Version No. | 1.0 | |
| Course Pre-requisites | Knowledge about core concepts of Marketing Management | |
| Anti-requisites | NIL | |
| Course Description | <p>Search engines want to provide the best service for their users. Search Engine Optimization (SEO) empowers a business to rank higher in search engine results which helps in reaching a wider audience. SEO is an acronym that stands for Search Engine Optimization, which is the process of optimizing your website to get organic, or un-paid, traffic from the search engine results page. If businesses can learn to rank their websites on Search Engines like Google, then they can literally expect millions of visitors to their website with millions of opportunities to get leads and sales.</p> <p>The goal of the course is to provide students with a deep understanding of the concepts of SEO. The objective of this course is to explore the underlying theory and inner workings of search engines and comprehend SEO's many intricacies and complexities. This course introduces students to the digital world of Search Engine, foundation elements of how search engines work, its history, the fundamentals, Search key words, and the Search Engine Mechanism. Students will be able to learn the tools and techniques of On-Page SEO, Off-Page SEO and Technical SEO.</p> | |

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| Course Outcomes | On successful completion of this course, the student shall be able to: CO1) Explain the importance and the types of SEO techniques. CO2) Apply the On-Page SEO Techniques in optimizing a website for Organic Search Results. CO3) Apply the Off-Page SEO Techniques in optimizing a website for Organic Search Results. CO4) Analyze the websites using the Technical SEO Techniques. | | | |
| Course Objective | This course is designed to enhance employability and skill development by using participative and experiential learning methods. | | | |
| Module 1 | Search Engine Optimization Concepts | Assignment (Participative Learning) | Hands-on SEO | 15 hours |
| Topics: Meaning and function of Search Engine, How Search Engine works, understanding the SERP, Web Crawler / Spider, Search Engine Algorithm and Major Google Algorithm Updates, Ranking factors. Meaning and Importance of SEO, types and technique of SEO, Keywords and Types of Keyword, Keyword Theory and Research, Choosing the Right Keywords, SEO tools, planning and strategies for SEO. | | | | |
| Module 2 | On-Page SEO | Assignment (Participative Learning) | Hands-on On-Page SEO | 15 hours |
| Topics: Introduction to On-Page SEO, Key Areas of On-Page SEO, Website structure. Internal links. HTML Basics for SEO, Meta Data and Meta Tags, Page Title Tags, Meta Description, Meta Keywords, URL Optimization, Heading Tags, Images and Alt Text. Image optimization. Meaning of Negative SEO. Local SEO, Setup of Google My Business. | | | | |
| Module 3 | Off-Page SEO | Assignment (Participative Learning) | Hands-on Off-Page SEO | 10 hours |
| Topics: Importance of Off-Page SEO, Key Areas of Off-Page SEO, Awareness about Page Rank Algorithm, Off-site SEO Elements, Domain Authority and Reputation Building, Link Popularity, Relationship based Quality Link Building, Back Links, Anchor text and its importance. SEO Content Writing: Content Research, planning and structure. Content optimization. | | | | |
| Module 4 | Technical SEO | Assignment | Hands-on Technical SEO | 5 hours |
| Topics: Introduction to Technical SEO, Technical SEO Ranking factors. Meaning of Breadcrumbs, Permalinks optimization and Canonicalization, Laying the Structural Foundation with Technical SEO, Overcoming Error codes, Technical Analysis connected with Redirection, Broken Links - Redirects, 404 Pages Best Practices, Analysis of Crawl Errors. Common mistakes and bad practices in SEO. Google Console. Google Analytics. | | | | |
| Targeted Application & Tools that can be used: Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand consumer minds. Professionally Used Software: SEMRush, Screaming Frog, Google Search Console, Moz Pro, and HubSpot. | | | | |
| Project work/Assignment: | | | | |
| Assignment 1: Create a number of web pages and make a small website. Choose a real site if you can - at work, your homepage, your hobby site. If not, create a few throw-away web pages. How you can publish your mini-site: Develop your mini-site using blogging and self-publishing software. Please be advised that some blogging and self-publishing sites do not allow "unauthorized" crawlers; make sure your web pages can be crawled before you develop your mini-site. Blogger.com and Wordpress.com seem fine. Assignment 2: Identifying strengths is typically one of the easier objectives: What sources of traffic are working well for your site/business? | | | | |

Which projects/properties/partnerships are driving positive momentum toward traffic/ revenue goals?
 Which of your content sections/types produces high traffic and ROI?
 Assignment 3: Sourcing out the weaknesses can be tougher (and takes more intellectual honesty and courage):
 What content is currently sending low levels of search/visitor traffic?
 Which changes that were intended to produce positive results have shown little/no value?
 Which traffic sources are underperforming or underdelivering?
 Assignment 4: Parsing opportunities requires a combination of strength and weakness analysis. You want to find areas that are doing well but have room to expand, as well as those that have yet to be explored:
 What brainstormed but undeveloped or untested projects/ideas can have a significant, positive impact?
 What traffic sources currently send good-quality traffic that could be expanded to provide more value?

Text Books:

T1: STEP BY STEP guide to SEO by Upendra Rana, January 2018.
 T2: SEO Simplified - Learn Search Engine Optimization Strategies and Principles for Beginners – R.L Adams.
 T3: The Art of SEO: Mastering Search Engine Optimization – Eric Enge, Stephan Spencer and Jessie C. Stricchiola, 3/e, O'Reilly Media, Aug 2015.

References:

R1: SEO for Dummies – Peter Kent, 6/e, Wiley Publishing Inc, 2015.
 R2: SEO for Growth: The Ultimate Guide for Marketers, Web Designers & Entrepreneurs – John Jantsch, Phil Singleton.

Online Resources:

<https://presiuniv.knimbus.com/user#/home>

Research Articles:

Luh, C.-J., Yang, S.-A. and Huang, T.-L.D. (2016), "Estimating Google's search engine ranking function from a search engine optimization perspective", *Online Information Review*, Vol. 40 No. 2, pp. 239-255.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/OIR-04-2015-0112/pdfplus/html>

Zineddine, M. (2016), "Search engines crawling process optimization: a webserver approach", *Internet Research*, Vol. 26 No. 1, pp. 311-331.

<https://www.emerald.com/insight/content/doi/10.1108/IntR-02-2014-0045/full/html>

Wilson, L. (2019), "30-Minute Search Engine Optimisation (SEO) Actions", 30-Minute Website Marketing, Emerald Publishing Limited, Bingley, pp. 73-87.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/978-1-83867-078-820191006/pdfplus/html>

Lee, S., Jang, W., Lee, E. and Oh, S.G. (2016), "Search engine optimization: A case study using the bibliographies of LG Science Land in Korea", *Library Hi Tech*, Vol. 34 No. 2, pp. 197-206.

<https://www.emerald.com/insight/content/doi/10.1108/LHT-02-2016-0014/full/html>

Multimedia (Videos):

SEO for Beginners: Rank #1 In Google in 2022 – YouTube.

<https://www.youtube.com/watch?v=mvLI96mxx0o>

YouTube SEO in 2021: How to Get Your Videos to Rank.

<https://www.youtube.com/watch?v=ACTQWMVH8Oc>

Case Studies:

□ Web site search engine optimization: A case study of Fragfor.net.

https://www.researchgate.net/publication/235763177_Web_site_search_engine_optimization_A_case_study_of_Fragfor.net

□ SEO Case Studies - AES Technologies

<https://www.advancecomsolutions.com/seo-case-studies/>

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| Catalogue prepared by | Dr. Virupaksha Goud G |
| Recommended by the Board of Studies on | BOS NO: BOS |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|--|---|---|--|-----------------|-----|---|
| Course Code: MBA4054 | Course Title: Search Engine Marketing | | L- T-P- C | 3 | 0 0 | 3 |
| Category of Course: | Discipline Elective Theory Only Course | | | | | |
| Version No. | | | | | | |
| Course Pre-requisites | 1) Basics of Marketing 2) Basics of Digital Marketing | | | | | |
| Anti-requisites | | | | | | |
| Course Description | Search engine marketing is a form of Internet marketing that involves the promotion of websites by increasing their visibility in search engine results pages primarily through paid advertising. Search engine marketing’s greatest strength is that it offers advertisers the opportunity to put their ads in front of motivated customers who are ready to buy at the precise moment they’re ready to make a purchase. No other advertising medium can do this, which is why search engine marketing is so effective and such an amazingly powerful way to grow your business. The purpose of this course is to demonstrate, your mastery of building and optimizing Google Search campaigns. Students will exhibit the ability to leverage automated solutions like Smart Bidding and Audience Solutions to boost campaign performance for specific marketing objectives. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1) Explain the concept of Search Engine Marketing (Comprehension) CO 2) Apply Google Ads for SEM (Application) CO 3) Apply Microsoft Advertising for SEM (Application) | | | | | |
| Course Objective: | The course aims at SKILL DEVELOPMENT with respect to Search Engine Marketing Strategies with EXPERIENTIAL learning activities. | | | | | |
| Module 1 | Foundations of Search Engine Marketing | Assignment using E Library (Participative Learning) | Small and Medium sized hotels case | 15 Hours | | |
| view of the Course, Online advertising landscape, Search Engine Marketing: Meaning and Importance, Working of Search Engine, Search Query and SERP, SEM planning tools, Hands on Google tools, Hands on Bing tools | | | | | | |
| Module 2 | with Google Ads | Assignment (Participative Learning) | Adcampaign of Ptalk.com and Amazon.com | 10 Hours | | |
| Introduction to Google Ads, SEM Models, Key players and platforms, Account Management, Campaign management, Ad group management, Introduction to Ad extensions, Keyword targeting, Key word match types- Broad match, Phrase match, Exact match, Negative match, Keyword planner, Budgeting, Bidding, Ad scheduling and delivery | | | | | | |
| Module 3 | Google ad campaigns and ad formats | Project (Experiential Learning) | CRM and GA campaign | 15 Hours | | |
| Campaign objectives, Type of Google ad campaigns- Search ad campaign- Display Ad, YouTube video ads, Shopping campaign, Type of Google Ads format – Test ad, image ad, response ads etc, Creating Custom ads | | | | | | |

| Module 4 | Analytics and Reporting | Class activity | Google analytics | 05 Hours | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------|-----------------------|--------------------|----------|------|---------------|------------|----------|-----------------|-------------|-----------------------|----------------|------------|-------------|-----------------------|----------------|---------------|-------------|-----------------------|----------------|-------------|-----------|-----------------------|--------------------|
| Google Analytics for SEM, Conversion Tracking and Goals, Performance Metrics and KPIs, Analyzing and Interpreting Reports | | | | | | | | | | | | | | | | | | | | | | | | |
| eted Application & Tools that can be used: Google Ads, Bing Ads, Google Analytics | | | | | | | | | | | | | | | | | | | | | | | | |
| ect work/Assignment: | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assignment 1: Ptalk.com conducted; a) Ad campaign of 180 × 150 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 1000 impression is Rs.25 and the impressions to be served is 600000, what will be the actual cost to the advertiser? b) Ptalk.com did an Ad campaign having 728 × 90 banner size having served 20000 impressions and has generated 200 clicks, calculate the CTR of that Ad? c) Ptalk.com is ready to spend Rs.20000 for Display Ad campaign having 160 × 600 size banner with number of clicks the Ad generated is 200, so what will be the Cost per Click? d) If Ptalk.com PPC is worth Rs.10, number of Impressions is 20000, CTR is 6% and CR is 3%. Calculate the CPA to an advertiser? e) Ptalk.com spends Rs.10,000 and media buy at Rs.10 CPM, to serve 500000 impressions and CTR on the ad is 0.1% with Landing Page Conversion Rate = 10%, calculate the number of leads and CPL?</p> <p>Assignment 2: Amazon.com conducted an Ad campaign of 200 × 180 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 5000 impression is Rs.15 and the impressions to be served is 900000, what will be the actual cost to the advertiser? b) Amazon.com did an Ad campaign having 900 × 100 banner size having served 40000 impressions and has generated 500 clicks, calculate the CTR of that Ad? c) Amazon.com is ready to spend Rs.80000 for Display Ad campaign having 260 × 900 size banner with number of clicks the Ad generated is 900, so what will be the Cost per Click? d) Amazon.com PPC is worth Rs.40, number of Impressions is 80000, CTR is 8% and CR is 5%. Calculate the CPA to an advertiser? e) Amazon.com spends Rs.50,000 and media buy at Rs.50 CPM, to serve 500000 impressions and CTR on the ad is 0.5% with Landing Page Conversion Rate = 50%, calculate the number of leads and CPL?</p> <p>Project: Write GA campaign data directly to your CRM. Using the gasaleforce.js code reference in the Salesforce example, you can also make a plan to write GA campaign/acquisition data directly to your CRM so it's immediately accessible (without a merge based on visitor ID).</p> <p>Google Analytics Campaign Name Imported into CRM and Joined on Visitor ID</p> <table><tr><th>Name</th><th>Qualification</th><th>Visitor ID</th><th>Campaign</th></tr><tr><td>Nicholas Prince</td><td>Unqualified</td><td>1355402211.1434649167</td><td>2016q2-chip-li</td></tr><tr><td>Laura Kwon</td><td>Unqualified</td><td>1584125471.5412645325</td><td>2016q2-chip-fa</td></tr><tr><td>Jason Peralta</td><td>Unqualified</td><td>6521425124.8541252145</td><td>2016q2-chip-tw</td></tr><tr><td>Amy Burnett</td><td>Qualified</td><td>9852541414.5412548589</td><td>Memory Chip Report</td></tr></table> | | | | | Name | Qualification | Visitor ID | Campaign | Nicholas Prince | Unqualified | 1355402211.1434649167 | 2016q2-chip-li | Laura Kwon | Unqualified | 1584125471.5412645325 | 2016q2-chip-fa | Jason Peralta | Unqualified | 6521425124.8541252145 | 2016q2-chip-tw | Amy Burnett | Qualified | 9852541414.5412548589 | Memory Chip Report |
| Name | Qualification | Visitor ID | Campaign | | | | | | | | | | | | | | | | | | | | | |
| Nicholas Prince | Unqualified | 1355402211.1434649167 | 2016q2-chip-li | | | | | | | | | | | | | | | | | | | | | |
| Laura Kwon | Unqualified | 1584125471.5412645325 | 2016q2-chip-fa | | | | | | | | | | | | | | | | | | | | | |
| Jason Peralta | Unqualified | 6521425124.8541252145 | 2016q2-chip-tw | | | | | | | | | | | | | | | | | | | | | |
| Amy Burnett | Qualified | 9852541414.5412548589 | Memory Chip Report | | | | | | | | | | | | | | | | | | | | | |
| <p>Text Book:</p> <p>T1: Introduction to SEM and AdWords, Todd Kelsey, APress, 2017</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>References</p> <p>Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson.</p> <p>Digital Marketing All-In-All for Dummies by Stephanie Diamond, 6th Edition, John Wiley & Sons, Inc. 2019.</p> <p>The Art of Digital Marketing by Ian Dodson of Digital Marketing Institute.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Online Resources:</p> <p>https://presiuniv.knimbus.com/user#/home</p> <p>Research Articles:</p> <ul style="list-style-type: none">Kim, D., Woo, J., Shin, J., Lee, J. and Kim, Y. (2019), "Can search engine data improve accuracy of demand forecasting for new products? Evidence from automotive market", <i>Industrial Management & Data Systems</i>, Vol. 119 No. 5, pp. 1089-1103. | | | | | | | | | | | | | | | | | | | | | | | | |

<https://presioniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/IMDS-08-2018-0347/pdfplus/html>

- Catherine Murphy, H. and Kielgast, C.D. (2008), "Do small and medium-sized hotels exploit search engine marketing?", *International Journal of Contemporary Hospitality Management*, Vol. 20 No. 1, pp. 90-97.

<https://presioniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/09596110810848604/pdfplus/html>

- Morabito, V. (2022). Digital Entrepreneurship and Digital Marketing. In *Digital Entrepreneurship: Management, Systems and Practice* (pp. 51-73). Cambridge: Cambridge University Press.
<https://presioniv.knimbus.com/openFullText.html?DP=https://www.cambridge.org/core/books/digital-entrepreneurship/digital-entrepreneurship-and-digital-marketing/A9EE6ECBF2AC392D1D78646A47C422AF>
- Wilson, L. (2019), "30-Minute Search Engine Optimisation (SEO) Actions", *30-Minute Website Marketing*, Emerald Publishing Limited, Bingley, pp. 73-87.
<https://presioniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/978-1-83867-078-820191006/pdfplus/html>

Multimedia (Videos):

- Search Engine Marketing (SEM): An Overview for Beginners
<https://www.youtube.com/watch?v=CEpCMPyX4s>
- Search Engine Marketing (SEM): An Overview for Beginners
<https://www.youtube.com/watch?v=Hspn7icflWl>
- Search Engine Marketing Course for 2022 <https://www.youtube.com/watch?v=yGqYfWVcqI4>

Case Studies:

- Search Engine Marketing by Luis Ferrandiz, Rosa Fernandez-Alonso, Julian Villanueva
<https://hbsp.harvard.edu/product/IES422-PDF-ENG>

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| Catalogue prepared by | Dr. Ameer Hussain A |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|---|---|-------------------------------------|--------------------------------------|---------------|
| Course Code: MBA4090 | Course Title: Digital Display Advertising Type of Course: Discipline Elective Theory Only Course | | | L – T – P – C |
| | | | | 2 – 0 – 0 – 2 |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Basic Marketing Knowledge Information about Online Marketing, Social Media, Content Marketing Effective Communication Skills Creativity and Critical thinking Hands on Facebook, Instagram, YouTube, LinkedIn, etc. | | | |
| Anti-requisites | NIL | | | |
| Course Description | Digital media is happening. Do you have what it takes to make a Digital Marketer/Social Blogger/an online YOUTUBE Channel owner? Which is the best social media for your brand - Facebook or Twitter or LinkedIn or Instagram or YouTube? How to add more digital traffic to your digital marketing? This course is for students who wish to learn digital marketing in a broader perspective in a Digital Environment by the best in the Industry. Display advertising was the first form of advertising on the web. It's still a powerful marketing tool, strengthened by new platforms like mobile, new video opportunities, and enhanced targeting. In this course, you learn how display advertising works, how it is bought and sold (including in a programmatic environment), and how to set up a display advertising campaign using Google's AdWords. | | | |
| Course Outcomes | On successful completion of this course, the student shall be able to: CO1) Discuss the concept of Display Advertising and its Tools, Trends, Practical ideas and actions for the organization. CO2) Analyze Display Advertising through planning and targeting with good keywords and to build Display Campaign within the budget. CO3) Use digital tools like YouTube, Facebook and LinkedIn for digital display advertisement. | | | |
| Course Objective | The course aims at EMPLOYABILITY with respect to Marketing of Services with PARTICIPATIVE learning activities. | | | |
| Module 1 | Digital Display Advertising Concepts | Assignment (Participative Learning) | Hands-on Digital Display Advertising | 10 Hours |
| Topics: Introduction to Digital Display Advertising - Search Advertising vs. Display Advertising - Overview of Display Advertising – Identifying Display Ad Types and Formats, Defining Advertising Objectives - Fundamental Concepts of Display Advertising, Google Network, Campaign Targeting Strategies. | | | | |
| Module 2 | Planning, Targeting and Build Display Advertising | Assignment (Participative Learning) | Hands-on Keywords | 10 Hours |
| Topics: Define Digital Display Advertising Goals - Showcase What You Do Best - Plan Your Budget – Understanding Targeting – Find Good Keywords – Choosing Display Campaign Settings – Choose Bidding Style and Budget. | | | | |
| Module 3 | Create, Launch and Measure Display Advertising | Assignment (Participative Learning) | Workshops on display Ads | 10 Hours |

Display advertising, Buying Models, different type of ad tools, Display advertising terminology, types of display ads, different ad formats, Ad placement techniques, Important ad terminology, Programmatic Digital Advertising. Create Great Image Ads – Understanding the Image Ads Rules – Understanding AdWords Video Ads – Creating Video Ads – Advertise on YouTube, LinkedIn, and Facebook – Launch the Campaign – Use AdWords Reports and Google Analytics – Measure Branding and Positioning Goals.

Targeted Application & Tools that can be used:

Students would be encouraged to take up live projects and through experiential learning activities in the classroom.

Professionally Used Software: Google AdWords and Google Analytics

Project work/Assignment:

Assignment 1:

Ptalk.com conducted;

Ad campaign of 180×150 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 1000 impression is Rs.25 and the impressions to be served is 600000, what will be the actual cost to the advertiser?

Ptalk.com did an Ad campaign having 728×90 banner size having served 20000 impressions and has generated 200 clicks, calculate the CTR of that Ad?

Ptalk.com is ready to spend Rs.20000 for Display Ad campaign having 160×600 size banner with number of clicks the Ad generated is 200, so what will be the Cost per Click?

If Ptalk.com PPC is worth Rs.10, number of Impressions is 20000, CTR is 6% and CR is 3%. Calculate the CPA to an advertiser?

Ptalk.com spends Rs.10,000 and media buy at Rs.10 CPM, to serve 500000 impressions and CTR on the ad is 0.1% with Landing Page Conversion Rate = 10%, calculate the number of leads and CPL?

Assignment 2:

Amazon.com conducted a Ad campaign of 200×180 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 5000 impression is Rs.15 and the impressions to be served is 900000, what will be the actual cost to the advertiser?

Amazon.com did an Ad campaign having 900×100 banner size having served 40000 impressions and has generated 500 clicks, calculate the CTR of that Ad?

Amazon.com is ready to spend Rs.80000 for Display Ad campaign having 260×900 size banner with number of clicks the Ad generated is 900, so what will be the Cost per Click?

Amazon.com PPC is worth Rs.40, number of Impressions is 80000, CTR is 8% and CR is 5%. Calculate the CPA to an advertiser?

Amazon.com spends Rs.50,000 and media buy at Rs.50 CPM, to serve 500000 impressions and CTR on the ad is 0.5% with Landing Page Conversion Rate = 50%, calculate the number of leads and CPL?

Text Books:

T1: Display Advertising (An Hour a Day) By David Booth and Corey Koberg, John Wiley & Sons, Inc. 2013.

References:

R1: Fundamentals of Digital Marketing by Puneet Singh Bhatia, Pearson.

R2: Digital Marketing All-In-One for Dummies by Stephanie Diamond, 6th Edition, John Wiley & Sons, Inc. 2019.

R3: The Art of Digital Marketing by Ian Dodson of Digital Marketing Institute.

Online Resources:

<https://presiuiv.knimbus.com/user#/home> Research Articles:

N. Korula, V. Mirrokni and H. Nazerzadeh, "Optimizing Display Advertising Markets: Challenges and Directions," in *IEEE Internet Computing*, vol. 20, no. 1, pp. 28-35, Jan.-Feb. 2016.

<https://ieeexplore.ieee.org/document/7325200>.

K. Ren, W. Zhang, K. Chang, Y. Rong, Y. Yu and J. Wang, "Bidding Machine: Learning to Bid for Directly Optimizing Profits in Display Advertising," in *IEEE Transactions on Knowledge and Data Engineering*, vol. 30, no. 4, pp. 645-659, 1 April 2018. <https://ieeexplore.ieee.org/document/8115218/>

A. -P. Ta, "Factorization machines with follow-the-regularized-leader for CTR prediction in display advertising," 2015 *IEEE International Conference on Big Data (Big Data)*, 2015, pp. 2889-2891.

<https://ieeexplore.ieee.org/document/7364112>

Ling Huang, "Visual analysis on online display advertising data," 2013 *IEEE Symposium on Large- Scale Data Analysis and Visualization (LDAV)*, 2013, pp. 123-124.

<https://ieeexplore.ieee.org/document/6675170>

P. Murali, Ying Li, P. Mazzoleni and R. Vaculin, "Optimal budget allocation strategies for real time bidding in display advertising," *2015 Winter Simulation Conference (WSC)*, 2015, pp. 3146-3147.
<https://ieeexplore.ieee.org/document/7408442/>

Multimedia (Videos):

How to run YouTube Videos Ads Step-by-Step (2022) <https://www.youtube.com/watch?v=Xmp-KMMsEfY>

YouTube Video Ads Step-by-Step for Beginners (2022) <https://www.youtube.com/watch?v=gdvEmakjFV8>

LinkedIn Ads Tutorial https://www.youtube.com/watch?v=m_u25Zxr8Ds

Case Studies:

Successful Online Display Advertising http://www.gov.pe.ca/photos/original/IPEI_ebiz_ads.pdf

Goldfarb, Avi & Tucker, Catherine. (2011). Online Display Advertising: Targeting and Obtrusiveness. *Marketing Science*. 30. 389-404. 10.2307/23012474.

https://www.researchgate.net/publication/227349678_Online_Display_Advertising_Targeting_and_Obtrusiveness

Catalogue prepared by

Dr. Virupaksha Goud G

Recommended
by the Board of Studies on

BOS NO: BOS held on 13-01-2024

Date of Approval
by the Academic Council

Academic Council Meeting No., Dated

Online Resources:

<https://presiuniv.knimbus.com/user#/home> Research Articles:

N. Korula, V. Mirrokni and H. Nazerzadeh, "Optimizing Display Advertising Markets: Challenges and Directions," in *IEEE Internet Computing*, vol. 20, no. 1, pp. 28-35, Jan.-Feb. 2016.

<https://ieeexplore.ieee.org/document/7325200>.

K. Ren, W. Zhang, K. Chang, Y. Rong, Y. Yu and J. Wang, "Bidding Machine: Learning to Bid for Directly Optimizing Profits in Display Advertising," in *IEEE Transactions on Knowledge and Data Engineering*, vol. 30, no. 4, pp. 645-659, 1 April 2018. <https://ieeexplore.ieee.org/document/8115218/>

A. -P. Ta, "Factorization machines with follow-the-regularized-leader for CTR prediction in display advertising," *2015 IEEE International Conference on Big Data (Big Data)*, 2015, pp. 2889-2891.
<https://ieeexplore.ieee.org/document/7364112>

Ling Huang, "Visual analysis on online display advertising data," *2013 IEEE Symposium on Large- Scale Data Analysis and Visualization (LDAV)*, 2013, pp. 123-124.

<https://ieeexplore.ieee.org/document/6675170>

P. Murali, Ying Li, P. Mazzoleni and R. Vaculin, "Optimal budget allocation strategies for real time bidding in display advertising," *2015 Winter Simulation Conference (WSC)*, 2015, pp. 3146-3147.
<https://ieeexplore.ieee.org/document/7408442/>

Multimedia (Videos):

How to run YouTube Videos Ads Step-by-Step (2022) <https://www.youtube.com/watch?v=Xmp-KMMsEfY>

YouTube Video Ads Step-by-Step for Beginners (2022) <https://www.youtube.com/watch?v=gdvEmakjFV8>

LinkedIn Ads Tutorial https://www.youtube.com/watch?v=m_u25Zxr8Ds

Case Studies:

Successful Online Display Advertising http://www.gov.pe.ca/photos/original/IPEI_ebiz_ads.pdf

Goldfarb, Avi & Tucker, Catherine. (2011). Online Display Advertising: Targeting and Obtrusiveness. *Marketing Science*. 30. 389-404. 10.2307/23012474.

https://www.researchgate.net/publication/227349678_Online_Display_Advertising_Targeting_and_Obtrusiveness

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| Catalogue prepared by | Dr. Virupaksha Goud G |
| Recommended by the Board of Studies on | BOS NO: BOS held on 13-01-2024 |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|--|---|--|---|---------------|
| Course Code: MBA3027 | Course Title: Social Media Marketing | | L- T - P- C | 3 – 0 – 0 – 3 |
| | Type of Course: Discipline Elective & Theory only | | | |
| Version No. | 1.1 | | | |
| Course Pre-requisites | Fundamentals of Marketing Strategic Marketing Management Fundamentals of Sales | | | |
| Anti-requisites | NIL | | | |
| Course Description | Social Media is a powerful tool for marketers. After the boom in smart phone technology, how to add more digital traffic to your digital marketing by using social media are some questions that are answered by this course. This course is for students who wish to learn the application of social media for measured product promotion results. It will give deep understanding of key social media such as Facebook, LinkedIn, Instagram and Twitter as mediums of marketing communication and ways of implementing it. The course gives insights into latest trends in the field of Social Media Marketing with an emphasis on the most effective techniques for identifying targeted marketing on the social web. Students will be enabled to select a social media that fits their needs and set their promotion goals accordingly. Further, the course aims at tactics to be adopted by business firms to achieve maximum conversion which includes purchase of a product, subscription to a newsletter, registration to an online community, etc. | | | |
| Course Objective | This course is designed to improve the learner's EMPLOYABILITY SKILLS by using EXPERIENTIAL LEARNING PROJECTS and Case Studies. | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1) Discuss the concept and landscape of Social Media Marketing CO 2) Interpret the major social media platforms and their way of functioning in Digital Marketing CO 3) Choose the right social media platforms for any business CO 4) Develop Social Media Visuals for any Business Using Canva | | | |
| Course Content: | | | | |
| Module 1 | Introduction to Social Media Marketing | Case Study Assignment using E Library (Participative Learning) | Hands – on Social Media Channels | 15 Hours |
| Topics: Introduction to Social Media Marketing - Facebook, LinkedIn, Twitter, YouTube, Instagram, snapchat, Pinterest, Blogs, how businesses use social media, social media landscape, Social Media goals - eWOM, Customer Evangelists, Building content that audience will share, rules of engagement for social media. | | | | |
| Module 2 | Social Media Platforms | Class Participation Activity (Participative Learning) | Identifying Social Media Strategies employed by firms | 15 Hours |
| Topics: Social Media Platforms - Facebook Structure, leveraging Facebook, A Facebook Marketing Plan, LinkedIn Structure, profiles, pages and groups, optimizing LinkedIn profile, Twitter of @ signs and # hashtags, leveraging Instagram, Pinterest and concept of the idea board, You Tube Channel basics and marketing plan. | | | | |
| Module 3 | Choosing the Social Media Platforms | Project (Experiential Learning) | Data Collection | 10 Hours |

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| <p>Topics: Choosing the right platform – defining SMART goals and KPI's, define target audience and customer journey - Building a marketing campaign – Using Hootsuite-Messaging Services – Whatsapp, Telegram and Signal.</p> | | | | |
| Module 4 | Creating A Social Media campaign | Project (Experiential Learning) | Data collection & Creation | 05 Hours |
| <p>Topics: Introduction to Canva - create social media visuals - prepare them for publishing - six social media visuals (Facebook Cover, Facebook Post, YouTube Thumbnail, YouTube Channel Art, Instagram Post and Twitter Header) for a business.</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>Application in developing social media campaigns for Companies of all sizes and has wide application across industries.</p> <p>Professionally Used Software: Canva, Wordpress, Weebly site, Blogger, Hootuite, Hubspot</p> | | | | |
| Project work/Assignment: | | | | |
| <p>Project Work: Create a social media campaign for a company of your choice using Canva. Apply the learnt concepts to promote the campaign using Facebook, LinkedIn, Twitter and Blogger. Add the tags and publish.</p> <p>Assignment 1: Find a company doing exceedingly well in promotion using social media. Identify those strategies and analyse them.</p> <p>Assignment 2: Case Study Assignment using E Library content.</p> <p>Journal Article: Customer Behavior as an Outcome of Social Media Marketing: The Role of Social Media Marketing Activity and Customer Experience Sustainability; Basel Vol. 13, Iss. 1, (2021): 189. DOI:10.3390/su13010189 https://www.proquest.com/docview/2474521395/fulltextPDF/484BD1ED67D045CCPQ/3?accountid=177896</p> | | | | |
| <p>Text Book:</p> <p>1. Melissa Barker, Donald Barker, Nicholas Bormann, Social Media Marketing- A Strategic Approach, Cengage Publishers.</p> | | | | |
| <p>References</p> <p>Jason McDonald, Social Media Marketing Workbook 2017(available on Amazon)</p> <p>The Google Story by David A. Vise, Pan</p> <p>Social Media Marketing by Tracy Tuten and Michael Solomon, Sage, 2015</p> <p>The Art of Digital Marketing by Ian Dodson of Digital Marketing Institute</p> <p>E Library Resources:</p> <p>1. Journal Article: Customer Behavior as an Outcome of Social Media Marketing: The Role of Social Media Marketing Activity and Customer Experience Sustainability; Basel Vol. 13, Iss. 1, (2021): 189. DOI:10.3390/su13010189 https://www.proquest.com/docview/2474521395/fulltextPDF/484BD1ED67D045CCPQ/3?accountid=177896</p> <p>HBR Case Study of LEGO By: Jan W. Rivkin, Stefan Thomke, Daniela Beyersdorfer https://hbsp.harvard.edu/download?url=%2Fcatalog%2Fsample%2F613004-PDF-ENG%2Fcontent&metadata=e30%3D</p> | | | | |
| Catalogue prepared by | Dr. Ameer Hussain A | | | |
| Recommended by the Board of Studies on | | | | |
| Date of Approval by the Academic Council | | | | |

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| Course Code: MBA3028 | Course Title: E-Mail Campaigning and Affiliate Marketing | | L- T - P- C | 3 – 0 – 0 – 3 |
| Version No. | 1.3 | | | |
| Course Pre-requisites | Completion of core subject in Marketing Management | | | |
| Anti-requisites | NIL | | | |
| Course Description | <p>The world of marketing is becoming more and more digital day by day. Digital marketing tools have been increasingly used by today's organizations. Firms are planning their promotional strategies in and around digital marketing. In this course, the students will learn the core strategies used in E-mail campaigning and Affiliate Marketing to acquire and retain customers profitably.</p> <p>The students enrolled in this course will learn to develop, organize and implement E-mail campaigning and Affiliate Marketing strategies. It will also help them to analyze and measure the effectiveness of these strategies. In addition to this, they will also learn how to put the ideas presented into action to build the brand.</p> | | | |
| Course Outcomes | <p>On completion of this course, the student will be able to:</p> <p>Explain how E-Mail Campaigning has been done in today's world - [Comprehension]</p> <p>Sketch an effective E-Mail campaign through designing, text and images, tracking, and maximizing deliverability - [Application]</p> <p>Identify the concepts of Affiliate Marketing for product promotion - [Comprehension]</p> | | | |
| Course Objective: | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Introduction to E-mail Campaigning | Assignment | Data Collection and Analysis | 15 Hours |
| Topics: Concept of E-mail campaigning – Role of E-mail marketing - Types of E-mail campaigns - Auto-responders, responsive sequences, and marketing automation – E-mail campaigning ecosystem – Importance of E-mail campaigning in today's world – Adding E-Mail to a Successful Marketing Mix - Maximizing Revenue with E-Mail - Developing Objectives. | | | | |
| Module 2 | Creating, Delivering, and Tracking E-mail Campaign | Assignment | Data Collection and Analysis | 10 Hours |
| Topics: Designing E-Mails – Creating From and Subject Lines that get noticed – Including Text and Images in E-Mails - Crafting E-mail campaigning – 7A frame-work – Best practices for designing effective e-mails – Examining buyer behavior – Identifying buyers' persona - Writing subject lines, pre-headers, calls to action and effective e-mail copy - Creating irresistible content —Tracking E-Mail Campaign Results - Maximizing E-Mail Deliverability - Capitalizing on Clicks and Other Responses. | | | | |
| Module 3 | Affiliate Marketing | Assignment | Data Collection and Analysis | 15 Hours |
| Topics: Understanding Affiliate Marketing - Concept of Affiliate Marketing – Process and Steps in Affiliate Marketing-Choosing the right affiliates - Importance of Affiliate Marketing – Role of Affiliate Marketing in marketing mix – Types of Affiliate Marketing- reward sites, content sites and blogs, e-mail, comparison websites, retargeting affiliates, PPC affiliate, social affiliates. | | | | |
| Module 4 | Affiliate Marketing | Assignment | Data Collection and Analysis | 5 Hours |
| Identifying target market and creating customer profile – Process of building affiliate networks – key players and current challenges - Affiliate program platforms - Click bank, Share sale, Commission junction. | | | | |

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| Content Strategies for Affiliate Marketing – tracking keywords – Keyword Research and Product Selection - Using a Website for Affiliate Marketing - Affiliate Marketing Without a Website - Affiliate Platforms - Pitfalls for Affiliate Marketers – Free and Paid Tools for Affiliate Marketers. | |
| Targeted Application & Tools that can be used: Application to measure the e-mail campaign effectiveness and to optimize the keywords, we use few of the below tools. Professionally Used Software: Market Samurai, Keyword Revealer, Amazon SES, WordPress | |
| Project work/Assignment: | |
| Project / Assignment: Assignment: 1 Assume you are the Digital Marketing Consultant of a company that is launching a new Bollywood Movie across theatres and multiplexes in India. Describe various types of e mail campaigning you would use. Assignment: 2 Practicing through E-Mail marketing resources for understanding industry statistics, best practices, and to improve e-mail results. Assignment: 3 Assume in your internship interview if question is asked “how you choose your affiliates as a brand manager of ABC Corporation”, how would you answer. Assignment: 4 Mr. Alex is the CEO of Tulip Robotics, which is an automation company. Create content for the firm using any 2 affiliate marketers’ tools. (WordPress, Elementor, Market Samurai, Content Samurai, Amazon SES, etc) | |
| Text Books T1: Kothand Meera, 300 E Mail Marketing Tips Critical Advice and Strategy To Turn Subscribers Into Buyers And Grow a Six Figure Business with E Mail: Independently Published, May, 2019. T2: John Arnold, E Mail marketing for Dummies: Wiley Publishing, Inc. T3: Brad Smith, Affiliate Marketing : Oberlo, 2019 T4: Ted Sudol and Paul Mladjenovic, Affiliate Marketing For Dummies: Wiley Publishing, Inc, December 2019. | |
| References R1: Email Persuasion: Captivate and Engage Your Audience, Build Authority and Generate More Sales With Email Marketing, By Ian Brodie, 2013 R2: Susan Gunelius, Ultimate Guide to E-Mail Marketing for Business: Kindle Edition (2018) Entrepreneur Press. R3: Prussakov Evginii, Affiliate Program management an Hour A Day: Sybex 1 st edition R4: Alex M, The 2021 Beginner's Affiliate Marketing Blueprint: How to Get Started For Free And Earn Your First \$10,000 In Commissions Fast! Kindle Edition (2021) | |
| Catalogue prepared by | Dr. Akhila R udupa |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No.: |

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|--|--|------------|--------------------------|--------------------------------|
| Course Code: MBA3030 | Course Title: Mobile Marketing Type of Course: Discipline Elective Theory Only Course | | | L – T – P – C 3 – 0 – 0 – 3 |
| Version No. | 3.0 | | | |
| Course Pre-requisites | Basic communication skills in English. Basic knowledge about Essentials of Marketing, its theory and application. Basic idea about the use of smartphones applications and features like using of texting apps, mobile websites, social media apps, online payment apps, online purchase apps, online service providers etc. | | | |
| Anti-requisites | NIL | | | |
| Course Description | <p>The hyper growth of wireless access, cellular devices, and mobile applications has fundamentally transformed the ways in which businesses communicate and engage with customers. Consumers are now demanding information, entertainment and communication whenever and wherever they are. The integration of the Internet, mobility and communications has created a new set of communications imperatives and business opportunities. This class examines the mobile ecosystem, online strategy for the mobile web and mobile advertising, and offline engagement.</p> <p>Mobile marketing is a course aimed at providing the students venturing out in the digital marketing world to learn how to implement and deliver effective mobile marketing campaigns. The Course will cover the concepts and trends underpinning mobile marketing and take an in-depth look at Short Messaging Services (SMS) campaigns and mobile optimized websites. The course will also explore the rationale for developing an app, and work through standard app development process. QR Codes and proximity marketing are addressed, as well as the social media channels that are now an important feature within any mobile marketing campaign.</p> | | | |
| Course Outcomes | <p>On completion of this course, the student will be able to:</p> <p>CO1) Describe the power of mobile technologies as a way to access increasingly mobile consumers [Knowledge].</p> <p>CO2) Select the concepts for building and maintaining an effective mobile marketing campaign [Comprehension].</p> <p>CO3) Apply latest advances in social media marketing and integrate with mobile marketing [Application].</p> <p>CO4) Use of mobile billing, wallet, database and tracking customer interactions. [Application].</p> | | | |
| Course Objective | <p>This course is designed for students;</p> <p>To understand the mobile world and mobile marketing best practices.</p> <p>To plan mobile marketing strategy</p> <p>To launch a campaign through voice, text, e-mail, and social media</p> | | | |
| Module 1 | Introduction to Mobile Marketing | Assignment | Mobile Marketing devices | 15 Hours |
| <p>Topics:</p> <p>Defining Mobile Marketing – Three forms of Mobile Marketing – Benefits of Mobile Devices – Discovering Available Mobile Path and Capabilities - Evolution of the mobile phone industry - Current Scenario and Statistics of the Telecommunication and electronics brands - Mobile strategy to Marketing Plan – Mobile Reach Strategy – Customer Analysis Strategy - Mobile Marketing Policy.</p> | | | | |
| Module 2 | Mobile Marketing Campaign | Assignment | Direct Mobile Marketing | 10 Hours |
| <p>Topics:</p> <p>SMS Basics – Text Messaging Campaigns – Common Short Codes – SMS Application Platform – SMS Database. The Opt-In – The Opt-Out – Sending Information and Alerts – Engaging with Mobile Coupons – Mobile E-Mail Marketing.</p> | | | | |

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| Module 3 | Mobile Media, Publishing, and Advertising | Project | Hands-on Advertising | 15 Hours |
| Topics: Mobile Web – Designing and Building Mobile Site – Creating Mobile Site Content – Types of Mobile Advertising – Mobile Marketing with Voice – Mobile with Social Media Strategy. | | | | |
| Module 4 | Mobile Commerce and Analytics | Assignment | Hands-on Commerce and Analytics | 5 Hours |
| Topics: Deciding where to Sell – Mobile Billing Infrastructure – Pay through Mobile – Mobile Wallet. Track and Analyze – Database to Collect Information – Mobile Database – Tracking Interactions: Clicks, Calls, and Votes. Ten ways to reach customers on their mobile devices. | | | | |
| Targeted Application & Tools that can be used: Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand consumer minds. Professionally Used Software: HootSuite, Optimmonster | | | | |
| Project work/Assignment: | | | | |
| Assignment 1: "Forrester study "How Mature Is Your Mobile Strategy?" by Thomas Husson, Oct. 2010] revealed that almost three-quarters of the world's leading mobile marketers don't, in fact, have a mobile strategy and have essentially treated mobile as a standalone or experimental medium," In light of this elaborate how mobile marketing strategy can be helpful in reaching your customer. Assignment 2: "Mobile marketing includes SMS, MMS, mobile advertising, mobile Web, apps, QR Codes and more - all of which deserve dedicated attention." Is mobile marketing just an extension of web marketing? | | | | |
| Text Books: T1: Michael Becker, John Arnold: Mobile Marketing for Dummies, John Wiley & Sons. T2: Daniel Rowles, Mobile Marketing: How mobile technology is revolutionizing Marketing, Communications and Advertising., 2 nd Edition, Kogan Page Publication. | | | | |
| References: R1: The Saatchi & Saatchi Guide to Mobile Marketing, Tom Eslinger, Wiley Publications. R2: The Mobile Mind Shift: Engineer your Business To Win in The Mobile Moment, Ted Schadler, Forrester Research Publication. R3: Catering to Customer's Mobile Moments, Jennifer Wise, Forrester Research Publication. | | | | |
| WEBSITES: https://www.hootsuite.com/plans/free-account https://optimmonster.com/features/geo-location-targeting/ | | | | |
| Online Resources: https://presiuniv.knimbus.com/user#/home | | | | |
| Research Articles: Mason, D. (2013), "The Mobile Marketing Handbook: A Step-by-step Guide to Creating Dynamic Mobile Marketing Campaigns 2nd ed.", <i>The Electronic Library</i> , Vol. 31 No. 3, pp. 404-405. https://www.emerald.com/insight/content/doi/10.1108/EL-04-2013-0080/full/html Roach, G. (2009), "Consumer perceptions of mobile phone marketing: a direct marketing innovation", <i>Direct Marketing: An International Journal</i> , Vol. 3 No. 2, pp. 124-138. https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/17505930910964786/pdfplus/html Kautonen, T., Karjaluoto, H., Jayawardhena, C. and Kuckertz, A. (2007), "Permission-based mobile marketing and sources of trust in selected European markets", <i>Journal of Systems and Information Technology</i> , Vol. 9 No. 2, pp. 104-123. https://presiuniv.knimbus.com/openFullText.html?DP=https://www.emerald.com/insight/content/doi/10.1108/13287260710839201/pdfplus/html | | | | |

"Ten trends in mobile (mobile phones in marketing and advertising)"(2013), *Strategic Direction*, Vol. 29 No. 4.

<https://www.emerald.com/insight/content/doi/10.1108/sd.2013.05629daa.010/full/html>

N. Kshetri and S. Acharya, "Mobile Payments in Emerging Markets," in *IT Professional*, vol. 14, no. 4, pp. 9-13, July-Aug. 2012, doi: 10.1109/MITP.2012.82.

<https://ieeexplore.ieee.org/document/6248655/>

Multimedia (Videos):

Mobile Marketing - Overview

https://www.youtube.com/watch?v=9-f_ry0Tvuk

The Mobile Marketing Trends in 2020

<https://www.youtube.com/watch?v=ZgmlggOZL-Y>

The Art of Mobile Marketing: Connecting with your customers on the go

<https://www.youtube.com/watch?v=ODYHSpzo4K8>

Case Studies:

Understanding the Full Value of Mobile: adidas Drives In-Store Traffic with Mobile

<https://www.thinkwithgoogle.com/marketing-strategies/app-and-mobile/adidas-and-iprospect-explore-in-store-conversions/>

□ World's Largest Online Contact Lens Store Triples Sales from Smartphone Users

<https://www.thinkwithgoogle.com/marketing-strategies/app-and-mobile/contact-lens-triple-sales/>

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| Catalogue prepared by | Dr. T.S. Edwin |
| Recommended by the Board of Studies on | BOS NO: BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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| Course Code: MBA4068 | Course Title: Content Marketing Type of Course: Discipline Elective Theory Only | L-T- P- C | 2 – 0 – 0 – 2 |
| Version No. | 1.0 | | |
| Course Pre-requisites | To have a good understanding of the fundamentals & core concepts in the discipline of Digital & Strategic Marketing. | | |
| Anti-requisites | NIL | | |
| Course Description | Content marketing is creating and distributing valuable, relevant content to attract and engage the brand's target audience. A business or organization uses content to market its products or services in a way that feels natural to a target audience. Optimized blogs, videos, podcasts, or graphics can be used to generate leads and potentially convert leads to customers. Effective content marketing can boost the visibility of an organization's products, help potential customers find what they are looking for, and add credibility to the company offerings. Today AI is revolutionizing content marketing by enabling personalized content recommendations, targeted audience segmentation, and automated content generation, resulting in more effective campaigns and increased engagement. | | |

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| Course Objective | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PARTICIPATIVE LEARNING techniques. | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <p>Express the foundational concepts of Content marketing and its significance in today's digital landscape.</p> <p>Demonstrate the process of creating high-quality, relevant, and valuable content that resonates with the intended audiences.</p> <p>Prepare strategies to effectively distribute and promote content to maximize its reach and impact</p> | | | |
| Course Content: | | | | |
| Module 1 | Introduction to Content Marketing | Case: <i>How Capgemini used Content Marketing to build a powerful brand connection</i> | | 10 Hours |
| <p>Topics:</p> <p>Course overview, what is Content Marketing, evolution and Importance of Content Marketing, Content Marketing vs. Traditional Advertising, understanding the Buyer's Journey, Benefits and Goals of Content Marketing, Key Metrics for Measuring Content Marketing Success, Ethics and Transparency in Content Marketing, Case Studies: Successful Content Marketing Campaigns</p> | | | | |
| Module 2 | Content Creation and Planning | Case Study: <i>Decoding the communication strategy of Aviation Gin.</i> | | 10 Hours |
| <p>Topics:</p> <p>Content Ideation and Research, Types of Content: From Blog Posts to Videos, Crafting Compelling Headlines and Hooks, Storytelling Techniques in Content, Importance of Visual Content and Graphics, Tailoring Content for Different Platforms, SEO Basics for Content Marketers, Editorial Calendar and Content Scheduling, Case study</p> | | | | |
| Module 3 | Content Distribution and Promotion | Case study: <i>How did Adorama, a Camera and electronics retailer used Email personalization to increase its average order value by 25%.</i> | | 10 Hours |
| <p>Topics:</p> <p>Mid-course review, Content Distribution Channels: Owned, Earned, Paid, Social Media Marketing for Content Promotion, Email Marketing and Newsletter Strategies, Influencer Collaboration and Outreach, Guest Blogging and Syndication, Content Amplification with Paid Advertising, Utilizing User-Generated Content, A/B Testing and Optimization of Content Promotion, AI-Powered Content Personalization, Use of AI algorithms for personalizing Content creation, Predictive Content Analytics for forecasting content performance, Automated Content creation tools such as Natural Language Generation (NLG) platforms, chatbots, and content summarization algorithms, AI-driven SEO Optimization & improving search engine rankings and optimize content for higher visibility and organic traffic, Investigating AI-powered content distribution platforms and techniques such as predictive content targeting, dynamic content recommendations & and automated social media scheduling</p> | | | | |
| Project work/Assignment: | | | | |

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| Class Assignments: Quizzes, Individual & Group assignments Mid Term Assessment End Term exam. | |
| Text Book: • Pulizzi, Joe. Epic content marketing. McGraw-Hill Publishing, 2013. | |
| Reference Books • Jefferson, S., & Tanton, S. (2013). Valuable content marketing: How to make quality content the key to your business success. Kogan page publishers. • Miller, D. (2017). Building a storybrand: clarify your message so customers will listen. HarperCollins Leadership. | |
| Catalogue prepared by | Prof. Umesh Rao |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|-----------------------|---|--------------------------------|
| Course Code: MBA3141 | Course Title: Website Data Analytics Type of Course: Discipline Specific Core | L – T – P - C 2 – 0 – 0 - 2 |
| Version No. | 2.0 | |
| Course Pre-requisites | Digital Marketing Course | |
| Anti-requisites | NIL | |
| Course Description | Web analytics course covers the basics concepts of digital marketing, eCommerce and drives students into learning digital analytics from both a managerial and technical perspective. It examines a variety of digital tools, definitions, techniques and properties that can be applied across various channels including Google Analytics web platform other online tools including Adobe Analytics. Students will be assigned topics on which they will provide analytics using Adobe and Google Analytics software and create use cases for analytics. The course will consist of both lectures and hands on project. Students will learn essential and advanced areas in web analytics dealing with set-up, implementation, tag management, funnels, KPI's, conversions and campaign tracking and best practices. Students will be encouraged to complete Google Ads Measurement course online & get certified. | |
| Course Outcomes | On completion of this course, the student will be able to: CO1) Describe basic measures and concepts of web Analytics. [Comprehension] CO2) Apply web analytics tools for various real-world business cases. [Application] CO3) Apply Website metrics using Google Analytics (GA4) to solve business scenarios [Application] | |
| Course Objective: | The course web aims to enhance Employability Skills of students using Experiential Learning tools including example of analytical tools used to serve as a business metric for promoting specific products to the customers who are most likely to buy them and to determine which products a specific customer is most likely to purchase. This can improve ratio of revenue to marketing costs. | |

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| Module 1 | Introduction: Definition and concepts | Interactive Discussion and Online Resources | https://skills.hop.withgoogle.com/ | 10 Hours |
| Topics: Definitions in Analytics, Digital Marketing, Why Web Analytics, Web 1.0 vs. 2.0, Theory of Customer Value, Buyer Psychology, Tracking and Cookies, Types of data, Funnel B2C & B2B [Blooms Level: Comprehension] Digital Marketing, Why Web Analytics, Web 1.0 vs. 2.0, Theory of Customer Value, Buyer Psychology, Tracking and Cookies, Types of data, Funnel B2C & B2B [7 hours - Blooms Level: Comprehension] | | | | |
| Module 2 | KPI's, Metrics, Data collection, benchmarking | Interactive Discussion and Online Resources | Analysis of Real World Data | 10 Hours |
| Topics: KPIs & metrics web, Digital Ads and eCommerce, Visit & Content, Conversion metrics, ML Pipeline & missing values, Data Collection, Scraping data – tools, Eg: YouTube Sentiment analysis, online resources for benchmarking, [7 hours – Blooms: Application] | | | | |
| Module 3 | Web Analytics platforms & GA4 | Assignment | Hands on training on Google Analytics | 10 Hours |
| Topics: Hits, Page views, Visits, Unique visitors, Unique page views, Bounce, Bounce rate, Page/visit, Average time on site, New visits; Optimization (e-commerce, non e-commerce sites): Improving bounce rates, Optimizing adwords campaigns; Real time report, Audience report, Traffic source report, Custom campaigns, Content report, Google analytics, Introduction to KPI, characteristics, Need for KPI, Perspective of KPI, Uses of KPI. | | | | |
| Project work/Assignment: | | | | |
| Project/ Assignment: Assignment: 1] Calculate ROI from Web Data Analytics – case study from Text book Assignment: 2] Google Analytics 4: Measure Google Merchandize metrics, funnel measurement, etc. Assignment: 3] Google Analytics Reports : Google Analytics: Reports, Actionable Data with GA4 Platform Principles ,Google Analytics: Using Google Analytics Data, Experiential Learning Activity: Demonstrate learning by doing project work using tools | | | | |
| Text Book T1. Clifton B., Advanced Web Metrics with Google Analytics, Wiley Publishing, Inc.2nd ed. | | | | |
| References Books: R1 Kaushik A., Web Analytics 2.0, The Art of Online Accountability and Science of Customer Centricity, Wiley Publishing, Inc. 1st ed. R2 Sterne J., Web Metrics: Proven methods for measuring web site success, John Wiley and Sons | | | | |
| PU Library References :Web Analytics E1. EBSCO: https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJRD-06-2017-0130/full/html E2. https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JSOCM-06-2014-0043/full/html E3. https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJTC-03-2021-0039/full/html E4. https://zerogravity.photography/locations/wedding-photographers-in-bangalore/ | | | | |
| Blogs and other sources https://blog.hubspot.com/marketing/guide-to-web-analytics-traffic-terms http://neilpatel.com/ubersuggest/ https://www.huffpost.com/entry/10-ways-to-use-analytics_b_9254166 https://moz.com/ https://www.semrush.com/ https://experienceleague.adobe.com/docs/analytics-learn/tutorials/overview.html | | | | |

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| https://skillshop.withgoogle.com/ https://github.com/ | |
| Catalogue prepared by | Prof. Krishna Durbha |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No. : |

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|--|--|---------------------|----------------------|----------|
| Course Code: MBA4087 | Course Title: Influencer Marketing Type of Course: Discipline Elective Theory Only course | L- T - P- C | 2 – 0 – 0 – 2 | |
| Version No. | 1.0 | | | |
| Course Pre- requisites | Marketing Management Course | | | |
| Anti-requisites | NIL | | | |
| Course Description | This course provides an overview of influencer marketing concept bringing out in detail the difference between an influencer and a popular person. It further elaborates on how to research, evaluate, and employ the right influencers for their markets, and how to integrate them legally and strategically into marketing campaigns that achieve specific goals. Further, it enables the students to create and manage influencer campaigns to generate the right message to achieve goals in terms of the marketer's brand. | | | |
| Course Outcomes | On completion of this course, the student will be able to: Understand the notion of Influencers in Influencer Marketing [Comprehension] Analyze content briefs and guidelines for influencer partnerships [Application] Examine the influencer campaigns to generate the right messages to achieve goals [Application] | | | |
| Course Objective: | This course is designed to enhance the EMPLOYABILITY SKILLS using Experiential Learning Methods. | | | |
| Module 1 | Introduction to Influencer marketing | Article Review | Case Study | 10 Hours |
| Topics: Meaning and concept of Influencer Marketing. Difference between being an Influencer and being popular, Characteristics of an influencer, The circles of influence, The niches of social networks, Influencer Hunters and Agencies, Legal Policies | | | | |
| Module 2 | Tools for Analyzing Influence | Interactive Viewing | Analysis of Data | 10 Hours |
| Topics: Difference between Qualitative and Quantitative tools, Hashtags, Social Blade, Klout Scores, Google Analytics, UTM Parameters, Number of followers, Click to Sales | | | | |
| Module 3 | Planning and executing for Influencer Campaigns | Assignment | Analysis of research | 10 Hours |
| Topics: Selection of Social Media Channel, Prioritizing channels, Selection of Influencer, Negotiations with the Influencer, Influencer Contract, Market Research, Campaign Design, Defining desired follower behavior. Defining Campaign end goals, Integration of campaign in Strategic marketing plan; Using Analytics to improve results, Identify the type of campaign, Content creation, Posting, Tracking methods, Measuring results. AI and privacy, Data protection and ethics. | | | | |
| Targeted Application & Tools that can be used: Research Paper, Case Study, Data Analysis, | | | | |
| Project work/Assignment: | | | | |

Project/ Assignment:

Assignment: 1] Refer to the research paper assigned from the PU library and analyze the critical factors responsible for the issues mentioned in the paper. (Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file.)

Assignment: 2] Review HBR Article bringing out and analyzing the core principles around which the article revolves. Respond to the questions cited at the end of case study.

Experiential Learning Activity: Demonstrate the effectiveness of influencer campaign by executing a live Influencer marketing campaign.

Text Book

Russell, Amanda *The Influencer Code. How to Unlock the Power of Influencer Marketing* Hatherleigh Press (2020).

Reference Books:

R1: Kristy Sammis, Cat Lincoln, Stefania Pomponi et al. – “Influencer Marketing For Dummies” (2015)

R2: Joel Backaler: “Digital Influence” Unleash the Power of Influencer Marketing to Accelerate Your Global Business. Palgrave MacMillan (2018)

PU Library References

<https://presiuniv.knimbus.com/user#/home>

Decoding influencer marketing from a community perspective: typologies and marketing management implications <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/APJML-06-2022-0543/full/html>

Sponsored-influencer marketing: effects of the commercial orientation of influencer-created content on followers' willingness to search for information

<https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/JPBM-10-2021-3681/full/html>

Who to find to endorse? Evaluation of online influencers among young consumers and its implications for effective influencer marketing <https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/YC-10-2020-1226/full/html>

Porter, S. and Hunter, T. (2022), "Boards and social media: the institutionalization of corporate social media policy", *Journal of Communication Management*, Vol. ahead-of-print No. ahead-of-print Link: Boards and social media: the institutionalization of corporate social media policy | Emerald Insight (knimbus.com)

HBS: Does Influencer Marketing Really Pay Off? <https://hbr.org/2022/11/does-influencer-marketing-really-pay-off>

Videos

https://www.youtube.com/watch?v=GJdEqU6l7pw&feature=emb_imp_woyt

Allen Solly Chinos presents #ShootForSolly - YouTube

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| Catalogue prepared by | Dr. Aurobindo K S |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No.: |

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|---|--|---------------------|----------------------|----------|
| Course Code: MBA4076 | Course Title: Experiential Marketing Type of Course: Discipline Elective Theory Only course | L- T - P- C | 2 – 0 – 0 – 2 | |
| Version No. | 1.0 | | | |
| Course Pre- requisites | Marketing Management Course | | | |
| Anti-requisites | NIL | | | |
| Course Description | This course provides an overview of “Experiential Marketing” concepts offering a dynamic exploration of crafting immersive brand experiences. This course delves into the secrets, strategies, and success factors of global brands to create a lasting impression. Topics span the evolution of Experiential Marketing, understanding consumer behavior, designing multi-sensory experiences, technology integration, and ethical considerations. Through real-world case studies and assignments, students develop skills in creating impactful campaigns, measure ROI, and predict future trends. | | | |
| Course Outcomes | On completion of this course, the student will be able to: Recognize the significance of Experiential Marketing in shaping consumer perceptions and building customer relationships [Comprehension] Analyze consumer decision-making processes within the context of Experiential Marketing [Application] Design and develop a comprehensive Experiential Marketing Campaign, incorporating the principles learnt in the course [Application] | | | |
| Course Objective: | This course is designed to enhance the EMPLOYABILITY SKILLS using Experiential Learning Methods. | | | |
| Module 1 | Foundations of Experiential Marketing | Article Review | Case Study | 10 Hours |
| Introduction and Evolution of Experiential Marketing, Key concepts in contemporary marketing, Understanding consumer behavior, consumer decision making in experiential contexts, role of emotions and psychology in experiences, cross-cultural considerations in experiential marketing, cognitive neuroscience, and experiential marketing | | | | |
| Module 2 | Designing Memorable Experiences | Interactive Viewing | Analysis of Data | 10 Hours |
| Principles of Experience Design: Crafting Multi-sensory Experiences, Personalization Strategies in the Digital Age, Integrating Technology for Immersive Experiences. Examples, Case Studies. | | | | |
| Module 3 | Technology and Measurement in Experiential Marketing | Assignment | Analysis of research | 10 Hours |
| Role of Technology in Experiential Marketing, VR/AR applications, Social Media, and User-Generated Content (UGC); Measuring ROI in Experiential Marketing: Metrics and KPIs, Qualitative and Quantitative Measure Approaches, Evaluating Brand Perception and Customer Satisfaction, Adapting Strategies based on Performance Analytics. Ethical Considerations and Sustainability: Balancing Authenticity and Commercial Objectives, Ethical challenges in collecting and using consumer data, Responsible marketing practices in Experiential Marketing Campaigns; Predicting Future Trends in Experiential Marketing, Innovations in Customer Engagement, Adapting Technological Advances and Market Changes. | | | | |

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| <p>Targeted Application & Tools that can be used: Research Paper, Case Study, Data Analysis</p> <p>Case Studies: “Experiential Marketing: Case Studies in Customer Experience” by Wided Batat</p> <p>Students will learn about how iconic brands like McDonald’s, Ikea, Nike, Uber, Netflix, Chanel, Disneyland deploy Experiential Marketing</p> |
| <p>Project work/Assignment:</p> |
| <p>Project/ Assignment:</p> <p>Assignment: 1] Refer to the research paper assigned from the PU library and analyze the critical factors responsible for the issues mentioned in the paper. (Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment as well as attach the photo of log in and log out in person in the end of the assignment file.)</p> <p>Assignment: 2] Review Articles bringing out and analyzing the core principles around which the article revolves. Respond to the questions cited at the end of case study.</p> <p>Experiential Learning Activity: Demonstrate the effectiveness of influencer campaign by executing a live Influencer marketing campaign.</p> |
| <p>Text Book</p> <p>Experiential Marketing: Secrets, Strategies, and Success Stories from the World’s Greatest Brands – Kerry Smith and Dan Hanover, Wiley Publications (2016)</p> |
| <p>ReferenceBooks:</p> <p>R1: “Experiential Marketing: A Practical Guide To Interactive Brand Experiences” – Shaz Smilansky, Kogan Page Publications (2010)</p> <p>R2: “Experiential Marketing: How To Get Customers To Sense, Feel, Think, Act, Relate” – Bernd Schmitt (2004)</p> <p>PU Library References</p> <p><u>https://presiuniv.knimbus.com/user#/home</u></p> <p>Bernd Schmitt (2011), "Experience Marketing: Concepts, Frameworks and Consumer Insights", Foundations and Trends® in Marketing: Vol. 5: No. 2, pp 55-112. http://dx.doi.org/10.1561/17000000027</p> <p>Experiential marketing, social judgements, and customer shopping experience in emerging markets: https://www.emerald.com/insight/content/doi/10.1108/APJML-02-2018-0081/full/html</p> <p>Experiential marketing: Advice on the potential and pitfalls of a growing trend: https://www.emerald.com/insight/content/doi/10.1108/APJML-02-2018-0081/full/html</p> <p>Experiential marketing, brand image and brand loyalty: a case study of Starbucks: https://www.emerald.com/insight/content/doi/10.1108/BFJ-01-2020-0014/full/html</p> <p>Marketing Communications and Experiential Marketing in the Context of Augmented Reality: https://www.emerald.com/insight/content/doi/10.1108/S1569-375920190000101010/full/html</p> <p>Twofold impact of experiential marketing: manufacturer brand and hosting retailer: https://www.emerald.com/insight/content/doi/10.1108/EMJB-03-2020-0028/full/html</p> <p>Exploring the Effects of Servicescape, Brand Image, and Experiential Marketing on Customer Satisfaction: https://ieeexplore.ieee.org/document/6845971</p> |
| <p>Videos</p> <p>Experiential Marketing is the future of Advertising: https://www.youtube.com/watch?v=7sJaTiV5Hjs</p> <p>Examples of Experiential Marketing: https://www.youtube.com/watch?v=qZhbmlbfG5U</p> |

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| Catalogue prepared by | Dr. Aurobindo K S |
| Recommended by the Board of Studies on | BOS NO: |
| Date of Approval by the Academic Council | Academic Council Meeting No.: |

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| Course Code: MBA3140 | Course Title: Neuro Marketing in Digital Age Type of Course: Discipline Elective Theory Only Course | L – T – P – C 2 – 0 – 0 – 2 |
| Version No. | 1.0 | |
| Course Pre-requisites | Basic understanding of biology, chemistry, and psychology recommended. Proficiency in using Research Methods, and Experimental Design Ethical issues related to neuroscience research, so an understanding of ethical principles. No prior knowledge of neuroscience is required. | |
| Anti-requisites | NIL | |
| Course Description | This course introduces the interdisciplinary field of neuroscience, focusing on the structure and function of the nervous system, from the cellular level to complex brain networks. Students will explore the fundamental principles governing neural communication, sensory and motor systems, cognition, and behavior. | |
| Course Outcomes | On completion of this course, the student will be able to: CO1) Students gain a deeper understanding of how the brain processes information, makes decisions, and responds to marketing stimuli. [Knowledge] CO2) Gain insights into consumer behaviour by understanding the subconscious drivers behind purchasing decisions. [Comprehension] CO3) Develop practical skills such as designing experiments, analyzing data, and interpreting results. [Application] | |
| Course Objective | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PARTICIPATIVE LEARNING techniques. | |
| Module 1 | Exploring the Brain | Assignment Nervous System 10 Hours |
| Topics: Functions of the Nervous System - Peripheral Nervous System - Central Nervous System (CNS) - Anatomy and the Functional Structure of the Brain – Cerebellum - Brain Stem - Neurons and Signal Transmission – Senses - Complexity of Perception - Cognition, Memory, Learning - Types of Memory - Conscious and Unconscious Brain - Emotions and Motivations - Emotional Arousal - Brain Research Methods. | | |
| Module 2 | Consumption as Feelings | Assignment 10 Hours |
| Topics: From the Concept of Need to the Construct of Pleasure and Reward - Pleasure - Neuroscience and Yearning for Comfortable Life - Brain Reactions to Food Consumption, Patterns of Liking and Preference - On Beauty - Coordinated Role of Senses in Enhancing Positive Experience - Emotions, Mood and Behavior - Decision Processing Systems - Moods - Anticipating Emotions. | | |
| Module 3 | Risk Handling, Developing Preference and Choosing | Assignment Regret and Post Decision Evaluation 10 Hours |
| Topics: | | |

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| <p>Cognitive Processing - Neural Aspects of Decision-Making: Coping with Risk - Mathematical Mind - Trouble with Gauging - The Choice Dilemma - Memory-Learning Connection - Intuition and Decisions - Feeling the Pinch: Paying the Price - Social Contributions to Opinion Forming - Brand and the Brain.</p> <p>Personality Traits and Implications for Consumer Behavior - Looking into Personality Differences - Linking Personality to Behavior - Personality Changes - New Foundations for Segmentation - Neuroscience and Segmentation - Neural Conditionings of Buying - From Deficiencies to Segmentation - The Personality Connection - Buying Styles.</p> |
| <p>Targeted Application & Tools that can be used:</p> <p>Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand project management.</p> |
| <p>Professionally Used Software: MRI/fMRI, FBA, NIRS, PET, Eye Tracking and Face Reading</p> |
| <p>Project work/Assignment:</p> <p>Assignment 1: Describe how your neuromarketing strategies will be implemented across various channels, such as digital advertising, social media, point-of-sale displays, and product placement.</p> <p>Assignment 2: Develop marketing stimuli (e.g., advertisements, packaging, branding) that are designed to activate the desired emotional responses in consumers. Utilize principles of sensory marketing, storytelling, and persuasive communication.</p> <p>Assignment 3: Identify emotional triggers that are likely to resonate with your target audience and drive their purchasing decisions. Consider factors such as pleasure, reward, social connection, and fear avoidance.</p> <p>Project 1:</p> <p>Develop a concept for your marketing campaign based on your product and target audience. Brainstorm ideas for messaging, branding, visuals, and experiences that align with neuroscience principles and are likely to resonate with consumers.</p> |
| <p>Text Books:</p> <p>T1: Leon Zurawicki, Neuro Marketing: Exploring the Brain of the Consumer, Springer.</p> <p>T2: Sam Page, Digital Neuromarketing: The Psychology of Persuasion In The Digital Age, Ingram.</p> |
| <p>References:</p> <p>R1: Darren Bridger, Neuro Design: Neuro Marketing Insights to Boost Engagement and Profitability, KoganPage.</p> <p>R2: <u>Moran Cerf</u>, Manuel Garcia-Garcia, Consumer Neuroscience, The MIT Press.</p> |
| <p>WEBSITES:</p> <p>https://www.neurensics.com/en/fmri-in-neuromarketing</p> <p>Online Resources:</p> <p>https://presiuniv.knimbus.com/user#/home</p> <p>Research Articles:</p> <p>Garczarek-Bąk U, Szymkowiak A, Gaczek P, Disterheft A. A comparative analysis of neuromarketing methods for brand purchasing predictions among young adults. J Brand Manag. 2021;28(2):171–85. doi: 10.1057/s41262-020-00221-7. Epub 2021 Jan 12. PMID: PMC7803297.</p> <p>Singh, Priyanka. (2015). Neuromarketing: An Emerging Tool of Market Research. International Journal of Engineering Business Management. 5. 530-535.</p> <p>Alsharif, A. H., Md Salleh, N. Z., Baharun, R., Rami Hashem E, A., & Gupta, M. (2021). Neuromarketing research in the last five years: a bibliometric analysis. <i>Cogent Business & Management</i>, 8(1). https://doi.org/10.1080/23311975.2021.1978620.</p> <p>Multimedia (Videos):</p> <p>https://www.youtube.com/watch?v=mkDVC_izIV0</p> <p>https://www.youtube.com/watch?v=UEtE-el6KKs</p> <p>https://www.youtube.com/watch?v=ZbkYV6aXdc0</p> <p>Case Studies:</p> <p>https://blog.hslu.ch/majorobm/2022/06/11/facial-coding-neuromarketing-tool-alejandra-camelo-castro/</p> |

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| https://imotions.com/blog/learning/research-fundamentals/neuromarketing-software-solution/ | |
| Catalogue prepared by | Dr. T.S. Edwin |
| Recommended by the Board of Studies on | BOS NO: BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|---|--|------------|----------------|--------------------------------|
| Course Code: MBA3144 | Course Title: E-Commerce Type of Course: Discipline Elective Theory Only Course | | | L – T – P – C 2 – 0 – 0 – 2 |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Marketing Management Digital Marketing | | | |
| Anti-requisites | NIL | | | |
| Course Description | <p>This Course will provide a comprehensive introduction to the theory and practice of E-Commerce Management. The course contents focus on the relevance of e-business and e-commerce to businesses and consumers, it clarifies the e-business terms and concepts like online business, revenue and technology models. The course is broadly divided into three broad categories: Introduction to E-Business, Strategy & Application and Implementation.</p> <p>In the introduction module it covers aspects like marketplace analysis, infrastructure and e-environment, while strategy and application module focuses on E-business Strategy, Supply Chain, E-Procurement and E- Marketing & CRM. The implementation module focuses on Change management and E-Business Service Implementation and optimization.</p> | | | |
| Course Outcomes | <p>On completion of this course, the student will be able to:</p> <p>CO1) Discuss the theoretical and practical issues of conducting business over the internet and the web. (Comprehension)</p> <p>CO2) Reflect on general principles revealed through exploration of specific strategies, tools, techniques and methods in E-Business. (Application)</p> <p>CO3) Acquire skills to better function in the digital business environment and make better use of electronic tools such as Internet through exploration of value delivery model. (Application)</p> | | | |
| Course Objective | This course is designed to improve the learners' EMPLOYABILITY SKILLS by using PARTICIPATIVE LEARNING techniques. | | | |
| Module 1 | Introduction to E-Commerce | Assignment | Nervous System | 10 Hours |
| <p>Topics:</p> <p>Impact of electronic communication on traditional business, E-Commerce Vs. E-Business, E-Business – Opportunities, risks and barriers. The E-Commerce environment, business models for E-Commerce. The E business Infrastructure and E-Environment, SMAC, How to start an online business, build a web site that serves your business, e-commerce architecture, Magic Quadrant for e-commerce..</p> | | | | |
| Module 2 | Strategies for E-Commerce | Assignment | | 10 Hours |
| <p>Topics:</p> <p>Defining E-Business Strategy, Steps to Strategy making for E-Commerce – Strategic Analysis, Strategic Objectives, Strategy definition, Strategy Implementation. Strategy Definition – E-Business Channel Priorities, market and product development Strategies, positioning and differentiation strategy, Business – Service and</p> | | | | |

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| revenue models, marketplace restructuring, supply chain management capabilities, internal knowledge management capabilities, organizational resourcing and capabilities. Business model development. | | | | |
| Module 3 | E-Marketing and CRM | Assignment | Regret and Post Decision Evaluation | 10 Hours |
| <p>Topics:</p> <p>E-Marketing – Planning, Situation Analysis (demand/competitor/intermediary/internal marketing analysis), objective setting, strategy (positioning and targeting strategies), tactics (marketing mix), action, control. Understanding the value chain, push and pull supply chain models, Goal Setting and performance management for e-SCM. E-procurement – drivers of e-procurement, risks and barriers of e-procurement adoption, e-procurement implementation.</p> <p>Customer Relationship management – online buying process, marketing communication for customer acquisition, Social Media and Social CRM Strategy, Customer retention and customer extension.</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand project management.</p> | | | | |
| Professionally Used Software: Word Press | | | | |
| <p>Project work/Assignment:</p> <p>Assignment 1: Contact and interview any 5 e-commerce start-ups and report your findings in the form of a report and do a presentation of the same.</p> <p>Project 1:</p> <p>Develop an e-commerce business of your own and doo digital marketing campaign for the same.</p> | | | | |
| <p>Text Books:</p> <p>T1: E-Business and E-Commerce Management: Strategy, Implementation and Practice by Chaffey Dave (Fifth Edition), Pearson Education.</p> | | | | |
| <p>References:</p> <p>R1: E-Commerce, by Laudon K and Traver C, 8th Edition, Pearson, 2012 – ISBN-10: 0138018812, ISBN-13: 978-013801881.</p> | | | | |
| <p>Online Resources:</p> <p>https://presiuniv.knimbus.com/user#/home</p> <p>Research Articles:</p> <p>Souq.com's CEO on Building an E-Commerce Powerhouse in the Middle East By: Ronaldo Mouchawar https://hbsp.harvard.edu/product/R1705A-PDF-ENG?Ntt=e-commerce</p> <p>Rakuten's CEO on Humanizing E-Commerce By: Hiroshi Mikitani https://hbsp.harvard.edu/product/R1311A-PDF-ENG?Ntt=e-commerce</p> <p>Making Sense of Emerging Market Structures in B2B E-Commerce By: B. Mahadevan https://hbsp.harvard.edu/product/CMR270-PDF-ENG?Ntt=e-commerce</p> <p>Multimedia (Videos):</p> <p>How to start e-Commerce Business Step by Step Guide to Make Money Online by Him eesh Madaan https://www.youtube.com/watch?v=so-VUmd_6RY</p> | | | | |

How to Make Money with E-Commerce Business | Earn Online Income | Passive Income
<https://www.youtube.com/watch?v=LXBoKTn2aR4>

7 Things to Know BEFORE You Start an E-commerce Business
<https://www.youtube.com/watch?v=wq1GDVwWz3g>

Case Studies:

Alibaba - Building a Social Sustainability Ecosystem for E-commerce

By: Haritha Saranga, Yanghua Huang

<https://hbsp.harvard.edu/product/IMB687-PDF-ENG?Ntt=e-commerce>

The Internet of Things (IoT): Shaping the Future of e-Commerce

By: Benjamin Yen, Yihong Yao

<https://hbsp.harvard.edu/product/HK1063-PDF-ENG?Ntt=e-commerce>

Babyonline: Leveraging Cross-Border E-Commerce

By: Ning Su, Zhangfeng Fei, Kejing Zhang, Xiaokang Zhao

<https://hbsp.harvard.edu/product/W19479-PDF-ENG?Ntt=e-commerce>

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| Catalogue prepared by | Dr. Ravi Prakash |
| Recommended by the Board of Studies on | BOS NO: BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|---|--|------------|-----------------------------|--------------------------------|
| Course Code: MBA3095 | Course Title: Digital Project Management Tools Type of Course: Discipline Elective Theory Only Course | | | L – T – P – C 3 – 0 – 0 – 3 |
| Version No. | 1.0 | | | |
| Course Pre-requisites | <p>Strong communication skills, both written and verbal, are essential for effective project management. This includes the ability to communicate with team members, stakeholders, and clients, as well as the ability to document and present project information clearly and effectively.</p> <p>Basic knowledge of digital technologies, including web development, mobile app development, cloud computing, and other relevant technologies, as well as an understanding of how these technologies impact project management processes.</p> | | | |
| Anti-requisites | NIL | | | |
| Course Description | <p>Digital technologies are disrupting the way business is done and redefining the end user experience. As digital technologies are constantly evolving, a digital project manager should continuously seek to learn and understand the impact of digital technologies and thrive to constantly improve upon the project management practices. Continuous improvement is a never-ending endeavor for the project managers in digital project engagements. Digital project managers need to achieve a fine balance between high expectations from end users and business stakeholders and project constraints such as cost, quality, and schedule.</p> <p>In this course, we explore the digital project management from a holistic perspective: from consulting until post-production maintenance. Having this 360-degree view can immensely benefit the digital project manager to proactively plan and successfully execute the program while minimizing the known risks.</p> <p>Digital projects have their own set of unique challenges due to the niche technological skills, faster release plans, and continuous changes.</p> | | | |
| Course Outcomes | <p>On completion of this course, the student will be able to:</p> <p>CO1) Describe the primary success metrics are user engagement, performance, responsiveness, agility, and user conversion [Knowledge].</p> <p>CO2) Select the tools, models, and frameworks that digital project managers can use for efficient project management. [Comprehension].</p> <p>CO3) Apply for team motivation, crisis management, and competency development through People Management [Application].</p> <p>CO4) Use of various anti-patterns, failure scenarios, leading indicators of failure, and common challenges encountered when building digital solutions. [Application].</p> | | | |
| Course Objective | The course aims at EMPLOYABILITY with respect to Marketing of Services with PARTICIPATIVE learning activities. | | | |
| Module 1 | Initiation of Digital Projects | Assignment | Project management concepts | 15 Hours |
| <p>Topics:</p> <p>Digital Products – Project Management of Digital Projects – Governance – Execution Models – Risk Management – Change Management – Release Management. Digital Consulting Framework – Presales Engagement. The Project Management Plan – Collaboration Plan – Quality Management Plan – Staffing and Training Plan – The Process Improvement Plan – The Communication Plan – Risk Management Plan.</p> | | | | |
| Module 2 | Execution of Digital Projects | Assignment | Models and Tools | 15 Hours |
| <p>Topics:</p> <p>Digital Project Management Models - Digital Project Management Tools. High Level Phases of Digital Project Execution. Quality Strategy – Framework - Digital Project Lifecycle Phases.</p> | | | | |

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| Module 3 | Core Functions and People Management | Project | Hands-on Project Manager Shadowing | 10 Hours |
| <p>Topics:</p> <p>Requirement Management – Change Request Management -Stakeholder Management – Knowledge Transition Planning – Project Tracking and Success Qualification. Key Traits of People Management – The Project Manager as a Coach.</p> | | | | |
| Module 4 | Monitoring and Maintenance | Assignment | Hands-on KPIs Metrics | 5 Hours |
| <p>Topics:</p> <p>Analysis of Failure Factor – Common Pitfalls/Anti-Patterns in Digital Programs. Digital Product Evaluation Framework – Performance Indicators (KPIs). Trends in the Digital Solution Space – Innovations in the Digital Solution Space.</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand project management.</p> | | | | |
| <p>Professionally Used Software: Jira, Zoho Projects, ClickUp, Asana, Trello, Smartsheet</p> | | | | |
| <p>Project work/Assignment:</p> <p>Assignment 1: Explain the importance of project initiation in the context of digital projects. What key activities should be included in the initiation phase? Describe how you would define project scope for a digital project. What tools or techniques would you use?</p> <p>Assignment 2: Outline the steps involved in creating a project plan for a digital project. How would you manage dependencies and constraints? Discuss the role of risk management in digital project planning. Provide examples of potential risks in digital projects and how they can be mitigated.</p> | | | | |
| <p>Text Books:</p> <p>T1: <u>Shailesh Kumar Shivakumar</u>, Complete Guide to Digital Project Management: From Pre-Sales to Post-Production, Apress.</p> <p>T2: <u>Taylor Olson</u> Digital Project Management: The Complete Step-by-Step Guide to a Successful Launch, J Ross Publishing</p> | | | | |
| <p>References:</p> <p>R1: Tobias Endress, Digital Project Practice for New Work and Industry 4.0, Taylor & Francis.</p> <p>R2: Yusof, Shafiz and Jaafar, Kamal, The Digital Project Management Evolution: Essential Case Studies from Organisations in the Middle East (Science, Technology, and Management), Routledge.</p> | | | | |
| <p>WEBSITES:</p> <p>https://www.atlassian.com/software/jira</p> <p>https://www.zoho.com/projects/</p> <p>https://asana.com/uses/project-management</p> | | | | |
| <p>Online Resources:</p> <p>https://presiuniv.knimbus.com/user#/home</p> | | | | |
| <p>Research Articles:</p> <p><u>Wu, T.</u> (2022), "Digital project management: rapid changes define new working environments", <u>Journal of Business Strategy</u>, Vol. 43 No. 5, pp. 323-331. https://doi.org/10.1108/JBS-03-2021-0047.</p> <p>Taige Wang, Han-Mei Chen, Integration of building information modeling and project management in construction project life cycle, Automation in Construction, Volume 150, 2023, 104832, ISSN 0926-5805. https://doi.org/10.1016/j.autcon.2023.104832.</p> <p>Markus Rabe, Emre Kilic, Towards a paradigm shift in vehicle project management: From a traditional multi-project-management to an integrated process-based digital approach, Procedia Computer Science, Volume 219, 2023, Pages 362-369, ISSN 1877-0509. https://doi.org/10.1016/j.procs.2023.01.301</p> | | | | |
| <p>Multimedia (Videos):</p> | | | | |

<https://www.youtube.com/watch?v=jEKmD2N7ljQ>

<https://www.youtube.com/watch?v=a5lwoVI0xo0>

<https://www.youtube.com/watch?v=IpL09kbabLg>

<https://www.youtube.com/watch?v=sfxpTbf2gQQ>

Case Studies:

- ☐ Digital Transformation: A Project Management

https://www.researchgate.net/publication/323273225_Digital_Transformation_A_Project_Management_Case_Study

- ☐ Should I Pitch a New Project-Management System?

<https://hbr.org/2024/01/case-study-should-i-pitch-a-new-project-management-system>

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| Catalogue prepared by | Dr. T.S. Edwin |
| Recommended by the Board of Studies on | BOS NO: BOS held on |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|--|--|------------|--------------------------------|--------------------------------|
| Course Code: MBA3094 | Course Title: Digital Marketing Automation Type of Course: Discipline Elective Theory Only Course | | | L – T – P – C 3 – 0 – 0 – 3 |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Basic understanding of digital marketing concepts Proficiency in using digital tools and platforms Familiarity with marketing analytics and data analysis | | | |
| Anti-requisites | NIL | | | |
| Course Description | Digital marketing automation has become an essential strategy for modern marketers to streamline their campaigns, increase efficiency, and drive better results. This course provides an in-depth understanding of digital marketing automation principles, tools, and strategies. Students will learn how to leverage automation to effectively engage with target audiences, nurture leads, and optimize marketing performance across various digital channels. | | | |
| Course Outcomes | On completion of this course, the student will be able to: CO1) Gain a comprehensive understanding of digital marketing automation principles, including its evolution, benefits, and challenges in modern marketing strategies. [Knowledge] CO2) Understand how to integrate digital marketing automation with customer relationship management (CRM) systems to manage leads effectively, track customer interactions, and improve sales processes. [Comprehension] CO3) Apply and measure the success of automated marketing campaigns using key performance indicators (KPIs), analyze data, and make data-driven decisions to optimize campaign performance over time. [Application] CO4) Use of continuous learning and adaptation in the rapidly evolving field of digital marketing, staying updated on emerging trends, technologies, and analysis the best practices in automation. [Analysis] | | | |
| Course Objective | This course is designed for students; To understand the fundamentals of digital marketing automation and its role in modern marketing strategies. Learn how to effectively use digital marketing automation tools and platforms to streamline marketing processes. Develop strategies for automating key marketing tasks such as email marketing, social media management, lead nurturing, and customer segmentation. Explore best practices for designing, implementing, and optimizing automated marketing campaigns | | | |
| Module 1 | Introduction to Marketing Automation | Assignment | New Marketing Automation Tools | 12 Hours |
| Topics: Concepts of Marketing Automation – Definition – Relationship between Marketing Automation and Online Marketing – Marketing to Modern Buyer – Why to implement Marketing Automation – Conversation about Marketing Automation – Revenue from Online Marketing. Choosing a Marketing Automation Solution. New Marketing Automation Tools. | | | | |
| Module 2 | Data and Leads Generation | Assignment | Creating Personas | 12 Hours |
| Topics: Marketing Automation and CRM – Database Cleaning – CRM Data Fields to Marketing Automation Tool. Types of Segmentations – Generating First List – Uses of Segmentation – Creating Personas – Creating Advanced Segmentation. Aligning Sales and Marketing Teams -Supporting Campaign for Sales Team. | | | | |

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| Module 3 | Marketing Automation Campaigns | Project | Hands-on Building Best Landing Page | 10 Hours |
| <p>Topics:</p> <p>New Content for a New Tool – Managing Content – Tying Webinars and Videos. Publishing Forms – Publishing First Landing Page – Building Best Landing Page. Email Nurturing – Building First Nurturing Programs – Setting up Email Template – Copy Writing – Effective Calls to Action for Lead Nurturing.</p> | | | | |
| Module 4 | Mixing, Scoring, and Reporting | Assignment | Hands-on Integrating video into social media | 11 Hours |
| <p>Topics:</p> <p>Leveraging Social Media with Marketing Automation – Integrating Video into Social Media – Driving Leads to an Event with Automation. Scoring Concepts – Score Prospects Action – Building First Scoring Model – Scoring Prospect Actions and Behaviour. Reporting Methods – Marketing Qualified Lead Reports – Influence of Campaign on a Lead – Gauging future Lead Flow by Tracking Lead Stage – Proving Value with ROI reporting.</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand project management.</p> | | | | |
| <p>Professionally Used Software: HubSpot, MailChimp, Marketo, Pardot, SharpSpring</p> | | | | |
| <p>Project work/Assignment:</p> <p>Assignment 1: Define clear and measurable goals for the digital marketing automation campaign. Outline specific objectives aligned with the company's business goals.</p> <p>Assignment 2: Identify and segment the target audience based on demographics, behavior, and needs. Develop personas representing different segments of the target audience.</p> <p>Project 1:</p> <p>Name: ABC Tech Solutions</p> <p>Industry: Information Technology (IT) Services</p> <p>Target Audience: Small and medium-sized businesses (SMBs) looking for IT solutions and support</p> <p>Business Objective: Increase lead generation and customer acquisition by 30% within the next 6 months.</p> <p>Propose a comprehensive automation strategy using digital marketing automation tools and platforms. Specify which marketing tasks will be automated (e.g., email marketing, social media management, lead nurturing).</p> | | | | |
| <p>Text Books:</p> <p>T1: Sweezey, Mathew. Marketing Automation for Dummies. 1st edition, John Wiley and Sons, Inc.,</p> <p>T2: Simon Kingsnorth, "Digital Marketing Strategy: An Integrated Approach to Online Marketing"</p> | | | | |
| <p>References:</p> <p>R1: Mike Volpe and Neil Patel, "The Marketing Automation Revolution"</p> <p>R2: Jeff LeSueur, "Marketing Automation: Practical Steps to More Effective Direct Marketing"</p> <p>R3: Brad Smith, "Automation Generation: Tactics and Tools for Automating Your Marketing"</p> | | | | |
| <p>WEBSITES:</p> <p>https://www.hubspot.com/products/marketing/marketing-automation</p> <p>https://mailchimp.com/help/create-an-automation/</p> <p>https://business.adobe.com/products/marketo/adobe-marketo.html</p> <p>https://sharpspring.com/</p> | | | | |
| <p>Online Resources:</p> | | | | |

<https://presiuniv.knimbus.com/user#/home>

Research Articles:

Joel Mero, Anssi Tarkiainen, Juliana Tobon, Effectual and causal reasoning in the adoption of marketing automation, *Industrial Marketing Management*, Volume 86, 2020, Pages 212-222, ISSN 0019-8501.

<https://doi.org/10.1016/j.indmarman.2019.12.008>

Silva, S.C., Corbo, L., Vlačić, B. and Fernandes, M. (2023), "Marketing accountability and marketing automation: evidence from Portugal", *EuroMed Journal of Business*, Vol. 18 No. 1, pp. 145-164.

<https://doi.org/10.1108/EMJB-11-2020-0117>

Guercini, S. (2023), "Marketing automation and the scope of marketers' heuristics", *Management Decision*, Vol. 61 No. 13, pp. 295-320. <https://doi.org/10.1108/MD-07-2022-0909>

Multimedia (Videos):

<https://www.youtube.com/watch?v=G6c4-28FsAs>

https://www.youtube.com/watch?v=XXwaX0_rPp4

<https://www.youtube.com/watch?v=9qfKppGr2Uo>

<https://www.youtube.com/watch?v=8m2StWkHwh0>

Case Studies:

<https://www.mayple.com/blog/marketing-automation-case-studies>

[https://www.linkedin.com/pulse/power-marketing-automation-real-world-case-studies-maryam-she-her-/](https://www.linkedin.com/pulse/power-marketing-automation-real-world-case-studies-maryam-she-her/)

<https://www.markempa.com/marketing-automation-4-case-studies/>

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| Catalogue prepared by | Dr. T.S. Edwin |
| Recommended by the Board of Studies on | BOS NO: BOS held on |
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|---|---|---------------|------------------------|----------|
| Course Code: MBA3026 | Course Title: Digital Marketing Strategy Type of Course: Discipline Elective Theory Only Course | | L – T – P - C | |
| | | | 3 – 0 – 0 - 3 | |
| Version No. | 2.0 | | | |
| Course Pre-requisites | Basic knowledge of Marketing Management from First Year courses Basic analytical ability and communication skills Familiarity with Social Media tools like Facebook, LinkedIn, Instagram, YouTube Internet connectivity and familiarity with online search engines like Google, Yahoo | | | |
| Anti-requisites | NIL | | | |
| Course Description | Digital Marketing Strategy is a comprehensive course tailored to equip students with the essential knowledge, skills, and frameworks required to navigate the intricacies of corporate strategy within the contemporary digital landscape. Covering a spectrum of pertinent topics, this course delves into the evolution of corporate strategy, digital disruption, agile methodology, digital transformation, and ethical considerations in data-driven decision-making. | | | |
| | Throughout the course, students will delve into fundamental concepts and frameworks in strategic management, including mission, vision, and values, SWOT analysis, Porter's Five Forces, and the balanced scorecard. Moreover, they will explore disruptive business models, emerging digital technologies, and successful digital transformation initiatives, enabling them to effectively leverage digital innovation for competitive advantage. | | | |
| | Real-world case studies and examples will provide students with practical insights into how companies have adeptly pivoted in response to digital disruption and utilized digital channels for effective marketing and customer engagement. Furthermore, the course emphasizes the significance of agility and adaptability in strategic management, as well as the ethical and social responsibilities inherent in digital strategy. | | | |
| | Upon completion of the course, students will possess the requisite tools and strategies to develop and execute impactful digital marketing strategies, empowering them and their organizations to thrive in an ever-evolving and fiercely competitive digital landscape. | | | |
| Course Outcomes | On completion of this course, the student will be able to: CO1: Demonstrate a comprehensive understanding of digital marketing strategy principles, concepts, and frameworks. CO2: Apply strategic decision-making skills to analyze and respond effectively to digital disruption and industry transformation. CO3: Utilize digital channels such as websites, social media, email, and search engines to effectively market products and engage with customers. CO4: Utilize digital channels such as websites, social media, email, and search engines to effectively market products and engage with customers. | | | |
| Course Objective | The course aims at SKILL DEVELOPMENT and EMPLOYABILITY with respect to Digital Marketing Strategy and related Tools with PARTICIPATIVE and EXPERIENTIAL learning activities. | | | |
| Module 1 | Understanding Corporate Strategy in the Digital Era | Case Analysis | PARTICIPATIVE LEARNING | 12 Hours |
| Topics: Introduction to Corporate Strategy in the Digital Era Evolution of Corporate Strategy Overview of Digital Transformation and Its Impact on Business Strategy Key Concepts and Frameworks in Strategic Management - Mission, Vision, and Values, SWOT/ TOWS Analysis, Porter's Five Forces, PESTEL Analysis, Value Chain Analysis, VRIO analysis, Balanced Scorecard, Core | | | | |

Competencies, Ansoff Matrix, BCG Growth-Share Matrix, Blue Ocean Strategy, Competitor analysis in the digital era: Traditional vs. digital competitors, VUCA Environment, Customer lifetime value and Strategic Planning Process.

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| Module 2 | Analyzing Digital Disruption and Industry Transformation | Individual Activity Presentation | PARTICIPATIVE LEARNING | 12 Hours |
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Topics:

Digital Disruption and Its Impact on Industries - Retail, Media and Entertainment, Hospitality and Travel, Finance and Banking, Healthcare, Transportation and Logistics, Education and Real Estate.

Identifying Digital Natives vs. Traditional Incumbents

Disruptive Business Models and Their Implications - Direct-to-Consumer (D2C) Model, Subscription-Based Model, Freemium Model, Sharing Economy Model, Platform Model, Crowdsourcing and Crowdfunding Model, Pay-Per-Use Model, Peer-to-Peer (P2P) Lending Model, On-Demand Services Model, Blockchain-Based Model, Circular Economy Model, Influencer and Affiliate Marketing Model, Mass Customization Model, Platform Cooperatives Model, Remote Work and Distributed Teams Model, B2B Marketplaces Model, Green and Sustainable Business Model, Digital Health and Telemedicine Model.

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| Module 3 | Exploring Digital Technologies and Strategic Innovation | Case Analysis | EXPERIENTIAL LEARNING | 12 Hours |
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Topics:

Overview of Emerging Digital Technologies - Artificial Intelligence (AI) and Machine Learning (ML), Internet of Things (IoT), Smart Cities and IoT Infrastructure, 5G Technology, Blockchain Technology, Augmented Reality (AR), Virtual Reality (VR), Extended Reality (XR), Edge Computing and Edge AI, Quantum Computing, Biotechnology and Bioinformatics, Cybersecurity Technologies, Biometric Authentication Robotic Process Automation (RPA), 3D Printing/Additive Manufacturing, Hybrid Cloud and Multi-Cloud Architectures, Biometric Sensors and Wearables, and Digital Twins.

Harnessing Digital Innovation for Competitive Advantage

Successful Digital Transformation Initiatives

Data-Driven Decision Making and Predictive Analytics - Trend Analysis and Forecasting, Scenario Planning and What-if Analysis, Customer Segmentation and Personalization, Risk Prediction and Mitigation, Demand Forecasting and Inventory Optimization, Predictive Maintenance and Asset Optimization, Workforce Planning and Talent Management, Market Opportunity Identification and Innovation and Ethical considerations in data-driven decision-making.

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| Module 4 | Navigating Agility and Adaptability in Digital Strategy | Case Analysis | PARTICIPATIVE LEARNING | 9 Hours |
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Topics:

Agile Methodology and Its Application in Strategic Management

Building Adaptive Organizations in the Digital Era

Companies That Successfully Pivoted in Response to Digital Disruption

Digital Marketing and Customer Experience: Leveraging Digital Channels for Engagement - Website Optimization, Content Marketing, Social Media Marketing, Email Marketing, Search Engine Marketing (SEM), Influencer Marketing, Mobile Marketing, Customer Relationship Management (CRM), User-generated Content (UGC), Analytics and Performance Measurement, Chatbots and Messaging Apps, Video Marketing, Webinars and Virtual Events, Social Commerce, Localized Marketing, Voice Search Optimization, Interactive Experiences, Community Building, Personalization and customization in the digital customer journey, Measuring and optimizing digital marketing ROI, Ethical and Social Responsibility in Digital Strategy.

Ethical considerations in data collection, privacy, and security

Corporate social responsibility in the digital age

Balancing profit motives with societal impact

Strategic Implementation and Execution

Translating strategy into action: The importance of effective execution

Overcoming barriers to strategic implementation
Monitoring and adapting strategy in a dynamic digital environment

Targeted Application & Tools that can be used:

Students would be encouraged to take up live projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand consumer minds.

Professionally Used Software: NA

Project work/Assignment:

Assignment 1: Participation in class discussions and activities

Assignment 2: Case study analyses and presentations

Assignment 3: Individual and group assignments

Text Books:

T1: Seema Gupta – Digital Marketing, 3rd Edition. by Seema Gupta. McGraw Hill Education (India) Private Limited.

References:

RB1: Alexa K. Fox, Raymond Frost and Terry Daugherty. eMarketing: Digital Marketing Strategy. Taylor & Francis Ltd.

RB2: Simon Kingsnorth – Digital Marketing Strategy: An Integrated Approach to Online Marketing. Kogan Page.

RB3: Moutusy Maity - Digital Marketing 2nd Edition, Oxford University Press.

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| Catalogue prepared by | Dr. Uttam Chakraborty |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|---|--|--|-----------------------------|---------|--------|--------|
| Course Code: MBA 4051 | Course Title: Digital Startups Type of Course: Discipline Elective Theory Only | | L 2 | T 0 | P 0 | C 2 |
| Version No. | 2.0 | | | | | |
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| Course Pre-requisites | Principles of Marketing Sales & Marketing Management Consumer Behavior | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | The Digital Startup course is designed to equip aspiring entrepreneurs with the knowledge, skills, and resources necessary to launch successful ventures in the digital space. In today's rapidly evolving technological landscape, digital startups have the potential to disrupt industries and create innovative solutions to pressing problems. This course will guide students through every stage of the startup journey, from ideation and validation to building and scaling their ventures. Topics covered include generating and validating startup ideas, developing sustainable business models, building minimum viable products (MVPs), leveraging technology for development, implementing effective marketing and growth strategies, securing funding and financing, navigating legal and regulatory considerations, and scaling and expanding operations. By the end of the course, students will have developed a comprehensive understanding of the digital startup ecosystem and acquired the practical skills and strategies necessary to launch and grow their own ventures. | | | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO1) Comprehension: Demonstrate a comprehensive understanding of the digital startup landscape, including emerging technologies, market trends, and competitive dynamics. CO2) Application: Employ proficiency in lean startup methodologies, agile development practices, and data-driven decision-making to drive efficient and effective execution. CO3) Application: Develop a sharp perspective on growth strategies required in the digital realm, including customer acquisition, retention and referral programs, to drive sustainable and scalable business expansion. CO4) Application: Demonstrate proficiency in scaling operations, optimizing resource allocation and fostering innovation to sustainably meet the demands of growth. | | | | | |
| Course Objective | This course is designed to enhance employability and skill development by using participative and experiential learning methods. | | | | | |
| Module 1 | Ideation and Validation | Classroom Lecture & Participative Learning | Hands-on Experience + Cases | 8 Hours | | |
| Topics: Identifying emerging trends and technologies shaping the digital landscape, Understanding the impact of AI, block chain, IoT, and other disruptive technologies on startup opportunities, Applying design thinking principles to ideation and problem-solving, Conducting user research and creating user personas to inform product development, Validating startup ideas quickly and cost-effectively, Building and testing MVPs to gather feedback and iterate rapidly, Exploring innovative business models suited for the digital age, Designing revenue models that align with customer preferences and market dynamics. | | | | | | |
| Module 2 | Building and Launching | Classroom Lecture & Participative Learning | Hands-on Experience + Cases | 8 Hours | | |
| Topics: Choosing the right technology stack for the digital startup, Overview of popular development frameworks and tools for web and mobile applications, Implementing agile methodologies for efficient product development Conducting sprint planning, retrospectives, and continuous deployment cycles, Principles of user-centered design for creating intuitive and engaging digital experiences, Designing scalable architectures and leveraging cloud services for flexibility and cost-efficiency, Planning and executing a successful product launch in the digital marketplace etc. | | | | | | |

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| Module 3 | Growth Scaling and | Classroom Lecture & Participative Learning | Hands-on Experience + Cases | 8 Hours |
| <p>Topics:</p> <p>Utilizing data analytics to drive growth and inform strategic decisions, Implementing A/B testing and experimentation to optimize user experiences and conversion rates, Developing retention strategies to maximize customer lifetime value and reduce churn, Designing referral programs and incentivizing user sharing to drive viral growth, Leveraging network effects and social proof to accelerate user acquisition, Exploring different funding options, including bootstrapping, angel investment, venture capital, and crowd funding, Pitching to investors and negotiating investment terms to secure funding for growth, Understanding different exit strategies, including acquisitions, mergers, and IPOs Planning for successful exits and maximizing shareholder value,</p> | | | | |
| Module 4 | Leadership Sustainability and | Classroom Lecture & Participative Learning | Hands-on Experience + Cases | 6 Hours |
| <p>Topics:</p> <p>Developing leadership skills and fostering a clear vision for the startup, Inspiring and motivating teams to achieve ambitious goals and overcome challenges, Building a strong brand identity and managing the startup's reputation in the digital age, Monitoring online sentiment, addressing customer feedback, and mitigating reputational risks, Planning for succession and ensuring the long-term sustainability of the startup, Building a legacy of innovation, impact, and positive change in the industry, Engaging with the broader community and contributing to social and economic development, Supporting initiatives that align with your startup's values and mission.</p> | | | | |
| Project work/Assignment: | | | | |
| <p>Assignment 1: Students will be tasked with conducting a comprehensive market opportunity assessment for a digital startup idea of their choice. They will research the target market, identify customer needs and pain points, analyze competitors, and assess market trends and opportunities.</p> <p>Assignment 2: Students will work in teams to develop and execute a series of lean startup experiments to validate a digital startup idea. They will design hypotheses, create MVPs (Minimum Viable Products), and conduct experiments to test key assumptions, gather feedback from potential customers, and iterate based on validated learning.</p> | | | | |
| <p>Text Books:</p> <p>"Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko and Jeffrey S. Hornsby</p> <p>"New Venture Creation: Entrepreneurship for the 21st Century" by Jeffry A. Timmons, Stephen Spinelli Jr., and Rob Adams</p> | | | | |
| <p>References:</p> <p>R1: "Startup Communities: Building an Entrepreneurial Ecosystem in Your City" by Brad Feld, Wiley Publishers</p> <p>R2: "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries, published by Crown Business.</p> <p>Online Resources:</p> <p>Research Articles in Journals:</p> <p>https://presiuniv.knimbus.com/user#/home</p> <p>Online Resources:</p> <p>https://presiuniv.knimbus.com/user#/home</p> <p>Articles:</p> <p>Article:</p> <p>1. https://www.lennysnewsletter.com/p/a-playbook-for-fundraising</p> | | | | |

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| 2. https://beest.app/strategic-fundraising-in-the-digital-age-10-online-and-digital-fundraising-strategies/ | |
| Catalogue prepared by | Prof. Umesh Rao |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|---|--|---|---|---------------|
| Course Code: MBA3135 | Course Title: AL and ML in Marketing | | L- T- P- C | 2 – 0 – 0 – 2 |
| | Type of Course: Discipline Elective Theory Only Course | | | |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Marketing Management Digital Marketing | | | |
| Anti-requisites | NIL | | | |
| Course Description | AI is everywhere! Artificial intelligence smart technologies are being used in marketing for making automated decisions using information from data acquired, data analyzed, and further findings of economic trends or target audiences that may have an impact on marketing efforts. AI is frequently used by many businesses and brands in digital marketing campaigns where speed is critical. By harnessing the power of Artificial Intelligence, businesses and marketers have amazing growth potential, and the opportunities to enhance marketing with AI are always expanding. Unlock the power of AI for better and faster branding, content creation, social media, content marketing, copywriting, email and paid digital marketing channels. This course helps to develop an understanding of application of AI in marketing management and familiarize students with changes brought in traditional marketing mix activities due to AI and ethical concerns raised by AI adoption. | | | |
| Course Outcomes | On successful completion of this course the students shall be able to: CO 1) Explain the concepts of AI and its applications in Marketing (Comprehension) CO 2) Analyze the role of AI in Product & Pricing strategies (Analysis) CO 3) Analyze the role of AI in Promotion & Distribution strategies (Analysis) | | | |
| Course Objective: | The course aims at EMPLOYABILITY with respect to Marketing Strategies with PARTICIPATIVE learning activities. | | | |
| Module 1 | Applications of AI in Marketing | Assignment using E Library (Participative Learning) | Case Study: Puma's "Maya": Southeast Asia's First Virtual Influencer | 10 Hours |
| Topics: Understanding the basics of AI in Marketing, Introduction to AI Algorithms, Designs of AI, Transition process and AI matrix. Customer value and Role of AI in Value Delivery Process, Transforming Marketing Strategy using AI. Using AI for STP, Application of AI in Marketing Mix, Marketing Information Systems. Individual Dynamics and its influence on Consumer Behaviour, Consumer Buying Decision Process. Customer Experience: Meaning & Characteristics, Personalization: Going beyond Segmentation, Avatar marketing. | | | | |
| Module 2 | Role of AI in Product & Pricing | Assignment (Participative Learning) | Case Study: THE YES: Reimagining the Future of E-Commerce with Artificial Intelligence (AI) | 10 Hours |
| Topics: Standardization, Personalization of Brands using AI, Understanding Networks and Brand Network Effect, Understanding the Use of AI for Addressing Competition, AI and Brand Equity, AI and New Brand Realities. AI for Value Creation and Product Development, Personalization and hyper-personalization Using AI. Implementation of AI by Product Managers, AI in Service, Pricing Strategies Using AI. | | | | |
| Module 3 | Role of AI in Promotion & Distribution | Project (Experiential Learning) | Article: Marketing in the Age of Alexa | 10 Hours |

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| Topics: AI in Sales promotion and Direct Marketing, AI in PR and Publicity and Social Media Marketing, Personal Selling using AI, Sales management using AI. AI and Marketing Channel Management, Omni channel Marketing and Retailing, Changing face of Retailing in the age of AI, AI in Logistics Management. Navigating Ethical Challenges in AI, AI and Sustainability. | | | | |
| Targeted Application & Tools that can be used: NA | | | | |
| Project work/Assignment: | | | | |
| Project Work: Collect Advertisements that are generated using AI, pertaining to the various brands and companies, classify them, and make a presentation, with appropriate justification. | | | | |
| Assignment 1: Interview any AI expert and understand the implications on Marketing and summarize your findings. | | | | |
| Assignment 2: Identify the AI strategies adopted by any company of your choice. | | | | |
| Text Book: T1: Sterne J., “Artificial intelligence for marketing: practical applications”, John Wiley & Sons. T2: Gentsch, Peter., “AI in marketing, sales and service: How marketers without a data science degree can use AI, big data and bots”, (eBook) Springer. | | | | |
| References R1: King K., “Using Artificial Intelligence in Marketing: How to harness AI and maintain the competitive edge”, Kogan Page Publishers R2: Venkatesan, R., and Lecinski J, “The AI Marketing Canvas: A Five-stage Road Map to Implementing Artificial Intelligence in Marketing”, Stanford University Press. Online Resources: <u>https://presiuniv.knimbus.com/user#/home</u> | | | | |
| Articles: Understanding the Role of Artificial Intelligence in Personalized Engagement Marketing By: V Kumar, Bharath Rajan, Rajkumar Venkatesan, Jim Lecinski <u>https://hbsp.harvard.edu/product/CMR709-PDF-ENG?Ntt=AI%20in%20marketing</u> From Data to Action: How Marketers Can Leverage AI By: Colin Campbell, Sean Sands, Carla Ferraro, Hsiu-Yuan Jody Tsao, Alexis Mavrommatis <u>https://hbsp.harvard.edu/product/BH1037-PDF-ENG?Ntt=AI%20in%20marketing</u> Marketing in the Age of Alexa By: Niraj Dawar <u>https://hbsp.harvard.edu/product/R1803E-PDF-ENG?Ntt=AI%20in%20marketing</u> | | | | |
| Multimedia (Videos): What Will Happen to Marketing in the Age of AI? Jessica Apotheke TED <u>https://www.youtube.com/watch?v=3MwMII8n1qM</u> Top 6 AI Marketing Tools <u>https://www.youtube.com/watch?v=eitp6_-q0Qc</u> | | | | |
| Case Studies: | | | | |

Icario Health: AI to Drive Health Engagement

By: David C. Edelman

<https://hbsp.harvard.edu/product/523025-PDF-ENG?Ntt=AI%20in%20marketing>

THE YES: Reimagining the Future of E-Commerce with Artificial Intelligence (AI)

By: Jill Avery, Ayelet Israeli, Emma von Maur, HBR

<https://hbsp.harvard.edu/product/521070-PDF-ENG?Ntt=AI%20in%20marketing>

Puma's "Maya": Southeast Asia's First Virtual Influencer

By: Tuan Quang Phan, Sandy Ong

<https://hbsp.harvard.edu/product/HK1288-PDF-ENG?Ntt=AI%20in%20marketing>

PittaRosso: Artificial Intelligence-Driven Pricing and Promotion

By: Ayelet Israeli, HBR

<https://hbsp.harvard.edu/product/522046-PDF-ENG?Ntt=AI%20in%20marketing>

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|--|------------------------------|
| Catalogue prepared by | Dr. Ameer Hussain |
| Recommended by the Board of Studies on | BOS NO: held on |
| Date of Approval by the Academic Council | Academic Council Meeting No. |

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|--|---|------------------------------------|---|----------|
| Course Code: MBA3123 | Course Title: Marktech and Adtech Type of Course: Discipline Elective Theory Only | | L-T-P-C | |
| | | | 2-0-0-2 | |
| Version No. | 1.0 | | | |
| Course Pre-requisites | Marketing Management | | | |
| Anti-requisites | NIL | | | |
| Course Description | <p>MarkTech (Marketing Technology): MarkTech refers to specific software applications used to build, automate, track, and enhance marketing efforts. It empowers marketers to streamline their work across various channels and gain valuable insights into campaign success. AI&ML has brought in huge disruption especially with the latest GenerativeAI tools. With nearly 10,000 applications across 49 categories, MarTech continues to expand rapidly. Some common MarkTech tools are:</p> <p>Machine Learning in Marketing, AI for Content Creation and Management, Customer segmentation, Recommendation systems, Store management Price optimization, etc.</p> <p>AdTech (Advertising Technology): focuses on technology used in advertising and media. It includes tools for programmatic advertising, data-driven targeting, and ad campaign optimization, media planning, audience measurement, ad operations, new age advertising including Outdoor, events and experiential marketing. AdTech professionals analyze data to create effective ad strategies. Key areas include:</p> <p>Programmatic Advertising: Automated buying and selling of ad space. Data Analytics and Targeting: Using data to reach the right audience. Ad Campaign Optimization: Maximizing ad performance.</p> <p>Both MarTech and AdTech play pivotal roles in modern marketing, making them essential topics for MBA students aiming to excel in the dynamic digital landscape.</p> | | | |
| Course Outcomes | <p>On completion of this course, the student will be able to:</p> <p>1) Describe the Value chain & functions of Marketing & Advertising industry [Comprehension] 2) Apply online tools and platforms to solve marketing & advertising use cases [Application] 3) Analyse real-life Marketing & Advertising campaigns and recommend actions. [Analysis]</p> | | | |
| Course Objective | The course aims at EMPLOYABILITY with respect to Marketing Strategies with PARTICIPATIVE learning activities. | | | |
| Module 1 | Marktech use cases and tools | Hands on use of online tools | Quiz and projects based on online platforms | 10 Hours |
| Topics: Discuss functions and use cases of Marketing technology. Familiarize students with online tools like Google Advertising, Facebook Ad manager, recommendation engines, sentiment analysis, Goolge Analytics etc. | | | | |
| Module 2 | Adtech use cases and tools | Quiz and demos of online resources | Quiz based on online platforms | 10 Hours |

Topics:

Understanding the traditional & digital Advertising Industry value chain

Key trends impacting advertising industry

Audience measurement in TV & Broadcasting industry

Media planning and management

Tools for Optimizing advertising spends

Technology transforming Outdoor, events etc.

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| Module 3 | Practical Applications Marktech & Adtech. | Demos, videos & online platform to demonstrate tools and techniques. | Google Analytics, Google Ads, Facebook Ad Manager, etc. | 10 Hours |
|----------|--|--|---|----------|

Hands-on experience with Google Analytics, Google Ads, Facebook Ad Manager, generative AI content creation tools. Tools like SCANPRO to optimize ad spend etc. Segmentation, Sentiment Analysis & other tools to enhance marketing effectiveness.

Targeted Application & Tools that can be used:

Students would be encouraged to take up projects and through experiential learning activities in the class they will imbibe the cognitive approaches to understand and apply factors effective to understand Marktech and Adtech.

Professionally Used Software: KNimbus library access, Online AI&ML tools, YouTube videos

Project work/Assignment:

Lectures (22 hours), review and bridging (4 hours)

2 Quizes

Industry free certification in GoogleAds Professional

Hands-on demo on live tools and assignment with project presentations.

Datasets & coding for segmentation, recommendation engines,

Text Books:

Marketing 5.0: Technology for Humanity, Philip Kotler (Author), Wiley, 2021

References

[The AdTech Book by Clearcode | The Platforms, Processes, and Players](#)

Journal

[The CMO's Guide to Marketing Technology \(Martech\) | Gartner](#)

[Adtech Market Research Report 2019 \(ICO, Ofcom\) - GOV.UK \(www.gov.uk\)](#)

[Data Analytics in Healthcare: A Tertiary Study | SN Computer Science \(springer.com\)](#)

Library E-resources:

<https://presiuniv.knimbus.com/>

Weblinks :

<https://ai-cases.com/retail/>

[The power of AdTech and MarTech in modern marketing \(deloitte.com\)](#)

[Strategic investments, tech, creativity, sustainability emerge as 4 megatrends: Deloitte marketing trends 2023](#)

[AdTech Market 2024 Size, Growth Analysis Report, Forecast to 2031 \(omrglobal.com\)](#)

Online Resources:

<https://skillshop.docebosaaS.com/pages/16/skillshop-home-page> . Students are required to complete at least 1 certification of the 4 ie. Google Ads search, Google Ads display, AI-Powered Performance Ads Certification, and Google Ads – Measurement Certification

Research Articles:

Joel Mero, Anssi Tarkiainen, Juliana Tobon, Effectual and causal reasoning in the adoption of marketing automation, Industrial Marketing Management, Volume 86, 2020, Pages 212-222, ISSN 0019-8501.

<https://doi.org/10.1016/j.indmarman.2019.12.008>

Guercini, S. (2023), "Marketing automation and the scope of marketers' heuristics", *Management Decision*, Vol. 61 No. 13, pp. 295-320. <https://doi.org/10.1108/MD-07-2022-0909>

<https://www.youtube.com/watch?v=zuf4NnRym0Q>
https://www.youtube.com/watch?v=oELlw_z3wQc
https://www.youtube.com/watch?v=oELlw_z3wQc
<https://newdelhi.ad-tech.com/>

<https://www.linkedin.com/pulse/case-studies-how-companies-have-used-martech/>
<https://www.hansacequity.com/news-knowledge/people-set/>

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| Catalogue prepared by | Prof. Krishna Durbha |
| Recommended by the Board of Studies on | BOS NO: BOS held on: |
| Date of Approval by the Academic Council | Academic Council Meeting No. , Dated: |

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|-------------------------|---|---------------|
| Course Code: MBA3046 | Course Title: Game Theory in Business | L – T – P - C |
| | Type of Course: Open Elective Theory Only Course | 3 – 0 – 0 - 3 |
| Version No. | 1.0 | |
| Course | Economics | |
| | Statistics for Research | |
| Pre-requisites | Quantitative Techniques | |
| Anti-requisites | NIL | |
| Course Description | <p>Game theory is the study of strategic decision-making used to analyze competitive and cooperative scenarios among individuals or organizations. This course provides students with the tools to evaluate and strategize interactions involving multiple decision-makers, emphasizing its practical applications in business contexts such as market competition, negotiations, pricing strategies, and decision-making under uncertainty.</p> | |

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| Course Outcomes | On successful completion of this course, students will be able to: CO1: Explain fundamental concepts of game theory and their applications in business (Knowledge Level). CO2: Analyze and solve strategic decision-making scenarios using game theory principles (Analysis Level). CO3: Develop optimal strategies in complex and uncertain environments using tools such as Nash equilibrium and Bayesian games (Application Level). CO4: Critically evaluate cooperative and competitive interactions to improve business outcomes (Evaluation Level). | | | |
| Course Objective | 1. Introduce students to the fundamental concepts and tools of game theory. 2. Enhance students' analytical and strategic thinking abilities to evaluate complex business interactions. 3. Provide experiential learning opportunities through case studies and simulations to apply game theory in real-world business contexts. | | | |
| Module 1 | Strategic Thinking and Simultaneous Games | Assignment (Participative Learning) | Hands-on learning | 09 Hours |
| Topics: Introduction to strategic thinking, Interdependence in decision-making, Types and elements of games, Simultaneous-move games (Prisoner's Dilemma, Dominated Strategies), Best Responses, and Iterated Elimination. Case Studies: Analyzing market competition scenarios. Delivery: Lecture, Case Study Analysis, Group Activities. | | | | |
| Module 2 | Games of Coordination | Assignment (Participative Learning) | Hands-on projects | 12 Hours |
| Topics: Topics: Coordination challenges, Sharing the Pie, Assurance Game, Payoff Dominant Equilibria, Cooperative Games, Chicken Game, Hawk-Dove Game. Application of game theory in pricing strategies and resource sharing. Hands-On Activities: Role-playing games to understand payoff structures. | | | | |
| Module 3 | Randomized Strategies and Mixed Strategies | Assignment (Participative Learning) | Workshops | 12 Hours |
| Topics: Randomized Strategies in games, Expected Value Calculation, Mixed and Pure Strategy Equilibria, Strategic Randomization, Monitoring Games, War of Attrition. Case Studies: Game-based decision-making under uncertainty. | | | | |
| Module 4 | Dynamic Sequential-Move and Bayesian Games | Assignment (Participative Learning) | Simulation exercises | 12 Hours |

Topics: Game Tree Structures, Subgame Perfect Nash Equilibrium, Sequential-Move Games, Bayesian Games, Risk Sharing, Limit Pricing Strategies. Application in business scenarios such as market entry and pricing wars.

Activities: Simulation exercises and real-world application projects.

Targeted Application & Tools that can be used:

Students would be encouraged to take up live projects and through experiential learning activities in the classroom.

Professionally Used Software: N/a

Delivery Procedure: This course follows a student-centric pedagogy involving interactive Hours, case-based learning, and experiential projects.

Methods include:

1. Conceptual Lectures: Introduction to theoretical frameworks.
2. Case Studies: In-depth analysis of real-world applications.
3. Group Discussions: Collaborative learning and problem-solving.
4. Simulation Exercises: Hands-on activities to practice game theory applications.
5. Project Work: Individual projects focusing on competitive strategies using game theory.

Project work/Assignment:

Assignment 1:

Ptalk.com conducted;

- a) Ad campaign of 180×150 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 1000 impression is Rs.25 and the impressions to be served is 600000, what will be the actual cost to the advertiser?
- b) Ptalk.com did an Ad campaign having 728×90 banner size having served 20000 impressions and has generated 200 clicks, calculate the CTR of that Ad?
- c) Ptalk.com is ready to spend Rs.20000 for Display Ad campaign having 160×600 size banner with number of clicks the Ad generated is 200, so what will be the Cost per Click?
- d) If Ptalk.com PPC is worth Rs.10, number of Impressions is 20000, CTR is 6% and CR is 3%. Calculate the CPA to an advertiser?
- e) Ptalk.com spends Rs.10,000 and media buy at Rs.10 CPM, to serve 500000 impressions and CTR on the ad is 0.1% with Landing Page Conversion Rate = 10%, calculate the number of leads and CPL? **Assignment 2:**
Amazon.com conducted a Ad campaign of 200×180 banner size to its client Whitefield Volkswagen Bangalore and the Cost per 5000 impression is Rs.15 and the impressions to be served is 900000, what will be the actual cost to the advertiser?

- b) Amazon.com did an Ad campaign having 900×100 banner size having served 40000 impressions and has generated 500 clicks, calculate the CTR of that Ad?
- c) Amazon.com is ready to spend Rs.80000 for Display Ad campaign having 260×900 size banner with number of clicks the Ad generated is 900, so what will be the Cost per Click?
- d) Amazon.com PPC is worth Rs.40, number of Impressions is 80000, CTR is 8% and CR is 5%. Calculate the CPA to an advertiser?
- e) Amazon.com spends Rs.50,000 and media buy at Rs.50 CPM, to serve 500000 impressions and CTR on the ad is 0.5% with Landing Page Conversion Rate = 50%, calculate the number of leads and CPL?

Text Books:

T1: Display Advertising (An Hour a Day) By David Booth and Corey Koberg, John Wiley & Sons, Inc. 2013.

References:

R1. Chadha A. (2016). Game Theory for Managers: Doing Business in a Strategic World. PHI Learning.

R2. Barron E.N. (2014). Game Theory: An Introduction. Wiley India Pvt Ltd.

Online Resources:

<https://presiuniv.knimbus.com/user#/home> **Research Articles:**

- Abedian, M., Amindoust, A., Maddahi, R. and Jouzdani, J. (2022), "A game theory approach to selecting marketing-mix strategies", Journal of Advances in Management Research, Vol. 19 No. 1, pp. 139-158.
<https://puniversity.informaticsglobal.com:2068/10.1108/JAMR-10-2020-0264> Download as .RIS
- <https://puniversity.informaticsglobal.com:2293/insight/content/doi/10.1108/JAMR-10-2020-0264/full/html>
- <https://webpages.math.luc.edu/~enb/gamebook.pdf>
- https://mathematicalolympiads.files.wordpress.com/2012/08/martin_j-osborne-an_introduction_to_game_theory-oxford_university_press_usa2003.pdf
- http://www.ru.ac.bd/wp-content/uploads/sites/25/2019/03/405_01_Thie_An_Introduction_to-linear-programming-and-game-theory.pdf
- <https://www.nature.com/articles/s41598-022-11654-2>

Case Studies:

The right Game: Use Game Theory to Shape Strategy (HBR).

<http://thuvien.bkc.vn/Ebook/Ebook-2/Kinh-Te-Quan-Tri/Tieng%20Anh/Harvard%20-%20Business%20-%20Game%20Theory%20-%20Using%20Game%20Theory%20to%20Shape%20Strategy.pdf>.

Ma Making game theory work for Manager (McKinsey & Company,2009).

<http://thuvien.bkc.vn/Ebook/Ebook-2/Kinh-Te-Quan-Tri/Tieng%20Anh/Harvard%20-%20Business%20-%20Game%20Theory%20-%20Using%20Game%20Theory%20to%20Shape%20Strategy.pdf>.

F From Strategy to Business Models and to Tactics (HBR, Working Paper).

<https://www.hbs.edu/ris/Publication%20Files/10-036.pdf>

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|---|-------------------------------------|
| Catalogue prepared by | Dr. Rajib Sanyal |
| Recommended by the Board of Studies on | BOS NO: BOS held on 13-01-2024 |
| Date of Approval by the Academic Council | Academic Council Meeting No., Dated |

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|--|---|-------------------|----------|---------------|---|
| Course Code: MBA3047 | Course Title: Data Story Telling (with Tableau and PowerBI) | L | P | T | C |
| | Type of Course: Open Elective (Theory with Embedded Lab) | 3 | 0 | 0 | 3 |
| Version No. | 1.1 | | | | |
| Course Pre-requisites | <ul style="list-style-type: none">Should have basic mathematics and statistics knowledgeShould have completed Fundamentals of Business Analytics (FBA) Sem2 | | | | |
| Anti-requisites | NIL | | | | |
| Course Description | One of the key skills of Managers is to be able to collate, analyse and present data to accurately reflect the state of the business, take decisions based on data and finally present highly impactful visualizations of the state of business and its future. The course will aim to provide necessary skills to students of Analytics to be able to collate, clean data, derive insights and present compelling visualizations, dashboards using industry top software like Tableau and PowerBI. These are very valuable skills for any Business Analytics professional today. All participants who successfully complete this course will get a certificate of participation by KPMG. | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: CO1) Identify right business issues & data required to solve these [Knowledge] CO2) Describe relevant aspects of business for management action. [Comprehension] CO3) Prepare impactful management reports, dashboards using Tableau and PowerBI. [Apply] CO4) Evaluate various business solutions using data and recommend action. [Analyze] | | | | |
| Course Content: | | | | | |
| Module 1 | Data Visualization and Charts using PowerBI | Report – E review | 12 Hours | Knowledge | |
| Introduction to PowerBI Interface, Connecting data sources in PowerBI and Key components, filters - visual level, page level and report level, Charts- Line and stacked column chart, Line and clustered column chart, Doughnut chart, Heat map, Histogram, pareto, Box and Whiskers, Scatter plot, bubble chart, Text tables, Scatter chart, Map, Filled Map, Gauge, Card | | | | | |
| Module 2 | Data cleansing and Dashboard using PowerBI | Assignment | 10 Hours | Comprehension | |
| Data cleaning in power BI, report building using Power BI, DAX expression and Dashboard Creation in PowerBI | | | | | |
| Module 3 | Data Visualization, Charts using Tableau | Practical | 12 Hours | Application | |
| Introduction and Importance of Data Visualization, Introduction to Tableau Interface, creating user profiles and cloud interface, Connecting data sources in Tableau. Types of charts in visualization (Line and stacked column chart, Line chart, Area chart, Histogram) | | | | | |
| Module 4 | Building Advance Charts& Dashboard using Tableau | Assignment | 11 Hours | Analysis | |

Types of charts in visualization (pareto, Box and Whiskers, Scatter plot, bubble chart, Text tables), Basic and advanced filters in Tableau, Creating calculated fields, Parameters, sets and groups in Tableau, Data joins and Data blending, Dashboard Creation in Tableau (Layout, Designs, Elements, Objects, filters on dashboard) Story cards in Tableau

List of Laboratory Tasks:

Experiment No 1: Connect to data and edit the connection properties

Level 1: with connections to a flat file using live connection and rename the canvas connection

Level 2: with connection to a flat file using extract and rename through edit connection

Experiment No 2: For the given business data related to sales of cycles across the world

Level 1: Create a calculated field on single sheet-based data from within data source

Level2: Create a calculated field based on a multiple data source

Targeted Application & Tools that can be used: Tableau Desktop, Tableau Public, Tableau online, Tableau and PowerBI.
Please note – only free trial versions will be installed in lab computers and not paid versions. IT support and help must be provided to ensure effective delivery of the course using authorized software.

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

1. Assignment1: Collect data from open source data sites for a typical business event and apply visualization and analytics techniques
2. Assignment2: Prepare Dashboard report on stock profitability for a given stock exchange
3. Analyzing data for Customer Analytics, Pricing Analytics, Churn etc.
4. Presentation on effective dashboards using Tableau and PowerBI.

Text Book

T1. *Information Dashboard Design*, 2nd e, Stephen Few, Analytics Press, 2013

T2. *Mastering Tableau* – David Baldwin, November 2016, Packt Publishing, ISBN: 978-1-78439-769-2

References

1. *Practical Tableau* - Ryan Sleeper, 2018, O'Reilly Media Inc, ISBN 978-1-491-97731-6
2. *Tableau Your Data* - Danieal G Murray, 2013, John Wiley & Sons, ISBN 978-1-18-61204-0
3. *Introducing Microsoft PowerBI* -Alberto Ferrari and Marco Russo 2016, Microsoft Press, ISBN: 978-1-5093-0228-4

Online Resources:

Articles

University E Resources

Jensen, R.W., Limbu, Y.B. and Spong, Y. (2015), "Visual Analytics of Twitter Conversations about Corporate Sponsors of FC Barcelona and Juventus at the 2015 UEFA Final", *International Journal of Sports Marketing and Sponsorship*, Vol. 16 No. 4, pp. 3-9.

<https://presiuniv.knimbus.com/openFullText.html?DP=https://www-emerald-com-presiuniv.knimbus.com/insight/content/doi/10.1108/IJSMS-16-04-2015-B002/pdfplus/html>.

Carrizosa, E., Guerrero, V. & Romero Morales, D. On mathematical optimization for clustering categories in contingency tables. *Adv Data Anal Classif* (2022)

<https://link.springer.com/article/10.1007/s11634-022-00508-4>

Hoang, T.B.N., Mothe, J. Prediction of brand stories spreading on social networks. *Adv Data Anal Classif* (2021)

<https://link.springer.com/article/10.1007/s11634-021-00450-x>

Case study link

<https://www.datasciencecentral.com/how-a-good-data-visualization-could-save-lives/>

Datasets and Codes for Experiential learning

<https://www.kaggle.com/datasets/heptapod/titanic>

<https://www.kaggle.com/datasets/pavansubhasht/ibm-hr-analytics-attrition-dataset>

<https://www.kaggle.com/code/mysarahmadbhat/eda-on-netflix/notebook>

<https://www.kaggle.com/code/aayushmishra1512/netflix-data-analysis-and-visualization/notebook>

https://fraud-detection-handbook.github.io/fraud-detection-handbook/Chapter_3_GettingStarted/SimulatedDataset.html

Excellent visualization & reports. <https://www.qapminder.org/>

Videos and Podcast

<https://www.youtube.com/watch?v=loYuxWSsLNc>

<https://podcasts.google.com/feed/aHR0cHM6Ly9kYXRhdml6dG9kYXkubGlic3luLmNvbS9yc3M>

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|---|--|
| Catalogue prepared by | Dr. Varalakshmi Dandu |
| Recommended by the Board of Studies on | Mention the BOS Number and the Date of BOS |
| Date of Approval by the Academic Council | Mention the Academic Council Meeting No. & the date of the meeting: |

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|--------------------------------|---|------------------|---|---|---|---|
| Course Code: MBA3048 | Course Title: Environmental Sustainability and Value Creation Type of Course: Open Elective & Theory only | L- P- T-C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Knowledge of basic concepts of Economics and business management is an advantage. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | This course provides an overview of topics related to business sustainability with a focus on how environmentally sustainable approaches can create value for the firm. We will explore trends in corporate practices and consider specific examples to examine the interactions between the firm and the environment. This course has three objectives: to increase students' knowledge of sustainability practices and their impact on firm performance; to teach students to think | | | | | |

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| | strategically and act entrepreneurially on environmental issues; to help students design business approaches to improve environmental outcomes, while simultaneously creating value. | | | |
| Course Objectives | This course is designed to improve the learners' ENTREPRENEURSHIP SKILLS by using PARTICIPATIVE LEARNING techniques. | | | |
| Course Outcomes | <p>On successful completion of this course the students shall be able to:</p> <p>(1) Discuss important topics associated with Sustainability, Business and Policies for sustainable business</p> <p>2) Apply the environmental impact assessment on real-time problems</p> <p>3] Estimate climate-based risk to the business sector and strategize adaptation and resilient measures</p> <p>4] Summarize the circular economy concept for eco-entrepreneurship</p> | | | |
| Course Content: | | | | |
| Module 1 | Sustainability, Business, and Public Policy | Assignment (Participative Learning) | Track your carbon footprint for a week. | 10 Hours |
| <p>Topics: Basic concept of Sustainability, Sustainable business, policy initiatives at the international and national level, Definition of sustainability in the business context, Triple Bottom Line (TBL): Economic, Environmental, and Social Sustainability, The global sustainability agenda: UN SDGs and the role of business, Concepts and approaches for accessing the sustainability of Business, Sustainability Metrics, Sustainable competitive advantage: theory and practice, The role of leadership in driving sustainability</p> | | | | |
| Module 2 | Measuring the Environment | Off class room activity (Experiential Learning) | Zero Trash Day and evaluate the value proposition | 10 Hours |
| <p>Topics:</p> <p>Understanding the environmental impact of business operations, Concepts in measuring the environment value. Benefit-Cost Analysis, Contingent Valuation Method: Travel Cost Method, Hedonic Price method, Preventive Expenditure method, Surrogate Markets, Property Value method, Wage-differential Approach, and Opportunity Cost Method, Assessing environmental risk and the cost of inaction, Sustainable competitive advantage: theory and practice, Companies successfully using sustainability as a competitive tool.</p> | | | | |
| Module 3 | Managing Climate Risks | QUIZ | Climate adaptation strategy | 13 Hours |
| <p>Topics:</p> <p>Climate change preparedness and Business sector, Types of risks, resource depletion, and biodiversity loss Economic risk of climate change, Climate Adaptation and Resilience, Crisis Management and Communication, Managing climate risks, Enterprise risk management, Financial risk management, climate risk mitigation strategies, Adaptation strategies, Policy engagement and advocacy, KPI's for managing climate risks, Tools and frameworks for managing climate risks.</p> | | | | |
| Module 4 | The Circular Economy | Mini Project (Experiential Learning) | Eco-entrepreneurship Business Idea challenge | 12 Hours |

Topics: Basic Concepts of circular economy and business reality, Linear Vs circular economy model, Value propositions generation and creation, Design Innovation and Eco-entrepreneurship, Challenges of eco-entrepreneurship. Opportunities for eco entrepreneurship, Sustainable Business Model- Product-service systems, cradle-to-cradle, and B Corp models, Sustainable competitive advantage: theory and practice, Value creation through eco-efficiency and innovation, Corporate Social Responsibility (CSR) and its evolution to strategic sustainability.

Targeted Application & Tools that can be used:

Application Area is SMEs, Large corporates and Social Entrepreneurship

Project work/Assignment:

Project Assignment: Track your carbon footprint for a week: carbonfootprint.com - Carbon Footprint Calculator

Zero Trash Day and evaluate the value proposition

Climate Variability and Business -Quiz

Eco-entrepreneurship Business Idea challenge

Corporate Sustainability: Samuel O. Idowu & Rene' Schmidpeter, Springer

References

- 1) <https://www.goodreads.com/book/show/21913812-this-changes-everything>
- 2) <https://www.goodreads.com/book/show/56268863-the-book-of-hope>
- 3) <https://www.goodreads.com/book/show/54870131-the-day-the-world-stops-shopping>

Towards the Circular Economy: Business Rationale for an Accelerated Transition, Ellen MacArthur Foundation, 2015

[Sustainability's deepening imprint | McKinsey](#)

[A Road Map for Natural Capitalism \(hbr.org\)](#)

[How Do Economists Really Think About the Environment? \(rff.org\)](#)

[\(66\) How to be a sustainable entrepreneur Part 1 - YouTube](#)

[\(66\) The Story of EcoPreneurship - YouTube](#)

[\(66\) Eco preneurship Opportunities & Challenges By Prof Manoj Kumar Pandey - YouTube](#)

[\(66\) Explaining the Circular Economy and How Society Can Re-think Progress | Animated Video Essay - YouTube](#)

[THE 17 GOALS | Sustainable Development \(un.org\)](#)

Case Studies:

<https://www.patagonia.com/activism/>

<https://www.unilever.com/files/92ui5egz/production/16cb778e4d31b81509dc5937001559f1f5c863ab.pdf>

[https://ijefm.co.in/v5i12/10.php#:~:text=Tesla%20is%20considered%20the%20leading,2\)%20Armstrong%2C%20M.%20](https://ijefm.co.in/v5i12/10.php#:~:text=Tesla%20is%20considered%20the%20leading,2)%20Armstrong%2C%20M.%20)

Videos:

Unilever : <https://www.youtube.com/watch?v=OalF6p5sLSA>

Tesla : https://www.youtube.com/watch?v=GQ_ff6kFQIk

IKEA: <https://www.youtube.com/watch?v=FY9H-Jxxn0o>

University Library links

[The Tragedy of the Commons on JSTOR](#)

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|---|-------------------|
| Catalogue prepared by | Dr.Akhila R Udupa |
| Recommended by the Board of Studies on | |
| Date of Approval by the Academic Council | |

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|--------------------------------|--|----------------|---|---|---|---|
| Course Code: MBA3049 | Course Title: Industry 4.0 Type of Course: Open Elective – Theory Only Course | L-P-T-C | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | No prior technical background is required. | | | | | |
| Anti-requisites | NA | | | | | |
| Course Description | The world is on the verge of the Fourth Industrial Revolution, which will be fueled by advances in decision-making and process automation. Advances in information and communication technology (ICT) have resulted in significant increases in computational capacity and move towards complete digital transformation, as well as improved capabilities in connecting the dots in an increasingly networked society. Cloud-based digital platforms are ideal for developing new business models and using intelligent algorithms to analyze data and derive information for usage by Cyber-Physical Systems (CPS), Internet of Things (IoT), and Industrial IoT. This course covers the role of data, production systems, various Industry 4.0 technologies, applications, and case studies, among other topics which will enhance and enable the students to understand the need for business analysis and observation in the current industrial revolution 4.0. In particular, to understand the opportunities and challenges brought about by Industry 4.0, as well as how organizations and knowledge workers may better prepare to benefit from this transformative revolution. | | | | | |
| Course Out Comes | <p>On successful completion of the course the students shall be able to:</p> <ol style="list-style-type: none"> 1. Understand the drivers and enablers of Industry 4.0 [Comprehension Level] 2. Demonstrate the knowledge on smart manufacturing, smart products, and services, while making complex business decisions [Application Level] 3. Recognise the opportunities, challenges brought about by Industry 4.0 and how organizations and individuals should prepare to reap the benefits [Comprehension Level] 4. Formulate the deep insights on how smartness is being harnessed from data and appreciate what needs to be done to overcome some of the challenges. [Application Level] | | | | | |

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| Course Objective | The main objective of the course is to develop both employability and entrepreneurial skills through participative learning and experiential learning using case study and article reviews. | | | |
| Module 1 | Introduction and pavement to Industry 4.0 | Quiz | Smart Business Transformation, Internet of Things (IoT), Industrial Internet of Things (IIoT) | 09 Hours |
| <p>1.1 Concepts of Various Industrial Revolutions, Digitalization and the Networked Economy, Drivers, Enablers, Compelling Forces of Industry 4.0, The Journey so far: Developments in India, USA, China, European and other countries.</p> <p>1.2 Trends on Smart Business Transformation, Internet of Things (IoT), Industrial Internet of Things (IIoT), Internet of Services (IoS), Internet of People (IoP), Internet of Everything (IoE), Smart Manufacturing, Smart Logistics, Smart Devices / Goods and Services, Smart Cities, Smart Cities and Geospatial Technology.</p> | | | | |
| Module 2 | Systems and Technologies Enabling Industry 4.0 | Articles & Case Study Discussion | Link in the Reference description below | 12 Hours |
| <p>2.1 Concepts of Cyber-Physical Systems (CPS), Internet of Things (IoT) Architecture & Infrastructure, Cloud Computing (Fundamentals), Collaborative Platform and Product Lifecycle Management in Industry 4.0</p> <p>2.2 Digital Technologies - Robotics, Robotic Process Automation, Data Analytics, Artificial Intelligence and Machine Learning, Blockchain, Augmented Reality (AR) and Virtual Reality (VR), 3D Printing, 5G Net, and Cyber Security, Disruptive Inventions supporting Industry 4.0 - Digital and Social Media Services, Internet & Mobile, Industry 4.0 Value Creation & Value Innovation.</p> | | | | |
| Module 3 | Role of Data, Information, and Knowledge in Industry 4.0 World and Application Domains of Industry 4.0 | Assignment | Report Writing on Application Domains of Industry 4.0 with reference to any industry as specified below. | 12 Hours |
| <p>3.1 Concepts of Resource-Based View of a Firm, Data, and Information as a Resource for Organizations, Harnessing and Sharing Knowledge in Organizations, Linked with Cloud Computing.</p> <p>3.2 Application Domains of Industry 4.0: Engineering, Design and Development, Sales, Inventory Management, Quality Control, Plant Safety and Security, Facility Management and Customer Service.</p> | | | | |
| Module 4 | Opportunities, Challenges and Strategies in Industry 4.0 and Future Industrial Revolution 5.0 | Experiential Learning | Interacting with industry technology experts and submitting report on Strategies for Competing in an Industry 4.0 World, Skills for Workers in the Industry 4.0 & 5.0 | 12 Hours |
| <p>4.1 Opportunities and Challenges, Strategies for Competing in an Industry 4.0 World, Skills for Workers in the Industry 4.0</p> <p>4.2 Concept on Future Industrial Revolution (Industry 5.0), Future of Works and Skills for Workers in the Industry 5.0 era</p> | | | | |
| <p>Targeted Application & Tools that can be used:</p> <p>This course helps in understanding contemporary aspects of innovation for business to sustain in the market.</p> | | | | |

Project work/Assignment: Mention the Type of Project /Assignment proposed for this course

Assignment based on self-study topics (Articles & Case Analysis as shown in the course handouts)

Text Book

T1: Alp Ustundag and Emre Cevikcan (2018). *Industry 4.0: Managing the Digital Transformation*. Springer Publishers.

References

R1: Klaus Schwab (2017). *The Fourth Industrial Revolution*. Portfolio Penguin Publisher

R2: Alasdair Gilchrist (2016). *Industry 4.0: The Industrial Internet of Things*. Apress Publishers,

R3: Sudip Misra, Anandarup Mukherjee and Chandana Roy (2020). *Introduction to Industrial Internet of Things and Industry 4.0*. CRC Press

(Kindly note: Student should visit PU library and access the online resources for the same and incorporate the assignment)

Research Articles in Journals

<https://presiuniv.knimbus.com/user#/home>

Research Articles & Case Study References

Sources: Presiuniv.knimbus.com, Sage Publications, SCI Elsevier & HBR

1. Moving from Industry 2.0 to 4.0 in India
<https://www.sciencedirect.com/science/article/pii/S235197891830209>
2. Opportunities of Sustainable Manufacturing in Industry 4.0
<https://www.sciencedirect.com/science/article/pii/S221282711600144X>
3. Pros & Cons of Implementing Industry 4.0 for the Organizations
<https://www.tandfonline.com/doi/full/10.1080/21693277.2020.1781705?cookieSet=1>
4. A Complexity View of Industry 4.0
<https://journals.sagepub.com/doi/full/10.1177/2158244016653987>
5. Industry 4.0: The Future of Productivity & Growth in Manufacturing Industries
https://www.bcg.com/publications/2015/engineered_products_project_business_industry_4_future_productivity_grow_th_manufacturing_industries
6. Characteristics and Skills of Leadership in the Context of Industry 4.0
<https://www.sciencedirect.com/science/article/pii/S2351978920307472>
7. Renault - An Industry 4.0 Case Study
<https://www.thedigitaltransformationpeople.com/channels/the-case-for-digital-transformation/renault-an-industry-4-0-case-study/>
8. Revisiting Industry 4.0 with a Case Study
<https://ieeexplore.ieee.org/document/8726697>
9. Industry 4.0: Optimize Operations and Shape Future Innovation
<https://www.ptc.com/en/solutions/digital-manufacturing/industry-4-0#:~:text=Industry%204.0%20is%20the%20application,additive%20manufacturing%2C%20and%20IoT%20analytics.>

10. Challenges and Driving Forces for Industry 4.0 Implementation

<https://www.mdpi.com/2071-1050/12/10/4208>

11. How Leaders are Navigating the Fourth Industrial Revolution

<https://hbr.org/sponsored/2019/03/how-leaders-are-navigating-the-fourth-industrial-revolution>

12. Manufacturing Next

[https://hbr.org/sponsored/2019/11/manufacturing-next#:~:text=Manufacturing%20is%20in%20the%20midst,internet%20of%20things%20\(IoT\).](https://hbr.org/sponsored/2019/11/manufacturing-next#:~:text=Manufacturing%20is%20in%20the%20midst,internet%20of%20things%20(IoT).)

Videos for Reference:

- What is the Fourth Industrial Revolution? | CNBC Explains

<https://www.youtube.com/watch?v=v9rZOa3CUC>

- Industry 4.0 – KPMG

<https://www.youtube.com/watch?v=IMmnSZ7U1qM>

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| Catalogue prepared by | Dr. Aurobindo K S |
| Recommended by the Board of Studies on | BOS NO: xxth. BOS held on dd/mm/yyyy |
| Date of Approval by the Academic Council | Academic Council Meeting No. 14, Dated dd/mm/yyyy |

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|-------------------------|--|---|---|---|---|
| Course Code: MBA3037 | Course Title: Personal Wealth Management Type of Course: Open Electives | L | T | P | C |
| | | 3 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | |
| Course Pre-requisites | Nil | | | | |
| Anti-requisites | Nil | | | | |
| Course Description | This course equips students with the knowledge and skills required to effectively manage personal finances and build long-term wealth. It covers fundamental concepts of financial planning, saving, budgeting, investment strategies, risk management, insurance, taxation, and retirement planning. Students will explore various financial instruments such as equities, bonds, mutual funds, real estate, and alternative investments, while learning how to evaluate risk-return trade-offs and align financial decisions with life goals. | | | | |
| Course Objective | This course is designed to improve the learners' SKILL DEVELOPMENT by using PARTICIPATIVE LEARNING techniques. | | | | |
| Course Out Comes | On successful completion of the course the students shall be able to: 1. Explain the principles of personal financial planning, including budgeting, saving, investment, insurance, and retirement. (<i>Understanding</i>) 2. Analyze various investment avenues (equities, bonds, mutual funds, real estate, etc.) to assess their risk-return characteristics. (<i>Analyzing</i>) 3. Apply financial tools and techniques to design a personalized wealth management plan aligned with life goals. (<i>Applying / Creating</i>) 4. Evaluate tax implications, risk management strategies, and portfolio performance to recommend effective wealth-building approaches. (<i>Evaluating</i>) | | | | |

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| Course Content: | | | | |
| Module 1 | Fundamentals of Personal Financial Planning | Assignment using E Library (Participative Learning) | Assessment 1 - Quiz | 11 Sessions |
| Basics of personal finance, including goal setting, budgeting, saving, and understanding cash flow. Students learn how to evaluate their financial situation, prioritize objectives, and lay the foundation for wealth accumulation. | | | | |
| Module 2 | Investment Planning and Portfolio Management | Assignment (Participative Learning) | Assessment 2 – Assignment | 12 Sessions |
| Various investment instruments such as equities, bonds, mutual funds, real estate, and alternative investments. Topics include risk-return analysis, asset allocation, diversification, and portfolio optimization strategies. | | | | |
| Module 3 | Risk Management and Insurance Planning | study (Participative Learning) | Assessment 3 – Case Analysis | 11 Sessions |
| Risk assessment and management techniques, including life, health, and property insurance. Students learn to select appropriate insurance products and integrate risk mitigation into overall financial planning. | | | | |
| Module 4 | Tax Planning, Retirement, and Wealth Preservation | Assignment (Participative Learning) | Assessment 4 – Mini Project | 11 Sessions |
| Emphasizes tax-efficient strategies, retirement planning, estate planning, and long-term wealth preservation. Students learn to design comprehensive financial plans, monitor portfolio performance, and make adjustments aligned with life stages and goals. | | | | |
| Targeted Application & Tools that can be used: Digital & AI Tools <ul style="list-style-type: none"> • Budgeting & Expense Tracking: Mint, YNAB (You Need A Budget), Walnut • Investment & Portfolio Management: Zerodha Coin, Groww, Upstox, ET Money • Financial Planning & Advisory Tools: Personal Capital, SmartAsset, Wealthfront • AI-Powered Tools for Insights: ChatGPT for scenario analysis, robo-advisors (Kuvera, Scripbox) • Analytics & Visualization: Excel, Tableau, Power BI for portfolio analysis and risk assessment • Tax & Retirement Planning: ClearTax, H&R Block, retirement calculators | | | | |
| Project work/Assignment: | | | | |
| <ol style="list-style-type: none"> 1. Personal Financial Plan Development: Students prepare a comprehensive financial plan for a hypothetical individual or family, including budgeting, savings, investment, insurance, and retirement strategies. 2. Investment Portfolio Analysis: Construct a simulated investment portfolio using equities, bonds, mutual funds, and other instruments. Analyze risk-return, diversification, and portfolio performance over a selected period. 3. Risk and Insurance Assessment: Evaluate the insurance needs (life, health, property) for a case study client. Recommend an optimal insurance strategy aligned with financial goals and risk profile. 4. Tax Planning Simulation: Analyze a client's income, investments, and expenses to propose tax-efficient strategies, including deductions, exemptions, and long-term tax-saving investments. | | | | |
| Text Book T1: Kapoor, J.R., Dlabay, L.R., Hughes, R.J. – <i>Personal Finance</i> (McGraw-Hill, Latest Edition) Covers financial planning, budgeting, investments, insurance, retirement, and tax planning with practical examples. | | | | |

T2: Gitman, L.J., Joehnk, M.D. – *Personal Financial Planning* (Cengage Learning, Latest Edition)
Focuses on integrating personal finance concepts with wealth management strategies.

References

R1: Bodie, Z., Kane, A., Marcus, A.J. – *Investments* (McGraw-Hill, Latest Edition)
Provides in-depth coverage of investment instruments, portfolio theory, and risk-return analysis.

R2: Reilly, F.K., Brown, K.C. – *Investment Analysis & Portfolio Management* (Cengage, Latest Edition)
Detailed approach to investment decisions, portfolio management, and asset allocation.

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| Catalogue prepared by | Dr. Sunil M Rashinkar |
| Recommended by the Board of Studies on | BOS NO: xxth. BOS held on dd/mm/yyyy |
| Date of Approval by the Academic Council | Academic Council Meeting No. 14, Dated dd/mm/yyyy |

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|-------------------------|--|---|---|---|---|
| Course Code: MBA3039 | Course Title: Market Research Type of Course: Open Electives | L | T | P | C |
| | | 3 | 0 | 0 | 3 |
| Version No. | 2.0 | | | | |
| Course Pre-requisites | Nil | | | | |
| Anti-requisites | Nil | | | | |
| Course Description | This course introduces the concepts and techniques of market research used in business decision-making. It covers problem definition, research design, data collection methods, analysis, and interpretation. Students will learn how to gather consumer and market insights, apply qualitative and quantitative tools, and present findings effectively. Emphasis is on practical applications through projects and case studies to develop skills for real-world marketing and management decisions. | | | | |
| Course Objective | This course is designed to improve the learners' SKILL DEVELOPMENT by using PARTICIPATIVE LEARNING techniques. | | | | |
| Course Out Comes | <p>On successful completion of the course the students shall be able to:</p> <ul style="list-style-type: none"> • Identify market research problems and explain appropriate research designs for different business contexts. (<i>Remembering / Understanding</i>) • Apply qualitative and quantitative research methods to collect and organize relevant data. (<i>Applying</i>) • Analyze consumer behavior and market trends using statistical tools to interpret findings. (<i>Analyzing</i>) • Evaluate research results and create actionable insights to support marketing decisions. (<i>Evaluating / Creating</i>) | | | | |
| Course Content: | | | | | |

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| Module 1 | Introduction to Market Research | Assignment using E Library (Participative Learning) | Assessment 1 - Quiz | 11 Sessions |
| This unit introduces the nature, scope, and importance of market research in business decision-making. It covers the research process, problem definition, objectives formulation, and the role of research in identifying opportunities, reducing risk, and supporting strategic planning. | | | | |
| Module 2 | Research Design and Data Collection | Assignment (Participative Learning) | Assessment 2 – Assignment | 12 Sessions |
| This unit focuses on research design types—exploratory, descriptive, and causal—and their applications. It explores data collection methods including surveys, interviews, focus groups, observation, and experiments. Sampling techniques, questionnaire design, and scaling methods are emphasized to ensure accuracy and reliability. | | | | |
| Module 3 | Data Analysis and Interpretation | study (Participative Learning) | Assessment 3 – Case Analysis | 11 Sessions |
| This unit introduces the use of statistical tools and software for analyzing collected data. Topics include coding, tabulation, descriptive statistics, hypothesis testing, correlation, regression, and multivariate analysis. The focus is on interpreting data to derive meaningful insights into consumer behavior and market trends. | | | | |
| Module 4 | Reporting and Applications of Market Research | Assignment (Participative Learning) | Assessment 4 – Mini Project | 11 Sessions |
| This unit emphasizes the preparation and presentation of research reports. It covers effective communication of findings, visualization of data, and use of insights for decision-making in marketing areas such as product development, branding, pricing, distribution, and advertising. Case studies and projects are used to link research outcomes with real-world business applications. | | | | |
| Targeted Application & Tools that can be used: Digital & AI Tools for Marketing <ul style="list-style-type: none"> • Data Collection Tools: Google Forms, SurveyMonkey, Qualtrics • Social Media & Listening Tools: Hootsuite, Brandwatch, Sprinklr • Web & Digital Analytics: Google Analytics, SimilarWeb, SEMrush | | | | |
| Project work/Assignment: Consumer Behavior Study Conduct a survey using tools like Google Forms or SurveyMonkey to understand consumer preferences for a chosen product/service. Analyze results with Excel/SPSS and prepare insights. Social Media Listening Project Use tools such as Hootsuite or Brandwatch to track customer sentiment about a brand over a week. Prepare a report highlighting trends, sentiment analysis, and recommendations. | | | | |
| Text Book T1: Malhotra, N.K. & Dash, S. – <i>Marketing Research: An Applied Orientation</i> (Pearson, Latest Edition) <i>Widely used reference with detailed coverage of research methods, case studies, and Indian examples.</i> T2: Burns, A.C., Bush, R.F. & Veeck, A. – <i>Marketing Research</i> (Pearson, Latest Edition) <i>Focuses on both qualitative and quantitative approaches with practical applications.</i> | | | | |
| References R1: Kumar, V. – 101 Design Methods: A Structured Approach for Driving Innovation in Your Organization (Wiley) Useful for understanding research-driven innovation and design thinking approaches. R2: Zikmund, W.G., Babin, B.J., Carr, J.C. & Griffin, M. – Business Research Methods (Cengage Learning, Latest Edition) | | | | |

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| Catalogue prepared by | Dr. Uma P Jaidev |
| Recommended by the Board of Studies on | BOS NO: xxth. BOS held on dd/mm/yyyy |
| Date of Approval by the Academic Council | Academic Council Meeting No. 14, Dated dd/mm/yyyy |

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|--|--|----------------------------------|--|----------|----------|----------|
| Course Code: MBA2023 | Course Title: DESIGN THINKING FOR BUSINESS INNOVATION | | L | T | P | C |
| | Type of Course: Open Elective | | 3 | 0 | 0 | 3 |
| Version No. | 1.0 | | | | | |
| Course Pre-requisites | Decision making and problem-solving abilities. | | | | | |
| Anti-requisites | NIL | | | | | |
| Course Description | Innovation is the mantra of many fast moving and successful companies, especially in this world of high-speed interconnectivity. The question organizations face to stay relevant in today’s environment is how to establish a culture of innovation and creative problem solving. Design thinking, an approach to both innovation and creative problem solving is becoming the go to approach for forward thinking organizations. What is design thinking? Design thinking is an iterative approach to solving problems with cross-functional teams led by facilitators. This course presents an introduction to the design thinking approach and mindset using highly interactive exercises that give the participants a flavor for some of the techniques and methods of design thinking that waken the innovative and problem-solving abilities. Throughout the course students will work on three different challenges; one focused on product design, one focused on service design and one focused on systems or business design. By starting with a very tangible challenge around product design, students will be able to hone their skills in the process before moving into more complex challenges around business and systems level design. All challenges will be addressed in partnership with a local business that poses a problem they are currently facing. In pilot programs for this class, businesses have implemented a number of ideas developed by students. The course will be teamwork-oriented, but students will also complete readings and independent activities that support the group work and ensure individual depth of knowledge. | | | | | |
| Course Objective | To improve employability skills with experiential learning by immersing students into the world of innovation as a systematic process of tackling relevant business and/or social problems and provide a social and thinking space for the recognition of innovation challenges and the design of creative solutions through experiential and participative learning that develops employability and entrepreneurial skills. | | | | | |
| Course Outcomes | On successful completion of the course the students shall be able to: C.O.1 Understand the concepts of design thinking approaches [Knowledge Level] C.O.2 Create physical prototypes / a visual representation of an idea [Comprehension] C.O.3 Apply critical thinking and design thinking in parallel to solve problems [Application Level] C.O.4 Apply some design thinking concepts to their daily work [Analysis Level] | | | | | |
| Course Content: | | | | | | |
| Module 1 | Design Thinking Overview and General Approaches to Design Thinking | Quiz | Design Thinking Skills, Design Thinking Mindset, Principles and Steps of Design Thinking | 12 Hours | | |
| Topics: Introduction to Design thinking, Introduction to Design Research Strategies, Design Thinking in the Workplace, Design Thinking Skills, Design Thinking Mindset, Principles of Design Thinking and case-based exercise | | | | | | |
| Module 2 | Design Thinking Approaches and Stages | Articles & Case Study Discussion | Application of Concept with (Article Link are mention below) | 12 Hours | | |
| Topics: The Basis for Design Thinking, Design Thinking Frameworks, Building a Design Thinking Framework, Design Thinking Team, Design Thinking Workshops and Meetings, Characteristics, Types of Workshops. Introduction to Synthesis, empathize with the Customers and/or Users, Define the Problem, Ideate, Prototype Alternate Solutions, Test the Solutions, Ideation and Prototyping Strategies, User Testing, and case-based exercises | | | | | | |

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| Module 3 | Design Thinking Techniques and Practices | Assignment | Report on Prototype, Test Techniques, Visualization, Diagrams, & Story Telling Techniques. | 12 Hours |
| Topics: Listening and Empathizing Techniques, Define and Ideation Techniques, Prototype and Test Techniques, Visualization Techniques and Diagrams, Story Telling Techniques, Pitfalls and Cautions in Design Thinking Workgroups, case-based exercises | | | | |
| Module 4 | Business & Systems Design | Participative Learning | Business Simulation games on Product and Service Design, finding the gaps and filling the gaps and concept mapping from ideation to implementation. | 9 Hours |
| Topics: Product and Service Design, finding the gaps and filling the gaps, Design Research - tools for observation and immersion, Business Model Canvas and Design Research, Journey of mapping from ideation to implementation, Developing Final Presentations, case-based exercises | | | | |
| Targeted Application & Tools that can be used: This course helps in understanding the decision-making mindset of an individual through the application of design thinking knowledge. | | | | |
| Project work/Assignment: Mention the Type of Project /Assignment proposed for this course | | | | |
| Assignment based on self-study topics (Articles & Case Analysis as shown in course handouts) | | | | |
| Text Book Maurício Vianna and Ysmar Vianna, Design Thinking for Business Innovation, 1 st Edition, 2013, MJV Press, ISBN-13: 978-9332511170 | | | | |
| A practical guide to design thinking, by Moritz Gekeler, 2 nd Edition, 2019 – ISBN-10: 0138018812 | | | | |
| Research Articles & Case Study References: Sources: Presiuniv.knimbus.com, Sage Publications, SCI Elsevier & HBR | | | | |
| Article 1 - B2B Design Thinking: Product Innovation when the User is a Network https://thisisdesignthinking.net/2021/03/b2b-design-thinking-redesigning-product-innovation-when-the-user-is-a-network/ | | | | |
| Article 2 - IBM: Design Thinking Adaptation and Adoption at Scale https://thisisdesignthinking.net/2019/07/ibm-design-thinking-adaptation-adoption-at-scale/ | | | | |
| Article 3 - Building Trust with Prototypes: An IoT solution at Pillar https://thisisdesignthinking.net/2019/07/ibm-design-thinking-adaptation-adoption-at-scale/ | | | | |
| Article 4 - Design Thinking as an Entrepreneurs' Mindset. https://thisisdesignthinking.net/2014/06/design-thinking-as-an-entrepreneurs-mindset/ | | | | |
| Case 1 - Taking Risks, Earning Trust and Including Co-Workers: User-Centered Design at Deutsche Bahn Operations https://thisisdesignthinking.net/2018/07/design-at-deutsche-bahn-operations/ | | | | |
| Case 2 - How Design Thinking Turned One Hospital into a Bright and Comforting Place https://thisisdesignthinking.net/2017/01/rotterdam-eye-hospital/ | | | | |
| Case 3 - Reinventing Solar Energy Supply for Rural Africa: A Design Thinking Approach https://thisisdesignthinking.net/2016/05/reinventing-solar-energy-supply-for-rural-africa/ | | | | |

Case 4 - How Design Thinking Enabled MLP to Speak the Customer's Language

<https://thisisdesignthinking.net/2015/09/taking-off-the-tie-how-design-thinking-enabled-mlp-to-speak-the-customers-language/>

Videos for Reference:

- Introduction to Design Thinking and Innovation <https://www.youtube.com/watch?v=3RemkU4BH8U>
- Design Thinking and Innovation At Apple – HBS Case Study <https://www.youtube.com/watch?v=ir3E-TEUk48>
- Speed up Innovation with Design Thinking, Guido Stomppf | TEDxVenlo <https://www.youtube.com/watch?v=ZBxZC9l6xyk>
- The art of innovation | Guy Kawasaki | TEDxBerkeley <https://www.youtube.com/watch?v=Mtjat9r-Vc>

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|--|---------------------------|
| Catalogue prepared by | Dr. S.Fakruddin Ali Ahmed |
| Recommended by the Board of Studies on | BOS Number: |
| Date of Approval by the Academic Council | Academic Council Meeting: |