HANDBOOK

of

CURRICULUM STRUCTURE AND SYLLABUS
Ph.D
(Programme Code: 2301)
Batch: 2020-21

Institute of Management

Vision

To be one of India's most innovative higher education institutions.

Mission
To realise its vision, the University will:

Practice teaching that inculcates critical thinking and problem solving,

Pursue research that leads to innovation and enhancement of real-life applications,

Offer experience that leads to all round development, and

Develop a culture that is strongly rooted in interdisciplinarity and learning by building, not just doing.

Values

Caring for people.

Integrity including intellectual honesty, openness, fairness, and trust.

Commitment to excellence.

IQAC Documentation

Document Name: Curriculum Structure and Syllabus Handbook, Ph.D (Programme Code: 2301) - Batch 2020-2021

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Document Description: This document is prepared by the Institute of Management (IM), JKLU to serve as an information baseline for further planning and delivery of courses w.r.t Ph.D Programme, Batch 2020-21. It includes Curriculum Structure, and collation of Semester wise Course Outlines, prepared by respective faculty members.

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CONTENTS

Basic Rules and Regulations

1. Credit Requirement in Pre PhD Course Work:

S. No.	Qualifying Examination	Credits
1.	M. Phil, M. Tech	9
2.	MBA, M. Sc., MCA, M. Com	16
3.	B. Tech	32

2. Research Methodology, Pedagogy, Academic Writing, Credit-2 each course, would be compulsory courses for Pre PhD Course work. Remaining credits can be earned through elective courses and/or MOOC courses offered by different departments/institutes.

3. Minimum CGPA requirement for passing Pre PhD Course work is 6.

4. Minimum duration of the PhD Programme would be 3 years and one can complete PhD work within 6 years (UGC Norms).

Curriculum Structure- Ph.D (Batch:2020-21)

S.No	Course Code	Course Title	Total Contact Hours	Credits	Core/ Elective
1	IL2101	Research Methodology	2 0 0	2	Core
2	IL2102	Pedagogy	2 0 0	2	Core
3	IL2103	Academic Writing	2 0 0	2	Core
4	BS2121	Organization Behaviour for Research	3 0 0	3	Elective
5	BS2122	Strategic HRM	3 0 0	3	Elective
6	MA2121	Consumer Behaviour for Research	3 0 0	3	Elective
7	MA2122	Integrated Marketing Communication for Research	3 0 0	3	Elective
8	FA2121	Financial Risk Management	3 0 0	3	Elective
9	FA2122	Dynamics of Financial Planning	3 0 0	3	Elective
10	OP2121	Service Operations Management for Research	3 0 0	3	Elective
11	OP2211	Supply Chain Management	3 0 0	3	Elective
12	EP2102	Economics for Business	3 0 0	3	Elective
13	ID2111	Foundation of Data Analysis	3 0 0	3	Elective
14	ID2112	Data Analysis for Decisions	2 0 0	2	Elective
15	ID2180	Mathematical Thinking	2 0 0	2	Elective
16	CC2170	Cognition & Critical Thinking	2 0 0	2	Elective
17	BS2221	Specialized Topics in HR	2 0 0	2	Elective
18	MA2221	Specialized Topics in Marketing	2 0 0	2	Elective
19	FA2221	Specialized Topics in Finance	2 0 0	2	Elective
20	OP2221	Specialized Topics in Operations Management	2 0 0	2	Elective
21	ED2221	Specialized Topics in Entrepreneurship	2 0 0	2	Elective
22	PW2221	Term Paper	2 0 0	2	Elective
23	IL1402	Qualitative Research Methods (Curated MOOC)	2 0 0	1.5	Elective

Index of Course Outlines

CORE AND MANDATORY COURSES

Course code	Course Title	Teaching Scheme				
		L	T	P	S	Credits
IL2101	**Research Methodology**	**20**	**0**	**0**	**0**	**2**

Target Students: PhD Scholars.

Course Objectives: This course aims to familiarize the PhD students with basic elements of research thinking.

Learning Outcomes:

On successful completion of this course, the students should be able to:

1. critically analyze the strengths and weaknesses of one's own and other's intellectual work and also write a literature review on a topic.
2. identify, describe, and critique the methods used for research in engineering, management, and development.
3. define research problems from a coherent analysis of gaps in existing knowledge base.
4. formulate hypotheses and/or research questions
5. write research proposals describing research questions, purpose, context, metrics, sources and methodology.
6. undertake research work making systematic use of investigation or experimentation, to discover or revise knowledge of reality.

Assessment Scheme:	
Prerequisites : Nil	**Research Methodology**
Teaching Scheme	20+ hrs of Lecture, Seminar
Credit	2

Sr. No.	Evaluation Component	Marks
1	Attendance	NA
2	Assignment	30
3	Class Participation	10
4	Quiz	NA
5	Theory Exam-I	NA
6	Theory Exam-II	NA
7	Theory Exam-III	NA
8	Report-I	30
9	Report-II	NA
10	Report-III	NA
11	Project-I	30
12	Project-II	NA
13	Project-III	NA

14	Lab Evaluation-I	NA
15	Lab Evaluation-II	NA
16	Course Portfolio	NA
	Total (100)	100

Course Syllabi:

Ways of knowing, nature of science and philosophy, research competencies, reasoning, critical thinking for researchers, fallacies, common errors in analysis, literature review, nature of theoretical and empirical world, research approaches, research process, research goal, basic research, applied research, empirical research, characteristics of good research, types of research results, framing research proposal, pitfalls in research proposals, ethical
issues in research, data collection, sources of evidence,

Reference and Reference Sources:

1. Jerry Wellington et al, Succeeding with Your Doctorate, SAGE Publications, 2005
2. Holyoak, Keith J., and Robert G. Morrison, eds. The Cambridge Handbook of Thinking And Reasoning. Cambridge University Press, 2005.
3. McNabb, David E. Research methods for political science: Quantitative and qualitative methods. Routledge, 2004, 2015.
4. Yin, R. K. 2003. Case Study Research: Design and Methods, 2d Edition. Thousand Oaks, 3rd Edition, CA: Sage Publications.
5. Patten, Mildred L. Proposing empirical research: A guide to the fundamentals. Part E, Pyrczak Pub, 2005
6. http://philosophy.hku.hk/think/arg
7. http://158.132.155.107/posh97/private/ResearchMethods/150.htm

Many more references will be provided during the courses.

Facebook Group: **https://www.facebook.com/groups/746835115749631/**

Course code	Course Title	Teaching Scheme				
		L	T	P	S	Credits
IL2102	**Pedagogy**	**20**	**0**	**0**	**0**	**2**

Target Students: PhD Scholars.

Course Objectives: This course aims to familiarize the PhD students with modern approaches for teaching university level or continuing professional development courses.

Learning Outcomes:

On successful completion of this course, the students should be able to:

1. Plan appropriate learning outcomes for university level or continuing professional development courses in their discipline wrt the New Education Policy or National Skill Qualification Framework.
2. Design a variety of learning activities for university level or continuing professional development courses in their discipline wrt the desired learning outcomes.
3. Design appropriate assessment schemes for university level or continuing professional development courses in their discipline wrt the desired learning outcomes.
4. Use flipped class- room, team-teaching, and project based learning or other approaches ofinductive teaching to transform regular university level or continuing professional development courses in their disciplines.

Assessment Scheme:

Prerequisites : Nil	Pedagogy
Teaching Scheme	20+ hrs of Lecture, Seminar, and Observation of selected classes
Credit	2

Sr. No.	Evaluation Component	Marks
1	Attendance	NA
2	Assignment	30
3	Class Participation	10
4	Quiz	NA
5	Theory Exam-I	NA
6	Theory Exam-II	NA
7	Theory Exam-III	NA
8	Report-I	30
9	Report-II	NA
10	Report-III	NA

11	Project-I	30
12	Project-II	NA
13	Project-III	NA
14	Lab Evaluation-I	NA
15	Lab Evaluation-II	NA
16	Course Portfolio	NA
	Total (100)	100

Course Syllabi:

New Education Policy, NSQF, Levels of Expertise, Cognitive and Moral Development. Learning Styles, Deep learning, Bloom's Taxonomy of educational objectives, Dimensions of Learning, Solo Taxonomy of Educational Objectives, Merrill's Principles of Instruction, Deductive teaching, inductive teaching, flipped class, team-teaching, and hybrid teaching, Social learning theory, Experiential learning, Constructivism, Situated Learning,
Problem/Project based learning, etc.

Reference and Reference Sources:

1. NSQF
2. New Education Policy, 2019
3. https://www.learning-theories.com/
4. https://gsi.berkeley.edu/gsi-guide-contents/
5. https://eric.ed.gov/
6. https://tomprof.stanford.edu/
7. https://www.engr.ncsu.edu/stem-resources/legacy-site/education/
8. More specific references will suggested during the coursework.

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Course code	Course Title	Teaching Scheme				
		L	T	P	S	Credits
IL2103	**Academic Writing**	**20**	**0**	**0**	**0**	**2**

Target Students: PhD Scholars.

Course Objectives: Although they follow a well-defined format, writing scientific articles and getting them ready to be published, can be a difficult task. This course focuses on practicing necessary skills to write good academic prose.

Learning Outcomes:

On successful completion of this course, participants should be able to:

1) Write a scientific article to communicate about their research

2) Assess the quality of academic writing

3) Prepare a scientific article for publication, using different computational tools

Prerequisites : Nil

Teaching Scheme	20+ hrs of Lecture, Seminar, and Observation of selected classes
Credit	**2**

Assessment Scheme:

Sr. No.	Evaluation Component	Marks
1	Attendance	NA
2	Assignment	30
3	Class Participation	NA
4	Quiz	30
5	Theory Exam-I	NA
6	Theory Exam-II	NA
7	Theory Exam-III	NA
8	Report-I	NA
9	Report-II	NA
10	Report-III	40
11	Project-I	NA
12	Project-II	NA
13	Project-III	NA
14	Lab Evaluation-I	NA
15	Lab Evaluation-II	NA
16	Course Portfolio	NA
	Total (100)	100

Course Syllabus

1. The scientific paper. Sections: Title, Authors/Affiliation, Abstract, Introduction, Materials and methods, Results, Discussion, Conclusion, References, Bibliography, Footnotes, Appendix and Acknowledgements.

2. Tools and techniques for academic writing. Basic guidelines for text, equations, tables, figures, legends, graphs, quotes, references, captions, journal formats, etc. Using version control tools, using reference management tools.

3. Preparing to publish. Rewriting, final manuscript preparation, analysing written arguments and responding to referees. Ethics in research and publication. Plagiarism checkers, Peer Review Process, Social Impact, Ensuring Visibility

Reference and Reference Sources:

[1] E. Wager and S. Kleinert, "Responsible research publication: international standards for authors. A position statement developed at the 2nd World Conference on Research Integrity," presented at the Promoting Research Integrity in a Global Environment, 2011.

[2] S. A. Socolofsky, "How to write a research journal article in engineering and science," p. 17.

[3] M. J. Katz, From research to manuscript: a guide to scientific writing. Dordrecht, The Netherlands: Springer, 2006.

[4] Zemach Rumisek. Academic Writing, 2005. Macmillan ELT

[5] S. Bailey, Academic writing: a handbook for international students. London; New York: Routledge Falmer, 2004.

[6] I. Leki, Academic writing: exploring processes and strategies, 2. ed., 13th print. Cambridge: Cambridge Univ. Press, 2009.

[7] S. Kaye, Writing under pressure: the quick writing process. New York: Oxford University Press, 1989.

[8] E. J. Rothwell and M. J. Cloud, Engineering Writing by Design: Creating Formal Documents of Lasting Value, 1st ed. CRC Press, 2017.

[9] Silvia, P. J. 2015. Arcana and miscellany: From titles to footnotes. Write it up: Practical strategies for writing and publishing journal articles: 157-174. Washington, DC: American Psychological Association.

[10] Ballinger, G. A. & Johnson, R. E., 2015. Editor's comments: Your first AMR review. Academy of Management Review, 40(3): 315-322.

[11] Kamler, B. 2008. Rethinking doctoral publication practices: Writing from and beyond the thesis. Studies in Higher Education, 33(3): 283-294.

[12] Alvesson, M. & Sandberg, J. 2011. Generating research questions through problematization. Academy of Management Review, 36(2): 247-271.

IT Resources:
Elsevier Researcher Academy: https://researcheracademy.elsevier.com/

Courser   Academi   English   Writing   Universit   of   Californi   Irvine
https://www.coursera.org/specializations/academi

ELECTIVES IN MANAGEMENT

Course Title and Code: Organization Behaviour, BS2121
Hours per Week: 3
Credits: 3

Course Description:

The course is designed to help the students to understand that organizational effectiveness is more than the sum of the individual and group effectiveness. Through synergistic effects, organizations obtain higher levels of effectiveness than sum of their parts. Managerial process is inherently a human process-people relating to people which establishes the importance of understanding human behaviour in the workplace. The focus of this course is on the characteristics common to all organizations: the behaviour of individuals, groups and the processes that give viability to organizations

Learning Outcomes:

On completion of the course the students will have the ability to

1. Analyze individual and group behaviour, and understand the implications of

   organizational behaviour on the process of management.
2. Evaluate the appropriateness of various leadership styles and conflict management strategies used in organizations.
3. Demonstrate a thorough knowledge and understanding of organizational behaviour. Collaboratively and autonomously research, analyze and evaluate information from a wide variety of sources.
4. Apply relevant contemporary theories, concepts and models in order to analyse organisational environments, cases and issues.

Course Content:

1. Introduction to Organizational Behavior

2. Globalization, Diversity and Ethics

3. Personality and Perception

4. Motivation and its application

5. Positive Organizational Behavior and Psychological Capital

6. Dynamics of Group behavior: Groups and Teams

7. Transactional Analysis

8. Leadership, Power and Politics

9. Organizational Culture

10. Change Management.

Suggested Readings

1. Don Hellriegel and John W. Slocum,Jr.(2004). **Organizational Behavior.** India:Thompson

2. James L. Gibson. John M.Ivancevich (2006) **Organizations.** Singapore: McGraw- Hill

3. Jerald Greenberg and Robert A. Baron (2008). **Behavior in Organizations**. New Delhi: Pearson Prentice Hall

4. Luthans, Fred (2011). Organizational Behaviour: Evidence- Based Approach. Singapore: McGraw Hill.

5. Stephen P. Robbins & Timothy Judge (2010). Essentials of Human Behavior. New Delhi: Pearson Education

Evaluation scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz and Assignments	20%
Minor Project	**20%**
Theory Exam	**40%**
Grand Total:	**100%**

Course Title and Code: Strategic Human Resource Management, BS2122
Hours per Week: 3
Credits: 3

Course Description:
The course aims at developing an understanding of how the human resource management function can become a strategic partner in organization and business management. It would help to learn to define the deliverables of a strategically aligned human resource function in organizations and give an exposure to research in the field of strategic human resource management practices. The course is divided into three modules.

Learning Outcomes:
By the end of this module you will be able to:
1. Explain the purpose of strategic planning in an organisation
2. Demonstrate the ability to explain the importance of people in the achievement of strategic change
3. Understand the key areas of human behaviour in sustained organisational performance.
4. Consider the changing nature of human resource management (e.g. outsourcing, issues around the future of nature of work)

Course Content:
1. Course Introduction
2. Strategy and Human Resource Management.
3. Organization Environments, Organizational Effectiveness
4. Building Organizational Capability through People.
5. Strategic Performance Management.
6. Strategic Compensation Designs.
7. Employee Relationship Management.
8. HR Systems and Organization Performance.
9. Human Resource Strategy for a Competitive Advantage,

Suggested Readings:

1. Tanuja,A.,(2013), Strategic Human Resource Management, Oxford University Press, New Delhi.
2. Armstrong Michael and Baron Angel (2005), Handbook of Strategic Human Resource Management : The Key to Improved Business Performance, Mumbai: Jaico Publishing House
3. Boxall Peter & Purcell John (2 ed.) (2008), Strategy and Human Resource Management, New York :Palgrave Macmillan.

Additional Readings

1. Boxall, P., & Purcell, J. (2000). Strategic human resource management: where have we come from and where should we be going?. *International Journal of Management Reviews*, *2*(2), 183-203.
2. Crawshaw, J. R., Budhwar, P., & Davis, A. (2014). Human Resource Management: Strategic and International Perspectives. London: Sage.
3. Guest, D. E. (2011). Human resource management and performance: still searching for some answers. *Human Resource Management Journal*, *21*(1), 3-13.
4. Legge, K. (2005). Human Resource Management: Rhetorics and Realities. (Anniversary Edition). Basingstoke: Palgrave Macmillan

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz	10%
Assignments	20%
Minor Project	20%
Theory Exam	30%
Grand Total:	100%

Course Title and Code: Consumer Behaviour for Research, MA2121
Hours per Week: 3
Credits: 3

Course Description:

Consumer behavior is one of the most interesting and important aspects of marketing management. Virtually all decisions involved in developing an effective marketing mix for a product or service rely on thorough knowledge of the consumers who comprise the target market. Understanding the behavior of the consumer can help marketers anticipate reactions to changes in the marketing mix, or determine whether new products are likely to be adopted. Consumer behavior is also closely related to marketing research. A practical understanding of the consumer can aid in the selection of an appropriate research methodology, question design and selection, as well as in interpreting consumer responses to such questions. In this course we will directly examine the available theory and research concerning the behavior of the consumer in order to understand its most basic principle

Learning Outcomes:

Upon completion of the course, scholars are expected to be able to:
- Appreciate the value of consumer behaviour in determining successful marketing strategies.
- Review recent conceptual, empirical, and methodological developments in research on consumer behaviour.
- Develop coherent framework for interpreting consumer reactions to marketing stimuli.
- Apply behavioural principles to analyze marketing problems and design marketing strategy.

Course Content:

1. Understanding Consumer and market segments
2. Consumer Motivation
3. Personality traits and Consumer Behaviour
4. Consumer perception
5. Theories of Consumer Learning
6. Consumer Attitude Formation and Change
7. Consumer Decision Making Process
8. Culture, Subcultures, Social Class, Reference Group and Family Influences
9. Personal Influences and Diffusion of Innovation

Suggested Readings:
1. Schiffman, L.G., Wisenblit, J., & Kumar, R. S. (2015). *Consumer Behavior*. New Delhi: Pearson Education.
2. Blackwell, R., Miniad, P. W., Engel, J. F., (2008). *Consumer Behavior*. New Delhi, Cengage Learning.
3. Evans, M., Foxall, G., & Jamal, A. (2009). *Consumer Behavior*. New Delhi: Wiley Indian Edition.
4. Hawkins, D. I., Motherbaugh, D. L., & Mookerjee, A. (2014). *Consumer Behavior:*

Building Marketing Strategy. New Delhi: McGraw-Hill Education.

5. Kapoor, R. (2012). *Consumer Behaviour: Text and Cases*. New Delhi: McGraw Hill Education.

6. Krishna, R. (2014). *Consumer Behaviour*. New Delhi, Oxford University Press
Evaluation Scheme:

Evaluation Scheme:

Assessment Criteria	Percentage
Continuous Assessment	40%
Presentation	20%
Quiz and Assignments	20%
Minor Project	20%
Theory exam	40%
Grand Total:	100%

Course Title and Code: Integrated Marketing Communication for Research, MA2122
Hours per Week: 3
Credits: 3

Course Description:

Communication is a key skill for anyone involved in any aspect of marketing, not to mention almost every other aspect of business. The average person thinks of marketing communications as advertisements. This popular, narrow conception of marketing is not surprising given that these are the most common marketing activities with which the average person has direct experience. The scope of this course, however, will reflect the full breadth of the integrated marketing communications discipline. This course is intended to provide an overview and some experience with the creation and analyses of promotional strategies. This course is designed to be valuable to students who desire to work specifically in the communications field, in a broader marketing role or pursue their doctoral in marketing management.

Learning Outcomes:
By the end of the course the student would be able to:

- ➢ Recognize the importance of integration and analytics in the marketing communication process
- ➢ Emphasize the stature and importance of IMC as it is practiced against a backdrop of ever-changing social, economic and competitive developments in local, regional, national and global markets
- ➢ Apply IMC principles and practices to develop a comprehensive IMC plan for a brand.
- ➢ Evaluate the methods marketers can use to evaluate the effectiveness of an IMC campaign.
- ➢ Introduce, practice and manage integrated marketing communication and analytics in their organizations.

Course Content:
1. Integrated Marketing Communications- Objectives, Components and Effectiveness of Communication Process.
2. Integrated Marketing Communication (IMC) Components (Promotion Mix), IMC Planning Process
3. Communication Objectives and Budgeting.
4. Advertising Management: Meaning, Nature and Scope of Advertising, Role of Advertising in Promotion Mix, Various Participants in IMC Process-Role of Advertising Agencies
5. Analysis of Consumer Behavior, Segmentation, Targeting and Positioning Strategies
6. Advertising Management: Meaning, Nature and Scope of Advertising, Role of Advertising in Promotion Mix, Various Participants in IMC Process-Role of Advertising Agencies
7. Analysis of Consumer Behavior, Segmentation, Targeting and Positioning Strategies
8. Message Strategies- Creative Strategy Planning, Development and Implementation
9. Media Strategies- Planning and Implementation, Evaluating Effectiveness of Advertising.
10. Ethical and Social Issues in Advertising; Role of Promotional Tools in Marketing Communication, Role of Support Media
11. Personal Selling, Direct and Interactive Marketing, Events and Experiences, Internet Marketing, Ethical, Social and Legal Issues in Marketing.

Suggested Readings:

Books:

1. Belch, G. E., Belch, M. A., & Purani, K. (2014). *Advertising and Promotion: An Integrated Marketing Communication Perspective.* New Delhi: McGraw Hill Education.
2. Chunawalla, S. A. & Sethia, K. C. (2010). *Foundations of Advertising- Theory & Practice.* New Delhi: Himalaya Publishing House.
3. Clow, K. E., & Baack, D. E. (2015). *Integrated Advertising, Promotion and Marketing Communications.* Noida, U.P.: Pearson Education
4. Ryan, D. & Jones, C. (2012). *Understanding Digital Marketing.* USA: Kogan page.
5. Shah, K., & D'Souza, A. (2014). *Advertising & Promotions: An IMC perspective.* New Delhi: McGraw Hill Education.

Journals:

1. Almquist, E. & Wyner, G. (2001), "Boost Your Marketing ROI with Experimental Design," *Harvard Business Review*, 79(9), 5-11.
2. Keller, K. L. (2009), "Building Strong Brands in a Modern Marketing Communications Environment," *Journal of Marketing Communications*, 15 (2-3), 139-155
3. 3. McCracken, G. (1989), "Who is the Celebrity Endorser? Cultural Foundations of the Endorsement Process," *Journal of Consumer Research*, 16(3), 310-321.
4. Shavitt, S., Johnson, T. P., & Zhang, J. (In press) "Horizontal and Vertical Cultural Differences in the Content of Advertising appeals", *Journal of International Consumer Marketing.* Click "Horizontal and vertical cultural differences in the content of advertising appeals" *http://business.illinois.edu/shavitt/publications.html*

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz and Assignments	20%
Minor Project	20%
Theory exam	40%
Grand Total:	**100%**

Course Title and Code: Financial Risk Management, FA2121
Hours per Week: 3
Credits: 3

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Course Description:

Financial Risk Management is an elective course for PhD students of Finance area. It is designed is to help students acquire expert-level knowledge of principles and practices of risk management in financial services. Topics covered in this course have both theoretical and practical significance because risk management is a central theme of financial management. An understanding of these concepts is essential for analyzing a wide range of topics. It is expected to be a pre-requisite for research work on problems of financial risk management.

Learning Outcomes:

After completion of the course, the student will be able to
1. Demonstrate expert-level knowledge of financial risk management
2. Design risk management strategies using financial derivatives
3. Describe the key issues and research problems in financial risk management

Course Content:

1. Uncertainty and risk

2. Value at risk

3. Approaches to risk management

4. Mechanics of derivatives markets

5. Futures: mechanics and risk management

6. Options: mechanics and risk management

7. Investment strategies

8. Swaps

9. Credit derivatives

Suggested Readings:

1. John .C. Hull. (2014). *Options and Futures*. New Delhi: Pearson Publication Ltd.
2. Kolb, Robert W. (2014), *Understanding Options*, John Wiley & Sons Inc.
3. Sundaram Janakiraman. (2011). *Derivatives and Risk Management*. New Delhi: Pearson Publication Ltd

Evaluation Scheme:

Assessment Criteria	Percentage
Continuous Assessment	**40**%
Presentation	20%
Quiz and Assignments	20%
Minor Project	**20%**
Theory exams	**40%**
Grand Total:	**100%**

Course Title and Code: Dynamics of Financial Planning, FA2122
Hours per Week: 3
Credits: 3

Course Description:

Financial Planning is process of framing objectives, policies, procedures, programmes and budgets regarding the financial activities of a concern or a person. This ensures effective and adequate financial and investment policies. This course helps in developing an insight in the new age financial planning process both at organizational and personal finance level. Financial Planning helps in ensuring a reasonable balance between outflow and inflow of funds so that stability is maintained. It ensures that the suppliers of funds are easily investing in companies which exercise financial planning. Financial Planning helps in reducing the uncertainties which can be a hindrance to growth of the company or own funds. This helps in ensuring stability and profitability.

Learning Outcomes:

By the end of the course the student would be able to:

1. Recognize the importance of financial planning for business concern,
2. Understand various tools and techniques of financial planning at the corporate level, and
3. Evaluate the methods and applications in personal financial planning

Course Content:

1. Planning Process: Introduction to the Financial Planning Process, Life Cycle Planning, Personal Financial Statements and Budgeting, Emergency Fund Planning,

2. Credit and Debt Management, Buying vs. Leasing,

3. Financial Planning for Various Business Entities

4. Legal Environment of Financial Planning: Business Law, Function, Purpose and Regulation of Financial Institutions, Financial Services Industry Regulation Requirements,

5. Investments: Introduction to Fixed Income Securities, Formula Investing and Investment Strategies, Asset allocation and portfolio diversification, Efficient Market Theory (EMT),

6. Tax consequences of Sale of Assets, Tax compliance, Alternative Minimum Tax (AMT),

7. Personal Financial Planning: Retirement Planning and Employee Benefits

8. Estate Planning : Methods of property transfer at death, Estate planning documents, Gifting strategies, Gift taxation and compliance, Satisfying liquidity needs, Powers of appointment,
9. Behavioural Finance, Inflationary considerations on investment strategy.

Suggested Reading:
1. NISM and FPCIL (2011). Certified Personal Financial Advisor's Workbook. Mumbai: NISM & FPCILSinha, M. (2008). Financial Planning : A Ready to Reckoner. New Delhi: McGraw Hill Education
2. Beniwal, H. (2013). Financial Life Planning: Solve Your Biggest puzzle. New Delhi: Network 18 Publications
3. Chauhan, M. (2013). 16 Personal Finance Principles Every Investor Should Know. New Delhi: Network 18 Publications

Evaluation Scheme:

Assessment Criteria	Percentage
Continuous Assessment Presentation -20% Quiz and Assignments-20%	**40**%
Minor Project	**20%**
Theory exam	**40%**
Grand Total:	**100%**

Course Title and Code: Service Operations Management for Research, OP2121
Hours per Week: 3
Credits: 3

Course Description:

This course explores the dimensions of successful service firms. Outstanding service organizations are managed differently than their "merely good" competitors. Actions are based on totally different assumptions about the way success is achieved. The results show not only in terms of conventional measures of performance but also in the enthusiasm of the employees and quality of customer satisfaction. Beginning with the service encounter, service managers must blend marketing, technology, people, and information to achieve a distinctive competitive advantage.This course will study service management from an integrated viewpoint with a focus on customer satisfaction. The study material will integrate operations, marketing, strategy, information technology and organizational issues from research perspective.

Learning outcomes:

On completion of course the students will be able to:

1. Understanding of various research designs and techniques involved in management & operations of service for organizations
2. Develop insight in the new age service operations processes both in manufacturing and service firms
3. Analyze challenges of service operations management, generated during effective service delivery and strategies
4. Critically review the published materials related to service operations management

Course Content:

1. Nature of Service
2. Service Strategy
3. Service delivery system
4. Supporting facility
5. Service encounter

6. Service location facility

7. Service quality

8. Managing queues

9. Productivity   and quality improvement

Suggested Readings:

☐ Chun, H. L., Chu, C.W., & Yueh, H. L. (2008) Revisit service classification to construct a customer-oriented integrative service model, *International Journal of Service Industry Management, 19 (5), 639 – 661.*

☐ Chris ,V., Helen, P. , Rui, S. , Lars, W., & Nancy,V.W. (2016) Reflections on context in service research , *Journal of Service Management, 27 (1),30 – 36*

☐ Chiara, O. , Jens, H.,& Andrea, O. (2016). Building on the past: advancing theory in services through meta-analysis, *Journal of Service Management, 27(1).37 – 42*

☐ Kiane,G.,Sylvie, L.,& Chiara,O. (2015). Crossing boundaries in service research: the La Londe Service Conference, *Journal of Service Management, 26 (5)*

☐ Magnus, S., & Sara, R., (2008). Revisiting the smiling service worker and customer satisfaction, *International Journal of Service Industry Management, 19 (5), pp.552 – 574*

☐ Yoonjung, A., Sungjoo, L.,& Yongtae, P, (2008). Development of an integrated product service roadmap with QFD: A case study on mobile communications, *International Journal of Service Industry Management, 19 (5), 621 – 638.*

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz and Assignments	20%
Minor Project	20%
Theory exam	40%
Grand Total:	**100%**

Course Title and Code: Supply Chain Management, OP2211
Hours per Week: 3
Credits: 3

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Course Description:

This course explores the interdisciplinary dimensions of supply chain management and strategic importance of good supply chain design, planning and operations in the economic development of a nation. Understanding how good supply chain management can be a competitive advantage, whereas weakness in supply chains at various levels can damage the performance of a firm and affect the economy. Within the strategic framework of SCM the course identifies facilities, inventory, transportation, information, sourcing and pricing as the key drivers of supply chain performance.

Learning Outcomes:

On completion of course the students will be able to:

1. Understand analytical & methodological tools essential for solving SCM issues
2. Analyze major issues, risks and interrelationship of them for better Supply chain performance
3. Evaluate various aspects of supply chain management & challenges generated during effective management of supply chains

Course content:

1. Introduction & Supply Chain Performance measures
2. Logistics Network Configuration
3. Inventory Management   and Risk Pooling
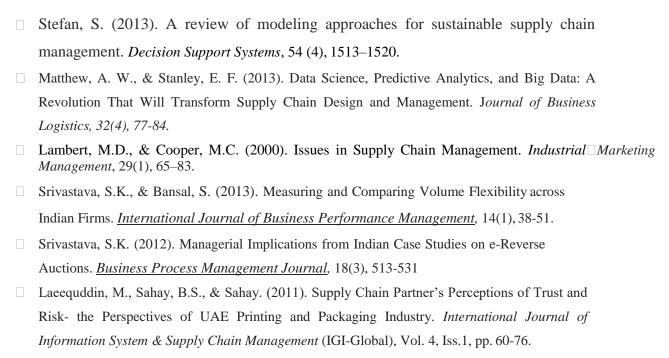4. The Value of Information
5. Supply Chain Integration
6. Shipment
7. International Issues in Supply Chain Management

Suggested Readings:

- Stefan, S. (2013). A review of modeling approaches for sustainable supply chain management. *Decision Support Systems*, 54 (4), 1513–1520.

- Matthew, A. W., & Stanley, E. F. (2013). Data Science, Predictive Analytics, and Big Data: A Revolution That Will Transform Supply Chain Design and Management. J*ournal of Business Logistics, 32(4), 77-84.*

- Lambert, M.D., & Cooper, M.C. (2000). Issues in Supply Chain Management. *Industrial Marketing Management*, 29(1), 65–83.

- Srivastava, S.K., & Bansal, S. (2013). Measuring and Comparing Volume Flexibility across Indian Firms. *International Journal of Business Performance Management,* 14(1), 38-51.

- Srivastava, S.K. (2012). Managerial Implications from Indian Case Studies on e-Reverse Auctions. *Business Process Management Journal,* 18(3), 513-531

- Laeequddin, M., Sahay, B.S., & Sahay. (2011). Supply Chain Partner's Perceptions of Trust and Risk- the Perspectives of UAE Printing and Packaging Industry. *International Journal of Information System & Supply Chain Management* (IGI-Global), Vol. 4, Iss.1, pp. 60-76.

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz and Assignments	20%
Minor Project	20%
Theory exam	40%
Grand Total:	**100%**

Course Title and Code: Economics for Business, EP2102
Hours per Week: 3
Credits: 3

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Course Description:

Economics for Business provides a solid foundation for economic analysis and thinking. Concepts and models of the course apply to Finance, Marketing, Operations, Strategy, Human Resource Management, Politics, Public Policy, History, and many other fields, and form the basis for managerial decision making.

Learning Outcomes:

By the end of this course, students should be able to understand:

- Demand, Supply, Equilibrium, Pareto optimality
- Elasticity and its relationship with pricing and revenue
- Economics of production
- Economic costs for decisionmaking
- Different types of market structures (e.g., Perfect Competition, Monopoly, Duopoly)
- Basic models of Game Theory
- Pricing
- Market Failures
    - Public Goods
    - Externalities
    - Moral Hazard
    - Adverse Selection
- The role of government in correcting market failures. Of particular interest is the effect of taxes and government policies on markets.
- Applications of economic principles to policy questions

Course Content:

1. Gains from Trade
2. Supply, Demand and Equilibrium
3. Elasticity & its Applications
4. Supply, Demand and Government Policies
5. Costs
6. Perfect Competition
7. Monopoly
8. Pricing and market segmentation
9. Oligopoly

10. Market Failures

Suggested Readings

- Principles of Economics with Course Mate by N. Gregory Mankiw (Cengage)
- A set of videos at

https://www.youtube.com/watch?v=g9uUIUqhrSQ&list=PL-uRhZ_p-BM4XnKSe3BJa23-XKJs_k4KY

Evaluation Scheme

Assessment Criteria	Weightage (100)
Quiz 1	20%
Assignments	20%
Midterm	25%
End term	35%
Total	100%

Course Title and Code: Foundation of Data Analysis, ID2111
Hours per Week: 3
Credits: 3
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Course Description:
Organizational decision-making in present times is increasingly becoming data-driven. Hence, it is essential for a management student to develop necessary skills in analyzing business data. A firm understanding of fundamental statistical concepts is a precondition for developing these skills. The present course is offered to help you in building a foundation for developing these skills. The course begins with an introductory module on key spreadsheet skills. It then introduces participants to the core concepts in probability theory and statistical inference. The course focuses on building a starter statistical toolbox with appreciation for both the utility and limitations of these techniques. The course on one hand makes you an informed consumer of statistical information and at the same time prepares you for further coursework in the fascinating area of analytics.

Learning Outcomes:
 Upon successful completion, the student should be able to:
- Understand and appreciate the role of data analysis in business decisions.
- Use spreadsheet software to perform exploratory data analysis.
- Set up and work with discrete and continuous random variables.
- Know what expectation, variance and covariance mean and compute them.
- Understand binomial, poisson and normal distributions and their properties.
- Compute estimates of population from samples and assess their accuracy.
- Calculate sample size required for any desired level of precision in estimation.

Course Content:

Spreadsheet Essentials:
1. Excel Environment
2. Formatting & Linking Worksheets
3. Formulas and Functions
4. Charting.

Statistical Methods and Techniques:
1. Data Description
2. Exploratory Data Analysis
3. Probability and Probability Distributions
4. Sampling and Sampling Distribution
5. Estimation

Suggested Readings:

- Levin, R.I., Rubin, D.S., Rastogi, S., & Siddiqui, M.H. (Latest Edition). *Statistics for Management.* Delhi: Pearson. [Text Book].
- Davis, G., & Pecar, B. (Latest Edition). *Business Statistics using Excel.* Delhi: Pearson.
- Carlberg, C. (Latest Edition). *Statistics Analysis: Microsoft Excel 2013.* Noida: Pearson.
- Black, K. (Latest Edition). *Applied Business Statistics: Making Better Business Decisions.* Delhi: Wiley India.

Evaluation Scheme:

Assessment Criteria	Weightage (100)
Quiz/ Exercise	10%
Group Assignments	25%
Participation	5%
Midterm Exam	20%
End term Exam	40%
Total	100%

Course Title and Code: Data Analysis for Decisions, ID2112
Hours per Week: 2
Credits: 2
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Course Description:

Data-driven organizational decision-making requires a management student to develop necessary skills in analyzing business data. The present course is the second course in a two-course series (Pre-requisite: Foundation of Data Analysis) and builds upon the foundation skills developed during the previous course. The course starts with hypothesis testing and then progresses through various inferential statistical techniques, such as correlation and regression analysis, to help participants develop the necessary skills in applying statistical techniques in managerial decision-making situations.

Learning Outcomes:

Upon successful completion, the student should be able to:
• Formulate hypotheses and collect data for testing of hypotheses.
• Test hypotheses using various parametric and non-parametric statistical tests.
• Apply simple and multiple regression techniques to predict unknowns.

Course Content:
1. Hypotheses Testing
2. Chi-Square and ANOVA
3. Correlation and Covariance
4. Simple and Multiple Regression
5. Non-Parametric Tests

Suggested Readings:

• Levin, R.I., Rubin, D.S., Rastogi, S., & Siddiqui, M.H. (Latest Edition). *Statistics for Management.* Delhi: Pearson. [Text Book].
• Davis, G., & Pecar, B. (Latest Edition). *Business Statistics using Excel.* Delhi: Pearson.
• Carlberg, C. (Latest Edition). *Statistics Analysis: Microsoft Excel 2013.* Noida: Pearson.
• Black, K. (Latest Edition). *Applied Business Statistics: Making Better Business Decisions.* Delhi: Wiley India.

Evaluation Scheme:

Assessment Criteria	Weightage (100)
Assignment	20%
Quiz and Exercises	10%
Participation	10%
Mid Term Exam	20%
End Term Exam	40%
Total	100

Course Title and Code: Mathematical Thinking, ID2180
Hours per Week: 2
Credits: 2

Course Description:

The purpose of this course is to explore mathematics as an idiom of thought. This idea goes further from understanding math as merely a technique, and explores the subject as an independent mode of inquiry. Students often believe they dislike mathematics by the time they come to college. Some students fear math. Some just loathe it. This course aims to bring mathematics to the students, as it philosophically is, not what it appears to be. In other words, the objective of the course is to develop sensitivity and appreciation towards logical reasoning which is manifested in looking at the world through numbers, frames, quantitative design and therefore develop interest in math-based subjects that student may want to engage in, later. That said, the course may not act as a prerequisite for other advanced courses relying on mathematics, but it definitely forms an introduction to mathematical thinking, to generate interest in it in the first place. It frames solid base of applying mathematics in everyday thinking.

The course will demonstrate how mathematics is the language of nature. Students will approach mathematics not only as a set of problems, but also as a natural as well as social phenomenon. The course will also approach mathematical inquiry as a means for exploring both the physical sciences and social sciences with examples ranging from genetics, computer science, linguistics, design, abstract reasoning, cartography, formal and informal logic. The course does not assume students to have had a background in mathematics, and therefore has a foundational promise, with swift possibilities to build advanced concepts over them.

Learning Outcomes:

Students, by the end of the course should be able to think and develop mental faculties with respect to the following frames of imagination:
   a. Inductive and deductive reasoning
   b. Building a mathematical formulation or a picture in head, about a non-mathematical problem
   c. Heightened sensitivity towards understanding logic
   d. Abstract thinking about infinitesimally small distances, and theorize on thought experiments
   e. Idea of randomness
   f. Create distorted representation of pictorial figures if asked
   g. Tricks to find the important idea amongst all the good and bad ideas bundled up together
   h. Basic mathematical literacy to understand some symbolic representation
   i. Ability to convert symbols into sentences and the other way round
   j. Question and critique on logic
   k. Sensitivity for proofs
   l. Perceive the foundational applications of AI, ML
   m. Appreciate the nondeterministic nature of this world, alongside powers of numerical precision

Course Content:
1. Mathematics in Nature
2. Logic
3. Number System and Set Theory
4. Graph Theory
5. Geometry
6. Fair Distribution
7. Introduction to philosophy of calculus
8. Index numbers

Suggested Readings

1. Angel, A. R., & Porter, S. R. (2009). A survey of mathematics with applications. Pearson Addison Wesley.
2. D.J. Struik (1942), On the Sociology of Mathematics, Science & Society, Guilford Press
3. Dantzig, T. (2007). Number: The language of science. Penguin.
4. Edward Burger and Michael Starbird (1999), The Heart of Mathematics: An Invitation to Effective Thinking, Key College
5. G.H.R. Parkinson and H.G. Shanker, Routledge History of Philosophy: Philosophy of Science, Logic and Mathematics in the 20th Century, London: Routledge (select chapters)
6. Gel′fand, S. I. et. Al. (2002). Sequences, combinations, limits (Vol. 3). Courier Corporation.
7. Gerard Alberts (1994), On Connecting Socialism and Mathematics: Dirk Struik, Jan Burgers and Jan Tinbergen, Historia Mathematica
8. H.J.M. Bos and H. Mehrtens (1977), The Interaction of Mathematics and Society in History Some Exploratory Remarks, Historia Mathematica
9. Jack C. Gill & Robert Blitzer, Competency in College Mathematics, H&H Publishing, Clearwater Florida (select chapters)
10. John Tabak, Mathematics and the Laws of Nature: Developing the Language of Science, New York: Facts on File
11. Karl J. Smith, The Nature of Mathematics (12e), Little, Brown
12. Keith Devlin (2012), Introduction to Mathematical Thinking
13. Kline, M. (1967). Mathematics for liberal arts. Addison-Wesley Pub. Co..
14. Marcia Ascher (1984), Mathematical Ideas in Non-western Culture, Historia Mathematica
15. McGinnis, R. (1965). Mathematical foundations for social analysis. The Bobbs-Merrill.
16. Mitchell, Melanie (2009). Complexity: A guided tour. Oxford University Press.
17. Ore, O. (1990). Graphs and their uses (Vol. 34). Cambridge University Press.
18. Paulus Gerdes (1994), On Mathematics in the History of Sub-Saharan Africa, Historia Mathematica
19. Polya, G. (1954). Induction and analogy in Mathematics, Princeton University Press
20. Polya, G. (2014). How to Solve It: A New Aspect of Mathematical Method: A New Aspect of Mathematical Method. Princeton university press.
21. Sarukkai, S. (2005). Revisiting the 'unreasonable effectiveness' of mathematics. Current science, 88(30), 415-423.

22. Sarukkai, S. (2003). Applying mathematics: The paradoxical relation between mathematics, language and reality. Economic and Political Weekly, 3662-3670.

Evaluation scheme

Assessment Criteria	Weightage (100)
Written assessment	40
Presentation	40
Class Participation	20
Total	100

Course Title and Code: Cognition and Critical Thinking**,** CC2170
Hours per Week: 2
Credits: 2

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Course Description:
The course aims to provide a macro level understanding of the principles critical thinking and improve cognitive behaviour in the context of sustainability.

Learning Outcomes:
On completion of the course the students will be able to
1. Understand the principles of sustainability and how they apply to business / life
2. Appreciate the elements of critical thinking and how they help in creative problem solving
3. Raising vital questions and importance of articulation to receive accurate data
4 Translate data into useful and well-reasoned information
5. Apply the elements of critical thinking to build more sustainable business and systems

Course Content:
   1   Introduction to Sustainability: Three pillars of Sustainability. SDGs and how they apply to organisations and individuals. Importance of being sustainable in work and life.
   2. Sustainability and Behaviour Change: Key elements of conservation psychology and behaviour change strategies as well as community engagement tools that are designed to produce results.
   3. Measurement of change: Theory of Change, Logic model framework, essentials of measuring sustainability and social change. Difference between Outputs and Outcomes. How to question

Suggested Readings:

1. https://open.umn.edu/opentextbooks/textbooks/sustainability-a-comprehensive- foundation
2.   https://www.academia.edu/36997171/Critical_Thinking_for_Global_Peace_A_key_for_Sustainable_Development
3. http://samples.jbpub.com/9781449645311/14867_ch01_chiras.pdf
4. Courtice, P. 'The critical link: strategy and sustainability in leadership development', in CPSL

(2012) The Future in Practice – the State of Sustainability Leadership, University of Cambridge Programme for Sustainability Leadership, Cambridge. http://digital.edition-on.net/links/6431_the_future_in_practice_cpsl.asp
5. Gore, A (2013) *The Future*, W.H. Allen, New York.
6. SDSN (2103) An Action Agenda for Sustainable Development – Report for the UN Secretary-General, Leadership Council of the Sustainable Development Leadership Council.
http://unsdsn.org/resources/publications/an-action-agenda-for-sustainable-development/

Evaluation Scheme:

Each student will be assessed on class participation and one written assignment/ presentation. The aim is to understand comprehension level of students on the topics taught so far and their ability to apply.

Assessment Criteria	Weightage
Assignment	25%
Presentation	25%
Exercise	25%
Class Participation	10%
Quiz	15%
Total	**100**

Course Title and Code: Specialized Topics in HR**,** BS2221
Hours per Week: 2
Credits: 2
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Course Description:

The course intents to immerse students into more specialized and trending topics in the area of HR. Organizations are continuously evolving in dynamic business environment and likewise people management is undergoing change to address the challenges of business. Delving deep into emerging topics in HR will strengthen the students' understanding about the changing landscape HR and help them identify area which require more investigative research in present times. The exposure to the emerging topics will also provide needed expertise and knowledge in the domain to peruse research. The students will be undergoing related MOOC courses to enrich the learning and fortify their foundation.

Learning Outcomes:

At the end of the course the students will be to:
  i.   Develop deeper knowledge and expertise in HR
  ii.   Analyze the relevance of specialized topics in changing landscape of business
 iii.   Identify newer and relevant avenues of research

Course Content:

   1. Employee engagement
   2. Employee agility
   3. Employer Branding
   4. Diversity, equity and inclusion
   5. Knowledge management
   6. Alternative Workforce
   7. Employee mental health and wellness
   8. Workplace mindfulness
   9. Digital transformation in HR
   10. Ethics and Future of work
   11. Sustainability and HR

Suggested readings:

Management/ Business Magazines, Journal, Research databases related to the specialized topics.

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz	10%
Assignments	20%
Minor Project	30%
Theory exam	20%
Grand Total:	**100%**

Course Title and Code: Specialized Topics in Marketing, MA2221
Hours per Week: 2
Credits: 2
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Course Description:

Trending topics and contemporary understanding of evolution of the area of marketing is very important and of interest to researchers in Marketing. Organizations evolve marketing strategies, evolve newer tactics and commit newer resources into this effort of marketing in contemporary manner.

Course Objective:

This course will provide participants with:
1. A sound knowledge of the theoretical and conceptual genesis of contextual issues in marketing management
2. Exposure to various perspectives of emerging trends in the domains of marketing
3. Understanding nature of trends in research being undertaken in the field of marketing management.

Course Learning Outcomes:

By the end of the course the student should be able to:
1. Develop understanding of conceptual and theoretical evaluation of Marketing Management trend,
2. Develop better understanding of interconnectivity and interdependence of Marketing and Brand Management with other aspects of an enterprise and business.
3. Exposure to research themes issues in the field of Marketing Management (specifically emerging trends)

Course Content:

1. Business-to-Business Marketing
2. Product and Brand Management
3. Digital and Other Emerging Social Media Marketing trends
4. Place or Geography or Location Marketing
5. Brand Management
6. Retail Marketing Management
7. Sustainable Marketing

Suggested Text Books:

1. Niklas Schaffmeister, Brand Building and Marketing in Key Emerging Markets - A Practitioner's Guide to Successful Brand Growth in China, India, Russia and Brazil. Springer International Publishing AG ISBN 978-3-319-19481-3
2. Elizabeth Parsons and Pauline Maclaran, Contemporary Issues in Marketing and Consumer Behaviour, Elsivier, ISBN: 978-0-7506-8739-3
3. Martin Evans and Luiz Moutinho, Contemporary Issues in Marketing, Macmillan Business, ISBN 978-0-333-67774-2
4. Editor: Atanu Adhikari. Strategic Marketing Issues in Emerging Markets, Springer Nature Singapore Pte

Ltd. 2018, ISBN 978-981-10-6504-0
5. Armstrong, G. and Kotler, P. (2017). *Marketing: An Introduction.* New Delhi: Pearson Education.

Reading Material

1. A Brand as a Character, A Partner and a Person: Three Perspectives on the Question of Brand Personality, Jennifer Aaker and Susan Fournier, Advances in Consumer Research Volume 22, 1995
2. Collaborating for success: managerial perspectives on co-branding strategies in the fashion industry, Jemma Oeppen, Cardiff Business School, Cardiff University and Ahmad Jamal, Cardiff Business School, Cardiff University, UK. Journal of Marketing Management, 2014Vol. 30, Nos. 9–10, 925–948
3. Deciphering Luxury Consumption Behavior from Knowledge Perspectives by Chi-Hsien Kuo, Shinya Nagasawa, Journal of Business and Management, 26 (1), March 2020, 1-21
4. Marketing the 'City of Smells' Victoria Henshaw, Dominic Medway, Gary Warnaby and Chris Perkins
5. New Frontiers and Perspectives in Corporate Brand Management: In Search of a Theory, AVINANDAN MUKHERJEE (USA) AND JOHN M.T. BALMER (UK), Int. Studies of Mgt. & Org., vol. 37, no. 4, Winter 2007–8, pp. 3–19. 2008 - ISSN 0020–8825 / 2008
6. Place Marketing, Place Branding, and Social Media: Perspectives of Municipal Practitioners, EVAN CLEAVE, GODWIN ARKU, RICHARD SADLER, AND EMMANUEL KYEREMEH. Growth and Change Vol. 48 No. 4 (December 2017), pp. 1012–1033
7. Place-product or place narrative(s)? Perspectives in the Marketing of Tourism Destinations Maria Lichrou, Lisa O'Malley and Maurice Patterson. Journal of Strategic Marketing Vol. 16, No. 1, February 2008, 27–39
8. Towards a strategic place brand-management model Sonya Hanna, Bangor University, UK, Jennifer Rowley, Manchester Metropolitan University, UK. Journal of Marketing Management Vol. 27, Nos. 5–6, May 2011, 458–476

Reference Journals:

1. Journal of Marketing Management
2. Journal of Strategic Marketing
3. Journal of Business and Management

Evaluation Scheme:

Assessment Component	Division of Marks
Class Presentation	25
Individual Project	35
Class Participation	10
Theory exam- Final	30
Total Marks	100

Course Title and Code: Specialized Topics in Finance, FA2221
Hours per Week: 2
Credits: 2
Program: Ph.D

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Course Description:
The course intents to immerse students into more specialized and trending topics in the area of Finance. Organizations are continuously evolving in dynamic business environment and likewise all functional areas of management are undergoing change to address the challenges of business. Finance is the key elements of business functions and this course will cover the emerging issues and new areas of practicing corporate finance. Delving deep into specialized topic in their functional will strengthen the students understanding in more specific area in their functional domain. and will provide needed expertise. The students will be undergoing related MOOC courses to enrich the learning and strengthen their foundation

Learning outcomes:

At the end of the course the students will be to:
  i.   Develop deeper knowledge in the financial domain
  ii.   Analyze the relevance of specialized topics in changing landscape of business
  iii. Identify newer and relevant avenues of research

Course Content:
1. Startups financing-Bootstrapping- Angel investing
2. Crowd Funding- Peer to peer lending
3. E-Banking Services in Digitalization Era, Digital Transformation of Banks, Smart Bank Strategies
4. Fintech innovations and financial market disruptions
5. Block chain
6. Cryptocurrency
7. Regulation of Cryptocurrencies Smart Contracts Initial Coin Offers Robo Advisors E-Aggregation
8. Sources and Stages of venture capital financing
9. Wealth Management with special focus on real estate like Estate planning, Reverse Mortgage, REIT, RERA
10. Behavioral biases and lack of rationality, Limits to arbitrage
11. Prospect theory, Loss Aversion, Psychology and Investor behavior

Suggested readings:

Management/ Business Magazines, Journal, Research databases related to the specialized topics.

Evaluation Scheme:

Assessment Criteria	Percentage
Quiz	20%
Assignments	20%
Minor Project presentations	30%
Theory exam	30%
Grand Total:	**100%**

Course Title and Code: Specialized Topics in Operations Management, OP2221
Hours per Week: 2
Credits: 2
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Course Description:

Operations management (OM) is regarding how business activities are performed to achieve highest level of efficiency within an organization. It is concerned with an efficient transformation of materials and labor into goods and services and maximize the profit of an organization. This is a project-based course that will introduce Ph. D students with the trends in the operations management. The students will also be complementing their specialized topic in operations management by learning a relevant course from MOOC platform.

Learning Outcomes:

The course has following objectives:
1.   To aware and develop in-depth knowledge in the specialized topic.
2.   To understand the relevance of the specialized topic with the organizations in the real world.
3.   To do research and write a manuscript.
4.   Learn about novel philosophy/ technology and its relevance in the operations of the organizations.

Course content:

•   3-D printing/ IoT/ Big data/ AI in Operations Management
•   Digital supply chains
•   Circular economy
•   Product-service systems
•   Optimizing product lifecycle by alternative consumption
•   Toyota production system/ Lean management

Suggested Readings:

There is no specific text-book required for the course. Reading material from the peer-reviewed published articles, business magazines, blogs and white papers. Links, notes and documents referred in the class will be shared with the students.
Reference Books:
➢ Heizer, J., Render, B., & Munson, C. (2017). Operations management. Pearson Education Limited.
Russell, R. S., & Taylor-Iii, B. W. (2008). Operations management along the supply chain. John Wiley & Sons.

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	40%
Minor Project	40%
Theory exam	20%
Grand Total:	**100%**

Note:
1. Students need to give monthly presentations on the specialized topic discussed with the mentor.
2. At the end of the course/ semester student will provide a submission-ready manuscript on the opted specialized topic.
3. The exam will be from the MOOC course opted by the student and the specialized topic he/she has opted for.

Course Title and Code: Specialized Topic in Entrepreneurship, ED2221
Hours per Week: 2
Credits: 2
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Course Description:

This course imparts essential knowledge into the field of entrepreneurship research. This course will introduce various approaches and methods of research in entrepreneurship and develop an awareness of the state of entrepreneurship, its emerging trends across the globe among the students. It will strengthen the students understanding about the need for education and research in entrepreneurship.

Learning outcomes:

At the end of the course the students will able to:
  i.   Develop knowledge about recent research and educational efforts in entrepreneurship
  ii. Experience the entrepreneurial phenomenon as practice
  iii. Understand the emerging trends in the area of entrepreneurship

Course Content:

1. Entrepreneurship Education and Research
2. Innovation and Entrepreneurship
3. Sustainability, Climate Change and Entrepreneurship
4. The nature of entrepreneurial opportunities
5. Practicing entrepreneurship
6. Entrepreneurial decision making
7. Modeling entrepreneurship phenomena: individual and organizational levels
8. Transgenerational entrepreneurship
9. Entrepreneurial Finance

Suggested readings:

Articles from reputed Journals, Various Links to entrepreneurship websites/ organizations, Reports, Research databases related to entrepreneurship.

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz	10%
Assignments/Seminar	20%
Minor Project	20%
Theory exam	30%
Grand Total:	**100%**

Course Title and Code: Term Paper, PW2221
Hours per Week: 2
Credits: 2

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Course Description:
The students are required to develop a term paper after extensively reading published research papers on specific topic. The course will provide needed guidance into developing a research papers and develop deeper understanding of topic. It will orient and prepare students to develop a topic into research proposal and will provide hands-on into research witting.

Learning outcomes:

On completion of the course the students will be able to
  1. Develop skill of research writing
  2. Demonstrate maintain the logical flow of ideas and thought
  3. Evaluate and identify the practical applicability of research in solving real life problem.

Course content:

Developing a term paper on the topic of interest applying the learnings drawn from other courses

Suggested Reading:

Will be provided by the instructor depending upon the area of interest and topic of research

Evaluation Scheme:

Assessment Criteria	Percentage
Presentation	20%
Term Project	50%
Assignments	30%
Grand Total:	**100%**

Course Title and Code: IL1402 Qualitative Research Methods (**Curated MOOC**)
Hours per Week: 4 (8 weeks)
Credits: 1.5

Course Description:

The course introduces students to the basic ideas behind the qualitative research in social science. It provides understanding about data collection, description, analysis and interpretation in qualitative research. The qualitative research often involves an iterative process therefore focus on the ingredients required for this process i.e. data collection and analysis are the key thrust areas. To understand the practical applicability of the course, students are required to collect data through observation and interviewing. They will be required to provide analysis and interpretation of collected data through assignments. It also brings in important aspects of quality criteria, good practices, ethics, writing some methods of analysis, and mixing methods in qualitative research.

Learning Outcomes:

On completion of the course the students will have the ability to

1. Explain general aspects of qualitative research methods
2. Compare some of the main qualitative research designs and their characteristics
3. Evaluate basic qualitative data collections techniques based on the main characteristics of the research designs.
4. Analysis qualitative data.
5. Evaluate the methods of reporting qualitative data.

Course Content:
1. Philosophy of Qualitative Research
2. Observation
3. Good Practices & Criteria
4. Qualitative Interviewing
5. Qualitative Analysis
6. Writing Mixing and Ethics

Suggested Readings

Schütz, A. (1962). *Collected Papers I: The Problem of Social Reality*. The Hague: Martinus Nijhoff.

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Evaluation scheme:

Assessment Criteria	Percentage
Presentation	20%
Quiz and Assignments	30%
Minor Project	30%
Theory Exam	20%
Grand Total:	**100%**

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