Curriculum & Scheme of Examination for Management Program (2 Years)

POST GRADUATE DIPLOMA IN MANAGEMENT
(WITH FAMILY BUSINESS MANAGEMENT)
(PGDIM Equivalent to MBA)

- POST GRADUATE DIPLOMA IN MANAGEMENT   (PGDIM)
- POST GRADUATE DIPLOMA IN FINANCIAL MANAGEMENT   (PGDFM)
- POST GRADUATE DIPLOMA IN OPERATION MANAGEMENT   (PGDOM)
- POST GRADUATE DIPLOMA IN HUMAN RESOURCES MANAGEMENT   (PGDHRM)
- POST GRADUATE DIPLOMA IN MARKETING MANAGEMENT   (PGDMM)

For

Academic Session 2020-2021 Onwards

TECNIA INSTITUTE OF ADVANCED STUDIES-CDL
Centre for Distance Learning Approved by AICTE
HQ/LSC:B-71/2, Wazirpur Industrial Area, Wazirpur, New Delhi – 110052
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Tecnia Institute of Advanced Studies-CDL
(Centre for Distance Learning)
Approved by AICTE for Post Graduate Diploma(s)
Equivalent to MBA

Tecnia Institute of Advanced Studies-Centre for Distance Learning(**TIAS-CDL**) was established in the Year 2009, a recognized Institution for offering Post Graduate Diploma Programs-Equivalent to MBA by the Joint Committee UGC-AICTE- DEC vide Letter No:F.No. DEC/Recog./2009/3181, dated 09/09/2009; further, extended vide letter F.No. DEC/Tecnia/Delhi/ II/2010 dated 10.10.2011; F.No.DEC/TECNIA/2012/14776-77 Dated 24/09/2012; F.No. UGC/DEB/Recog./Tecnia/2014/6894-97 Dated 27/05/2014; F.No.UGC/DEB/18-3/Tecnia/ 2015/103 dated September, 2015; F.No.6-9/2016/(DEB-I)/444 dated 23/08/2016; F.No. 2-4/2015/(DEB-III) dated 23/10/2017, for Distance Learning Standalone Institutions to conduct through ODL Mode for the year 2018 all above programs are duly approved by AICTE vide letter dated 28.04.2018 and subsequentlyEoA for the Academic Year 2019-20 dated 30.04.2019.The institute, as per the norms/guidelines of apex regulatory bodies and approval of Distance Education Council, is approved for offering Post Graduate Diploma(s) equivalent to MBA in the following specialized programs through Open and Distance Learning (ODL) Mode:

1. Post Graduate Diploma in Management   PGDIM with FBM
2. Post Graduate Diploma in Finance Management   PGDFM
3. Post Graduate Diploma in Operation Management   PGDOM
4. Post Graduate Diploma in Human Resources Management   PGDHRM
5. Post Graduate Diploma in Marketing Management   PGDMM

The Post Graduate Diploma(s) equivalent to MBA is spread across four Semesters (24 Months).The students can opt for any of the specialized programs. The subjects in the first two semesters in all the programs would be common to all, however, in the third and fourth semester students would be required to opt for 3 specialized papers in each semester also in fourth semester required to submit project report.

Following is the criteria(s) for the assessment

Criteria for Assessment

The assessment of the students (out of 100 marks) shall be as per the criteria given below:

S.No.	Weightage Criteria	Marks
1.	Assignments*	25 Marks
2.	PCP, Class Participation and Interaction	05 Marks
3	Term End Examination	70 Marks

Record to be maintained by faculty and made available to the examination branch of the TIAS – CDL, after every semester be submitted to exam cell.

INTRODUCTION

Management Education in India has undergone considerable change over the years. The launch of the first two IIMs in Calcutta and Ahmadabad in 1961 marked the beginning of a revolution in management education. In the 70s and 80s the demand for management education grew at a modest rate. The advent of economic liberalization in India in the mid-80s gave a new thrust to management education. Several PGDM granting institutions came up in the private sector by offering two-year Post Graduate Diploma in Managementduring 1990s and 2000s, the proliferation of Institutions providing Management Education continued unabated fueled by an unprecedented growth of the Indian economy. Enrolments in PGDM programs have increased over the years from 2011-12.

Globally, there are over 13000 Business Schools and India alone is having one third of them, indicating substantial quantitative growth of management education. At the same time, there is dire need to enhance their quality and raise the bar to meet the international standards.

In this fast disruptive digital economy and VUCA world, high-quality management education is essential for India. Use of technology is one of the powerful ways to enhance the students' ability to meet the ever- changing requirements of the corporate world and society. PGDM students are equipped to work across Time Zones, Languages, and Cultures. Employability, Innovation, Theory to Practice connectedness are the central focus of PGDM curriculum design and development. The core curriculum is designed to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to every non-business and business leader's success.

PHILOSOPHY

Today, the world and India need a skilled workforce. If we have to promote the development of our country then our mission has to be `skill development' and `Skilled India'. Millions and millions of Indian youth should acquire the skills which could contribute towards making India a modern country. I also want to create a pool of young people who are able to create jobs and the ones who are not capable of creating jobs and do not have the opportunities, they must be in a position to face their counterparts in any corner of the world while keeping their heads high by virtue of their hard work and their dexterity of hands and win the hearts of people around the world through their skills. We want to go for the capacity building of such young people. My brothers and sisters, having taken a resolve to enhance the skill development at a highly rapid pace, I want to accomplish this." Hon'ble Prime Minister of India, Shri Narendra Modi

Skills and Knowledge are driving forces of economic growth and social development for any country. Today, India is one of the youngest nations in the world with more than 62% of its population in the working age group (15-59 years), and more than 54% of its total population below 25 years of age. Its population pyramid is expected to "bulge" across the 15–59 age group over the next decade. It is estimated that 109.73 million additional skilled manpower will be required across 24 key sectors by 2022. To reap this demographic dividend which is expected to last for next 4 years, India needs to equip its workforce with employable skills and knowledge so that they can contribute substantively to the economic growth of the country.

One of the major challenges in the country today is that 93% of the workforce is in informal/ unorganised sector. The perception on skilling is viewed as the last option meant for those who have not been able to progress/opted out of the formal academic system. Job creation is also a major challenge before the nation. Entrepreneurship based on Innovation has immense growth potential. However, the number of local entrepreneurs emerging every year in India is very low.

The business world has changed significantly in the past few decades. The pace at which technology has evolved is unheard and unseen. The future managers will need to align their skill set to keep pace in this VUCA world. It is therefore imperative for management education to meet the challenges of rapid changing times and technologies.

The Government of India and AICTE is working consistently on a mission mode to improve the quality of management education in the country. Keeping in view the latest Industry Trends, Digital Economy and Market requirements, the curriculum revision is made, collecting input from all the key stakeholders of the management education namely (Industry, Academia, and Alumni), benchmarking with Top Indian and Foreign Business Schools.

The curriculum focuses on the alignment of PGD program curriculum with department/institute's mission. Keeping in mind the vision of Skill India, TIAS(CDL) offers the PGDM programs with specialization in Family Business Management. The curriculum emphasizes an intensive, flexible core in management education and Family Business with number of specializations and electives including second generation courses. The core courses of PGDM programs are comprised of six key learning outcomes that every employer seeks in management talent. This is a unique feature of the model curriculum. This curriculum is designed & developed in such a way that there is a path to suit everyone i.e. full of flexibility and autonomy for Department/Institute to package the courses to position their PGD program. Overall, an attempt has been made to connect theory to practice and equip PGD students to meet the ever-changing needs of the industry.

NEED FOR PGDM

Indian Economy, Industry has undergone lot of changes following the liberalization and subsequent economic reforms. By bringing changes to management education there is need to develop quality managers so as to meet the challenges of the Indian Corporate Sector. Largely, Management Education curriculum is significantly influenced by curriculum of US Management Schools, both in terms of Content and Pedagogy. Often its relevance to changing Indian business requirements is questioned by Faculty, Student Community, and Industry, The need to enroll in a PGDM program are:

- **Demographic Dividend:** According to various reports by 2020, India is set to become the world's youngest country with 64% of its population in the working age group. With the Western countries, Japan and even China aging, this demographic potential offers India and its growing economy an edge that economists believe could add a significant 2% to the GDP growth rate annually.

- **Make in India** is a major initiative launched by the Government which focuses on making India a global manufacturing hub. Key thrust of the Programme would be on cutting down in delays in manufacturing projects clearance, develop adequate

infrastructure and make it easier for companies to do business in India. The objective of the mega programme is to ensure that manufacturing sector which contributes around 15% of the country's Gross Domestic Products is to be increased to 25% in next few years. Undoubtedly, this requires need for Skillful Manpower, apart from Technical and Engineering Skills. People with set of Management Skills are also needed to manage the challenges of competitive business environment. Working close with the industries, the PGDM program will help the students to hone their entrepreneurial skills.

- **Growing MSME sector:** The contribution of MSME in GDP is 6% (33% in manufacturing and 45% in exports, thus it is significantly contributing to the economy. Larger number of MSMEs (around 87%) is owned in the form of private proprietorships, these organizations face multiple challenges to scale up their operations. Apart from other things, skillful manpower to manage the scaled up operations is needed to address the issues regarding modernization of operations, processes, and exploring the financial resources and penetrate to new markets.

- **Khadi and Village Industries:** Khadi Production and Sales are consistently growing in India for the last five years and similar is the trend with various village industries such as Agro based, Minerals, Polymers and Rural Engineering. These sectors need to adopt New Business Models to face the competition arising from Large Enterprises and all this requires professional management talent

- **Growing non-profit and social enterprises:** Non-Governmental and Non-Profit Organizations are increasing rapidly. These organizations are working in the area of Sanitation, Conservation of Natural Resources, Child and Women Health, Education, Financial inclusion and so on. A few of the well-motivated educated people are driving these initiatives. Often, they face challenges in strengthening organizational competencies, strengthening of Processes, Mobilization, and Management of Financial Resources and Scaling of Operations. Government plans to develop new Industry corridors such as holistic development of New Islands, and Coastal Employment Zones are expected to enhance Business Opportunities, Exports and Employment Opportunities.

- **Emerging Entrepreneurship:** The startup India and other initiatives are encouraging the youth towards entrepreneurship. The new technology platforms, disruptive technologies are challenging the current management education. Therefore, in the backdrop of the fast disruption and changing scenario, Management Program (PGDM) needs to be revisited and revised.

PGDM PROCESS

On a mission mode to improve the quality of management education, the Institute constituted an Academic council of the board to decide on curriculum and examination, the curriculum of the course, the procedure for evaluation/assessment of students in accordance with the Model Curriculum and Examination Reforms prescribed by the AICTE from time to time. AICTE has taken up a major initiative of introducing PGDM curriculum as a prime reform. While IIMs and other premier management institutions are

moving forward with periodical review of course curriculum many of the vast majority of the management institutions are left behind with following same old curriculum.

Curriculum Process: TIAS-CDL has adopted consultation process with different stake holders of Management Education, understanding the need for strengthening of Skills and Competencies, enhancing Ethical and Interpersonal Sensitivity, need for strengthening Business Ethics, curriculum with Indian examples, implications of Indian Cultural and Regional diversity, large enrollment of Non-Engineering background students, and challenges in understanding Corporate Work Environment.

The institute also reviewed the current PGDM curriculum in accordance to the model curriculum for Management Programme of AICTE.

The key focus areas are:

➤ Enhancement of Soft Skills, Personality Development and Communication,
➤ Promoting Entrepreneurial Thinking,
➤ Industry Collaboration,
➤ Number of Electives,
➤ Diversity in Admission Process,
➤ Adequate Exposure to Case Study and Practical Approach,
➤ Laying Emphasis on Analytical Skills,
➤ Meeting the Local Needs of the Business,
➤ Exposure to Social Sector,
➤ Inculcating Indian Ethos and Value System,
➤ Meeting the Managerial Requirements of SMEs,
➤ Welcoming the Public Policy Issues,
➤ Promoting Innovative and 'Out of Box' Thinking.

The meeting held along with special invitees from different attachments had a long discussion based on the various parameters. The outcome of the discussion was aligning of curriculum with the Department/Institute's mission and identification of most essential learning outcomes of PGDM program, Credits, Core and Elective courses, and Course Mapping.

LEARNING OUTCOMES

1. The PGDM curriculum focuses on the alignment of PGDM program curriculum with Department/Institute's mission. The most essential learning outcomes of PGDM programs are identified through stakeholder consultation. The learning outcomes specify the knowledge, skills, values and attitudes students are expected to attain in courses or in a program. After in depth discussion, the committee identified the six most popular learning outcomes of PGDM as below:
2. Business Environment and Domain Knowledge (BEDK): Economic, legal and social environment of Indian business. Graduates are able to improve their awareness and knowledge about functioning of Local and Global Business Environment and Society. This helps in recognizing the functioning of Businesses, identifying Potential Business Opportunities, evolvement of Business Enterprises and exploring the Entrepreneurial Opportunities.

3. Critical Thinking, Business Analysis, Problem Solving and Innovative Solutions (CBPI): Competencies in Quantitative and Qualitative Techniques. Graduates are expected to develop skills on analyzing the Business Data, Application of relevant Analysis, and Problem Solving in other functional areas such as Marketing, Business Strategy and Human Resources.
4. Global Exposure and Cross-Cultural Understanding (GECCU): Demonstrate a global outlook with the ability to identify aspects of the Global Business and Cross-Cultural Understanding.
5. Social Responsiveness and Ethics (SRE): Developing responsiveness to Contextual Social issues / Problems and Exploring Solutions, understanding Business Ethics and resolving Ethical dilemmas. Graduates are expected to identify the contemporary Social problems, exploring the opportunities for Social Entrepreneurship, Designing Business Solutions and demonstrate Ethical Standards in organizational Decision making. Demonstrate awareness of Ethical issues and can distinguish Ethical and Unethical Behaviors.
6. Effective Communication (EC): Usage of various forms of Business Communication, supported by effective use of appropriate Technology, Logical Reasoning, Articulation of Ideas. Graduates are expected to develop effective Oral and WrittenCommunication especially in Business Applications, with the use of appropriate technology (Business Presentations, Digital Communication, Social Network platforms and so on).
7. Leadership and Teamwork (LT): Understanding Leadership roles at various levels of the organization and leading teams. Graduates are expected to collaborate and lead teams across organizational boundaries and demonstrate Leadership Qualities, maximize the usage of diverse skills of team members in the related context.

PROGRAM STRUCTURE (PGDM)

The responses of various stakeholders are clear that high-quality management education is essential for the digital age and using technology is powerful way to enhance changing requirements of the Corporates, Business Enterprises and Society. Employability, Innovation, Theory to Practice connectedness are the central focus of PGDM curriculum design and development. The curriculum is designed so as to give students an in-depth mastery of the academic disciplines and applied functional areas necessary to meet the requirements of business enterprises.

Entrepreneurship and Innovation: To ignite the entrepreneurial spirit or inculcate culture of entrepreneurship the curriculum of PGDM program has a course on Entrepreneurship and Innovation.

Sustainability and Social Responsiveness: A course on Sustainability and Social Responsiveness is needed focusing Corporate Social Responsibility (CSR), Social Responsiveness and a Triple Bottom Line wraparound in the curriculum that emphasizes balancing the organization's Profit and Wealth creation goals keeping in mind for the long-term interests of People and Planet.

Management of Social and Not for Profit Sectors: Social Enterprises like 'Akshyapatra' and Not for Profit organizations like 'Arvind Eye care' have made remarkable success by addressing the societal needs through Non-Governmental channel. These organizations

have extensively applied management principles and made remarkable achievement especially in the non-profit context.

Management of MSMEs: Although all MSME are commercial and for-profit enterprises the ecosystem, scale and scope of these organizations demands special attention in management education.

Indian Ethos and Business Ethics: Several stakeholders have expressed that management education system should be encouraged to develop the indigenous management thought. In the recent past, several managers and academics have extended the interpretations of this traditional Indian literature to management education. Indian Philosophy is not contradictory to the western thought of wealth creation or wealth accumulation (Artha) but also emphasizes on other three permissible goals of life- Dharma, Karma and Moksha. Organizational Theories, Organizational Psychologies, Motivating the Personnel and Driving them towards organizational goals are largely influenced by western literature.

Internship/ field work: In order to encourage practical thinking and application of management knowledge 8 credits internship /field work is mandatory.

CURRICULUM MAPPING

A curriculum map is a communication tool that visually aligns identified learning outcomes with the content of individual courses or experiences in the program. It is typically designed as a matrix, with the learning outcomes listed on the top row and the individual courses or experiences listed in the first column (or vice versa).

Curriculum maps provide an overview of the structure of the curriculum and the contribution of individual courses to the goals of the program. Curriculum maps can identify program strengths student learning outcomes that are thoroughly addressed. Curriculum maps can also help to identify gaps (learning outcomes that are addressed by only a few courses) and suggest whether students take courses in an optimal sequence. Finally, curriculum maps can serve as useful advising tools that provide students with an overview of the role of each course in the curriculum and why some courses should be taken in a particular order.

Types of Curriculum Maps: An overview map is the simplest type of curriculum map. It is a matrix of courses and learning outcomes, where an indicator (X or √) is placed in the matrix cells for those courses that address a specific learning outcome. These are identified through a review of course syllabi, and feedback from instructors. The level of knowledge/ skill map describes the level that students are expected to achieve on this learning outcome in a given course. This type of map helps inform decisions on course sequencing. It illustrates opportunities for acquisition of disciplinary knowledge/skills before mastery is expected. Common indicators for levels include IRMA: Introduce (I), Reinforce (or Develop or Practice) (R), Master (M), Assess (A)

Curriculum Mapping Process: Curriculum mapping process includes five basic steps:

Step 1: List the identified learning outcomes on the top row.
Step 2: List all core courses and events/experiences (internships etc.) in the first column.
Step 3: Determine the alignment between core courses and outcomes.

Step 4: Make a Judgment regarding the level of material delivery using simplest type of curriculum map or the level of knowledge/ skill curriculum map.

Step 5: Analyze syllabus to determine whether students are given opportunities to demonstrate performance on the outcomes and provided with feedback. A typical curriculum map is depicted in Table 3.

Best Practices in Curriculum Mapping: The best practices in curriculum mapping include:
1. The program curriculum map should reflect consensus of the faculty who are teaching in the program. Multiple instructors of the same course should agree on which outcomes are addressed in that course.
2. Publish the completed map to faculty and students.
3. Mapping should allow programs to justify each course in their curriculum. All courses, required and elective, across all tracks, should relate to one or more student learning outcomes.
4. If the program is too exhaustive, then eliminate outcomes that are not highly-valued and focus on the highly-valued ones, strengthening the curriculum to address those outcomes more thoroughly.
5. The curriculum map should be revisited during the assessment cycle, making changes as disciplines.

TYPICAL CURRICULUM MAP FOR PGDM PROGRAM

S.No	Core courses /Events/Internships	Business ethics and social responsiveness	Critical thinking business analysis problems solving and Innovations	Global Exposure and cross-cultural understanding	Business Environment and domain knowledge	Effective Communication	Leadership and Team Work
1.	Managerial (Micro)Economics	√	√		√	√	
2.	Indian Economy and Policy		√	√	√		
3.	Business Communication					√	√
4.	Legal and Business Environment (Micro and Macro)	√		√	√	√	
5.	Indian Ethos and Business Ethics	√					√
6.	Legal aspects of Business	√		√	√	√	
7.	**Financial Reporting, Statements and Analysis** "Financial Management"		√		√		
8.	Indian Financial System and Financial Markets	√	√	√	√		

#	Subject						
9.	Marketing Management		√		√	√	√
10.	**Market Research** "Marketing Management"		√		√		√
11.	Operations Management		√		√	√	√
12.	Project Management		√		√		
13.	**Computer Applications for Business** "Information Technology Management, Business Intelligence and Applications"		√		√		
14.	**Human Resources Management** "Management of International Business"	√			√		√
15.	Managerial Skills for Effectiveness	√	√				√
16.	**Organisational Behaviour** "Management Process & Organizational Behavior"		√		√		√
17.	**Corporate Strategy** "Strategic Management"	√	√				
18.	**Corporate Social Responsibility and Sustainability** "Corporate Social Responsibility, Human Values & Ethics"	√		√	√		√
19.	**Entrepreneurship..Managing Innovation, Intrapreneurship & Change** "Managing Innovation, Intrapreneurship & Change"	√	√	√			
20.	Business Statistics and Analytics for Decision Making		√		√		
21.	**Quantitative Techniques** "Decision Science "		√		√		
22.	Capstone	√	√		√	√	√
23.	Internship	√	√	√	√	√	√

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Equivalent to MBA

Code No.	FIRST SEMESTER Paper	Credits	Distribution of Course
TDL – 01	Management Process & Organizational Behavior	5	Core
TDL – 02	Decision Sciences	5	Core
TDL – 03	Information Technology Management	5	Core
TDL – 04	Business Communication	5	Core
TDL – 05	Management of International Business	5	Core
	Total	**25**	

Code No.	SECOND SEMESTER Paper	Credits	Distribution of Course
TDL – 06	Financial Management	5	Core
TDL – 07	Marketing Management	5	Core
TDL – 08	Business Research	5	Core
TDL – 09	Human Resources Management	5	Core
TDL – 10	Business Intelligence and Applications	5	Core
	Total	**25**	Core

Note: The Subjects Taught in the First and second Semesters are common for all the Five Specialized Post Graduate Programs i.e. PGDIM, PGDFM, PGDOM, PGDHRM, PGDMM.

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)
Equivalent to MBA

THIRD SEMESTER		Credits	Distribution of Course
Code No.	Paper	Credits	Distribution of Course
TDL- 11	Strategic Management	5	Core
TDL- 12	Corporate Social Responsibility, Human Values & Ethics	5	Core
-	ELECTIVE-1	5	Core
-	ELECTIVE-2	5	Core
-	ELECTIVE-3	5	Core
	Total	**25**	

FOURTH SEMESTER		Credits	Distribution of Course
Code No.	Paper	Credits	Distribution of Course
TDL- 13	Managing Innovation, Intrapreneurship & Change	5	Core
-	ELECTIVE-4	5	Core
-	ELECTIVE-5	5	Core
-	ELECTIVE-6	5	Core
TDL-14 Or TDL-15	Project based Dissertation or Family business startup Family business startup	7	Core
	Total (List of Electives prescribed in syllabus)	**27**	

Total Credits =	102
To obtain the degree a student shall require 98 Credits.	

Note: The students would be required to submit project report.

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDFM/MM/HRM/OM)

THIRD SEMESTER			
Code No.	Paper	Credits	Distribution of Course
TDL- 11	Strategic Management	5	Core
TDL- 12	Corporate Social Responsibility, Human Values& Ethics	5	Core
-	ELECTIVE-1	5	Core
-	ELECTIVE-2	5	Core
-	ELECTIVE-3	5	Core
	Total	**25**	

FOURTH SEMESTER			
Code No.	Paper	Credits	Distribution of Course
TDL- 13	Managing Innovation, Intrapreneurship & Change	5	Core
TDL-14	Project based Dissertation/ family business startup	7	
-	ELECTIVE-4	5	Core
-	ELECTIVE-5	5	Core
-	ELECTIVE-6	5	Core
	Total (List of Electives prescribed in syllabus)	**27**	

Total Credits =	102
To obtain the degree a student shall require 98 Credits.	

Note: The students would be required to submit project report based on family business startup of 5 credits each, common in PGDIM, PGDFM, PGDOM, PGDHRM, PGDMM.

PGDIM WITH FAMILY BUSINESS MANGEMENT

	FAMILY BUSINESS MANAGEMENT	
Course Code	**Course Title**	**Credits**
TFBM-01	Essentials of Family Business Management	5
TFBM-02	Business Plan, Private Equity, Franchising, Social Entrepreneurship	5
TFBM-03	Family Business Startup	5
TFBM-04	Family Business and Environmental Concerns	5
TFBM-05	IT for Family Business Management	5
TFBM-06	Capstone. Case study of family owned business	5

LIST OF ELECTIVE FOR PGDFM/PGDMM/PGDHRM/PGDOM

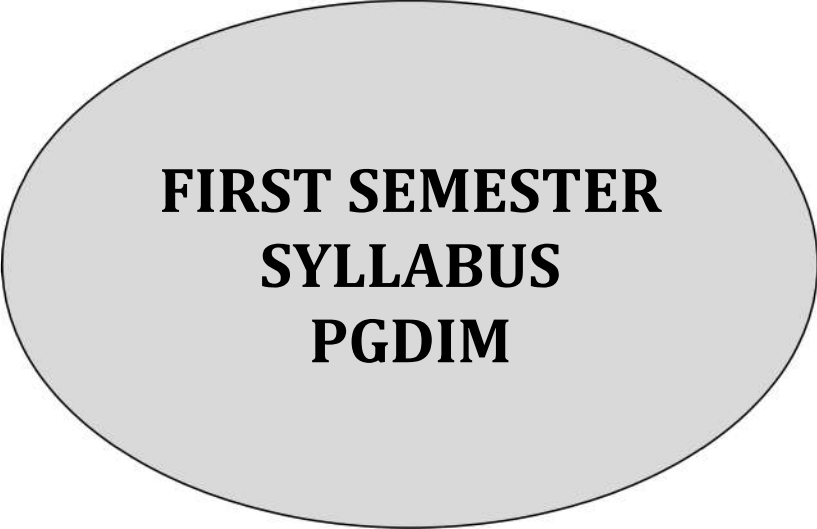|	FINANCE	
Course Code	**Course Title**	**Credits**
TFIN-01	Management Of Financial Services And Institutions	5
TFIN-02	Project Management And Infrastructure Finance	5
TFIN-03	Multinational Financial Management	5
TFIN-04	Management Of Banking And Insurance	5
TFIN-05	Security Analysis And Portfolio Management	5
TFIN-06	Financial Derivatives	5

	MARKETING	
Course Code	**Course Title**	**Credits**
TMKT-01	Brand Management	5
TMKT-02	Service Marketing	5
TMKT-03	Consumer Behavior	5
TMKT-04	Customer Relationship Management	5
TMKT-05	Sales and Distribution Management	5
TMKT-06	Retail Management	5

	OPERATIONS	
Course Code	**Course Title**	**Credits**
TOM – 01	Operations Management (OM)	5
TOM – 02	Logistic and Supply Chain Management	5
TOM – 03	Project Management	5
TOM – 04	Material Management	5
TOM – 05	Operation Research	5
TOM –06	Production Management	5

HUMAN RESOURCE		
Course Code	Course Title	Credits
THR-01	Performance Management	5
THR-02	Training And Development	5
THR-03	Organizational Change And Development	5
THR-04	Industrial Relations And Labour Legislations	5
THR-05	Strategic Human Resource Management	5
THR-06	Cross Cultural Hum an Resource Management	5

Norms for PGDIM Courses:

1. The duration of the Post Graduate Diploma in Management (PGDM) Course shall not be less than 21 months.

2. The Academic calendar for admission of students shall be followed as prescribed by AICTE. The admission shall be started from 1st March (subject to the grant of EoA for the current Academic Year by the Council) and end by 30th June every year.

3. The Academic calendar for admission of students shall be followed as prescribed by AICTE. The admission shall be started from 1st March (subject to the grant of EoA for the current Academimic Year by the Council) and end by 30th June every year.

4. Admission to PGDM Courses shall be made only from the candidates qualified from any one of the six All India tests, i.e.; CAT, XAT, CMAT, ATMA, MAT, GMAT or the common entrance examinations or TECNIAMAT (if any) conducted by the respective State Governments for all Institutions other than Minority Institutions

5. The candidates shall be short listed on the basis of the overall rank computed taking into account of the following components and their weights:

   - Score in the Common Admission test – 35 to 60%
   - Score for academic performance in X Std., XII Std., Under Graduate Degree/ Post Graduate Degree – 5 to 25% .
   - Group discussion/ interview – 20 to 45%.
   - Weightage for participation in Sports, Extra-Curricular activities, Academic diversity and Gender diversity – 5 to 20%.

6. The academic session shall normally be from 1st July of the Current Calendar Year to 30th June of the next Calendar Year.

FIRST SEMESTER SYLLABUS PGDIM

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)

Management Process & Organizational Behavior

Course Code: TDL 01   **L - 6, Credits - 6**

Objective: This course is designed to expose the students to fundamental concepts of management, its processes and behavioral dynamics in organizations.

Course Contents

Unit I
Introduction to Management: Meaning and Nature of Management, Evolution of Management, Managerial Functions, Skills, Tasks and Responsibilities of a Professional Manager, Management by Objectives, Case Studies.

Unit II
Process of Management: Planning-Process and Techniques, Directing-Principles and Process, Controlling-Process and Techniques, Decision Making Models, Case Study.

Unit III
Fundamentals of Organizational Behaviour: Introduction and Meaning, OB Models & Approaches, Work Force Diversity, Organizational Justice, Whistle Blowing and Social Responsibility, OB Trends, and Case Study.

Individual Processes and Behaviour: Personality, Perception, Attitude, Learning, Motivation, Managing Emotions and Stress at Work.

Unit IV
Interpersonal Processes and Behavior: Communication, Work teams and group dynamics Leadership, Conflict Management, Interpersonal Behavior and Relations, Transactional Analysis, Case Study.

Organizational Processes and Structure: Organizational Design and Structure, Organizational Culture and Climate, Organizational Change and Development, Cross Cultural Organizational Behavior.

Text Books
1. Robbins, S.P. Judge, T.A., Vohra, N. (2016), Organizational Behaviour, 16/e, Pearson Education.
2. Pierce, J.L. & Gardner, D.G. (2010), Management and Organizational Behavior, Cengage Learning.

Reference Books
1. Nelson D.L., Quick, J.C. &Khandelwal, P. (2014), ORGB, 2/e, Cengage Learning
2. Green Berg, J. and Baron, R.A. (2015), Behaviour in Organization, Pearson Education.
3. Newstrom, J.W. & Davis, K (2014), Organizational Behaviour at Work, Tata McGrawHill.
4. George, J. M. & Jones, G.R. (2012), Understanding and Managing Organizational Behaviour 6/e, Pearson Education.

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)

Decision Sciences

Course Code: TDL 02   **L – 6, Credits - 6**

Objective: To expose students to quantitative techniques in management decision making.

Course Contents

Unit I
Probability – Meaning, Approaches of Probability Theory, Addition and Multiplication Theorems, Conditional Probability, Bayes' Rule, Probability Distributions – Binominal Poisson, Normal Distribution, Application of Probability Theory in Business Decision Making.

Unit II
Linear Programming – Meaning, Assumptions of Linear Programming, Formulation of Linear Programming Model, Solution of Linear Programming Problem with the help of Graphical and Simplex Method, Concept of Duality, Shadow Prices, Sensitivity Analysis, Role LP in Economic Decision Making. Transportation Problems - Initial Basic Feasible Solution, Test for Optimality.Assignment Problems, Travelling Salesman Model.

Unit III
Decision Theory - Decision under Certainty, Uncertainty and Risk, Decision Tree Analysis.Game Theory - Pure and Mixed Strategies, Principle of Dominance, Solution of Game Theory Problems with the help of Graphical, Algebraic and Simplex Methods.

Unit IV
Network Analysis – Meaning of Networking, Network Analysis with help of PERT and CPM Models, Resource Planning and Meaning of crashing, Queuing Theory – Meaning, Concepts and assumptions of queuing models, M/M/1/FIFO. Simulation Modeling.

Textbooks
1. Render Barry, Stair RM, Hanna ME and Badri TN (2016), Quantitative Analysis for Management, 12/e, Pearson India
2. Ken Black (2013), Business Statistics: For Contemporary Decision Making, 8/e, Wiley-India.

Reference Books

1. Sharma, J.K. (2013), Operations Research: Theory and Applications, 5/e, Macmillan, India
2. Taha, Hamdy (2014), Operations Research: An Introduction, 9/e, Pearson India
3. Levin Richard and Rubin DS (2012), Statistics for Management, 7/e, Pearson Education.
4. Kapoor VK, (2014), Operations Research: Techniques for Management, 9/e, Sultan Chand & Sons, New Delhi.

Tecnia Institute of Advanced Studies-CDL

Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)
Information Technology Management

Course Code: TDL 03   **L – 6, Credits - 6**

Objective: The primary objective of this course is to familiarize the student with basic concepts of information technology and their applications to business processes.

Course Contents

Unit I
Computer Hardware and Number System: - CPU, Computer Memory and Mass Storage Devices, Computer Hierarchy, Input Technologies, Output Technologies. Number Systems and Arithmetic: Decimal, Binary, Octal and Hexadecimal Number Systems, Binary Arithmetic.

Unit II
Computer Software: Application and System Software, Programming Languages and their Classification, Assemblers, Compilers and Interpreters. Process of Software Development, Data Analysis using Spreadsheets Operating Systems- Functions of Operating Systems, Types of Operating Systems (Batch Processing, Multitasking, Multiprogramming and Real time Systems) DBMS: Traditional File concepts and Environment, Database Management Systems Concepts, Types of Data Models, ER Modeling, Integrity Constraints, SQL queries

Unit III
Data Communication and Networks: Concepts of Data Communication, Types of Data-Communication Networks, Communications Media, Concepts of Computer Networks, Primary Network Topologies, Network Architectures-The OSI Model, Inter-Networking devices. The Internet, Intranet and Extranets: Operation of the Internet, Services provided by Internet, World Wide Web. Creating Web Pages using HTML, Intranets and Extranets.

Unit IV
Functional and Enterprise Systems: Data, Information and Knowledge Concepts, Decision Making Process, Physical Components of Information Systems, Classification of Information Systems. Overview of Security Issues in Information Technology, Emerging Trends in Information Technology.

Text Books
1. ITL Education Solutions (2012), Introduction to Information Technology, 2/e, Pearson   Education.
2. Turban, Rainer and Potter (2006), Introduction to information technology, 2/e, John Wiley and Sons.

Reference Books:

1. Turban Efraim, Ephraim McLean, James Wetherbe (2006), Information Technology for Management - Transforming organizations in the digital economy, 5/e, Wiley India

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)

Business Communication

Course Code: TDL 04   **L-6, Credits -6**

Objective: The aim of the course is to train students to enhance their skills in written and oral communication through practical conduct of this course. This course will help students develop competence in communication so that they can successfully handle the challenges of all types of communication in business.

Course Contents

Unit I
Introduction to Business Communication: Business communication- definition, Importance. Forms and Types of Communication (Downward, Upward, Horizontal and Lateral Communication), Formal and Informal Communication Network.Process of communication.Barriers and Gateways to communication.

Unit II
Written Communication and Applications of Communication: Principles of Written Communication – 7C's Concept. Business and Commercial Letters (Request letters, Good News letters, Bad news letters, Persuasive letters, Sales letters).Minutes of the Meeting, Report Writing, Job application and Resume Writing, Business communication via Social Network, Writing a Blog.

Unit III
Oral Communication and Business Etiquettes: Principles of Oral Presentation, Factors Effecting Presentation, Video-conferencing and Skype, Non – Verbal Communication (Para language, Time, Space, Silence, Body language). Group Discussion and Employment Interview, Business Etiquettes and Professionalism, Introduction and Greetings, Dressing and Grooming, Gifting in Business, Public Speaking, Active Listening.

Unit IV
External Influence on Business Communication: Legal and Ethical dimensions of communication (Dealing with pressure to compromise your ethics). Cross Cultural and Diversity Issues of Communication, Technology Enabled Communication, Negotiation and its relevance in Business Communication, Mass Communication.

Text Books
1. Lehman, C.M., DuFrene D.D., &Sinha M. (2013), BOM – What's Inside: An Innovative Approach to Learning and Teaching – Business Communication, 3/e, Cengage Learning. Lesikar, R.V., Flatley M.E., Rentz, K., &Pande N. (2014),Business Communication: Making Connections in a Digital World, 11/e, McGraw Hill Education (India) Private Limited.

Reference Books

1. Pearson, J.C., Nelson, P.E., Titsworth S., & Harter, L. (2013), Human Communication, 4/e, McGraw Hill Education (India) Private Limited.
2. Dignen, B. & McMaster I. (2013), Communication for International Business: The Secrets of Excellent Interpersonal Skills , 4/e, HarperCollins Publishers.
3. Conger, J.A. (2013), HBR's 10 Must Reads on Communication – Harvard Business School Publishing Corporation
4. Monipally, M.M. (2013), Business Communication: From Principles to Practice, 1/e, McGraw Hill Education.

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)

Management of International Business

Course Code: TDL 05   **L- 6, Credits-6**

Objective: The objective of this course is to enable the students to manage business when the Organizations are exposed to overseas environment.

Course Contents

Unit I
Introduction to International Business: Nature and Scope of International Business; E.P.R.G. Approach, The Environment Of International Business, Reasons for Going International, Analyzing International Entry Modes, Entry Barriers, Porters Diamond Model, Deming Eclectic OLI model and other models.

Unit II
Formulating & Implementing Global Strategy: International Competitive Advantage, International Strategic Alliances, Global Mergers and Acquisition, Organization Design & Structures.

Unit III
Managing Globally: Cross-Cultural Management: Hofstede Study, Edward T Hall Study, Cultural Sensitization using sensitivity analysis, Global Marketing Management, Global Operations Management & Global Supply Chain Management, Global Human Resources Management, Aspects of Global Financial Management.

Unit IV
Broad Issues in Globalization: Ethical issues in Context of International Business, The Social Responsibility of the Global Firm, International Negotiations and Cross-Cultural Communication, Globalization and the Internet, distinction between TNC and MNC, future of International Business and other emerging concepts.
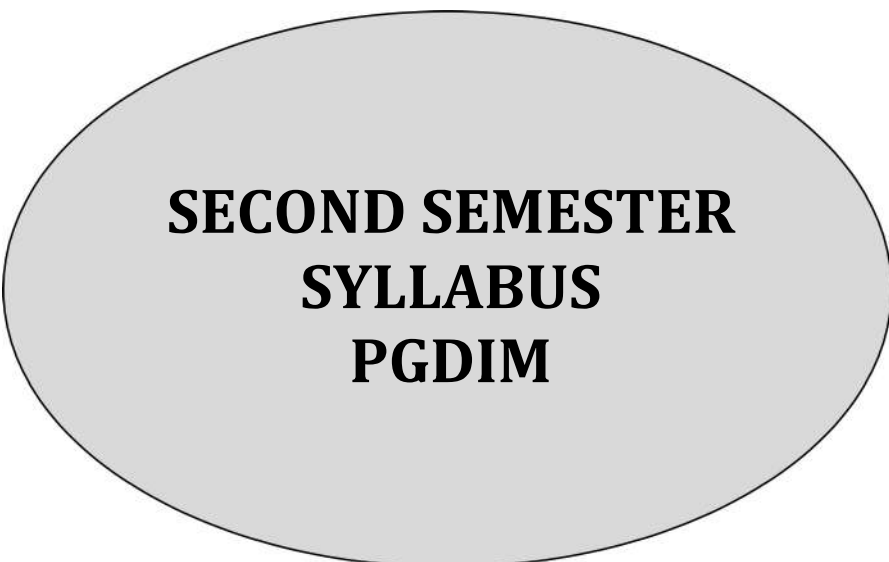
Text Books
1. Daniels John, RadebaughLee , Sullivan Daniel, Salwan P. (2016), International Business, 15/e, Pearson Education
2. Holmes George, Luthans Fred &Doh Jonathan P, (2016), International Management:Culture, Strategy, and Behavior, 9/e, McGraw-Hill;

Reference Books

1. Charles W L Hills, Arun Kumar Jain (2014), International Business Competing in the Global Marketplace, McGraw Hill Education (India) Private Limited.
2. KAswathappa (2014), International Business, Tata Mcgraw Hill.
3. Ball D.A, McCulloch, Jr. W.H, Geringer J.M, Minor M.S and McNett J.M (2013), International Business The Challenge of Global Competition, McGraw Hill Education (India) Private Limited.
4. Deresky (2013), International Management: Managing across borders and culture, Text and Cases, 8/e, Pearson Education.

SECOND SEMESTER SYLLABUS PGDIM

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)
Financial Management

Course Code: TDL 06   **L-6, Credits-6**

Objective: The course is aimed at building an understanding of concepts, vital tools and techniques applicable for financial decision making by a business firm. Use of MS-Excel Functions and Formulas will be promoted amongst students for all topics given in the syllabus.

Course Contents:

Unit I
Nature and Scope of Financial Management; Financial Objectives; Impact of Financial and Economical Environment on Financial Management; Time Value of Money including Pension Funds, Computation of EMI, Annuity, Annuity Due. Funds Flow Analysis; Cash Flow Statement and its Interpretation (AS-3), Financial Statement Analysis, Ratio Analysis, Common Size Statements, Du Pont Analysis.

Unit II
Planning for Sources of Finance (Domestic and International); Capital Structure; Net Income Approach; Net Operating Income Approach; Traditional Approach and MM Approach, Cost of Capital; EBIT – EPS Analysis, Capital Gearing/Debt-Equity Ratio, Generation of Internal Funds.

Unit III
Capital Budgeting - Conventional and DCF Methods; Inflation and Capital Budgeting; RiskAnalysis and Capital Budgeting-Certainty Equivalent Factor; Risk Adjusted Discounting Rate; Decision Tree; Independent and Dependent Risk Analysis; Replacement Decisions, Sensitivity Analysis, Introduction to Financial Analytics.

Unit IV
Retained Earnings Vs. Dividend Decision; Gordon Model; Walter Model; MMApproach; Lintner Model; Planning of Funds through Management of Assets - Fixed and Current: Sustainable Growth Rate. Working Capital Management; Concept of Working Capital, Working Capital Approaches, Working Capital Estimations, Management of Cash(Various Theoretical Models), Inventories, Receivables, Marketable Securities and Account Payables.

Text Books
1. Van Horne, James, C, Sanjay Dhamija, (2012), Financial Management and Policy, 12/e, Pearson Education.
2. Pandey I.M (2015), Financial Management, 11/e, Vikas Publishing House Pvt Ltd, Delhi

Reference Books
1. Prasanna, Chandra (2015), Financial Management: Theory and Practice, 9/e, Tata McGraw Hill.
2. Jonathan Berk, Peter De Marzo, (2016), Financial Management, Pearson Education.

Tecnia Institute of Advanced Studies-CDL
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Marketing Management

Course Code: TDL 07   **L – 6, Credits – 6**

Objective: The course aims at making students understand concepts, philosophies, processes and techniques of managing the marketing operations of a firm.

Course Contents

Unit I
Introduction to Marketing: Meaning and Scope of Marketing; Marketing Philosophies; Concept of Customer Value, Marketing Management Process-An Overview; Concept of Marketing Mix; Understanding Marketing Environment; Consumer and Organization Buyer Behavior; Demand Forecasting; Market Segmentation, Targeting and Positioning, Over View of Competitive Marketing Strategies.

Unit II
Product and Pricing Decisions: Product Concept; Product Classifications; Product Levels; Product Differentiation; Product Mix; Product Line Decisions; Product Life Cycle-Concept & Strategies; Packaging; Brand and Branding Strategies; New Product Development Process; Pricing-Pricing Objectives, Determinants of Price, Pricing Methods & Strategies.

Unit III
Promotion and Distribution Decisions: Promotion Mix-Advertising, Personal Selling, Publicity, Direct Marketing and Sales Promotion; Integrated Marketing Communication, Channels of Distribution; Functions of Intermediaries; Channel Design Decisions, Selecting Channel Members; Channel Management; Emerging Channels of Distribution.

Unit IV
Contemporary Marketing Trends and Issues: Rural Marketing, Social Marketing; Green Marketing; Digital Marketing; Ethical Issues in Marketing. Introduction to Marketing Analytics.

Text Books
1. Kotler,P., Keller, K.L. (2015), Marketing Management, 15/e, Pearson Education.
2. Baines, P., Fill, C., Page, K., Sinha, P.K. (2013), Marketing: Asian Edition, Oxford University Press, New Delhi.

Reference Books
1. Ramaswamy, V.S and Namakumari, S. (2013), Marketing Management: Global Perspective Indian Context, 5/e, McGraw Hill Education (India) Pvt Ltd, New Delhi
2. Lamb, C.W, Hair, J.F, Sharma D. &Mc Daniel C. (2012), Marketing- A South Asian Perspective Edition, Cengage India Pvt. Ltd, Delhi

Tecnia Institute of Advanced Studies-CDL

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Post Graduate Diploma in Management
(PGDIM)

Business Research

Course Code: TDL 08   **L – 6, Credits – 6**

Objective: The course aim at equipping students with an understanding of the research process, tools and techniques in order to facilitate managerial decision making.

Course Contents

Unit I
Introduction: Introduction to business research-types of research, process of research, Formulation of the research problem, development of the research hypotheses, Types of Hypotheses. Lab Work of around 4 hours.

Unit II
Research Design: Definition, functions, exploratory, descriptive, experimental; Experimental research designs-pre-experimental, quasi-experimental, true experimental, statistical; Validity of research instruments-face and content, construct validity; Reliability of research instruments internal consistency procedures; Methods of data collection-primary and secondary sources; Attitudinal scales-Likert, Thurstone, Guttman scales; Questionnaire designing. Lab Work of around 4 hours.

Unit III
Sampling and Data Analysis: Concept, designs; Types of sampling designs- probability, non-probability, mixed sampling designs; sampling frame; Sample size determination; Data processing- editing, coding and tabulating; Data analysis-Univariate, Bivariate, Multivariate; Hypothesis testing- concept, types of errors, steps in hypothesis testing.

Unit IV
Analytical Techniques: Parametric Vs Non-parametric tests, Anova, Correlation and Regression Analysis, Chi-square Test, Non-parametric Tests for Normality, Runs Test, Advanced data analysis techniques-basic concepts of factor analysis, discriminant analysis and Conjoint Analysis. Lab Work of around 4 hours.

Text Books

1. Chawla Deepak, SodhiNeena (2015), Research Methodology Concept and Cases, 2/e, Vikas Publishing House.
2. Malhotra K. Naresh, Dash Satyabhushan (2015), Marketing Research 7/e, Pearson Education Ltd.

Reference Books

1. Cooper Donald, Schindler Pamela, Sharma J K (2012), Business Research Methods, 11/e, McGraw Hill Education
2. BrymanAlan, Bell Emma (2011), Business Research Methods, 3/e, Oxford University Press

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)

Human Resource Management

Course Code: TDL 09   **L - 6, Credits -6**

Course Objectives: The course shall enhance the understanding of varied practices and processes of managing human resources and understand their relevance and contribution in terms of not only organization, but the other employees working therein, and also the society at large.

Course Content

Unit I
Introduction to Human Resource Management: Concept of HRM, Nature, Scope, Functions, Models of HRM; Roles and Responsibilities of HR managers; Business and organizational restructuring and its implications for human resource management; The HRM and approaches to HRM; Competitive Challenges and HRM: Workforce Diversity, Managing Protean Careers, Moonlighting Phenomenon, Psychological Contract, developmental leadership, employee engagement.

Unit II
Strategy and Workforce Planning: Strategic Planning and HR Planning: Linking the Processes, Methods and Techniques of Forecasting the Demand and Supply ofManpower, Turnover and Absenteeism, Job Analysis, Job Design and Re-design: Job enlargement, Job Enrichment, Corporate strategy and human resource management; HRM and culture management. Managing HR after mergers and acquisitions.

Unit III
Expanding the Talent Pool: Recruitment, Selection, Career Development Initiatives, HRM Competencies: Roles of HR Generalists and HR Specialists, Training & Development, Balance Scorecard(BSC), Idea underlying BSC, Research by Kaplan and Norton Introducing BSC- step By- Step.

Unit IV
Contemporary Issues in HR – Strategic Human Resource Management, International Human Resource Management ,Wellness Programs Work Life Balance and Green HRM; Different working patterns (e.g. day work, shift systems, flexi-time, working at home, casual employment)Human Resource Information Systems and e–HR for the digital age.

Competency mapping .Empowering managers through positive political skills, Mentorship, Introduction to Human Resource Analytics.

Text Books
1. Dessler, G. &Varkkey B., (2015), Human Resource Management, 14/e, Pearson Education.
2. Denisi, A., Griffin, R. and Sarkar, A. (2014), HR, Cengage Learning (India Edition).

Reference Books
1. Torrington et al (2014), Human Resource Management 9/e, Pearson Education.
2. Lepak, D. &Gowan M. (2009), Human Resource Management, Pearson Education.
3. Ivancevich, J.M. (2014), Human Resource Management, 10/e, Tata McGraw Hill.
4. Byars, L.L. & Rue, L.W. (2014), Human Resource Management, 10/e, Tata McGraw Hill.

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)

Business Intelligence and Applications

Course Code: TDL 10   **L- 6, Credits - 6**

Objective: This course is intended to expose the students to the latest tools of Business Intelligence and applying those tools for effective decision-making.

Course Contents

Unit I
Business Intelligence and Business Decisions: Decision Support Systems; Group Decision support and Groupware Technologies, Expert Systems.

Unit II
Data Warehousing: - Features, System Databases, Creating Databases and Tables, Constraints, Data Manipulation Language, OLTP & OLAP, Data Marts, Data Warehousing, Data Warehouse Architecture. Success factors of Data Warehousing.

Unit III
Data Mining and Knowledge Discovery: Phases of knowledge Discovery in Data Bases (KDD); Data Mining Techniques; Market Basket Analysis, Applications of Data Mining.

Unit IV
Knowledge Management: Knowledge Assets, Knowledge Generation, Knowledge Storage, Knowledge Utilization, Knowledge Management Technologies, Emerging Issues in Business Intelligence.

Text Books
1. Efraim Turban, E. Aronson (2013), Decision Support and Business Intelligent Systems.9/e, Pearson Education.
2. Sam Anahory, Dennis Murray (2006), Data Warehousing in the Real World, Pearson Education.

Reference Books
1. PaulrajPonniah (2003), Data Warehousing Fundamentals. John Wiley.
2. Fernandez, Irma Becerra (2008), Knowledge Management, 1/e, Pearson Education.
3. Panda, Tapan K (2008), Knowledge Management, 1/e, Excel Books, Delhi.

4. Dr. Sachin Kumar, KadambriAgarwal (2013), Data Mining and Data Warehousing, S.K. Kataria& Sons, Delhi.

**THIRD SEMESTER
SYLLABUS
PGDIM**

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)

Strategic Management

Course Code: TDL 11   **L- 6, Credit-6**

Objective: To develop an understanding of the Strategic Management process in a dynamic and competitive global environment.

Course Contents

Unit I
Nature of Strategic Management: Concept of Strategy; Vision Mission, Goals and Objectives; External Environmental Analysis; Analyzing Companies Resource in Competitive Position; Mintzberg's 5Ps of Strategy; Strategic Management Process, Corporate Governance.

Unit II
Strategy Formulation: External Environmental Analysis; Analyzing Companies Resource in Competitive Position- Concept of Stretch, Leverage and Fit; Strategic Analysis and Choice, Porter's Five Forces Model, Concept of Value Chain, Grand Strategies; Porter's Generic Strategies; Strategies for Competing in Global Markets.

Unit III
Corporate-Level Strategies: Diversification Strategies: Creating Corporate Value and the Issue of Relatedness, Vertical Integration: Coordinating the Value Chain, The Growth of the Firm: Internal Development, Mergers & Acquisitions, and Strategic Alliances Restructuring Strategies.

Unit IV
Strategy Implementation and Evaluation: Structural Considerations and Organizational Design; Leadership and Corporate Culture; Strategy Evaluation: Importance and Nature of Strategic Evaluation; Strategic and Operational Control, Need for Balanced Scorecard.

Text Books
1. Thomas L. Wheelen, J. David Hunger (2016), Concept in Strategic Management and Business Policy, Pearson Education.
2. Arthur, A, Thomson and Strickland, A. J. (2002), Strategic Management – Concept and Cases. Tata McGraw Hill, New Delhi.

Reference Books
1. Kark Rajneesh (2008), Competing with the Best: Strategic Management of Indian Companies in a Globalizing Arena, Penguin Books, India.
2. AzharKazmi (2004), Business Policy and Strategic Management, Tata McGraw Hill, New Delhi.
3. Hitt Michael A., Ireland R.D. and Robert E Hoskisson, Strategic Management: Competitiveness & Globalization, Concepts and Cases, Addison Wesley.

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)

Corporate Social Responsibility, Human Values and Ethics

Course Code: TDL 12   **L- 6, Credit-6**

Objective: The objective of this course is to develop an understanding and appreciation of the importance of value system, ethical conduct in business and role and responsibilities of corporate in social systems. It aims at applying the moral values and ethics to the real challenges of the organizations.

Course Contents

Unit I
Moral Values and Ethics: Values – Concepts, Types and Formation of Values, Ethics and Behaviour. Values of Indian Managers; Managerial Excellence through Human Values; Development of Ethics, Ethical Decision Making, Business Ethics Values and ethics as drivers of Corporate Social responsibility (CSR): A Historical Perspective from Industrial Revolution to Social Activism; The Stakeholder theory of Firm ; CSR and the regulatory issues.

Unit II
Ethical Dilemma , Implications of failed corporate responsibilities: Worker rights and health, Technology and Privacy in the workplace , Human rights, Stockholders Right and Corporate Governance; Consumerism; Unethical Issues in Sales, Marketing , Advertising and Supply Chain ; Intellectual Property Rights, Corruption in Business and Administration, Building a value based Corporate Culture , Big Data : Ethical and Regulatory Framework.

Unit III
Corporate Social Responsibility: Current CSR Practices of the Firms in India and Abroad, International Frameworks of CSR and Sustainability: Global Compact, Caux Round Table, OECD Guidelines for Multinational Enterprises , GRI, SA8000 Standard etc., BS / ISO Guideline on CSR Management (ISO-26000), Social Audit of Government Programs.

Unit IV
Sustainable Development: Challenges of Sustainable Development, Environmental Challenges as Business Opportunity, Kyoto Protocol and Clean Development Mechanism
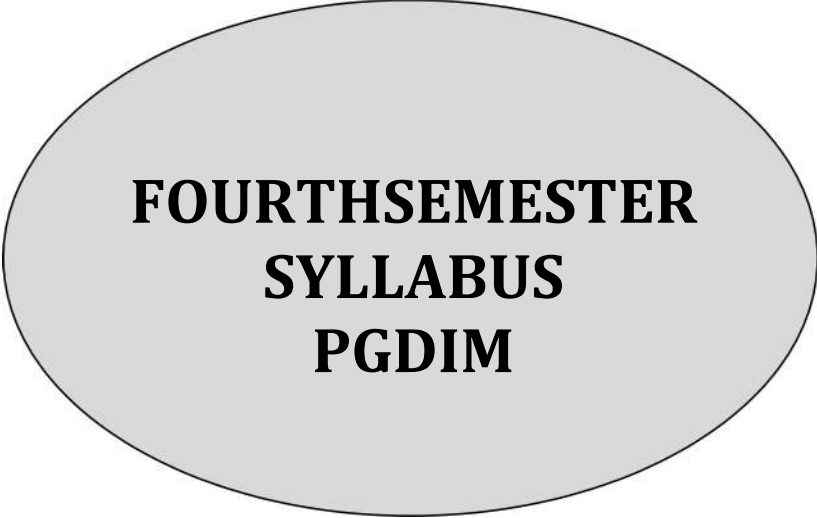
(CDM), managing environmental Quality, Green IT initiatives, emerging trends in Corporate Social Responsibility,

Text Books
1. Lawrence, A. T., and Weber, J. (2016). Business and society: Stakeholders, ethics, public policy. Tata McGraw-Hill Education.
2. Blowfield, M., & Murray, A. (2014). Corporate responsibility. Oxford University Press.
3. Kenneth Laudon and Jane Laudon (2016), Management Information Systems: Managing the Digital Firm, 14/e, Pearson Education.
4. James O'Brien, George Marakas and Ramesh Behl (2014), Management Information Systems, 10/e, McGraw Hill Education India, Delhi.

Reference Books
1. Hartman, L. P. and DesJardins J. (2013). Business Ethics: Decision-Making For Personal Integrity And Social Responsibility, McGraw-Hill/Irwin
2. Carroll, A., &Buchholtz, A. (2014). Business and society: Ethics, sustainability, and stakeholder management. Cengage Learning
3. Steneir J.F. and Steiner G.A. (2014) Business, Government and society : A Managerial Perspective Text and Cases McGraw-Hill Education.
4. Manuel G.Velasquez (2015), Business Ethics Concepts and Cases, Pearson Education.
5. Ralph Stair and George Reynolds (2012), Information Systems, 10/e, Cengage Learning.
6. D.P.Goyal (2014), Management Information Systems: Managerial Perspectives, 4/e, Vikas Publishing House.

FOURTHSEMESTER SYLLABUS PGDIM

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)

Managing Innovation, Intrapreneurship & Change

Course Code: TDL-13   **L- 6, Credit-6**

Course Objectives:

1. To develop innovative approach to business related skills of marketing, quality management production, distribution and human resource management etc.
2. To expose students to the need of innovation vis-à-vis sustainability.
3. To learn how to manage a startup business or service within an existing company in ways that allows it to succeed, to make a profit and to continue to grow.
4. To sensitize student to critical thinking, nurturing team work and change

Course Contents

Unit I
Innovation-The Innovation Imperative - Why innovate? The changing world of business, Key Definitions – Creativity, Invention, Innovation, Business Design, Innovation to Energize, Innovate for Growth, Profit, Innovate for Survival, Managing Change, Creativity & innovation. Myths Surrounding Creativity, Difference between innovation and creativity, Competencies, Assets and Knowledge: Profit Chain, ValueConfigurations – Value Chain, Value Network, Value Shop. Assets and Competencies, TheInnovation Por tfolio – What to innovate? Vision – Portfolios and Feelings, What is the right question. Identifying Feelings and Needs, Sources of Innovation: Functional Sources of Innovation – Internal Value Chain, Spillovers from Competitors, Suppliers, Customers and Complimentary Innovators.

Unit II
Innovation for Emerging Economies-Value Stock, Techno economic Factors – Economic Differences, Product Specificity. Entry Strategies – Reach for later stage of the Product Life Cycle, Reach Deeper into the Value Stock, Options Approach. Implementation – Technology Transfer, Commercialization, Role of National Governments in Innovation,Why a Government Role? – Public Nature of Knowledge, Uncertainty, Innovation in Services, Customer Intelligence, Customer Intimacy, Customer Innovation. Brand Asset Monitoring, Customer Satisfaction & Loyalty Measurement, Touch Points Data Management, Service Organizations do Innovate, The Concept of Innovation in Services, Type of Innovation in services.

Unit III

Intraprenuership-The concept of Intraprenuership: Defining an intraprenuer, characteristics of people within an organization who are likely to become Intraprenuers, Ideas, Roles and Processes: Ideas – Scaling Ideas, Scope of Ideas, Degree of Change of Ideas, Orientation of Ideas, Idea Generation and Mobilization, Advocating & Screening, Idea Experimentation, Idea Commercialization, Diffusion and Implementation of idea, Intraprenuership – from concept to sustained Competitive Advantage.

Unit IV

Creativity and Change in Organizations-The Process of Change, Creativity & Innovation: Organizational Change – Definition & Key Dimensions, Factors that Promote Change, Creativity & Innovation, The Group – Nurturing Team Work: Difference between groups and teams, Why do people join teams? Team Development process, Why do teams fail?, The Leader – Promoting New Ideas at Work: Defining Leadership, Difference between Managers and Leaders, Ingredients of Leadership, Trait approaches to Leadership, Behavioural approaches to Leadership, Managerial Grid, Contingency theories, The Internal Environment – Orchestrating Structure, Systems and Resources; The Balanced Score Card, Culture – Enabling & Constraining Creative Processes at Work: Organizational culture, Different Perspectives of Organizational culture, Can we manage Organizational culture?, Managing Process of Change.

Text Books
1. Innovation Management, Allan Afuah, Oxford Indian Edition.
2. Innovation Management, ShlomoMaital and D V R Seshadri, Response Books, Sage Publications, New Delhi.
3. Innovation: the attacker's advantage, Foster, Richard N., London, Macmillan, 1986.
4. Intraprenuership: Managing Ideas Within Your Organization By Kevin C. DeSouza.
5. Managing Change, Creativity & Innovation, Constantine Andriopoulos and Patrick Dawson. Sage Publications.

Reference Books
1. Adair on Creativity and Innovation, Edited by Neil Thomas, Viva Books.
2. Creating the Intraprenuer: The Search for Leadership Excellence by Victoria C. DePaul.
3. Corporate Entreprenuership: Top Managers and New Business Creation. By – Vijay Sathe. Cambridge University Press, New York. 2003. ISBN: 978-0-521-61392-7.
4. Business Innovation in the 21st Century, Praveen Gupta, S Chand.

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning
Approved by AICTEPost Graduate Diploma in Management (PGDIM/PGDFM/MM/HRM/OM)

Project based Dissertation/ Family business startup

Course Code: TDL-14   **L- 6, Credit-6**

All the students will submit their Summer Training Project based dissertation Reports in the fourth semester. The supervisor in the organization under whose guidance the summer training is carried out will be required to grade the student's project in the given institute format . Each student will be attached with one internal project guide, with whom they shall be in continuous touch during the training period. The internal project guide will be required to evaluate marks on the basis of the assessment report provided by the organization where the Summer Training has been completed and his/her own assessment about the work done by the student. Project evaluation on the basis of presentation and the assessment report received from the organization where student has undergone Summer Training.

ELECTIVES SYLLABUS PGDIM

Tecnia Institute of Advanced Studies-CDL
Centre for Distance Learning Approved by AICTE
Post Graduate Diploma in Management
(PGDIM)
Essentials of Family Business Management

Course Code: TFBM-01   **L-6, Credits -6**

Course Objectives:

1. To motivate the entrepreneurial instinct of students and expose them to family owned business challenges and issues.
2. To develop and strengthen entrepreneurial quality and motivation especially towards Family owned business.

Course Contents

Unit I
Family businesses Uniqueness & Dynamics-Definitions of Family business, What constitutes a family business? Succession and Continuity, Economic impact, What Makes it Unique - The Nature, Importance, and Uniqueness of Family Business - Special strengths - family business culture and values, predictable problem resolution, commitment, Knowledge, Flexibility in Work, Time and Money, Long-range thinking, A stable culture, Speedy decisions, Reliability and pride. Dilemmas and challenges for family businesses- Resistance to change, Business challenges, Succession, Emotional issues, Family business people – Founders, Women in family businesses, Husband and wife teams, In-laws, Multifamily ownership, Non-family employees, Managing conflicts in family firms. Family business life cycles.

Unit II
The family's relationship with business & Next Generation-Articulating values and shared vision, Effective business families, How families add value: the family-business interaction factor, Ingredients of successful planning - Family emotional intelligence, Establishing open communication, Family Communication: Family Meetings, Thebenefits of family meetings, The use of facilitators and advisors, Ownership and family policy making, The family contribution, Creative versus destructive conflict, Building family teamwork. Unifying plans, processes and structures - Designing family governance,The importance of outside experience - Self-esteem and confidence, Credibility with non-family employees. Systems overlap and human resource management issues – Recruitment, Training and development, Remuneration, Performance appraisal and promotion.

Unit III

Professionalizing the boardroom, Cousin Companies and Family Governance- Ownership of an Enterprise Built to Last, Shareholder priorities, Responsibilities of shareholders to the company, Effective governance of the shareholder-firm relationship, Information, communication, and education of shareholders, Family Business Governance - Advisory Boards and Boards of Directors, Recruitment and selection, Compensation and Motivation,Family complexity, Ownership complexity, Setting up a family governance process - Recording decisions- the family constitution. Structuring family governance - Family council, Boundaries between the board and the family council, The family assembly, The annual shareholders meeting, The family office, The top management team.

Unit IV

Managing Succession, Change and Adaptation-The succession paradox, Resistance to succession planning - The founder, The family, Employee and environmental factors. Leading the transition - Start planning early, Encourage intergenerational teamwork, Develop a written plan, Involve everyone and obtain outside help, Establish a training process, Plan for retirement, The CEO as architect of governance, The transfer of power, The CEO as architect of succession and continuity, Building Financial Security, The Future of Family Business, Continuity and culture, Changing the culture, New leaders of the evolution,Global opportunities, Positive-Sum dynamics through family and enterprise leadership, Family firm recourses for the future.

Text Books
1. Family business: The essentials by Peter Leach, Profile books Ltd.
2. Family Business by Ernesto J. Poza.

Reference Books
1. Entrepreneurs: Talent, Temperament, Technique 2ndEdition. By – Bolton, Bill and John, Thompson. Butterworth-Heinemann, MA. 2004. ISBN: 978-81-312-1366-7.
2. Unleashing your Entrepreneurial Potential. By – Raghu Nanadan. Response Business Book from Sage, New Delhi.2009. ISBN: 978-81-7829-908-2.
3. Peter Drucker: Innovation and Entrepreneurship – Practice and Principles, Affiliated East West Press, 1986.

Tecnia Institute of Advanced Studies-CDL
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Post Graduate Diploma in Management
(PGDIM)

Business Plan, Private Equity, Franchising, Social Entrepreneurship

Course Code: TFBM-02   **L - 6, Credits -6**

Course Objectives:

1. To help students appreciate the purposes and audiences for business plans.
2. To help students understand the structure and content of a business plan, including the reasons for the structure and content.
3. To introduce franchising as the most efficient form of entrepreneurship, a marketing tool, a distribution technique, the ultimate capital leverage device, a real estate platform.
4. To learn how to evaluate franchise management opportunities - Ability to identify opportunities to expand local businesses through franchising.
5. Develop business strategies and operational plans that are tailored to the reality of emerging markets and that will help social entrepreneurs increase their impact and sustainability.

Course Contents

Unit I
Introduction, Key Element, Evaluating and Risk Assessment of FBM: Business Plan – Concept, need, use. Business planning overview - Business planning as a change agent - Idea brainstorming session - Understanding your motivations for preparing a plan - Raising money , Clarifying the company's future , Launching a new venture , Searching for partners , Plotting against the competition, Recruiting, Business description - Industry analysis and trends - Competitive analysis - Target market - strategic position –risk assessment - Market strategies - Design and development plan - Technology plan - management and organization - Financial factors - Financial features - sales, profits, cash flows and return on investment - Financial requirements - loan , equity source of collateral - Current business position, Possible uncertainties: Market size, Customer acceptance, Customer approach, Competition, Management team, Potential real options, Team Evaluation, Strategy, Investment requirements/ Cash Flows, Deal-Exit.

Unit II
Private Equity: The structure of the VC industry , Company formation: structures, ownership and issues , Capitalization Tables and Valuation , Governance, Value Add and Exits; corporate venture capital funds. Issues in Private Equity in Emerging Markets (PEEM) and Development of Fund Strategy and Managing Crisis, Evolution of fund development in selected emerging markets, Role of governments in the building of a venture capital base in emerging markets, Basic universal PE/VC valuation methods ,

Special considerations in emerging market PE , Special considerations in emerging market VC, Exit Planning, Alternatives and Execution in Emerging Markets.

Unit II
Franchising: Introduction to Franchising: What is Franchising? - Franchising: History and Overview, Types of Franchises, Threshold Business Issues, Advantages and Disadvantages to Franchisor, Advantages and Disadvantages to Franchisee, Elements of a Successful System, Growth of Franchising, How to become a Franchisor? Basic business concept, pilot operation, Developing the operational manual, Developing the franchise package, Marketing the franchise package, Selecting franchisees, Developing the Franchisor's organization, How to become a Franchisee? How does being a franchisee differ from running your own non-franchisee business, Self-examination, Type of business, Assessing the Franchisor, Assessing the business proposition, What happens if the Franchisor fails, Financial Aspects of Franchising: Initial Franchisee Fee, Sale of the franchise package, Leasing of premises, Continuing fees, Advertising funds, Role of Banks, Franchisor Franchisee Relations.

Unit IV
Social Entrepreneurship: Social Entrepreneurship & Social Enterprises: What is a social business? How is it different from social entrepreneurship ? Definition of Social Entrepreneurship, Why social enterprises, Situating social enterprises, Defining social enterprises, Recognizing Opportunities, The Idea of Social innovation, Social enterprises as hybrid organizations, Characteristics of social enterprises, Emergence of social enterprises, Skills for Social Entrepreneurship, Challenges and Risk of Innovation in Social Entrepreneurship, BoP markets – definition, examples, the impact of culture, the poor as consumers, business models at the BoP, designing products that will createvalue for the BoP, Newer business models at the BoP – Social Entrepreneurs, Challenges for social entrepreneurs – creating a successful business model and finding funding, generating income, scaling and replicating to increase impact.

Text Books
1. Entrepreneurial Small Business, Katz J A , Green II R P, McGraw Hill/Irwin, New York, NY, 2008. 3rd Ed.
2. Getting to Plan B, Mullins J and Komisar R, Harvard Business Press, Boston, Massachusetts, 2009.
3. Business Planning: A guide to Business Start-up. By – David Butler. Thompson. Butterworth-Heinemann, MA. 2008. ISBN: 978-81-312-1432-9.
4. Tom Copeland et al: Valuation – Measuring and Managing the Value of Companies, Wiley 1996.

Reference Books
1. The Successful business Plan Secret Strategies by Rhonda Abrams PH.
2. The business plan in a day by Rhonda Abrams ,
3. PH. Business plan preparation - Entrepreneurship Development Institute of India.
4. Hoy, F and Stanworth, J (2003), Franchising : An International Perspective, Routledge.
5. Social enterprise : at the crossroads of market, public policies and civil society by Nyssens, Marthe.; Adam, Sophie, London ; New York : Routledge, 2006.

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Family Business Startup

Course Code: TFBM-03   **L- 6, Credit-6**

Course Objectives:

1. To develop a basic understanding of their own business model
2. Learn basics of startup formation.

Content

Students shall identify a business idea and come up with the following in the context of their identified business idea:

1. Competitive Analysis
2. Marketing Plan
3. Operational Plan
4. Financials
5. Market Research
6. Advertising
7. Advisory board development
8. Legal issues (company structure, legal agreements, intellectual property)
9. Insurance issues
10. Other revenue
11. Marketing
12. Technology
13. Operations/costs
14. Funding
15. Institutional / Government Support to the venture.
16. Relationships
17. Team-building
18. Ethical issues
19. One-Page Business Summary

The students shall present their work to the faculty and fellow students. To the extent possible an entrepreneur should be involved in the evaluation process.

The following questions shall form the basis of evaluation of the work:
1. Is the idea well-conceived?
2. Is the plan well researched?
3. Has the team identified and addressed key questions and challenges and, as an entrepreneur, adjusted nimbly?

4. Did the team present the plan well?

Weightage to the work shall be as follows:
1. Initial competitive analysis
2. Preliminary marketing plan
3. Operational plan
4. Financials
5. One-page business summary
6. Written Work

Text Books
1. Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers, by Alexander Osterwalder and Yves Pigneur
2. Founders at Work: Stories of Startups' Early Days
3. P. Denning and R. Dunham, The Innovator's Way, MIT Press: Cambridge, Massachusetts, 2010.

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Family Business and Environmental Concerns

Course Code: TFBM-04   **L- 6, Credit-6**

Course Objectives:

1. To expose student to needs of Family business / small business Accounting and Finance.
2. To prepare student to inventory, inventory control and Risk Management Practices.
3. To sensitise students towards environmental issues.
4. To expose students to Applicable Acts vis-à-vis Environmental issues

Course Contents

Unit I
Need for Business Accounting: Basic accounting concepts, Business entity concepts, Going concern, Accounting Equations- Cost- Expense, Information Usefulness, Setting up an Accounting system, Financial reports, Income statement, Balance sheet, Applying for loan, Cash flow Statement, Uses of financial accounting, Reporting to outsiders, Record keeping, Taxation and Control of receivables, Money Management, Money as a key idea, Cash and cash equivalents, Managing cash flow, Company and bank cash balances, Reconciling bank balances with company book balances.

Unit II
Equity, Debt, Assets and Risk Management: Sources of financing for small businesses, Financing with equity, Determining personal net worth, Getting equity investment for your business, Obtaining your credit report, Gift financing, Finding grants, Financial Management for growth, Financial Management for operations, Financial Management for business exit, Managing short-term assets, Accounts receivable, The pros and cons of offering credit to customers, Managing account receivables and receive the greatest benefit for your business, Using your accounts receivable as a source of financing, Using receivables to raise immediate cash, Managing inventory, Determining the appropriate level of inventory, Scheduling ordering and receipt of inventory, Just-in-time inventory systems,Rate of return on investment, Risk in small business, Risks associated with specific business operations, Managing risk, Using insurance to manage risks.

Unit III
Environmental Concerns: Acts and Rules applicable to control of air, water and noise-pollutions, Solid waste, Hazardous waste, Bio-medical waste, Tortious Liability: Strict and absolute liability, vicarious liability, Liability for Industrial Accidents , The Public Liability Insurance Act, 1991, The National Environment: Tribunal Act, 1995, Liability under criminal Law.

Unit IV
Administrative Mechanism: Dispute Settlement Mechanism and Remedies - Powers, Functions and Procedure of Administrative Agencies , Central Government, State Government, Central Pollution Control Board, State Pollution , Control Boards and local authorities. Forums for Resolution of Environmental Disputes - Primary judiciary (District Court), High Courts and Supreme Court, The role of Collector under Public Liability Insurance Act, 1991, Environment Tribunal under N.E.T. Act, 1995, National Environment Appellate Authority under the N.E.A. Authority Act, 1997.

Text Books
1. Entrepreneurial small business by Jerome Katz, Richard Green, Tata McGraw-Hill, 2nd Edition.
2. Relevant Bare Acts (e.g. The Environment (Protection) Act, 1986) Industry Environment and Law / Shastri S.C. ; Balre P.P.; Khan T.I. 1996.

Reference Books
1. International Law, Ku Charlotte, 2004

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Graduate Diploma in Management
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IT for Family Business Management

Course Code: TFBN-05   **L - 6, Credits -6**

Course Objectives: To understand the concepts of project writing and presentation skill & knowledge of Web page design and tally and social media tools.

Course Contents

Unit I
Communication: How to make a presentation, the various presentation tools, along with guidelines of effective presentation, boredom factors in presentation and how to overcome them, interactive presentation & presentation as part of a job interview, art of effective listening.Resume writing skills, guidelines for a good resume, how to face an interview board, proper body posture, importance of gestures and steps to succeed in interviews. Practice mock interview in classrooms with presentations on self. Self-introduction – highlighting positive and negative traits and dealing with people with face to face.

Unit II
Web Designing: Basics in Web Design Brief History of Internet ,What is World Wide Web, Why create a web site, Web Standards, Audience requirement. What is HTML,HTML Documents, Basic structure of an HTML document, Creating an HTMLdocument, Mark up Tags, Heading-Paragraphs, Line Breaks, HTML Tags. Working with Lists, Tables and Frames, Working with Hyperlinks, Images and Multimedia, Working with Forms and controls, Concept of CSS, Creating Style Sheet Creating the Web Site, Saving the site, working on the web site.

Unit III
Tally ERP: Basics of Accounting, Types of Accounts, Golden Rules of Accounting, Accounting Principles, Concepts and Conventions, Double Entry System of Book Keeping , Mode of Accounting, Financial Statements, Transaction s, Recording Transactions , Fundamentals of Tally.ERP 9 , F11:Features F12 : Configurations , Setting up Account Heads, Inventory in Stock Groups , Stock Categories Godowns / Locations Units of Measure, Stock Items , Creating Inventor y Masters f or National Traders .

Unit IV
Social Media: Social Media tools for Businesses, WordPress Blog, how to navigate the WordPress dashboard, build a basic website using a free WordPress theme template, create webpages, menus and publish blog posts. You will have a refresher lesson in basic grammar/spelling and learn the importance of a well-written blog post, Facebook, Facebook for business usage, Twitter, Twitter for businesses, YouTube, how to create and publish a video to YouTube, how to embed the video into a blog post and how to