REVISION AND ADDITIONS TO ACADEMIC REGULATION 2024

1. Amendment to Clause No. 4.3.3 of the 2024 Academic Regulations: Attendance Regulations for Appearing in Mid-Term and End-Semester Examinations

i. Ideally, every student is expected to attend all classes and achieve 100% attendance each semester. However, to accommodate unavoidable situations such as medical issues, personal reasons, participation in management events, contests, or sports, students are required to maintain a minimum of 75% attendance to be eligible to appear in the mid-term and end-semester examinations.

A student must secure at least 75% of overall attendance, considering the total number of periods attended in all courses against the total periods offered. However, students with attendance between 65% and less than 75% are eligible to apply for condonation. The Competent Authority may condone a shortage of up to 10%. Such students, after obtaining condonation for the attendance shortage, will be allowed to appear for the mid-term and end-semester examinations upon payment of the condonation fee, as fixed by the Competent Authority.

ii. A student shall be eligible to avail condonation for shortage of attendance only twice during the entire two-year duration of the program. This includes condonation sought for both mid-term and end-semester examinations, irrespective of the semester or nature of the examination. Once a student has availed the benefit of condonation on two occasions, no further application for condonation shall be entertained. Any subsequent instance of attendance shortage shall be dealt with in accordance with Clause 4.3.3.iii of the academic regulations.

iii. Students securing less than 65% overall attendance in the first, second, or third semester will not be allowed to appear for the end-semester examinations of that semester. However, such students will be permitted to progress to the subsequent academic semester. They will be allowed to write examinations for both the previous and current semesters, provided their combined attendance for both semesters is 75% or above. In these cases, the rules for condonation as specified in Clause 4.3.3.i will apply to the combined attendance percentage.

iv. Students securing less than 65% overall attendance in the fourth semester will be declared as 'Prevented' and will not be permitted to appear for the end-semester examinations of that semester. Such students are required to repeat the semester by re-registering for the respective courses in the subsequent academic year as per procedures outlined in Clauses 4.1.1 to 4.1.3 of the Academic Regulations.

If the courses offered are discontinued or modified in subsequent semesters/years, the 'Prevented' students will be required to opt for new courses as available. The eligibility to re-register will depend on the student's satisfactory progress during the repeated semester.

2. Amendment to Clauses 5.1.2 and 5.1.3 of the 2024 Academic Regulations: Supplementary Examination

Henceforth, the term 'Supplementary Examination' as referenced in Clauses 5.1.2 and 5.1.3 shall be substituted with the term 'Arrear Examination' in all applicable contexts.

Further, in the specific case of fourth-semester courses and courses in the previous semesters, the supplementary examinations conducted within thirty (30) days from the date of publication of the End Semester Examination results shall, hereafter, be designated as 'Special Supplementary Examinations'.

3. Amendment to Clause No. 5.4 of the 2024 Academic Regulations: Scheme of Examinations

For enhancing the evaluation methodology, the following amendments are hereby incorporated into Clause No. 5.4 of the Academic Regulations 2024, pertaining to the scheme of examinations for specific courses:

i. **Comprehensive Learning Assessment (Subject Code:24MB2A01)**

   The mode of assessment for the course, Comprehensive Learning Assessment, has been revised. Effective immediately, the course shall be assessed solely through an End Semester Viva Voce Examination, carrying 100% weightage. The component of Continuous Assessment (CA) will no longer be applicable.

ii. **NPTEL Course**

   The NPTEL course will henceforth follow a binary grading system of Pass/Fail. While the course carries 2 credits, these credits will not contribute to the computation of CGPA, and no letter grade shall be assigned. However, successful completion (i.e., a Pass grade) of the NPTEL course is mandatory for the award of the MBA degree.

4. Inclusion of clause 5.4.4 in the 2024 Academic regulation: Value-Added Courses (VAC)

Value Added Course is not mandatory to qualify for the MBA Program. The value-added course will be offered only in the I, II, and III semesters.

- Classes for a VAC should be conducted beyond the regular class hours.
- A student will be permitted to register for only one VAC in a Semester.
- The course can be offered only if at least 10 students opt for it.
- The assessment of the 10-hour, 1-credit Value Added Certification Course shall be conducted internally within the course duration.
- The course will carry a total of 100 marks, with evaluation based on the discretion of the Faculty In-charge.
- To pass the course, a student must secure at least 50% of the prescribed marks.
- The percentage of marks obtained will be reflected in the form of a letter grade, which will appear on the marksheet of the respective semester.
- However, the credits earned through this course will not be included in the calculation of GPA and CGPA.
- Upon successful completion of the course, students will be awarded a certificate duly signed by the Authorised Signatories.

5. Inclusion of Clause 5.5 in the 2024 Academic Regulation: Retest Policy for Absenteeism and Support for Slow Learners

5.5.1 Policy on Retests Due to Absence in Continuous Assessment

Students who miss any of the components of continuous assessment due to valid reasons, such as medical emergencies or other approved circumstances, may be permitted to take a retest. The following conditions shall apply:

- The request for a retest must be approved by the concerned Faculty Mentor and the Competent Authority.
- The retest shall align with the Course Outcomes (CO) and Program Outcomes (PO) mapping, ensuring that the learning objectives are met.
- The exam may be conducted either offline or online, based on the feasibility and nature of the subject, as determined by the discretion of the subject in charge.
- If conducted online, the test shall be held under proctored conditions to ensure credibility.

5.5.2 Support for Slow Learners

To facilitate academic improvement among slow learners, a structured retest mechanism shall be implemented with the following provisions:

- Faculty shall identify slow learners based on continuous assessment performance and recommend them for additional academic support before the retest.
- The retest shall be designed to reinforce the basic concepts and assess improvement while adhering to CO-PO mapping.
- The assessment mode is to be strictly in an offline mode.

6. Amendment to Clause No. 6 of the 2024 Academic Regulations: Curriculum Structure Modification

In alignment with the continuous improvement of the MBA curriculum and in response to academic and industry feedback, the following modifications have been approved and incorporated into Clause No. 6 of the 2024 Academic Regulations concerning the structure of course offerings:

i. The course Project Management shall henceforth be scheduled in the Third Semester and will bear the subject code 24MB3C05 in the modified Academic Regulation 2024.

ii. Within the Business Analytics domain, the following reshuffling of courses has been affected:

- o The course titled Business Analytics will now be offered in the Third Semester, under the subject code 24MB3B01.
- o The course titled Big Data will be offered in the Fourth Semester, under the subject code 24MB4B03.

7. Syllabus Revision in the Course Curriculum

Academic Council Meeting dated 19.07.2025	Syllabi revisions of courses- Transactional Analysis for Interpersonal Effectiveness, Learning and Development and Entrepreneurship.

- **Existing Syllabus**
- **Transactional Analysis for Interpersonal Effectiveness (Old)**

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
24MB3H04	Transactional Analysis for Interpersonal Effectiveness	Elective	3	0	0	3
Course Description	The course is aimed at educating students on the key frameworks of transactional analysis, emotional intelligence, and assertiveness, encouraging them to reflect on self and others to develop awareness and responsibility using the framework in solving their problems, enhancing their relationships, and promoting employee engagement.					

CO Number	Course Outcome (CO) Statement	Bloom's Taxonomy Knowledge levels
CO1	Explain TA as a theory of individual personality with examples from real life.	K1, K2
CO2	Illustrate TA as a theory of communication, motivation, and relationships	K3
CO3	Explain the intrapsychic and recurrent patterns in life using TA theory.	K4, K5
CO4	Distinguish between aggressiveness, submissiveness, and assertiveness.	K4, K5
CO5	Analyse the relationship between individual, group, and organization level dynamics and its impact on performance.	K5

Mapping Course Outcomes with Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	2	3	2	2	3	1	2	2
CO 2	2	3	3	2	3	2	2	2
CO 3	2	3	2	2	3	3	2	2
CO 4	2	3	1	2	3	3	2	2

CO 5	2	3	2	2	3	1	2	2
Average	2	3	2	2	3	2	2	2

1- Low 2- Medium 3- Strong

Syllabus	24MB3H04	Transactional Analysis for Interpersonal Effectiveness

UNIT 1	Introduction to TA	6 hrs.

Philosophy and Principles of TA- contract- open communication- goal of TA autonomy; Ego states- structure and function- Transactions- types and rules of communication- strokes- types, stroke economy, stroking profile- Time structuring

UNIT II	Life positions	6 hrs.

Basic life position- OK corral- life scripts- definition- script matrix- injunctions and drivers- organizational scripts

UNIT III	Psychological games	6 hrs.

Definition- game formula- drama triangle- advantages; Rackets and racket system- stamps, Relation between games, rackets and scripts

UNIT IV	Emotional Intelligence	6 hrs.

Emotions and the tripartite brain- self-awareness, self-management, social awareness, relationship management; Measuring Emotional Intelligence-emotions at the workplace-IQ, EQ, and SQ; Assertiveness Training- nature, importance and relevance of assertiveness to organizational life, assertion, submission, aggression, bill of rights-assertiveness techniques

UNIT V	Employee Engagement	6 hrs.

Values- definition-individual preferences- organizational engagement – measurement- engagement drivers- culture of engagement- role of immediate supervisor; Employee Engagement practices and trends- changing influence of performance management and employee engagement as drivers of productivity

REFERENCES	1. T A Today by Ian Stewart, Vann Joines, Life Space Publishing; 2nd edition (2012). 2. Cook, S. (2008). The Essential Guide to Employee Engagement: Better Business Performance through Staff Satisfaction, Kogan Page Publishers. 3. Rath, T. & Harter, J. (2010). Wellbeing: The Five Essential Elements. NewYork: Gallup ISBN: 978-1-59562-040-8 4. Working with Emotional Intelligence by Daniel Goleman, 2013.

PEDAGOGY AND ASSESSMENT	**Pedagogy:** Lectures, Discussions, and Case Study. **Assessment:** Role Play, Survey, Presentation, Mid-term evaluation, End Semester Exams
ONLINE CONTENT (MOOC, SWAYAM, NPTEL, WEBSITES,etc.)	

LEARNING AND DEVELOPMENT (old)

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
24MB4H03	**Learning and Development**	Elective	3	0	0	3
Course Description	In the context of global competition, organizations are committing more resources in the form of both time and money towards training that enables employees to continuously update and develop their competencies. This course helps in understanding the concepts of learning and methods of development. It helps to gain insights on the careful planning of learning activities for employees.					
CO Number	**Course Outcome (CO) Statement**				**Bloom's Taxonomy Knowledge levels**	
CO1	Summarise the concepts, principles and process of learning and development				**K1, K2**	
CO2	Explain the domains of learning and teaching methodologies				**K3**	
CO3	Assess learning needs and design training programmes in an organisational setting.				**K4, K5**	
CO4	Classify the levels, tools and techniques involved in evaluation of training effectiveness				**K4**	
CO5	Interpret the need for various employee development programs towards the organization development				**K2**	

Mapping Course Outcomes with Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	2	2	2	3	3	2	1	2
CO 2	2	2	2	3	3	3	1	2
CO 3	2	2	2	3	3	1	1	2
CO4	2	2	2	3	3	2	1	2
CO5	2	2	2	3	3	2	1	2
Average	**2**	**2**	2	**3**	**3**	**3**	**1**	**2**

1- Low 2- Medium 3- Strong

Syllabus	24MB4H03	Learning and Development	

UNIT 1	Introduction	6 hrs.

Learning - meaning and significance - learning capabilities - learning Objectives - domains of learning; learning styles - principles of learning - learning Process - learning cycle - learning outcomes .learning theories - Reinforcement Theory - social learning theory - goal theories - expectancy theory, adult learning theory- pedagogy and andragogy; importance of teaching techniques; instructor behavior; attention versus involvement.

UNIT II	Training and Training Needs Analysis	6 hrs.

Designing effective training - forces influencing working & learning - strategic training - characteristics influencing transfer of training - organizational environments encouraging transfer. Meaning and significance of training needs - data collection, analysis, and interpretation - meaning and significance of training design and development - identifying the training objectives, determining structure, content, duration and method

UNIT III	Training implementation & Methods	6 hrs.

Meaning and significance of implementation, making or buying decision, implementation process for making and buying decisions, skills of effective trainer. Team building methods - E-learning & use of technology - technology's influence on training - technology & multimedia - computer based training - online learning - blended learning-simulations - mobile technology & training methods - distance learning. Technologies for training support - technologies for training administration - Learning Management Systems (LMSs). outward- bound methods - meaning and significance of outwardbound learning (OBL) methods, process of OBL, risk, safety, and ethical issues

UNIT IV	Training Evaluation	6 hrs.

Meaning- reasons for evaluating training and significance of training evaluation - Donald Kirk Patrick's evaluation model - return on investment in training - types of evaluation designs - data collection for training evaluation - determining costs - Evaluation practices in different organizations - measuring human capital

UNIT V	Executive Development and Career Management	6 hrs.

Factors affecting MDP – methods – delivery - costing & pricing - company strategies for providing development - learning for virtual work arrangements, training partnerships & outsourcing training - careers and career management – importance - A model of career development (career stages) – career management systems

REFERENCES	• Training for development– Rolf Lynton & Udai Pareek, Sage Publications, 2011. • Effective HR Training Development Strategy – Ratan Reddy, HPH, 2005. • Training in organizations - Goldstein, 4th edition, Cengage learning. • Effective Training, P Nick and Blanchard, 2nd Edition, 2012 Pearson Education. • Employee Training & Development, Noe A Raymond, 9th edition, McGraw Hill Publication, 2024, ISBN: 0072436611, 9780072436617. **Reading Resources:** Training & Development, Dr. B. Janakiraman, 2005 Biztantra/Wiley Dreamtech, 2005.

PEDAGOGY AND ASSESSMENT	**Pedagogy**: Case study-based Discussions and Lectures. **Assessment**: Case presentations, Survey, Discussion, Mid-term evaluation, End Semester Exams
ONLINE CONTENT (MOOC,SWAYAM, NPTEL,WEBSITES,etc.)	https://onlinecourses.nptel.ac.in/noc22_hs63/preview

ENTREPRENEURSHIP (old)

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
24MB4C01	**Entrepreneurship**	Core	4	0	0	4
Course Description	The course aims to impart the knowledge that will help the students to imbibe anentrepreneurial mind-set. They will be introduced to key traits and opportunities to become a successful entrepreneur. It also highlights the various types of innovation that will help in instilling the creative thought process for sketching a promising business plan.					

CO Number	Course Outcome (CO) Statement	Bloom's Taxonomy Knowledge levels
CO1	Explain the fundamentals of entrepreneurship	K1, K2
CO2	Identify opportunities-assessing the market and industry	K1, K2
CO3	Designing a pitch desk	K2, K4, K6
CO4	Discover funding opportunities for entrepreneurial ventures	K2, K3
CO5	Outline the opportunities and challenges of social entrepreneurship	K1, K2

Mapping Course Outcomes with Program Outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	3	3	2	3	2	3	3
CO2	2	3	3	2	3	2	3	3
CO3	2	3	3	2	3	2	3	3
CO4	2	3	3	2	3	2	3	3
CO5	2	3	3	2	3	2	3	3
Average	**2**	**3**	**3**	**2**	**3**	**2**	**3**	**3**

1- Low 2- Medium 3- Strong

Syllabus	24MB4C01	Entrepreneurship	
UNIT 1	**Foundations of Entrepreneurship**		8 hrs.
Entrepreneurship today-Role of the entrepreneur in business – Types of Entrepreneurs –Entrepreneur ecosystem- Entrepreneurial Orientation – Mindset – Traits – Skills			
UNIT II	**Ideation**		8 hrs.
– Methods of Identifying Opportunities – idea generation- Screening opportunities- Attractivenessof the Business – Market – Industry-Minimum viable product- Product market fit- Channel productfit-validation through research			
UNIT III	**Pitch Desk**		8 hrs.
Preparing pitch presentation -Team – Business model and size of market- Competitive landscape –Financials-Funding needs- Exit options			
UNIT IV	**Funding**		8 hrs.
Why funding? sources of funds –Merits and Demerits-steps to start up fund raising-risks and challenges- why do investors invest in start-ups –ESOP- Sweat equity-Start-up funding support – DPIIT recognition & Govt. schemes			
UNIT V	**Social Entrepreneurship**		8 hrs.
Introduction- opportunities &challenges of social entrepreneurship –sustainable development –assessing the impact of social entrepreneurship- case studies			

REFERENCES	1. Entrepreneurship Development and Small Business Enterprises (3rd Edition, Pearsons by Charantimath and Poornima M. 2. New Venture Creation: Entrepreneurship for the 21st Century by Jeffrey A Timmons Second Edition, Pearsons. 3. The Innovators' DNA by Jeffrey Dyer, Hal Gregersen, Clayton Christensen, Harvard Business School review. 4. The Definitive Business Plan by Richard Stutely. **Other Resources:** • Biographies and Autobiographies of Entrepreneurs • Start-up Stories in Magazines • Business and Economic Dailies **Web Resources** • **www.startupindia.gov.in** • **www.ycombinator.com** **www.ocw.mit.edu/collectionss/entrepreneurship**
PEDAGOGY AND ASSESSMENT	**Pedagogy:** Lectures, Discussions, Activities and Case Study **Assessment:** Presentation, Quiz, Assignments, Mid-term evaluation, End Semester Exams etc.
ONLINE CONTENT (MOOC, SWAYAM, NPTEL, WEBSITES, etc.)	**www.onlinecourses.nptel.ac.in/noc20-mg35/preview**

REVISIONS / AMENDMENTS

The revisions to the content of the syllabus

New Course Structure

Transactional Analysis for Interpersonal Effectiveness (New)

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
24MB3H04	Transactional Analysis for Interpersonal Effectiveness	Elective	3	0	0	3

Course Description	The course is aimed at educating students on the key frameworks of transactional analysis, emotional intelligence and assertiveness encouraging them to reflect on self and others to develop awareness and responsibility using the framework in solving their problems, enhancing their relationships and promoting employee engagement.

CO Number	Course Outcome (CO) Statement	Bloom's Taxonomy Knowledge levels
CO1	Recall the fundamental concepts of self and self-dynamics and explain how self-awareness influences personal behavior and interpersonal relationships.	K1, K2
CO2	**Apply** the principles of Transactional Analysis to real-life interpersonal scenarios and communication patterns based on ego states and life positions.	K3
CO3	**Analyze** intrapsychic and recurrent life patterns through the lens of Transactional Analysis theory and **evaluate** their impact on individual behavior and interpersonal relationships.	K4, K5
CO4	**Analyze** various communication styles (passive, aggressive, assertive) and **evaluate** the effectiveness of assertive behavior in different personal and professional contexts.	K4, K5
CO5	**Analyze** the core skills involved in basic counselling (e.g., empathy, active listening, questioning), and **evaluate** their appropriateness and effectiveness in supporting individuals.	K4, K5

Mapping Course Outcomes with Program Outcomes:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO 1	2	3	2	2	3	1	2	2
CO 2	2	3	3	2	3	2	2	2
CO 3	2	3	2	2	3	3	2	2
CO 4	2	3	1	2	3	3	2	2
CO 5	2	3	2	2	3	1	2	2
Average	2	3	2	2	3	2	2	2

1- Low 2- Medium 3- Strong

Syllabus	24MB3H04	Transactional Analysis for Interpersonal Effectiveness	
UNIT 1	Self-Dynamics		6 hrs.
Self-Definition and Perception - Self Schemes, Gaining Self Knowledge, Self Knowledge, Self-awareness, Self effectiveness, Self presentation motives and Strategies, Self-monitoring, Impression Management			
UNIT II	Transactional Analysis		6 hrs.
Philosophy and Principles of TA- contract- open communication- goal of TA-autonomy; Ego states- structure and function- Transactions- types and rules of communication- strokes- types, stroke economy, stroking profile-			
UNIT III	Life Positions & Psychological Games		6 hrs.
Basic life position- OK corral- life scripts- definition- script matrix- injunctions and drivers- organizational scripts -Time structuring - Definition- game formula- drama triangle- advantages; Rackets and racket system- stamps, Relation between games, rackets, and scripts			
UNIT IV	Assertiveness		6 hrs.
Assertiveness Training- nature, importance and relevance of assertiveness to organizational life, assertion, submission, aggression, bill of rights-assertiveness techniques			
UNIT V	Counselling		6 hrs.
Introduction - other interventions - steps Elements of Counseling - Counseling as a helping strategy and Significance- Predicting People's Problems Journey into life space- Anxiety and stress - Counseling to develop organizations- Check list for Counselors, Training for Counseling			

REFERENCES	1. Robert A Baron, Nyla R Branscombe, Social Psychology, 13e, Pearson Education Inc. 2012 2. T A Today by Ian Stewart, Vann Joines Life space Publishing; 2nd edition (2012). 3. Albert and Emmonds, M. (2009). Complete guide to Assertive Living. New Delhi: Jaico Publishing house 4. Robert L Gibson, Marianne H. Mitchell, "Introduction to Counseling and Guidance",7e, Pearson Education India, 2015.
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ONLINE CONTENT (MOOC,SWAYAM, NPTEL,WEBSITES,etc.)	https://onlinecourses.nptel.ac.in/noc20_mg08/preview

LEARNING AND DEVELOPMENT (New)

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
24MB4H03	Learning and Development	Elective	3	0	0	3
Course Description	This course introduces students to the key concepts and practices in Learning and Development within organizations. It covers training needs analysis, learning theories, training design, delivery methods, and evaluation techniques. The course also explores emerging trends such as digital learning and gamification, preparing students to plan and manage effective L&D initiatives aligned with business goals.					
CO Number	Course Outcome (CO) Statement				Bloom's Taxonomy Knowledge levels	
CO1	Explain the fundamental concepts of learning, training, development, and education, and differentiate their relevance in the context of HRD.				K1, K2	
CO2	Apply adult learning theories and principles to analyze training needs at various organizational levels.				K3	
CO3	Design effective training programs using appropriate instructional models and training methods suited to different organizational contexts.				K3, K4	
CO4	Evaluate the effectiveness of training programs using established evaluation models and assess return on investment (ROI) in training.				K5	
CO5	Analyze and interpret emerging trends, technologies, and challenges in learning and development in a global business environment.				K4	

Mapping Course Outcomes with Program Outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	2	2	2	3	3	2	1	2
CO2	2	2	2	3	3	3	1	2
CO3	2	2	2	3	3	1	1	2
CO4	2	2	2	3	3	2	1	2
CO5	2	2	2	3	3	2	1	2
Average	2	2	2	3	3	3	1	2

1- Low 2- Medium 3- Strong

Syllabus	24MB4H03	Learning and Development	
UNIT 1	**Introduction**		**6 hrs.**

Definition of Learning, Training, and Development – Differences between Training, Development, Learning, and Education – Concept of Training – Need, Importance, and Types of Training – Relevance of Training in Human Resource Development (HRD).

UNIT II	**Learning Theories and Training Needs Analysis**	**6 hrs.**

Adult Learning Theories – Andragogy, Experiential Learning (Kolb), Behaviorist and Cognitive Approaches – Principles of Learning – Motivation, Reinforcement, and Feedback – Training Needs Analysis (TNA) – Organizational, Task, and Individual Analysis – Methods and Tools for TNA – Linking TNA to Organizational Goals.

UNIT III	**Training Design and Delivery Methods**	**6 hrs.**

Instructional Design Models – ADDIE, Bloom's Taxonomy – Setting Training Objectives – Designing Training Content – On-the-Job and Off-the-Job Training Methods – E-learning, Blended Learning – Coaching, Mentoring, Simulation, Role Play – Trainer Competencies and Characteristics

UNIT IV	**Training Implementation and Evaluation**	**6 hrs.**

Training Implementation – Planning, Budgeting, Logistics – Managing the Learning Environment – Engaging Adult Learners – Evaluation of Training – Kirkpatrick's Four Levels of Evaluation – Measuring Return on Investment (ROI) – Barriers to Effective Training Implementation.

UNIT V	**Emerging Trends in Learning & Development**	**6 hrs.**

Technology in L&D – Learning Management Systems (LMS), MOOCs, Gamification, Artificial Intelligence – Talent Development and Career Planning – Building a Learning Organization – Challenges in L&D – Globalization, Cultural Diversity, Remote Work – Future of Learning – Microlearning, Just-in-Time Training, Agile Learning.

REFERENCES	1. Effective Training: Systems, Strategies, and Practices P Nick and Blanchard, 7th Edition, 2023. Sage. . Employee Training and Development by Raymond A. Noe, 9th Edition, 2024 – McGraw Hill. **Reading Resources:** Training & Development, Dr. B. Janakiraman, 2005 Biztantra/Wiley Dreamtech, 2007.
PEDAGOGY AND ASSESSMENT	**Pedagogy**: Case study-based Discussions and Lectures **Assessment**: Case presentations, Survey, Discussion, Mid-term evaluation, End Semester Exams
ONLINE CONTENT (MOOC,SWAYAM, NPTEL,WEBSITES,etc.)	https://onlinecourses.nptel.ac.in/noc22_hs63/preview

Entrepreneurship (New)

Course Code	Course Title	Category	Lecture (L)	Tutorial (T)	Practical (P)	Credits (C)
25MB4C01	**Entrepreneurship**	**Core**	**4**	**0**	**0**	**4**
Course Description	This course is designed to equip students with the knowledge and skills necessary to develop an entrepreneurial mindset. Through immersive learning, they will explore the key traits, behaviors, and strategies that define successful entrepreneurs. Students will be empowered to conceptualize and design compelling business plans that address real-world opportunities.					

CO Number	Course Outcome (CO) Statement	Bloom's Taxonomy Knowledge levels
CO1	Able to identify the real problem and validate them	**K1, K2**
CO2	Can generate ideas to solve the problem	**K2, K3**
CO3	Able to develop their own prototype	**K4, K5, K6**
CO4	Equipped to create a viable business model	**K3, K4**
CO5	Fit to make their own venture presentation pitch	**K4, K6**

Mapping Course Outcomes with Program Outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	3	3	1	1	2	3	3	1
CO2	3	3	3	3	2	3	3	3
CO3	3	1	3	3	3	3	3	3
CO4	3	2	2	3	3	2	3	2
CO5	1	1	2	3	3	2	3	2
Average	**3**	**2**	**2**	**3**	**3**	**3**	**3**	**2**

1- Low 2- Medium 3- Strong

Syllabus	25MB4C01	Entrepreneurship	
UNIT I	**Problem Identification & Need Validation**		**8 hrs.**
Entrepreneurial Leadership – Assemble Real World Problems – Examine Chosen Problems – Analyze Problems – Identify Customer Segments – Assess Jobs to Be Done – Develop Customer Persona – Understand Customer Validation – Validate Customer-Problem Fit			
Unit II	**Idea Generation**		**8 hrs.**
Examine Ideation Techniques – Generate Solution Ideas – Identify Global Competitors – Review Industry Trends and Estimate Market Size			
Unit III	**Developing Prototype**		**8 hrs.**
Overview Of Prototypes and Minimum Viable Product – Build an Initial Prototype – Prototypes for Early Validation – Mapping Relative Position in the Market – Estimate Opportunity Size			
Unit IV	**Business Modelling**		**8 hrs.**
Examine Revenue Models – Review and Organize Lean Canvas – Build Lean Canvas for your Startup – Understand Marketing and Sales – Recommend a Go-To-Market Approach – Map Sales Process – Startup Costs – Financial Planning – Analyze Path to Profitability –Finding Co-Founders and Mentors – Building an Initial Team			
Unit V	**Funding & Pitch Readiness**		**8 hrs.**
Funding - Sources of Funds - Bootstrapping – Steps to Start Up Fund Raising - Risks and Challenges - Investors Invest in Start Ups – Start-Up Funding Support – DPIIT Recognition & Govt. Schemes - Thinking Beyond the Prototype – Scale Opportunity and Orientation – Persuasive Story Telling for Feasible Venture Idea – Venture Idea Feasibility Presentation			

REFERENCES	1. Wadhwani Foundation Ignite India Startup Program (https://web.nen.wfglobal.org/en/course-lms/6781538ae6105babf61c7a00) 2. Entrepreneurship Development and Small Business Enterprises, 3rd Edition, Pearsons by Charantimath and Poornima M. 3. New Venture Creation: Entrepreneurship for the 21st Century by Jeffrey A Timmons Second Edition, Pearsons. 4. The Innovators' DNA by Jeffrey Dyer, Hal Gregersen, Clayton Christensen, Harvard Business School review. 5. The Definitive Business Plan by Richard Stutely. **Other Resources:** • Biographies and Autobiographies of Entrepreneurs • Start-up Stories in Magazines • Business and Economic Dailies **Web Resources** • **www.startupindia.gov.in** • **www.ycombinator.com** • **www.ocw.mit.edu/collectionss/entrepreneurship**

PEDAGOGY AND ASSESSMENT	**Pedagogy:** Lectures, Discussions, Activities and Case Study **Assessment:** Final Venture Presentation, Quiz, Assignments, Mid-term evaluation, End Semester Exams etc.
ONLINE CONTENT	https://web.nen.wfglobal.org/en/home