



MCC BOYD TANDON SCHOOL OF BUSINESS

MES ROAD, TAMBARAM EAST, CHENNAI-600059

Acknowledgement

We extend our sincerest gratitude to Ms. Chandrika Tandon for her steadfast support and invaluable philanthropic contributions, which have been pivotal in advancing our institution's mission and vision. We express profound appreciation to the MCC Board Members and Management for their unwavering dedication and guidance, which have played a vital role in shaping our journey towards excellence. Our heartfelt thanks are extended to the MCC Principal, Vice Principals, Bursar, and former Directors for their tireless efforts in fostering an environment that nurtures learning and growth within our community. Their commitment has been instrumental in creating a conducive atmosphere for academic and personal development. We acknowledge the esteemed contributions of Dr. David Jawahar, Director of MCC Boyd Tandon School of Business, whose visionary leadership continues to inspire and propel us towards greater achievements. His guidance and mentorship have been invaluable in shaping the future of our institution. Additionally, we extend our gratitude to all academic and industry experts who generously devote their time and expertise to serve on the board of studies and academic council. Their invaluable contributions enrich our educational programs and ensure that we remain at the forefront of academic excellence. We are deeply grateful to each individual mentioned, as well as to all others who have contributed to the success and growth of our institution. It is through collective effort and unwavering dedication that we continue to strive for excellence in education and community development.

Place: Chennai

Office of Academic Affairs

Date :15 June 2024

MCC-BTSB



MCC BOYD TANDON SCHOOL OF BUSINESS

MES ROAD, TAMBARAM EAST, CHENNAI-600059

MEMBERS OF ACADEMIC COUNCIL

S.No	Name and Designation	Role
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S.No	Name & Designation	Role
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1. About MCC Boyd Tandon School of Business

Welcome to the illustrious legacy and grandeur of the Boyd Tandon School of Business—an emblem of excellence rooted in history and propelled by visionaries.

Legacy

The origins of our saga date back to the genesis of Madras Christian College, a distinguished institution etched in the annals of time. Founded in 1837 by the pioneering missionary Rev. John Anderson, this institution emerged as a beacon of English medium education in South India. The indelible imprint of luminaries like Dr. Alexander Boyd, a visionary Principal for 18 transformative years, echoes through time. Revered as the ‘Prince of Principals,’ Dr. Boyd’s teachings laid the groundwork for management principles long before they adorned the corporate realm.

A Testament to Continuity and Innovation

In the symphony of our heritage, the birth of the MCC Boyd Tandon School of Business stands as a testament to continuity and innovation. Endowed by the benevolence of Ms. Chandrika Krishnamurthy Tandon, an esteemed alumna, this institution finds its genesis in a rich tapestry of values—Integrity, Innovation, and Influence. Our narrative is a seamless fusion of tradition and modernity, where history converges with visionary zeal. As we embark on this exhilarating journey, we invite you to be part of a legacy that transcends time—a legacy that embodies majesty, wisdom, and boundless potential. Welcome to MCC Boyd Tandon School of Business, where excellence thrives and destinies are shaped.

The Context

Management education as it is positioned today in the country manifests itself in various forms ranging from general management to functional specializations. Training in such a broad canvas involves academic rigor, astute sensitivity to the contemporary events and the acumen of local relevance and global worth to transcend space and time barriers. All these call for continuous quality and meaningful inputs. In a situation where most business courses including ours is sought after by clientele of diverse base, heterogeneity in terms of competency and the state-of-the-art knowledge in subject is a formidable difficulty to reckon with. Our experiences of the past and the strategic understanding of the present

have driven us into the initiative of developing the state-of-the-art comprehensive curriculum to run a full-time two years, Post Graduate Diploma in Management at MCC Boyd Tandon School of Business.

2. Vision & Mission

Vision

MCC Boyd Tandon School of Business, aspires to stand out as a top-ranked Business School and an acclaimed Centre of Excellence, fostering high quality business education, teaching, and research with global benchmarks to develop professionally competent, ethically upright, and socially responsible leaders with values.

Mission

- Raise Business Leaders with knowledge, skills and inquisitiveness with professional excellence
- Inculcate in students' global values, attitude with uncompromising ethical principles with an inspiration of love of God
- Empower students to be relevant, helpful and responsible to the society and environment
- Enable Students to equip with entrepreneurial mindset through innovation and creativity

3. Programme Outcomes (Graduate Attributes)

PO1: Domain Knowledge: Apply Knowledge of management theories and practices with skills and attitudes with professional competence

PO2: Decision Making Skill: Fostering Analytical, Problem Solving and Critical thinking abilities for rational decision making

PO3: Ethical Value: Ability to develop Value based leadership

PO4: Global Exposure and Communication Skill: Ability to understand, analyze and communicate global economic, legal, social and ethical aspects of business

PO5: Individual and Team Leadership Skill: Develop propensity to lead themselves and others in the achievement of organizational goals, contributing effectively to a team environment

PO6: Entrepreneurial Skill: Ability to prove their entrepreneurial skills and competencies to become a global entrepreneur

4. Programme Educational Objectives

PEO 1 – Employability: To develop students with higher level of functional knowledge & skills to meet the industry requirements globally.

PEO 2 - Entrepreneur: To create effective business founders, with a growth mindset by enhancing their critical thinking, problem solving, decision-making skills, through innovation and creativity.

PEO3 – Research and Development: To instill and grow an independent scientific inquiry mindset that enable intent for continuous learning, up- skilling, professional development.

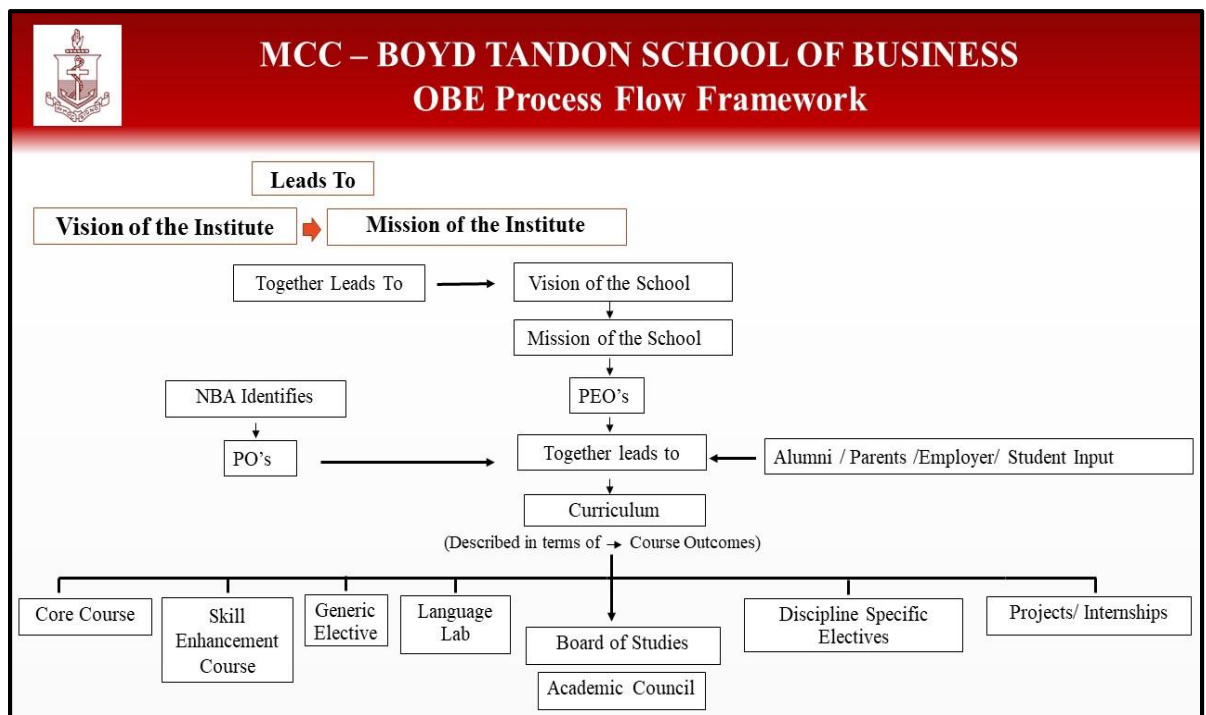
PEO 4 – Contribution to Business World: To produce ethical and innovative professionals who, appreciates the business trends and applying their learning's as appropriate towards the growth trajectory, with values.

PEO 5 – Contribution to the Society: To work and contribute towards holistic development of community and society by recognizing human care, compassion and justice.

5. Programme Highlights



6. Outcome Based Education Process Flow Framework



7. Curriculum Design

The MCC BTSB, PGDM Programme nurtures divergent and holistic thinking, encourages creative ideas, and prepares the students to be future ready. It transforms a novice into a business leader. Feedback from our acclaimed advisory board, industry experts in the academic council, sage advises of learned Professors both in India and Overseas, are a few driving forces to have a state of the art curriculum in place.



The course work is spread across six trimesters over the two years and designed in such a way that it fits into the Learning Outcome – Based Curriculum Framework (LOCF) which works towards a more holistic experience for the students, while focusing not just on a knowledge delivery in business education but also on the application of knowledge through field and lab work and emphasis on application of knowledge to real life experience and at the same time fulfil industry 5.0 requirements. This significantly, develop the ability of the students to synthesize a complex situation with a multidimensional approach.

MCC BTSB goes an extra mileage to train the students in a most sought-after domain knowledge or skill set required to take on the corporate responsibilities at ease. At present, Marketing, Finance, Human Resources, Business Analytics, and Logistics and Supply Chain are on the anvil.

7.1 Experiential Learning

MCC BTSB provides a platform to go through experiential learning through courses such as, Executive Communication, Social Immersion Programme, Summer Internship Programme, Liberal Arts, Foreign Languages in French, German, Japanese and Korean help build character and an understanding of the real-life scenario to face adversities and uncertainties and make them mobile across the globe.

7.2 Executives in Residence

Industry collaboration is yet another feather in the cap of MCC BTSB, this initiative ensures free flow of Industry experts visiting the campus and interacting with the student on a continual basis. This brings every student closer to reality and help accomplish their dream career.

7.3 Master Class

Leadership with Values is the hall mark of MCC BTSB. True to its claim, we create a space for experiential and extensive learning environment beyond the boundaries of the campus. Industry captains engage this space through “Master Classes” which are designed in addition to the classroom concepts, that provides students a different horizon on Leadership dimensions in various sectors of business, technology and management. They dwell among other things on Entrepreneurship and Venture Creation, Creativity and Innovation, Strategy, Global Business, Technology and Ethics. These Master class sessions compliment the curriculum and are ably delivered through interactive discussions, case studies, success stories / lessons learnt, turnaround strategies to enhance learning and engagement. Master classes are spread across Trimester II, III, IV & V.

7.4 BSMART App

MCC BTSB in collaboration with Business Standard will facilitate a state-of-the-art Digital App viz, BSMART. BSMART is a platform designed to enhance education for success in the modern business landscape. With BSmart, you will experience significant time-to-market advantages with a cutting-edge, curated content, interactive case study competitions, quizzes, career resources and collaboration tools, all tailored to meet the

needs of business students. The Apps analytical dashboard provides valuable insights for learning and improving student engagement seamlessly. The Case studies, developed exclusively by Business Standard, are contemporary and connect with Indian businesses. Apart from this, many other features like Quizzes, Business Jargon's, Leadership Videos, Interview and Resume tips, Webinars etc., are inbuilt into the app BSMART.

7.5 Liberal Arts

Liberal arts courses are intended to prepare students to deal with the complexities of today's modern world. Students who go through this liberal arts classes acquire a broad understanding of the world from a multidisciplinary dimension, that includes social and environmental sciences, society, culture, philosophy, psychology, public policy, theatre, drama, storytelling, and more. Students choose from the choice of subjects as part of their study and the same is offered in Trimesters IV to VI with 2 credits as general elective. These subjects help students in cross pollination of ideas and on how to create persuasive arguments, communicate effectively, solve issues and become confident in one's life.

7.6 Foreign Languages

Foreign language study enhances listening skills and memory. One engages himself or herself effectively and responsibly in a multi-cultural world. MCC BTSB supports students the most sought-after foreign languages such as French, German, Japanese and Korean to improve their career and business prospects, build deeper connections and become global ready. Each student will have the benefit of learning two foreign languages as this is a credit course spread across two trimesters in the II year of study.

7.7 Outbound Leadership Programme

At MCC BTSB we envision to impact lives and influence leadership transformation. We facilitate teams and leaders through experiential approach to transform individual behaviours that can potentially make them into high-performance leaders. Students will be taken to such outbound training solution agencies which are led by facilitators who are incredibly passionate in equipping young minds.

7.8 MOOC/SWAYAM/NPTEL/ NSE KNOWLEDGE HUB etc.,

National Programme on Technology Enhanced Learning (NPTEL) is a project of MHRD initiated by seven Indian Institutes of Technology along with Indian Institute of Science to provide quality education to anyone interested in learning. This platform provides web and video courses in management discipline through an online portal for 4, 8, and 12 weeks' online courses. Students have to compulsorily enroll for any one course (from the list approved by Office of Academic Affairs) during the I year of study and two courses during their II year of study and submit the photocopy of the Certificates to the Office of Academic Affairs before December of the respective years. This is an extra credit course.

7.9 Social Immersion

This programme connects the new generation students with the rural and under-privileged community and is planned to be executed in and around Chennai. It is designed to expose the students to the realities, with an intention of sensitizing them to become a part of rural development through various activities. The entire activity culminates in submission of a report of their observations and analysis and making suitable recommendations that can prove to be helpful, not only at the rural administration level but also the district level.

The student should understand that, the community immersion process is a series of interrelated and intertwined phases which commences with the pre-immersion followed by visit to the NGO/the village concerned/ Community Interaction, Needs Assessment and developing a comprehensive report with supporting facts. This is in totality a qualitative approach where students if warranted live with people in the own homes for a day or two and gain insights through informal conversations, first-hand observations and experiences.

7.10 Summer Internship

In the industrially advanced countries of the world, there exists a long tradition of close partnership between academic institution and industry in promoting education and research. In our country, despite a growing awareness of the importance of forging linkages between institutions and industry, the interaction between them is still rather limited. Although both sides realize that this gap needs to be bridged. Therefore, a course like management must aim to provide the student greater exposure of actual industrial process.

This internship programme aims at providing students of management an opportunity to compare the theoretical and conceptual understanding of basic management and functional areas of management with the real-life situation in a corporate context. Hence this summer internship.

As a partial requirement for the completion of the course each student has to choose a company with the help of a faculty guide by the end of February. Once the student is placed, a training protocol will be developed in consultation with the person responsible for training. They will work for 8-10 weeks during summer vacation.

The trainee is expected to explore the organization and its activities through observation, interaction, interviewing, focused group discussion and also by performing the tasks assigned by the company. Organization charts, manuals and handbooks can be used as learning sources. The student trainee would use the structural aspects of the organization, the managerial processes and the functional outcomes as framework for observation, analysis and reporting.

Thus, a student trainee will

- Understand, organization structure, policies and procedures
- Examine various managerial processes as observed in the real context of the organisation.
- Compare and contrast functions of one or two departments such as Finance, Human Resources, Marketing and Production management (preferably in the functional departments where the student intends to specialise in the second year).
- Take up a real-life challenge/ opportunity/pain point and find managerial solutions to the same

Each student must submit the report in the prescribed format and defend himself in the oral board of examination (Viva).

Thus, the PGDM Curriculum portrays the vision of MCC BTSB.

8. Learning Outcomes

The learning outcomes specify the knowledge, skills, values and attitudes students are expected to attain in courses or in a programme. MCC BTSBs PGDM curriculum aligns with our institute's mission. The most essential learning outcomes of PGDM programmes are identified through stakeholder consultation and based on our mission. We are several steps ahead to provide thrust in technology enabled business management curriculum such as design thinking, business analytics, data science tools, and Microsoft Office LTSC Standard 2021. With the unique MCC-MRF Innovation Park on campus, focus on entrepreneurship is provided right in the term 1 and culminates with the Capstone Project & Viva Voce by students showcasing their business model with a feasible venture. The following are the six learning outcomes of PGDM which are in alignment with AICTE guidelines.

8.1 Domain Knowledge

Our curriculum carries Economics, legal and social dimensions of Indian business. Students are able to improve their awareness and knowledge about the functioning of local and global business environments and society. This helps in recognizing the functioning of businesses, identifying potential business opportunities, involvement of business enterprises and exploring entrepreneurial opportunities.

8.2 Fostering Analytical, Problem Solving and Critical thinking abilities for Innovative Solutions

Competencies in quantitative and qualitative techniques help students to develop, logical reasoning, skills on analyzing the business data, application of relevant analysis, and problem solving in functional areas such as finance, marketing, business analytics and human resources are emphasized.

8.3 Social Responsiveness, Values and Ethics

Developing responsiveness to contextual social issues / problems and exploring solutions, understanding business ethics and resolving ethical dilemmas. Students are expected to identify contemporary social problems, explore the opportunities for social

entrepreneurship, designing business solutions and demonstrate ethical standards in organizational decision making (Social Immersion for 3 weeks gives them a hands-on experience in fulfilling this outcome).

8.4 Effective Communication

Usage of various forms of business communication, supported by effective use of appropriate technology, articulation of idea is expected to develop effective oral and written communication especially in business applications, with the use of appropriate technology (business presentations, digital communication, social network platforms and so on).

8.5 Leadership and Teamwork

Understanding leadership roles at various levels of the organization and leading teams helps students to collaborate and lead teams across organizational boundaries and demonstrate leadership qualities (Ensured through Corporate Immersion /Master class/Liberal Arts).

8.6 Entrepreneurship and Venture Creation

Understanding the potential markets and exploring creative ideas developed, help the students to venture his/her own start-ups to align themselves with the Govt of India Mission on make in India or start-up India. (MCC-MRF Innovation Park is a great asset for accomplishing this mission).



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POST GRADUATE DIPLOMA IN MANAGEMENT

(Full Time – 2 Years)

CURRICULUM GRID

(Effective from the Academic Year 2024-25)

Trimester – I

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC 1101	Business, Governance and Society	2	0	0	2
2	CC	24 PMC 1102	Microeconomics	2	0	0	2
3	CC	24 PMC 1103	Financial Statement Analysis and Reporting	3	0	0	3
4	CC	24 PMC 1104	Individual and Group Dynamics	3	0	0	3
5	CC	24 PMC 1105	Quantitative Techniques for Managers	3	0	0	3
6	SEC	24 PMC 1106	Managerial Communication	2	0	0	2
7	SEC	24 PMC 1107	Tools for Managerial Decision Making (L)	0	0	2	2
8	GE	24PMEXXXX	Generic Elective – I	3	0	0	3
			Total Credits	18	0	2	20

* CC: Core | SEC: Skill Enhancement | GE: Generic Elective | DSE: Discipline Specific Elective | L: Lab

* L: Lecture | T: Tutorial | P: Practical | C: Credits.

Trimester – II

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC 1201	Macroeconomics	2	0	0	2
2	CC	24 PMC 1202	Behaviour in the Organizational Context	3	0	0	3
3	CC	24 PMC 1203	Cost and Managerial Accounting	3	0	0	3
4	CC	24 PMC 1204	Marketing Management – I	3	0	0	3
5	CC	24 PMC 1205	Business Analytics (L)	0	0	3	3
6	GE	24 PME XXXX	Generic Elective-II	3	0	0	3
7	SEC	24 PMC 1208	Entrepreneurship and Venture Creation	3	0	0	3
8	SEC	24 PMC 1209	Master Class -I (L)	0	0	0.5	0.5
			Total Credits	17	0	3.5	20.5



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POST GRADUATE DIPLOMA IN MANAGEMENT

(Full Time – 2 Years)

(Effective from the Academic Year 2024-25)

Trimester – III

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC 1301	Fundamentals of Information Security Management	2	0	0	2
2	CC	24 PMC 1302	Supply Chain and Logistics Management	3	0	0	3
3	CC	24 PMC 1303	Corporate Finance	3	0	0	3
4	CC	24 PMC 1304	Human Resource Management	3	0	0	3
5	CC	24 PMC 1305	Marketing Management – II	3	0	0	3
6	CC	24 PMC 1306	Operations Research	3	0	0	3
7	CC	24 PMC 1307	Production and Operations Management	3	0	0	3
8	SEC	24 PMC 1308	Data Science Tools (L)	0	0	3	3
9	SEC	24 PMC 1309	Master Class - II (L)	0	0	0.5	0.5
10	Internship	24 SOI 1300	Social Immersion	0	0	2	2
			Total Credits	20	0	5.5	25.5

Trimester – IV

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC XXXX	Strategic Management	3	0	0	3
2	DSE	24 PME XXXX	Elective I *	3	0	0	3
3	DSE	24 PME XXXX	Elective II	3	0	0	3
4	DSE	24 PME XXXX	Elective III	3	0	0	3
5	DSE	24 PME XXXX	Elective IV	3	0	0	3
6	GE	24 LAE XXXX	Generic Elective – III (Liberal Arts)	2	0	0	2
7	GE	24 FLE XXXX	Foreign Language – I **	2	0	0	2
8	SEC	24 PMC XXXX	Master Class – III (L)	0	0	0.5	0.5
9	Internship	24 SIP 2400	Summer Internship (8 -10 Weeks)	0	0	4	4
			Total Credits	19	0	4.5	23.5

* CC: Core | SEC: Skill Enhancement | GE: Generic Elective | DSE: Discipline Specific Elective | L: Lab.

** French/German/ Japanese/ Korean



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POST GRADUATE DIPLOMA IN MANAGEMENT

(Full Time – 2 Years)

(Effective from the Academic Year 2024-25)

Trimester – V

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC XXXX	Technology Enabled Business Management	3	0	0	3
2	DSE	24 PME XXXX	Elective I*	3	0	0	3
3	DSE	24 PME XXXX	Elective II	3	0	0	3
4	DSE	24 PME XXXX	Elective III	3	0	0	3
5	DSE	24 PME XXXX	Elective IV	3	0	0	3
6	GE	24 LAE XXXX	Generic Elective – IV (Liberal Arts)	2	0	0	2
7	GE	24 FLE XXXX	Foreign Language – II **	2	0	0	2
8	SEC	24 PMC XXXX	Master Class – IV (L)	0	0	0.5	0.5
			Total Credits	19	0	0.5	19.5

* CC: Core | SEC: Skill Enhancement | GE: Generic Elective | DSE: Discipline Specific Elective | L: Lab

** French/German/ Japanese / Korean

Trimester – VI

Sl. No	Category	Course Code	Course Title	L	T	P	C
1	CC	24 PMC XXXX	Leadership and Team Skills	3	0	0	3
2	DSE	24 PME XXXX	Elective I*	3	0	0	3
3	DSE	24 PME XXXX	Elective II	3	0	0	3
4	DSE	24 PME XXXX	Elective III	3	0	0	3
5	DSE	24 PME XXXX	Elective IV	3	0	0	3
6	GE	24 LAE XXXX	Generic Elective – V (Liberal Arts)	2	0	0	2
7	SEC	24 CAP 2600	Capstone Project (Viva)	0	0	2	2
			Total Credits	17	0	2	19

* CC: Core | SEC: Skill Enhancement | GE: Generic Elective | DSE: Discipline Specific Elective | L: Lab



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POST GRADUATE DIPLOMA IN MANAGEMENT

(Full Time – 2 Years)

CREDIT DISTRIBUTION SUMMARY

Category	Total No. of Credits
Programme Core	68
Elective Course	52
Fieldwork/Internship	6
Capstone Project (Viva)	2
Total	128

List of Courses

Table No: 1

Sl. No	Course Code	Course Title	L	T	P	C
1	24 PMC 1101	Business ,Governance and Society	2	0	0	2
2	24 PMC 1102	Microeconomics	2	0	0	2
3	24 PMC 1103	Financial Statement Analysis and Reporting	3	0	0	3
4	24 PMC 1104	Individual and Group Dynamics	3	0	0	3
5	24 PMC 1105	Quantitative Techniques for Managers	3	0	0	3
6	24 PMC 1106	Managerial Communication	2	0	0	2
7	24 PMC 1107	Tools for Managerial Decision Making (L)	0	0	2	2
8	24 PME 1108	Design Thinking	3	0	0	3
9	24 PME 1109	Innovation Management and Design Thinking	3	0	0	3
10	24 PMC 1201	Macroeconomics	2	0	0	2
11	24 PMC 1202	Behaviour in the Organizational Context	3	0	0	3
12	24 PMC 1203	Cost and Managerial Accounting	3	0	0	3
13	24 PMC 1204	Marketing Management – I	3	0	0	3
14	24 PMC 1205	Business Analytics (L)	0	0	3	3
15	24 PME 1206	Legal Aspects for Business	3	0	0	3
16	24 PME 1207	Business Law	3	0	0	3
17	24 PMC 1208	Entrepreneurship and Venture Creation	3	0	0	3
18	24 PMC 1209	Master Class -I (L)	0	0	0.5	0.5
19	24 PMC 1301	Fundamentals of Information Security Management	2	0	0	2

20	24 PMC 1302	Supply Chain and Logistics Management	3	0	0	3
21	24 PMC 1303	Corporate Finance	3	0	0	3
22	24 PMC 1304	Human Resource Management	3	0	0	3
23	24 PMC 1305	Marketing Management – II	3	0	0	3
24	24 PMC 1306	Operations Research	3	0	0	3
25	24 PMC 1307	Production and Operations Management	3	0	0	3
26	24 PMC 1308	Data Science Tools (L)	0	0	3	3
27	24 PMC 1309	Master Class - II (L)	0	0	0.5	0.5
28	24 SOI 1300	Social Immersion	0	0	2	2

Table No: 2

Generic Elective (GE)

Trimester	Course Code	Course Title	Hours/Week	Credits
I	24 PME 1108	Design Thinking	3	3
I	24 PME 1109	Innovation Management and Design Thinking	3	3
II	24 PME 1206	Legal Aspects of Business	3	3
II	24 PME 1207	Business Law	3	3

Extra Credit Courses

Year	Course Title	Credits
I Year	MOOC/SWAYAM/NPTEL NSE Knowledge Hub/ etc., (Min 8 Weeks Duration) No. of Courses to complete: One	2
II Year	MOOC/SWAYAM/NPTEL NSE Knowledge Hub/ etc., (Min 8 Weeks Duration) No. of Courses to complete: Two	2

9. ASSESSMENT AND EVALUATION

At MCCBTSB we follow a continuous assessment system and end-trimester examinations. The continuous assessments include various competency components. The respective course faculty will spell out the assessment scheme through their session plans at the beginning of the course. The continuous assessments score components are evaluated for 60% and end of trimester examinations are evaluated for 40%.

Table No: 3

Assessment and Evaluation

Ratio of Proportion of Continuous Assessment and End of Trimester Exams	60:40
Details of Components for Continuous	
The Course Faculty will choose any three components from the list approved* and administer the same for assessment. Ex. 1. Case Analysis 2. Mini Project 3. Simulation / Problem Solving etc. 4. Assignment [Weightage 10 each x 3 =30]	30
Quiz (Compulsory)	10
Mid-Term Test (Compulsory)	20
Total	60
End Trimester Examination	40
Grand Total	100

Table No: 4

LIST OF IDENTIFIED COMPETENCY COMPONENTS

S No	Competency Components	Type of Learning	Max. Marks
1	Case Analysis/Presentation	Participatory Learning	Max 35
2	Problem Solving & Exercises	Problem-Solving Learning	Max 35
3	Seminar	Participatory Learning	Max 35
4	Group Exercise/Activity/Presentation	Experiential Learning	Max 35
5	Assignments/Term Papers	Participatory Learning	Max 35
6	Field Work	Experiential Learning	Max 35
7	Business Management Simulation Games	Experiential Learning	Max 35
8	Group Discussion	Experiential Learning	Max 35
9	Role Play	Participatory Learning	Max 35
10	Social Labs/ Village Immersion	Participatory Learning	Max 35
11	Industrial Visit/ Business Exposure Programmes	Experiential Learning	Max 35
12	Mini Project	Experiential Learning	Max 35

The following Question Paper Pattern is proposed for End of Trimester Examination:

Description	No.of Questions	Marks	Total Marks	Remarks
Part A	5 out of 7	8 Marks each	40 Marks	Questions should be evenly distributed into Theory and Problems as appropriate and cover the first three levels of Blooms Taxonomy (Understand, Remember & Analyze)
Part B	4 out of 6	15 Marks each	60 Marks	Questions should be evenly distributed into Theory and Problems as appropriate. Examiners may set Case Lets in their QP and cover the last two levels (i.e. Apply & Evaluate)

Table No: 5

SAMPLE RUBRICS FOR ASSIGNMENTS/ FIELD WORK/SURVEY/SOCIAL LABS/TERM PAPERS/ MINI PROJECT

S.No.	Components of Evaluation	Marks 0 to 3	Marks 4 to 7	Marks 8 to 10	Total (0-10)
1	Ability to Collect Information/Data	Lesser ability	Moderate ability	Excellent ability	10
2	Ability to Organize ideas/analyze data and express them clearly and correctly	Lesser ability	Moderate ability	Excellent ability	10
3	Creativity, Conceptualization and Abstracting	Lesser ability	Moderate ability	Excellent ability	10
4	Bibliography/References	Lesser source 0 to 1	Moderate source 2 to 3	Excellent source 4 to 5	5
Total					35

Table No: 6

CASE STUDIES / SEMINAR PRESENTATIONS/ SIMULATIONS/ BUSINESS MANAGEMENT GAMES

S.No	Name of the Component	Marks 0 to 3	Marks 4 to 7	Marks 8 to 10	Max Marks (10)
1	Content and Relevance of the Content	Lesser ability	Moderate ability	Excellent ability	10
2	Organization of ideas and method of presentation	Lesser ability	Moderate ability	Excellent ability	10
3	Communication Skills and clarity of expression	Lesser ability	Moderate ability	Excellent ability	10
4	Interactive Skills	Lesser ability 0 to 1	Moderate ability 2 to 3	Excellent ability 4 to 5	5
Total					35

10. GRADING SYSTEM AND METHODOLOGY

Evaluation of student's performance at MCC BTSB is through continuous assessment, which includes case studies, seminars, assignments, quizzes mid-term examinations and culminate with End-Trimester Examinations. The continuous assessment will carry a weightage of 60% and the end-trimester examination a weightage of 40% in deciding the grade. Grades are assigned to students based on the assessment of their overall performance in each course. MCC BTSB follows a relative grading system for evaluating students' academic performance.

Table No: 7

The Evaluation will be on an 8-point- scale.

Grade	A+	A	B+	B	C+	C	D+	D
Grade Point	8	7	6	5	4	3	2	1

- The COE office will do the grading.
- An overall Trimester Grade Point Average will be arrived at the end of every trimester and an overall ranking based on total grade points will be arrived on completion of the PGDM programme.
- The minimum level of performance for a pass in any course will be ‘C’
- Normalized scores of students will be considered for awarding grades rather than raw scores.

Table No: 8

Percentage of Marks	Grade
30 -34.99	D+
25 – 29.99	D
24.99 and below	F

- I. All the marks of the students, 35% and more, will be converted into normalized score $(\text{Percentage marks of student} - \text{Average of the Class}) / \text{Standard Deviation of the class}$. This normalized score will generally range between -3 and +3.
- II. Students getting less than 35% marks will be awarded a grade using the table given below

Table No: 9

Normalized Score	Grade
2.00 or more	A+
0.80 to 1.99	A
-0.20 to 0.79	B+
-1.30 to -0.21	B
-2.40 to -1.31	C+
Less than -2.40	C

- III. Though the minimum level of performance in a single course is only 'C', the average minimum level of performance taking all the courses together is higher and is subject to the fulfilment of the following requirements.
- IV. From One Trimester to Next Trimester, a minimum grade point average of 3.5 in every term is essential for the students to continue in the PGDM Programme. If any student fails to achieve this, he/she will be dropped from the Programme.
- V. From First year to the Second Year, Cumulative Grade Point Average required at the end of Term III (I Year) is 4.50 for promotion to the second year. Not more than '2D/D+', or 3D/D+ grades is to occur in the courses taken during the first year.
- VI. For Completion of the PGDM programme
- At the end of the second year, a student would qualify to receive the Post Graduate Diploma only if the student has a Cumulative Grade Point Average of '5.00' for both the first and second years put together. This is further subject to the fulfillment of the following requirements.
- Grade of at least 'C+' in the Summer Internship Project
 - Not more than 4D/D+ grades are to occur in the courses taken during the two years.
- VII. For a student to be sponsored by the Institute for campus placement, he/she should attain a minimum CGPA of 4.80 at the end of the Fourth/Fifth term.

- VIII. If a student obtains C or a lesser grade in Summer Project, that student has to do another intensive project for 2 weeks under the guidance of MCC BTSB faculty before completion of the Trimester
- IX. Students will be given, an additional two years to complete their course, if necessary. Thereafter their registration will lapse. For example, a student joining in 2024 must finish the course by April 2026.

CURRICULUM MAPPING FOR THE COURSES

S. No	Core Courses/ Internships	Domain Knowledge	Critical Thinking	Values & Ethics	Global Exposure & Communication	Leadership & Team skills	Entrepreneurship & Venture Creation
1	Business, Governance and Society	✓	✓	✓	✓		✓
2	Microeconomics	✓	✓	✓	✓		
3	Financial Statement Analysis & Reporting	✓	✓				
4	Individual and Group Dynamics	✓	✓		✓	✓	
5	Quantitative Techniques for Managers	✓	✓				
6	Managerial Communication				✓	✓	
7	Tools for Managerial Decision Making (L)		✓		✓		
8	Design Thinking	✓	✓				✓

S. No	Core Courses/ Internships	Domain Knowledge	Critical Thinking	Values & Ethics	Global Exposure & Communication	Leadership & Team skills	Entrepreneurship & Venture Creation
9	Innovation and Design Thinking	✓	✓				✓
10	Macroeconomics	✓	✓	✓	✓		
11	Behaviour in the Organizational Context	✓		✓	✓	✓	
12	Cost and Managerial Accounting	✓	✓				
13	Marketing Management - I	✓	✓		✓	✓	
14	Business Analytics (L)	✓	✓				
15	Data Science Tools (L)	✓	✓				
16	Entrepreneurship and Venture Creation	✓	✓				✓
17	Master Class	✓	✓	✓	✓	✓	✓
18	Fundamentals of Information Security Management	✓	✓				
19	Supply Chain and Logistics Management	✓	✓				
20	Corporate Finance	✓	✓				
21	Human Resources Management	✓			✓	✓	
22	Marketing Management –II	✓	✓		✓	✓	

S. No	Core Courses/ Internships	Domain Knowledge	Critical Thinking	Values & Ethics	Global Exposure & Communication	Leadership & Team skills	Entrepreneurship & Venture Creation
23	Operation Research	✓	✓				
24	Production and Operations Management	✓	✓		✓		
25	Legal Aspects of Business	✓	✓		✓		
26	Business Law	✓	✓		✓		
27	Social Immersion	✓	✓	✓	✓	✓	✓
28	Summer Internship	✓	✓	✓	✓	✓	✓