2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Write description in maximum of 200 words

Teachers at GJIMT utilize a variety of ICT-enabled tools to enhance the teaching-learning process and create an engaging, student-centered environment that encourages active participation and critical thinking. Simulation games like *Customer is King* and Communication Lab sessions help students develop practical communication skills and apply theoretical knowledge in realistic, real-world scenarios. Virtual Reality tools, such as *Google Earth* and virtual field trips, provide immersive learning experiences that deepen conceptual understanding and broaden perspectives.

Collaborative platforms like *Google Meet*, *Zoom*, and *Microsoft Teams* enable students to work together remotely, fostering teamwork, collaboration, and peer learning. Interactive tools such as *Kahoot!*, *Quizizz*, *ProProfs Quiz*, and *Google Quiz* keep students actively involved and allow for real-time assessment and immediate feedback. In addition, traditional methods including debates, seminars, and student-led workshops complement these digital tools to promote communication, leadership, and presentation skills.

Teachers also guide students in using advanced analytical software like *SPSS*, *R*, and *Python* to analyze complex data and make informed, evidence-based decisions. Access to respected case study repositories such as *JSTOR*, *MIT Sloan Management Review*, and *ICMR India* enriches students' knowledge with real-world insights. Visualization tools like *MindMeister* and *CMap* support organizing and presenting ideas clearly and creatively.

ICT Tools used in Teaching-Learning Process

- Simulation Game – Customer is King
- Communication Lab
- Virtual Reality (VR) – Google Earth, Virtual Field Trips
- Group projects, discussions and peer-to-peer learning via Google Meet, Zoom and MS Teams
- Polling and Survey Tools – Kahoot!, Quizziz, ProProfs, Google Quiz
- SPSS, R and Python
- Online Case Study Repositories – JSTOR, MIT Sloan Management Review, ICMR India (ICFAI Business School)
- Mind Mapping Tool – MindMeister
- Concept Mapping Tool - CMap

Aneet

Photos of Classroom Integration of ICT Tools

Classroom Debates, Role Plays, Student Seminars

Classroom debates, role plays, and student seminars promote critical thinking, communication skills, and active student participation.

Students actively engage in a role play activity, enhancing their communication and interpersonal skills through experiential learning.

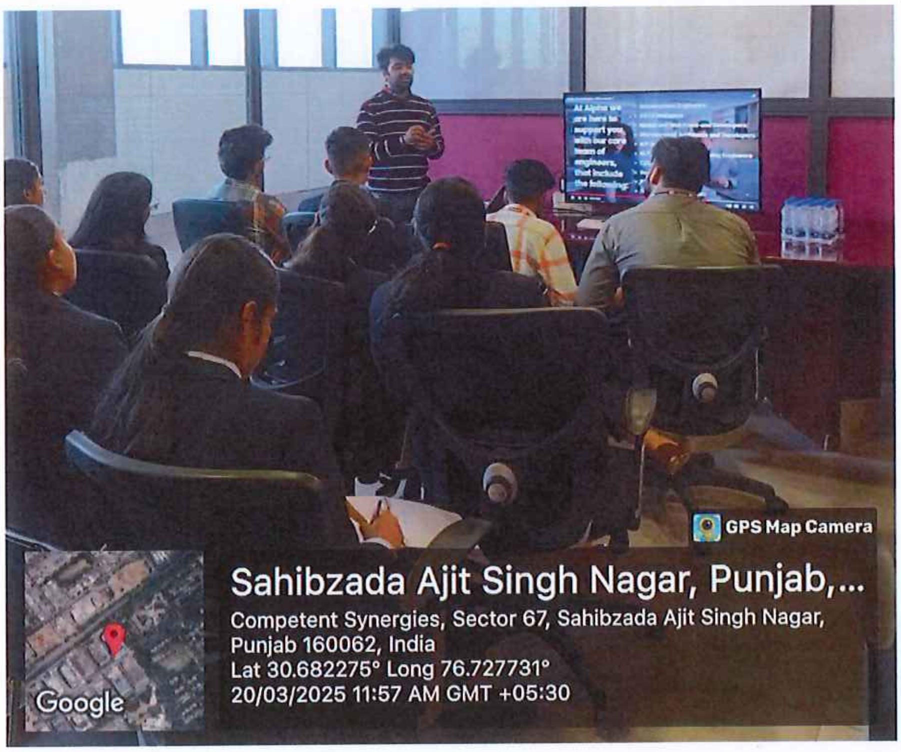
Students participate in a lively debate, sharpening their critical thinking and public speaking skills.

1. Experiential Learning

Experiential learning is a hands-on approach where students learn through direct experience, reflection, and real-world application of concepts.

Industrial Visits

Industrial visits are organized every semester to provide students with practical exposure to industry operations and bridge the gap between classroom learning and real-world business environments.



Industrial Visit to Alpha IT Technologies, Sector 67, Mohali on 20th March 2025

Internships

Internships are a mandatory part of the curriculum, enabling students to gain hands-on experience, apply theoretical knowledge, and develop professional skills in real-world organizational settings.

Internships providing real-world learning and practical industry experience

Live Projects / Field Work

Live projects and field work engage students in real-time problem-solving by collaborating with industry or community partners to apply classroom concepts in practical scenarios.

Students engaged in a live project, applying classroom knowledge to real-world business challenges through hands-on industry collaboration.

Certification Courses on Online Educatioal Platforms

Students pursue certification courses on online educational platforms like SWAYAM, Coursera, NPTEL, Udemy, and Khan Academy to gain industry-relevant skills and enhance their employability.


keka

HR Generalist
Fundamental Certification

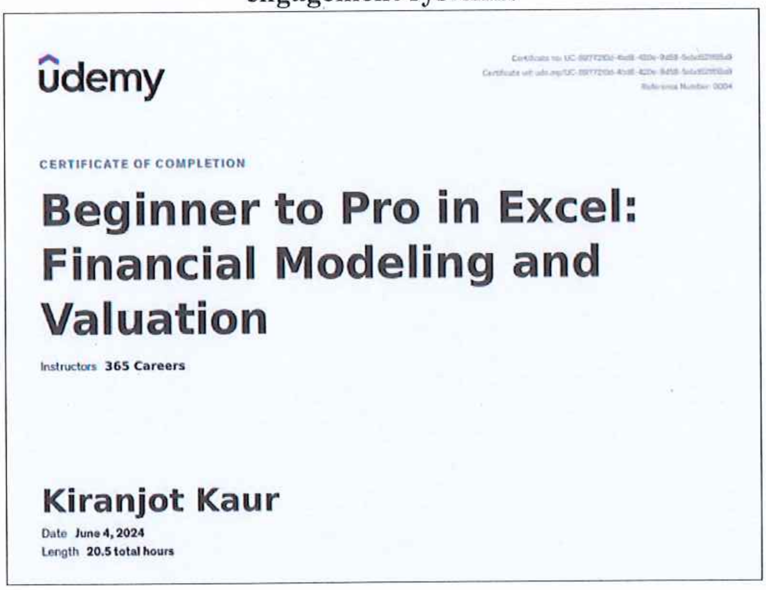
Kanika Negi

is hereby awarded this certificate of achievement for the successful completion of the Keka HR certification exams

April 3, 2025, 2:40 pm

k Academy

Keka HR certification courses equip students with practical knowledge of modern HR technologies, enhancing their skills in payroll, performance management, and employee engagement systems.


udemy

CERTIFICATE OF COMPLETION

Beginner to Pro in Excel: Financial Modeling and Valuation

Instructors 365 Careers

Kiranjot Kaur

Date June 4, 2024
Length 20.5 total hours

Students enhance their skills through self-paced learning on Udemy, accessing a wide range of professional and technical courses.

Communication Lab activities

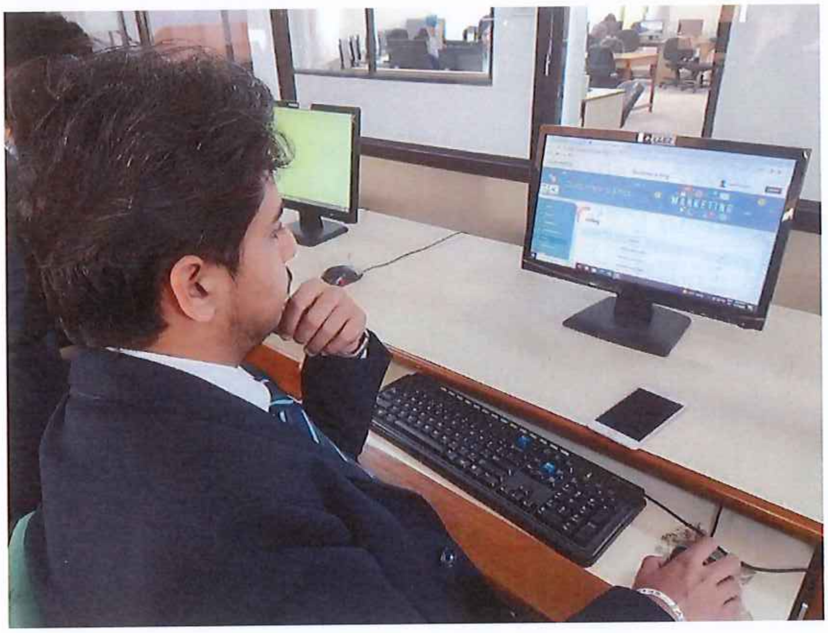
Communication Lab activities help students enhance their verbal and non-verbal communication skills through structured practice in public speaking, group discussions, and professional interactions.

Students participating in a Spoken English session in the Communication Lab, enhancing their fluency, pronunciation, and confidence through interactive language activities.

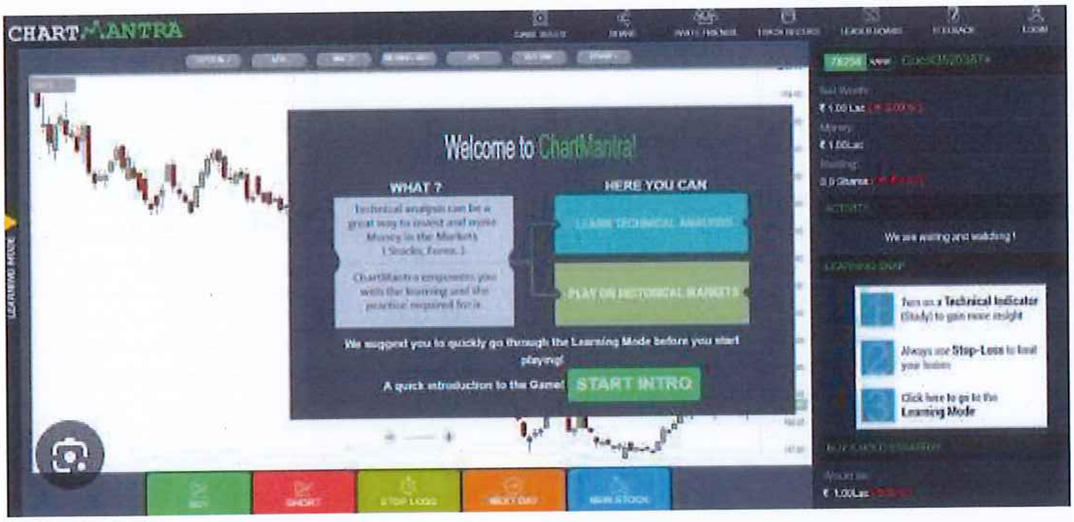
Students practicing verbal and listening skills using headsets and language software in the Communication Lab, strengthening their pronunciation, comprehension, and spoken English fluency.

Simulation Games

Students engage in simulation games like *Customer is King* and *Simulated Trading and Financial Analysis* to experience real-time decision-making in marketing and finance through interactive, role-based learning.



Students participating in the 'Customer is King' simulation game, gaining hands-on experience in marketing strategy and customer engagement



Students engaged in simulated stock trading and financial analysis, building practical skills in investment decision-making and market dynamics

Use of Virtual Reality Tools

Virtual Reality tools provide immersive, interactive learning experiences that enhance understanding and engagement.

Exploring Climate Change in Real-Time: A teacher uses Google Earth to bring global environmental issues to life.

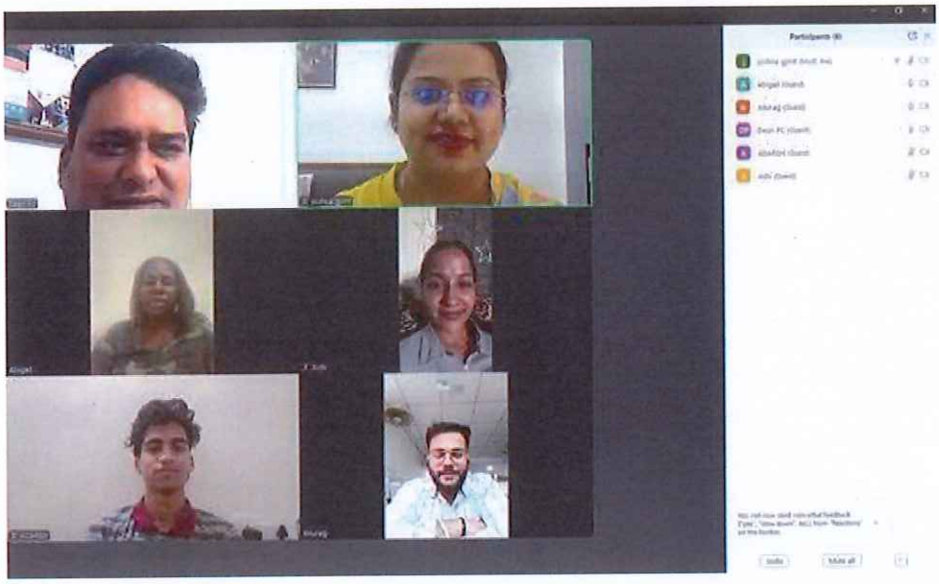
A teacher guides students on a virtual field trip to explore a factory layout, blending technology with real-world learning.

2. Participative Learning

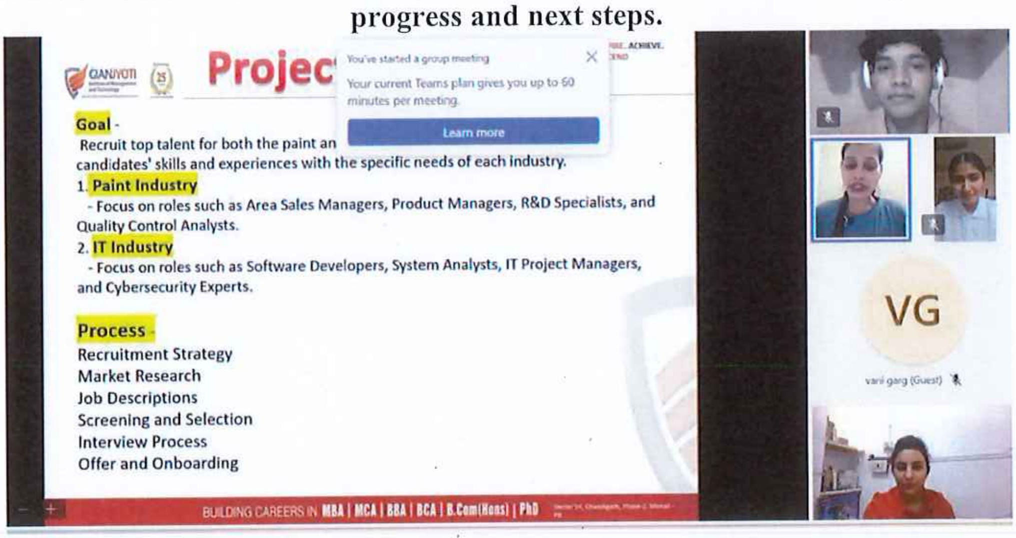
Participative learning involves active student engagement through discussions, group activities, and collaborative problem-solving to enhance understanding and retention.

Group Projects / Team Presentations

Group projects foster teamwork, communication, and collaborative problem-solving among students.



Students collaborate with the Project Coordinator in an online meeting to discuss progress and next steps.



A student presents his project progress to group members and the Project Coordinator, showcasing teamwork and accountability.

Classroom Debates, Role Plays, Student Seminars

Classroom debates, role plays, and student seminars promote critical thinking, communication skills, and active student participation.

Students actively engage in a role play activity, enhancing their communication and interpersonal skills through experiential learning.

Students participate in a lively debate, sharpening their critical thinking and public speaking skills.

Student Workshops

Workshops are conducted to equip students with practical skills, industry insights, and hands-on learning experiences.

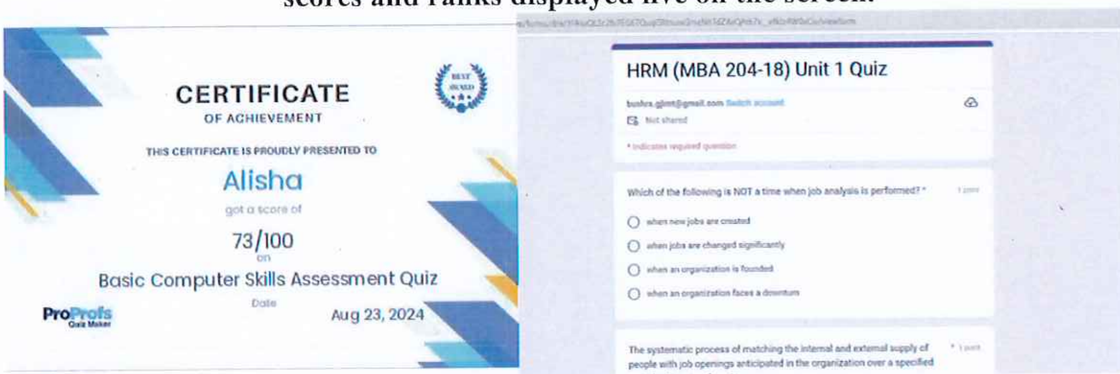
Students attend a workshop on Professional Readiness in the auditorium, preparing themselves for career success and workplace expectations.

Students participate in a hands-on workshop on Digital Forensics conducted by A2IT Technologies in the computer lab at GJIMT.

Use of Kahoot, Quizizz, Google Quiz, ProProfs Quiz Platforms

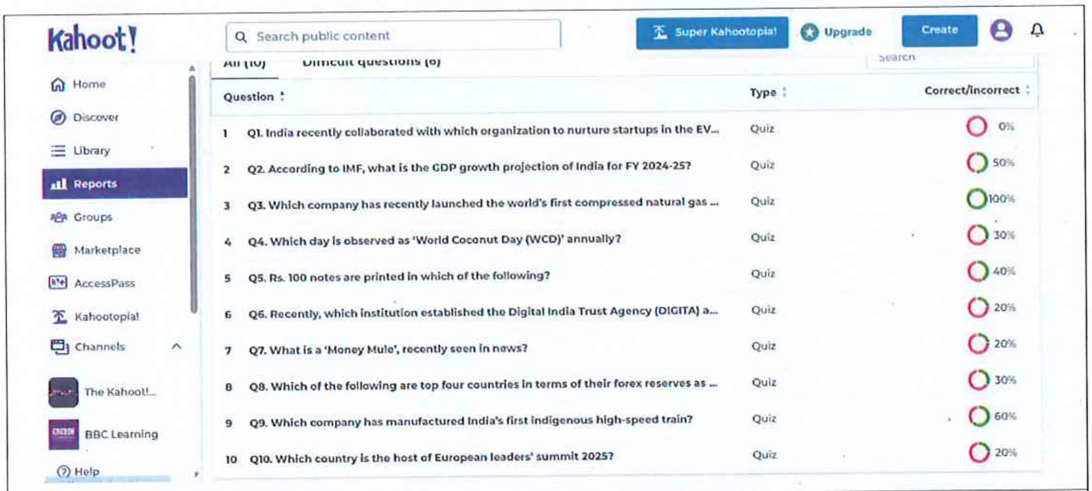
Digital platforms like Kahoot, Quizizz, Google Quiz, and ProProfs are used to make assessments interactive, engaging, and effective.

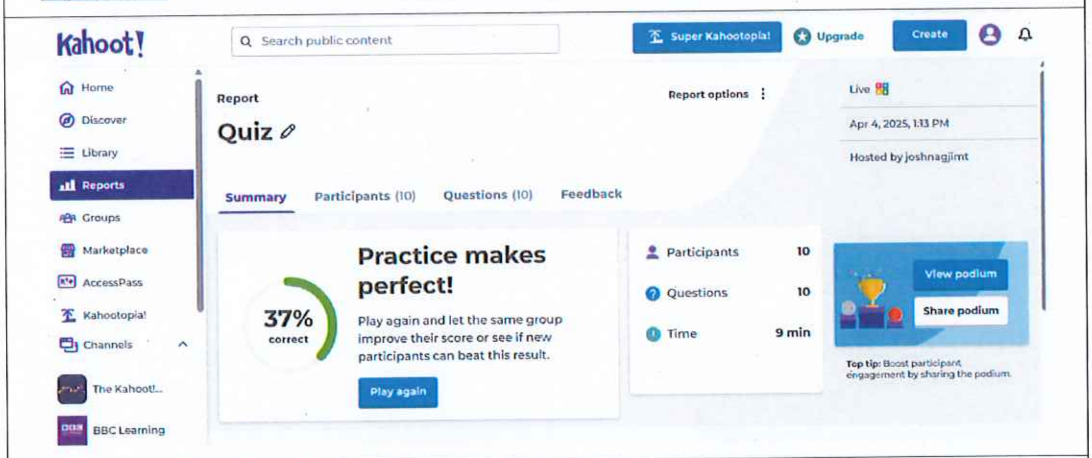
A teacher conducts a quiz using the Quizizz platform as students eagerly watch their scores and ranks displayed live on the screen.

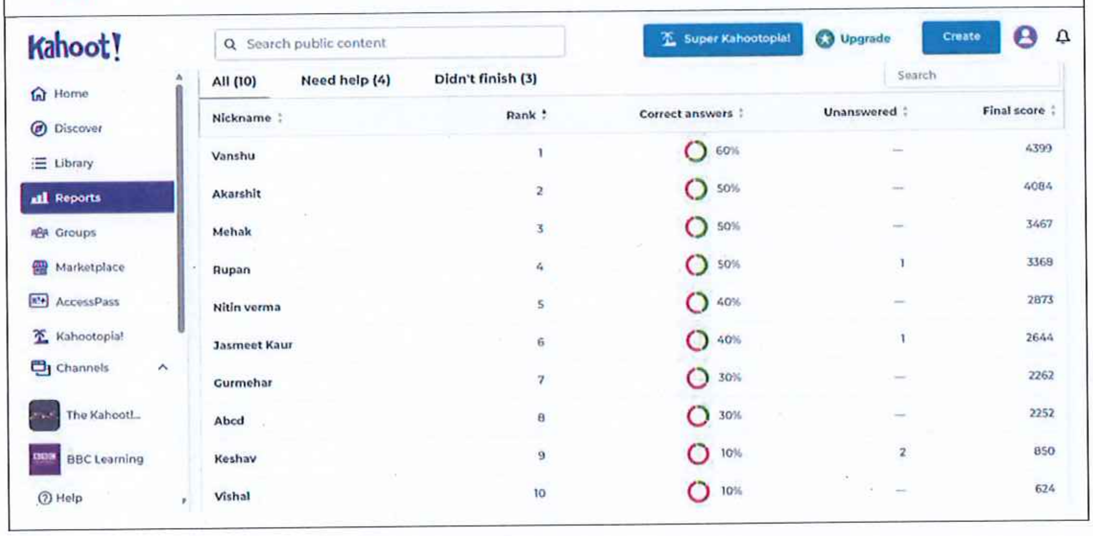


Screenshots showing quizzes administered to students through ProProfs and Google Quiz, enabling interactive and effective assessment.

Quiz Conducted by Teacher on Kahoot! Platform





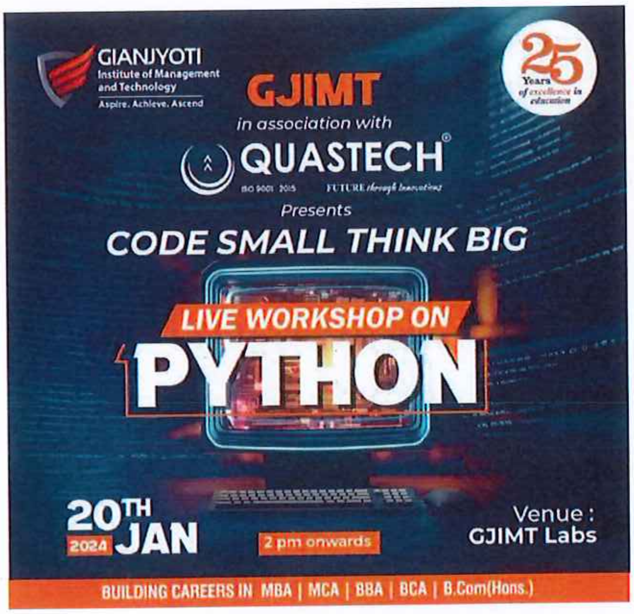


3. Problem-Solving Methodologies

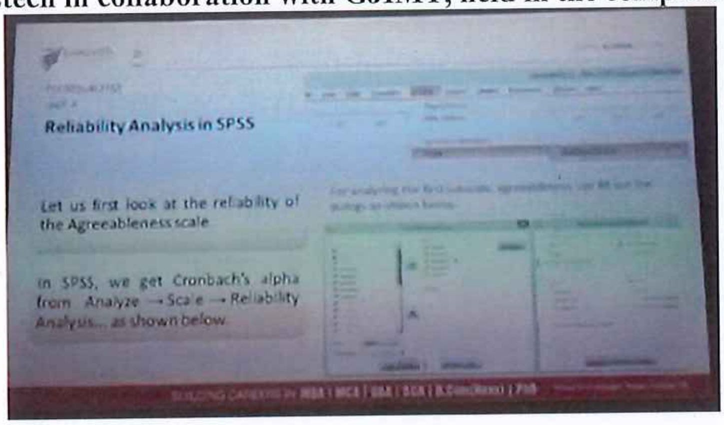
Problem-solving methodologies are structured approaches used to identify, analyze, and resolve issues effectively, such as Root Cause Analysis, PDCA (Plan-Do-Check-Act), 5 Whys, and Design Thinking.

Students using SPSS / R / Python in labs

Students use SPSS, R, and Python in labs to analyze data and develop practical skills in statistical computing and programming.



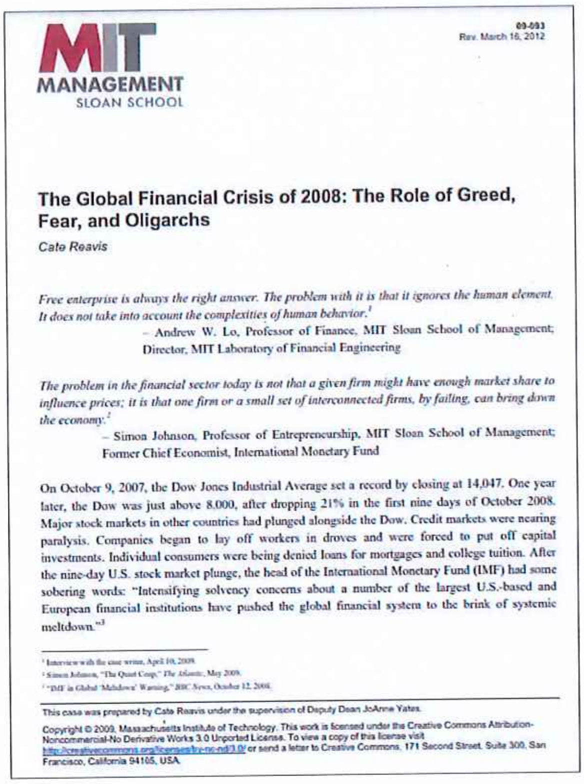
A student receives a certificate for attending the Python workshop organized by Quastech in collaboration with GJIMT, held in the computer lab.



A teacher demonstrates reliability analysis in SPSS, providing students with practical insights into statistical data validation techniques.

Case Study Discussions

Teachers facilitate learning through case study discussions using online resources from MIT Sloan Management Review, Harvard, JSTOR, and ICFAI Business School (ICMR).



MIT MANAGEMENT SLOAN SCHOOL

09-093
Rev. March 16, 2012

The Global Financial Crisis of 2008: The Role of Greed, Fear, and Oligarchs

Cate Reavis

Free enterprise is always the right answer. The problem with it is that it ignores the human element. It does not take into account the complexities of human behavior.[1]

– Andrew W. Lo, Professor of Finance, MIT Sloan School of Management; Director, MIT Laboratory of Financial Engineering

The problem in the financial sector today is not that a given firm might have enough market share to influence prices; it is that one firm or a small set of interconnected firms, by failing, can bring down the economy.[2]

– Simon Johnson, Professor of Entrepreneurship, MIT Sloan School of Management; Former Chief Economist, International Monetary Fund

On October 9, 2007, the Dow Jones Industrial Average set a record by closing at 14,047. One year later, the Dow was just above 8,000, after dropping 21% in the first nine days of October 2008. Major stock markets in other countries had plunged alongside the Dow. Credit markets were nearing paralysis. Companies began to lay off workers in droves and were forced to put off capital investments. Individual consumers were being denied loans for mortgages and college tuition. After the nine-day U.S. stock market plunge, the head of the International Monetary Fund (IMF) had some sobering words: "Intensifying solvency concerns about a number of the largest U.S.-based and European financial institutions have pushed the global financial system to the brink of systemic meltdown."[3]

[1] Interview with the case writer, April 10, 2009.
[2] Simon Johnson, "The Quiet Coup," The Atlantic, May 2009.
[3] "IMF in Global 'Meltdown' Warning," BBC News, October 12, 2008.

This case was prepared by Cate Reavis under the supervision of Deputy Dean JoAnne Yates.

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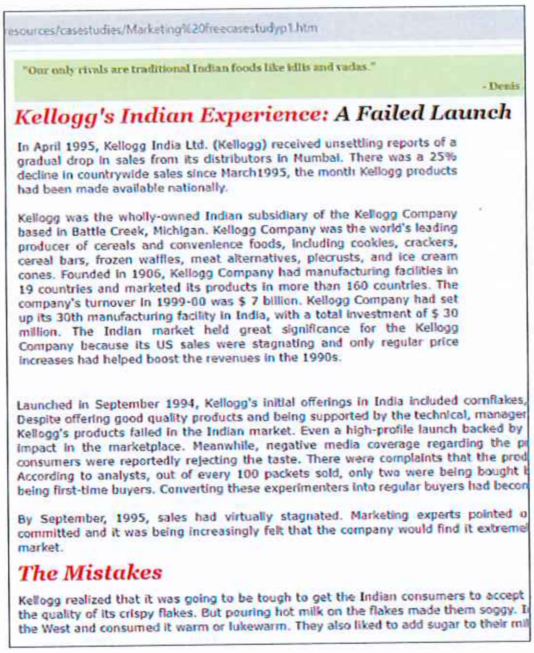


esources/casestudies/Marketing%20freecasestudyp1.htm

"Our only rivals are traditional Indian foods like idlis and vadas."

- Denis

Kellogg's Indian Experience: A Failed Launch

In April 1995, Kellogg India Ltd. (Kellogg) received unsettling reports of a gradual drop in sales from its distributors in Mumbai. There was a 25% decline in countrywide sales since March1995, the month Kellogg products had been made available nationally.

Kellogg was the wholly-owned Indian subsidiary of the Kellogg Company based in Battle Creek, Michigan. Kellogg Company was the world's leading producer of cereals and convenience foods, including cookies, crackers, cereal bars, frozen waffles, meat alternatives, piecrusts, and ice cream cones. Founded in 1906, Kellogg Company had manufacturing facilities in 19 countries and marketed its products in more than 160 countries. The company's turnover in 1999-00 was $ 7 billion. Kellogg Company had set up its 30th manufacturing facility in India, with a total investment of $ 30 million. The Indian market held great significance for the Kellogg Company because its US sales were stagnating and only regular price increases had helped boost the revenues in the 1990s.

Launched in September 1994, Kellogg's initial offerings in India included cornflakes, Despite offering good quality products and being supported by the technical, manager Kellogg's products failed in the Indian market. Even a high-profile launch backed by impact in the marketplace. Meanwhile, negative media coverage regarding the p consumers were reportedly rejecting the taste. There were complaints that the prod According to analysts, out of every 100 packets sold, only two were being bought b being first-time buyers. Converting these experimenters into regular buyers had becom

By September, 1995, sales had virtually stagnated. Marketing experts pointed o committed and it was being increasingly felt that the company would find it extremel market.

The Mistakes

Kellogg realized that it was going to be tough to get the Indian consumers to accept the quality of its crispy flakes. But pouring hot milk on the flakes made them soggy. I the West and consumed it warm or lukewarm. They also liked to add sugar to their mil

HBR.ORG

Harvard Business Review

Why the Lean Start-Up Changes Everything

by Steve Blank

Launching a new enterprise—whether it's a tech start-up, a small business, or an initiative within a large corporation—has always been a hit-or-miss proposition. According to the decades-old formula, you write a business plan, pitch it to investors, assemble a team, introduce a product, and start selling as hard as you can. And somewhere in this sequence of events, you'll probably suffer a fatal setback. The odds are not with you: As new research by Harvard Business School's Shikhar Ghosh shows, 75% of all start-ups fail.

But recently an important countervailing force has emerged, one that can make the process of starting a company less risky. It's a methodology called the "lean start-up," and it favors experimentation over elaborate planning, customer feedback over intuition, and iterative design over traditional "big design up front" development. Although the methodology is just a few years old, its concepts—such as "minimum viable product" and "pivoting"—have quickly taken root in the start-up world, and business schools have already begun adapting their curricula to teach them.

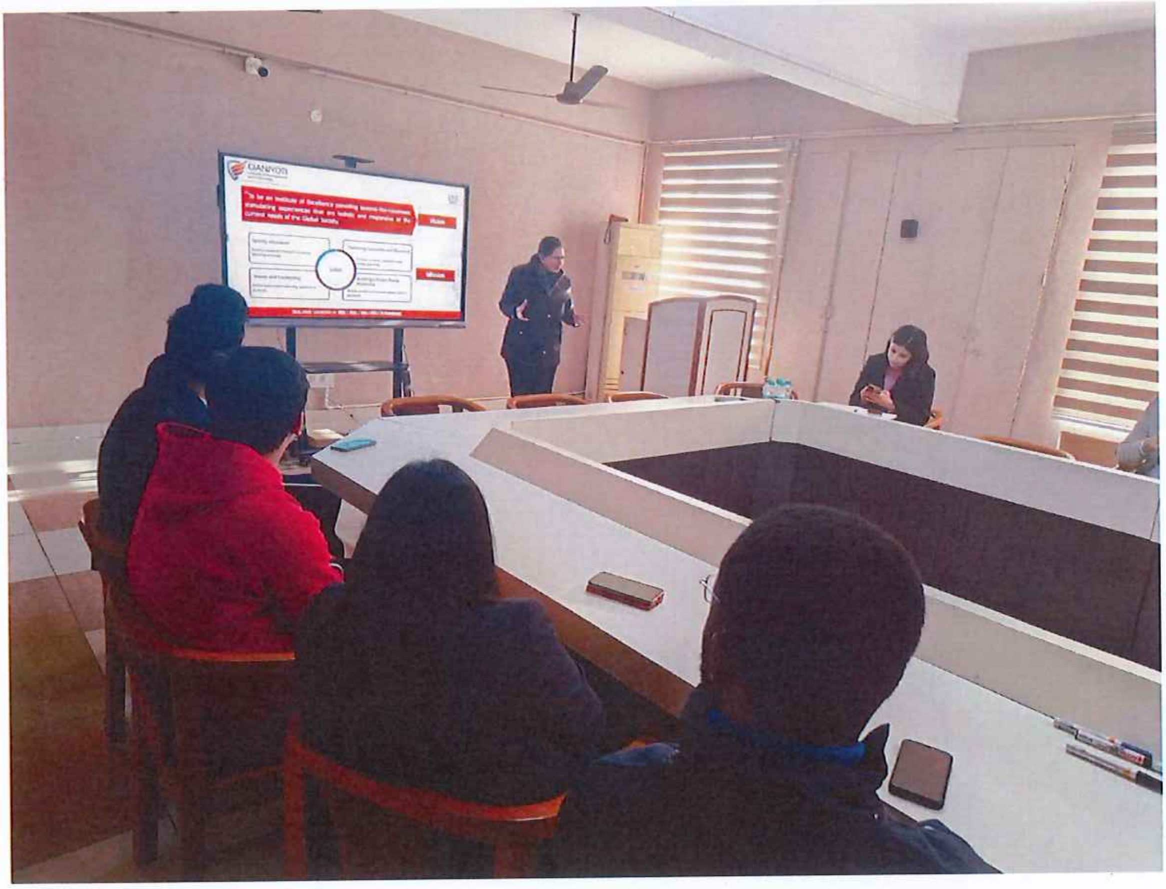
The lean start-up movement hasn't gone totally mainstream, however, and we have yet to feel its full impact. In many ways it is roughly where the big data movement was five years ago—consisting mainly of a buzzword that's not yet widely understood, whose implications companies are just beginning to grasp. But as its practices spread, they're turning the conventional wisdom about entrepreneurship on its head. New ventures of all kinds are attempting to improve their chances of success by following its principles of failing fast and continually learning. And despite the methodology's name, in the long term some of its biggest payoffs may be gained by the large companies that embrace it.

In this article I'll offer a brief overview of lean start-up techniques and how they've evolved. Most important, I'll explain how, in combination with other business trends, they could ignite a new entrepreneurial economy.

Exploring real-world business challenges through the MIT Sloan Management Review case study resource website

Research/Business Analysis presentations

Students deliver Research and Business Analysis presentations, showcasing their analytical thinking and industry insights.

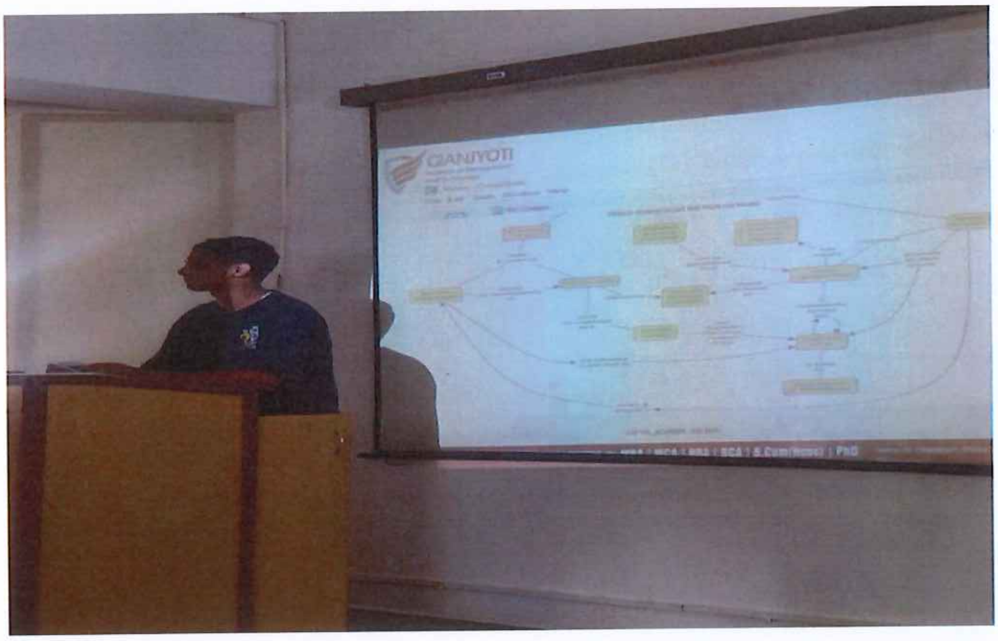


A student delivers a Business Analysis presentation, demonstrating critical thinking and strategic insight into real-world business scenarios.

Mind mapping with MindMeister or concept maps from CMap

Students use tools like MindMeister and CMap to create mind maps and concept maps, enhancing idea organization and visual learning.

A teacher guides students on using MindMeister to create mind maps, fostering visual thinking and idea organization.



A teacher uses the CMap tool to visually explain concepts in the Human Values subject, enhancing clarity and student engagement.

Sample PPT Used in ICT-Enabled Teaching

P1C302U1L1

MBA 302 -18

Marketing Research

UNIT 1 LESSON 1
Introduction to Marketing Research

Dr. Bushra S. P. Singh

ASPIRE. ACHIEVE. ASCEND

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P1C302U1L1 UNIT 1 Lesson 1

Introduction to Marketing Research

UNIT 1

L1 – Definition, Nature & Scope of Marketing

L2 – Marketing Research Process

L3 – Exploratory Research

L4 – Descriptive Research

L5 – Causal Research

L6 – Primary Sources of Data

L7 – Secondary Sources of Data

Learning Objectives
1. What is Marketing Research?
2. Nature
3. Scope
4. Case Study

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P1C302U1L1S1
UNIT 1

What is Marketing Research?

- A formal process with an objective of obtaining, analysing and interpreting data for exercising decision making in marketing is called marketing research.
- "the function which links the consumer, customer, and public to the marketer through information used to identify and define marketing opportunities and problems, generate, refine and evaluate marketing actions, monitor marketing performance, and improve understanding of market as a process." **- American Marketing Association**

Marketing research is different from market research, which is information collected about a particular market or market segment.

"the systematic design, collection, analysis and reporting of data relevant to a specific marketing situation facing an organization." **- Philip Kotler**

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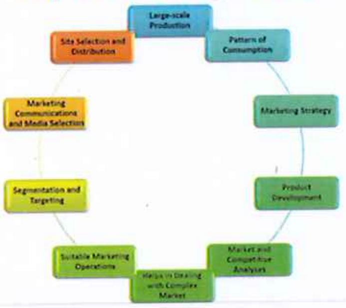
P1C302U1L1S2
UNIT 1

Nature of Marketing Research

- Continuous Process
- Wide Scope
- Aid to Decision Making
- Uncertainty of Conclusions
- Applied Research
- Commercial Intelligence
- Statistical Tools
- Research Approaches
- Links a Company to the Consumers and Public

P1C302U1L1S3
UNIT 1

Scope of Marketing Research



"If we knew what were doing it wouldn't be called research."
- Albert Einstein

P1C302U1L1S4
UNIT 1

Case Study: Heinz Ketchup couldn't catch up in Brazil?

Heinz Ketchup couldn't catch up in Brazil in 2008, Heinz was selling products in over 200 countries and sales were over €10 billion. Despite good records of global sales, the H.J. Heinz Company failed in Brazil, a market that seemed to be South America's biggest and most promising market. Heinz entered a joint venture with Citrosuco Paulista, a giant orange juice exporter, because of the future possibility of buying the profitable company. Yet, the sales of its products, including ketchup, did not take off. Where was the problem? A problem audit revealed that the company lacked a strong local distribution system. Heinz lost control of the distribution because it worked on consignment. Distribution could not reach 25% penetration. The other related problem was that Heinz concentrated on neighbourhood shops because this strategy was successful in Mexico. The problem audit, however, revealed that 75% of the grocery shopping in São Paulo is done in supermarkets and not the smaller shops. Although Mexico and Brazil may appear to have similar cultural and demographic characteristics, consumer behaviour can vary greatly. A closer and intensive look at the Brazilian food distribution system and the behaviour of consumers could have averted this failure.

P1C302U1L1S5
UNIT 1

Case Study: Heinz Ketchup couldn't catch up in Brazil?

Questions:

1. Define the marketing research problem in terms of domestic environmental and cultural factors. This involves an identification of relevant European traits, economics, values, needs or habits.
2. Define the marketing research problem in terms of foreign environmental and cultural factors. Make no judgements. This involves an identification of the related traits, economics, values, needs or habits in the proposed market culture. This task requires input from researchers familiar with the foreign environment.
3. Examine the differences between steps 1 and 2. The unconscious reference to cultural values can be seen to account for these differences.
4. Redefine the problem without the social/cultural influence and address it for the foreign market situation. If the differences in step 3 are significant, the impact of the social/cultural influences should be carefully considered.

P1C302U1L1S6
UNIT 1

End of Unit 1 Lesson 1

Summary

1. What is Marketing Research?
2. Nature of Marketing Research
3. Scope of Marketing Research
4. Case Study

Small Quiz?

1. Marketing Research is the process of _______, ______ and _____ data.
2. The conclusion in marketing research is _______.
3. _______ is to divide the marketplace into parts, or segments, which are definable, accessible, actionable, and profitable and have a growth potential.

Obtaining, analysing and interpreting
uncertain
Segmentation

office hours for any doubts - Thursdays 10 am to 11 am
you can reach me at bushra.gjimt@gmail.com

P1C302U1L1S7
UNIT 1

Introduction to Marketing Research

Further Reading

https://ccsuniversity.ac.in/bridge-library/pdf/Research-Methodology-CR-Kothari.pdf

Sample Lesson Plan

Lesson Plan				
MBA - Semester 3 – Aug-Dec				
Name of Subject:	**Organizational Change & Development**		Internal Assessment:	**40 marks**
Subject Code:	**MBA 931-18**		External Assessment:	**60 marks**
Start Date:	**Aug**		Total:	**100 marks**
Finish Date:	**Dec**		Session Duration:	**60 minutes**
No of sessions/ week:	**4**		Instructor:	**Dr. Bushra S. P. Singh**
Session	**Topic**	**Teaching Methodology**	**Other Modes**	**Reference**
Unit I: Introduction to Organizational Change & Development 1	Introduction to Organizational Change and Development	Power Point & Discussion	**Video:** Introduction to Organizational Change and Development: Vidyamitra (Source: youtube.com/watch?v=Pb5vJ iIdrKw) **Case:** McDonald's in China	R1, R2, R3, R4, R5
2	Definitions & its distinguishing characteristics	Power Point & Discussion		R1, R2, R3, R4, R5
3	Dynamics of planned change	Power Point & Discussion	**Video 1:** Planned Change Organization Development and Change Part 1 (Source: https://www.youtube.com/watch?v=g0whmeAWXcU) **Video 2:** Planned Change Organization Development and Change Part 2 (Source: https://www.youtube.com/watch?v=3Qj5EMgxMMU)	R1, R2, R3, R4, R5
4	Models and Theories of Planned Change		**Case:** Lewin's Planned Change Model – Peppercorn Dining	R1, R2, R3, R4, R5
5	Triggers for change	Power Point & Discussion		R1, R2, R3, R4, R5
6	Strategies for implementing organizational change	Power Point & Discussion		R1, R2, R3, R4, R5
7	Foundations of OD: Conceptual Framework of OD	Power Point & Discussion		R1, R2, R3, R4, R5
8	Conceptual Framework of OD	Power Point & Discussion		R1, R2, R3, R4, R5
9	Historical background of OD	Power Point & Discussion	**Video 1:** History of OD in India by Dr. Udai Pareek (Source: https://www.youtube.com/watch?v=Cn8unsKoN6w)	R1, R2, R3, R4, R5

			Video 2: History of Organization Development Part 1 (Source: https://www.youtube.com/watch?v=iGo90abYm9c) **Video 3:** History of Organization Development Part 2 (Source: https://www.youtube.com/watch?v=MFKujdLIRW8)	
10	Values, Assumptions and Beliefs in OD	Power Point & Discussion		R1, R2, R3, R4, R5
11	Systems Theory	Power Point & Discussion	**Video:** Systems Theory of Organizations: Organizational Communication Channel (Source: https://www.youtube.com/watch?v=1L1c-EKOY-w)	R1, R2, R3, R4, R5
12	Participation and Empowerment	Power Point & Discussion		R1, R2, R3, R4, R5
13	Teams and Teamwork	Power Point & Discussion	**Case:** Team and Teamwork	R1, R2, R3, R4, R5
14	Strategies of Change	Power Point & Discussion	**Case:** McKinsey-Prosci ADKAR change management model	R1, R2, R3, R4, R5
15	Inter-Disciplinary Nature of OD.	Power Point & Discussion		R1, R2, R3, R4, R5
Assignment - 1				
Unit II: Action Research and OD, Managing OD Process, Creating Parallel Learning Structures, Change & Its Impact, Power & Politics in OD **16**	**Action Research and OD,** Action Research: A Process and an Approach.	Power Point & Discussion	**Video:** Action Research Organization Development and Change; Shashi Aggarwal (Source: https://www.youtube.com/watch?v=ut3KM_tduAA) **Game:** "Mini Action-Research Project" Setup: Provide each group a small workplace scenario (e.g., low meeting attendance). Activity: Using the Action Research cycle, they analyze, plan, act, and reflect in just 10 minutes, then share quick insights.	R1, R2, R3, R4, R5
17	**Managing OD Process:** Diagnosis, Nature of OD intervention	Power Point & Discussion	**Video 1:** Analysis & Diagnosis in Organization Development Part 1: coachplcc https://www.youtube.com/watch?v=Q3EhHgehJ7c **Video 2:** Analysis & Diagnosis	R1, R2, R3, R4, R5

			in Organization Development Part 2: coachplcc ıttps://www.youtube.com/watch?v=Z1rMAbchyLk **Video 3:** Analysis & Diagnosis in Organization Development Part 3: coachplcc https://www.youtube.com/watch?v=5vIOB2ku_vI	
18	Analysis of Discrepancies	Power Point & Discussion		R1, R2, R3, R4, R5
19	Phases of OD Program	Power Point & Discussion	**Case:** NDPL: Organizational change and development in India : A case of strategic organizational change and transformation	R1, R2, R3, R4, R5
20	Model of Managing Change	Power Point & Discussion		R1, R2, R3, R4, R5
21	**Creating Parallel Learning Structures**	Power Point & Discussion		R1, R2, R3, R4, R5
22	**Change and its Impact:** Diagnosis and Resistance to Change	Power Point & Discussion	**Game: "Resistance Role-Play Carousel"** Setup: In each corner, present a typical resistance scenario (fear of job loss, lack of info, cultural mismatch). Activity: Teams rotate through corners, role-playing resistance and brainstorming counter-strategies (e.g., transparent communication, involvement tactics).	R1, R2, R3, R4, R5
23	Implementing Change	Power Point & Discussion	**Video:** The Inner Side of Organizational Change: Thijs Homan TEDxAmsterdamED (Source: ıttps://www.youtube.com/watch?v=R28PN8uB9qg&list=PL_a1TI5CC9RE_m5Dy2AVUnnirlCdOsTXW&index=28) **Case:** Coca-Cola Change Management Case Study	R1, R2, R3, R4, R5
24	Strategies and Skills for Communicating Change; Consolidating Change	Power Point & Discussion	**Case:** A Unique Programme at UPS	R1, R2, R3, R4, R5
25	Process of Organizational Development	Power Point & Discussion		R1, R2, R3, R4, R5
26	Diagnostic Strategies and Skills	Power Point & Discussion		R1, R2, R3, R4, R5
27	**Power and Politics in OD**	Power Point &		R1, R2, R3, R4, R5

		Discussion		
28	**OD Interventions:** An overview, characteristics of OD interventions.	Power Point & Discussion	**Video:** Organization Development Interventions: Shashi Aggarwal (Source: ittps://www.youtube.com/watch?v=X2WqmCK1u1A) **Case:** OD Intervention	R1, R2, R3, R4, R5
29	Structural Interventions	Power Point & Discussion		R1, R2, R3, R4, R5
30	Training Experience: T-Groups, Behavioral Modeling and Career Anchors	Power Point & Discussion		R1, R2, R3, R4, R5
MST 1				
Unit III: Team Interventions, Power and Politics in OD 31	Team Interventions, Intergroup and Third-Party Peace-Making Interventions	Power Point & Discussion		R1, R2, R3, R4, R5
32	Power and Politics in OD	Power Point & Discussion		R1, R2, R3, R4, R5
33	Theories about the sources of power	Power Point & Discussion		
34	Organizational Politics in the practice of OD	Power Point & Discussion		
Assignment 2				
Unit IV: Issues in Consultant-Client Relations, Contemporary Issues in OD and OD, Quality Movement and OD Now and Beyond **35**	**Issue in Consultant-Client Relations:** Entry and contracting	Power Point & Discussion	**Video:** Issues in Consultant-Client Relationships: Vidyamitra (Source https://www.youtube.com/watch?v=St3j6zJvOc8	R1, R2, R3, R4, R5
36	Trust, the nature of the consultant's expertise	Power Point & Discussion		R1, R2, R3, R4, R5
37	Diagnosis and appropriate interventions, depth of intervention	Power Point & Discussion		R1, R2, R3, R4, R5
38	On being absorbed by the cultural, the consultant as a model	Power Point & Discussion		R1, R2, R3, R4, R5
39	The consultant team as a microcosm, the dependency issue and terminating the relationship	Power Point & Discussion		R1, R2, R3, R4, R5
40	Ethical standards in OD	Power Point & Discussion		R1, R2, R3, R4, R5

41	Implications of OD for the Client	Power Point & Discussion		R1, R2, R3, R4, R5
42	Contemporary Issues in OD	Power Point & Discussion		R1, R2, R3, R4, R5
43	OD and Quality Movement	Power Point & Discussion	**Case:** Toyota Motor Case Study	R1, R2, R3, R4, R5
44	OD- Now and Beyond	Power Point & Discussion	**Video:** Trend and Future of Organization Development)rganization Development anc Change: Shashi Aggarwal (Source ıttps://www.youtube.com/wa ch?v=1PTNmEXcrzE) **Case:** Future of OD	R1, R2, R3, R4, R5
MST - 2				
References				
Code	**Book**	**Authors**	**Publisher**	**Edition/ISBN**
R1	Organization Development: Behavioral Science Interventions for Organization Improvement	Wendell L. French & Cecil L. Bell	Prentice Hall	Sixth
R2	Organization Development Strategies & Models	Richard Beckhard	Tata McGraw-Hill	First
R3	Building a Dynamic Corporate through Grid OD	Blake, Robert & Mouton	Thomas Publication	First
R4	Organization Development & Change	Edgar F. Huse	Thomas Publication	Fourth
R5	Organization Development Principles & Practice	Burke W.W.	Sage Publication	Second

Seminar on "Innovative ICT Tools in Teaching Pedagogy"

Ref. No. GJIMT/2025/032B

Date: 31.03.2025

NOTICE

Seminar on "Innovative ICT Tools in Teaching Pedagogy"

All faculty members and interested students are hereby informed that a seminar on "Innovative ICT Tools in Teaching Pedagogy: Enhancing Student Learning Experience" will be held as per the following details:

- **Date:** 04.04.2025
- **Time:** 12:15 PM to 1:30 PM
- **Venue:** GJIMT Auditorium

The session will be conducted by Dr. Bushra S. P. Singh, Ms. Simrat and Ms. Joshna Sanolia, who will share practical insights into various ICT tools and their effective integration into the teaching-learning process.

All are encouraged to attend and benefit from this interactive and informative session.

Neeraj M

DEAN ACADEMICS

ATTENDANCE SHEET

Seminar on "Innovative ICT Tools in Teaching Pedagogy"

Duration: 10 am – 4 pm **Date:** 04.04.2025

S.No.	Faculty Name	Department	Signature
1	Prof. Gurdeepak Singh	Management and Commerce	
2	Dr. Neeraj Sharma	Management and Commerce	
3	Dr. Rakhee Dewan	Management and Commerce	
4	Ms. Archan Upadhyay	Management and Commerce	
5	Dr. Sneha Sharma	Management and Commerce	
6	Mr. Harmanjot Singh	Management and Commerce	
7	Dr. Iram Khan	Management and Commerce	
8	Ms. Neelam Sharma	Management and Commerce	
9	Dr. Dipneet Saini	Management and Commerce	
10	Mr. Shami Bhatia	Management and Commerce	
11	Ms. Bhawanpreet Kaur	Management and Commerce	
12	Ms. Shruti	Management and Commerce	
13	Mr. Aditya	Management and Commerce	
14	Mr. Vivek	Management and Commerce	
15	Mr. Naresh	Management and Commerce	
16	Mr. Sarabhpreet Singh	Management and Commerce	
17	Ms. Manjeet Kaur	Management and Commerce	
18	Ms. Nitika Kanozia	Computer Applications	
19	Dr. Siddhartha Shyam Vyas	Computer Applications	
20	Ms. Sudha	Computer Applications	
21	Ms. Jaspreet Kaur	Computer Applications	
22	Ms. Zeba	Computer Applications	
23	Ms. Shikha Kumari	Computer Applications	
24	Ms. Hema Verma	Computer Applications	
25	Ms. Sunita Rani	Computer Applications	
26	Ms. Jyoti	Computer Applications	
27	Dr. Divya Chopra	Computer Applications	
28	Mr. Uma Shankar	Computer Applications	
29	Ms. Gurpreet	Computer Applications	
30	Ms. Nitika Kanozia	Computer Applications	

EVENT COORDINATOR

DETAILED REPORT

Seminar on "Innovative ICT Tools in Teaching Pedagogy"

Date: 04-Apr-2025
Time: 10:00 AM – 4:00 PM
Venue: GJIMT Auditorium

Objective of the Seminar:

The seminar was organized with the aim of familiarizing faculty members with innovative ICT tools and their effective integration into modern teaching pedagogies. The focus was on enhancing student engagement, improving learning outcomes, and making teaching more interactive and impactful.

Inauguration and Welcome Address:

The seminar commenced at 10:00 AM with a warm welcome by the event coordinator, followed by an inaugural address by Dr. Aneet Bedi, Director, GJIMT. The Director highlighted the importance of continuous faculty development and the role of ICT in transforming conventional classroom practices.

Session Details:

Session I: ICT Tools for Interactive Teaching
Time: 10:15 AM – 12:00 PM
Speaker: *Dr. Bushra*

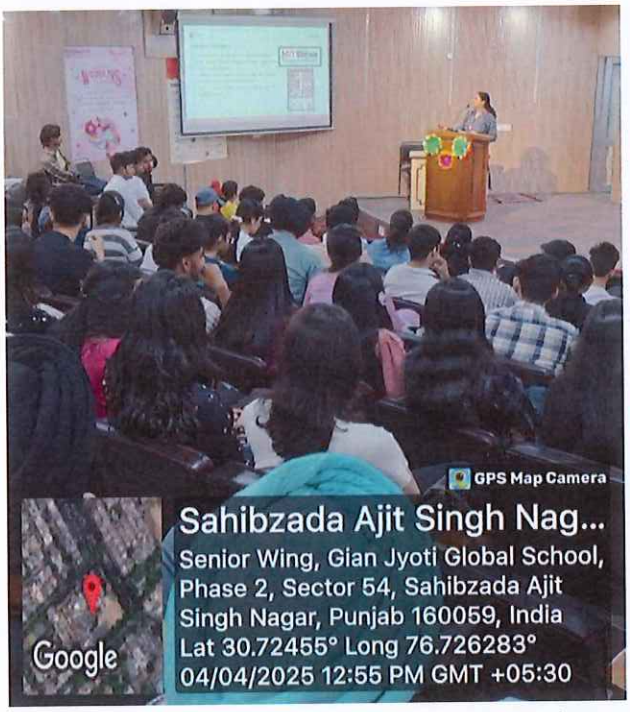
Dr. Bushra opened the session by discussing the evolving landscape of education and the necessity for educators to embrace digital tools. She demonstrated tools such as Kahoot, Quizizz, and Mentimeter, showing how these platforms can be used to make classroom sessions more engaging and participative.

Resource person demonstrating the use of ICT tools to enhance classroom teaching and student engagement

Session II: ICT for Virtual Collaboration and Student Engagement
Time: 12:15 PM – 2:00 PM
Speaker: *Ms. Simrat*

Ms. Simrat focused on collaborative platforms like Zoom, Google Meet, and Microsoft Teams. She explained how breakout rooms, polls, and digital whiteboards could be effectively used to foster student interaction, especially in hybrid and online classes.

Lunch Break: 2:00 PM – 2:30 PM



Speaker engaging faculty members during an interactive session on innovative ICT tools in teaching pedagogy.

Session III: Creative Visualization and Content Delivery Tools
Time: 2:30 PM – 4:00 PM
Speaker: *Ms. Joshna Sanolia*

In the final session, Ms. Joshna Sanolia introduced tools such as CMapTools, MindMeister, and Canva. She emphasized how visual aids and organized content presentation can significantly enhance student understanding and retention. Real-time demos and hands-on interaction allowed participants to experience the ease and benefits of these tools.

Participation and Interaction:

The seminar witnessed enthusiastic participation from the faculty across departments. Several attendees engaged actively in the hands-on activities, asked questions, and shared their own experiences with ICT tools. The interactive nature of the sessions kept participants engaged throughout the day.

Feedback and Outcome:

The seminar concluded with a feedback session where faculty members appreciated the practical approach and user-friendly demonstration of tools. The sessions were well-received and many expressed interest in implementing these tools in their regular classroom teaching.

Participants were encouraged to begin integrating at least one ICT tool into their pedagogy and to share their outcomes in future workshops.

Conclusion:

The day-long seminar successfully achieved its objective of equipping faculty with a deeper understanding of ICT-enabled teaching methods. It provided practical knowledge and inspired participants to innovate their teaching strategies, thereby enriching the academic environment of GJIMT.

EVENT COORDINATOR

Sample Course File

COURSE FILE

AY 2024-25

Semester: I

Course Title: Business Environment and Indian Economy
Course Code: MBA 105-18
Program: Master of Business Administration (MBA)
Department: Management and Commerce
Credits: 4

Prepared By
Dr. Bushra S. P. Singh
Assistant Professor

Submitted To
Dr. Neeraj Sharma
Dean Academics

Index

Academic Calendar

GIANJYOTI

F – 03

Administrative Program Calendar Aug – Dec 2024
(For Odd Semesters Classes)

Dates	Event
23rd July	UG Session Starts- Former Batch
5th Aug	Orientation Week - New Batch
2nd Sept	Allocation of Assignment-I
9th Sept	Submission of Assignment-I
16th - 21st Sept	Ist Sessional Mid Semester Test
27th Sept	Fresher's Party- Aagaman
7th Oct	Allocation of Assignment-II
14th Oct	Submission of Assignment-II
21st- 26th Oct	IInd Sessional Mid Semester Test
4th-8th Nov	Revision Classes
11th Nov	Final End Semester IKGPTU Examination
20th Dec	International Conference- 18th IntConMITE 2024
22nd-29th Dec	Winter Vacation

S. No.	Holidays	Date	Day
1	Independence Day	15th Aug	Thursday
2	Raksha Bandhan*	19th Aug	Monday
3	Janam Ashtami	26th Aug	Monday
4	Eid-e-Milad*	16th Sept	Monday
5	Gandhi Jayanti	2nd Oct	Wednesday
6	Agarsain Jayanti	3rd Oct	Thursday
7	Dussehra	12th Oct	Saturday
8	Valmiki Jayanti	17th Oct	Thursday
9	Diwali	31st Oct	Thursday
10	Vishwakarma Day	1st Nov	Friday
11	Goverdhan Puja*	2nd Nov	Saturday
12	Guru Nanak Dev Ji Birthday	15th Nov	Friday
13	Shahidi Diwas Kartar S.Sarabha	16th Nov	Saturday
14	Teg Bahadur Ji Martyr Day	6th Dec	Friday
15	Christmas Day	25th Dec	Wednesday
16	Shahidi Jodd Mela	27th Dec	Friday

Note 1: The SCRs should be submitted to Director Madam by Class Incharges on every30th day of the month.

Note 2: The Physical Attendance Registers should be shown by Subject Incharges to Dean or Director Madam on every 29th day of the month.

(Director)

Program Outcomes (POs)

PO1. Business Environment and Domain Knowledge: Economic, legal and social environment of Indian business. Graduates are able to improve their awareness sand knowledge about functioning of local and global business environment and society. This onwards helps in recognizing the functioning of businesses, identifying potential business opportunities, evolvement of business enterprises and exploring the entrepreneurial opportunities.

PO2. Critical thinking, Business Analysis, Problem Solving and Innovative Solutions: Competencies in quantitative and qualitative techniques. Graduates are expected to develop skills on analysing the business data, application of relevant analysis, and problem solving in other functional areas such as marketing, business strategy and human resources.

PO3. Global Exposure and Cross-Cultural Understanding: Demonstrate a global outlook with the ability to identify aspects of the global business and Cross-Cultural Understanding.

PO4. Social Responsiveness and Ethics: 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.

PO5. Effective Communication: 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 written communication especially in business applications, with the use of appropriate technology (business presentations, digital communication, social network platforms and so on).

PO6. Leadership and Teamwork: 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.

Course Syllabus

Business Environment and Indian Economy

MBA 105-18

Course Objective: This course aims at providing knowledge of the environment in which businesses operate, the economic, political, legal and social framework with a basic idea of the Indian Economy. Course Outcomes: At the end of the course, student should be able to

CO1. Outline how an entity operates in a complex business environment.

CO2. To systematically learn impact of legal & regulatory, macroeconomic, cultural, political, technological, global and natural environment on Business enterprise.

CO3. To examine the critical opportunities and threats that arise from an analysis of external business conditions by applying scenario planning to synthesize trends prevailing in the external environment.

CO4. To describe how various types of economic systems play a significant role in the success of a business.

CO5. To understand the nature of Indian Economy and various issues relating to Indian Economy having a direct or indirect impact on business environment.

CO6. To discuss various development strategies in India.

UNIT I

Business Environment: Meaning, Types: Internal Environment; External Environment; Micro and Macro Environment, Components of Business Environment. Political Environment: Three political institutions: Legislature, Executive and Judiciary, Fundamental rights, Directive Principles, Rationale and extent of state intervention. Economic Environment: Concept, features of various economic systems, New Industrial policy and industrial licensing, new economic policies, aspects of economic reforms and their effects on business and emerging economies. Effect of recession on Business and remedies for that, Economic Planning in India: Objectives, Strategies and Evaluation of current five year plan, Monetary and Fiscal Policy.

UNIT II

Legal Environment: Company Regulatory Legislations in India, FEMA, EXIM policy, Competition Law, Right to Information Act 2005.

Public Sector in India: Concepts, Philosophy and Objectives, Performance, Problems and Constraints. Disinvestment and Privatisation, Joint sector and Cooperative sector in India, Deficit Financing and its implications for the Indian Economy; Analysis of current year Annual Budget. Consumerism: Role of Consumer Groups with Special Reference to India; Consumer Protection Act, 1986 with Latest Amendments. Ecological Environment: Concepts of Green Management, Global Warming, Carbon Foot Printing, The Environment Protection Act 1986.

UNIT III

Technological Environment: Impact of Technology on Business, Technological Policy, Intellectual Property Rights, Import of Technology, Appropriate Technology, Problems in Technology Transfer. International Environment: Emergence of Globalisation, Control of Foreign Direct Investment, Benefits and Problems from MNCs. WTO, its role and functions, Implications for India. Trading Blocks, Foreign Trade: SEZ (Special Economic Zones), EPZ (Export processing zone), EOU (Export Oriented Units), Dumping and AntiDumping measures.

Introduction to Indian Economy: Colonialism and Development of Indian Economy, Framework of Indian Economy, Demographic Features and Indicators of Economic Growth and Development, Rural-Urban Migration and issues related to Urbanization, Poverty debate and Inequality, Nature, Policy and Implications.

Unit IV

Unemployment-Nature, Central and State Government's policies, policy implications, Employment trends in Organized and Unorganized Sector

Development Strategies in India: Agricultural- Pricing, Marketing and Financing of Primary Sector, Changing structure of India's Foreign Trade.

The Economic Policy and Infrastructure Development: Energy and Transport, Social Infrastructure- Education, Health and Gender related issues, Social Inclusion, Issues and policies in Financing Infrastructure Development.

Suggested Readings:

- Paul Justin, Business Environment, Latest Edition, McGraw Hill Education, New Delhi.
- V.K. Puri & S.K. Misra, Economic Environment of Business, Latest Edition, Himalaya Publishing House, New Delhi.
- A.C. Fernando, Business Environment, Latest Edition, Pearson Publication, New Delhi.
- V. Neelamegam, Business Environment, Latest Edition, Vrinida Publications, Delhi.
- Francis Cherunilam, Business Environment, Latest Edition, Himalaya Publishing House, New Delhi.
- K. Aswathappa, Essentials of Business Environment, Latest Edition, Himalaya Publishing House, New Delhi. Govt. of India, Five Years Plan Documents.

CO-PO Mapping Matrix

COs	POs					
	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	2		1	1
CO2	3	2	3	2		
CO3	3	3	2	1		1
CO4	2					
CO5	3	1		2		
CO6	3			2		2

MBA I Time-Table

DAY	9:00-9:50	9:50-10:40	10:40-11:30	11:30-11:45	11:45-12:35	12:35-1:25	1:25-2:05	2:05-2:55	2:55-3:10	3:10-4:05	4:05-4:55
MON	BE-CSR (NS)	FOM (IK)	ME (AU)	TEA BREAK	BC (BK)	QT (VS)	LUNCH BREAK	VAC	TEA BREAK	AMR (RD)	
TUE	FOM (IK)	QT (VS)	BE-CSR (NS)		BC (BK)	IRP (SH)		VAC		AMR (RD)	BE-IE (BSP)
WED	BE-CSR (NS)	QT (VS)	FOM (IK)		BC (ST)	AMR (RD)		VAC		BE-IE (BSP)	ME (AU)
THURS	ME (AU)	QT (VS)	BE-CSR (NS)		BE-IE (BSP)	AMR (RD)		VAC			
FRI	FOM (IK)	QT (VS)	BE-IE (BSP)		BC (BK)	ME (AU)		VAC		IRP (SH)	
SAT	BE-CSR (NS)	FOM (IK)	AMR (RD)		QT (VS)	QT (VS)		VAC			

Time-Table of Teacher

Dr. Bushra S. P. Singh											
DAY	9:00-9:50	9:50-10:40	10:40-11:30	11:30-11:45	11:45-12:35	12:35-1:25	1:25-2:05	2:05-2:55	2:55-3:10	3:10-4:05	4:05-4:55
MON		OR (BBA V)		TEA BREAK	MR (MBA III)		LUNCH BREAK	VAC	TEA BREAK		
TUE			OR (BBA V)		MR (MBA III)			VAC			BE-IE (MBA I)
WED			OR (BBA V)			MR (MBA III)		VAC		BE-IE (MBA I)	
THURS	MR (MBA III)		OR (BBA V)		BE-IE (MBA I)			VAC			
FRI			BE-IE (MBA I)					VAC			
SAT								VAC			

Scheme of Evaluation

Evaluation Component	Weightage	Tentative Dates
First Mid-Semester Test	12%	16-23 September 2024
Second Mid-Semester Test	12%	8-14 November 2024
First Assignment	5%	2 September 2024
Second Assignment	5%	7 October 2024
Class Attendance	6%	1 December 2024
External Assessment	60%	18 December 2024

Lesson Plan

Lesson Plan				
MBA - Semester 1 – Aug-Dec				
Name of Subject:	**Business Environment and Indian Economy**		Internal Assessment:	**40 marks**
Subject Code:	**MBA 105-18**		External Assessment:	**60 marks**
Start Date:	**Aug**		Total:	**100 marks**
Finish Date:	**Dec**		Session Duration:	**60 minutes**
No of sessions/ week:	**4**		Instructor:	**Dr. Bushra S. P. Singh**
Session	**Topic**	**Teaching Methodology**	**Other Modes**	**Reference**
1	Introduction to the Course	Power Point & Discussion		
Unit I: Political and Economic Environment in India 2	Business Environment: Meaning, Types: Internal Environment;	Power Point & Discussion	**Video:** Overview of Business Environment: Vidyamitra (Source: https://www.youtube.com/watch?v=lp_Otcdlnmk&list=PL_a1TI5CC9RG-ouQ3LXCfBE32gOeacChl&index=6)	R1, R2, R3
3	External Environment; Micro and Macro Environment,	Power Point & Discussion		R1, R2, R3
4	Components of Business Environment	Power Point & Discussion		R1, R2, R3
5	Political Environment: Three political institutions: Legislature, Executive and Judiciary	Power Point & Discussion	**Video:** Political Environment: IIT Roorkee: Vidyamitra (Source: https://www.youtube.com/watch?v=buW5bY7WTgs&list=PLLy_2iUCG87AV6gOQI5-GtZJlfLoCBGHb&index=18)	R1, R2, R3
6	Fundamental rights, Directive Principles	Power Point & Discussion	**Video:** Fundamental rights: Vidyamitra (Source: https://www.youtube.com/watch?v=vqFuq1osXaM) **Video:** Relationship between Fundamental rights and DPSP (Source: https://www.youtube.com/watch?v=3g-GRu3e7WU)	R1, R2, R3
7	Rationale and extent of state intervention	Power Point & Discussion		R1, R2, R3
8	Economic Environment: Concept, features of various economic systems	Power Point & Discussion	**Video:** Economic Environment: Vidyamitra (Source: https://www.youtube.com/watch?v=mGoxPpcT7v4)	R1, R2, R3
9	New Industrial policy and industrial licensing, new economic policies	Power Point & Discussion	**Video:** Industrial Policy: Vidyamitra (Source: https://www.youtube.com/watch?v=Mozp7La4QrU&t=1s)	R1, R2, R3
10	Aspects of economic reforms and their effects on business and emerging economies	Power Point & Discussion	**Video:** Economic Reforms: Vidyamitra (Source: https://www.youtube.com/watch?v=cMHSqPlfvkE&list=PL_a1TI5CC9RHpR7eDDGHESzs7ext2UtGS&index=9)	R1, R2, R3
11	Effect of recession on Business and remedies for that	Power Point & Discussion		R1, R2, R3
12	Economic Planning in India: Objectives	Power Point & Discussion	**Video:** Economic Planning in India (Source: https://www.youtube.com/watch?v=svWLuuu8yNA&list=PL_a1TI5CC9RG-ouQ3LXCfBE32gOeacChl&index=13)	R1, R2, R3
13	Strategies and Evaluation of current five-year plan,	Power Point & Discussion		R1, R2, R3
14	Monetary and Fiscal Policy	Power Point & Discussion	**Video:** Monetary and Fiscal Policy (Source: https://www.youtube.com/watch?v=qHEmc7Mpqug)	R1, R2, R3
15	Quiz and Case Study 1	Power Point & Discussion	**Case:** A Big Push Decision, R3	R1, R2, R3
Assignment - 1				
Unit II: Legal, Ecological Environment in India, Public Sector and Consumerism in India 16	Legal Environment: Company Regulatory Legislations in India	Power Point & Discussion	**Video:** Legal Environment: IIT Roorkee (Source: https://www.youtube.com/watch?v=_m00-FfDnfs&list=PLLy_2iUCG87AV6gOQI5-	R1, R2, R3

			GtZJlfLoCBGHb&index=20)	
17	FEMA, EXIM policy	Power Point & Discussion	**Video:** FEMA: Vidyamitra (Source: https://www.youtube.com/watch?v=k--XwjPZQgw)	R1, R2, R3
18	Competition Law	Power Point & Discussion	**Video:** Competition Law: Vidyamitra (Source: https://www.youtube.com/watch?v=W5Hnn81ROHI)	R1, R2, R3
19	Right to Information Act 2005.	Power Point & Discussion	**Video:** RTI Act 2005: IIT Roorkee (Source: https://www.youtube.com/watch?v=_m00-FfDnfs&list=PLLy_2iUCG87AV6gOQI5-GtZJlfLoCBGHb&index=20)	R1, R2, R3
20	Public Sector in India: Concepts, Philosophy and Objectives	Power Point & Discussion	**Video:** Public Sector in India: Vidyamitra (Source: https://www.youtube.com/watch?v=aybn7tHx7qs)	R1, R2, R3
21	Performance, Problems and Constraints	Power Point & Discussion		R1, R2, R3
22	Disinvestment and Privatisation	Power Point & Discussion	**Video:** Liberalisation, Privatisation, Disinvestment: Vidyamtira (Source: https://www.youtube.com/watch?v=5luNdmeP79l)	R1, R2, R3
23	Joint sector and Cooperative sector in India	Power Point & Discussion		R1, R2, R3
24	Deficit Financing and its implications for the Indian Economy	Power Point & Discussion	**Video:** Deficit Financing: Vidyamitra (Source: https://www.youtube.com/watch?v=M5WPrbJVas8)	R1, R2, R3
25	Analysis of current year Annual Budget	Power Point & Discussion	**Video:** Union Budget 2024: Doordarshan (Source: https://www.youtube.com/watch?v=Nz6uDZT-REs)	R1, R2, R3
26	Consumerism: Role of Consumer Groups with Special Reference to India	Power Point & Discussion	**Video:** Consumerism in India: Vidyamitra (Source: https://www.youtube.com/watch?v=eDz-0GSbJU8)	R1, R2, R3
27	Consumer Protection Act, 1986 with Latest Amendments	Power Point & Discussion	**Video:** Consumer Protection Act, 1986 (Source: https://www.youtube.com/watch?v=ufn3s1kfKy0)	R1, R2, R3
28	Ecological Environment: Concepts of Green Management	Power Point & Discussion		R1, R2, R3
29	Global Warming, Carbon Foot Printing	Power Point & Discussion		R1, R2, R3
30	The Environment Protection Act 1986	Power Point & Discussion	**Video:** Environment Protection Act (Source: https://www.youtube.com/watch?v=EDmtawhADnY)	R1, R2, R3
31	Quiz and Case Study 2	Power Point & Discussion	**Case:** RBI Slapped Rs. 125 Crore on Reliance Infrastructure: A Case Study on FEMA, R3	R1, R2, R3
MST - 1				
Unit III: Technological, International Environment in India and Introduction to Indian Economy 32	Technological Environment: Impact of Technology on Business	Power Point & Discussion	**Video:** Technological Environment: Vidyamitra (Source: https://www.youtube.com/watch?v=gMJ_KRvNTjA&list=PL_a1TI5CC9RG-ouQ3LXCfBE32gOeacChl)	R1, R2, R3
33	Technological Policy, Intellectual Property Rights	Power Point & Discussion		R1, R2, R3
34	Appropriate Technology, Problems in Technology Transfer	Power Point & Discussion	**Video:** Technology Transfer: IIT Roorkee (Source: https://www.youtube.com/watch?v=VJB3uUCB9Ok&list=PLLy_2iUCG87AV6gOQI5-GtZJlfLoCBGHb&index=25)	R1, R2, R3
35	International Environment: Emergence of Globalisation, Control of Foreign Direct Investment	Power Point & Discussion	**Video:** Globalisation and its impact on India: Vidyamitra (Source: https://www.youtube.com/watch?v=ss2DQ2Gax54&list=PL_a1TI5CC9RG-ouQ3LXCfBE32gOeacChl&index=14)	R1, R2, R3
36	Benefits and Problems from MNCs. WTO, its role and functions, Implications for India	Power Point & Discussion	**Video:** WTO: IIT Roorkee (Source: https://www.youtube.com/watch?v=AOnG_0C2g6M&list=PLLy_2iUCG87AV6gOQI5-GtZJlfLoCBGHb&index=45)	R1, R2, R3
37	Trading Blocks, Foreign Trade: SEZ (Special Economic Zones)	Power Point & Discussion	**Video:** Special Economic Zones: Vidyamitra (Source: https://www.youtube.com/watch?v=fv5TGrS0Yeg)	R1, R2, R3

38	EPZ (Export processing zone), EOU (Export Oriented Units), Dumping and Anti-Dumping measures.	Power Point & Discussion		R1, R2, R3
39	Introduction to Indian Economy: Colonialism and Development of Indian Economy	Power Point & Discussion		R4, R5
40	Framework of Indian Economy	Power Point & Discussion		R4, R5
41	Demographic Features and Indicators of Economic Growth and Development	Power Point & Discussion	**Video:** Demographic Features (Source: https://www.youtube.com/watch?v=gU9q7vJ-wb0&list=PL_a1TI5CC9RERUQ2kwBP6mJQKeXsIMuBS&index=12)	R4, R5
42	Rural-Urban Migration and issues related to Urbanization	Power Point & Discussion		R4, R5
43	Poverty debate and Inequality, Nature, Policy and Implications.	Power Point & Discussion	**Video:** Poverty: Vidyamitra (Source: https://www.youtube.com/watch?v=JVIX8OISI-k&list=PL_a1TI5CC9RERUQ2kwBP6mJQKeXsIMuBS&index=4)	R4, R5
44	Quiz and Case study 3	Power Point & Discussion	**Case:** Technology and Innovation at Asian Paints, R3	R3, R4, R5
Assignment - 2				
Unit IV: Unemployment and Development Trends in India 44	Unemployment-Nature, Central and State Government's policies, policy implications	Power Point & Discussion	**Video:** Unemployment Trends in India: Vidyamitra (Source: https://www.youtube.com/watch?v=JwPVV45lf2M&list=PL_a1TI5CC9RERUQ2kwBP6mJQKeXsIMuBS&index=6)	R4, R5
45	Employment trends in Organized and Unorganized Sector	Power Point & Discussion		R4, R5
46	Development Strategies in India: Agricultural- Pricing, Marketing and Financing of Primary Sector	Power Point & Discussion		R4, R5
47	Changing structure of India's Foreign Trade	Power Point & Discussion	**Video:** India's Foreign Trade: Vidyamitra (Source: https://www.youtube.com/watch?v=qK-6DEJ-A6A&list=PL_a1TI5CC9RHpR7eDDGHESzs7ext2UtGS&index=31)	R4, R5
48	The Economic Policy and Infrastructure Development: Energy and Transport	Power Point & Discussion	**Video:** Infrastructure Development: Vidyamitra (Source: https://www.youtube.com/watch?v=YwQYx4jCpzc)	R4, R5
49	Social Infrastructure- Education, Health and Gender related issues	Power Point & Discussion	**Video:** Social Infrastructure: IIT Roorkee (Source: https://www.youtube.com/watch?v=4iw3KNmdYhM&list=PL_a1TI5CC9RERUQ2kwBP6mJQKeXsIMuBS&index=42)	R4, R5
50	Social Inclusion, Issues and policies in Financing Infrastructure Development	Power Point & Discussion		R4, R5
51	Case, Quiz and Practice Exercises	Power Point & Discussion	**Case:** Unemployment, Job Aspiration and Migration: A Case Study of Tangkhul Migrants to Delhi, R3	R3
MST - 2				
References				
Code	**Book**	**Authors**	**Publisher**	**Edition/ISBN**
R1	K. Aswathappa	Essentials of Business Environment	Himalaya Publishing House	Latest
R2	Justin Paul	Business Environment: Text and Cases	Tata McGraw Hill	Latest
R3	Vivek Mittal	Business Environment	Excel Books	Latest
R4	Ramesh Singh	Indian Economy	Tata McGraw Hill	Latest
R5	Indian Economy & Indian Financial System	Indian Institute of Banking & Finance	MacMillan Publication	2024

Case Study Planning and Execution

Date of Execution	Key Topic Covered	Name of the Case
14th September 2024	Political Environment	A Big Push Decision
4th October 2024	Public Sector Banks	RBI Slapped Rs. 125 Crore on Reliance Infrastructure: A Case Study on FEMA
23rd October 2024	Technological Environment	Technology and Innovation at Asian Paints
1st November 2024	Unemployment and Migration	Unemployment, Job Aspiration and Migration: A Case Study of Tangkhul Migrants to Delhi

Assignment Schedule

Assignment No.	Date of Allotment	Last date of Submission	Content of Assignment
I (Covering Units 1 and 2)	02.09.2024	09.09.2024	Students were tasked with selecting an industry of their choice and conducting a comprehensive industry analysis.
II (Covering Units 3 and 4)	07.10.2024	14.10.2024	Students were required to provide answers to questions covering important topics of units 3 and 4.

Mid-Semester Test I

GIANJYOTI

F-05

MST I
MBA I Semester
Business Environment and Indian Economy (MBA-105-18)

Time Allowed: 2 hrs.
Maximum Marks: 40
Date: 23-Sep-24(M)

Please note the following:

1. **Section A – There are 5 questions. Attempt any 4 questions out of 5. Each question carries 4 marks.**
2. **Section B – There are two sets of two questions each. Attempt one question only from each set. Each question carries 8 marks.**
3. **Section C – Case Study with one question is compulsory and carries 8 marks.**

Section A [Short Answers]

(4 X 4 marks = 16)

Q.1 Define Business Environment.

Q.2 Explain the Components of Micro Environment.

Q.3 Explain the Structure of Executive in India.

Q.4 Which article of the Indian Constitution is known as its 'heart and soul'? Why?

Q.5 What were the key provisions of the 42nd Amendment to the Constitution?

Section B [Long Answers]

(2 X 8 marks = 16)

Q.6 Explain the principles underlying the Directive Principles of State Policy (DPSP).

OR

Q.7 Explain the Functions of Legislature in India

Q.8 Explain the Functions of Judiciary in India.

OR

Q.9 Describe and explain each article related to fundamental rights as outlined in the constitution.

Section C [Case Study is compulsory]

(8 <4+4> marks)

The Relocation of Tata Nano Plant from Singur to Sanand

Q. 10

In 2008, Tata Motors, an Indian multinational automotive manufacturer, announced its plan to produce the Tata Nano, which was billed as the world's most affordable car. The Nano project aimed to revolutionize the automotive industry by providing an inexpensive vehicle for the masses. Initially, Tata Motors chose Singur in West Bengal as the location for its manufacturing plant. However, the project faced significant challenges that led to its relocation to Sanand in Gujarat.

The Singur project encountered intense local opposition from farmers and political groups who were dissatisfied with the land acquisition process. The land on which the plant was being developed was originally agricultural land, and the displacement of local farmers led to widespread protests and legal disputes. This opposition resulted in significant delays and increased costs, which impacted Tata Motors' ability to stay on schedule and within budget.

Additionally, the political climate in West Bengal further complicated matters. The state government, led by the Left Front, faced criticism and unrest over its handling of the project, which strained Tata Motors' relationship with local authorities. The instability and negative public sentiment in Singur created an unpredictable and challenging business environment.

Given these issues, Tata Motors assessed alternative locations and found Gujarat to be a more favorable environment. Gujarat, under the leadership of Chief Minister Narendra Modi, was actively promoting industrialization and offering various incentives to attract businesses. The state provided a more stable and supportive environment for setting up the new plant, with fewer political and social hurdles.

The relocation of the Nano plant to Gujarat allowed Tata Motors to mitigate the risks and challenges faced in Singur. It also provided an opportunity to streamline operations and implement advanced manufacturing processes in a more conducive environment.

Answer the following questions:

1. Assess how the local opposition and political environment in Singur influenced Tata Motors' decision to relocate the Nano plant to Sanand. What were the primary factors that led to this decision?
2. Evaluate the advantages and challenges Tata Motors encountered in moving the plant to Gujarat. How did the macro environment in Gujarat compare to Singur in terms of supporting the Nano project?
3. Based on the case study, propose how Tata Motors could address similar challenges in future projects to avoid disruptions and ensure successful project implementation.

Mid-Semester Test II

GIANJYOTI

F-05

MST II

MBA I Semester

Business Environment and Indian Economy (MBA-105-18)

Time Allowed: 2 hrs.
Maximum Marks: 40
Date: 23-Sep-24(M)

Please note the following:

1. **Section A – There are 5 questions. Attempt any 4 questions out of 5. Each question carries 4 marks.**
2. **Section B – There are two sets of two questions each. Attempt one question only from each set. Each question carries 8 marks.**
3. **Section C – Case Study with one question is compulsory and carries 8 marks.**

Section A [Short Answers]

(4 X 4 marks = 16)

Q.1 Describe briefly Social Infrastructure

Q.2 EXIM Policy

Q.3 Differentiate between organized and unorganized structure.

Q.4 What is deficit financing?

Q.5 What is meant by Special Economic Zones?

Section B [Long Answers]

(2 X 8 marks = 16)

Q.6 Discuss briefly Consumer Protection Act.

OR

Q.7 Discuss the Agricultural Price Policy in India

Q.8 Discuss the major causes of unemployment in India.

OR

Q.9 Explain the problems and constraints of Public Sector in India.

GIANJYOTI

F-05

Section C [Case Study is compulsory]

(8 <4+4> marks)

Reliance Jio – Marching towards Monopoly

Q. 10

The case is about the growing dominance of Indian telecommunications company Reliance Jio Infocom Limited (Jio) in the Indian telecom sector. Jio entered the Indian market in 2016 with a host of freebies, including unlimited calling and data plans. Its entry revolutionized the telecommunication sector across the country. Its aggressive and innovative tariff plans helped Jio become the fourth-largest telecom provider in India within six months of its launch. Even after the freebie period ended on March 31, 2017, Jio continued to offer the cheapest data plans as compared to its rivals. This helped it maintain its competitive edge in the market. Jio's dominance continued, and it soon surpassed other major players in the market. Jio's rise led to consolidation in the market, with two of the top players, Idea and Vodafone, announcing a merger that left the country with three major telecom players. Jio's continuous strong run changed the dynamics of the Indian telecom industry, with experts opining that it would soon monopolize India's telecom sector. The competitors who were experiencing shrinking revenues, mounting quarterly losses, and high debt were taken aback when in October 2019, the Supreme Court of India gave a ruling directing Airtel and Vodafone Idea to pay dues amounting to Rs. 410 billion and Rs.400 billion respectively toward licensing fees and spectrum charges. Given the financial condition of these companies, they would find it difficult to pay the dues. These companies were desperately looking to the government for some relief measures that would enable them to stay on in the market. The competitors' problems gave Jio ample time to execute its plans and consolidate its position at their cost. Jio's cheap pricing seemed attractive in the short run, but given the firm's investment in network coverage, quality, and technology, it was doubtful whether it could continue to offer low prices in the long run.

Questions:

1. Discuss the economic implications of Jio's dominance in the telecom market.
2. Analyze how government economic policies regarding telecom infrastructure might influence Jio's future operations and growth

Previous End-Semester Test Question Paper

Roll No. ☐☐☐☐☐☐☐☐☐☐☐☐ Total No. of Pages : 03

Total No. of Questions : 10

MBA/ MBA(IB) (Sem.–1)

BUSINESS ENVIRONMENT AND INDIAN ECONOMY

Subject Code : MBA-105-18

M.Code : 75406

Date of Examination : 21-06-2024

Time : 3 Hrs. Max. Marks : 60

INSTRUCTIONS TO CANDIDATES :

1. SECTION-A contains EIGHT questions carrying TWO marks each and students has to attempt ALL questions.
2. SECTION-B consists of FOUR Subsections : Units-I, II, III & IV. Each Subsection contains TWO questions each carrying EIGHT marks each and student has to attempt any ONE question from each Subsection.
3. SECTION-C is COMPULSORY and consist of ONE Case Study carrying TWELVE marks.

SECTION-A

1. **Answer the following :**

   a. "*Economic conditions affect business*". Do you agree?

   b. Fundamental Rights.

   c. Any two objectives of EXIM Policy.

   d. Consumerism.

   e. Intellectual Property Rights.

   f. Indicators of Economic Growth and Development.

   g. Aatmanirbhar Bharat Rojgar Yojana (ABRY).

   h. Agricultural Pricing.

SECTION-B

UNIT-I

2. What do you mean by Business Environment? Describe the importance of Business Environment for the business firm.

3. What do you mean by Monetary Policy? Discuss its objectives and its instruments.

UNIT-II

4. What parameters are applied by the Competition Commission of India to determine if the proposed combination is likely to have appreciable adverse effect on competition in relevant market in India?

5. Discuss in detail the role of public sector enterprises in the economic development of India. Examine briefly various problems faced by Indian Public Sector Enterprises in the recent past.

UNIT-III

6. What are the various types of MNC (Multi National Corporation)? Discuss in detail the benefits of MNCs to the host country.

7. What do you mean by technological environment? Discuss various problems related to technology transfer. What according to you should be done to remove these problems?

UNIT-IV

8. Explain in detail various schemes framed by Government to reduce unemployment in our country.

9. **Write detailed note on :**

   a. Social Infrastructure.

   b. Social Inclusion.

SECTION-C

10. **Solve the following case:**

Reliance Consultancy Services (RCF) is in the information technology sector. It is currently facing a shortage of skilled man power and is fuelling a hike in employee salaries, which have been posting a 20%-40% growth during the last couple of years. While there is an abundance of trainable human resources, a dearth in skilled manpower is being felt across the industry and this has resulted in a hike in salaries.

Typically, salary jumps happen not only in the conventional manner of being promoted but also because of professionals changing jobs more frequently. The increase in salaries varies from job to job and ranks highest in the IT sector where employees get a hike of over 40% when they join a new establishment. There is no dearth in entry-level human resources as there is a large supply, but a severe shortage is felt in the middle-level positions.

According to Mr. Jugnu, CEO of Reliance Consultancy Services (RCF), many new captive and third party off-shore facilities being set up in the country have led to a competition for skilled human resources that are already scarce. This is also leading to an ever-widening demand-supply gap and raise in the average salary level for all positions, apart from pushing up attrition in existing facilities, he said.

There is new trend of employees moving to multinational companies abroad for higher salaries and global experience. The salary package and working environment is far better than India in countries like USA. Then returning to India with global experience makes for a higher pay and position. This is also one reason for the shortage of skilled man power and hike in employee salaries in the IT sector.

Question:

a. What problems is Reliance Consultancy Services (RCF) is facing? Suggest some remedies for its problems.

b. Do you support Globalization?

NOTE : Disclosure of Identity by writing Mobile No. or Making of passing request on any page of Answer Sheet will lead to UMC against the Student.

Assignment I

Overview:

For Assignment 1, students are required to select an industry of their choice and perform a detailed analysis covering the specified aspects below. This is an ***individual, hand-written assignment.***

Assignment Requirements:

1. **Competitors**: Identify and list the key competitors within the chosen industry.
2. **Products**: Describe the major products or services offered in the industry.
3. **Market Share**: Provide an overview of the market share held by different companies in the industry.
4. **SWOT Analysis**: Conduct a SWOT analysis, identifying the Strengths, Weaknesses, Opportunities, and Threats for the industry.
5. **QUEST Analysis**: Perform a QUEST analysis to explore the strategic options available for the industry.
6. **News Clippings**: Attach relevant news clippings or industry reports to support your analysis.

Submission Guidelines:

- **Deadline**: All submissions must be completed by **September 16.**
- **Format**: The assignment must be hand-written and submitted in a clear and legible format.
- **References**: Ensure your analysis is backed by credible sources, and cite any references where applicable.

Evaluation Criteria:

- Completeness and accuracy of the analysis.
- Relevance and quality of the attached news clippings.
- Presentation and clarity of hand-written work.

Failure to adhere to these instructions may result in deductions in marks. For any questions or clarification, please contact the class in charge.

Assignment II

Instructions:

1. Choose one topic from the list below.
2. Write a detailed analysis (1500-2000 words) covering the required points.
3. Your submission must be properly formatted (12pt font, double-spaced) and include relevant references.
4. The deadline for submission is 14^{th} October 2024.

Questions:

1. Discuss how technological advancements have transformed business operations in recent years.
2. Provide real-life examples of companies leveraging technology for competitive advantage.
3. Examine how trading blocks (e.g., SAARC, ASEAN) have influenced India's foreign trade.
4. Provide policy recommendations for sustainable urban development.
5. Explain the purpose of SEZs and EPZs in boosting trade.
6. Examine the role of education, health, and gender-related policies in socio-economic development.
7. Analyze gaps in the existing infrastructure and suggest improvements.
8. Provide examples of successful initiatives in social inclusion.

Evaluation Criteria:

- Clarity of concepts (25%)
- Depth of analysis (25%)
- Use of examples and references (20%)
- Structure and presentation (15%)
- Originality and creativity (15%)

Sample Question Bank

Course & Branch: MBA	**Semester: 1**
Subject: Business Environment and Indian Economy	**Subject Code: MBA 105-18**
No. of Students: 52	**Regular/ Reappear: Regular**

Short Answer Type Questions

Sr. No	Identify CO	Question location/ Topic	Question
1	CO1	Unit -1	Define the term "business environment."
2	CO1	Unit -1	List any three components of the micro environment.
3	CO1	Unit -1	What is meant by "economic reforms"?
4	CO1	Unit -1	How does a recession impact business?
5	CO1	Unit -1	Define "Fundamental Rights" in the Indian Constitution.
6	CO1	Unit -2	Define the term "legal environment" and explain its significance for businesses in India.
7	CO1	Unit -2	List any two provisions of the Right to Information Act, 2005.
8	CO2	Unit -2	What are the key objectives of public sector enterprises in India?
9	CO1	Unit-2	Write a short note on carbon foot printing.
10	CO4	Unit-3	What is globalization?
11	CO4	Unit-3	Define technology transfer.
12	CO2	Unit-3	What are dumping and anti-dumping measures?
13	CO3	Unit-4	Define unemployment.
14	CO3	Unit-4	Define social infrastructure with examples.
15	CO3	Unit-4	What is the primary aim of energy infrastructure in India?
16	CO3	Unit-4	List two challenges in financing infrastructure development in India.

Long Answer Type Questions

Sr. No	Identify CO	Question Location / Topic	Question
1	CO1	Unit -1 Average	Explain the difference between internal and external business environments with examples.
2	CO1	Unit -1 Average	Explain the functions of the Legislature, Executive, and Judiciary in India.
3	CO1	Unit -1 Average	Explain any two remedies for a business to overcome a recession.
4	CO1	Unit -1 Average	What are Directive Principles of State Policy, and how do they

			influence business decisions?
5	CO1	Unit -1 Difficult	Evaluate the role of the Directive Principles in promoting social and economic equality.
6	CO1	Unit -1 Difficult	Discuss how the three political institutions work together and their combined impact on the business environment.
7	CO1	Unit -1 Difficult	How do economic reforms in emerging economies differ from those in developed nations? Provide examples.
8	CO1	Unit -1 Difficult	Discuss the long-term effects of a global recession on the Indian economy and suggest possible remedies.
9	CO2	Unit -2 Average	Explain the role and importance of company regulatory legislations in India.
10	CO2	Unit -2 Average	Discuss the concept and benefits of green management.
11	CO2	Unit -2 Average	Discuss the amendments made to the Consumer Protection Act, 1986, and their implications.
12	CO2	Unit -2 Average	Highlight the implications of deficit financing on the Indian economy.
13	CO2	Unit -2 Difficult	Critically evaluate the effectiveness of FEMA in managing foreign exchange in India.
14	CO1	Unit -2 Difficult	Analyze the significance of the EXIM policy in boosting India's foreign trade.
15	CO5	Unit -2 Difficult	Critically assess the role of the Right to Information Act, 2005, in promoting transparency in governance.
16	CO1	Unit -2 Difficult	Assess the relevance of the Consumer Protection Act, 1986, in the context of contemporary consumerism in India.
17	CO5	Unit -3 Average	Describe the functions of the World Trade Organization (WTO).
18	CO4	Unit -3 Average	Discuss the benefits and challenges posed by MNCs to host countries.
19	CO4	Unit -3 Average	Describe the functions of the World Trade Organization (WTO).
20	CO4	Unit -3 Average	Explain the framework of the Indian economy with suitable examples.
21	CO4	Unit -3 Difficult	Compare and contrast SEZs, EPZs, and EOUs in the context of India's foreign trade policy.
22	CO4	Unit -3 Difficult	Discuss the emergence of trading blocks and their impact on global trade with examples.
23	CO4	Unit -3 Difficult	How does FDI control influence the economic development of a country? Illustrate with Indian examples.
24	CO4	Unit -3 Difficult	Discuss the role and challenges of technological environment policies in enhancing industrial competitiveness.
25	CO3	Unit -4 Average	Explain the major employment trends in the organized sector in India.

26	CO3	Unit -4 Average	Highlight the role of transport infrastructure in economic growth.
27	CO3	Unit -4 Average	Explain the policy implications of State Government efforts in reducing unemployment.
28	CO3	Unit -4 Average	Discuss the impact of social infrastructure on education in India.
29	CO3	Unit -4 Difficult	Compare and contrast the employment trends in the organized and unorganized sectors of India.
30	CO3	Unit -4 Difficult	How has the changing structure of India's foreign trade affected its global economic standing? Provide examples.
31	CO3	Unit -4 Difficult	Evaluate the role of energy and transport infrastructure in accelerating India's economic development.
32	CO3	Unit -4 Difficult	Evaluate the effectiveness of agricultural policies in addressing the challenges faced by farmers in India.

Topics on Advances in the subject covered by Faculty in the class

1. Emerging Trends in Globalization and their impact on Indian Businesses
2. Sector-wise evaluation of Make in India and Atmanirbhar Bharat initiatives.
3. Comparison of capitalist, socialist, and mixed economies, with a focus on India's unique economic framework.
4. Case studies on Indian companies adopting sustainable practices and contributing to a green economy.
5. Role of AI, IoT, and blockchain in transforming the Indian business landscape.
6. Government initiatives like Digital India and Start-up India: challenges and opportunities.

Analysis and Feedback of the Contents by Faculty

- The subject provides students with a strong foundation to understand how external factors like the economy, policies, and global trends impact business operations. It is particularly relevant in helping students analyze real-world business scenarios.
- Students find the topics on globalization, government policies, and economic systems very engaging, as these relate directly to current events and industry practices. Case studies and discussions further enhance their interest and understanding.
- The course equips students with tools like SWOT analysis and scenario planning, which they can apply in internships and future roles. The focus on India's economic policies also helps students connect theoretical concepts with practical situations.
- Some students initially struggle with understanding macroeconomic concepts and their implications. Additional resources and simplified examples have been provided to address this issue.
- More interactive sessions, such as group discussions on contemporary issues, could further improve engagement.
- Incorporating guest lectures by industry experts would help students gain practical insights into the business environment.

Identification of Slow Performer and Advanced Learner

MST I Marksheet

S.No.	Roll No.	MST I Marks (MM: 40)
1	2429646	20
2	2429647	20
3	2429649	14
4	2429650	17
5	2429651	15
6	2429652	21
7	2429653	25
8	2429654	21
9	2429655	24
10	2429656	18
11	2429657	24
12	2429658	19
13	2429659	18
14	2429660	22
15	2429661	18
16	2429662	12
17	2429663	21
18	2429664	24
19	2429665	25
20	2429666	27
21	2429667	26
22	2429668	30
23	2429669	30
24	2429670	23
25	2429671	24
26	2429672	28
27	2429673	30
28	2429674	19
29	2429675	18
30	2429676	25

S.No.	Roll No.	MST I Marks (MM: 40)
31	2429677	13
32	2429678	21
33	2429679	25
34	2429680	24
35	2429681	16
36	2429682	absent
37	2429683	11
38	2429684	absent
39	2429685	13
40	2429686	21
41	2429687	14
42	2429688	23
43	2429689	20
44	2429690	34
45	2429691	12
46	2429692	26
47	2429693	11
48	2429694	15
49	2429695	26
50	2429696	19
51	2429697	36
52	2429698	30

Advanced Learners (Scored above 70%)

1. 2429668
2. 2429669
3. 2429673
4. 2429690
5. 2429697
6. 2429698

Slow Performers (Scored below 40%)

1. 2429649
2. 2429651
3. 2429662
4. 2429677
5. 2429683
6. 2429685
7. 2429687
8. 2429691
9. 2429693
10. 2429694

Remedial Actions for Slow Performers

- Extra classes and one-on-one doubt-clearing sessions were held to address specific challenges faced by students and to reinforce difficult concepts effectively.
- Concise notes, topic summaries, and simplified explanations were shared with students to help them understand complex topics more easily.
- The progress of slow performers was tracked through weekly assessments, and constructive feedback was provided to guide their improvement.
- Group discussions were encouraged, and study buddies were assigned to foster collaborative learning and peer support among students.
- Real-life examples and relevant case studies were incorporated into lessons to make theoretical concepts easier to comprehend and more relatable for students.

Review of Slow Performers progress after MST II

Compiled Internal Assessment Marksheet

S.No.	Roll No.	Internal Assessment (MM: 40)
1	2429646	32
2	2429647	35
3	2429649	32
4	2429650	31
5	2429651	33
6	2429652	31
7	2429653	33
8	2429654	34
9	2429655	36
10	2429656	31
11	2429657	32
12	2429658	33
13	2429659	33
14	2429660	31
15	2429661	38
16	2429662	25
17	2429663	34
18	2429664	33
19	2429665	36
20	2429666	31
21	2429667	36
22	2429668	38
23	2429669	36
24	2429670	34
25	2429671	38
26	2429672	36
27	2429673	33

S.No.	Roll No.	Internal Assessment (MM: 40)
28	2429674	33
29	2429675	33
30	2429676	37
31	2429677	24
32	2429678	33
33	2429679	36
34	2429680	32
35	2429681	34
36	2429682	33
37	2429683	32
38	2429684	26
39	2429685	21
40	2429686	26
41	2429687	32
42	2429688	33
43	2429689	34
44	2429690	36
45	2429691	25
46	2429692	33
47	2429693	25
48	2429694	33
49	2429695	34
50	2429696	36
51	2429697	39
52	2429698	36

- All slow performers improved their performance and achieved over 40% after compiling marks from both mid-semester tests, both assignments, and attendance.

Evaluation of CO-PO Attainment

Attainment Levels

Level	Percentage of Students scoring above 60%	Interpretation
Level 3	≥ 60%	High
Level 2	50-60%	Medium
Level 1	40-50%	Low
No Level	< 40%	Very Low

Assessment Components

Component	Weightage
Mid-Semester Test I	12%
Mid-Semester Test II	12%
Assignment I	5%
Assignment II	5%
Attendance	6%

Analysis and Interpretation

Total Students	52
Students Scoring >60%	50
Percentage Scoring above 60%	96%
Attainment Level	Level 3
Interpretation	High

Remarks: This indicates that the majority of students have demonstrated adequate knowledge and skills, which directly contribute to their overall PO attainment. Additional support and targeted interventions may be required for the students who scored below 60%.

Best Practices adopted by Faculty

1. Real-world examples and case studies were integrated into lectures to enhance understanding of complex concepts and their practical applications.
2. Interactive teaching methods, such as role-playing and group discussions, were employed to engage students and encourage active participation.
3. Regular quizzes and assignments were conducted to assess understanding and reinforce learning throughout the course.
4. Customized learning resources, including handouts, infographics, and videos, were provided.
5. Feedback from students was regularly sought and incorporated to improve teaching methods and ensure relevance to their learning needs.

Sample Case Studies

MANAGEMENT
SLOAN SCHOOL

17-181
September 13, 2017

First Solar

Neil Thompson and Jennifer Ballen

Tymen deJong, First Solar's senior vice president of module manufacturing,[1] fixated yet again on the company's latest 10-K. DeJong had joined the company in January of 2010, at a time when First Solar's future appeared bright. Now, just two years later, First Solar's cost advantage was eroding and deJong was facing challenges that would require tough decisions.

In 2009, First Solar broke cost records by becoming the first photovoltaic (PV) manufacturer to produce panels that generated a megawatt of power at a manufacturing cost of less than $1.00 per watt.[2] The company's proprietary thin-film cadmium telluride technology had made it the largest and lowest-cost producer for nearly a decade. However, the 2011 Form 10-K on deJong's desk revealed a net operating loss of $39 million, the company's first year-end net operating loss in the past seven years. Although revenues were $2.7 billion, revenue growth had slowed from 66% in FY 2009, to 24% in FY 2010, and then to a meager 8% in FY 2011.[3] Much of this slowed growth was attributable to broader trends affecting the entire PV industry. Chinese manufacturers, subsidized by their government, were flooding the market with low-price crystalline-silicon (c-Si) solar panels. Market demand for PV panels was also weakening. The 2008–2009 global financial crisis had squeezed government budgets and weakened the financial positions of many banks. As a result, the once-heavy European solar subsidies were shrinking and the willingness of banks to finance solar projects had virtually disappeared. Silicon raw material

[1] As of July 2015, Tymen deJong became the chief operating officer (COO) of First Solar.
[2] Watt: a unit of power is defined as 1 joule per second; it measures the rate of energy flow.
[3] First Solar Inc., Form 10 K, 2007.

This case was prepared by Jennifer Ballen, MBA 2017, and Professor Neil Thompson.

MIT MANAGEMENT SLOAN SCHOOL

08-081
November 4, 2008

Biocon India Group

Archana Kalegaonkar, Richard Locke, Jonathan Lehrich

"Earn as you learn." For 25 years this unofficial philosophy had served Biocon well. Starting out in the enzyme business in 1978, the Bangalore-based firm had gradually expanded into the pharmaceutical industry. Expertise in manufacturing enzymes led to mass production of generic drugs, which in turn gave Biocon the experience to establish Syngene, a subsidiary contract research organization (CRO) serving the global pharmaceutical market. At each stage Biocon had built on both its recently developed capabilities and the political, biological, intellectual, and financial benefits of the Indian environment to move into new areas of opportunity. By early 2003, Biocon had parlayed earning and learning into a firm that boasted 800 employees and annual revenues of US$75 million.

Yet the time had come to consider whether this growth model was reaching its limits. In the eyes of Biocon India Group's Managing Director, Kiran Mazumdar-Shaw, Biocon's newest subsidiary, Clinigene, seemed an ideal way to capitalize on the company's technical strengths by offering services in clinical trials. There was concern, however, that Clinigene could also be an enormous distraction, consuming precious resources in an area in which Biocon had little direct experience. Moreover, if Clinigene did prove profitable, its very success could be a Pyrrhic victory: the subsidiary could rapidly outgrow its parent and damage the company's hitherto collaborative culture. The growth could even sidetrack Mazumdar-Shaw and Biocon's directors into pursuing a possibly futile dream of creating one of the only fully integrated drug discovery and development companies in India. Yet if Biocon chose not to pursue the promise of Clinigene, it might be trapped forever in the brutally competitive generic pharmaceuticals market, unable to tap its potential as an innovator. Springboard, pitfall, or detour: Mazumdar-Shaw knew that the shareholders expected her to predict Clinigene's and Biocon's future correctly, and soon.

This case was prepared by Archana Kalegaonkar (MIT Sloan MBA, Class of 2003) under the supervision of professor Richard Locke, and revised by lecturer M. Jonathan Lehrich.

09-093
Rev. March 16, 2012

The Global Financial Crisis of 2008: The Role of Greed, Fear, and Oligarchs

Cate Reavis

Free enterprise is always the right answer. The problem with it is that it ignores the human element. It does not take into account the complexities of human behavior.[1]

– Andrew W. Lo, Professor of Finance, MIT Sloan School of Management; Director, MIT Laboratory of Financial Engineering

The problem in the financial sector today is not that a given firm might have enough market share to influence prices; it is that one firm or a small set of interconnected firms, by failing, can bring down the economy.[2]

– Simon Johnson, Professor of Entrepreneurship, MIT Sloan School of Management; Former Chief Economist, International Monetary Fund

On October 9, 2007, the Dow Jones Industrial Average set a record by closing at 14,047. One year later, the Dow was just above 8,000, after dropping 21% in the first nine days of October 2008. Major stock markets in other countries had plunged alongside the Dow. Credit markets were nearing paralysis. Companies began to lay off workers in droves and were forced to put off capital investments. Individual consumers were being denied loans for mortgages and college tuition. After the nine-day U.S. stock market plunge, the head of the International Monetary Fund (IMF) had some sobering words: "Intensifying solvency concerns about a number of the largest U.S.-based and European financial institutions have pushed the global financial system to the brink of systemic meltdown."[3]

[1] Interview with the case writer, April 10, 2009.

[2] Simon Johnson, "The Quiet Coup," *The Atlantic*, May 2009.

[3] "IMF in Global 'Meltdown' Warning," *BBC News*, October 12, 2008.

This case was prepared by Cate Reavis under the supervision of Deputy Dean JoAnne Yates.

19-195
Revised December 7, 2023

Another Liquidity Crunch at Tesla?

Christopher Noe

> Palo Alto, California, April 1, 2018 – Despite intense efforts to raise money, including a last-ditch mass sale of Easter Eggs, we are sad to report that Tesla has gone completely and totally bankrupt. So bankrupt, you can't believe it.
>
> – Tweet from Elon Musk, Tesla CEO

The lighthearted nature of Elon Musk's April Fool's Day tweet contrasted with Tesla facing serious financial pressures as the company sought to ramp up production of its Model 3 all-electric vehicle (EV). Throughout 2017 and into 2018, Tesla was burning through cash, and investors were questioning whether the company would need to raise additional capital. While the company had been successful in the past at issuing both equity and debt, it was not clear whether investors would be receptive to another round of fundraising. Not being able to raise capital would potentially imperil Tesla's ability to survive and risk turning Musk's little joke into tragic reality.

Company Background

Originally incorporated by two engineers in July 2003 with the goal of sustainable transportation, Tesla had grown over the next fifteen years into the world's leading designer, manufacturer, and marketer of high-performance EVs. Elon Musk joined the founding team after having successfully started and later selling Zip2, an online city guide, and PayPal, the global electronic payments platform.[1] Named after Nikola Tesla, best known for his 1888 invention of the electric AC induction motor, Tesla launched its first model, the Roadster, in 2008. The $100,000 EV could reach a top speed of 130 mph, accelerate

[1] Matt Weinberger and Katie Canales, "Elon Musk turns 47 today – here's the incredible story of how he went from getting bullied in school to the most interesting man in tech," *Business Insider*, June 28, 2018, https://www.businessinsider.com/the-rise-of-elon-musk-2016-7 (accessed July 9, 2019).

This case was prepared by Senior Lecturer Christopher Noe. Research assistance was provided by Allan Wu.

The Taj's People Philosophy and Star System

"The employee at Taj is viewed as an asset and is the real profit center. He or she is the very reason for our survival. The creation of the Taj People Philosophy displays our commitment to and belief in our people. We want an organization with a very clear philosophy, where we can treasure people and build from within."

- Bernard Martyris, Senior Vice-President, HR, Indian Hotels Company Limited (IHCL).

Introduction

In March 2001, the Taj Group[1] launched an employee loyalty program called the 'Special Thanks and Recognition System' (STARS). STARS was an initiative aimed at motivating employees to transcend their usual duties and responsibilities and have fun during work. This program also acknowledged and rewarded hard working employees who had done excellent work.

The Taj Group had always believed that their employees were their greatest assets and the very reason for the survival of their business. In 2000, to show its commitment to and belief in employees, the Taj Group developed the 'Taj People Philosophy' (TPP), which covered all the people practices of the group. TPP considered every aspect of employees' organizational career planning, right from their induction into the company till their superannuation. TPP offered many benefits to the Taj Group. It helped the company boost the morale of its employees and improve service standards, which in turn resulted in repeat customers for many hotels in the group. The STAR system also led to global recognition of the Taj Group of hotels in 2002 when the group bagged the 'Hermes Award'[2] for 'Best Innovation in Human Resources' in the global hospitality industry.

The Taj's People Philosophy and Star System - Next Page >>>

[1] The Taj Group of Hotels is run by IHCL, a part of the Tata Group. IHCL was founded by Jamsetji Nusserwanji Tata on April 1, 1902. The hotels in the Taj Group fall into three categories - hotels owned by IHCL and its subsidiaries; hotels owned by associate companies; and hotels with third party management contracts in which IHCL has no stake.

[2] The 'Hermes Award' is decided by a 22-member jury, which includes representatives from top hospitality chains from all over the world. This is the only award given for human resources in the hospitality industry and is also one of the most prestigious awards in the hospitality industry. 120 applications were received for the award for the year 2002, among which five were short-listed for the final round. The Taj Group won the award for its innovative 'STAR' program.

Case Details

Case Code : HROB027
Themes: HR Practices and Policies
Case Length : 09 Pages
Period : 2001-2002
Organization : Taj Group
Pub Date : 2003
Teaching Note : Not Available
Countries : India
Industry : Hospitality

The Coke Pepsi Rivalry

Details

Themes: Advertising and Promotion
Period : 1997-2001
Organization : Coca Cola India Ltd / Pepsi India Ltd
Pub Date : 2001
Countries : India
Industry : Food / Beverages and Tobacco

Buy Now

Case Code : MKTG002
Case Length : 09 Pages
Price: **Rs. 300**;

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Tools

Our real competition is water, tea, nimbupani and Pepsi... in that order."

- Coke sources in 1996

"When you're No 2 and you're struggling, you have to be more innovative, work better, and be more resilient. If we became No 1, we woulc redefine the market so we became No 2! The fact is that our competition with the Coca-Cola company is the single most important reason we've accomplished what we have. And if they were honest, they would say the same thing."

- Pepsi sources in 1998

"Both companies did not really concentrate on the fundamentals of marketing like building strong brand equity in the market, and thus had to resort to such tactics to garner market shares."

- Business India in 1998

The Coke Pepsi Rivalry: Pepsi Vs. Coke

The cola wars had become a part of global folklore - something all of us .ook for granted. However, for the companies involved, it was a matter of 'fight or succumb.' Both print and electronic media served as battlefields, with the most bitter of the cola wars often seen in form of the comparative advertisements.

In the early 1970s, the US soft-drinks market was on the verge of maturity, and as the major players, Coke and Pepsi offered products that 'looked the same and tasted the same,' substantial market share growth seemed unlikely. However, Coke and Pepsi kept rejuvenating the market through product modifications and pricing/promotion/distribution tactics. As the competition was intense, the companies had to frequently implement strategic changes in order to gain competitive advantage. The only way to do this, apart from introducing cosmetic product innovations, was to fight it out in the marketplace. This modus operandi was followed in the Indian markets as well with Coke and Pepsi resorting to more innovative tactics to generate consumer interest.

In essence, the companies were trying to increase the whole market pie, as the market-shares war seemed to get nowhere. This was because both the companies came out with contradictory market share figures as per surveys conducted by their respective agencies - ORG (Coke) and IMRB (Pepsi). For instance, in August 2000, Pepsi claimed to have increased its market share for the first five months of calendar year 2000 to 49% from 47.3%, while Coke claimed to have increased its share in the market to 57%, in the same period, from 55%.

Shahnaz Husain - A Successful Indian Woman Entrepreneur

"I do not sell products. I sell an entire civilization in a jar."

- Shahnaz Husain

"She lives, sleeps, breathes her business. She is consumed with building a successful company which she has done."

- Janine Sharell, Correspondent, CNN

Introduction

She captured the markets around the world and now she wants to conquer space. In an innovative move, Shahnaz Husain has started work on formulations that astronauts could carry with them in their extraterrestrial sojourns to protect their skin from the ravages of space travel and slow down the ageing process. She has sent National Aeronautics and Space Administration (NASA) free samples of her moisturizers, hoping that they will be used on space expeditions. Shahnaz Husain is one of India's most successful women entrepreneurs. Her company, Shahnaz Husain Herbals is one of the largest manufacturers of herbal products in the world. It formulates and markets over 400 products for various beauty and health needs and has a strong presence across the globe, from the USA to Asia.

In 2002, the Shahnaz Husain Group, based in New Delhi, was worth $100 million. It employed about 4200 people in 650 salons spread across 104 countries. The Group has seen a good growth rate in the 25 years that it has been in business.

The average growth rate in the initial years (late 1970s to the early 1980s) was 15-20%. In the 1990s the average growth rate was 19.4%. A number of awards, both national and international have been conferred on Shahnaz Husain.

Some of them are "The Arch of Europe Gold Star for Quality", "One of the Leading Women Entrepreneurs of the World", "The 2000 Millennium Medal of Honor", "Rajiv Gandhi Sadbhavana Award", etc. (Refer Exhibit I & II)

The Making of an Entrepreneur

Shahnaz Husain belongs to a royal Muslim family which migrated from Samarkhand to India and later held high positions in the princely kingdoms of Bhopal and Hyderabad before India's independence. Shahnaz received her schooling in an Irish convent and because of the influence of her father, Chief Justice N.U. Beg, she developed a love for poetry and English Literature.

Case Details

Case Code : LDEN012
Themes: Corporate Social Responsibility, Woman Entrepreneurs
Case Length : 11 Pages
Period : 1980-2003
Organization : Shahnaz Husain Herbals
Pub Date : 2003
Teaching Note : Not Available
Countries : India
Industry : Cosmetics and Skin Care

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Shahnaz Husain - A Successful Indian Woman Entrepreneur - Next Page >>>

The Johnson & Johnson's Tylenol Controversies

TYLENOL DEATHS

In September 1982, a 12-year-old girl, Mary Kellerman of Chicago, US died after taking extra strength Tylenol for headache. Three more people, Adam Janus, his brother and sister-in-law died on the same day after taking extra strength Tylenol. Three more deaths were reported on the next day due to Tylenol. The news of the incident spread quickly causing a nationwide panic. Responding to the crisis, Johnson and Johnson (J&J) recalled 31 million bottles of extra strength Tylenol worth over $100 million from all retail stores in the US. In addition, the company offered to exchange tablets for capsules at no extra cost for all customers.

According to an analyst, J&J suffered a loss of $1.24 billion due to the depreciation of the company's brand value. Tylenol's share fell from 37% of the US analgesics market in early 1982 to just 7% by late 1982. According to media reports, the sudden deaths occurred because the Tylenol capsules had been laced with cyanide. The capsules had been opened and filled with 65 mg of cyanide . Inspite of the deaths, J&J was praised for its quick action and sincere efforts in recalling Tylenol and giving consumer safety as top priority.

In 1986, J&J faced a similar crisis when yet another incident of product tampering was reported. A woman in New York died after taking a cyanide laced extra strength Tylenol capsule. J&J had to once again recall all the capsules. The company promised to offer Tylenol only in the tablets or caplets form.

In 1989, J&J faced another problem when deaths were reported due to overdoses of Tylenol. Following this, there were hundreds of deaths and severe liver damages all attributed to Tylenol's main ingredient – acetaminophen. Many analysts felt that J&J's label should have been more explicit, in warning customers.

According to media reports, at least 100 suits had been filed against J&J over acetaminophen poisonings between 1990 and 1997. However, despite the bad publicity and the costly legal settlements, J&J did not seem keen on warning its customers. Analysts wondered about the company which had been a role model in prioritizing consumer safety during the 1982 crisis.

BACKGROUND NOTE

Inspired by the discoveries of Sir Joseph Lister (Lister) , Robert Wood Johnson (Robert) and his two brothers formed a partnership firm to nurture the idea of a practical application of Lister's discoveries. Robert planned to enter the surgical dressings industry with a new type of readymade, sterile, wrapped and sealed surgical dressing in individual packages and suitable for instant use without the risk of contamination. In 1887, the trio converted the partnership into a company and the company was incorporated as Johnson & Johnson.

Over the years, J&J established itself as a leading player in the healthcare industry. The company introduced revolutionary surgical dressings, acquired established companies , and expanded internationally.

In 1956, Tylenol became a part of J&J, when the company acquired McNeil Laboratories . Tylenol was sold as an over-the-counter (OTC) drug. During the 1960s, J&J aggressively promoted Tylenol among doctors and pharmacists as an alternative pain reliever. Soon, the product became very popular among consumers, as it was less irritating to the stomach as compared to other OTC analgesics like Aspirin or Ibuprofen (See Exhibit I).

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Case Details

Case Code: BECG015
Case Length: 13 Pages
Period: 1975 - 2001
Pub Date: 2002
Teaching Note: Available
Organization : Johnson & Johnson
Industry : Drugs and Pharmaceuticals
Countries : USA
Themes: Ethics in Business

Price

Electronic format: Rs. 300; Courier (within India): Rs. 25 Extra

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Marketing
Miscellaneous
Operations
Project Management

Corporate Governance at Infosys

Details

Themes: Coporate Governance
Period : 1996 - 2001
Organization : Infosys Technologies Ltd.
Pub Date : 2001
Countries : India
Industry : Information Technology

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Price: **Rs. 300;**

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Tools

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"The fundamental objective of corporate governance is the enhancement of long-term shareholder value while, at the same time, protecting the interests of other stakeholders."

- Kumar Mangalam Committee report on corporate governance, 1999.

"We've always striven hard for respectability, transparency and to create an ethical organisation. There are certain expectations that we haven't fulfilled. But we're also a very young organisation and in areas like track record of management, we may be low because we're yet to show longevity."

- Narayana NR Murthy, Chairman and CEO, Infosys Technologies Limited (Infosys), 2001.

Corporate Governance at Infosys: The High Priest of Corporate Governance

By the late 1990s, Infosys Technologies Limited (Infosys)[1] had clearly emerged one of the best managed companies in India. Its corporate governance practices seemed to be better than those of many other companies in India. Because of its good governance practices, Infosys was the recipient of many awards. In 2001, Infosys was rated India's most respected company by Business World[2]. Infosys was also ranked second in corporate governance among 495 emerging companies in a survey conducted by Credit Lyonnais Securities Asia (CLSA) Emerging Markets. It was voted India's best managed company five years in a row (1996-2000) by the Asiamoney poll. In 2000, Infosys had been awarded the "National Award for Excellence in Corporate Governance" by the Government of India. In 1999, Infosys had been selected as one of Asia's leading companies in the Far Eastern Economic Review's REVIEW 2000 Survey and voted India's most admired company by The Economic Times. Infosys had also provided all the information required by the Cadbury committee[3] Infosys had benchmarked its corporate governance practices against those of the best managed companies in the world (Refer Exhibit I for broad structures and processes for good governance).

It was one of the first companies in India to publish a compliance report on corporate governance, based on the recommendations of a committee constituted by the Confederation of Indian Industries (CII).[4] Infosys maintained a high degree of transparency while disclosing information to stakeholders. It had been providing consolidated financial statements under US GAAP to its global investors and financial statements under Indian GAAP to Indian shareholders. Infosys provided details on high and low monthly averages of share prices in all the stock exchanges on which the company's shares were listed. It was one of the few companies in India to provide segmentwise breakup of revenues.

Code of Corporate Governance

Buyback of Shares by MNCs in India

Details

Themes: EVA Financial concepts
Period : 2003
Organization : World Bank, Bangladesh Grameen Bank
Pub Date : 2003
Countries : Bangladesh
Industry : Banking and Financial Services

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Case Code : FINC023
Case Length : 12 Pages
Price: **Rs. 300**;

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Tools

"Micro-credit is something which is not going to disappear... because this is a need of the people, whatever name you give it, you have to have those financial facilities coming to them because it is totally unfair... to deny half the population of the world financial services."

- Dr. Muhammad Yunus, Founder - Bangladesh Grameen Bank, in March 2002.[1]

"Grameen's repayment rates have never been as good as they've claimed, because Grameen has been so well-known, nobody has wanted to risk undermining the reputation of the idea."

- Jonathan J. Morduch, Associate Professor of Economics, New York University in 2001.[2]

"Micro finance has tremendous potential as an instrument for poverty reduction."

-Shahid Khandker, Senior Economist, World Bank, in 1999.[3]

Grameen Bank- A Role Model in Microfinance

Yet another monsoon season was approaching; but Joshuna Begum (Begum) unlike her neighbours was not worried about her house getting damaged during the monsoon. Her house now had a tin roof, mud walls and wooden windows, a luxury in rural Bangladesh. Earlier, Begum's house had a straw roof and bamboo walls, which used to get damaged in the monsoon season, forcing the whole family to live in the kitchen. She got her hut repaired with a loan from the Bangladesh Grameen[4] Bank (Grameen Bank).

Begum wasn't the only one; there were thousands of people in rural Bangladesh who had improved their living conditions with the help of the microfinance programs of Grameen Bank, a pioneer in microfinance (Refer Exhibit I for more about microfinance). Grameen Bank helped thousands of poor Bangladeshi women to improve their lives by extending loans to them to start. their own enterprises. By 2003, it was reported that between 33-48% of Grameen Bank borrowers had moved above the poverty line[5]. By 2003, with 1,170 branches across Bangladesh, Grameen Bank was seen as a role model for microfinance all over the world.

The Grameen Bank model was replicated across the world -- not only in developing countries like India, Pakistan, and Vietnam, but even in developed countries such as Australia and the USA, where similar schemes were set up to improve the lives of the urban poor (Refer Exhibit II).

Kinetic Honda: The Break-Up

Details

Themes: Joint ventures strategic alliances
Period : 1998-2001
Organization : Kinetic Motor Limited / Honda Motors Ltd.
Pub Date : 2002
Countries : India
Industry : Auto and Ancillaries

Buy Now

Case Code : BSTR003
Case Length : 12 Pages
Price: **Rs. 200**;

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Tools

"We are proud that we have set an unprecedented example, of a small Indian company, Kinetic Engineering Limited, buying out the majority stake of a multinational giant like Honda."

- Arun Firodia, Chairman, Kinetic Group, in 1998.

Kinetic Honda - The Break-Up: Break-Up Blues

It was in August 1998 that the first chinks in the Kinetic Honda Motors Ltd. (Kinetic Honda) armor were reported by Business India. Both Honda and the Firodias of Kinetic were quick to deny rumors of a split, though reports of the Firodias quietly raising resources to buy out Honda's stake kept surfacing. The Firodias were even reported to have securitised the assets of their two-wheeler finance company - 20th Century Kinetic Finance (TCKF) - to raise this money.

Trouble had been brewing since the company recorded a loss of Rs. 6 crore in the first quarter of 1998. Eventually Honda decided to put the matter to rest and called Arun Firodia (Firodia) to Japan in December 1998.

Honda made Firodia an offer - either he buy their 51% stake or Honda would buy out his 19% stake. Analysts remarked that it was difficult for Firodia to let go of the company that he had nurtured for the best part of his life. Eventually, Firodia negotiated a deal with Honda, to acquire its stake at Rs 45 per share, (when the market price was almost double), at a total cost of Rs 35 crore. He also signed an agreement with them for continuing to manufacture and sell the existing Kinetic Honda models. Honda also agreed to continue providing technical know-how support in return for royalty and technical fees from Kinetic.

Considering the fact that Honda was the world's biggest and most successful scooter manufacturer, the pullout came as a surprise to industry observers, as it was quite unlcharacteristic of Honda Motor to give up a segment. More so, as just a couple of months earlier, Honda had been reported to be planning to make further investments in Kinetic Honda[1]. This was seen as a major setback for the company. It was also perhaps the only instance of a Honda failure anywhere in the world.

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Prof. Rajesh Kumar Dubey
Director, UGC-MMTTC

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