INTERNATIONAL AGRIBUSINESS MANAGEMENT INSTITUTE
ANAND AGRICULTURAL UNIVERSITY
ANAND – 388110
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Endorsement for the Programme Specific Outcomes, Programme Outcomes, and Course Outcomes Mapping of Ph.D. (Agribusiness Management) curriculum

ICAR BSMA Committee has undertaken the task of formulating and advocating uniform courses, along with meticulously curated syllabi, across all esteemed colleges of Agribusiness Management within our nation. The courses and syllabi have been structured with integral importance placed on precision and alignment with academic standards. They serve as a beacon of academic integrity and rigor, aimed at fostering a harmonized educational landscape within the realm of Agribusiness Management. The recommendations set forth by the ICAR BSMA Committee have been duly endorsed and ratified, reflecting the discerning evaluation and unwavering commitment to educational excellence. This initiative has been executed with careful consideration of meticulous deliberations and diligent efforts by deans from various agricultural universities.

Ph.D. (Agribusiness Management) curriculum is herewith delineates and articulates for the Programme Specific Outcomes, Programme Outcomes, and Course Outcomes, meticulously and mapped to ensure a comprehensive and coherent educational framework. The undersigned hereby affix our official seal and endorsement, thereby granting unequivocal approval.

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Ph.D. (Agribusiness Management0 Programme

Course code	ABM 601
Course title	Econometrics for Agri Business
Corse credit	3 (2+1)
Teaching per Week	4 hrs
Course Objective (CO)	The course is mainly designed to solid data base analysis of market and policy variables to back up their business strategies. The emphasis will be given on application rather than theoretical details.
Course Content	Unit 1 Introduction: Correlation theory, Basic concept of regression analysis, assumptions of regression model, theory of OLS, properties of least square estimates, maximum likelihood, hypothesis testing, interval estimation, prediction in linear regression model. Unit 2 Heteroskedasticity and autocorrelation, multicollinearity, specification errors, selection of regressors, dummy variables, autoregressive and distributed models. Unit 3 Set of regression equations, causality and simultaneity: application. Unit 4 Time series econometrics- stationarity, unit roots and co-ingression, error- correction model, AR, MA, ARMA, ARIMA processes. Unit 5 Qualitative dependent variables – LPM, Logit and probit models.
References:	1. Gujarati, Damodar, Basic Econometrics, McGraw-Hill Company 2. James H. Stock and Mark W. Watson: Introduction to Econometrics, Pear son Education
Course Outcomes	CO1: Proficient Data Analysis Skills: Develop proficiency in using econometric techniques to analyze agricultural market data and policy variables, enabling students to interpret and derive actionable insights from complex datasets. CO2: Application-Oriented Approach: Students will learn to use software tools to analyze agricultural data and derive strategic implications for business decisions. CO3: Strategic Decision-making Abilities: Students will learn to formulate and justify business strategies backed by robust data analysis. CO4: Policy Evaluation and Implications: Evaluate agricultural policies using econometric methods to understand their effects on market dynamics, supply chains, pricing mechanisms, and business profitability. This includes assessing the impact of regulations on agribusiness strategies. CO5: Communication of Findings: Develop the skills to effectively communicate econometric findings and their implications to diverse stakeholders, including management, policymakers, and investors, using clear and concise presentations, reports, and visualizations.

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Mapping between COs with PSOs	Mapping between COs and PSOs							
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Course code	ABM 602
Course title	Research Methods- I
Corse credit	3 (2+1)
Teaching per Week	4 hrs
Course Objective (CO)	The objective of the course is to enable research scholars in developing the knowledge and skills required to specify, evaluate and utilise different types of unstructured and semi-unstructured information. They are required to develop competence in problem formulation, hypothesis generation and method of carrying scientific research in situations where research work plays a critical role. The course is practical in nature and students are expected to learn by doing live projects and studying the latest researches in different fields related to agri business.
Course Content	Unit 1 Overview of research methodology: Translating problems to research issues: Selection of qualitative vs quantitative research definitions, objectives, research methodologies rationale, sample/sources of data, data collection techniques, Questionnaire designing: use of measurement and scaling techniques, reliability testing. Unit 2 Overview of research methodology: Fieldwork: Data collection, gaining access and entry, ethical considerations, identifying key informants, validation and evaluation of fieldwork, data preparation, field notes and recording Unit 3 Fieldwork: Hypothesis Development and Theoretical Modelling. Business Analytics, Business Intelligence, Unit 4 Introduction to business analytics: Types of Business Analytics, Introduction to predictive modelling/analytics. Linear programming, Contemporary applications of marketing research
References:	1. Research Methodology, Ranjit Kumar, Sage South Asia Edition Research Methodology, 2. C R Kothari, New Age International Publishers Research Methods, William M K, Biztantra, Atomic Dog Publishers 3. Ideas into Research, Barbara Fawcett & Rosalie Pockett, Sage Publication
Course Outcomes	CO1: Effective Problem Formulation: Develop the ability to formulate well-defined research problems within the agribusiness domain, integrating unstructured and semi-unstructured information to identify research gaps and opportunities. CO2: Hypothesis Development and Evaluation: Acquire skills in generating hypotheses and evaluating them effectively using empirical data and theoretical frameworks relevant to agribusiness research, fostering critical thinking and hypothesis testing abilities. CO3: Competence in Research Methodologies: Gain proficiency in selecting and applying appropriate research methodologies for conducting scientific inquiries in agribusiness contexts, encompassing qualitative, quantitative, and mixed-method approaches. CO4: Hands-on Research Experience: Engage in live projects and analyze the latest research findings in various agricultural sectors related to agribusiness, fostering

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CO5: Application of Research Findings: Demonstrate the ability to utilize research outcomes effectively in agribusiness decision-making processes, translating research findings into actionable insights for addressing industry challenges and fostering innovation within the sector.</td></tr>
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Course code	ABM 603
Course title	Agri Input & Output Marketing
Corse credit	3 (2+1)
Teaching per Week	4 hrs
Course Objective (CO)	Agricultural Input & Output marketing is a dynamic and competitive field where lot is to be done looking to the gap in technology existing and possible. Changes are taking place in manifolds ranging from farming practices to trading in domestic and international markets. Presence of private players, infrastructure development, impact on prices, concept of e mandi etc are becoming more important to understand in current scenario. Scholars will also study the researches and articles to understand interesting changes going on in this field.
Course Content	Unit 1 Agriculture input and output marketing environment-Current status, trends, market structure, infrastructure, competition, Government intervention in agricultural inputs and outputs marketing Unit 2 Buyers/users behaviour, Market Segmentation, Product and Pricing, Promotion and advancement in promotional strategies, Marketing Channels for different agri inputs and outputs Unit 3 Evaluation of marketing costs and efficiencies, WTO and Indian Agriculture, Unit 4 Case Studies- Competitive marketing strategies and advancements in agricultural marketing, International agri marketing practices
References:	1. Pingali Venugopal, Ram Kaundinya. 2013. Agri Input Marketing in India. SAGE Publications. 2. Kohls, Richard L.; Uhl, Joseph N.1980. Marketing Agricultural Products - Tapa dura.. 5th Ed. MacMillan Publishing Company.
Course Outcomes	CO1: In-depth Knowledge of Input Procurement Strategies: Evaluate and design procurement strategies for agricultural inputs, considering factors such as pricing mechanisms, supply chain dynamics, and risk management. CO2: Comprehensive Analysis of Output Marketing Strategies: Critically assess diverse marketing strategies for agricultural outputs, including branding, distribution channels, and market segmentation in domestic and international contexts. CO3: Research and Application of Market Analysis Models: Apply advanced econometric and statistical models to analyze agricultural markets, forecasting demand and supply, and assessing price movements. CO4: Policy Analysis and Regulatory Impact: Evaluate the impact of governmental policies, trade agreements, and regulatory frameworks on agricultural input and output markets, considering implications for stakeholders and market dynamics. CO5: Integration of Technology in Agribusiness Marketing: Explore and assess the role of technology (e.g., AI, IoT, blockchain) in optimizing

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Course code	ABM 604
Course title	Research Methods II
Corse credit	3 (2+1)
Teaching per Week	4 hrs
Course Objective (CO)	Once the students are equipped with the information required for interpretive research, Research Methods II will train the students with advanced analytical tools and their uses.
Course Content	Unit 1 Hypothesis testing, Analysis of variance and covariance, Correlation and regression, Discriminant and Logit analysis, Factor analysis, Cluster analysis, Multidimensional scaling and conjoint analysis Unit 2 Data Mining, Data Mining Methods—Data Dredging, Data Fishing, Data Snooping and Process Mining—Business Process Discovery, Conformance Checking and Model Enhancement. Arena Modelling Unit 3 Applications of Statistical Softwares like SAS, Modelling with statistical softwares. Report preparation and presentation, International Marketing Research
References:	1. Cohen, L. Lawrence, M., & Morrison, K. (2005). Research Methods in Education (5th edition). Oxford: Oxford University Press. 2. Denscombes, M. (2010). The Good Research Guide: For small-scale social research projects. Maiden-Read: Open University Press. 3. Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: Oxford University Press. Hoadjli, A.C. (2015). 4. Kothari, C. R. (1980). Research Methodology: Research and techniques, New Delhi: New Age International Publishers. 5. Kumar, R. (2011). Research Methodology: a step-by-step guide for beginners (3rd edition). 6. Singh, Y. K. (2006). Fundamental of Research Methodology and Statistics. New Delhi. New International (P) Limited, Publishers.
Course Outcomes	CO1: Statistical Techniques: This technique plays crucial roles in research and data analysis related work. Hypothesis testing enabling the researchers to draw meaningful conclusion. Correlation, regression and other techniques are useful to performed various analysis for the decision making. CO2: Basics of Data Mining: It is a powerful technique for extraction of meaning full patterns and insights into the large datasets. It also covers data dredging, data fishing, data snooping, etc. CO3: Statistical Software: It give insight practical knowledge of various statistical analysis using different software such as excel, SPSS, SAS, R, Python.
Mapping between COs with PSOs	Mapping between COs and PSOs

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Course code	ABM 605
Course title	Natural Resource Management
Corse credit	2(2+0)
Teaching per Week	2 hrs
Course Objective (CO)	The course on Natural Resource Management will provide indepth knowledge to the participants to look for ways to make responsible natural resource management decisions which will have an impact on all stakeholders.
Course Content	Unit 1 Natural resources: Types and classification of natural resource, concept of Economic value, relevance of environmental economics, ecosystems services, direct and indirect economic benefit from – forest ecosystems, mountain ecosystems, mineral and water resources, ecotourism. Valuation and accounting: Supply and demand, conservation and management, cost / benefit analysis, methods of costing, cost criteria, evaluating alternative projects, operational vs. total costs, determining benefiting vs. comprehensive stakeholders Application of resource accounting Methods of pricing resources example forest and mineral resources. Unit 2 Economic resource theory and applications: Concept of CPR, open access, Ecological economics-methodology, economic valuation of non market benefits, environmental accounting, population resources and the environment, command and control vs. emission trading, emission trading vs. exposure trading, hotelling principle, future strategies for mineral resources. Unit 3 Natural Resource Management: Initial concept of market and marketing, NRM sectors product marketing and their roles, promoting NRM products- NTFPs, livestock, watershed, fisheries, agriculture and medicinal plants and ecotourism, Role of national and international organizations in the promotion of sustainable natural resource use and management. Unit 4 Concept of environmental services: Definitions, ecotourism, alternative examples, development of ecotourism in India and outside. Threats due to large scale ecotourism. High value may also be high impact, bulk ecotourism and problems, stakeholder challenges, tourist carrying capacity. Ecotourism Policy and practices, national policy frame work, example – Madhya Pradesh & Uttarakhand State case. Successful ecotourism initiative, Criteria and Indicators for sustainable Ecotourism.practices
References:	1. Barber, E. 1989. Economics: Natural Resources Scarcity and Development. Earthscan. Harris, J.M. 2006.

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Environmental and Natural Resource Economics: A Contemporary Approach, 2nd edition. Houghton Mifflin Field, Barry C. 2008.
Natural Resource Economics An Introduction. Waveland Press.Honey, Martha. 2008.
Ecotourism and Sustainable Development: Who Owns Paradise? 2 nd edition. Island Press. 2. Seema Bhat & Syed Liyakhat 2008.
Ecotourism Development in India: Communities, Capital and Conservation published by CEE, Ahmedabad

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<tr><td>Course Outcomes</td><td>
CO1: Advanced Understanding of Natural Resource Systems: Analyze complex natural resource systems, including land, water, biodiversity, and ecosystems, integrating interdisciplinary perspectives to comprehend their interdependencies.

CO2: Integration of Economic Principles: Integrate economic theories and principles into the assessment of natural resource use, allocation, and valuation, considering factors like externalities, market failures, and policy implications.

CO3: Sustainability and Resilience Strategies: Develop strategies and models for sustainable resource management, considering resilience, adaptability, and long-term viability within changing environmental and socio-economic contexts.

CO4: Policy Analysis and Implementation: Evaluate policies and regulations related to natural resource management, assessing their effectiveness, socio-economic impacts, and implications for stakeholders and industries.

CO5: Technological Integration in Resource Management: Explore and assess the role of emerging technologies (e.g., GIS, remote sensing, AI) in enhancing natural resource management strategies, optimizing decision-making, and addressing challenges.
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Course code	ABM 606
Course title	Knowledge Management
Corse credit	2 (2+0)
Teaching per Week	2 hrs.
Course Objective (CO)	The objective of the course is to provide the basics of the emerging area of Knowledge Management to students. This course throws light on few important concepts as Knowledge management and Information Technology, Knowledge process, etc.
Course Content	Unit 1: The Knowledge Economy: Leveraging Knowledge, Data-Information-knowledge-Wisdom relationship, organizational knowledge, characteristics and components of organizational knowledge – Building knowledge societies- Measures for meeting the challenges of implementing, KM programmes. Unit 2: Knowledge Management and Information Technology: Role Information Technology in Knowledge Management Systems, Knowledge Management tools, Creative effective Knowledge Management Systems through Information Technology, ERP and BPR, Data Warehousing and Data Mining. Unit 3: Future of Knowledge Management and Industry perspective: Companies on the road to knowledge management, Knowledge Management in Manufacturing and service industry, challenges and future of Knowledge Management. Unit 4: The Knowledge Process: Universal appeal, Stages of KM Process, Knowledge Capital vs physical capital, Customer Relationship Management, Business Ethics And KM, The Promise of Internet and the Imperatives of the new age. Unit 5: Implementation of Knowledge Management: Discussion on Roadblocks to success, Business Intelligence and Internet platforms, web Portals, Information Architecture: A three-way Balancing Act, KM, the Indian experience, Net Banking in India. –Role of knowledge Management in Organizational Restructuring. -The Mystique of a Learning Organisation.
References:	1. Mattison: Web Warehousing & Knowledge Management, Tata McGraw-Hill,2009 2. Becerra Fernandez: Knowledge management: An Evolutionary view, PHI, 2009 3. Fernando:Knowledge Management, Pearson, 2009 4. B.Rathan Reddy: Knowledge management, Himalaya, 2009 5. Tapan K Panda: Knowledge Management, Excel, 2009. 6. Barnes: Knowledge Management systems, Cengage, 2009. 7. Tiwana: The Knowledge Management tool kit, 2/e, Pearson Education, 2009. 8. Warier: Knowledge Management, Vikas Publishing House, 2009 9. Sislop: Knowledge Management, Oxford University Press, New Delhi, 2009 10. Debowski: Knowledge Management, Wiley Student Edition, Wiley India, 2007
Course Outcomes	CO1. Understanding of Knowledge Management Concepts: Students should be able to understand the fundamental concepts and theories of knowledge management,

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CO2. Knowledge of Knowledge Management Strategies: Students should be able to identify and analyze various knowledge management strategies such as communities of practice, knowledge mapping, knowledge retention, and organizational learning, and understand their applications in different organizational contexts.
CO3. Application of Knowledge Management Technologies: Students should be able to apply knowledge management technologies such as knowledge repositories, collaboration platforms, and data analytics tools to capture, organize, and disseminate knowledge within organizations.
CO4. Awareness of Organizational Culture and Knowledge Sharing: Students should be aware of the role of organizational culture, leadership, and incentives in promoting knowledge sharing and collaboration among employees, and understand the challenges and best practices in fostering a knowledge-sharing culture.
CO5. Development of Knowledge Management Plans: Students should be able to develop knowledge management plans for organizations, including strategies for capturing and leveraging internal and external knowledge assets, and implementing knowledge management initiatives to support organizational goals and objectives.</td></tr>
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<tr><td>Course code</td><td>ABM 607</td></tr>
<tr><td>Course title</td><td>Value Chain Management in Agribusiness</td></tr>
<tr><td>Corse credit</td><td>2 (2+0)</td></tr>
<tr><td>Teaching per Week</td><td>2 hrs.</td></tr>
<tr><td>Course Objective (CO)</td><td>To recognize the characteristics of Global Food Systems, the multiple variables impacting Global Food Systems, to identify value chain thinking and how it differs from supply chain thinking, the characteristics of agri-food markets, what influences their supply and demand, and what sets them apart from other markets, the role played by external factors such as population and income growth, globalization, climate change, technology, and international trade in global food systems, agribusiness and value chains, to recognize the role the consumer plays in the food system, markets, and value chains.</td></tr>
<tr><td>Course Content</td><td>Unit 1 Characteristics of global food systems; identify the variables impacting global food systems; identify value chain thinking and how it differs from supply chain thinking; identify the role that external factors (for example, population and income growth, globalisation, climate change, technology and international trade) play on global food systems, agribusiness and value chains; and identify the actors in, and characteristics of, value chains, demonstrated with the building of a value chain model.
Unit 2 Characteristics of agri-food markets, what influences their supply and demand, and what sets them apart from other markets; identify the role that external factors, such as population and income growth, globalisation, climate change, technology and international trade, play on agri-food markets; interpret the key elements of supply and demand; and recognise the basic characteristics of supply and demand curves.
Unit 3 Role the consumer plays in the food system, markets and value chains; recognise the consumer characteristics, trends and behaviours that influence value chains; and recognise some of the techniques used in market and consumer research to better understand consumer behaviour.</td></tr>
<tr><td>References:</td><td>1. Competitive Advantage, Michel E. Porter creating and sustaining superiror performance, The free space
2. Performance Management in the Value Chain, Alexander Martin, 2008
3. Global value chain planning of commodities kannegiesser, M., 2008, ISBN: 978-3-7908-2031-7</td></tr>
<tr><td>Course Outcomes</td><td>CO1: Understand the fundamentals of supply chain and value chain, and global food system
CO2: Get insight the Agri-food markets and role of different external factors
CO3: understand the role the consumer and consumer behavior in the food system, markets and value chains.</td></tr>
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Course code	ABM-608
Course title	Agri-Entrepreneurship and Corporate Governance
Corse credit	1
Teaching per Week	1
Course Objective (CO)	The course aims to make students understand the nature of Entrepreneurship, and acquaint the students with challenges of starting new ventures and enable then to investigate, understand and internalize the process of setting up a business. Objective is also to enlighten them with the importance of Corporate Good Governance and Business Ethics.
Course Content	Unit 1 : Nature of Entrepreneurship: Concept, knowledge, skills requirement and functions; characteristic of successful entrepreneurs;; scenario in India and Abroad, entrepreneurship process; factors impacting emergence of entrepreneurship; managerial vs. entrepreneurial approach and emergence of entrepreneurship, Risk Reduction strategies Unit 2 : Starting the venture: generating business idea – sources of new ideas, methods of generating ideas, SWOT Analysis, environmental scanning, competitor and industry analysis; feasibility study –market feasibility, technical/operational feasibility, financial feasibility; drawing business plan;preparing project report; presenting business plan to investors Unit 3 : Functional plans: marketing plan – marketing research for the new venture, steps in preparing marketing plan, contingency planning; organizational plan – form of ownership, designing organization structure, job design, manpower planning; Financial plan – cash budget, working capital, proforma income statement, proforma cash flow, proforma balance sheet, break even analysis. Unit 4 : Sources of finance: debt or equity financing, commercial banks, venture capital; financial institutions supporting entrepreneurs, Government Grants and Subsidies, Entrepreneurship Promotion Schemes of Department of Industries (DIC), KVIC,SIDBI,NABARD, NSIC, APSFC, IFCI and IDBI etc. ; legal issues – intellectual property rights patents, trademarks, copy rights, trade secrets, licensing; franching. Unit 5 : Necessity for Business Ethics- Salient Issues in Ethics and Commerce-Shadow Economy – Basic Principles in Ethics –Corporate Climate and corporate climate audits – Political Issues – Nature and theory of Ethics, Corporate Governance-Historical perspective and issues of Corporate Governance –Corporate Governance mechanisms – Corporate Governance Models, – The confederation of Indian Industry's initiative.; Corporate Social Responsibility
References:	1. Vasanth Desai: Entrepreneurship, HPH, 2011 2. David Martin: Corporate Governance, Viva, 2010 3. H. Nandan: Fundamentals of Entrepreneurship, PHI, 2013 4. Barringer: Entrepreneurship, Pearson, 2015 5. RK Mishra,Gitarani: Corporate Governance, Excel, 2012 6. V.Balachandran & V.Chandrasekaran: Corporate Governance & Social Responsibility, PHI, 7. 2009

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A.C.Fernando: Business Ethics, Pearson, 2009
Laura P Hartman & Abha Chatterjee: Business Ethics, TMH, 2009
Tripat Kaur: Values and Ethics in Management, 2/e, Paragon International,2009.
Robert Hisrich Michael Peters Dean Shepherd Entrepreneurship10th Ed 2016 by McGraw- Hill Education

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<tr><td>Course Outcomes</td><td>

Inculcating entrepreneurial acumen and business acumen among the students
Developing business environment analysis and scanning through different strategy
Inculcate knowledge regarding project feasibility and business plan to the students
Highlighting and giving exposure regarding different institutions that are involved in entrepreneurial development
Inculcate the knowledge regarding business ethics and corporate governance

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Course code	ABM 609
Course title	International Food and Agri Business
Corse credit	2 (2+0)
Teaching per Week	2 hrs.
Course Objective (CO)	The objective of the paper is to acquaint the students with the fundamentals of international business, its environment and complexities. The paper provides exposure to multiple dimensions of the field and imparts international perspective to business decisions.
Course Content	Unit 1 Global trends in international trade and finance; dimensions and modes of IB; structure of IB environment; risk in IB; organizational structure for IB; world trading system and impact of WTO; exchange rate systems; global financial system; barriers to IB; international business information and communication. Unit 2 Foreign market entry strategies; country evaluation and selection; factors affecting foreign investment decisions; impact of FDI on home and host countries; types and motives for foreign collaboration; control mechanisms in IB. Unit 3 Decisions concerning global manufacturing and material management; outsourcing factors; managing global supply chain; International product life cycle, product and branding decisions; managing distribution channels; international promotion mix and pricing decisions; counter trade practices; mechanism of international trade transactions. EXIM policy of India. Export costing and pricing, Export procedures and export documentation. Export assistance and incentives in India. Unit 4 Harmonizing accounting difference across countries; currency translation methods for consolidating financial statements; the LESSARD-LORANGE Model; cross cultural challenges in IB; international staffing decisions; compensation and performance appraisal of expatriate staff; ethical dilemmas and social responsibility issues.
References:	1. International Marketing (Analysis and strategy), Sak Onkivisit, John J. Show, Third edition (PHI) 2. Current topics on Business, Economics, and Finance, Vol-7, edited by Dr. Maria Ciurea, B.P. International 3. Kotler, P. & Armstrong, G. (2018). Principles of marketing. Pearson. 17 edition. 4. Kotler, P. & Keller, K. L. (2016). Marketing Management, Pearson Education Limited. 15 edition.
Course Outcomes	CO3: Get insight the product, PLC, global supply chain and branding decisions in IB CO4: Understand the role of cross cultural and ethics in IB and different currency translation methods

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Mapping between COs with PSOs	Mapping between COs and PSOs							
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	CO3							
	CO4							
	CO5							

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<tr><td>Course code</td><td>ABM 610</td></tr>
<tr><td>Course title</td><td>Communication for Management Teachers</td></tr>
<tr><td>Corse credit</td><td>2 (0+2)</td></tr>
<tr><td>Teaching per Week</td><td>4 hrs</td></tr>
<tr><td>Course Objective (CO)</td><td>Communication in management education is not limited to classroom teaching. There are lot of innovative techniques to make teaching and learning interesting, practical and effective. There are various researches are done for methodological and effectiveness aspects. This course will be dealt understanding all the methods of communication for management teaching in learning by doing method and presenting the various researches done in this field.</td></tr>
<tr><td>Course Content</td><td>Unit 1 Management education: Action gaps in education and latest developments and required skills
Unit 2 Communication: Active listening, group communication, Language process Presentation on readings- recorded and graded: Oral presentation & computer assisted presentations
Unit 3 Theory and techniques: Didacticism, Group work & discussion method, Simulation, facilitation skills and styles for experiential learning. Emotional perspective in teaching
Unit 4 Learning in management education: Experiential learning, Action Learning, Group learning, Simulation and games, Role Play, Teaching and learning through Electronic Media
Unit 5 Case method of teaching: Writing a case and teaching note, Critiquing a research article</td></tr>
<tr><td>References:</td><td></td></tr>
<tr><td>Course Outcomes</td><td>CO1: Management Education: It highlights the noticeable action gap between traditional curricula and the evolving needs of the dynamics business skills.
CO2: Communication: Effective communication incorporating various skills such as active listening, group communication, oral presentation, etc.
CO3: Group Work: Group work and discussion methods foster collaborative learning, encouraging active engagements and diverse perspectives. It enhances the group or team work skills among the students.
CO4: Experimental Learning: It gives hands-on experience, fosters a deeper understanding of theoretical concepts. Teaching learning through electronic media leverage technological to deliver engaging content and promoting digital aspects.
CO5: Case Writing: The case study / writing is a dynamic and participatory approach that encourages actively student engagement and critical thinking power. Research article writing enhance the analytical skills.</td></tr>
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<tr><td>Course code</td><td>ABM 691</td></tr>
<tr><td>Course title</td><td>Doctoral Seminar I</td></tr>
<tr><td>Corse credit</td><td>1 (1+0)</td></tr>
<tr><td>Teaching per Week</td><td>1 hr</td></tr>
<tr><td>Course Objective (CO)</td><td>To cultivate leadership, communication, and presentation abilities by engaging students in rigorous research, case studies, and interactive sessions aimed at honing their decision-making capabilities in complex business scenarios.</td></tr>
<tr><td>Course Content</td><td>Students are directed to select a presentation topic pertinent to agri-business management in consultation with their major guide, ensuring alignment with the field's pertinent areas and research objectives.</td></tr>
<tr><td>References:</td><td></td></tr>
<tr><td>Course Outcomes</td><td>CO1: Advanced Critical Analysis: Develop the ability to critically analyze and synthesize business theories and practices, fostering advanced problem-solving skills within diverse business contexts.
CO2: Strategic Decision-Making Proficiency: Cultivate strategic thinking and decision-making capabilities by evaluating real-world business scenarios, honing the capacity to formulate and justify innovative and effective business strategies.
CO3: Effective Communication and Presentation Skills: Enhance communication proficiency through articulate and persuasive presentations, enabling students to effectively convey complex ideas and findings to diverse stakeholders.
CO4: Research and Inquiry Aptitude: Foster research skills and intellectual inquiry, empowering students to rigorously investigate contemporary business challenges and propose evidence-based solutions.
CO5: Leadership and Collaboration: Develop leadership qualities and collaborative abilities by engaging in interdisciplinary discussions, promoting teamwork, and fostering an inclusive environment conducive to innovative thinking and problem-solving.</td></tr>
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<tr><td>Course code</td><td>ABM 692</td></tr>
<tr><td>Course title</td><td>Doctoral Seminar II</td></tr>
<tr><td>Corse credit</td><td>1 (1+0)</td></tr>
<tr><td>Teaching per Week</td><td>1 hr</td></tr>
<tr><td>Course Objective (CO)</td><td>To cultivate leadership, communication, and presentation abilities by engaging students in rigorous research, case studies, and interactive sessions aimed at honing their decision-making capabilities in complex business scenarios.</td></tr>
<tr><td>Course Content</td><td>Students are directed to select a presentation topic pertinent to agri-business management in consultation with their major guide, ensuring alignment with the field's pertinent areas and research objectives.</td></tr>
<tr><td>References:</td><td></td></tr>
<tr><td>Course Outcomes</td><td>CO1: Advanced Critical Analysis: Develop the ability to critically analyze and synthesize business theories and practices, fostering advanced problem-solving skills within diverse business contexts.
CO2: Strategic Decision-Making Proficiency: Cultivate strategic thinking and decision-making capabilities by evaluating real-world business scenarios, honing the capacity to formulate and justify innovative and effective business strategies.
CO3: Effective Communication and Presentation Skills: Enhance communication proficiency through articulate and persuasive presentations, enabling students to effectively convey complex ideas and findings to diverse stakeholders.
CO4: Research and Inquiry Aptitude: Foster research skills and intellectual inquiry, empowering students to rigorously investigate contemporary business challenges and propose evidence-based solutions.
CO5: Leadership and Collaboration: Develop leadership qualities and collaborative abilities by engaging in interdisciplinary discussions, promoting teamwork, and fostering an inclusive environment conducive to innovative thinking and problem-solving.</td></tr>
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<tr><td>Course code</td><td>ABM 699</td></tr>
<tr><td>Course title</td><td>Research Thesis</td></tr>
<tr><td>Corse credit</td><td>75</td></tr>
<tr><td>Teaching per Week</td><td></td></tr>
<tr><td>Course Objective (CO)</td><td>Develop advanced research skills: To enable students to conduct independent and rigorous research in their chosen field of study, Contribute to the body of knowledge: To produce original and significant contributions to the academic and professional literature, Demonstrate critical thinking and analytical abilities: To showcase the student's ability to critically analyze existing literature, identify research gaps, and propose novel solutions or insights, Enhance academic writing and communication skills: To effectively communicate complex ideas and research findings through scholarly writing and presentations and Prepare for a career in academia or research: To equip students with the expertise and credentials necessary for a successful career in academia, research, or other specialized fields.</td></tr>
<tr><td>Course Content</td><td>Nil</td></tr>
<tr><td>References:</td><td>Nil</td></tr>
<tr><td>Course Outcomes</td><td>CO1. Research Proficiency: Students should demonstrate advanced proficiency in conducting independent research, including formulating research questions, designing methodologies, and collecting and analyzing data.
CO2. Scholarly Writing: Students should be able to produce high-quality scholarly writing that adheres to academic standards, effectively communicates research findings, and contributes to the existing body of knowledge in their field.
CO3. Critical Thinking and Problem-Solving: Students should demonstrate the ability to critically evaluate existing literature, identify research gaps, and propose innovative solutions or insights within their area of study.
CO4. Research Dissemination: Students should be able to effectively disseminate their research findings through presentations, publications, and academic conferences, contributing to the broader academic and professional community.
CO5. Ethical Research Conduct: Students should adhere to ethical standards in research, including integrity in data collection and analysis, respect for intellectual property rights, and compliance with institutional and professional guidelines.</td></tr>
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