

FPM Program Structure 2021

Credit Requirement

No	Category of course	Credits	Combined
1	Fellow Program Courses Core	31	31
2	PGDM Courses Core	10-15	22-33
3	Stream Specific Elective	12-18	
4	Credit Seminar	06	06
5	Research Proposal and Comprehensive Viva	04	04
	Total Credits	63-70	63-70

Program Structure

Term	Course code	Course name	Category	Credit
Term 1	FPMC-01	Research Methodology*	FPM Core	3
	FPMC-02	Philosophy of Research	FPM Core	2
	FPMC-03	Managerial Statistics*	FPM Core	3
	PGDM 1	PGDM Core	PGDM Core	2-3
	PGDM 2	PGDM Core	PGDM Core	2-3
Term 2	FPMC-04	General Management*	FPM Core	3
	FPMC-05	Systems Approach to Management*	FPM Core	3
	FPMC-06	Literature Review	FPM Core	2
	PGDM 3	PGDM Core	PGDM Core	2-3
	PGDM 4	PGDM Core	PGDM Core	2-3
	Term 3	FPMC-07	Qualitative Research	FPM Core
	FPMC-08	Review Paper based on literature*	FPM Core	3
	FPMC-09	Academic Writing	FPM Core	2
	PGDM 5	PGDM Core	PGDM Core	2-3
Term 4	FPMC-10	Multivariate Data Analysis	FPM Core	2
	FPMC-11	Econometrics	FPM Core	2
	FPMC-12	Case writing	FPM Core	2
	SSE 1	Stream specific Elective	PGDM	2-3
Term 5	FPMC-11	Structural Equations Modelling	FPM Core	2
	SSE 2	Stream specific Elective*	PGDM	2-3
	SSE 3	Stream specific Elective*	PGDM	2-3
	SSE 4	Stream specific Elective*	PGDM	2-3
Term 6	SSE 5	Stream specific Elective	PGDM/FPM	2-3
	SSE 6	Stream specific Elective	PGDM/FPM	2-3
	CS 1	Credit seminar (general)*	FPM Core	3
	CS 2	Credit seminar (specific)*	FPM Core	3
Term 7/8				
	RP	Research Proposal	FPM Core	3
	CV	Comprehensive Viva	FPM Core	1

*Adopted as specified by AICTE

Outcomes our students will have

1. Fundamental management knowledge and skills
2. Domain specific in-depth knowledge
3. Research methodology knowledge and skills
4. Good number of quality publications
5. Management teaching skills

Important Features of Program Design

1. Strong foundation in research Methodology
2. Opportunity to opt from PGDM core courses
3. Opportunity to select from PGDM electives
4. Option to design stream specific electives
5. Option to design tailored credit seminar courses
6. Non-management candidates can opt for more foundation courses
7. Flexibility in number of credits
8. Publication focus right from the beginning
9. Flexible structure for differential needs
10. Outcome orientation in curriculum

The following thoughts have gone into the program structure

The students need to have good amount of methodological skills, management foundation, domain knowledge, teaching skills and good number of quality publications. Since our intake could be from management masters pool or non-management masters pool some of them will know foundations of management and some of them will not know. There fore we have included 6 foundation courses out of which two could be traded off for electives. Those who are confident of their management foundation courses could pass the exams with required grade so that they need not sit through the courses. Hence, it caters to the varied need as well as the time released by some of them could be more productively used in other areas like publications. Students could choose foundation (PGDM) courses such that it will better fit their research area and plan.

To cater to the methodological skills 10 courses from the area of methodology covering a variety of skills have been incorporated. They have been arranged in a such a way that they help to progress the students through a systematic process of research sequentially. Some of these courses like literature review and academic writing have been introduced in the first year so that students will be able to work on research papers as they progress. These courses are compulsory and everyone should attend and pass them.

Stream specific electives have been incorporated to provide sufficient domain knowledge in the area of research to the student. These courses could be opted from the PGDM electives or specific courses could be designed in the area based on the requirement. Seminar courses also help to design domain specific and topic specific elective courses which are specifically required to address the needs of the topic. Seminar courses and stream specific electives could be even in specific methodologies required for the topic specific requirements.

Courses are arranged in such a way that they are more generic in the beginning and become more subject and topic specific later on. Even the number of courses and the load is progressively reducing such that students can focus on actual research and publication later on. There is a flexibility in the number of total credits required to graduate so that students should choose credits based on their individual as well as stream/topic specific requirements. (The FPM team and faculty will be required and oriented to mentor the students in choosing and designing courses in such a way that we get the best out of the students) (Faculty also are envisaged to engage with the students right from the beginning in orienting and hand-holding them in achieving the publication goals) We believe that engagement of the team and the faculty is required to get the best result out of the flexibility provided in the structure.

In order to achieve teaching skills students will have engagements in the form of teaching assistance, teaching roles, case teaching and pedagogical training and case writing skill developments in the fourth year which will be formally incorporated into the structure. We will do all efforts in sourcing the best skills and delivering the curriculum and structure in most suitable manner to achieve the envisaged outcomes.