



**JINDAL GLOBAL
BUSINESS SCHOOL**
INDIA'S FIRST MULTI-DISCIPLINARY GLOBAL BUSINESS SCHOOL



O.P. Jindal Global University
A Private University Promoting Public Service
NAAC Accreditation - 'A' Grade

Jindal Global Business School
Course Outline

Course Title	The No-Code Automation Lab for Managers
Core or Elective	Elective
Course Code	BS-ISA-4508
Program and Batch	BBA-2023, BBA-BA-2023, BBA-FB-2023, BBA-FM-2023
Semester & Academic Year	Fall 2026
Credits	3
Discipline/Area	Information Systems & Analytics
Name of the Faculty Member/Course Instructor	Prof. Ritu Yadav
Contact Details of the Faculty Member	ritu.yadav@jgu.edu.in
Contact Details of Support Staff	jgbs-co@jgu.edu.in
Faculty Member's Open Office Day/s & Time	With prior appointment with faculty: Monday and Thursday (02:30 PM – 04:00 PM)

Introduction to the Course

Just a few years ago, automating a document management system, scaling a marketing campaign, or launching a digital product meant hiring an IT team and waiting months for a prototype. That era of dependency is officially over, and you are the architects of the new, agile reality.

Today, the most valuable skill a business leader can possess is AI Fluency: the ability to co-pilot, prompt, vibe and command the new generation of AI agents to autonomously build digital solutions and execute workflows.

McKinsey notes that the true productivity unlock (estimated at \$2.9 trillion in the US alone) comes from redesigning workflows around superagency—a partnership where humans, agents, and robots work together. The manager's job is orchestration, not manual building. Research from Gartner predicts that by 2026, 75% of new enterprise applications will be developed using low-code or no-code tools. Even more strikingly, by 2026, 80% of the people using these tools will come from non-IT departments—meaning business managers, marketers, and entrepreneurs. The corporate world and the startup ecosystem do not just want managers who can manage people; they are actively hunting for managers who can automate processes.

The No-Code Process Automation Lab for Managers is not a computer science class. It is a highly practical, business-first laboratory designed for entrepreneurs, committee leaders, and future executives.

Whether you are trying to manage 500 inquiries for your student club, streamline purchase orders for your family’s manufacturing business, or launch a zero-touch CRM for your personal brand, this course gives you the tools to do it without writing a single line of traditional code. The curriculum is anchored in natural language **prompt engineering** and **vibe coding**, teaching you to translate business intent directly into automated workflows and AI agents. We will build robust **Digital Process Automation (DPA)** and **Intelligent Process Automation (IPA)** solutions using both the agile **Google Workspace** (perfect for startups) and the enterprise-grade **Microsoft Power Platform** (used by Fortune 500s).

This is a "build-along" laboratory. Expect 30% strategic theory and 70% hands-on software building. You are expected to bring real-world problems to class. The automations we build should solve actual headaches in your current ventures or businesses. The course would be fast-paced, highly interactive, and strictly focused on real-world application.

By the end of this 15-session journey, you will not just walk away with a grade. You will leave with a Digital Portfolio containing fully functioning automations and quantified ROI business cases. You will possess the bilingual technical fluency (Google and Microsoft stacks) required to walk into an interview and prove that you can scale operations faster and cheaper than the competition.

Course Learning Objectives

At the end of the course, students should be able to

1. **CLO 1:** Learn to look at a chaotic business operation, identify the human bottlenecks, and map out a logical, automated solution.
2. **CLO 2:** Learn to seamlessly connect data triggers, AI-driven cognitive reasoning, and relational databases.
3. **CLO 3:** Learn how to translate "hours saved by a bot" into concrete financial metrics that impress recruiters and investors.
4. **CLO 4:** To be comfortable automating processes using prompt engineering, vibe coding, Microsoft Power Platform and Google Workspace based technology stacks.

Programme Competency Goals

BBA Programme Competency Goals (PCGs)		BBA Programme Learning Objectives (PLOs)	
		Students will be able to	
1	Responsible Global Citizenship: Ability to understand the interplay between local and global issues and to act with sensitivity towards ethical and social issues	1. Understand local business issues	
		2. Understand global business issues	
		3. Demonstrate sensitivity towards ethical issues	
		4. Demonstrate sensitivity towards social issues	
2	Effective communication: Ability to effectively exchange ideas and information	5. Present their ideas with clarity	
		6. Write in a coherent manner	
		7. Use technology for communication	

3	Critical Thinking: Ability to identify, analyze business problems and propose effective solutions	8. Identify main issues of business problems
		9. Examine information from different sources
		10. Draw inferences from analysis
4	Teamwork: Ability to work and contribute effectively in group -settings	11. Understand the factors to work effectively in groups
		12. Contribute effectively in groups

PLO-PCG Assessments Mapping Matrix¹

Program Learning Objectives (PLOs)	Program Competency Goals (PCGs)	Course Assessment Item
This course helps you to develop the following Program Learning Outcomes:	This course helps you to develop the following Program Competency Goals:	This learning outcome will be assessed in the following items
PLO5	PCG2	A2, A4
PLO6	PCG2	A3
PLO7, PLO10	PCG2, PCG3	A3, A4
PLO8	PCG3	A1, A3
PLO9	PCG3	A1
PLO11	PCG4	A2
PLO12	PCG4	A4

Evaluation Schema

The course grade will be determined based on:

Assessment Task	Weightage (Percentage)	Nature (Individual/Group)	Week of Assessment	PLOs to be Assessed
A1: Quiz	20%	Individual	Sessions 5, 14, and 25	PLO 8, PLO 9
A2: Class participation	10%	Individual	Throughout this course	PLO 5, PLO 11
A3: Assignment	40%	Individual	Sessions 4, 7, 10, 18, 24, and 27	PLO 6, PLO 7, PLO 8, PLO 10
A4: End-Term Project	30%	Group	Sessions 26, 27, and 28	PLO 5, PLO 7, PLO 10, PLO 12

¹ Note: PCG 1 / PLOs 1-4 are covered experientially during class discussions and case studies, specifically in Sessions 19 and 20, but are not formally tied to a graded A1-A4 assessment metric in this specific technical lab

Description of Assessments:

A1: Quiz – The Quiz will be based on multiple-choice questions (total of 3 quizzes of 15 marks). Each question will carry one marks. The mode of the quiz will be computer-based. Best two of the three quizzes would be considered.

A2: Class participation – The purpose of the component is to encourage students to take advantage of the industry interface being provided by the GLs, participate in the case discussions, and delve deeper into the topic by going beyond what is covered in the session. The idea is to have a 'practice' focused assessment in addition to the 'theoretical' assessments. Class participation, in general, has a 7.5% weightage, and participation in the GLs has a 2.5% weightage.

Rewards attendance, active discussion, and the "Troubleshooting Culture" (helping peers debug their broken flows in class).

A3: Assignment – Traditional business courses test theory; this course tests execution. Accounting for 40% of the final grade, this continuous evaluation component ensures students are actively mastering the intersection of business strategy and technical deployment. These assignments are designed to test the core realities of Information Systems adoption: moving from identifying a bottleneck to actually making the technology work in a live environment.

This 40% grade is distributed across six key milestones, divided into two types of deliverables:

1. Strategic Business Cases (The "Why") - Before building digital pipes, a manager must prove the business value. Students will submit strategic documentation, such as the Session 3 "Hustle Audit." Deliverables: Visual process flowcharts mapping out a legacy bottleneck in a student's own family business, startup, or university club, paired with a calculated ROI projection (quantifying hours saved or error rates reduced if the process is automated).
2. Proof-of-Execution Labs (The "How") - To prevent "freeloading" and ensure every student builds technical muscle memory, students must prove their automations actually work in the real world. During targeted lab sessions (Sessions 4, 6, 8, 11, and 12), students will build specific architectures using the Google Workspace and Microsoft Power Platform stacks.

Deliverables: Students will not submit code. Instead, they will submit "Proof-of-Execution" (PoE) portfolios. This includes screenshots of their error-free architectural pipelines and the final "Run History" logs with green checkmarks, proving their bots successfully triggered, processed data, and executed the desired business action without failing.

Rubrics for the same is as follows:

Evaluation Criteria	The Architect (Excellent: 90-100%)	The Builder (Proficient: 70-89%)	The Novice (Needs Work: <70%)
1. Business Logic & Process Mapping <i>(Applies to Strategy Submissions)</i>	Identifies a highly relevant, high-friction bottleneck in a real business or club. The flowchart perfectly maps the human steps and clearly isolates where the "Sensor, Brain, and Memory" will take over.	Identifies a valid problem, but the flowchart is vague. It may miss a few manual steps or fail to clearly define the trigger (Sensor) versus the action (Memory).	Problem is too simple to require automation, or the flowchart is illogical and does not map to a realistic business process.
2. ROI Justification	Exceptional business case. Clearly calculates "hours saved per week," "reduction in human error," or	Provides a general reason for automating (e.g., "it saves time"), but fails to	Fails to provide any business justification, treating the assignment

<i>(Applies to Strategy Submissions)</i>	"faster response time." Speaks the language of a recruiter/investor.	quantify the exact hours or financial impact on the business.	purely as a software exercise.
3. Technical Architecture <i>(Applies to Lab Submissions)</i>	The automation flow is clean and lean. Uses the correct triggers, logic conditions (if/then), and dynamic variables. No redundant or hallucinatory steps are left in the workflow.	The flow works, but the architecture is messy. Might include unnecessary steps, poorly named actions, or broad triggers that pull in "garbage data."	The architecture is fundamentally flawed. Missing critical connections between the trigger and the final database/action.
4. Proof-of-Execution (PoE) <i>(Applies to Lab Submissions)</i>	Submits undeniable proof of success. Screenshots clearly show the "Run History" with all green checkmarks, alongside a screenshot of the final output (e.g., the updated SharePoint List or triggered email).	Submits partial proof. May show the flow setup, but forgets the "Run History" timestamp, or the final output has minor formatting errors.	Fails to provide a successful "Run History." Flow shows red error warnings, or the final database remains empty.

Note: In the real world, a broken pipe floods the factory. For lab submissions, if your flow does not include a screenshot of a successful 'Run History' (green checkmarks), it automatically drops to the Novice tier for execution, regardless of how much time you spent building it.

A4: End-Term Project – Imagine a panel of corporate recruiters and investors (your professors and guest judges) are looking to hire talent capable of scaling operations without inflating headcount. They do not care about how many lines of code you can write—they care about how much time, money, and chaos you can save their business. Your mission is to identify a massive operational bottleneck in a real-world scenario (your family business, your startup, a university committee, or a simulated corporate case), build a fully functional automated system to solve it, and pitch the ROI to the panel.

End Term Project is divided into two phases:

1. Phase 1: The Capstone Hackathon (The Build)
 - During our final lab sessions, you will finalize your "Zero-to-One" automation architecture. You have full creative freedom to use either the Google Workspace Stack (Make/Zapier) or the Microsoft Enterprise Stack (Power Platform).
 - Your system must include all three layers:
 - The Sensor (Trigger): A clear, structured intake of data (e.g., a Microsoft Form submission, an incoming VIP email, a new RSS feed item).
 - The Brain (Logic/AI): A routing condition (If/Then) or an AI prompt that processes the data, makes a decision, or formats it.
 - The Memory (Action): The final business outcome (e.g., updating a Dataverse/SharePoint list, sending an automated Teams approval, generating a PDF invoice).
2. Phase 2: The "Shark Tank" Pitch (The Sell)
 - On the final day, you will step in front of the "Recruiters." You have exactly 5 minutes.
 - Do not waste time explaining the basic IT plumbing (e.g., "Then I clicked this button"). The recruiters expect the tech to work. Your pitch must focus on the Business Impact.
 - Your 5-minute presentation must cover:

- The Bleeding Neck: What was the legacy manual process? Why was it costing the business money, time, or clients?
- The Digital Factory: A 60-second live demo of your automation catching data and processing it flawlessly.
- The ROI (Return on Investment): The grand finale. Quantify your impact. (e.g., "By automating this vendor approval pipeline, we save 14 hours of manual data entry a week, reducing processing time from 3 days to 4 minutes, saving the firm ₹X annually.")

Required Deliverables (What you submit for the 30% Grade): Before you step up to pitch, you must submit your "Hire Me" Portfolio containing:

- The "Before & After" Process Blueprint: A clean flowchart documenting the old human process vs. your new automated architecture.
- Proof of Execution (PoE): The undeniable screenshot of your flow's "Run History" showing all green checkmarks, proving your system survived a live test.
- The ROI One-Pager: A single, professional PDF slide detailing the problem, the tech stack used, and the quantified business value.

Evaluation Criteria	Top Tier Hire (Excellent: 90-100%)	Solid Candidate (Proficient: 70-89%)	Not a Fit (Needs Work: <70%)
1. The Problem & Blueprint <i>(Blueprint & Flowchart)</i>	Clearly defines a painful, real-world bottleneck. The "Before & After" flowchart perfectly illustrates the human process versus the automated "Sensor, Brain, Memory" architecture.	Identifies a valid problem but the flowchart is slightly confusing. It may blur the lines between what the human does and what the bot does.	The problem chosen does not actually require automation, or the process map is missing/incomprehensible.
2. Technical Architecture & Execution <i>(The Live Build & PoE)</i>	The automation is flawless. Flawlessly utilizes triggers, routing/ AI logic, and databases. The Proof of Execution (PoE) clearly shows all green checkmarks. The live demo works perfectly without a single glitch.	The flow works, but is clunky. Uses basic triggers without advanced logic. The demo might have a minor hiccup, or the PoE shows a past success but the live run is hesitant.	The bot fails to run during the live demo. The student cannot provide Proof of Execution (green checkmarks) from a past successful test.
3. Business ROI Justification <i>(The One-Pager)</i>	Exceptional business case. Quantifies the exact value using metrics like "hours saved per week," "error rate reduction," or "rupees saved annually." Proves the system is a profitable investment.	Mentions that the bot "saves time" or "makes things easier," but fails to provide hard numbers or concrete financial metrics to back up the claim.	Focuses entirely on the software and completely ignores the financial or operational impact on the business.
4. The "Recruiter Pitch" <i>(Presentation Delivery)</i>	Pitch is exactly under 5 minutes. Speaks confidently in the language of business strategy, not IT jargon. Commands the room, handles Q&A with authority, and acts like a true	Slightly over or under the time limit. Gets bogged down explaining the software buttons ("then I clicked this") rather than selling the business outcome.	Reads directly from slides. Fails to manage time properly, or cannot answer basic questions about why they built the system the way they did.

Teaching Method

- The course operates as an active laboratory, moving away from traditional lectures. Classes are structured with 30% strategic theory and 70% hands-on software building.
- Learning by doing will be the main teaching method for this course.
- Abstract IT concepts are strictly avoided. Every automation build is anchored to a highly relatable, real-world business bottleneck (e.g., family business operations, student committee logistics, or startup lead generation).
- Before touching any software, students must physically map out the logic. We teach them to view business processes through the "Sensor, Brain, Memory" framework to develop robust architectural thinking.
- Error screens are treated as learning opportunities, not failures. The classroom operates as a tech incubator where students are incentivized to collaboratively debug and fix each other's broken workflows.
- Building the technology is only half the battle. The pedagogy consistently forces students to translate their technical builds into business value, calculating "hours saved" and "financial impact" to prepare them for recruiter and investor conversations.

Textbook /Other Readings

- ✓ Gerber, M. E. (1995). *The E-Myth Revisited: Why Most Small Businesses Don't Work and What to Do About It*. Harper Business.
- ✓ Kawasaki, B., & Kostereva, K. (2021). *The No-Code Playbook*. Creatio
- ✓ Meadows, D. H. (2008). *Thinking in Systems: A Primer*. Chelsea Green Publishing.
- ✓ Microsoft Learn: Power Automate & Dataverse Learning Paths at www.learn.microsoft.com/en-us/training/powerplatform
- ✓ Zapier / Make.com Academies at www.zapier.com/learn/ / www.academy.make.com
- ✓ OpenAI / Anthropic Prompt Engineering Guides.

Session Plan

Session Details	Topics	PLOs Covered
Session 1	The "Hustle" Audit & Systems Thinking	PLO 1, PLO 8
Objective of the session	Understand the shift from manual labor to automated systems and identify high-friction bottlenecks in personal productivity or businesses.	
Subtopics to be covered	<ol style="list-style-type: none"> RPA (Robotic) vs. DPA (Digital) vs. IPA (Intelligent) automation The "Sensor, Brain, Memory" architecture Spotting manual redundancies 	
Readings	Gerber, <i>The E-Myth Revisited</i> (Chapter 1: The Entrepreneurial Myth & Chapter 9: Working On Your Business, Not In It).	
Case Title & Number	"The Overworked Founder" (Curated Notes on transitioning a legacy manual invoicing process to a digital pipeline).	
Pedagogy	40% Interactive Lecture, 60% Active Workshop (Students conduct their own "Hustle Audit").	
Session 2	Deep Dive: RPA vs. DPA vs. IPA	PLO 8, PLO 9
Objective of the session	Analyze real-world case studies of digital labor evolution. Identify where basic bots end and AI agents begin.	
Subtopics to be covered	<ol style="list-style-type: none"> Differences between RPA, DPA, IPA; Capability mapping; Tech stack selection criteria for businesses. 	
Readings	Curated Notes: "The Evolution of Digital Labor".	
Case Title & Number	Automating Data Entry vs. Automating Decision Making (Curated Case Study).	
Pedagogy	60% Case Discussion, 40% Whiteboarding.	
Session 3	Process Mapping & Logic Flows	PLO 8, PLO 10
Objective of the session	Visually map complex business processes using standard flowchart logic.	
Subtopics to be covered	<ol style="list-style-type: none"> Standard flowchart logic (Triggers, Actions, Conditions, Loops); Mapping "Before & After" states. 	
Readings	Meadows, <i>Thinking in Systems</i> (Chapter 1: The Basics).	
Case Title & Number	"The Overworked Founder" (Continued process mapping).	
Pedagogy	30% Theory, 70% Whiteboard Session.	
Session 4	The Business Case: ROI of Time (Assignment 1 Due)	PLO 5, PLO 6, PLO 10
Objective of the session	Mathematically quantify the financial impact of automating	

	them to pitch to stakeholders.	
Subtopics to be covered	<ol style="list-style-type: none"> 1. Calculating ROI (Hours saved × Hourly rate); 2. Cost of human error; 3. Formatting a business proposal. 	
Readings	Kawasaki, <i>The No-Code Playbook</i> (Chapter 7: Measuring Success).	
Case Title & Number	Evaluating the ROI of an Automated HR Onboarding System.	
Pedagogy	50% Financial Modelling, 50% Lab	
Session 5	Quiz 1 + The "Startup Stack" (Google/Make)	PLO 7, PLO 9
Objective of the session	Assess foundational knowledge and introduce agile DPA tools for startups.	
Subtopics to be covered	Cloud architecture basics; Introduction to Google Workspace APIs and Make/Zapier interfaces.	
Readings	Make.com Academy Website: "Getting Started with Automation".	
Case Title & Number	NA	
Pedagogy	30 mins Quiz, 60 mins Introduction & Setup.	
Session 6	Demo 1A - Zero-Touch CRM: Data Intake	PLO 7, PLO 8
Objective of the session	Build the front-end of a DPA pipeline to capture and store business leads automatically.	
Subtopics to be covered	Google Forms as a "Sensor"; Structuring Google Sheets as a relational "Memory".	
Readings	Zapier Academy Website: "The Ultimate Guide to CRM Automation".	
Case Title & Number	A university club managing 500 recruitment inquiries manually versus using a zero-touch pipeline.	
Pedagogy	20% Theory, 80% Live Lab.	
Session 7	Demo 1B - Zero-Touch CRM: Action (Assignment 2 Due)	PLO 6, PLO 7
Objective of the session	Complete the CRM pipeline by configuring dynamic email responses.	
Subtopics to be covered	Gmail auto-responders as the "Action"; Dynamic variable mapping; Conditional email logic.	
Readings	Curated Notes: "Dynamic Variables in Action".	
Case Title & Number	Zero-touch pipeline for club recruitment (Continued).	
Pedagogy	10% Theory, 90% Live Lab.	
Session 8	Demo 2 - Automated Document Generation	PLO 6, PLO 7
Objective of the session	Automate the creation and distribution of customized business documents based on database triggers.	
Subtopics to be covered	Routing relational data; Google Docs templates; Mail merge logic; Automated PDF conversion.	

Readings	Make.com Academy Website: "Document Automation Basics".	
Case Title & Number	A family manufacturing business generating and emailing weekly customized vendor invoices automatically.	
Pedagogy	20% Theory, 80% Live Lab.	
Session 9	Middleware, APIs, & Webhooks	PLO 7, PLO 9
Objective of the session	Connect disparate, "Walled Garden" applications using APIs and Webhooks to create cross-platform workflows.	
Subtopics to be covered	What is an API?; Webhooks explained for managers; Polling vs. Instant triggers.	
Readings	Curated Notes: "What is an API? A Guide for Business Managers"	
Case Title & Number	An e-commerce startup scaling beyond basic spreadsheets.	
Pedagogy	40% Theory, 60% Hands-on API testing.	
Session 10	Demo 3 - Omnichannel Bots (Assignment 3 Due)	PLO 7
Objective of the session	Trigger real-time operational alerts or automated responses for VIP clients across social platforms.	
Subtopics to be covered	Connecting non-Google apps (Slack, WhatsApp, Discord); Routing priority alerts; Formatting message payloads.	
Readings	Zapier Academy Website: "Automating Communication Channels".	
Case Title & Number	An e-commerce startup routing VIP customer support tickets directly to the founder's Slack channel.	
Pedagogy	10% Theory, 90% Live Lab.	
Session 11	Error Handling & Flow Debugging	PLO 8, PLO 10
Objective of the session	Learn to read logs, identify API timeouts, and build fallback actions for when bots fail.	
Subtopics to be covered	Reading "Run History"; Handling 400/500 API errors; Building "If Flow Fails" logic.	
Readings	Curated Notes: "The Manager's Guide to Debugging Bots".	
Case Title & Number	Diagnosing a broken lead-capture flow during a major marketing campaign.	
Pedagogy	30% Theory, 70% Debugging Workshop.	
Session 12	ELS-1: Google Stack Hackathon	PLO 7, PLO 8, PLO 12
Objective of the session	Independently architect, execute, and debug a custom Make/Zapier automation for a student-selected problem.	
Subtopics to be covered	End-to-end flow construction; Iterative debugging.	
Readings	NA	
Case Title & Number	Applied directly to the student's chosen "Hustle Audit" problem.	

Pedagogy	100% Supervised Hackathon (Peer-to-peer troubleshooting actively encouraged).	
Session 13	Guest Lecture 1 - The Startup Automator	PLO 9
Objective of the session	Learn from an entrepreneur or influencer successfully using agile no-code tools to scale a brand without IT overhead.	
Subtopics to be covered	Agile ops; Leveraging middleware; Automating customer acquisition.	
Readings	NA	
Case Title & Number	The guest presenter's startup use cases.	
Pedagogy	100% Guest Lecture & Q&A.	
Session 14	Quiz 2 + The "Memory" - Lists vs. Dataverse	PLO 3, PLO 7
Objective of the session	Assess Google Stack knowledge and build secure, relational databases in SharePoint/Dataverse.	
Subtopics to be covered	Flat spreadsheets vs. Relational DBs; Microsoft Lists setup; Data types and constraints.	
Readings	Microsoft Learn: "Introduction to Microsoft Dataverse".	
Case Title & Number	NA	
Pedagogy	30 mins Quiz, 60 mins Database Architecture Lab.	
Session 15	Demo 4A - The Bureaucracy Buster: Logic	PLO 8, PLO 10
Objective of the session	Map and build the routing conditions for a corporate purchase order or budget request.	
Subtopics to be covered	Power Automate workspace navigation; Logical conditions (If/Then); State machines.	
Readings	Microsoft Learn Website: Module - "Get started with Power Automate".	
Case Title & Number	Reducing a university committee's 3-week budget approval process to a 4-hour cycle.	
Pedagogy	20% Theory, 80% Live Lab.	
Session 16	Demo 4B - Adaptive Cards & Approvals (Assignment 4 Due)	PLO 7
Objective of the session	Deploy interactive approval buttons directly into a manager's Microsoft Teams chat.	
Subtopics to be covered	Teams Adaptive Cards; Updating databases based on user clicks; Approval timeouts.	
Readings	Microsoft Learn Website: "Create an approval flow".	
Case Title & Number	University committee budget approval (Continued).	
Pedagogy	10% Theory, 90% Live Lab.	
Session 17	Demo 5 - The Market Sentinel (End-to-End)	PLO 7, PLO 9
Objective of the session	Construct an RSS crawler to extract industry trends and route	

	them to a centralized dashboard.	
Subtopics to be covered	RSS Triggers; Text extraction; Automated reporting outputs.	
Readings	Curated Notes: "Building the Sentinel Architecture".	
Case Title & Number	Tracking AgTech startup funding announcements in real-time.	
Pedagogy	10% Theory, 90% Live Lab (Accelerated).	
Session 18	ELS-2: Microsoft Stack Hackathon (Assignment 4 Due)	PLO 7, PLO 8, PLO 10
Objective of the session	Independently architect and execute a secure, enterprise-grade approval or data-routing workflow in Power Automate.	
Subtopics to be covered	Advanced logic gates; Teams integrations; Database updating.	
Readings	NA	
Case Title & Number	Student-selected enterprise bottleneck.	
Pedagogy	100% Supervised Hackathon.	
Session 19	Theory: IS Adoption & The UTAUT Model	PLO 1, PLO 8
Objective of the session	Analyze the human friction in technology deployment and develop strategies for successful user adoption.	
Subtopics to be covered	The UTAUT model; Overcoming user resistance; Building trust in automation.	
Readings	Venkatesh et al. (2003) "User Acceptance of IT" (Selected excerpts).	
Case Title & Number	"Why Did the New CRM Fail?" (Curated Case Study).	
Pedagogy	70% Interactive Lecture, 30% Discussion.	
Session 20	Case Study: Change Management in Action	PLO 2, PLO 4, PLO 8
Objective of the session	Analyze tech deployment in high-friction, real-world environments.	
Subtopics to be covered	Designing accessible deployment training; Feedback loops in IT deployment.	
Readings	FAO Report: "Status of Digital Agriculture" (Executive Summary).	
Case Title & Number	Deploying SMS weather alerts and mobile market intelligence to farmers in developing countries.	
Pedagogy	100% Interactive Case Discussion.	
Session 21	Agentic Workflows & Intro to Vibe Coding	PLO 7, PLO 8
Objective of the session	Command LLMs using natural language to act as deterministic logic engines within an automated flow.	
Subtopics to be covered	From writing syntax to managing intent (Vibe Coding); AI Copilots vs. AI Agents.	
Readings	OpenAI Prompt Engineering Guide (Section: "Six strategies for getting better results").	
Case Title & Number	Replacing a manual sorting process with an AI parsing agent.	
Pedagogy	40% Theory, 60% Sandbox Exploration.	

Session 22	Advanced Prompt Engineering (RISE) (Assignment 5 Due)	PLO 7, PLO 10, PLO 12
Objective of the session	Enforce structured constraints (JSON/Bullet points) on AI outputs to prevent workflow hallucinations.	
Subtopics to be covered	The RISE Framework; Temperature control in LLMs; Handling hallucinations in flows.	
Readings	Curated Notes: "The RISE Framework for Business Prompts".	
Case Title & Number	The "Bot-Fail Autopsy" (Analyzing disastrous workflows caused by vague AI prompts).	
Pedagogy	30% Theory, 70% Group Challenge (Debugging broken AI prompts).	
Session 23	Demo 6A - The AI Decision Engine: Sentiment	PLO 7, PLO 9, PLO 10
Objective of the session	Integrate Intelligent Process Automation (IPA) to ingest data and conduct qualitative analysis.	
Subtopics to be covered	Connecting AI Builder/Copilot to Power Automate; Running sentiment analysis on unstructured data.	
Readings	Microsoft Learn: "Use AI Builder in Power Automate".	
Case Title & Number	A family restaurant automatically analyzing 1-star vs. 5-star reviews.	
Pedagogy	20% Theory, 80% Live Lab.	
Session 24	Demo 6B - The AI Decision Engine: Routing (Assignment 6 Due)	PLO 7, PLO 8, PLO 10
Objective of the session	Make the AI an autonomous agent capable of making conditional routing decisions.	
Subtopics to be covered	Dynamic routing based on AI output (e.g., If negative -> SMS founder).	
Readings	Curated Notes: "The AI PR Manager Architecture".	
Case Title & Number	Autonomous Customer Success Agent for a family restaurant (Continued).	
Pedagogy	10% Theory, 90% Live Lab.	
Session 25	Quiz 3 + Guest Lecture II - The Real-World Automator	PLO 9
Objective of the session	Assess MS Stack/AI knowledge and connect classroom skills to corporate digital transformation.	
Subtopics to be covered	Scaling operations; Selling no-code solutions to legacy leadership; Interview strategies.	
Readings	NA	
Case Title & Number	The guest presenter's own career and company use cases.	
Pedagogy	30 mins Quiz, 60 mins Guest Lecture & Q&A.	
Session 26	ELS 3 - Capstone Architecture Review	PLO 5, PLO 8,

Objective of the session	Peer-to-peer whiteboarding of the final "Zero-to-One" project prior to building.	PLO 11, PLO 12
Subtopics to be covered	Architecture constraints; Feasibility checks; ROI calculation review.	
Readings	NA	
Case Title & Number	Student-selected Capstone Projects.	
Pedagogy	100% Interactive Workshop (Instructor audits logic flows).	
Session 27	ELS 4 - Capstone Workshop (Live Build)	PLO 5, PLO 8, PLO 11, PLO 12
Objective of the session	Finalize the "Zero-to-One" automated system architecture for the final presentation.	
Subtopics to be covered	Advanced debugging; Finalizing the business ROI slides.	
Readings	NA	
Case Title & Number	Student-selected Capstone Projects.	
Pedagogy	100% Supervised Hackathon (Instructor serves strictly as Senior Architect).	
Session 28	Project Presentations	PLO 5, PLO 7, PLO 10, PLO 12
Objective of the session	Pitch a fully functioning automated system and its financial ROI to a (dummy) panel of corporate stakeholders.	
Subtopics to be covered	High-impact business communication; Live software demonstration under pressure; Handling technical Q&A.	
Readings	NA	
Case Title & Number	Peer-reviewed final projects.	
Pedagogy	100% Live Presentations (Strict 5-minute limit per student)	
Session 29	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	
Session 30	Reading & Revision Week/ Examination Week*	
Objective of the session	NA	
Subtopics to be covered	NA	
Readings	NA	
Case Title & Number	NA	
Pedagogy	NA	

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall wellbeing. These include physical and mobility-related difficulties, visual impairment, hearing impairment, mental health conditions, and intellectual/learning difficulties, e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last-minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Disclaimer: This course outline including assessments, mode, nature and weightage of assessments, sessions, sequence of sessions and/or readings may be revised during the semester if such need arises.