

St. Joseph's College of Commerce

(Autonomous)

163, Brigade Road, Bengaluru – 560 025

Accredited with 'A++' Grade (4th Cycle) by the
National Assessment and Accreditation Council (NAAC)

Recognized by the UGC as
“COLLEGE WITH POTENTIAL FOR EXCELLENCE”



Bachelor of Business Administration Honours

(Entrepreneurship)

Semester I & II

*Syllabus as per National Education Policy
Curriculum Framework w.e.f., 2021-2022*

Academic year 2023-2024

St. Joseph's College of Commerce

(Autonomous)

Affiliated to Bengaluru City University

St. Joseph's College of Commerce (SJCC) was formerly a part of St. Joseph's College, established in the year 1882. The Commerce Department was established in the year 1949 and it became an independent college with its own building in Brigade Road in the year 1972.

The college has in its Vision a model for higher education which encourages individuals to dream of a socially just world and in its Mission a strategy to empower individuals in realizing that dream.

With an objective of imparting quality education in the field of Commerce and Management the college has been innovating in all aspects of higher education over a long period of time. These innovations were further bolstered with the granting of autonomous status to the college by UGC in September 2005. From then on, the college has taken a lead in reforming curriculum and syllabus, examination and evaluation pattern and teaching and learning methods through the Board of Studies, the Academic Council and the Governing Council comprising of eminent academicians, industry representatives and notable alumni.

The college has undergone four cycles of NAAC accreditation starting from the year 2000 in which it secured 'five stars', next in the year 2007 an 'A' grade, in the year 2012 again an 'A' grade and recently in February 2021 an 'A++'. It is one of the very few institutions in the country to have secured A++ grade in the fourth cycle under the Revised Accreditation Framework (RAF) and the first college in Karnataka to do so. The college was declared as a 'College with Potential for Excellence' in the year 2010. In 2011 SJCC was recognized as a Research Centre by Bangalore University. The college has been ranked 74th in the National Institutional Ranking Framework (NIRF) ratings of Ministry of Education, Government of India, in 2021 and it has been the only institution from Karnataka to make it consistently to the top 100 in the country.

The college offers diverse programmes in Commerce and Business Administration. Under Commerce Studies it offers B.Com, B.Com (Professional- International Accounting and Finance), B.Com (BPS- Industry Integrated), B.Com (Travel and Tourism), B.Com (Analytics), B.Com (Professional - Strategic Finance), M.Com (Finance & Taxation/ Marketing & Analytics), M.Com (International Business) & M.Com (Financial Analysis). Under Business Administration it offers BBA, BBA (Entrepreneurship) and BBA (Professional- Finance and Accountancy). The college also offers six one-year Post Graduate Diploma programmes.

THE DEPARTMENT OF BUSINESS ADMINISTRATION

With the world of business constantly changing and a strong base created for technology in the country, it is of utmost importance to augment management talent and resources at all levels. Strategies and goals of any educational institution has to be constantly redefined to keep in pace with the external environment. All this led to the birth of the BBA department at St. Joseph's College of Commerce in the year 2004-2005. Within a short period of time, the department has emerged as a promising centre in the field of management studies at the undergraduate level. This department aims at motivating students to take up higher studies in management, so that they may blossom into effective entrepreneurs who would not be afraid of taking risk, or teachers and researchers who would contribute positively towards the betterment of the society or to take up consultation to help business units leverage on management knowledge.

OBJECTIVES OF THE BBA - HONOURS (ENTREPRENEURSHIP) PROGRAMME:

1. To inculcate critical thinking among students so that they are capable of identifying business opportunities by using cutting-edge analytical tools and problem-solving skills to start new businesses and implement processes to successfully operate these businesses.
2. To create entrepreneurial managers for corporate sector.

3. To effectively understand and implement a marketing plan for a new venture.
4. Develop family business successors as enterprising and knowledgeable owners of their predecessors.
5. To incorporate extensively – along with theoretical knowledge sharing – various skills (viz., Presentations, rapid reading, geo political awareness, time management) needed for managerial effectiveness.
6. To promote knowledge through research – both applied and conceptual, relevant to management.
7. To enhance the decision-making skills and administrative competence of students
8. To motivate students to apply management techniques to new and innovative areas of management.

SALIENT FEATURES OF FOUR YEARS BACHELOR OF BUSINESS ADMINISTRATION HONOURS PROGRAMME WITH MULTIPLE ENTRY AND EXIT OPTIONS:

1. The regulations governing the Four-year Bachelor of Business Administration Honours Programme with Multiple Entry and Exit Options shall be applicable with effect from the Academic year 2021-2022.
2. The Bachelor of Business Administration Honours Programme shall be structured in a semester mode with multiple exit options;

Certificate in Business Administration	On the completion of First year (<i>two semesters</i>)
Diploma in Business Administration	On the completion of Second year (<i>four semesters</i>)
Basic Bachelor Degree in Business Administration	On the completion of Third year (<i>six semesters</i>)
Bachelor Degree with Honors in Business Administration	On the completion of Fourth year (<i>eight semesters</i>)

3. The four-year undergraduate honours degree holders with research component and a suitable grade are eligible to enter the Doctoral Programme in a relevant discipline.
4. The students who exit with Certification, Diploma and Basic Bachelor Degree shall be eligible to re-enter the programme at the exit level to complete the programme or to complete the next level.
5. The Four-year Bachelor of Business Administration Honours Programme offers a wide range of multidisciplinary courses with exposure to other disciplines, specializations and areas. The programme aptly caters to knowledge, ability, vocational, professional and skill enhancement along with focus on humanities, arts, social, physical and life sciences, mathematics, sports etc.
6. Four years Bachelor of Business Administration Honours Programme combines conceptual understanding with practical engagement through lab courses, national and international field visits, internship, conferences, workshops, seminars, case study analysis, group discussions and research projects.
7. A wide range of Skill Enhancement Courses are offered in the first four semesters to enhance language and communication, logical reasoning, critical thinking, problem solving, data analytics and life skills.
8. In each of the first four semester students will have an option of studying a course from other disciplines. Students will be given an option to choose from a pool of Open Elective Courses that provide exposure to multiple disciplines and thereby making the programme truly multi-disciplinary.
9. The students can make a choice of two specializations / electives in the fifth and sixth semester and choose one of the specialization/elective in the seventh semester to pursue Honor's degree in that specialization/electives.

I. ELIGIBILITY FOR ADMISSION:

Candidates who have completed the Two year Pre-university course of Karnataka State or its equivalent are eligible for admission into this Programme.

II. DURATION OF THE PROGRAMME:

The duration of the undergraduate honours programme is *four-years* (eight semesters) with multiple entry and exit options, within this period. The students can exit after the completion of *one* academic year (Two semesters) with the *Certificate* in a discipline; *Diploma* after the study of *two* academic years (Four Semesters) and *Basic Bachelor Degree* after the completion of *three* academic years (Six Semesters). The successful completion of *Four Years* undergraduate Programme would lead to *Bachelor Degree with Honours in a discipline*.

III. MEDIUM OF INSTRUCTION:

The medium of instruction shall be English.

IV. ATTENDANCE:

- a. A student shall be considered to have satisfied the requirement of attendance for the semester, if he/she has attended not less than 75% in aggregate of the number of working periods in each of the courses compulsorily.
- b. A student who fails to complete the course in the manner stated above shall not be permitted to take the end semester examination.

V. SUBJECTS OF STUDY: THE COMPONENTS OF CURRICULUM FOR FOUR-YEARS MULTIDISCIPLINARY UNDERGRADUATE BBA HONOURS PROGRAMME

The category of courses and their descriptions are given in the following table.

Category of courses	Objective / Outcomes
Languages	Language courses equip students with communication skills, critical and creative thinking, familiarity with issues pertaining to society and culture and skills of expression and articulation. They also provide students with a foundation for learning other courses.
Ability Enhancement Courses	Ability enhancement courses are the generic skill courses that enable students to develop a deeper sense of commitment to oneself and to the society and nation largely.
Skill Enhancement Courses	Skill Enhancement Courses enhance skills pertaining to a particular field of study to increase their employability / Self-employment. These courses may be chosen from a pool of courses designed to provide value-based and /or skill-based knowledge.
Vocational Enhancement courses	Vocational Enhancement courses enhance skills pertaining to a particular field of study to increase their employability / Self-employment.
Foundation/ Discipline based Introductory Courses	These courses will supplement in a better understanding of how to apply the knowledge gained in classrooms to societal issues.
Major Discipline Core Courses	Major Discipline Core Courses aim to cover the basics that a student is expected to imbibe in that particular discipline. They provide fundamental knowledge and expertise to produce competent, creative graduates with a strong scientific, technical and academic acumen.

Major Discipline Elective Courses	These courses provide more depth within the discipline itself or within a component of the discipline and provide advanced knowledge and expertise in an area of the discipline.
Open or Generic Elective Courses	Open or Generic Elective Courses are courses chosen from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice.
Project work/ Dissertation/ Internship/ Entrepreneurship	Students shall carry out project work on his/her own with an advisory support by a faculty member to produce a dissertation/ project report. Internship/ Entrepreneurship shall be an integral part of the Curriculum.
Extension Activities	As part of the objective of Social Concern, the College has designed a well-structured Community Outreach programme of sixty hours called 'Bembala' (Support). The programme includes rural camps, workshops, lectures and seminars, teaching programmes in Government Schools or Colleges, community service in slums and villages, awareness programmes in streets, localities, slums or villages and public rallies on social issues. The College expects the students to be part of the activities organized by the College towards securing the goal of Social Concern. This programme is mandatory for the award of degree from the college.

Extra/Co-Curricular Activities	The College has a wide range of student associations and clubs that provide space for students to develop their creative talents. The activities conducted help in developing not just the artistic and entrepreneurial talents but also helps in character building, spiritual growth, physical growth, etc. They facilitate development of various domains of mind and personality such as intellectual, emotional, social, moral and aesthetic developments. Creativity, enthusiasm, and positive thinking are some of the facets of personality development and the outcomes of these activities.
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VI. CREDIT REQUIREMENT

Credits represent the weightage of a course and are a function of teaching, learning and evaluation strategies such as the number of contact hours, the course content, teaching methodology, learning expectations, maximum marks etc.

Exit Option	Minimum Credit Requirement*
Certificate in Business Administration	51
Diploma in Business Administration	101
Basic Bachelor Degree	149
Bachelor Degree with Honours	193

*Credits are subject to change as per the NEP guidelines

VII. TEACHING AND EVALUATION:

M.Com/MBA/MFA/MBS/MTA graduates with B.Com, B.B.A & B.B.S as basic degree from a recognized university are only eligible to teach and to evaluate the courses including part – B courses of I and II semesters (except languages, compulsory additional courses and core Information Technology related courses) mentioned in this regulation. Languages and additional courses shall be taught by the graduates as recognized by the respective board of studies.

VIII. EXAMINATION & EVALUATION :

CONTINUOUS FORMATIVE EVALUATION / INTERNAL ASSESSMENT:

Total marks for each course shall be based on continuous assessment and semester end examinations. As per the decision taken at the Karnataka State Higher Education Council, the total marks for CIA and ESE as per NEP will be 40:60.

TOTAL MARKS FOR EACH COURSE	100%
Continuous Internal Assessment –CIA 1	20% marks
Continuous Internal Assessment –CIA 2	20% marks
End Semester Examination – ESE	60% marks

EVALUATION PROCESS OF INTERNAL ASSESSMENT MARKS SHALL BE AS FOLLOWS.

- The first component (CIA 1) of assessment is for 20% marks. The second component (CIA 2) of assessment is for 20% marks.
- During the end of the semester, end semester examination shall be conducted by the college for each course. This forms the third and final component of assessment (C3) and the maximum marks for the final component will be 60%.
- The students shall be informed about the modalities well in advance. The evaluated assignments during component I (CIA 1) and component II (CIA 2) are immediately provided to the students.

- d. The marks of the total internal assessment shall be published on the ERP for students at the end of semester.
- e. The internal assessment marks shall be submitted to the COE as per the date mentioned.
- f. There shall be no minimum in respect of the internal assessment marks.
- g. Internal assessment marks may be recorded separately. A student who has failed, shall retain the internal assessment marks as there will be no change in the CIA results scored.

MINIMUM FOR A PASS:

- a. A student needs to get 40% in the end semester examination and in addition the student also should get an aggregate of overall 40% inclusive of his internal assessment to be declared as passed.
- b. The student who is passed in all the end semester examinations in the first attempt is eligible for rank
- c. A student who passes the semester examinations in parts or attempted supplementary exams is eligible for only Class, CGPA but not for ranking.
- d. The results of students who have passed the last semester examinations but not passed the lower semester examinations shall be eligible for the degree only after completion of all the lower semester examinations.
- e. If a student fails in a subject, either in theory or practical's he/she shall appear for that subject only at any subsequent regular examination, as prescribed for completing the programme. He/she must obtain the minimum marks for a pass in that subject (theory and practical's separately) as stated above.

CARRY OVER

Students who fail in lower semester examinations may go to the higher semesters and take the lower semester examinations as per odd or even semester in the next consecutive chance.

CLASSIFICATION OF SUCCESSFUL CANDIDATES:

The ten point grading system is adopted. The declaration of result is based on the Semester Grade Point Average (SGPA) earned towards the end of each semester or the Cumulative Grade Point Average (CGPA) earned towards the completion of all the eight semesters of the programmes and the corresponding overall grades. If some students exit at the completion of the first, second or third year of the four years Undergraduate Programmes, with Certificate, Diploma or the Basic Degree, respectively, then the results of successful candidates at the end of second, fourth or sixth semesters shall also be classified on the basis of the cumulative Grade Point Average (CGPA) obtained in the two, four, six or eight semesters, respectively. For award of,

- Certificate in Business Administration
- Diploma in Business Administration
- Basic Bachelor's Degree in Business Administration
- Bachelor's Degree with Honors in Business Administration

TRANSFER FOR ADMISSION

Transfer for admission are permissible only for odd semesters for students of other universities and within the university.

CONDITIONS FOR TRANSFER OF ADMISSION OF STUDENTS WITHIN THE UNIVERSITY

- a. His/ her transfer admission shall be within the intake permitted to the college.
- b. Availability of same combination of subjects studied in the previous college.
- c. He/she shall fulfill the attendance requirements as per the University Regulation.
- d. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme.

CONDITIONS FOR TRANSFER ADMISSION OF STUDENTS OF OTHER UNIVERSITIES

- a. A Student migrating from any other University may be permitted to join odd semester of the degree programme provided he/she has passed all the subjects of previous semesters/years as the case may be. Such candidates must satisfy all other conditions of eligibility stipulated in the regulations of the University.
- b. His/her transfer admission shall be within the intake permitted to the college.
- c. He/she shall fulfill the attendance requirements as per the University Regulation.
- d. The Student who is migrating from other Universities is eligible for overall SGPA/CGPA or Class and not for ranking.
- e. He/she shall complete the programme as per the regulation governing the maximum duration of completing the programme as per this regulation.

Bachelor of Business Administration - Honours (Entrepreneurship)
Programme Matrix as per National Education Policy

Course Category	I	II	III	IV	V	VI	VII	VIII	Total Credits
PART A: ABILITY ENHANCEMENT COMPULSORY COURSES									
Languages 4Hrs/3Cr	Language 1	Language 1	Language 1	Language 1	-	-	-	-	
	Language 2	Language 2	Language 2	Language 2	-	-	-	-	
Compulsory Courses 3Hrs/3Cr	-	Environmental Studies	-	India & Indian Constitution	-	-	-	-	
I	6 Cr	9 Cr	6 Cr	9 Cr	-	-	-	-	30 Cr
PART B: CORE COURSES									
Discipline Specific Core Courses (4Hrs/4Cr)	Perspectives in Management	Financial Accounting	Human Resource Management	Financial Management	Cost Accounting	Costing for Business Decisions	Management Accounting	Operations Research	
	Business Mathematics and Statistics	Business Environment	Production and Operations Management	Marketing Management	Income Tax I	Income Tax II	Corporate Tax	Sustainable Business Development	
	Fundamentals of Entrepreneurship	Organisational Behaviour	Managerial Economics	Business Opportunity Identification	Business Modelling and Planning	Venture Establishment	Business Strategy and Competitive Management	Global Entrepreneurship	
					Project Management	Business Ethics and Corporate Governance			
Open Elective Courses (3Hrs/3Cr)	Choice of Course	Choice of Course	Choice of Course	-	-	-	-	-	
Discipline Specific Electives (4 Hrs/2Cr)	-	-	-	-	Elective I	Elective II	Elective III	Elective IV	
Skill Enhancement Courses-Skill Based (2 Hrs/2 Cr)	Digital Fluency		Artificial Intelligence	Financial Education and Investment Awareness	-	-	-	-	
Vocational Enhancement Courses (3Hrs/3Cr)	-	-	-	-	Choice of Course	Choice of Course	Choice of Course	Choice of Course	
Internship 2 Cr/4 Cr	-	-	-	-	Start up Internship 2 Cr	Corporate Internship 2 Cr	-	Internship 4 Cr	
Research Methodology (4hrs/4 Cr)	-	-	-	-	-	-	Research Methodology	-	
Research Proposal Formulation & Project (12 Cr)	-	-	-	-	-	-	-	Research Proposal Formulation & Project	
II	17 Cr	15 Cr	17 Cr	14 Cr	24 Cr	24 Cr	22 Cr	22 Cr	155Cr
PART C: SKILL ENHANCEMENT COURSES- VALUE BASED									
Foundation Courses Extension Activities Extra-Curricular Activities	Psychological Well-being (2 Cr)	Extension Activities (1 Cr) Extra-Curricular Activities (1 Cr)	Yoga (2 Cr)	Extension Activities (1 Cr) Extra-Curricular Activities (1 Cr)	-	-	-	-	
III	2 Cr	2 Cr	2 Cr	2 Cr	-	-	-	-	8 Cr
Total Credits	25 Cr	26 Cr	25 Cr	25 Cr	24 Cr	24 Cr	22 Cr	22 Cr	193 Cr

**Bachelor of Business Administration - Honours
(Entrepreneurship)**

Programme Structure (For I & II Semesters)

Semester Scheme of Examination

SEMESTER – I

Sl. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	Language 1		AECC	3+1+0	60	40	100	3
	M3 21 KN 101	Kannada						
	M3 23 FK 101	Functional Kannada						
	M3 23 IK 101	Intermediate Kannada						
2	Language 2		AECC	3+1+0	60	40	100	3
	M3 21 GE 101	General English						
3	M3 21 DC 101	Perspectives in Management	DSC-1	4+0+0	60	40	100	4
4	M3 22 DC 102	Business Mathematics and Statistics	DSC-2	3+0+1	60	40	100	4
5	M3 21 DC 103	Fundamentals of Entrepreneurship	DSC-3	4+0+0	60	40	100	4
6		Open Electives***	OEC-1	3+0+0	60	40	100	3
7	M3 22 SB 101	Digital Fluency	SEC-SB	1+0+2	30	20	50	2
8	UG 21 FC 101	Psychological Wellbeing	SEC-VB	1+0+2	-	50	50	2
TOTAL					390	310	700	25

*** Open Elective Courses are courses from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. Refer the below mentioned link for suggestive list of open electives. https://www.sjcc.edu.in/pdf/Open_Electives_Courses_bba.pdf

Bachelor of Business Administration - Honours
(Entrepreneurship)
Programme Structure (For I & II Semesters)
Semester Scheme of Examination
SEMESTER – II

Sl. No.	Course Code	Title of the Course	Category of Course	Teaching Hour per Week (L+T+P)	ESE	CIA	Total Marks	Credits
1	Language 1		AECC	3+1+0	60	40	100	3
	M3 21 KN 201	Kannada						
	M3 21 HN 201	Hindi						
	M3 23 FK 201	Functional Kannada						
	M3 23 IK 201	Intermediate Kannada						
	M3 23 FH 201	Functional Hindi						
	M3 23 FN 201	French						
	M3 23 SH 201	Spanish						
	M3 23 GN 201	German						
2	Language 2		AECC	3+1+0	60	40	100	3
	M3 21 GE 201	General English						
3	UG 21 CC 201	Environmental Studies	AECC	3+0+0	30	20	50	3
4	M3 21 DC 201	Financial Accounting	DSC-4	3+0+2	60	40	100	4
5	M3 21 DC 202	Business Environment	DSC-5	4+0+0	60	40	100	4
6	M3 22 DC 203	Organisational Behaviour	DSC-6	4+0+0	60	40	100	4
7		Open Electives***	OEC-2	3+0+0	60	40	100	3
8	UG 21 EA 201	Extension Activities	SEC-VB	0+0+2	-	25	25	1
9	UG 21 EC 201	Extra- Curricular Activities	SEC-VB	0+0+2	-	25	25	1
TOTAL					390	310	700	26

*** Open Elective Courses are courses from an unrelated discipline/ subject, with an intention to seek exposure beyond discipline/s of choice. Refer the below mentioned link for suggestive list of open electives. https://www.sjcc.edu.in/pdf/Open_Electives_Courses_bba.pdf

Outcome Based Education (OBE)

BBA - Honours Entrepreneurship Programme

Program Educational Objectives (PEO)

Our **BBA - Honours Entrepreneurship** programme will produce graduates who will:

PEO1: Develop professional competence to become successful managers and entrepreneurs in the academia, industry or government.

PEO2: Adapt to a rapidly changing environment with newly learnt and applied skills and competencies, become socially responsible and value driven citizens, committed to sustainable development.

PEO3: Act with conscience of global, ethical, societal, ecological and commercial awareness with sustainable values as is expected of practicing management professionals contributing to the country.

PEO4: Able to continue their professional development by obtaining advanced degrees in Management or other professional fields.

Programme Outcomes (POs):

After the completion of the BBA – Honours (Entrepreneurship) Programme, the student will be able to:

PO1: Disciplinary and Inter - disciplinary Knowledge

Demonstrate the understanding of relevant business, management and organization knowledge, both academic and professional, in line with industry standards.

PO2: Decision making Skill

Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline to generate all the possible solutions and picks one that shows their understanding of the problem and the outcomes.

PO3: Integrated problem-solving and Research

Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems by analyzing key managerial issues in a particular industry or company and propose appropriate managerial solutions to the situation.

PO4: Critical thinking Skill

Evaluate evidence, arguments, claims and beliefs by using right type of reasoning as appropriate to the situation and Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems.

PO5: Creative thinking Skill

Develop implements and communicates new and worthwhile ideas using both incremental and radical concepts to make a real and useful contribution to their work.

PO6: Usage of Modern Technology and Tools

Use tools and technologies of digital nature, communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy.

PO7: Leadership and team work

Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.

PO8: Ethical Conduct & Sustainability Practices

Act responsibly and sustainably at local, national, and global levels.

PO9: Collaboration & Networking Skill

Work collaboratively and respectfully as members and leaders of diverse teams.

PO10: Self-directed and Life – Long learning

Create goals and monitor progress toward them by developing an awareness of the personal, environmental and task-specific factors that affect attainment of the goals.

Programme Specific Outcomes (PSOs)

PSO11: Entrepreneurial perspective

Evaluate entrepreneurial opportunities for new business ventures, evaluate the potential for business success and consider implementation issues including financial, legal, operational and administrative procedures involved in starting a new business venture

PSO12: Development of a Sustainable Business Model

Develop a Sustainable business plan and a model and investigate into viability, applicability and suitability in the context emerging environmental and socio-economic challenges.

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SEMESTER – I

M3 21 DC 101: PERSPECTIVES IN MANAGEMENT

COURSE OBJECTIVES:

The course content is designed with a view to acquaint students with the concepts and principles of management required for the management of any given business entity.

Module 1: Forms of Organisation & Management

15 Hours

Organisation: Meaning, Characteristics, Merits and Limitations of: Proprietary concerns, Partnership firms, Companies – Government undertakings– Non Business Organization – Trusts – Cooperative Society – Clubs and Associations.

Introduction to Management – Meaning, Definition, its nature, purpose, importance & Functions, Management as an Art, Science & Profession- Management as social System. Concepts of management - Administration - Organization Levels of Business Management – Need for Managers – Types of Managers – Managerial Roles.

Evolution of Management Thought: Contribution of F.W.Taylor, Taylor's scientific management - Fayol's Principles of Management – Elton Mayo, Chester Bernard, and Peter Ducker to the management thought -various approaches to management (i.e. Schools of management thought).

Module 2: Planning

10 Hours

Planning: Nature – Planning Process – Objectives, Meaning - Need & Importance, levels, advantages & limitations, Types of Plans.

Forecasting: Meaning and purpose of forecasting – Techniques of forecasting – Qualitative and quantitative.

Decision Making: Meaning -Steps in decision-making – Management by Objectives and Management by Exceptions.

Module 3: Organizing and Staffing

8 Hours

Organizing: Nature and purpose of organization, Elements of organizing & process.

Principles of organization – Organization structure and types, Delegation of authority – Principles of Delegation, Importance and difficulties in delegation – Departmentation – Committees – Centralization v/s Decentralization of Authority – Span of Control.

Staffing: Nature -Process of staffing- Importance of staffing.

Module 4: Directing

12 Hours

Directing: Meaning – Principles and techniques of directing
Leadership: Meaning.

Leadership styles-Formal and informal leadership.

Motivation: Meaning, Nature, Purpose and Significance of Motivation.

Morale: Meaning, Nature, Purpose and Significance of Morale, Difference between Morale and Motivation, Morale and performance, Developing High Morale, Measurement of Morale.

Communication: Principles and Process of communication – Barriers to effective communication.

Co-ordination: Meaning – Principles and process of co-ordination.

Module 5: Controlling

8 Hours

Meaning & Definition -- Steps in controlling -- Essentials of a Sound Control System – Methods of Establishing Control, Techniques of controlling – Budgetary and non-budgetary.

Module 6: Social Responsibility of Management and Contemporary Trends in Business

7 Hours

Social Responsibilities of Management – Meaning, Social responsibilities of business towards various stakeholders-

Meaning of business ethics- need and importance – Profits and Ethics – Factors affecting ethical practices in Business.

Recent Trends in Management: Management of Change, Management of Crisis, International Management, Community involvement.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Take different types of organisation of your choice and make a chart of the type of organisation structure followed at the institution. Also create a chart on Media of Communication followed at the organisations.
2. Take a company of your choice and create a chart on the hierarchy that exists in the company or create a graphical representation of Maslow's Theory and present it in class
3. Critically analyze the corporate strategies that are adopted by Indian Companies to face the challenges of competition. Make a report of your findings
4. Select a successful retail store and give details of factors leading to its success or Select a failed venture, if any known to you, and bring out reasons for its failure. Make a presentation of the same in class.
5. Select a company of your choice and prepare a SWOT analysis for the same also Mention the characteristics and skills of managers in the 21st century that them successful.
6. Identify some unethical and ethical practices prevailing in an organization. Make a report of the same

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Describe the forms of organisation and evolution of management thought
2. Integrate the planning, forecasting with decision making process of a given organization.

3. Relate the function of organizing with staffing in consideration of their effort on individual actions.
4. Identify the range of leadership theories, Directing and controlling tools available in the management.
5. Compare and contrast the range of motivation theories and methods of coordination available for the management practices.
6. Illustrate the recent trends in management and factors affecting ethical practices in Business and social responsibilities of management towards all the stake holders.

BOOKS FOR REFERENCE:

- ❖ *Anil Bhat, Arya kumar, Learning Management Principles Processes and Practices, 2nd Edition, Bengaluru, Oxford University Press, 2019*
- ❖ *Bhushan Y.K., Fundamentals of Business Organization and Management, 19th Edition, New Delhi, Sultan Chand & Sons, 2016.*
- ❖ *Chandan J.S., Management Concepts and Strategies, 1 st Edition, Delhi, Vikas Publishing House Pvt. Limited, 1997*
- ❖ *Harold Koontz & Cyril O'Donnell, Essentials of Management, 4th Edition, New Delhi, McGraw Hill, 1986.*
- ❖ *Kanagasabapathi P., Indian Models of Economy, Business and Management, 3rd Edition, Delhi, PHI Learning, 2012.*
- ❖ *Prasad L.M., Principles of Management, 8th Edition, New Delhi, Sultan Chand & Sons, 2019.*
- ❖ *Ricky W. Griffin, Management Principles and Applications, 10th Edition, Delhi, Cengage Learning, 2012.*
- ❖ *Sharma R.K. & Shashi K. Gupta, Principles of Management, 1st Edition, New Delhi, Kalyani Publishers, 2016.*
- ❖ *Srinivasan R. & Chunawalla S.A., Management Principles and Practice, 1st Edition, Kolkata, Himalaya Publishing House, 2014.*
- ❖ *Tripathi P.C. & Reddy P.N., Principles of Management, 5th Edition, New Delhi, McGraw Hill Education, 2017.*

SEMESTER -I
M3 22 DC 102: BUSINESS MATHEMATICS AND
STATISTICS

COURSE OBJECTIVES:

The course aims to enable students to be adept at simple mathematical concepts for business and basic statistical concepts relating to the accomplishment of research process.

PART A - BUSINESS MATHEMATICS

Module 1: Theories of Equations **10 Hours**

Theory of equations: Linear, Quadratic, and Simultaneous - Application of equations in business and commerce.

Module 2: Interest and Annuities **10 Hours**

Laws of indices and logarithms - Simple interest - Compound Interest - Annuities: Meaning - Types - Present Value and Future Value of annuity - Applied Problems on Perpetuity - Loans - Sinking fund - Endowment fund using Annuity Tables.

PART B - BUSINESS STATISTICS

Module 3: Introduction to Statistics **8 Hours**

Meaning and Definition of Statistics - Characteristic of Statistics- Functions, Scope and Limitations of Statistics- Classification and Tabulation of Data - Diagrammatic and Graphic Representation of Data using Excel.

Module 4: Measures of Central Tendency and Dispersion **14 Hours**

Meaning - Arithmetic Mean - Weighted Mean - Combined Mean- Median - Mode - Empirical Relationship- Dispersion- Meaning - Range -Quartile Deviation - Mean Deviation- Standard Deviation and their Coefficients.

Module 5: Time series

6 Hours

Components of time series - Trend analysis by Moving Averages and Least Squares Method (linear).

Module 6: Correlation and Regression

12 Hours

Correlation: Meaning, Karl Pearson's Coefficient of Correlation, Spearman's Correlation Coefficient Regression: Concept, the two Regression Equations.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Develop an Amortization Table for Loan Amount and calculate EMI
2. Prepare a Bank Statement using SI and CI.
3. Prepare a Case Study on application of Calculus to business.
4. Collect data and compute various averages on the data that you collected
5. Analysis of data by computing standard deviation and coefficient of variation.
6. Students need to collect data and they are to compare and correlate the data and presentation the data in graphs and diagrams.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Use the basic principles of arithmetic and theories of equation in business decision making
2. Apply the concept of interests, annuities and time value of money in financial decisions
3. Describe statistical data, construct and comprehend diagrammatic and graphic representation of data

4. Choose and interpret measures of central tendencies and dispersion.
5. Analyze the underlying trend of time series data and predict future.
6. Examine the relationship between two variables by using Correlation and Regression Analysis.

BOOKS FOR REFERENCE:

- ❖ *Akhilesh K. B. and Balasubrahmanyam S, Mathematics and statistics for Management, 1st Edition, Delhi, Vikas Publishing, 2008.*
- ❖ *Dr.Asthana B.N., Elements of Statistics, 1st Edition, Allahabad, Chaitanya Publishing House, 2011.*
- ❖ *Chikkodi C.M. & Satya Prasad B.G., Business Statistics, 2nd Edition, Kolkata, Himalaya Publishing House, 2018.*
- ❖ *Dorai Raj, Business Mathematics, 1st Edition, Mangalore, United Publishers, 2007.*
- ❖ *Elhance D.N., Fundamentals of Statistics, 2nd Edition, New Delhi, Kitab Mahal, 2018.*
- ❖ *Dr. Gupta B.N., Business Statistics, 1st Edition, Agra, SBPD Publications, 2019.*
- ❖ *Goel Ajay and Goel Alka, Mathematics and Statistics, 4th Edition, New Delhi, Taxmann Publications Pvt. Ltd., 2014.*
- ❖ *Gupta S.P., Statistical Methods, 43rd Edition, New Delhi, Sultan Chand & Sons, 2014*
- ❖ *Sanchethi D.C. & Kapoor V.K., Business Mathematics, 1st Edition, New Delhi, Sultan Chand & Sons, 2014*
- ❖ *Sancheti D.C. & Kapoor V.K., Statistics Theory, Methods and Application, 7th Edition, New Delhi, Sultan Chand & Sons, 2010*
- ❖ *Soni R.S., Business Mathematics, 1st Edition, Delhi, Ane Books Pvt. Ltd., 2013*
- ❖ *Qazi Zamiruddin, Vijay K. Khanna, Business Mathematics, 2nd Edition, Delhi, Vikas Publishing, 2009.*

SEMESTER -I
M3 21 DC 103: FUNDAMENTALS OF
ENTREPRENERUSHIP

COURSE OBJECTIVES:

The course aims to equip the students with entrepreneurial skills so that they are inspired to look at entrepreneurship as a viable, lucrative, and preferred option of life.

Module 1: Introduction to Entrepreneurship 12 Hours

Entrepreneur -Meaning - Definition- Characteristics and Skills- Types of Entrepreneurs - Women as an Entrepreneur. Entrepreneurship - Impact of Entrepreneurship on the economy. Theories of entrepreneurship - Entrepreneurial Communities- Myths of entrepreneurship - Rewards of being an Entrepreneur- Entrepreneurial challenges - Creativity and Innovation in Entrepreneurship - Entrepreneur and Intrapreneur - Social Entrepreneur.

Module 2: Entrepreneurship Environment 10 Hours

Entrepreneurship Environment - classification - Role of Entrepreneurs- Entrepreneurial Firms - Types- The Indian MSMEs- Role and Advantages- Government Assistance -SEZs- Entrepreneurship in rural areas - Self Help Groups (SHGs)

Module 3: Business Ownership and Entrepreneurial Support 10 Hours

Forms of business ownership - Franchising - Emerging Trends - Entrepreneurial process - pitfalls of entrepreneurship, Family Business in India - Succession - Best practices - Entrepreneurial support: Business Incubation - Entrepreneurial Finance- Venture Capital - Angel Investor, Crowd Funding.

Module 4: Entrepreneurial Development 10 Hours

Entrepreneurship Training and Development - Role and Functions of Institutions: The National Institute for Entrepreneurship and

Small Business Development (NIESBUD) -Entrepreneurship Development Institute of India (EDI) -Association of Women Entrepreneurs of Karnataka (AWAKE) - IndUS Entrepreneurs- The National Skill Development Corporation India (NSDC) - District Industries Centre (DICs) - Developing Support System: Technical - Informational - Networking - Mentoring - liasioning.

Module 5: Legal Compliances

8 Hours

Registration - Licensing - Intellectual Property - Meaning -Trade Related Aspects of Intellectual Property laws (TRIPS) in India - Trade Related Investment Measures (TRIMS) -Trademarks - Copyrights - Patents - Geographical indication of goods - Designs - Trade Secrets.

Module 6: Design Thinking and Sustainability 10 Hours

Design Thinking: Meaning - Importance- Skills; Impact of design thinking - Design Thinking Process - Learn, design, test, Model - Designing of services - design models -Barriers to design thinking- Overcoming barriers to design thinking - design thinking and sustainability.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Draw up a business idea and draft a business plan for the same and carefully evaluate the possible business opportunities.
2. Prepare a brief case study based on any successful local entrepreneur by analyzing the failures and success factors of the business
3. Analyze the profiles of any three new age Entrepreneurwith special reference to entrepreneurial failures and success make a report of the same
4. Visit the DIC, list and analyze various schemes proposed by the institutions supporting Entrepreneurs in Karnataka and analyze the facilities provided by them for budding entrepreneurs

5. Arrange for a guest lecture by an entrepreneur of your choice.
6. Analyze the scope of Angel Investing and Venture Capital in India and also make a list of entrepreneurs who started of their business with the help of angel investors and venture capitalist. Present your understanding in the form of a report or a presentation

COURSE OUTCOMES:

After completion of the course, the students will be able to:

1. Illustrate the changing role of Entrepreneurs and evolution of entrepreneurship as a career and its contribution towards economy and society.
2. Evaluate the role and Advantages of MSMEs in the context of the Govt. assistance and the Environment of Entrepreneur both in rural and urban
3. Compare and contrast the applicability and implications on each type of ownership structure and corresponding sources of finance
4. Evaluate the role of institutions, Financial and Non- Financial Assistance by State and Central Government available for Entrepreneurs in the context of entrepreneurship Development
5. Illustrate the legal compliance process right from registration of entrepreneurship to functional stage including TRIPS and TRIMS.
6. Develop design thinking and translate thinking into sustainable practices in the context of innovative entrepreneurial development programme.

BOOKS FOR REFERENCE:

- ❖ Colin Coulson Thomas, *The Knowledge Entrepreneur, Illustrated*, New York, Kogan Page Publications, 2003.
- ❖ Donald F. Kuratko & Richard M. Hodgetts, *Entrepreneurship Theory Process and Practice*, 6th Edition, Ohio, Thomson South Western Publications, 2013.

- ❖ *Government of India, Report of the Committee on Development of Small and Medium Entrepreneurs, 1975.*
- ❖ *Dr. Sudhir Sharma, Balraj Singh & Sandeep Singhal, Entrepreneurship Development, 1st Edition, New Delhi, Wisdom Publications, 2005.*
- ❖ *Khanka S. S., Entrepreneurship Development, 2nd Edition, New Delhi, S. Chand Publications, 2006.*
- ❖ *Mark. J. Dollinger, Entrepreneurship, Strategies and Resources, 2nd Edition, Illinois, Irwin Professional Publishing, 1995.*
- ❖ *Jain P. C., Handbook for Entrepreneurs, Entrepreneurship Development of India, 1st Edition, New Delhi, Oxford Publications, 1998.*
- ❖ *Robert D. Hisrich, Michael P. Peters & Dean A. Shepherd, Entrepreneurship, 10th Edition, Delhi, Tata McGraw Hill Publications, 2016.*

Extended reading on Entrepreneurial Challenges, successes and failures:

1. Experiences of Venture Capitalists
2. From Zero to One by Peter Thiel
3. The Hard Thing about Hard Things by Ben Horowitz
4. The Upstarts by Brad Stone
5. Elon Musk: How the Billionaire CEO of SpaceX and Tesla is shaping our future
6. Shoe Dog by Phil Knight
7. Alibaba – The house that Jack Ma Built by Duncan Clark
8. The Everything Store (Amazon) – Brad Stone
9. Hit Refresh by Satya Nadella
10. Steve Jobs by Walter Isaacson
11. “Effectuation” by Saras Saraswati

SEMESTER –I
M3 22 SB 101: DIGITAL FLUENCY

COURSE OBJECTIVES

The course is designed to familiarize the students with the fluency required for comprehending a digital environment and building essential cognitive and affective domain skills beyond technology.

Module 1: Operating Systems 10 Hours

Operating Systems, types of operating systems, major functions of the operating systems, types of user interface, examples of operating systems: MS-DOS, Windows, Mac OS. Linux, Solaris, Android. Office automation tools: word processor, power point, and spread sheet.

Module 2: Computer Networks 10 Hours

Introduction to Computer Networks, Evolution of Networking, types of networks, Network devices - Modem, Ethernet card, RJ45, Repeater, Hub, Switch, Router, and Gateways, Identification of Nodes in a Network Communication, Internet, Web and the Internet of Things, Domain Name Systems. Security Aspects- Threats and Prevention, Malware - virus, Worms, Ransomware, Trojan, spyware, adware, key loggers, Modes of Malware distribution, Antivirus, HTTP vs HTTPS Firewall, Cookies, Hackers and Crackers

Module 3: Database Management System 10 Hours

Database Management Systems, Relational Data Model. Introduction to e-learning platforms such as Swayam, and MOOC. Virtual Meet: Technical Requirements, Scheduling a meeting, joining virtual meet, recording the meeting, On line Forms: Creating questionnaire, Publishing questionnaire, conducting online responses, Analysing the responses, copying graphics into powerpoint, Downloading the response to spreadsheet. Introduction to societal impacts, Digital

Foot prints, Digital Society and Netizen, Data Protection, E-waste, Impact on Health.

SKILL DEVELOPMENT:

1. Identifying the configuration of a computer system, laptop, and a mobile phone
2. Identifying the version and the configuration of the operating system of a computer, laptop, and a mobile phone
3. Identifying the network components like patch cord, switch, RJ 45 Jack, Socket and wireless router, creating a hotspot from a mobile phone, and allowing others to use the hotspot, creating a Google form, and send it to five users, scheduling a virtual meet and invite three people to join the Google meet, record the virtual Meet
4. Creating an account in the Railway reservation website, IRCTC, and finding trains from Tumkur to Hubli, creating a one minute video of your choice in your native tongue, and upload the video to YouTube, composing word document.
5. Creating tables, creating tables, preparing power point slides, simple computation using spread sheet

COURSE OUTCOMES:

After completion of the course, the students will be able to:

1. Explain the type of emerging technologies and potential cyber-attacks in the world of digital
2. Evaluate the relevance and applicability of Artificial Intelligence, Big Data Analytics, Internet of Things and Cloud Computing on specific operations citing an example for the same
3. Justify the building of Essential Skills beyond Technology that goes well with adoption the Technology

BOOK FOR REFERENCE:

- ❖ *Volker Lang, Digital Fluency: Understanding the basics of Artificial Intelligence, Block chain technology, Quantum Computing and their applications for Digital Transformation, 1st Edition, Apress Publications, 2021*
- ❖ *S. B. Ramoshi and S.P. Sajjan, Digital Fluency, 1st Edition, Karnataka, Ekalavya E-educate, 2021.*
- ❖ *Eric Downey, Fundamentals, Applications and Emerging Technologies, Createspace Independent Publications, 2017*
- ❖ *Chris Hackett, The Big Book of Maker Skills (Popular Science): Tools & Techniques for Building Great Tech Projects Flexi bound, Weldon Owen, Illustrated edition, 2014*

UG 21 FC 101: PSYCHOLOGICAL WELL-BEING

COURSE OBJECTIVES:

This course aims to nurture self-awareness in students that lead to the development of their emotional quotient and inter-personal skills.

Module 1: Introduction

3 Hours

Meaning of counseling – Myths and Facts related to counseling – Breaking stigmas related to seeking counselling – Normalizing seeking help – Self-reflection through concentric circles

Module 2: Intra-personal and Inter-personal Awareness

10 Hours

Meaning of self-esteem – Factors that influence self-esteem – Importance of self-esteem – Effects of low self-esteem – Qualities seen in people with high vs. low self-esteem – How to improve self-esteem – Self-awareness activity

Meaning of peer pressure – Different kinds of peer pressure – Resisting peer pressure – Confronting peer pressure – Group sharing activity

Meaning of relationships – Types of relationships – Healthy relationship dynamics – Personal Rights in a relationship – Components of a healthy relationship – Types of abuse in a relationship – Intimacy and understanding our needs – Boundaries

Module 3: Understanding Emotions

4 Hours

Meaning of emotions – Role of emotions in our lives – Beliefs regarding emotions – Harmful effects of suppressing emotions – Signs of emotional suppression – Handling emotions in a healthy manner – Self-assessment activity

Module 4: Anger management

5 Hours

Meaning of anger – Physical and Emotional symptoms of anger – Different ways that people express anger – Expression and experience of anger – What makes us angry and what it means when we're angry – Dealing with anger – Guided visualization and art activity

Module 5: Managing Anxiety/Fear

4 Hours

Meaning of fear – Types of fear – Physical and Emotional symptoms of fear – Different reactions to fear – Overcoming fear – Art work followed by group sharing activity

Module 6: Dealing with Loss and Grief

4 Hours

Understanding loss and grief – Form of loss – Stages of grief – Dangers of not grieving – Dealing with grief – Ways to help others in grief

COURSE OUTCOMES:

1. The student is more self-aware and able to develop more meaningful relationships.
2. The emotional quotient of the student is increased.
3. An improvement in the inter-personal skills is seen along with a better understanding of self.

SEMESTER -II
M3 21 DC 201: FINANCIAL ACCOUNTING

COURSE OBJECTIVES:

The course enables students to understand the conceptual framework of Financial Accounting as per IndAS and IFRS and accounting standards on published accounting information along with preparation of financial statements of business entities.

Module 1: Introduction to Accounting 6 Hours

Basic Financial Statements (Balance sheet, Profit or loss statement, cash flow statement) - Meaning of Accounting - Objectives of Financial Accounting and Reporting - Users of Financial Accounting Information - Limitations of Accounting - Qualitative characteristics of financial statements: Understandability, Relevance, Reliability and Comparability (Four Pillars of Accounting)

Module 2: Conceptual Basis of Accounting 6 Hours

Understanding the Concepts of Equity, Assets, Liabilities, Income, Expense and Revenue vs. Capital - Accounting Concepts & Conventions, GAAP: Assumption of Going Concern - Concepts of Accrual, Materiality, Double Entry - Substance over Form - Basic Accounting Equation and representation in Balance Sheet

Module 3: Framework of Accounting 14 Hours

Accounting Cycle - Classification of Accounts (based on Accounting Equation Method) - Process of Journalising- Posting to Ledgers- Preparation of Trial Balance - Preparation of Subsidiary Books- AS 8 and 10

**Module 4: Final Accounts of a Sole Proprietor
Business 14 Hours**

Preparation of Trading Account, Profit & Loss Account, and Balance Sheet of Sole Proprietary Business - Treatment of Special

Items: Adjustments relating to Closing Stock; Outstanding Expenses; Prepaid Expenses; Accrued Income; Income received in advance, provision for discount on debtors, provision for discount on creditors; goods distributed as free samples, goods taken by the owner for personal use, Abnormal loss of stock by fire, theft and accident(insured goods and uninsured goods), Manager's Commission

Module 5: Company Final Accounts 16 Hours

Meaning – Preparation of Financial Statement as per Division 1 (applicable for Companies that does not follow Ind AS) of Schedule III of the Companies Act 2013 (excluding Cash Flow Statement and Consolidated Financial Statements).

Treatment of Special Items: Depreciation – Interest on Debentures – Dividends – Interim Dividend – Corporate dividend tax- Unclaimed Dividend – Debit balance in the Profit and loss account – Preliminary Expenses.

Module 6: Accounting Standards and IFRS 4 Hours

Meaning and Objectives of Accounting Standards – Procedure for issuing Accounting Standards in India – International Financial Reporting Standards – Need for IFRS Convergence – Ind AS – Introduction to Financial Statements as per Ind AS Schedule III

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Contact an NGO of your choice and find out their system of accounting. Make a report of your findings
2. Collect information regarding the practical reasons for charging Depreciation on an asset from a company/firm of your choice. Also find the methods adopted by the company/firm for calculating the depreciation on the said asset

3. Generate different types of financial and cost related reports using Excel and Tally.
4. Find out the accounting system adopted by a Sole Proprietor make a report of your findings
5. Analyse the Differences between Double Entry and Single Entry systems of Book-keeping, Profit & Loss Account, Income & Expenditure Account/ Receipts & Payments Account. Record your findings
6. Take a published financial statement of a company and interpret the financial statements & assess the performance of the company. Make a report of your assessment
7. Study the accounting software such as Microsoft dynamics, SAP & Oracle. Identify their characteristics, importance, differences etc., and make a report of your understanding

COURSE OUTCOME:

After completion of the course the students will be able to:

1. Describe the objectives of Financial Reporting from the perceptive of the Stakeholders.
2. Define the Concepts, Assumptions and Conventions of Accounting.
3. Prepare necessary subsidiary books.
4. Construct the Financial Statements of a Sole proprietor.
5. Construct financial statements of a company as per division 1 of schedule III of the Companies Act 2013
6. Differentiate between Accounting Standards of Ind AS and IFRS

BOOKS FOR REFERENCE:

- ❖ *Ambrish Gupta, Financial Accounting for Management, 6th Edition, New Delhi, Pearson Education, 2018*
- ❖ *Anil Chowdhry, Fundamentals of Accounting & Financial Analysis, 1st Edition, New Delhi, Pearson Education, 2006.*
- ❖ *Anil Kumar S, Mariyappa & Rajesh Kumar V., Financial Accounting, 1st Edition, New Delhi, Himalaya Publishing, 2017.*
- ❖ *Jain S.P. & Narang, Basic Financial Accounting, 1st Edition, New Delhi, Kalyani Publishers, 2015.*
- ❖ *Maheshwari S. N. & Maheshwari S. K., Fundamentals of Accounting, 6th Edition, New Delhi, Vikas Publishing, 2018.*
- ❖ *Pillai Bagavathi R.S.N. & Uma S, Fundamentals of Advanced Accounting, 5th edition, New Delhi, S. Chand Publishing, 2013.*
- ❖ *Rajesh Agarwal & Srinivasan R, Accounting Made Easy, 1st Edition, New Delhi, Mc-Graw Hill, 2005*

SEMESTER -II
M3 21 DC 202: BUSINESS ENVIRONMENT

COURSE OBJECTIVES

The course enables students to recognize the micro and macro environmental factors influencing business decisions and consider the implications of economic variables in business decision making.

PART-A: ECONOMIC ENVIRONMENT

Module 1: An Overview of Business Environment

10 Hours

Meaning and Definition, Objectives, Importance and Uses of Study of business environment Environmental Analysis – Meaning, Process of Environmental Analysis, Limitations of environmental analysis, environmental factors – The Micro environment of business and the macro environment of business.

Module 2: Economic Environment

12 Hours

Meaning – Characteristics of Indian Economy – Features affecting Economy - Impact of Liberalization Privatization & Globalization of Indian Business

Monetary policy – Meaning, objectives

Fiscal policy – Meaning, objectives, budget and its importance EXIM policy – Meaning, objectives

Industrial policy – Meaning, objectives- Latest Policy Measures

Module 3: Global Environment

8 Hours

Meaning, nature of globalisation, causes of globalization, strategies for globalisation, Challenges of International Business, GATT and WTO and its implications on Indian economy.

PART-B: LEGAL ENVIRONMENT

Module 4: Political Environment

10 Hours

Meaning, Political institutions, The Constitution of India, The Preamble, The fundamental rights, The relationship between business and government, Responsibilities of business towards government, Responsibilities of government towards business, Extent of state intervention in business.

Module 5: Technological, Social and Natural Environment

12 Hours

Technological Environment - Meaning and definition, components of technology, features of technology, Impact of Technology, Limitations in technological development, Current trends in technological environment.

Social and cultural Environment - Meaning and definition of society, Culture – elements of culture, business and culture

Natural Environment - Meaning of Natural Environment, Natural Environment and its impact on business

Module 6: Legal Environment

8 Hours

Committee on Competition Law and Policy 2000 – Competition Commission of India – Competition Act 2000 – Comparison with MRTP Act - Information technology act 2000 - Cyber Regulations Appellate Tribunal – Cyber Offences

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Identify the various cyber offences and the penalties for the same. Make a report of your understanding
2. Identify at least three MNCs of G-8 Countries operating in India along with products they manufacture. Present your findings in class
3. Collect and analyse the latest Fiscal and Monetary Policies that have an impact on business

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Identify the micro and macro environmental factors of Global business environment and the natural environment in which the business operates.
2. Analyze the economic issues regarding monetary and fiscal policies in the wake of globalization, liberalization and privatization
3. Interpret the impact of globalization on International business under the frame work of International regulatory bodies for International Trade.
4. Evaluate the relationship between business and government, Responsibilities of business towards government, Responsibilities of government towards business.
5. Examine critically the factors of various types of business environment and interactions with Business: Political, Economic, Socio-cultural, Legal, Technological and Global and Natural environment
6. Evaluate the implication of Competition Act 2000, Information Act 2000 and Cyber regulation in the context of business operations.

BOOKS FOR REFERENCE:

- ❖ *Dr. Aswathappa K. and G. Sudarsana Reddy, Business Environment, 1st Edition, Himalaya Publishing House, Mumbai, 2017.*
- ❖ *Francis Cherunilam, Business Environment, 1st Edition, Himalaya Publishing House, Mumbai, 2018.*
- ❖ *Fernando A.C., Business Environment, 1st Edition, Pearson Education India, New Delhi, 2011.*
- ❖ *Mercy Mathew, Case studies on business environment Vol 1, ICFAI Books, Andhra Pradesh, 2006.*
- ❖ *Veena Keshav Pailwar, Business environment, 4th edition, PHI Publication, New Delhi, 2014.*

SEMESTER II

M3 22 DC 203: ORGANIZATIONAL BEHAVIOUR

COURSE OBJECTIVES:

The course aims to develop a theoretical understanding among learners about the structure and behaviour within organization of individuals and their interpersonal influence using various theories and techniques.

Module 1: Introduction to Organizational Behaviour

6 Hours

Introduction to organization-Organization behaviour - Meaning and definition -Need and significance of organization behaviour -Organization goals-Nature of goals-Goal changes- Contributions of other disciplines in organization behaviour- Models of Organization behaviour - Hawthorne studies- Learning organizations -Challenges and opportunities in Organization behaviour.

BEHAVIOUR WITHIN ORGANIZATIONS:

THE INDIVIDUAL

Module 2: Personality, Perception & Motivation

18 Hours

Personality: Meaning and definition of personality-Characteristics of personality- Determinants of personality-Environmental and biological factors of personality- Major Personality attributes influencing OB: Locus of Control, Machiavellianism, Self-Esteem, Self-Monitoring, Risk-Taking, Type A and Type B Personality- The Big Five Model of Personality.

Perception: Meaning and definition - Need - Perceptual process - Perceptual inputs-Perceptual mechanism-Perceptual Outputs-Perceptual errors- Factors influencing perception - interpersonal perception.

Motivation: Meaning - Characteristics - Role of Motivation -Motivation and Behaviour - Motivation and Performance -

Financial and Non-financial incentives –Theories of motivation: Theory X and Y, Maslow's need hierarchy, Herzberg two-factor theory, ERG Theory.

Module 3: Attitudes and Learning

10 Hours

Attitudes: Definition-Nature of attitudes-components of attitudes-attitude and opinion-attitude and belief- Formation of attitudes-Work related attitudes: job satisfaction, job involvement, and organizational commitment- Attitude measurement – Attitude change.

Learning: Definition-Nature of learning-Theories of learning-Classical conditioning-Operant conditioning-Cognitive learning-Social learning-Principles of learning-Determinants of learning.

BEHAVIOUR WITHIN ORGANIZATIONS:

GROUPS AND INTERPERSONAL INFLUENCE

Module 4: Group Dynamics and Leadership 12 Hours

Group Dynamics: Introduction to team-Differentiation between team and group -Meaning of groups and dynamics- Definition of group dynamics-Features of group dynamics-Types of groups-Dynamics of group formation-Group norms- Inter- group behaviour.

Leadership: Meaning-Characteristics of leadership- Formal and informal leadership- Leadership theories (Trait, Behavioural and Contingency, Transactional, Translational Transformational) - Power – Sources of power.

Module 5: Organization Culture and Climate 4 Hours

Organization Culture: Meaning and Definition- Characteristics, Uniformity of Culture-Dominant culture and sub culture.

Organization Climate: Meaning and Definition- Characteristics-Factors influencing organization climate- developing a sound organization climate-organizational effectiveness

Module 6: Management of Conflict, Stress and Change

10 Hours

Conflict Management: Meaning - process – causes – sources – types of conflict – consequences of conflict – conflict resolution strategies.

Stress Management: Understanding Stress – causes, consequences and Stress Management.

Organisational Change: Kinds of change – identification of the problems and implementation of change – resistance to change – overcoming resistance to change.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Conduct a Survey on resistance to changing policies in the Banking Sector/ the IT Sector and make a report of your understanding
2. Undertake a study to find out the various non-financial incentives used to motivate employees in a company make a presentation of your findings
3. Conduct a study on job enrichment opportunities given by a company to the employees; also identify the factors contributing to absenteeism and employee turnover in any industry of your choice. Submit your findings in the form of a report.
4. Analyse the characteristics and components of attitudes make a presentation of the same
5. Perform a study on the determinants of personality of a group of individuals and make a report on your findings
6. Analyse the organizational culture and climate prevailing in the BPO industry. Make a presentation of the same in class
7. Conduct a study on the reasons for attrition in the BPO industry.
8. Submit your understanding in the form of a report also make a graph showing the rate of attrition.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Relate the implications of organizational behavior study and its application in Management.
2. Examine the influence of organizational behavior by individual's personality, values, perceptions, and motivations in the workplace
3. Evaluate the implications of attitude formation and learning process of individual on organizational behavior.
4. Relate the implications of Group behavior towards leadership in the context of organizational behaviour.
5. Examine implications of the organization climate and culture on organizational Behaviour and its effectiveness.
6. Illustrate the role of stress and conflict on organizational change and culture that affects working relationships within organizations.

BOOKS FOR REFERENCE:

- ❖ *Ashwathappa K., Organizational Behaviour, 12th Edition, Kolkata, Himalaya Publishing House, 2016.*
- ❖ *Fred Luthons, Organizational Behaviour, 12th Edition, New York, McGraw Hill Education, 2010.*
- ❖ *Keith Davis, Human Behaviour at Work, 8th Edition, Europe, McGraw Hill Education, 2007.*
- ❖ *Reddy H.R. and Appaniah, Organizational Behaviour, 1st Edition, Kolkata, Himalaya Publishing House, 2017*
- ❖ *Stephen Robins, Organizational Behaviour, 16th Edition, Bangalore, Pearson Education, 2015.*
- ❖ *Subha Rao P., Management and Organizational Behaviour, 3rd Edition, Kolkata, Himalaya Publishing House, 2010*

SEMESTER II

UG 21 CC 201: ENVIRONMENTAL STUDIES

COURSE OBJECTIVES

The course enables students to examine the environment factors that determine public health and its contribution towards Human Development Indices for public health and evaluate the implications of changes in agriculture, industry and lifestyle on public health.

Module 1: Introduction to Environmental Studies

3 Hours

Multidisciplinary nature of environmental studies; Scope and importance; Concept of sustainability and sustainable development.

Module 2: Ecosystem

4 Hours

Meaning of an ecosystem, Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies on the following a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem; Aquatic ecosystem (Ponds, streams, lakes, rivers, ocean, estuaries)

Module 3: Natural Resources Renewable and Non-Renewable Resources

4 Hours

Land resources and land-use change; Land Degradation, soil erosion and desertification. Deforestation: Causes and impacts due to mining, dam building on Environment, forests, biodiversity and tribal populations. Water: use and over-exploitation of surface and groundwater, floods, droughts, conflicts over Water (International and inter-state). Energy resources: renewable and non-renewable energy resources, use of alternative energy resources growing energy needs, case studies.

Module 4: Biodiversity and Conservation

4 Hours

Level of biological diversity: Genetic, species and Ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and

global biodiversity hotspots. India as a mega-biodiversity nation; Endangered and endemic species of India. Threats of biodiversity; Habitat loss, poaching of wildlife, man-wildlife conflict, biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value.

Unit 5: Environmental Pollution, Policies & Practices

10 Hours

Environmental Pollution: types, causes, effects and control; Air, water, soil, and noise pollution, nuclear hazards and human health risk. Solid waste management, Control measures of Urban and Industrial waste. Pollution case studies.

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and Agriculture. Environment Laws: Environmental Protection Act; Air (Prevention and Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto Protocols and Convention on Biological Diversity (CBD). Nature Reserves, tribal populations and rights, and human wildlife conflict in Indian context.

Unit 6: Human Communities and the Environment

5 Hours

Human population growth: Impact on Environment, human health and welfare. Resettlement and rehabilitation of project affected persons; case studies. Disaster management: floods, earthquake, cyclones and landslides. Environmental movements: Chipko, Silent Valley, Bishnois of Rajasthan. Environmental ethics: Role of Indian and other religions and cultures in environmental conservation. Environment communication and public awareness, case studies (e.g. CNG vehicles in Delhi)

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Examining local cuisines for dietary diversity.
2. Examining National Health Survey data e.g. National Family Health Survey, Annual Health surveys.
3. Survey of Immunization coverage in a particular area.
4. To establish if there is a relation between GDP and life expectancies/Health parameters.
5. Survey of Respiratory allergies.
6. Examining household / institutional / market/neighbor-hood wastes and their disposal mechanism.
7. Survey of households along the Arkavathi and Cauvery River for life expectancy and common ailments and diseases.
8. Determine the extent of use of paper and suggest means of reducing the use of paper and paper products.
9. Documentation of festival/fasting and mapping of agro-ecological cycles.
10. Definitions of poverty - Governmental policies on poverty mitigation - facts and fiction.
11. Health indicators vis- a-vis income groups.
12. Deforestation and flooding - myth or fact?
13. Smoking and Lung Cancer.
14. Estimation of water-demands of a city/town.
15. Adapting water-harvesting technology - survey, sustainability.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Identify the environmental Factors that determine public health and its contribution towards Human Development Indices for public health.
2. Describe the change of Agricultural activities, Industrial activities and life style, and influence on climate change and its implication on Public health.
3. Identify the Factors that determine Good health and type of diseases that affect health due to lack of management of hygiene in public places and Sanitation, Poverty and change of Life style.
4. Analyze the role of alternative systems of Medicine and intervening Programme of Government of India in providing Public health.
5. Analyze the role of local bodies and its policies, practices with respect to solid waste management as per Environmental Protection Act, Forest Conservation Act, Wild Life Protection Act, Water and Air Act and Industrial, Bio Medical and E waste disposal rules.

BOOK FOR REFERENCE:

- ❖ *Nandini N, and Sucharita Tandon, (2007), Environmental Studies, Sapna Book House, Bangalore.*
- ❖ *Michel, Mckinney, Robert and Logan (2007). Environmental Science- Systems & Solutions. Jones & Barlett Publishers, Canada.*
- ❖ *Minkoff, E., & Baker, P. (2003). Biology Today: An Issues Approach (3 ed.).*

- ❖ *Park, K. (2011). Preventive and Social Medicine. Benarsi Das Publications, (pp. 16- 19, 24-27).*
- ❖ *Public Health Nutrition in Developing Countries Part-2). Wood head Publishing India.*
- ❖ *Sadgopal, M., & Sagar, A. (2007, July-September). Can Public Health open up to the AYUSH Systems and give space for People's views of health and disease?*
- ❖ *Sekhsaria, P. (2007). Conservation in India and the Need to Think Beyond 'Tiger vs. Tribal'. Biotropica, 39(5), 575-577.*
- ❖ *Tyler Miller and Scott E. Spoolman 'Environmental Science' (2012) 13th edition First Indian Reprint Chapters 14-17 (total pages 108) Cengage Learning, New Delhi. www.cengage.co*
- ❖ *UNDP. (2013) The Human Development Report, The Rise of the South: Human Progress in Diverse World. New York: UNDP, (also available in Hindi),*

OPEN ELECTIVE COURSES 2023-2024

SL. NO.	COURSE CODE	COURSE NAME
1.	UG 21 OE 001	GRAPHIC DESIGN
2.	UG 21 OE 002	BASICS OF DATA SCIENCE
3.	UG 21 OE 003	INTRODUCTION TO FILM CRITICISM
4.	UG 21 OE 004	CRICKET CULTURE, AND MEDIA
5.	UG 21 OE 005	MEDIA, TECHNOLOGY AND SOCIETY
6.	UG 21 OE 006	SUSTAINABLE DEVELOPMENT GOALS
7.	UG 21 OE 007	YOUTH, GENDER AND IDENTITY
8.	UG 21 OE 008	STORIES AS THERAPY
9.	UG 21 OE 009	DEVELOPMENT STUDIES
10.	UG 21 OE 010	INTRODUCTION TO SOCIAL WORK
11.	UG 22 OE 011	BASIC PROGRAMMING SKILLS
12.	UG 22 OE 012	CONTEMPORARY INDIAN ECONOMY
13.	UG 22 OE 013	DIGITAL DESIGN USING HDL
14.	UG 22 OE 014	ENVIRONMENT AND PUBLIC HEALTH IN CONTEMPORARY SOCIETY
15.	UG 22 OE 015	ENVIRONMENT AND SUSTAINABLE AGRICULTURE
16.	UG 22 OE 016	FOUNDATION OF BEHAVIOUR
17.	UG 22 OE 017	GLOBALISATION AND WORLD POLITICS
18.	UG 22 OE 018	HUMAN RIGHTS
19.	UG 22 OE 019	INDIAN POLITY ISSUES AND CHALLENGES
20.	UG 22 OE 020	MACHINE LEARNING USING R PROGRAMMING

21.	UG 22 OE 021	OFFICE AUTOMATION
22.	UG 22 OE 022	PSYCHOLOGY OF HEALTH AND WELLBEING
23.	UG 22 OE 023	PUBLIC POLICY AND GOOD GOVERNANCE
24.	UG 22 OE 024	PUBLIC POLICY IN INDIAN CONTEXT
25.	UG 22 OE 025	PYTHON PROGRAMMING
26.	UG 22 OE 026	SOCIOLOGY FOR EVERYDAY LIFE
27.	UG 22 OE 027	INTERNATIONAL TAX AND TECHNOLOGY - I
28.	UG 22 OE 028	INTERNATIONAL TAX AND TECHNOLOGY -II
29.	UG 22 OE 029	UNDERSTANDING INEQUALITIES- AN ANTHROPOLOGICAL PERSPECTIVE
30.	UG 22 OE 030	WARRING WITH WORDS - THE ART OF ARGUMENTATION & CREATIVE THINKING
31.	UG 22 OE 031	INTRODUCTION TO BEHAVIOURAL ECONOMICS
32.	UG 22 OE 032	BUSINESS MANAGEMENT
33.	UG 22 OE 033	INTRODUCTION TO FINANCE
34.	UG 23 OE 034	ECONOMIC THINKERS AND THEIR CONTRIBUTIONS
35.	UG 23 OE 035	ENERGY, ENVIRONMENT AND ECONOMICS
36.	UG 23 OE 036	WATER POLLUTION, TREATMENT AND MANAGEMENT
37.	UG 23 OE 037	C PROGRAMMING
38.	UG 23 OE 038	WEB DESIGN

39.	UG 23 OE 039	JAVA PROGRAMMING
40.	UG 23 OE 040	COMPUTER MULTIMEDIA AND ANIMATIONS
41.	UG 23 OE 041	MOBILE APPLICATION
42.	UG 23 OE 042	BUSINESS AND DATA UNDERSTANDING
43.	UG 23 OE 043	DATABASE MANAGEMENT SYSTEM
44.	UG 23 OE 044	VISUALIZATION TECHNIQUES USING TABLEAU
45.	UG 23 OE 045	PRE-REFORMS INDIAN ECONOMY
46.	UG 23 OE 046	KARNATAKA ECONOMY
47.	UG 23 OE 047	GLOBALIZATION AND THE INDIVIDUAL
48.	UG 23 OE 048	WILDLIFE AND CONSERVATION
49.	UG 23 OE 049	FREEDOM MOVEMENT IN KARNATAKA
50.	UG 23 OE 050	HISTORY OF INDIA
51.	UG 23 OE 051	MAKERS OF MODERN INDIA
52.	UG 23 OE 052	TOURISM IN KARNATAKA
53.	UG 23 OE 053	LABOUR WELFARE IN INDIA
54.	UG 23 OE 054	SOCIAL SECURITY AND ASSOCIATED LEGAL PROVISIONS IN INDIA
55.	UG 23 OE 055	PUBLIC GOVERNANCE
56.	UG 23 OE 056	CIVIL SERVICES
57.	UG 23 OE 057	INDIA AND THE WORLD
58.	UG 23 OE 058	INDIAN FOREIGN POLICY
59.	UG 23 OE 059	SOCIETY THROUGH GENDER LENS
60.	UG 23 OE 060	SOCIOLOGY OF FOOD CULTURE

61.	UG 23 OE 061	SOCIOLOGY OF YOUTH
62.	UG 23 OE 062	MENTAL WELL BEING
63.	UG 23 OE 063	FRENCH I (SEMESTER I)
64.	UG 23 OE 064	FRENCH II (SEMESTER II)
65.	UG 23 OE 065	FRENCH III (SEMESTER III)
66.	UG 23 OE 066	SPANISH I (SEMESTER I)
67.	UG 23 OE 067	SPANISH II (SEMESTER II)
68.	UG 23 OE 068	SPANISH III (SEMESTER III)
69.	UG 23 OE 069	PSYCHOLOGY AT WORK
70.	UG 23 OE 070	INDUSTRIAL PSYCHOLOGY
71.	UG 23 OE 071	COMMUNITY PSYCHOLOGY
72.	UG 23 OE 072	BUILDING EMOTIONAL INTELLIGENCE
73.	UG 23 OE 073	PSYCHOLOGICAL FIRST AID
74.	UG 23 OE 074	BUSINESS COMMUNICATION
75.	UG 23 OE 075	MANAGERIAL COMMUNICATION

UG 21 OE 001: GRAPHIC DESIGN

COURSE OBJECTIVES

The course is designed to enable students to use the tools of professional design software, to appraise and critique designs based on the visual qualities and technical skills relevant to graphic design.

Module 1: Introduction to Graphic Design 15 Hours

Introduction to Graphic Design - Evolution of Graphic Design; Design - definition, design with a purpose, design as a communication tool, language and grammar of design, visual language and creativity; elements of design: line, shape, form and space, negative space, volume and mass, value, colour, texture.

Module 2: Design Principles and Process 15 Hours

Design Principles and Process - balance, contrast, harmony, rhythm, proportion, emphasis, scale and unity. Focal Point and Visual Hierarchy; movement; Design process - problem definition, information gathering, ideation, design solution and implementation; message presentation from concept to visual: thumbnails to roughs to comprehensives and output.

Module 3: Colour Fundamentals and Typography 15 Hours

Colour Fundamentals and Typography: Defining colour, identity of colour, chromatic interaction; colour systems; emotions and messages. Colour and unity, colour and variety, warm and cool colours, colour and design. Typography - classification groups and subgroups, families, fonts; serifs, sans serifs, hand formed and specialised; craft of typography - point system, selection and use of fonts - type specification.

SKILL DEVELOPMENT

(These activities are only indicative, the faculty members can innovate)

1. Design by using basic shapes
2. Exercises on creating perspective

3. Design by using colour
4. Design an image to create a story for social media.
5. Design Process- Research to Design.
6. Exercises on creating thumbnails
7. Exercises on using calligraphy
8. Submit a drawing and design portfolio at the end of the semester.

COURSE OUTCOMES

After completion of the course the students should be able to:

1. Use the tools of professional design software
2. Analyze and critique designs based on the visual qualities and technical skills relevant to graphic design.
3. Create designs that communicate and articulate their ideas.

BOOKS FOR REFERENCE

- ❖ *Baird, R. N., Turnbull, A.T. & McDonald Duncan. (1987). The Graphic Communication. Canada: Holt, Rinehart and Winston.*
- ❖ *Crow, W. C.(1986). Communication Graphics. New Jersey: Prentice-Hall*
- ❖ *Dodson, M. & Palmer, J. (1995). Design and Aesthetics – A Reader. London: Routledge. Hashimoto, A. & Clayton, M. (2009). Visual Design Fundamentals: A Digital Approach, 3rd Ed. Boston: Course Technology.*
- ❖ *Meggs, P. B. (1992). Type and Image: The Language of Graphic Design. New York: John Wiley and Sons Inc.*
- ❖ *Samara, T. (2014). Design Elements: A Graphic Design Manual. 2nd Ed. Massachusetts: Rockport Publishers.*

UG 21 OE 002: BASICS OF DATA SCIENCE

COURSE OBJECTIVES

The course aims to equip students with the fundamental concepts of data science along with machine learning and data visualization pertaining to business data processing.

Module 1: Preparing and Gathering Data and Knowledge 9 Hours

Philosophies of data science - Data science in a big data world - Benefits and uses of data science and big data - facts of data: Structured data, Unstructured data, Natural Language, Machine generated data, Audio, Image and video streaming data - The Big data Eco system: Distributed file system, Distributed Programming framework, Data Integration frame work, Machine learning Framework, NoSQL Databases, Scheduling tools, Benchmarking Tools, System Deployment, Service programming and Security.

Module 2: The Data Science Process 9 Hours

Overview of the data science process- Retrieving data -Data Preparation: Cleansing, integrating, and transforming data - Exploratory data analysis - Data Modeling: Model and variable selection, Model execution, Model diagnostic and model comparison - Presentation and automation: Presenting data, Automating data analysis.

Module 3: Machine Learning 9 Hours

Application for machine learning in data science- Tools used in machine learning- Modeling Process - Training model - Validating model - Predicting new observations -Types of machine learning Algorithm: Supervised learning algorithms, unsupervised learning algorithms.

Module 4: Visualization 9 Hours

Introduction to data visualization - Data visualization options - Filters - Map Reduce - Dashboard development tools.

Module 5: Case Studies

9 Hours

Distributing data storage and processing with frameworks – Case study: e.g., Assessing risk when lending money.

SKILL DEVELOPMENT

(These activities are only indicative, the faculty members can innovate)

1. Data Cleansing on Excel [Removal of Duplicate data, Removal and filling the missing values (Interpolation) through scientific method, Data entry error correction, Data Table joining etc.
2. Understanding the Impact of Data entry error on the Model using Excel.
3. Installation of Python (Anaconda Navigator and Spyder), practically understanding the usage of basic packages and modeling using Basic Conditional statements and Mathematical operations.
4. Data Visualization and Dashboard development on Excel.

COURSE OUTCOMES

After completion of the course, the students should be able to:

1. Explain the fundamental concepts of data
2. Illustrate the steps involved in the fundamental concepts of data science process
3. Apply the Machine Learning in Data Science Process.
4. Develop Dashboard development tools in the context of large data & Data Visualization
5. Evaluate the implement of the case study function in the context of Data Science structure

BOOKS FOR REFERENCE

- ❖ *Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali, Manning Publications, 2016.*
- ❖ *Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.*
- ❖ *Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O' Reilly, 1st edition, 2013.*
- ❖ *Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014*
- ❖ *An Introduction to Statistical Learning: with Applications in R, Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Springer, 1st edition, 2013*

UG 21 OE 003: AN INTRODUCTION TO FILM CRITICISM

COURSE OBJECTIVES

The course equips students to describe the artistic nature of cinema and develop a familiarity with the history of cinema and scrutinize the authorial position of a film director and identify the stylistic and thematic development in the film texts authored by the directors.

Module 1: The Moving Image – Cinema as Art 10 Hours

Readings from Film Art: An Introduction by David Bordwell and Kristin Thompson Readings from the Story of Film by Mark Cousins.

Module 2: Film Auteur – Director as Author 20 Hours

Stanley Kubrick – Paths of Glory, Dr. Strange love, Full Metal Jacket, Spartacus Spike Lee – Do the Right Thing, Clockers, Malcolm X, Mo' Better Blues

Emir Kusturica – Underground, Life is a Miracle, Black Cat White Cat, and Time of the Gypsies AsgharFarhadi, Jafar Panahi, Nadine Labaki, Ava DuVernay, AgnieszkaHolland, Girish Karnad, Girish Kasaravalli, Shyam Benegal, Satyajit Ray, Deepa Mehta, Akira Kurosawa, Hayao Miyazaki, Alfred Hitchcock, Pa Ranjit, Nagaraj Manjule, Anurag Kashyap, Martin Scorsesse, Christopher Nolan, Wes Anderson, Alfonso Cuaron, Orson Wells, Charlie Chaplin.

Module 3: Deep Focus – Reading a film 5 Hours

Pan's Labyrinth (Guillermo Del Toro), Aadukalam (Vetri Maran).

Module 4: The Cinephile– World Cinema, Film Festivals/Culture and the Internet 5 Hours

Readings from The Film Festival Reader edited by Dina Iordinova-Bengaluru International Film Festival as a case study.

Module 5: Perspective–Writing about cinema 5 Hours

Roger Ebert & Pauline Kael.

BFI's Sight & Sound, Senses of Cinema, Cineaste.

SKILL DEVELOPMENT

(These activities are only indicative, the faculty members can innovate)

1. Students are expected to write 1500 words essay by choosing the films of a director or a studio and exploring common themes, styles, concerns or the socio political contexts in which the films are set. In case you choose the works of a particular director you are expected to track the influences on his/her style and identify some distinctive features of the set of films that you will be analysing. In case you choose to look at a set of films produced by a studio (Studio Ghibli or the Marvel films) you are expected to analyse the films by looking the larger socio-economic forces driving the interest in narrative styles and images of heroes among the film going public. In both cases you are expected to identify the importance of the distinctive styles of particular directors or studios and the relationship between the audience and the director/studio.
2. Students are expected to write 1500 words essay exploring particular themes in films like war, migration, love, violence, humour, action, city life, etc. Students can draw from films belonging to different eras or from different languages. However, students need to identify a common connecting thread in the selected movies like common influences, references to a particular historical event or a fictional story or to a personal experience. A minimum of four films has to be selected for analysis. The essay should give a brief summary of the movie and then proceed to the analysis. Summaries can be given when the mention of that film is made. Students are expected to draw on the classroom lectures, readings and personal experiences for writing this essay.

3. Join or create a film club and screen a minimum of 10 movies and gather the experience of watching movies as a group. The experience can be gathered in the form of interviews. Audio recordings can be edited and turned into podcasts and video recordings can be edited and posted as Vlogs. You should elicit responses from the members of the film club that covers their reason for being part of a film club, the kind of films they like, the kind of relationships they have developed by being part of film clubs and what does watching cinema mean to them. The edited audio/video clip should have a background commentary and should be organized in a proper manner so as to provide a coherent perspective of the experience gathered. Students can be creative and explore other questions and invent novel ways of documenting cinema experience.
4. Attend an international film festival and write a personal essay of 1000 words on the experience of the film festival. Include the conversations you had with others during the festival, behaviour of the audience, reactions of audience to particular films, your own personal favourites. Explore the idea of film festivals being a 'melting pot' of different cultures in the personal essay.
5. Attend movies of all kinds of genres and document the experience of the audience. Find out why different people like different kind of cinemas, what draws them to the big screens, what is their take away from the kind of films they watch and how do they enjoy the theatre experience. The experience can either be video recorded (only if permission is sought from the person) or written down. If it is video recording then the recording has to be edited and a background commentary has to be added to make sense of the video. The whole video should be coherent and provide the viewer with some understanding of your interpretation of the audience responses. If you decide to write then it has to be an essay of 1000 words long.
6. Students will be divided into groups each consisting of seven members and each group will have to choose a theme pertaining to history of cinema and put up a stall exhibiting that particular theme. The exhibit can involve newspaper clippings,

video screening through laptops, paintings, posters, cut-outs, arrangements out of cardboard boxes.

7. Plastic or any harmful chemicals cannot be used. The exhibit should effectively convey the theme and pique the curiosity of the visitors. Out of the 10 marks allotted five marks will be calculated based on visitors' perception and the remaining five by a panel of teachers who will visit the exhibits. Creativity and imaginative thinking will be rewarded.

COURSE OUTCOMES

After completion of the course, the students should be able to:

1. Explain the artistic nature of cinema and develop a familiarity with the history of cinema
2. Analyse the authorial position of a film director and identify the stylistic and thematic development in the film texts authored by the directors
3. Develop skills of critical textual reading of a film text by invoking the socio-cultural and political context of the text
4. Illustrate the cinema culture fostered by film festivals and analyze the politics of film festivals
5. Develop skills of writing about cinema under categories like film criticism, cultural analysis or personal essay

UG 21 OE 004: CRICKET CULTURE AND MEDIA

COURSE OBJECTIVES

The course aims to familiarize students with a general overview of the bond between sport and media and equip them with the much-required ability to observe, critically analyse and understand the current developments in the society and also appraise the challenges offered by the consumer driven world.

Module 1: Cricket as the Synecdoche of Indian Culture Time

10 Hours

Cricket in India involves excessive emotion of the participants and spectators and it has always been highly instrumental in establishing a sense of unconditional togetherness. The game very well accommodates the Indian spirit of vibrant nationalism and the nation's unmatched craving for narratives glorifying masculinity and many other shades of India's cultural framework. Cricket represents everything about the country and the modern trends in the domain of the game evidently demonstrates what would happen when the everyday is merchandised through advertising and the media in the globalized world. Such social developments would result in the braking of existing cultures and the making of new cultures. The module examines the cultural changes instigated due to the recent developments in cricket, specifically in Indian cricket.

Readings and Viewings:

- Bedi Vikram. Indian Cricket as Synecdoche for Our Times
- Joseph, Manu. India An Unnatural Cricketing Nation
- Rowe, David. Extracts from Sport, Culture and the Media the Unruly
- Trinity
- BBC Documentary The Empire of Cricket – India

Module 2: Cricket in Writing Time

10 Hours

In India the media space enjoyed by cricket across media outlets, such as print media, broadcast media and the new media varies in

comparison with other sport due to numerous reasons. There has been an unprecedented boom in the realm of writings on cricket irrespective of the medium which in turn offers exclusive space for cricket. This module offers ample scope to investigate the factors that triggers this doubtful preference for cricket, even if they fall outside the scope of conventional academic engagement. The role of social media journalism and the latest additions to the broad spectrum of cricket journalism which changed the way the game is played and consumed will also be analysed. Thus, this unit, through a set of carefully designed academic activities studies the relationship between sport– predominantly cricket, and media.

Readings:

- Wanta, Wayne, The Coverage of Sports in Print Media
- Haigh, Gideon, Cricket and the Media: The Pantomime Horse
- Real Michael, Sports Online: The Newest Player in Media Sport
- Choudhury, Angikaar: How social media has changed the way cricket fans consume the game

Module 3: Advertisement and Cricket Time 10 Hours

Advertisement could be viewed as the factor which binds media and cricket together and the chief motivating factor behind the transformation of players into stars and brands. The intrusion of advertisement into the so-called pious space of the game in the era of neoliberalism continuously redefines the definition of stardom and to an extent the game itself. Thus, it is imperative to look at the culture of stardom and branding presently prevalent in the game and its bearings on the character and popularity of the game. Subsequently, the unit evaluates the impact of advertisement industry in the evolution of the game and on the cricket addicted Indian psyche.

Readings:

- Kidambi, Prashant. Hero, celebrity and icon: Sachin Tendulkar and Indian public culture

- Nair Supriya. The great Indian cricket ad Tamasha
- Boyle, Raymond and Richard Haynes. A Sporting Triangle: Television,
- Sport and Sponsorship

Module 4: Representation of Cricket in Cinema Time

5 Hours

In India, cinema remains one of the most popular forms of entertainment, and cricket the favourite sport of the majority. Cricket, to certain extent, has made use of the mainstream Indian cinema and vice versa. Indian cinema with respect to its depiction of cricket has arguably acted as an agency of representation for the so-called non-commercial version of the game and the sentiments of those who are involved in it, categorically in comparison with the other available medium. Hence, the unit looks at the way the game is represented in cinema and the way this portrayal has impacted the popularity of the game.

Viewings:

- Gowariker, Ashutosh. Lagan
- Prabhu, Venkat. Chennai 600028
- Shine, Abrid 1983

Module 5: Cricket as a Commodity and Performance in the Time of Live- Media Time

5 Hours

Cricket in the age of visual culture matches the standards of a scripted performance. Cricket beyond doubt keeps the Indian masses on the hook by means of its soap-operatic appeal. It should be noted that the commercial interest of the media houses results in the making of the consumer- friendly version of cricket. Thus, the profit motive triggers the transformation of cricket from just a game to the present version of “Cricketainment”. During the time of metropolitan modernity, cricket with advent of technology has all the ingredients

of a live performance. The game even functions as an alternative to cinematic experience during the time of glamorous flagship events like World Cup and IPL as they are screened at multiplexes and theatres across India. Thus, equal blending of cricket, glamour, and media the present version of cricket a commodity to be produced and consumed.

Readings:

- Astill, James. "Introduction" to The Great
- Tamasha: Cricket, Corruption and the Turbulent Rise of Modern India
- Haigh, Gideon. Cricket and Television: Crowds and Powerlessness
- Boyle, Raymond and Richard Haynes. Power Game: Why Sport Matters to Television
- Sullivan, B. David. Broadcast Television and the Game of Packaging Sports

Module 6: Understanding the Unholy Trinity - Cricket, Media and Bollywood Time 5 Hours

The advent of IPL has aggravated the progress of cricket beyond its natural identity of being just a game. It has revolutionized the way cricket was being played and watched. Hence, the capsule version of the game deserves to be viewed as the pinnacle of commercialization in sports. IPL added to the theatricality of the game and has Bollywoodized it beyond redemption, thus leaving the game completely into the hands of the capitalistic framework. This unit explores the shades of the aforementioned transformation and what it has cost the game. IPL ideally demonstrated the hitherto unexplored commercial prospects of cricket in India and across commonwealth by bringing together cricket and entertainment and making it "cricketainment". The course evaluates these developments and how it symbolizes the changing culture of the

country. IPL has increased the depth of addiction for cricket in India certainly for reasons that are outside the purview of the game. Thus, this unit attempts to examine the good, bad and ugly of cricket, Bollywood and media.

Readings:

- Jalarajan, Sony, and Rohini Sreekumar. Bollywood Sporting Spectacles: Indian
- Premier League Cricket as a Bollywoodized Media Event
- Raghavendra, MK. Decoding India's love for cricket,
- Bollywood – and why we value individual growth over team endeavours
- Majumdar, Boria. The Indian Premier League and World Cricket

COURSE OUTCOMES

After completion of the course, the students will be able to:

1. Explain the general overview of the bond between sport and media
2. Develop the much-required ability to observe, critically analyse and understand the current developments in the society
3. Evaluate the challenges offered by the consumer driven world which transforms everything into a commodity
4. Choose sports and media as an academic field of study
5. Examine the role of sports and media in the breaking and making of new cultures
6. Develop multidisciplinary perspective towards social discourses

BOOKS FOR REFERENCE

- ❖ *Bateman, Anthony: The Cambridge Companion to Cricket*
- ❖ *Haigh, Gideon: Sphere of Influence: Writings on cricket and its discontents*
- ❖ *Astill, James: The Great Tamasha: Cricket, Corruption and the Turbulent Rise of Modern India*
- ❖ *Nandy, Ashis: The Tao of Cricket*
- ❖ *Guha, Ramachndra: A Corner of a Foreign Field*
- ❖ *Sen, Ronojoy: Nation at Play: A History of Sport in India*
- ❖ *Kidambi Prashant: Cricket Country: The Untold History of the First All India Team*
- ❖ *Boyle, Raymond and Richard Haynes: Power play: sport, the media and popular culture*
- ❖ *Rowe, David: Sport, Culture and the Media*
- ❖ *Raney A. Arthur and Jennings Bryant: Handbook of Sports and Media*
- ❖ *Dayan, Daniel and Elihu Kartz: Media Events: The Live Broadcasting of History*
- ❖ *Boyle, Raymond: Sports Journalism: Contexts and Issues*
- ❖ *Coakley, Jay and Eric Dunning: Handbook of Sports Studies*
- ❖ *Wenner, A. Lawrence: Media, Sports and Society*
- ❖ *Fox, Andrew: Global Perspectives on Media Events in Contemporary Society*
- ❖ *Majumdar, Boria and J.A. Mangan: Cricketing Cultures in Conflict: World Cup 2003*
- ❖ *Bose, Mihir: The Magic of Indian Cricket: Cricket and Society in India*

UG 21 OE 005: MEDIA, TECHNOLOGY AND SOCIETY

COURSE OBJECTIVES

The course is designed to enable students to examine the role of media in everyday life and to analyse the role of modern technology on news dissemination and its impact on public opinion.

Module 1: 'Medium is the Message' – Understanding the role of media in everyday life **15 Hours**

This famous phrase coined by Marshal McLuhan still resonates in the age of internet. From the era of the television to the era of the web, media has been its own message. It is the experience of a particular medium that shapes our perspective of the world more than the message received through that medium. In this module we shall explore the role of media in our everyday life by discussing our experience of various media and its impact on our understanding of society and the self.

Readings & Viewings:

- a. Extracts from 'Understanding Media' by Marshal McLuhan
- b. Extracts from 'Manufacturing Consent: The Political Economy of the Mass Media' by Edward S. Herman and Noam Chomsky
- c. How WhatsApp has changed news in small-town India –The Caravan Magazine
- d. Forget Newspapers or the Internet. Indian Women are Betting on One of the Oldest Forms of Mass Media (<http://theladiesfinger.com/community-radio-women/>)
- e. Movie: 'Network' by Sidney Lumet

Module 2: 'The Attention Merchants' – Advertising and the war for attention **10 hours**

'Attention Merchants' is a term popularized by the writer Tim Wu through his book 'The Attention Merchants: The Epic Scramble to Get

Inside Our Heads' in which he not only charts the history of advertising but also unravels the workings of a gigantic business model that is toiling day-in and day-out to get our attention. In this module we shall explore the business model at work behind the emergence of modern advertising and its impact on our everyday life.

Readings & Viewings:

- a. Extracts from 'The Attention Merchants: The Epic Scramble to Get Inside Our Heads' by Tim Wu
- b. Gillette's Ad Asks Men to Be Better. And Then Sets the Bar Really Low (<http://theladiesfinger.com/gillettes-ad-asks-men-to-be-better-and-then-sets-the-bar-really-low/>)
- c. Movie: Thank You For Smoking (2005)

Module 3: The intelligence of 'Artificial Intelligence' - Automation and its aftermath 10 Hours

'Artificial Intelligence' is the new buzzword in technology. While it can be debated whether what is referred to as AI is just sophisticated algorithms and machine learning and not this self-thinking entity like 'Skynet' in the movie Terminator, it is well settled that the direction in which technology is moving is going to disrupt traditional economies. It not only has an impact on the nature of jobs but has the capability of altering human thinking abilities. In this module we shall explore the debates in technology about the nature and impact of 'AI', automation and machine learning on the society. The automation debate will be understood within a larger debate regarding the history of technology – innovation centric history and use centric history.

Readings & Viewings:

- a. Extracts from 'The Glass Cage: Where Automation is Taking Us' by Nicholas G. Carr
- b. 'Artificial Intelligence's White Guy Problem' by Kate Crawford in The New York Times (June 25, 2016) <https://www.nytimes.com/2016/06/26/opinion/sunday/artificial-intelligences-white-guy-problem.html>

- c. Extracts from 'The Shock of the Old_ Technology and Global History since 1900' by David Edgerton
- d. Movie: 'Modern Times' by Charles Chaplin

Module 4: 'Reality of the Virtual' – Thinking and feeling in the age of internet technology 10 Hours

The web has opened spaces in which we can create our virtual selves and lead virtual lives. This 'virtuality' is increasingly becoming part of our everyday real lives. Social media platforms have created spaces in which individuals enter into relationships and form communities in online space, the effect of which can be felt very sharply in real life. In this module we shall explore our engagement with the online spaces and its impact on our identity and self-expression.

Readings & Viewings:

- a. Extracts from 'The End of Forgetting: Growing Up With Social Media' by Kate Eichhorn
- b. TedX talks and other video lectures available on YouTube

Module 5: 'Discipline and punish' – Technology as a tool for social control 10 hours

The era of massive databases or what is referred to as 'Big Data' has dawned, thanks to the endless supply of personal information from the masses to the government and tech companies. This personal information of the individuals is being collected with the excuse of providing us with services. However, there is increasing evidence that such personal data can be used to control the behaviour of people by the government, assisted by tech companies. In this module we shall explore the debate about data surveillance and its possible impact on freedom of expression.

Readings & Viewings:

- a. Extracts from 'The Net Delusion – The Dark Side of Internet Freedom' by Evgeny Morozov

- b. The Aadhar Debate – Columns and Essays in EPW and other news magazines
- c. The Different Ways in Which Aadhaar Infringes on Privacy (<https://thewire.in/government/privacy-aadhaar-supreme-court>)
- d. Documentary: Nothing to Hide – The Documentary about Surveillance and You (2017)

Module 6:“ ‘Library Genesis’ – Access to knowledge in the age of internet **5 Hours**

The traditional education model had within it an asymmetry between access and availability of learning resources and the number of people with a deep desire to learn. The internet reversed this asymmetry by opening up resources to the masses.

However, the traditional gatekeepers of the learning resources – the book publishers, producers of cinema and music – were threatened by this opening up of resources and came down heavily on individuals and communities who were facilitating the access to resources. In this module we shall explore the changing ways in which we access knowledge and the way in which the difference between producer and consumer of knowledge is slowly getting erased.

Readings & Viewings:

- a. Statement from the ‘Library Genesis’ community
- b. Documentary: Steal This Film (Part I & II)

COURSE OUTCOMES

After completion of the course the students should be able to:

- 1. Explain the role of media in everyday life and its impact on our understanding of the society and the self
- 2. Illustrate the business model at work behind the emergence of modern advertising

3. Review the debates in technology about the nature and impact of 'AI', automation and machine learning on the society
4. Examine our engagement with the online spaces and its impact on our identity and self-expression
5. Justify the debate about data surveillance and its possible impact on freedom of expression
6. Illustrate the changing ways in which we access knowledge and the way in which the difference between producer and consumer of knowledge is slowly getting erased.

BOOKS FOR REFERENCE

- ❖ *Alvares, Claude. Decolonising History: Technology and Culture in India, China, and the West from 1492 to the Present Day. 1993.*
- ❖ *Ashis Nandy (ed.), Jatinder K Bajaj, Claude Alvares, Shiv Visvanathan, Manu Kothari, Lopa Mehta, Veena Das, Vandana Shiva. Science, Hegemony and Violence: A Requiem for Modernity. 1990.*
- ❖ *Browne, Simone. Dark Matters: On the Surveillance of Blackness. 2015.*
- ❖ *Carr, Nicholas G. The Glass Cage: Where Automation is Taking Us. 2014.*
- ❖ *Chomsky, Edward S. Herman and Noam. Manufacturing Consent: The Political Economy of the Mass Media. 1988.*
- ❖ *Citron, Danielle Keats. Hate Crimes in Cyberspace. 2014.*
- ❖ *Edgerton, David. The Shock of the Old: Technology and Global History since 1900. 2006.*
- ❖ *Jeebesh Bagchi, Monica Narula, Ravi Sundaram, Ravi S Vasudevan & Shuddhabrata Sengupta. sarai Reader: 03- Shaping Technologies. 2006.*
- ❖ *Eichhorn, Kate. The End of Forgetting: Growing Up With Social Media. 2019.*
- ❖ *Foucault, Michel. Discipline and Punish: The Birth of the Prison. 1977.*

- ❖ *Harari, Yuval Noah. Homo Deus: A Brief History of Tomorrow. 2015.*
- ❖ *Sapiens: A Brief History of Humankind. 2011.*
- ❖ *Lovink, Geert. Dark Fiber: Tracking Critical Internet Culture. 2002.*
- ❖ *Dynamics of critical Internet culture (1994-2001). 2009.*
- ❖ *McLuhan, Marshall. Understanding Media: The Extensions of Man. 1964.*
- ❖ *Morozov, Evgeny. The Net Delusion: The Dark Side of Internet Freedom. 2011.*
- ❖ *Mukherjee, Siddhartha. The Gene: An Intimate History. 2016.*
- ❖ *Noble, Safiya Umoja. Algorithms of Oppression: How Search Engines Reinforce Racism. 2018.*
- ❖ *Pacey, Arnold. Technology in World Civilization. 1990.*
- ❖ *Phillips, Whitney. This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture. 2015.*
- ❖ *Standage, Tom. The Victorian Internet. 1998.*
- ❖ *Visvanathan, Shiv. A Carnival for Science: Essays on Science, Technology and Development. 1997.*
- ❖ *Wu, Tim. The Attention Merchants: The Epic Scramble to Get Inside Our Heads. 2016.*
- ❖ *Zuboff, Shoshana. The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power. 2018.*

ARTICLES

1. Fast and Furious: The turbulent reign of Arnab Goswami – The Caravan Magazine (01 December 2012)
2. Supreme Being: How Samir Jain created the modern Indian newspaper industry – The Caravan Magazine (01 December 2012)

UG 21 OE 006: SUSTAINABLE DEVELOPMENT GOALS

COURSE OBJECTIVES

The course aims to enable students to understand the basic concepts of sustainability in the context of the environmental, societal and economic dimensions along with the issues and conflicts in the implementation and attainment of sustainable development goals on the national and global scale.

Module 1: Environment, Development and Pollution

15 Hours

Meaning Characteristics of Environmental Goods and Services.

Relationship between Environment and Development-
Environmental Kuznets Curve – Meaning.

Resource Use and Management

Resource Taxonomy – Renewable and nonrenewable resources-
Economic Theory of Depletable Resources- Optimal Use of
Renewable Resources- Resource Scarcity and Economic Growth –
Limits to Growth Model- Market failures- Tragedy of Commons
and common property Resources- Resource Conservation.

Sustainable Development

Sustainable Development – Definitions, Objectives and Principles-
Processes and Indicators of Sustainable Development- Approaches
– strong and weak and Strategies for Sustainable Development-
Environmental accounting Measures.

Module 2: Sustainable Development Goals 15 Hours

Introduction and History Brundtland Committee Recommendations-
Rio Summit and Agenda 21- SDGs: Goals, Targets and Indicators.

Government and the SDGs

SDG Policy Instruments- Planning- Localizing the SDGs- Industrial Policies and the SDGs.

Financing the SDGs

New financing mechanisms and global funds.

Module 3: Issues in Implementing SDGs 15 Hours

Means to Realizing the SDGs

Degrowth and circular economy – concepts- Sustainable production and consumption- Sustainable cities and transportation- Sustainable designs, technology, digital revolution and innovation- Renewable energy.

Implementing SDGs

India's framework for sustainable development.

Other Issues

Sustainable business- Development Assistance- Cross-Border Cooperation.

COURSE OUTCOMES

After completion of the course, the students should be able to:

1. Explain the basic concept of Sustainable Development (SD) in the context of the environmental, social and economic dimensions.
2. Illustrate the targets and indicators of Sustainable Development Goals
3. Examine the issues and conflicts in the implementation and attainment of SD goals on the national and global scale.

BOOKS FOR REFERENCES

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- ❖ *Bhattacharya, R.N. (Ed): Environmental Economics: An Indian Perspective, OUP, New Delhi.*
- ❖ *Dalby, Simon, et al. Achieving the Sustainable Development Goals: Global Governance Challenges. Routledge, 2019.*
- ❖ *Day, G.S., and P.J.H. Schoemaker (2011), Innovating in uncertain markets: 10 lessons for green technologies, MIT Sloan Management Review, 52.4: 37-45.*
- ❖ *Elliott, Jennifer. An introduction to sustainable development. Routledge, 2012.*
- ❖ *Gagnon, B., Leduc, R., and Savard, L., Sustainable development in engineering: a review of principles and definition of a conceptual framework. Working Paper 08-18, 2008.*
- ❖ *Hanley, Shogren and White (1997): Environmental Economics in Theory and Practice, Macmillan.*
- ❖ *Kolstad, C.D. (1999): Environmental Economics, OUP, ND.*
- ❖ *Pearce, D.W. and R. Turner (1991): Economics of Natural Resource Use and Environment, John Hopkins Press, Baltimore.*
- ❖ *Sachs, Jeffrey D. The age of sustainable development. Columbia University Press, 2015*
- ❖ *Tietenberg, T. (1994): Environmental Economics and Policy, Harper Collins, NY.*
- ❖ *NITI AYOOG Sustainable development reports*

UG 21 OE 007: YOUTH, GENDER AND IDENTITY

COURSE OBJECTIVES

The course aims to sensitize students with issues pertaining to identity, gender and relationships along with creating awareness on the various laws and rights.

Module 1: Introduction to Youth, Gender and Identity

9 Hours

Concepts of Youth: Transition to Adulthood, Extended Youth in the Indian context Concepts of Gender: Sex, Gender Identity, Sexual Orientation, Gender Roles, Gender Role Attitudes, Gender Stereotypes.

Concepts of Identity: Multiple identities.

Module 2: Youth and Identity

9 Hours

Family: Parent-youth conflict, sibling relationships, intergenerational gap Peer group identity: Friendships and Romantic relationships.

Workplace identity and relationships d. Youth culture: Influence of globalization on Youth identity and Identity crisis.

Module 3: Gender and Identity

9 Hours

Issues of Sexuality in Youth Gender discrimination.

Culture and Gender: Influence of globalization on Gender identity.

Module 4: Issues related to Youth, Gender and Identity

9 Hours

Youth, Gender and violence Enhancing work-life balance.

Changing roles and women empowerment Encouraging non-gender stereotyped attitudes in youth.

Module 5: Law and Youth

9 Hours

Juvenile Justice Act LGBT rights in India.

UNICEF programs for youth.

COURSE OUTCOMES

After completion of the course the students should be able to:

1. Express the concepts of youth, adulthood and gender attitudes.
2. Understand and relate to family and relationships.
3. Outline the issues of sexuality in Youth and gender discrimination.
4. Illustrate situations of gender and violence and understand the changing roles and women
5. Translate the laws relating to Juvenile Justice Act, LGBT rights in India and UNICEF programs for youth

BOOKS FOR REFERENCES

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- ❖ Baron, R.A., Byrne, D. & Bhardwaj. G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
- ❖ Elizabeth Herlock (2015) *Developmental Psychology*, McGraw-Hill
- ❖ Nayana Joshi (2019) : *Handbook of Juvenile Justice* , Lawmanns Publication

UG 21 OE 008: STORIES AS THERAPY

COURSE OBJECTIVES

The course enables students to engage with metaphors towards enhanced self-understanding, describe nuances of similarities and differences of stories from different cultures and develop the skill of applying narrative wisdom to real life situations.

Module 1: Basic concepts in Narrative and Bibliotherapy

15 Hours

Introduction to Narrative Therapy- Bibliotherapy in the context of Narrative Therapy- Nature and Scope of Bibliotherapy.

Module 2: Evolution, the Human Mind, and the power of Narratives

15 Hours

Sapiens: A Brief History of Humankind by Yuval Noah Harari- The Blind Watchmaker by Richard Dawkins.

Module 3: Stories, Cultures and Societies: Select examples

15 Hours

Asian: Jataka Tales and Jain Narratives- Panchtantra Tales - The Violet Fairy Book Arabian- The Arabian Nights.

European- Children's and Household Tales(The Clever People, Rapunzel, The Three Spinning Women, The Elves, Cinderella, Little Red Riding Hood and others).

Briar Rose by Jane Yolen.

African:

Dark Matter: A Century of Speculative Fiction from the African Diaspora by Sheree Renée Thomas

COURSE OUTCOMES

After completion of the course the students should be able to:

1. Explain metaphors towards enhanced self-understanding.

2. Outline nuances of similarities and differences of stories from different cultures.
3. Apply narrative wisdom to real life situations.

BOOKS REFERENCE

- ❖ Jeste D. V. Vahia I. V. (2008). *Comparison of the conceptualization of wisdom in ancient Indian literature with modern views: Focus on the Bhagavad Gita*. *Psychiatry*, 71, 197–209. doi:10.1521/psyc.2008.71.3.197
- ❖ Jordan J. (2005). *The quest for wisdom in adulthood: A psychological perspective*. In Sternberg R. J. Jordan J. (Eds.), *A handbook of wisdom: Psychological perspectives*, (pp. 160–188). New York: Cambridge University Press doi:10.1017/CBO9780511610486.008
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- ❖ Randall W. L. (2011). *Memory, metaphor, and meaning: Reading for wisdom in the stories of our lives*. In Kenyon G. Bohlmeijer E. Randall W. (Eds.), *Storying later life: Issues, investigations, and interventions in narrative gerontology*, (pp. 20–38). Oxford: Oxford University Press.
- ❖ Sternberg R. J. (1985). *Implicit theories of intelligence, creativity, and wisdom*. *Journal of Personality and Social Psychology*, 49, 607–627. doi:10.1037/0022-3514.49.3.607
- ❖ Sternberg R. J. Jarvin L. Reznitskaya A. (2008). *Teaching for wisdom through history: Infusing wise thinking skills in the school curriculum*. In Ferrari M. Potworowski G. (Eds.), *Teaching for wisdom: Cross-cultural perspectives on fostering wisdom*, (pp. 37–57). New York: Springer.
- ❖ Takahashi M. Overton W. F. (2002). *Wisdom: A culturally inclusive developmental perspective*. *International Journal of Behavioral Development*, 26, 269–277. DOI:10.1080/01650250143000139

UG 21 OE 009: DEVELOPMENT STUDIES

COURSE OBJECTIVES

The course aims to instill in students the imperatives of qualitative indices, development issues and challenges in the context of current economic growth along with the knowledge on theories and approaches to development.

Module 1: Development Concept and Current Challenges **15 Hours**

The concept of development,- Growth and Development- Transition from quantitative to qualitative indices- Modern economic growth- Characteristics of modern economic growth- Regional and global disparities- Common characteristics and dissimilarities among developing countries- Current Development Challenges- Inequality- Migration- Conflicts.

Module 2: Approaches to Development **15 Hours**

Concept and meaning- Principles and importance of Development Ethics, Assessing Development- Per capita income- PQLI- Choice and Capabilities- HDI.

Approaches of Development- Adam Smith- Marx- Schumpeter- Structuralist approach- Neo- liberalism, IMF and structural adjustment- Capabilities Approach.

Module 3: Theories and Current Issues in Development **15 Hours**

Theorizing Development - Modernization Theory, Dependency Theory- Capitalist World System- The evolution of thought on poverty reduction- Colonial Regimes and Their Legacies The Industrial Revolution- Genesis and Spread- International specialization of Labour/Industry- Industrial Labour- ILO and its activities to promote labour standards.

Environment and development- Increasing degradation of natural environment – water and air pollution and deforestation- Depletion of global commons.

Sustainable development - concept and measures- SDGs Climate Change – Causes, Impact, Measures of Mitigation

SKILL DEVELOPMENT

(These activities are only indicative, the faculty members can innovate)

1. A comparative analysis on Growth Model States and Development Model States based on the respective parameters and identify the merits and challenges.
2. An analysis of the Indian economy in terms of HDI, approaches and planning policies.
3. An assessment of the sustainable development goals and the role of foreign financial institutions in the same.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Explain the imperatives of Qualitative indices in the context of Current Development Challenges.
2. Compare and contrast the approaches to Development and its impact on Per capita income and HDI.
3. Justify the theorizing development in the context of attainment of Sustainable development Goals

BOOKS FOR REFERENCES

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- ❖ Des Gasper (2008), 'Denis Goulet and the Project of Development Ethics: Development', 8,99. 481-9, Elsevier Science, 1, pp.10-26.

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- ❖ Sen, Amartya (1999) *Development as Freedom*. New York: Anchor Books

UG 21 OE 010: INTRODUCTION TO SOCIAL WORK

COURSE OBJECTIVES

The course enables students to understand the fundamentals of social work, approaches, techniques, skill and competencies required of social workers in various situations.

Module 1: Fundamentals of Social Work 10 Hours

Meaning, Concept, Definitions, Difference between Social Service, Charity and Social Work, Nature and Scope of Social Work.

Methods of Social work.

Values and Ethics of Social Work.

Principles, Skills, Approaches and Techniques of Social Worker
Professional attributes for professional Social Workers.

Module 2: Social Work with Communities 10 Hours

Concept of Community and Community Development Types of Community; Rural, Urban and Tribal community.

Areas of Intervention of Social Work in Community; Services for marginalized, youth, elderly, Women and children.

Competencies required for community worker.

Module 3: Social Work with Communities 10 Hours

Concept of Schools, Problems of children in schools.

Areas of Social work intervention; children with physical, learning, and emotional problems. School dropout, different forms of Child abuse. Learning Disabilities, Juvenile delinquents, orphans, destitute.

Skill and Competencies required for School Social Worker.

Module 4: Social Work in Hospital and Industrial Setting 15 Hours

Medical and Psychiatric Social Work: An introduction Hospitals: Types, structure, and functions.

Areas of Social Work intervention; working with health care teams, patients, care takers, care givers, para-medical staff, and hospital administration.

Competencies required for Social Workers in Health Settings.

Social Work in Industrial Setting: Introductory Elements of Industrial Social Work. Problems of Employees; Adjustment, Emotional and Mental Health issues.

Areas of Social work intervention; Employees, Management and unions, Skills and Competencies for Industrial Social Worker.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Discuss the Fundamentals of Social Work and the Principles, Skills, Approaches and Techniques of Social Worker.
2. Examine the Concept of Community and Community Development and Areas of Intervention of Social Work in Community.
3. Understand the Skill and Competencies required for School Social Worker.
4. Analyze the Social Work in Hospital and Industrial Setting and understand the Problems of Employees and Areas of Social work intervention.

BOOKS FOR REFERENCE

- ❖ *Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi.*
- ❖ *Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication*
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- ❖ *UGC Review of Social Work Education in India – Retrospect and Prospect, Report of the Second Review Committee, New Delhi 1980, University Grants Commission.*
- ❖ *S D Gokhale(Ed) Social Welfare-Legend and Legacy, Popular Prakashan, Bombay.*
- ❖ *UGC, Social Work Education in Indian Universities, New Delhi 1965, University Grants Commission.*

JOURNALS

1. The Indian Journal of Social Work, Bi-annual, TISS, Mumbai.
2. Perspectives in Social Work, College of Social Work, Nirmal Niketan, Mumbai.
3. Social Work Journal, Bi-Annual, Department of Social Work, Assam University, Silchar, Assam.

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1. USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at: <https://www.youtube.com/watch?v=jjXRB1V5eVw&t=5s>
2. UH Class OET (2016) Introduction To Social Work, University of Houston: Available at <https://www.youtube.com/watch?v=LtaCmORiP9A>
3. The Audiopedia (2017), what is SOCIAL WORK? What does SOCIAL WORK mean?
4. SOCIAL WORK meaning, definition & explanation, Available at <https://www.youtube.com/watch?v=xj5-Vdh1B3E>
5. USC Suzanne Dworak-Peck School of Social Work (2017), Legacies of Social Change: 100 Years of Professional Social Work in the United States, Available at <https://www.youtube.com/watch?v=a4VzRSnk>

UG 22 OE 011: BASIC PROGRAMMING SKILLS

COURSE OBJECTIVES

The course aims to develop in students an in-depth knowledge in programming skills and equips them to develop programs independently.

Module 1: Introduction to Programming 10 Hours

Problem Solving Using Computers: Language Classification, Problem Analysis, Algorithm and Flowchart design. Algorithms: Steps in developing algorithms, advantages and disadvantages. Flowcharts: Symbols used in developing flowcharts, advantages and disadvantages. Coding, testing and debugging. Documentation and maintenance. Program development and modular design.

Module 2: Introduction to C Programming 12 Hours

History, Structure of a C program, C Conventions, Character Set, Identifiers, Keywords, Simple Data types, Modifiers, Variables, Constants, Operators (Arithmetic operator, relational operator, logical operator, ternary operator, unary operator, shorthand operator, bit-wise operator and arithmetic operator) Operator precedence. Input and Output operation: Single character input and output, formatted input and output, Buffered input.

Module 3: Control Structures 8 Hours

Introduction, Conditional statement, if statement, if-else statement, nested if statement, else-if statement and switch statement. Go to statement. Looping statement, while statement, do-while statement, for statement, break and continue, nested for statement.

Module 4: Arrays 8 Hours

Introduction (One and two dimensional), Declaration of arrays, Initialization of arrays, processing with arrays. String manipulation, declaration of string arrays, string operations.

Module 5: Functions

7 Hours

Introduction, advantages of subprograms, Function definition, function call, Actual and formal arguments, local and global variables, function prototypes, types of functions, recursive functions, arrays and functions.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Explain basic programming skills.
2. Outline the basic C programming skills.
3. Understand and develop control structures in programming.
4. Express concepts of arrays and strings.
5. Implement concepts of functions in programming.

UG 22 OE 012: CONTEMPORARY INDIAN ECONOMY

COURSE OBJECTIVES

The course aims to familiarise students with the various reforms and policies of Indian Government pertaining to current issues and growth of the economy.

Module 1: LPG Policies, Economic Reforms and Agriculture 15 Hours

Recent Issues: Genesis and features of LPG- India's population policy of 2000-Demographic Dividend, meaning- India's human development in global perspective.

Urbanization and governance: Urbanization: meaning- Informal sector- AtmaNirbhar Bharat Abhiyan –features- Smart City Mission.

Economic Reforms and Agriculture: Agriculture Price policy and Subsidies- Commercialisation and Diversification of agriculture- Public Distribution System- Agrarian Crisis, Doubling Farm Incomes, green revolution- MGNREGS- Agriculture and WTO – AOA.

Module 2: Industry, Business & Fiscal Policy 15 Hours

Industrial Policy: New Industrial Policy 1991- Public Sector Reforms- Privatisation and Disinvestment – Competition Policy.

Business Policy: Performance of MSMEs, Role of MNCs in Industrial Development- Concepts of economic and social infrastructure.

Fiscal Policy: Tax Expenditure, Budgetary Deficits- Public debt management –VAT and GST (concepts) –Finance Commission and its role–Fiscal Federalism.

Module 3: Monetary Policy, Foreign Trade and Investment 15 Hours

Monetary Policy – RBI- Monetary policy (Qualitative and Quantitative methods) - Narasimhan Committee report

Money and Capital Markets- Difference between the money and capital market- Components of India's Money market- Role of SEBI Foreign Trade and Investment- India's foreign trade- volume, direction and composition (latest trends)- India's Balance of payment since 1991- FDI – Meaning, Trends and Patterns- New EXIM policy

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Understand the current problems of Indian Economy
2. Analyze the sector specific policies adopted for achieving the aspirational goals.
3. Review various economic policies adopted

BOOKS FOR REFERENCE

- ❖ *Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.*
- ❖ *Byres Terence J. (ed.), (1998), The State, Development Planning and Liberalisation 'in India, Delhi, OUP*
- ❖ *Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi*
- ❖ *Frankel Francine R., (2004), India's Political Economy, Delhi. OUP Jenkins Rob, 2000, Economic Reform in India, Cambridge, CUP*
- ❖ *Jalan, B. (1996), India's Economic Policy- Preparing for the TwentyFirst Century, Viking, New Delhi.*
- ❖ *Joshi Vijaya and L.M.D. Little, (1998), India's Economic Reform 1991-2001, Delhi, OUP.*
- ❖ *Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation*
- ❖ *Mishra S.K & V.K Puri (2001) "Indian Economy and -Its development experience", Himalaya Publishing House.*
- ❖ *Mukharji Rahul (ed.) (2007), India's Economic Transition: The Politics of Reforms, edited by Rahul Mukherji, Oxford University Press, New Delhi.*

UG 22 OE 013: DIGITAL DESIGN USING HDL

COURSE OBJECTIVES

The course aims to enable students in understanding the various programming languages and apply in model construction.

Module 1: Design of Combinational Logic & Sequential Logic 9 Hours

Decoders, Encoders, Digital multiplexers, Adders and subtractors, Look ahead carry, Binary comparators. Latches, Flipflops, Counters, Design of sequential counters, state machine & State diagrams.

Module 2: Overview of Digital Design with Verilog HDL 9 Hours

Evolution of CAD, emergence of HDLs, typical HDL-flow, why Verilog HDL?, trends in HDLs. Hierarchical Modeling Concepts : Top-down and bottom-up design methodology, differences between modules and module instances, parts of a simulation, design block, stimulus block.

Module 3: Verilog Basic Concepts & Modules & Ports 9 Hours

Lexical conventions, data types, system tasks, compiler directives. Module definition, port declaration, connecting ports, hierarchical name referencing.

Module 4: Gate Level & Data Flow Modelling 9 Hours

Gate-Level Modeling- Modeling using basic Verilog gate primitives, description of and/or and buf/not type gates, rise, fall and turn-off delays, min, max, and typical delays.

Dataflow Modeling - Continuous assignments, delay specification, expressions, operators, operands, operator types.

Module 5: Behavioral Modeling

9 Hours

Structured procedures, initial and always, blocking and non-blocking statements, delay control, generate statement, event control, conditional statements, structural modeling.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Design and analyze combinational & sequential circuits
2. Understand different design methodologies
3. Demonstrate Verilog programs in gate, dataflow (RTL), behavioral and switch modeling levels of Abstraction.
4. Illustrate the programs more effectively using Verilog tasks and directives
5. Examine the Behavioral Modeling Concept.

BOOKS FOR REFERENCE

- ❖ Samir Palnitkar, *“Verilog HDL: A Guide to Digital Design and Synthesis”*, Pearson Education, Second Edition.
- ❖ John M Yarbrough, *“Digital Logic Applications and Design”*, Thomson Learning, 2001
- ❖ Donald E. Thomas, Philip R. Moorby, *“The Verilog Hardware Description Language”*, Springer Science+Business Media, LLC, Fifth edition.
- ❖ Michael D. Ciletti, *“Advanced Digital Design with the Verilog HDL”* Pearson (Prentice Hall), Second edition.

UG 22 OE 014: ENVIRONMENT AND PUBLIC HEALTH IN CONTEMPORARY SOCIETY

COURSE OBJECTIVES

The course aims to create awareness among students on the contemporary issues of the society relating to health, environment, prevalent diseases and hygiene.

Module 1: Introduction to Environment and Public Health 15 Hours

Environment and public health; Definitions of health and disease. Perspectives on individual health: Nutritional, socio-cultural and developmental aspects, Dietary diversity for good health; Human developmental indices for public health. Effect of quality of air, water and soil on human health.

Diseases in contemporary society: Need for good health- factors affecting health. Types of diseases- deficiency, infection, pollution diseases- allergies, respiratory, cardiovascular and cancer. Personal hygiene- food- balanced diet. Health effects of smoking, alcohol consumption, drug addiction and substance abuse.

Module 2: Malnutrition, Communicable, Non-Communicable & Vector borne Diseases 15 Hours

Malnutrition: Vitamin deficiency diseases and Mineral deficiency diseases; Folic acid requirement during pregnancy; Food Safety- Adulterants and preservatives; Pesticide Toxicity: Endosulfan and DDT; Genetically Modified Food.

Non-communicable diseases and Lifestyle diseases – Diabetes and Hypertension.

Communicable diseases: Definition, mode of transmission- pandemic, epidemic and endemic diseases.

Vectorborne diseases: Plague and Malaria; emerging diseases: Dengue, Chikungunya, Zika, Ebola, Swine Flu, Bird Flu, Severe

Acute Respiratory Syndrome (SARS), Covid -19, Middle East Respiratory Syndrome(MERS); Zoonosis- Leptospirosis; Kyasanur Forest Disease (KFD) Toxoplasmosis and Nipah.

Module 3: Occupational health, Environmental Sanitation, Hygiene and Drug safeties 15 Hours

Occupational health: Sick Building Syndrome; Noise and Radiation; Ergonomics - Stress and Fatigue; Carpal tunnel syndrome (CTS); Synergistic effect; Irritable Bowel Syndrome; Crohn's disease.

Environmental Sanitation and Hygiene: Safe disposal of human excreta; Solid waste disposal; Case study of Bengaluru. Sanitation value chain.

Drug safeties: Thalidomide Tragedy; Antibiotic stewardship; New Delhi Antibiotic Resistant superbug.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Interpret issues relating to environment and public health.
2. Characterize various contemporary diseases.
3. Review numerous environmental and personal health measures.

BOOKS FOR REFERENCE

- ❖ Akhtar, R. (Ed.). (2019). *Extreme weather events and human health: International case studies*. Springer Nature.
- ❖ Bedi and Yashpal. (1971). *Handbook of Hygiene and Public Health*. Atma Ram & Sons, Delhi.
- ❖ Kessel, A. (2006). *Air, the environment and public health*. Cambridge University Press.
- ❖ Lopez, R. P. (2012). *The built environment and public health* (Vol.16).

- ❖ *John Wiley & Sons. Nandini N.(2018). Environment and public Health. Sapna Book House, Bengaluru.*
- ❖ *'Carroll, P.W., Yasnoff, W.A., Ward, M.E., Ripp, L.H., & Martin, E.L. (Eds.).(2003).*
- ❖ *Public Health Informatics and Information Systems.*
- ❖ *Park, K.(2009).Park's Text book of Preventive and Social Medicine, 20th Edition.*
- ❖ *Rajit Sengupta and Kiran Pandey. (2021). State of India's Environment 2021: In Figures. Centre Science and Environment, New Delhi.*
- ❖ *Van den Bosch, M., & Bird, W. (Eds.). (2018). Oxford textbook of nature and public health: The role of nature in improving the health of a population. Oxford University Press.*
- ❖ *Walton, M. (2017).One Planet, One Health. Sydney University Press.*

UG 22 OE 015: ENVIRONMENT AND SUSTAINABLE AGRICULTURE

COURSE OBJECTIVES

The course enables the students to get an understanding on the basics of environment and sustainability of agriculture along with various its facets.

Module 1: Introduction to Environment and Agriculture **15 Hours**

Environment – Definition, scope and significance.

Agriculture – Definition, scope and significance. Environmental basis for agriculture and food. Agricultural patterns in India. Socio-economic pressures on agriculture. Food security and food scarcity.

Types of agriculture – rain-fed cultivation and irrigation – water intensive agriculture – Reservoirs and ground water exploitation. Conventional and mechanised agriculture.

Natural and chemical agriculture. Subsistence and commercial agriculture. Environmental effects of land use and landscape changes.

Module 2: Agricultural Diversity, Animal Husbandry & Pisciculture **15 Hours**

Environmental determinants of agriculture – role of rainfall, humidity, wind, topography and edaphic factors in crop selection.

Animal husbandry – Dairy and poultry – role of transboundary species of cattle in Indian scenario.

Pisciculture – Environmental effects of intensive pisciculture.

Agricultural biodiversity: Crop diversity – Definition and significance. Poly culture and mono culture. Influences of green revolution on

modern agricultural practices of India – Loss of agro biodiversity – Influence of trans boundary crops. Agricultural biotechnology – Genetically Modified Crops – Influence on environment. Pollination crisis. Integrated pest management.

Module 3: Environmental impacts on agriculture, Contemporary issues and Ecological principles of farming

15 Hours

Environmental impacts of agriculture – Loss of biodiversity – soil salinity- fertiliser.

and pesticide pollution, Climate change and global warming. Erosion and problems of deposition in irrigation systems. Desertification. Biomagnification – Case studies.

Contemporary issues and management – Farmer distress – market mechanisms - natural farming methods/organic farming. Urban agriculture and hydroponics. Ecological principles of farming – Sustainable agriculture – Significance of indigenous crops and cattle varieties. Watershed management. Agricultural policies of India.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Understand environment and agriculture.
2. Review certain concepts of agriculture and animal husbandry.
3. Respond to contemporary issues and management of environment and agriculture.

BOOKS FOR REFERENCE

- ❖ Altieri, M. A. (2018). *Agroecology: the science of sustainable agriculture*. CRC Press. Campanhola, C., & Pandey, S. (Eds.). (2018). *Sustainable food and agriculture: An integrated approach*. Academic Press.

- ❖ Zeeuw, H., & Drechsel, P. (Eds.). (2015). *Cities and agriculture: Developing resilient urban food systems*. Routledge.
- ❖ Eric Lichtfouse, Mireille Navarrete, Philippe Debaeke, Souchere Ve'ronique, Caroline Alberola. (2009). *Sustainable Agriculture*. Springer Science & Business Media.
- ❖ Kazim B. Rahim Debash Sarkar Bidhan Chand. (2012).
- ❖ *Sustainable Agriculture and Environment*. New Delhi Publishers.
- ❖ Satyanarayana, T., Johri, B. N., & Prakash, A. (Eds.). (2012). *Microorganisms in sustainable agriculture and biotechnology*. Springer Science & Business Media.
- ❖ Songstad, D. D., Hatfield, J. L., & Tomes, D. T. (Eds.). (2014). *Convergence of food security, energy security and sustainable agriculture* (Vol. 67). New York: Springer.

UG 22 OE 016: FOUNDATION OF BEHAVIOUR

COURSE OBJECTIVES

The course enables the students to examine the dynamics of human personalities and the underlying theoretical concepts.

Module 1: Emotions

9 Hours

Meaning and definition- Classification of emotions- primary and secondary- Responses to emotions- physiological, behavioural, psychological and cognitive. Theories of emotions-physiological, neurological, cognitive. Emotional Intelligence- Meaning, definition, components. Application of emotional intelligence.

Module 2: Motivation

9 Hours

Meaning, Definition, Basic Concepts- Instincts, Needs, Drives, Incentives, Motivational cycle. Approaches to the Study of Motivation: Psychoanalytical, ethological, S - R, Cognitive, humanistic- Biological Motives: Hunger, thirst, sleep and sex- Social Motives: Achievement, affiliation, approval.

Module 3: Intelligence

9 Hours

Meaning, Definition of intelligence, characteristics of intelligence- Types- social, crystallized, emotional, fluid- Theories of Intelligence- Factor theories, hierarchical theories, process oriented theories, information processing theories- Educating Gifted children- Assessment of intelligence- Indian tests for intelligence. The concept of intelligence quotient.

Module 4: Thinking and Reasoning

9 Hours

Introduction to cognition- Introduction to Thinking and Problem Solving Process- Elements of Thinking and Types of Thinking- Creative and critical thinking: Meaning and types- Concept Formation: Meaning, importance and process of concept formation- Problem Solving: Meaning, importance, steps, and obstacles- Reasoning and decision making.

Module 5: Personality

9 Hours

Meaning, definition, Theories of personality- Type and trait, Dynamic, behavioural, Humanistic. Assessment of personality- Need. Rating scales, questionnaires, Projective techniques.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Evaluate and understand the different human emotions
2. Evaluate and identify critically the determinants of motivation
3. Compare and contrast different theories of intelligence
4. Deduce thinking and problem solving ability.
5. Differentiate the human personalities

BOOKS FOR REFERENCE

- ❖ *Baron, R. A. Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd., 2014*
- ❖ *Feldman, R. S. Understanding Psychology (14thed.). New York: McGraw Hill, 2018*
- ❖ *Hergenhahn, B. R., & Henley, T. An Introduction to the history of psychology. Cengage Learning, 2013*
- ❖ *Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. Introduction to psychology. (16th ed.). Boston: Cengage Learning., 2015*
- ❖ *Malim, T. Introductory Psychology. Macmillan International HigherEducation., 2017*
- ❖ *Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (2001). Introduction to psychology. (7th ed.). Chennai: McGraw-Hill Education (India) Pvt. Ltd.*

UG 22 OE 017: GLOBALIZATION AND WORLD POLITICS

COURSE OBJECTIVE

The course enables the students to develop an understanding about the nature and scope of Indian International Relationship.

Module 1: Introduction to Globalisation and World Politics **15 Hours**

Introduction to Globalization and World Politics Meaning and Nature of Globalization and World Politics Discourses on Globalization - Political Economy of Globalization and its impact on World Politics Dimensions of Globalization – Gender Bias, Inequity, Skewed GDP.

Module 2: Globalization and Social Movements **15 Hours**

Globalization and Social Movements – Authoritarian Movement - Yellow Vest Movement, Arab Spring Movement.

Module 3: India in a Globalized World **15 Hours**

Neoliberal Policies (LPG) Development and Displacements of India in Global Governance.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. List out the modern elements of State
2. List out the countries and identify the issues related to equality
3. Identify an issue and discuss the role of civil society

COURSE OUTCOME

After the completion of the course students will be able to:

1. Explain and analyze world politics at large.
2. Analyze the dynamics of Globalization and World Politics
3. Determine the impact of globalization in India.

BOOKS FOR REFERENCE

- ❖ *Hans.J. Morgenthau: Politics Among Nations*
- ❖ *Palmer and Perkins: International Relations*
- ❖ *Quincy R. Wright: A Study of International Relations*
- ❖ *Mahendra Kumar: Theoretical Aspects of International Politics.*
- ❖ *Griffiths and O'Callaghan: International Relations – The Key Concepts*
- ❖ *Andrew Heywood- Key concepts in Politics and International Relations*
- ❖ *Andrew Heywood-Global Politics*
- ❖ *Jon. C Pevehouse and Joshua Goldstein: International Relations*
- ❖ *V.N. Khanna: International Relations*
- ❖ *K.K. Ghai: International Relations-Theory and Practise of International Politics*
- ❖ *Peu Ghosh: International Relations*

UG 22 OE 018: HUMAN RIGHTS

COURSE OBJECTIVES

The course aims to introduce the students to basic concepts and practices of human rights in the global and local domain along with certain recent issues confronting the human rights debates.

Module 1: Introduction to Human Rights 15 Hours

Meaning, nature, scope and Classification of Human Rights- The Human Rights of First generation (Civil and Political Rights), Second generation (Economic, Social and Cultural Rights), Third generation (Collective Rights) and Fourth generation (Subjective Rights)- Universal Declaration of Human Rights - Human Rights and Fundamental Rights, Fundamental Rights and Fundamental Duties in India.

Module 2: Indian Human Rights

Commissions

15 Hours

National Human Rights Commission (NHRC) - Composition and its function-Karnataka State Human Rights Commissions (KSHRCs) - Composition and its functions - National Commission and Committees for SCs/STs, Minorities' Commission, Women' Commission.

Module 3: Issues and Challenges of Human Rights

15 Hours

Major issues and concerns of Human Rights- Discrimination and violence against women, children, Dalits and Minorities, Trafficking, Child Labour and Bonded Labour, Challenges to Human Rights.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Group Discussion on Human Rights and its types (comparison of Western and Eastern concept of Human Rights).

2. Find out the different types of complaints received by NHRC and bring out the end results on any one of such case.
3. In order to make it more participatory learning, the students are required to visit the website of NHRC (www.nhrc.nic.in), wherein at the left-hand side, a link is provided to the 'instructions. After going through the guidelines issued by NHRC's, briefly explain the guidelines on – Custodial death/rape, Encounter death, and Guidelines on arrest.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Explain the basic concept of Human Rights and its various formulations.
2. Review State and National level human rights commission in India.
3. Develop ability to critically analyse Human Rights situations.

BOOKS FOR REFERENCE

- ❖ Baxi Upendra (ed.), *The Right to be Human*, Lancer International, Crawford, New Delhi, 1987.
- ❖ James (ed.), *The Rights of People*, Oxford, New York, 1988.
- ❖ Craston, M. *What are Human Rights*, Bodely Head, London, 1973
- ❖ Rhonda L. Callaway & Julie Harrelson- Stephens, "International Human Rights", Published by viva books private limited, New Delhi, 2010.
- ❖ Janusz Symonides, "Human Rights Concept and Standards", Rawat Publications, New Delhi, 2019.
- ❖ Sunil Deshta and Kiran Deshta, "Fundamental Human Rights", Deep and Deep Publications, New Delhi, 2011.
- ❖ Donnelly, Jack and Rhoda Howard (ed.), *International Handbook of Human Rights*, Westport, Connecticut: Greenwood Press, 1987.

- ❖ Donnelly, Jack, *Universal Human Rights in Theory and Practice*, New Delhi, Manas, 2005.
- ❖ Dr. Tapan Biswal, *"Human Rights Gender and Environment"*, Viva Books Private Limited Publishers, New Delhi 2006
- ❖ Satya.P. Kanan, *"Human Rights Evolution and Development"*, Wisdom Press, New Delhi 2012.
- ❖ Gerwith, *Human Rights: Essays on Justification and Application*, University of Chicago Press, Chicago, 1982.
- ❖ Khan, Mumtaz Ali, *Human Rights and the Dalits*, Uppal Publishing House, New Delhi, 1995.
- ❖ V.T. Patil, *"Human Rights Developments in South Asia"*, Authors Press Publishers, Delhi 2003.
- ❖ Dr. S.K. Gupta, *"Statewise Comprehensive Information on Human Right Violation"*, Published by ALP Books, Delhi. 2009
- ❖ Acharya, B.C. *A Handbook of Women's Human Rights*, Wisdom Press, New Delhi, 2011.
- ❖ South Asia Human Rights Documentation Centre, *Introducing Human Rights*, Oxford, New Delhi, 2006.
- ❖ Lillich, R. *International Human Rights: Law Policy and Practice*, Boston: Little Brown and Co., 1991 2nd Edn.

UG 22 OE 019: INDIAN POLITY - ISSUES AND CONCERNS

COURSE OBJECTIVE

The course aims to make the students aware of the emerging issues of Indian polity and their impact on the Indian Democracy.

Module 1: National Integration and Social Harmony **10 Hours**

National Integration and Social Harmony - Meaning and Need of National Integration and Suggestions for securing National Integration.

Module 2: Society and Politics in India **10 Hours**

Society and Politics in India - Caste and Its Impact, Problems in understanding caste system as a social system in India, and Role of Caste and its Impact on Indian Polity.

Module 3: Language, Religion, Local Traditions & Diversity **10 Hours**

Language - Role and Constitutional Provisions, Issues and Challenges
Religion and Local Traditions - Role and Constitutional Provisions
Celebrating Diversity – Consensus and Challenges

Module 4: Development and Inclusiveness **6 Hours**

Development and Inclusiveness- Issues and Concerns.

Module 5: Regionalism, Corruptions and Terrorism **9 Hours**

Regionalism – Reasons for the Growth, Forms and Measures.
Corruptions- Causes and Measures. Terrorism- Types, Causes and Measures.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Classify the major factors which are an impediment to National Integration and give your suggestions
2. Identify the terrorist's group in the world
3. Make a point on 2011 Anti- Corruption movement in India

COURSE OUTCOMES

After the completion of the course the students will be able to:

1. Employ suggestions for securing National Integration and Harmony.
2. Translate the role of Caste and its Impact on Indian Polity.
3. Analyse Diversity Consensus and challenges of Indian tradition.
4. Review issues and concerns of inclusive India.
5. Diagnose the causes of Regionalism, Corruptions and Terrorism and their measures.

BOOKS FOR REFERENCE

- ❖ M. Galanter, 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, 2002.
- ❖ C. Jaffrelot, 'The Politics of the OBCs', in *Seminar*, Issue, 2005.
- ❖ Singh, M.P. & Saxena, R. *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.
- ❖ Vanaiik, A. & Bhargava, R. (eds.) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
- ❖ Dunkin Jalaki "Bharatadalli Jativyavste ideye?", Malladahalli Publication, Malladahalli.

UG 22 OE 020: MACHINE LEARNING USING R PROGRAMMING

COURSE OBJECTIVES

The course enables the students to learn the basic concepts of statistics & mathematics essential for data analysis along with basic concepts of R programming and Machine Learning.

Module 1: Statistics & Mathematical

Essentials

9 Hours

Measure of Central Tendency - Mean, Median, Mode - Dispersion Technique -Range Inter Quartile Range - Variance, Standard Deviation - Mean Square Error& Root Mean Square - Probability Distribution.

Module 2: Hypothesis and Dimension

Reduction Technique

9 Hours

Types of Hypothesis - Sample testing - T-test - Z-test - Chi-square test - Anovatest -. One Way Anova. Two Way Anova - Principle component analysis -Collinearity and multicollinearity.

Module 3: R Programming Concepts

9 Hours

The Data types in R & its uses -Build in functions in R- Data Manipulation -Data import Techniques - Exploratory Data Analysis - Data Visualization.

Module 4: Machine Learning

9 Hours

Machine Learning Fundamental & common use cases - Approach to MachineLearning Understanding.

Supervised learning technique - Unsupervisedlearning technique.

Module 5: Predictive Modelling In R

9 Hours

Introduction to predictive modeling - Regression Problem - ClassificationProblem - Linear Regression - Logistic Regression -

Clustering - Distancemeasure types- K means clustering – Decision Tree Classifier – Random ForestClassifier – Support Vector Machine.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Understand the fundamental concepts of Statistics & Mathematics
2. Explain the concepts of Hypothesis & Dimension Reduction Techniques.
3. Practice R Programming and its concepts.
4. Outline Machine Learning Concepts using R
5. Discuss the various predictive models.

BOOKS FOR REFERENCE

- ❖ *Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali, Manning Publications, 2016.*
- ❖ *Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.*
- ❖ *Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O' Reilly, 1st edition, 2013.*
- ❖ *Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014*
- ❖ *An Introduction to Statistical Learning: with Applications in R, Gareth James, Daniela Witten, Trevor Hastie, Robert Tibshirani, Springer, 1st edition, 2013*

UG 22 OE 021: OFFICE AUTOMATION

COURSE OBJECTIVES

The course aims to equip students with the basics of MS Office applications required in office automation of business.

Module 1: Starting with MS-Word: 10 Hours

Introduction to MS-Word: Understanding the start screen, Creating a new blank document, The word screen, How Microsoft Word works, Understanding the quick access toolbar, Understanding the status bar, Exiting safely from Word.

Documents in Word: Creating documents in word, Typing text, the save as place, Checking spelling and grammar, Page zooming, Viewing the ruler, Showing paragraph marks, Counting words. Viewing multiple pages, Splitting the window, Understanding document views, Changing document views, Understanding read mode, Viewing a document in read mode, Using resume reading.

Working with text: Selecting text using the mouse, Selecting text using the keyboard, Editing text in insert mode, Editing text in overtype mode, Deleting text, Using undo, Using redo, Understanding find and replace, Finding words, Replacing words, Using go to, Understanding cutting and copying, Cutting and pasting, Copying and pasting, Drag and drop cutting, Drag and drop copying, Using the clipboard task pane

Text appearance and Paragraphs: Understanding font formatting tools, changing fonts, Changing font size, Making text bold, Italicizing text, Underlining text, Highlighting text, Changing text color, Using the format painter. Understanding paragraph formatting, Understanding text alignment, Changing line spacing, Changing paragraph spacing, Indenting paragraphs, Out denting paragraphs, Starting a bulleted list, Adding bullets to existing paragraphs, Removing existing bullets, Starting a numbered list, Numbering existing paragraphs, Removing existing numbers, Shading paragraphs, Applying borders to paragraphs, Using the paragraph dialog box.

Working with pages: Changing page margins, Setting custom margins, Changing page orientation, Changing paper sizing, Setting custom paper sizes, Inserting page breaks, Removing page breaks, Inserting page numbers, Formatting page numbers, Removing page numbers.

Module 2: Table and Images in MS-Word 10 Hours

Tabs and tables: Using default tabs, Setting tabs on the ruler, Modifying tabs on the ruler, Setting tabs in the tabs dialog box, Setting tab leaders, Setting bar tabs, Setting mixed tabs, Removing tabs, Understanding tables, Creating a table, Adding data to a table, Selecting in tables using the ribbon, Selecting in tables using the mouse, Inserting columns and rows, Deleting columns and rows, Changing column widths, Changing row heights, Auto fitting columns, Shading cells, Modifying borders, Adding custom borders, Choosing a table style. **Clip Art and pictures:** Understanding clip art and pictures, Inserting clip art, Selecting clip art, Applying text wrapping styles, Positioning clip art, Resizing clip art, Applying picture styles to clip art, Resetting clip art, Deleting clip art, Inserting a picture, Inserting an online picture, Resizing a picture, Changing the picture, Cropping a picture.

Performing a mail merge: Understanding mail merge, Understanding the mail merge process, Creating a recipient list, Creating the starting document, Starting the mail merge wizard, Selecting a recipient list, Inserting mail merge fields, Previewing the merged documents, Completing the merge.

Printing your documents: Understanding printing, Previewing your document, Quick printing, Selecting a printer, Printing the current page, Specifying a range of pages, Specifying the number of copies.

Module 3: MS- Excel- I 10 Hours

Introduction to MS- Excel: The Excel Environment, The title bar, the ribbon, Scroll bars, The Microsoft office button, the quick access toolbar, the formula bar, the workbook window, the status bar, the

workbook view buttons, the zoom slider, the mini toolbar, keyboard shortcuts.

Creating Basic Workbooks: Creating New Workbooks, Saving Workbooks, Closing Workbooks, Opening Workbooks, Selecting Cells, Entering Text into Cells, Entering Numbers into Cells, AutoComplete, Pick from Drop-Down List, Using the “Window” Command Group, Switching to Full Screen View, Renaming Workbooks, Working with Excel File Formats.

Using Ranges and Formulas: Selecting Ranges, Ranged Data Entry, Using AutoFill. Ranged Formula Syntax, Simple Formula Syntax, Writing Formulas, Using AutoSum, Inserting Functions 4.6- Editing a Range, Formula AutoCorrect, Auto Calculate.

Copying & Pasting Formulas: Relative References and Absolute References, Cutting, Copying & Pasting Data, AutoFilling Cells, The Undo Button, The Redo Button.

Columns & Rows: Selecting Columns and Rows, Adjusting Column Width and Row Height, Hiding and Unhiding Columns and Row, Inserting and Deleting Columns and Rows.

Formatting Worksheets: Formatting Cells, The Format Cells Dialog Box, Clearing All Formatting from Cells, Copying All Formatting from Cells to Another Area, Moving between Worksheets, Selecting Multiple Worksheets, Inserting and Deleting Worksheets, Renaming Worksheets, Coloring Worksheet Tabs, Copying or Moving Worksheets.

Module 4: MS- EXCEL- II

7 Hours

Named Ranges: Naming Ranges, Creating Names from Headings, Moving to a Named Range, Using Named Ranges in Formulas, Naming 3D Ranges, Managing Named Ranges.

Conditional Formatting and Cell Styles: Conditional Formatting, Finding Cells with Conditional Formatting, Clearing Conditional Formatting, Using Table and Cell Styles. Paste Special and Sharing Workbooks: Using Paste Special, Pasting Linked Formulas, Sharing

Workbooks, Highlighting Changes, Reviewing Changes, Using Comments, Compare and Merge Workbooks.

Creating Worksheet Charts: Creating Charts, Selecting Charts and Chart Elements, Moving and Resizing Charts, Changing the Chart Type, Changing the Data Range, Switching Column and Row Data, Choosing a Chart Layout, Choosing a Chart Style, Printing Charts, Deleting Charts.

Editing and Formatting Charts: Formatting Chart Objects, Inserting Objects into Chart, Changing Chart Labels, Changing Axes Display, Changing the Chart Background, Applying Chart Analysis Lines, Naming Charts, Applying Shape Styles to Chart Elements, Applying WordArt Styles to Chart Elements, Saving Custom Chart Templates.

Module 5: MS-POWER POINT

8 Hours

Getting acquainted with power point:

The PowerPoint Environment, The Title Bar, The Ribbon, The Microsoft Office Button, The Quick Access Toolbar, The Scroll Bars, The Presentation View Buttons, The Zoom Slider, The Status Bar, The Mini Toolbar, Keyboard Shortcuts.

Creating basic presentations and presentation views:

Opening Presentations, Closing Presentations, Creating New Presentations, Saving Presentations, Inserting New Slides, Applying Slide Layouts, Using the “Package for CD” Feature, Working with PowerPoint File Formats Normal View, Slide Sorter View, Notes Page View, Slide Show View.

Using text, clip art and smart art:

Adding Text to Slides, Basic Object Manipulation, Font Formatting, Paragraph Formatting, Applying Custom Bullets and Numbering, Using Tabs, Setting Text Box Options, Checking Spelling. Inserting Clip Art and Pictures, Basic Graphic Manipulation, Using Picture Tools, The Format Picture Dialog Box. Inserting and Manipulating SmartArt, Formatting SmartArt.

Using slide show view and printing your presentation:

Running a Slide Show, Using Custom Shows, Using Page Setup, Setting the Slide Header and Footer, Using Print Preview, Printing.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Understand the basics of MS Word.
2. Apply the concepts of MS Word in creating tables and charts.
3. Understand the working of spreadsheet
4. Implement the working of basic spreadsheet with formula, macros etc.,
5. Determine the various tools and its applications in power point presentations.

BOOKS FOR REFERENCE

- ❖ *Laura Acklen et al, Microsoft Office 97 Professional Essentials, EEE Que E&T, PHI (1998).*
- ❖ *Jennifer fulton, Sherri Kinkoph, and Joe Kraynak, The Big Basics Book of Microsoft Office 1997, PHI, 1998.*
- ❖ *Sanjay Saxena, A First Course in Computers (Based on Windows 8 And MSOffice 2013) Vikas Publishing 2015.*

UG 22 OE 022: PSYCHOLOGY OF HEALTH AND WELLBEING

COURSE OBJECTIVES

The course aims to familiarise students with the knowledge on spectrum of health, stress and illness issues for better health management and life enhancement.

Module 1: Illness, Health and Wellbeing 9 Hours

Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing.

Module 2: Stress and Coping 12 Hours

Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management.

Module 3: Health Management 12 Hours

Health Management: Health enhancing behaviours: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviours (alcoholism, smoking, internet addiction); Health Protective behaviours, Illness Management.

Module 4: Human Strengths and Life Enhancements 12 Hours

Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Understand the various issues to personal wellbeing.
2. Express the stresses in one's life and how to manage them.
3. Understanding the spectrum of health and illness for better health management
4. Interpret human strength and weaknesses for life enhancement.

BOOKS FOR REFERENCE

- ❖ Carr. A. (2004) *Positive Psychology: The science of happiness and human strength* UK: Routledge. Di Matteo, M.R & Martin, L.R.(2002).
- ❖ *Health Psychology*. New Delhi: Pearson. Farshaw, M 2DD3) *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton Forshaw, M. (2003).
- ❖ *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton. Hick.J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press. Snyder, C R., & Lopez. S.J.(2007)
- ❖ *Positive Psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA Sage.
- ❖ Taylor. S.E. 2006). *Health Psychology*. 6th Edition. New Delhi, Tata McGraw Hill

UG 22 OE 023: PUBLIC POLICY AND GOOD GOVERNANCE

COURSE OBJECTIVES

The course aims to make the students aware of different issues that exists in the sphere of governance and along with understanding the emerging issues and public policies.

Module 1: Introduction to Good Governance 9 Hours

Historical Roots of Governance Concept of Governance and its features- Concept of Good Governance, World Bank Prescription and Indicators- Conceptual Framework of Governance- Rule of Law, Openness & Transparency, Accountability, Social Audit- Differentiating Governance and Good Governance.

Module 2: Models of Measuring Good Governance and Governance Agencies 9 Hours

Models of Measuring Good Governance: Procedural Measure, Capacity Measure and Output Measure. Measuring Governance Agencies: UNDP Human Development Report: HDI Transparency International- Corruption Perceptions Index

Module 3: Corruption 9 Hours

Corruptions - Causes and Measures to combat corruption- Right to Information, Redressal of Citizens' Grievances Protection of Whistle blowers, Local Bodies Ombudsmen.

Module 4: Ethics and Public Policy 9 Hours

Ethical Foundations of Governance Morale, Ethics and Professions standard in public services Constitutional values and its relationship with ethics.

Module 5: E- Governance 9 Hours

Evolution of E- Governance- E- Governance Issues and Challenges- E governance Initiatives: A case study of SAKALA.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Understand the concept of governance and good governance and also their differences.
2. Examine good governance models and their agencies.
3. Illustrate the measures to combat corruptions in India.
4. Review the ethical foundations of governance and its policies.
5. Examine the issues and challenges in E-Governance.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Classify the major factors that are hindering effectiveness in governance and give your suggestions
2. Identify the local ombudsman and whistleblowers in India and write a brief note
3. Make a comparison of developed and developing countries on various indicators of Human Development.

BOOKS FOR REFERENCE

- ❖ Bellamy Christine and John Taylor (1998), *Governing in the Information Age*, Buckingham Open University Press.
- ❖ Bhatnagar S.C (2004) *E- Government From vision to Implementation: A practical guide with case studies*, Sage publications New Delhi.
- ❖ Michael.E. Milkovich (2012), *Digital Governance - New Technologies for improving public service a participation* Routledge, Taylor and Francis group New York.
- ❖ Bowler and T. Donovan (2002), *Democracy, Institutions and Attitudes about Citizen influence on government*, British Journal of Political Science, Vol. 32.
- ❖ Ali Farazmand (2004) *Sound Governance: Policy and Administrative Innovations* Praeger publishers, West Port.

- ❖ *Bevier Mark (2013), The Sage Handbook of Governance Sage publications London.*
- ❖ *Katherine Berscha and Sandra Botero (2014), Measuring Governance: Implications of conceptual choices, European journal of Development and Research, Vol. 26.*
- ❖ *Shantanu Devarajan (2008), Two comments on Governance Indicators: Where are we, where we should we be going? The world Bank research Observer, Vol. 23.*
- ❖ *Francis Fukuyama (2013) What is Governance, Working Paper Centre for Global development, New York Washington.*
- ❖ *Kathe Callahan (2007), Elements of Effective Governance: Measurement, Accountability and Participation CRC, press, Taylor and Francis group Boca Raton.*
- ❖ *Bellamy Christine and John Taylor (1998), Governing in the Information Age, Buckingham Open University Press.*
- ❖ *Bhatnagar S.C (2004) E- Government From vision to Implementation: A practical guide with case studies, Sage publications New Delhi.*
- ❖ *Michael.E. Milkovich (2012), Digital Governance- New Technologies for improving public service a participation Routledge, Taylor and Francis group New York.*
- ❖ *Bowler and T. Donovan (2002), Democracy, Institutions and Attitudes about Citizen influence on government, British Journal of Political Science, Vol. 32.*
- ❖ *Ali Faraz amand (2004) Sound Governance: Policy and Administrative Innovations Praeger publishers, West Port.*
- ❖ *Bevier Mark (2013), The Sage Handbook of Governance Sage publications London.*
- ❖ *Katherine Berscha and Sandra Botero (2014), Measuring Governance: Implications of conceptual choices, European journal of Development and Research, Vol. 26.*

- ❖ *Shantanu Devarajan (2008), Two comments on Governance Indicators: Where are we, where we should we be going? The world Bank research Observer, Vol. 23.*
- ❖ *Francis Fukuyama (2013) What is Governance, Working Paper Centre for Global development, New York Washington.*
- ❖ *Kathe Callahan (2007), Elements of Effective Governance: Measurement, Accountability and Participation CRC, press, Taylor and Francis group Boca Raton.*

UG 22 OE 024: PUBLIC POLICY IN INDIAN CONTEXT

COURSE OBJECTIVES

The course aims to introduce the students to the basic concepts and practices associated with the policy making and issues in Indian domain.

Module 1: Public Policy Processes in India 10 Hours

Public Policy Processes in India- Structural Characteristics- Preamble, Federalism and Parliamentary system- Actors in Policy Processes- Government & Non- government Institutions, International Donor Agencies- Ideological Preferences and Gradual changes (Pre 1991 and Post 1991).

Module 2: Statutory and Non-Statutory Authorities 12 Hours

Statutory and Non-Statutory authorities- Niti Aayog national development council state planning boards think tanks pressure groups and interest groups-trends of public policy in India political economy of development in India-State directed model of policy making and its failures State- Guided model of Liberalization, Issues and Challenges.

Module 3: Education Policy in India 12 Hours

Education Policy in India- Evolutionary Perspective- Education in India National Educational Commission National Education Policy 1986 and 1992- Yash Pal Committee Report NEP 2021- Issues and Challenges.

Module 4: National Health Policy 11 Hours

National Health Policy Health Care Development since India's Independence Primary and Community Health centers as health care components National Health Policy 1983 National Health Policy 2017.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Group Discussion on Case Studies of Public Policies.
2. Find out the Institutions involved in the policy making in India.

COURSE OUTCOMES

After completing the course students will be able to:

1. Explain the basics of Public Policy in India.
2. Understand the issues and challenges in statutory and non-statutory bodies.
3. Examine Indian education policy.
4. Review Indian health policy.

BOOKS FOR REFERENCE

- ❖ *D.D. Basu Introduction to Constitution of India (2011)*
- ❖ *M.V. Pyle- India's Constitution (2016).*
- ❖ *Uma Kapila- Indian Economy since independence: A comprehensive and critical analysis of India's economy since 1947-2014.*
- ❖ *Lindblom. C. E and E.J. Woodhouse (1993), The Policy making process 3rd ed., Prentice Hall.*
- ❖ *Francine. R. Frankel, Zoya Hasan, Rajeev Bhargava- Transforming India: Social and Political Dynamics of Democracy.*
- ❖ *Agarwal. J.C (2009), Education Policy in India, Neha publishers and distributors*
- ❖ *Dev Mahendra (2008), Inclusive growth in India, Oxford college essays.*
- ❖ *Dube, Akhilesh (1997), Commercialization of Education in India: Policy, Law and Justice, A.P.H public Corp.*
- ❖ *Amit Sen Gupta, (2002), National Health Policy 2002: A brief critique, The National Medical Journal of India, Vol.15, No.4.*
- ❖ *Government of India, National Health Policy 2017.*

UG 22 OE 025: PYTHON PROGRAMMING

COURSE OBJECTIVES

The course is designed to provide the students with the basic knowledge of Python programming language and its application in the business.

Module 1: Introduction to Python Programming

9 Hours

Introduction to Python Programming, History of Python, its features, Scope of Python, Downloading and installing Python, Python code execution process, run a simple program on Python interpreter and IDLE.

Module 2: Data Types and Operators

9 Hours

The concept of data types; variables, assignments; immutable variables; numerical types; arithmetic operators and expressions; comments in the program; understanding error messages; Illustrative programs.

Module 3: Branching and Looping

9 Hours

Conditions, Boolean logic, logical operators; ranges; Control statements: if- else, loops (for, while); short-circuit (lazy) evaluation. Illustrative programs.

Module 4: Lists, Tuples and Dictionaries

9 Hours

Lists, tuples, and dictionaries; basic list operators, replacing, inserting, removing an element; searching and sorting lists; dictionary literals, adding and removing keys, accessing and replacing values, Illustrative programs.

Module 5: Oops and Exception Handling

9 Hours

Classes and OOP: classes, objects, attributes and methods; defining classes; design with classes, exception handling, Illustrative programs.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Understand the basic concepts in Python programming.
2. Illustrate various data types and operations Python program.
3. Understand and demonstrate the use of Branching and Looping Structures.
4. Understand advanced data types such as lists, tuples, dictionaries.
5. Illustrate the basic knowledge of Object-Oriented Programming Concept and Exception Handling.

BOOKS FOR REFERENCE

- ❖ *Python in easy steps - Mike McGrath, In Easy Steps Limited, Second Edition*
- ❖ *"Hello World" - Computer Programming for Kids and other Beginners - Warren and Carter, Manning Publications, 2014*
- ❖ *Mark Lutz, Programming Python, O'Reilly, 4th Edition, 2010*

UG 22 OE 026: SOCIOLOGY FOR EVERYDAY LIFE

COURSE OBJECTIVES

The course enables the students to understand the sociology of everyday life along with the social institutions established and with their practices and customs.

Module 1: Introduction to Sociology for Everyday Life

15 Hours

Sociology as a study of Social Interaction and its Need Everyday Life - Meaning; Why Study Everyday Life? (Contributions of Erving Goffman and Anthony Giddens); Role of Socialisation in establishing habits and practices- action, thinking and feeling- Social Institutions as Established Practices and Customs - Definition and Elements Challenges and Problems of Everyday Life.

Module 2: Self and Society

15 Hours

Definition of Situation (W I Thomas' Principle).

The Looking Glass Self; Relation between Individual and Society
Role of social media in Constructing Self and Identity.

Module 3: Culture and Everyday Life

15 Hours

Definition of Culture; Types of Culture: High Culture, Popular Culture, Recorded Culture and Lived Culture Mass Media and Everyday Life Globalisation and Cultural Diffusion.

COURSE OUTCOMES

After the completion of the course students will be able to:

1. Explain the philosophy of everyday life and its challenges.
2. Examine the role of self-identity in the society.
3. Describe the different types of culture in everyday life.

BOOKS FOR REFERENCE

- ❖ *Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y*
- ❖ *Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York*
- ❖ *Corrigall-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada*
- ❖ *Coser, Lewis 1977 Masters of Sociological Thought, Harcourt BraceJovanovich, New York*
- ❖ *Davis, Kingsley 1949, Human Society, Macmillan, Delhi*
- ❖ *Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA*
- ❖ *Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York*
- ❖ *Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi*
- ❖ *Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi*
- ❖ *Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi*
- ❖ *Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore*
- ❖ *Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi*
- ❖ *Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland*
- ❖ *MacIver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi*

- ❖ *Macionis, John 2018, Sociology Global Edition, Pearson, England*
- ❖ *Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe*
- ❖ *Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad*
- ❖ *Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad*
- ❖ *Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi*

UG 22 OE 027: INTERNATIONAL TAX AND TECHNOLOGY -I

COURSE OBJECTIVES

The course aims to equip students with an overview of the US Legal system and an understanding about the US Income Tax principles and regulations applicable to individuals.

Module 1: Common Topics - Introduction to US Legal & Tax System 8 Hours

Recognize the structure of the US Government and US Tax Jurisdictions, Overview, of Tax Reforms, Key differences among types of US Tax Payers, Identify various types of taxation in US, Identify sources of US tax law and navigation of the Code and Regulations, Recognize fundamental differences between home country and US Tax Systems.

Module - 2: US Individual Income Tax 14 Hours

Overview and Computation of Income (Part 1).

Basic concepts of US tax and Overview of form 1040, Filing Requirement, Filing Status, Substantial Presence Test , Dependents, Compensation, Basics of Income Sourcing & W-2, Stock Options, Interest, Dividend Income, Capital Gains and Sale of Main Home, Business Income (Schedule C and self-employment tax), Income and Loss from Rental Property, Additional Medicare Tax and Net Investment Income Tax, Filing due date, Extensions, Penalty and Interest, Tax rates and calculation of Taxes, Form 1040 Page 1 and Page 2.

Module 3: US Individual Income Tax 14 Hours

Overview and Computation of Income (Part 2).

Passive Activity Loss limitations, State and Local tax refunds, Other Income, Health Savings Account deduction, IRA deduction, Student loan and Interest, Tuition and Fees and other deductions,

Taxes - State & Local Taxes, Real Estate Taxes, Personal Property Taxes, Mortgage Interest, Investment Interest Expense, Charitable, Contribution, Casualty & Theft Losses, Medical and Dental and Other Miscellaneous Itemized Deductions, Education Credits (AOC and LLC), Child & Dependent Care Credit, Child Tax Credit, Alternate Minimum Tax.

Module 4: US Individual Income -Tax - Advanced Topics

6 Hours

Who is an Expat, What is Sec 911 exclusion and overview of Form 2555, Introduction to Foreign Tax Credit, Who is an Inpat, overview of Form 1040NR, Income recognition for foreign nationals.

Module 5: Introduction to Technology

18 Hours

Demonstration / Functionality of Data Transformation (SQL) and Data visualization (Power BI/Query) tools, Basic computing and data handling , Case study 1 with IRS Data in Power BI, Case Study 2 & 3 with Power Query, Case Study 4, 5 & 6 with Power Query, Comprehensive Case Study 7 to prepare Form 1040 with Power BI and Power Query.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Participate in simulations, case studies and quizzes on different topics related to corporate taxation during the tenure of the course
2. Lab sessions will be conducted on SQL, Power BI and SharePoint to gain the practical application/knowledge of the subject

COURSE OUTCOMES

After the completion of course the students will be able to:

1. Illustrate the role Accounting Professionals in the context of US Legal and Tax systems and tax life cycle.

2. Outline the usual sources of Income of Individual Assessee for the computation of Gross Income and Taxable income permissible under the US Tax laws.
3. Outline the adjustments to Income, deductions and credits with respect to an Individual Assessee for the computation of Taxable income and Net tax Payable permissible under the US Tax laws.
4. Devise tax treatments for Foreign Nationals, Expats and Inpats.
5. Use digital tools for filing Individual returns with Power Business Intelligence.

BOOKS FOR REFERENCE

- ❖ *CCH Tax Law; U.S Master Tax; 102nd Edition; Illinois; CCH Publications; 2018.*
- ❖ *EA Review Part 1: Individuals by Irvin N Gleim and James R. Hasselback*
- ❖ *EA Review Part 2: Businesses by Irvin N Gleim and James R. Hasselback*
- ❖ *EA Review Part 3: Representation, Practices & Procedures by Irvin N Gleim and James R. Hasselback*
- ❖ <https://taxmap.irs.gov/taxmap/tmhome.html>

UG 22 OE 028: INTERNATIONAL TAX AND TECHNOLOGY-II

COURSE OBJECTIVES

The course enables students with the knowledge and computation of taxable income of partnerships and corporations as per the US Tax regulations along with an overview of certain corporate technological tools.

Module 1: Partnership Basics

8 Hours

Check the box regulation, Subchapter K provisions, Partnership tax return filing and timing, Partnership Formation, record cash and property contributions on a partnership balance sheet, Compute partner's outside basis, explain the tax consequences of partnership organization and syndication fees.

Module 2: Partnership Taxable Income

10 Hours

Compute partnership taxable income, explain the function of guaranteed payments to partners, partner's Distributive shares, Determine partners distributive share of income, gain, loss, deduction or credit, Partners' Basis Calculation, Adjust outside basis for Schedule K-1 information.

Module 3: Comprehensive case studies for Partnerships using technology tools

6 Hours

Partnerships and types of Partnerships (using Power BI), Partners and types of Partners (using Power BI), Identify separately state items on Schedule K, Form 1065 (using Power BI), Reconcile book and taxable income on Schedule M-1 Form 1065 & Schedule M-3, Simulation - Comprehensive case study using technology tools, solving case study on relevant tax forms using Power query.

Module 4: US Corporations

12 Hours

Overview of GAAP and the GAAP standard setting bodies, comparison of US GAAP vs India GAAP, entities overview,

identify taxes imposed by different jurisdictions, describe Legal characteristics of business entities, explain the federal income tax treatment of business entities, identify common non business entities, taxable Income Overview, explain relationship between Corporate book income and taxable Income, describe Schedule M1 and M3 disclosure requirements, Define Gross Income, recognize common exclusion from Gross Income, general rules for timing of income recognition, determine the effect of income related book tax differences on Schedule M3, identify broad categories of deductible expenses, recognize common examples of non-deductible expenses, general rules for timing of deductions.

Module 5: Analyse Income and Expenses of US Corporations

16 Hours

Asset basis and cost recovery, determine the Initial tax basis of business property, distinguish between deductible repairs and Capitalized improvements, calculate allowable cost recovery deductions, determine the effect of cost recovery book to tax differences on Schedule M3.

Calculate gain or loss realized and recognized on business property dispositions, Identity the character of recognized gain or loss on property dispositions, explain the Sec. 1231 netting rules and capital loss limitations, determine the effect of asset sale book tax differences on Schedule M3, Calculate Corporate Taxable Income, tax treatment of Charitable Contributions, net operating losses, and dividends received deductions, finalize corporate taxable income, compute Corporate Tax Liability.

Module 6: Comprehensive case studies for Corporations using technology tools

8 Hours

Introduction to Power BI and Case study, solving case study on relevant tax forms using Power query, Case Study: Disposal of Fixed Assets and Gain / (Loss) Computation, Identifying Property Type, Class Type, Convention, Method and Computation of Depreciation using Power BI.

SKILL DEVELOPMENT

(These activities are only indicative, the Faculty member can innovate)

1. Participate in simulations, case studies and quizzes on different topics related to corporate taxation during the tenure of the course
2. Lab sessions will be conducted on SQL, Power BI and SharePoint to gain the practical application/knowledge of the subject.

COURSE OUTCOMES

After completion of the course the students will be able to:

1. Compute Taxable income of Partnership within the framework of US Partnership Tax Act.
2. Illustrate for filing Tax return of individual partner after incorporating the requisite information shown in K-1.
3. Use the digital tools for filing partnership returns with Power Business Intelligence.
4. Design the procedure for filing requirements of Controlled foreign corporations and US Shareholders within the framework of US Tax System.
5. Calculate a corporation's taxable income and tax liability taking into account all necessary/ required adjustments.
6. Use the digital tools for filing corporate returns with Power Business Intelligence.

BOOKS FOR REFERENCE

- ❖ *CCH Tax Law; U.S Master Tax; 102nd Edition; Illinois; CCH Publications; 2018*
- ❖ *EA Review Part 1: Individuals by Irvin N Gleim and James R. Hasselback*
- ❖ *EA Review Part 2: Businesses by Irvin N Gleim and James R. Hasselback*
- ❖ *EA Review Part 3: Representation, Practices & Procedures by Irvin N Gleim and James R. Hasselback*
- ❖ <https://taxmap.irs.gov/taxmap/tmhome.html>

UG 22 OE 029: UNDERSTANDING INEQUALITIES - AN ANTHROPOLOGICAL PERSPECTIVE

COURSE OBJECTIVES:

In this course we learn to distinguish among domination, exploitation, authority, and oppression. Why are some people “worth” more than others? What are the core features of gender, racial, class, and other forms of inequality? Is a generalized theory of inequality possible? Is there such a thing as a “free slave”? These are some of the questions this course will address, by tracing specific instances of inequality from the most simple human societies (egalitarian bands) to modern racialized capitalist states.

Module 1: Introduction to the origin of inequality

15 Hours

This module will focus on the origin of inequality and how do different anthropologists and historians have argued about the birth of inequality and how it continued throughout human history.

- Marshall Sahlins, “The original affluent society” (Excerpt)
- David Graeber and David Wengrow “The Dawn of Everything: A New History of Humanity”

Module 2: Primitive egalitarianism

15 Hours

In this module we will look at specific primordial societies’ egalitarian way of living. How did small bands of hunter-gatherer societies co-exist with each other? What can the modern capitalist societies learn from such primitive egalitarian societies?

- Richard B. Lee, “Eating Christmas in the Kalahari” James Woodburn, “Egalitarian society”
- James Woodburn “Egalitarian Societies”

Module 3: Gender inequality: sexual politics in classless societies

15 Hours

This module will focus on how gender differs from other frameworks of inequality, the difference between productive labor and the labor of social reproduction (or care work).

- Sherry Ortner, “Is female to male as nature to culture?”
- Claude Meillassoux, *Maidens, Meals, Money*
- Jane F. Collier & Michelle Z. Rosaldo, “Politics and gender in simple societies”

COURSE OUTCOMES

1. Conceptually understand the notions of inequality
2. How different is anthropological study from other social-science researches
3. How to make close observations on societies

BOOKS FOR REFERENCE

- ❖ Elizabeth Anderson. 2017. *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)*. Princeton University Press.
- ❖ Quentin Skinner, “On the Liberty of Republics” (lecture)
- ❖ Kristen R. Ghodsee. 2018. *Why Women Have Better Sex Under Socialism: And Other Arguments for Economic Independence*. Hachette UK.
- ❖ Matt Bruenig, “Working Women and the Conundrums of Family Benefits” (lecture)
- ❖ Quinn Slobodian. 2018. *Globalists: The End of Empire and the Birth of Neoliberalism*.
- ❖ Leah N. Gordon. 2015. *From Power to Prejudice: The Rise of Racial Individualism in Midcentury America*. University of Chicago Press.

- ❖ Cedric Johnson. 2007. *Revolutionaries to Race Leaders: Black Power and the Making of African American Politics*. University of Minnesota Press.
- ❖ Jo Littler. 2017. *Against Meritocracy: Culture, Power and Myths of Mobility*. Routledge.
- ❖ Richard V. Reeves. 2018. *Dream Hoarders: How the American Upper Middle Class Is Leaving Everyone Else in the Dust, Why That Is a Problem, and What to Do About It*. Brookings Institution Press.
- ❖ Richard Sennett & Jonathan Cobb. 1972. *The Hidden Injuries of Class*. Cambridge University Press.

UG 22 OE 031: WARRING WITH WORDS - THE ART OF AUGMENTATION & CREATIVE THINKING

INTRODUCTION

This certificate course introduces students to the art of argumentation and creative thinking. The premise of the course is that argumentation and thinking go hand-in-hand and that they are a part of our everyday life in a democracy. Arguments are the end result of a process of thinking, but 'to argue' is a continuous process of thinking, a verb denoting action. To argue is to be in relationship with the external world and with oneself. Argumentation comprises both, the arguments and the process of arguing. This course hopes to explore the idea of argumentation and thinking as an art form and uses philosophy, literature and literary theory as inspiration to find novel ways of learning this art form.

COURSE OBJECTIVES:

1. To develop familiarity with the art of critical inquiry through the use of 'Socratic Method'.
2. To introduce to the art of entering into imaginative dialogue that allows for plurality of perspectives and beliefs.
3. To identify and utilize elements of narrativity that goes into constructing arguments and also to weaving narratives that can act as arguments.
4. To introduce to the art of metaphorical thinking through an engagement with poetry and fiction.
5. To engage with a thinker/creator through a critical reading/viewing their texts

Module 1: Socratic Method - The art of critical inquiry **10 Hours**

Is asking meaningful and relevant questions an art? How does introspection lead to the art of critical inquiry? Is there a victory or defeat in argumentation?

Socrates, the ancient Greek philosopher, had a unique method of confronting his intellectual opponents. Instead of putting forth his own ideas he would critically examine the accepted notions of his opponents by asking a series of questions. Unable to answer the questions his opponents would concede their defeat and accept their lack of knowledge. The Socratic Dialogues are an interesting resource to learn the art of critical inquiry into our accepted beliefs, notions and perspectives.

Learnings: In this module students will be introduced to the dialectical method of argumentation of the Greek antiquity that uses logical reasoning to carry out a debate. It will also examine other notions of dialectic pertaining to the understanding of history and social processes.

Assessment: Students will engage in a critical dialogue with each other on various topics and capture the conversation either through writing or video. Students will be assessed on their ability to critically examine the statements, perspectives and beliefs of the fellow conversationalist.

Module 2 : Dialogic Imagination - The many voices within

10 Hours

How to accommodate multiple opinions in a democracy? Should one be confrontational when faced with a contrary opinion?

Our opinions and beliefs are not rooted in a singular thought. There are always multiple voices both within and outside which are competing with each other in order to gain dominance in our minds. The establishment of a singular ideology on everyone is a result of snuffing out the multiplicity of viewpoints, either through the use of force or through propaganda. However, literature, through its dialogic imagination, accommodates many voices and allows them to have a dialogue with each other.

Learnings: In this module the students will be introduced to the art of entering into imaginative dialogue that allows for plurality of perspectives and beliefs.

Assessment: Students will be presented with a discourse and then asked to identify the multiplicity of voices in the given discourse. They will be assessed on their ability to identify differing viewpoints and the creative methods they employ to initiate dialogue between those viewpoints.

Module 3: Narrative Argument and Narratives as Arguments **10 Hours**

Is logical reasoning the only form of thinking? Can I reply to an argument with a narrative?

It has been assumed that logical reasoning is the only way of constructing and presenting arguments. Most debates proceed with an established pattern in which a set of data is used as evidence in support of a statement. Within the legal system and academia this is considered to be an authentic form of debate. However, historically, human beings have engaged in another form of argumentation: creating and disseminating narratives and counter-narratives. Narratives have worked in the form of arguments and have been able to persuade people into accepting a particular perspective – usually the perspective of the narrative voice.

Learnings: In this module students will be taught to identify and utilize elements of narrativity that goes into constructing arguments and also to weaving narratives that can act as arguments.

Assessment: Students will be assessed on their ability to identify narrative arguments that are part of everyday public discourse. They will also be assessed on their ability to create a narrative that can act as an argument.

Module 4: Metaphorical and Analogical Reasoning

10 Hours

Do I follow the path of a butterfly or an ant?

The art of comparison and substitution in language is as old as language itself. Metaphors are not just figures-of-speech used for ornamental purposes, instead, they are fundamental to how we think and express ourselves. A metaphor not only changes the meanings of words and images but also alters entire categories of knowledge. Metaphorical thinking implies the kind of thinking that enables us to create new metaphors. This is fundamentally different from logical reasoning, in the sense that this involves imagination and creativity to look for patterns and connections between disparate ideas. It could even be argued that metaphorical thinking is the foundation to all logic.

Learnings: In this module students will be introduced to the art of metaphorical thinking through an engagement with poetry and fiction.

Assessment: Students will be assessed on their ability to identify and use methods of metaphorical thinking in building their arguments/creative work.

Module 5: Thinking through Thinkers

10 Hours

How does one think/create? Whom should I imitate? Who should be my inner voice?

Thinking is never original. It has been said that the entire Western philosophy is nothing but a footnote to Plato, the Greek philosopher. Every age produces its own thinkers who act as a mirror to its society and helps it to engage in intellectual discourse and creative pursuits. Individual thinkers and artists both embrace and reject their masters and through such dialectics new ideas are born. Shakespeare took stories from the ancient past and presented it in an utterly transformed English language that made the viewers of his plays look at the world differently. Modern day artists used the most ancient of all arts – painting, to create a new art form all together – the Graphic Novel.

Learnings: In this module students will engage with a thinker/creator by reading/viewing their texts. Students will attempt to identify the method that the thinker/creator uses to come up with new and creative ideas/works of art. Students will also attempt to form a new idea/work of art by working through the text/work-of-art of a thinker/creator.

Assessment: Students will be assessed on their extent of engagement with a thinker/creator and their creative attempts at forming new ideas/works of art.

Module 6: Project – Public Debate and Creative Work

10 Hours

I own this, yet it's not my own.

Students will engage in an extended public debate on a topic of their interest/exhibit a creative work by making use of the learnings from this course.

Assessment: Students will be assessed on their ability to make use of ideas learnt through the course and the creativity they display in their project work.

COURSE OUTCOMES:

1. Display skills of critical inquiry through an application of 'Socratic Method'.
2. Engage in an imaginative dialogue that fosters plurality of perspectives and beliefs.
3. Construct an argument using narrative techniques and identify/create narratives that can act as arguments
4. Display an understanding of the working of metaphors and apply it in argumentation
5. Create a new idea/work of art by working through the text/work-of-art of a thinker/creator.

UG 22 OE 031: INTRODUCTION TO BEHAVIOURAL ECONOMICS

COURSE OBJECTIVES:

The students will be able to:

1. Examine critically the evolution of Behavioural Economics and its implications on from Neuro economics, Cognitive and emotional biases and Mental Accounting.
2. Examine the implications of Bounded rationality, Certainty/possibility effects, Dunning-Kruger effect, and Dual-system theory to mental accounting in the context of behavioural Economics.
3. Evaluate the role of Heuristics, emotion, beliefs and institution in investment decision making.
4. Illustrate the role Nudge vs. boost that shape the Consumer decision making

Module 1: Origin, Nature and scope of Behavioural Economics

10 Hours

Introduction to Behavioural Economics- Origins of Behavioural Economics- evolution and culture-methods, Objective and scope- Neuro economics- Money illusion- Behavioural Science in Practice- Principle agents and rational choice – Cognitive and emotional biases – Mental Accounting.

Module 2: Basic Concepts of Behavioural Economics

10 Hours

Behavioural Economics Concepts - Bounded rationality- Certainty/possibility effects- Choice architecture- Choice overload- Biases in Behavioural Economics-IKEA effect-Licensing effect-Mental accounting.

Module 3: Economic behaviour

10 Hours

Heuristics- simple heuristics for complex choices- biases heuristics -judgement under risk and uncertainty - role of emotion, beliefs and institution in decision making

Module 4: Intertemporal choice and Game Theory

15 Hours

Intertemporal Choice- Temporal Choice- (Discounted utility model) - Market Implications (Samuelson's experiential discounting model, hyperbolic discounting) - modifying the instantaneous utility model- alternative Intertemporal choice.

Choice architecture: Nudge, Nudge vs. boost- -Understanding Consumer decision making and using behavioural insights.

SKILL DEVELOPMENT:

(These activities are only indicative, the faculty member can innovate)

1. Extrapolate any three pivotal concepts of Behavioural economics; and keeping the present scenario in mind formulate any four applications of it.
2. Identify the behavioural patterns enabling Individuals to attain an outcome on making decisions. Formulate a road and present it in the form of a report.
3. Scrutinise the theory of Nudge, and identify the concepts discussed in it
4. Analyse the concept of strategic interactions and evaluate – (i) Mixed strategies (2) Bargaining (iii) Iterated games
5. Create a custom economic model encompassing the factors affecting social preferences

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Examine critically the evolution of Behavioural Economics and its implications on from Neuro economics, Cognitive and emotional biases and Mental Accounting.
2. Examine the implications of Bounded rationality, Certainty/possibility effects, Dunning-Kruger effect, and Dual-system theory to mental accounting in the context of behavioural Economics.
3. Evaluate the role of Heuristics, emotion, beliefs and institution in investment decision making.
4. Illustrate the role of Behavioral Game Theory, Nudge vs. boost that shape the Consumer decision making in the context of Strategic interaction.

BOOKS FOR REFERENCE:

- ❖ Erik Angner, *"A Course in Behavioral Economics"*, Palgrave Macmillan
- ❖ M. Altman, *Handbook of Contemporary Behavioural Economics: Foundation and Developments*, Prentice Hall India, (2007)
- ❖ E. Cartwright, *Behavioural Economics*, Routledge, 2011
- ❖ D. Kahneman, *Thinking Fast and Slow*, Allen Lane, Penguin Books, 2011
- ❖ G. Loewenstein, *Exotic Preferences: Behavioural Economics and Human Motivation*, Oxford University Press, 2007
- ❖ Sanjit Dhami, *"The Foundations of Behavioral Economic Analysis"*, Oxford University Press, 2016
- ❖ Nick Wilkinson; Matthias Klaes, *an Introduction to Behavioral Economics*, 2nd Edition, Palgrave Macmillan, 2012

UG 22 OE 032: BUSINESS MANAGEMENT

COURSE OBJECTIVE:

The objective of this course is to impart elementary knowledge of the functional areas of Management.

Module 1: Introduction to Management 9 Hours

Introduction, Concepts, Objectives, Nature, Scope and Significance of Management; Evolution of Management Thoughts – Traditional Vs. Modern.

Module 2: Planning 9 Hours

Planning: Concept, Objectives, Nature, Limitations; Process of Planning, Importance, Forms, Techniques.

Decision Making: Concept, Objectives & Process of Decision Making.

Module 3: Organising 9 Hours

Organizing: Concept, Objective, Nature of Organizing; Types of Organizing, Delegation of Authority; Authority and Responsibilities; Centralization and Decentralization; Span of Control.

Module 4: Directing, Leadership & Coordination 9 Hours

Directing: Concept, Principles and Techniques of Directing and Coordinating; Concept of Leadership-Meaning, Importance and Styles; Supervision, Motivation (concept only), Communication as a Tool for Coordination.

Module 5: Controlling 9 Hours

Controlling: Concept, Principles, Process and Techniques of Controlling; Relationship between Planning and Controlling.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Take different types of organisation of your choice and make a chart of the type of organisation structure followed at the institution. Also create a chart on Media of Communication followed at the organisations.
2. Take a company of your choice and create a chat on the hierarchy that exists in the company or create a graphical representation of Maslow's Theory and present it in class
3. Critically analyze the corporate strategies that are adopted by Indian Companies to face the challenges of competition. Make a report of your findings
4. Select a successful retail store and give details of factors leading to its success or Select a failed venture, if any known to you, and bring out reasons for its failure. Make a presentation of the same in class.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Describe the forms of organisation and evolution of management thought
2. Integrate the planning, forecasting with decision making process of a given organization.
3. Relate the function of organizing with staffing in consideration of their effort on individual actions.
4. Identify the range of leadership theories, Directing and controlling tools available in the management.

BOOKS FOR REFERENCE:

- ❖ *Gupta, R.S, Sharma B.D, Bhalla N.S., Principles and Practices of Management, Kalyani Publishers, Edition 2012.*
- ❖ *Sharm,a R.K and Gupta S., Principles of Management, Kalyani Publishers, 1st Edition 2011.*
- ❖ *Prasad, L.N., Principles and Practices of Management, Sultan Chand and Sons, 8th Edition 2012.*
- ❖ *Gupta, C.B., Management Concepts and Practices, Sultan Chand and Sons, 12th Edition Reprint.*
- ❖ *Sherlekar, S.A., Business Management, Himalaya Publishing House, Edition 2012.*

UG 22 OE 033: INTRODUCTION TO FINANCE

COURSE OBJECTIVES:

1. To familiarise students with basic concepts & trends in finance
2. To enable students, understand scope of branches in finance

Module 1: Personal Finance

12 Hours

Scope and importance of personal finance; Steps in personal financial planning; Identifying life financial goals; Investor's life cycle, Accounting for income and expenses; Translating savings into investments; Understanding risk profile; Examining investment avenues; Creating portfolio to meet financial goals.

Module 2: Corporate Finance

12 Hours

Scope and Goals of Corporate Finance; Finance Functions; Interface between Finance and Other Business Functions; Steps in Financial Planning; Considerations in Investment Decisions; Dividend Policy and its relevance; Concept of Working capital Management and its Components.

Module 3: Public Finance

10 Hours

Scope of Public Finance; Role of Public Finance in Economic Development; Types of Public Budget; Structure of Public Budget; Classification and Sources of Public Revenue; Classification and Cannons of Public Expenditure; Budget analysis of the Government of India (Previous Financial Year).

Module 4: Trends in Finance

11 Hours

FinTech companies – Role and Importance; Cryptocurrency – Pros and Cons; Factors driving growth of Digital wallets and Payments' bank; Sustainable Finance and its importance; Framework of Peer-to-peer lending; Credit score – Importance and process; Islamic finance – Concept and underlying principles.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Collect and scrutinize share application forms of IPOs.
2. Calculate the EPS of various companies of your choice.
3. Elucidate the operating cycle for a manufacturing and non – manufacturing firm.

COURSE OUTCOMES:

1. Illustrate the framework for financial planning to understand the overall role finances play in his/her personal life.
2. Demonstrate an understanding of role and importance of the finance function in business.
3. Explore the role of government in the economy & demonstrate the components of a public budget and its impact on social welfare and economic development.
4. Summarize emerging trends in finance

BOOKS FOR REFERENCE:

- ❖ *Dr. Maheswari S. N., Financial Management, 15th, New Delhi, Sultan Chand & Sons, 2013.*
- ❖ *Pandey I.M., Financial Management, 11th Edition, Noida, Vikas Publishing, 2015.*
- ❖ *Ravi M. Kishore, Financial Management, 1st Edition, New Delhi, Taxmann Publications, 2017.*
- ❖ *Sathya Prasad B.G. & Kulkarni P. V, Financial Management,14th, Mumbai, Himalaya Publishing House, 2015.*

UG 22 OE 034: ECONOMIC THINKERS AND THEIR CONTRIBUTIONS

COURSE OBJECTIVE

The course aims to widen the understanding of students with regard to new research in the field of economics. The course will cover different economics laureates and their contribution to the field of economics. It traces the development of modern economic thought and discusses the evolution of economic ideas through the important traditions. The course provides a bird's eye view of the main controversies in the discourse in economics and discusses their policy implications with regard to their contemporary relevance.

Module 1: 2000-2004

10 Hours

James J. Heckman and Daniel L. McFadden- Methods of statistical analysis of individual and household behaviour.

George A. Akerlof, A. Michael Spence, Joseph E. Stiglitz- Analysis of markets with asymmetric information.

Daniel Kahneman, Vernon L. Smith- integration of psychological research into economic science.

Finn E. Kydland, Edward C. Prescott- dynamic macroeconomics.

Module 2: 2005-2009

10 Hours

Robert J. Aumann, Thomas C. Schelling- game theory analysis.

Nouriel Roubini: Sub prime mortgage crisis.

Edmund S. Phelps- intertemporal trade-offs.

Paul Krugman- analysis of trade patterns.

Module 3: 2010-2014

12 Hours

Peter A. Diamond, Dale T. Mortensen, Christopher A. Pissarides – analysis of markets with search frictions.

Alvin E. Roth, Lloyd S. Shapley - market design and matching theory.

Eugene F. Fama, Lars P. Hansen, Robert J. Shiller- asset prices.

Jean Tirole- market power and regulation.

Module 4: 2015-2022

13 Hours

Angus S. Deaton- Consumption, poverty and welfare.

Richard H. Thaler- Behavioural economics.

William D. Nordhaus- Climate change.

Abhijit Banerjee- Experiential approach to alleviating global poverty.

Ben Bernanke, Douglas Diamond, Phillip Dybvig- banks and financial crisis.

COURSE OUTCOMES:

On completion of this course, the student will be able to have:

1. A thorough comprehension of recent research activities in some more specialised areas as well as knowledge and understanding of the evolution of ideas within the field of economics.
2. The capacity to gather and assess complex evidence and arguments as well as research and investigative skills including problem formulation and solution.
3. The students will have developed a thorough understanding of the long-term development of economic thought.
4. The course is intended to foster students' intense interest in a range of economic development-related topics as well as their theoretical, empirical, and analytical abilities.

Note: this subject will use research papers for study and give an overview of the economic thinkers and their contributions to the field in economics.

REFERENCES

- ❖ *Blaug, Mark, "No History of Ideas Please, We're Economists," The Journal of Economic Perspectives, Volume 15, No. 1, (Winter 2001), 145-164*
- ❖ *<https://www.kva.se/app/uploads/2000/10/globalassets-priser-nobel-2000-scibackeken00.pdf>*
- ❖ *James J. Heckman and Daniel L. McFadden: Microeconomics and Microdata," Nobel Prize in Economics documents 2000-1, Nobel Prize Committee.*
- ❖ *Nudge: Improving Decisions About Health, Wealth, and Happiness, Richard H. Thaler, Cass R. Sunstein • 2009*
- ❖ *Climate Change Economics, Commemoration of Nobel Prize for William Nordhaus, William D. Nordhaus • 2022, World Scientific,*
- ❖ *Poor Economics: Rethinking Poverty & the Ways to End it, Abhijit V Banerjee, Esther Duflo • 2011, Penguin Random House India Private Limited*
- ❖ *Bailouts Or Bail-Ins? Responding to Financial Crises in Emerging Economies, Nouriel Roubini, Brad Setser • 2004, Columbia University Press*
- ❖ *Noise, Daniel Kahneman, Olivier Sibony, Cass R. Sunstein • 2021, HarperCollins Publishers*
- ❖ *Rethinking International Trade, Paul Krugman • 1994, MIT Press*
- ❖ *The Great Escape, Health, Wealth, and the Origins of Inequality, Angus Deaton • 2013, Princeton University Press*
- ❖ *Understanding Poverty, 2006, Abhijit Vinayak Banerjee, Dilip Mookherjee, Roland Benabou, Oxford University Press*

UG 23 OE 035: 3E'S-ENERGY, ENVIRONMENT AND ECONOMICS

COURSE OBJECTIVES:

Module 1: Introduction: Energy Basics 5 Hours

Energy: units and measurement. A brief overview about the types of energy, conventional and non-conventional sources of energy, global energy resources and reserves, production and classification.

Module 2: Running out of Energy - The New Jurassic: Non-Renewable Sources and Environment 10 Hours

Availability and economics of the global non-renewable energy resources: fossil fuels, natural gas, minerals and nuclear fuels, expert projections for the life time of these resources, consequences of these resources on the environment. (Benefits of nuclear batteries to be added).

Case study: nuclear batteries, fossil fuel and nuclear fuel accidents in the Indian (Kalpakkam) and global context (Chernobyl, Fukushima Daiichi).

Module 3: Renewable Sources: Clean and Green Energy for a Sustainable World 10 Hours

Renewable sources: solar, wind, bio, hydro, tidal, ocean benefits of this energy on the environment, the flow of energy in the ecological system.

Case Study: environmental and economic impact of the solar and wind power stations set up globally and in India.

Module 4: My Carbon Footprint: Environmental Effects 10 Hours

Definitions: carbon footprint, ecological footprint, carbon watch, carbon pricing and carbon tax. Major contributors to carbon footprint, environmental degradation and pollution.

Case study: calculation of carbon footprint in St. Joseph's College and also in urban transport in India.

Module 5: Joules to Economics of Green Energy

10 Hours

Determinants of energy supply and demand, relationship between energy prices and economic growth. The economic benefits of clean energy initiatives.

Case study: challenges for low-carbon project development; successful renewable energy projects in India.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Martin Kaltschmitt, Wolfgang Streicher, Andreas Wiese, Renewable energy technologies, economics and environment, ISBN 978-3-540-70947-3 Springer Berlin Heidelberg New York.*
- ❖ *David Timmons, Jonathan M. Harris, and Brian Roach, The Economics of Renewable Energy, A GDAE Teaching Module on Social and Environmental Issues in Economics Global Development and Environment Institute Tufts University Medford, MA 02155. <http://ase.tufts.edu/gdae>*
- ❖ *NITI Aayog and Rocky Mountain Institute (RMI). Towards a Clean Energy Economy: Post-COVID-19 Opportunities for India's Energy and Mobility Sectors, 2020.*
- ❖ *Energy Economics, Peter M. Schwarz, Routledge, 2018.*
- ❖ *Nishad P, Mohammed Thanshayer et.al., Carbon Footprint: A Case Study, SSRG International Journal of Civil Engineering (SSRG - IJCE) – Volume 5, Issue 5 – May 2018, ISSN: 2348 – 8352. www.internationaljournalssrg.org*

UG 23 OE 036: WATER POLLUTION, TREATMENT AND MANAGEMENT

COURSE OBJECTIVES:

Module 1: Water Sources and Pollution 9 Hours

Introduction – various sources of water and their contamination. Water Pollution: Types of pollutants, industrial effluents - pulp and paper mills, sugar, distillery, domestic wastes. Eutrophication, acid rain – causes, effects.

Case study- Minamata disease- neurological disease caused by severe mercury poisoning. Case study- water quality in Bengaluru city.

Module 2: Water Quality Parameters 11 Hours

Water quality standards - potable water standards, wastewater effluent standards. Principles of determination of water quality parameters like pH, alkalinity, BOD, COD, hardness. Lethal doses of pollutants – sulphides, chlorides, Ca, Mg. Analysis of minerals in water. Case study - assessment of physico-chemical properties of river Ramganga water quality in Moradabad and Bareilly region of Uttar Pradesh, India.

Module 3: Water Treatment Processes 13 Hours

Primary, secondary and tertiary methods of treating: Chemical-coagulation and flocculation, water softening- ion-exchange process. Advanced treatment technologies: electrochemical – electrocoagulation, electrodialysis, desalination by reverse osmosis; biological methods- microbial treatment, degradation of high concentrated toxic pollutants – UV-irradiation (exposure), photocatalytic method.

Case study- investigating the effectiveness of ultraviolet (UV) water purification as replacement of chlorine disinfection in domestic water supply.

Module 4: Water Management in India

9 Hours

Water resources and planning – water policy – Indian scenario. Main aspects of water management – hydrological cycle, hydrosphere, water transport, water exchange. Causes and problems in irrigation. Water conservation resource management – rain water harvesting.

Case study – effect of rain water harvesting on Chennai's water table.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ M.N. Rao, A. K. Datta, *Wastewater Treatment* 3rd edition, Oxford & IBH Publishing Co. New Delhi (2008).
- ❖ G. S. Bridie and J. S. Bridie 'Water Supply and Sanitary Engineering', Dhanpat Raj Publishing company (P) Ltd., New Delhi, 7th Edition (2003).
- ❖ *Introduction To Water Treatment: Handbook Edition*, 2019, Copyright: Joshua. Armstrong
- ❖ Warren Viessman, Jr., Mark J. Hammer, Elizabeth M. Perez, Paul A. Chadik, *Water Supply and Pollution Control*, PHI Learning, New Delhi (2009).
- ❖ P. C. Bansil 'Water Management in India', Concept Publishing company, New Delhi, First Edition, 2004.
- ❖ Paul T Williams, *Waste Treatment and Disposal*, 2nd edition, Wiley, (2005).
- ❖ *Water Treatment Grade 1 WSO: AWWA Water System Operations WSO* (2016), American Water Works Association.
- ❖ <https://www.newindianexpress.com/cities/bengaluru/2021/feb/10/only-10-of-bengaluru-lakes-have-good-water-quality-study-2261985.html>.

- ❖ *N. Javed, D. K. Prajapati, J. Singh, R. K. Gangwar and R. Deval, International Journal of Pharmaceutical Sciences and Research, 2020, 11, 5741-5746.*
- ❖ *Adegbola, Adedayo Ayodele and Olaoye, Rebecca Adepte, International Journal of Engineering Science and Technology, 2021, 4, 3891-3897.*
- ❖ *Mark W LeChevallier and Kwok-Keung Au, Water Treatment and Pathogen Control, IWA Publishing, 2004.*
- ❖ *C. M. Narayanan and Vikas Narayan, Sustainable Environment Research, 2019.*
- ❖ *<https://timesofindia.indiatimes.com/city/chennai/rain-water-harvesting-helps-improve-citys-water-table/articleshow/77474963.cms>.*
- ❖ *Rain Water Harvesting – A Campus Study, Abhijeet Keskar, Satish Taji, Rushikesh Ambhore, Sonali Potdar, Prerana Ikhar, Regulwar D.G, 3rd National Conference on Sustainable Water Resources Development and Management (SWARDAM–2016). 2016, Vol 3.*

UG 23 OE 37: C PROGRAMMING

COURSE OBJECTIVES:

Module 1: Introduction to Problem Solving 5 Hours

Computer Languages - Machine Level, Assembly Level & High Level Languages, Translator Programs - Assembler, Interpreter and Compiler; Planning a Computer Program - Algorithm and Flowchart with Examples.

Module 2: Introduction to C Programming 5 Hours

Over View of C; History and Features of C; Structure of a C Program with Examples; Creating and Executing a C Program; Compilation process in C.

C Programming Basic Concepts: C Character Set; C tokens - keywords, identifiers, constants, and variables; Data types; Declaration & initialization of variables; Symbolic constants. Input and output with C: Formatted I/O functions - printf and scanf.

Module 3: C Operators & Expressions 12 Hours

Arithmetic operators; Relational operators; Logical operators; Assignment operators; Increment & Decrement operators; Bitwise operators; Conditional operator; Special operators; Operator Precedence and Associativity; Evaluation of arithmetic expressions; Type conversion.

Control Structures: Decision making Statements - Simple if, if_else, nested if_else, else_if ladder, Switch-case, goto, break & continue statements; Looping Statements - Entry controlled and Exit controlled statements, while, do-while, for loops, Nested loops.

Module 4: Arrays 10 Hours

One Dimensional arrays - Declaration, Initialization and Memory representation; Two Dimensional arrays - Declaration, Initialization and Memory representation. Strings: Declaring & Initializing string

variables; String handling functions -strlen, strcmp, strcpy and strcat; Character handling functions - toascii, toupper, tolower, isalpha, isnumeric etc.

Module 5: User Defined Functions

10 Hours

Need for user defined functions; Format of C user defined functions; Components of user defined functions - return type, name, parameter list, function body, return statement and function call; Categories of user defined functions - With and without parameters and return type.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Confidently operate Desktop Computers to carry out computational tasks
2. Read, understand and trace the execution of programs written in C language
3. Write the C code for a given problem
4. Perform input and output operations using programs in C
5. Write programs that perform operations on arrays

BOOKS FOR REFERENCE:

- ❖ *Pradeep K. Sinha and Priti Sinha: Computer Fundamentals (Sixth Edition), BPB Publication, 2021*
- ❖ *E. Balgurusamy: Programming in ANSI C (TMH), 2022*
- ❖ *Kamthane: Programming with ANSI and TURBO C (Pearson Education), 2020*
- ❖ *V. Rajaraman: Programming in C (PHI – EEE), 2021*
- ❖ *S. ByronGottfried: Programming with C (TMH), 2016*
- ❖ *Kernighan & Ritchie: The C Programming Language (PHI), 2018*
- ❖ *Yashwant Kanitkar: Let us C, 2018*

UG 23 OE 038: WEB DESIGNING

COURSE OBJECTIVES:

Module 1: Basics of the Internet and Elements of HTML **8 Hours**

Important terminology, Basics of the Internet, History, World Wide Web, HTML Basics Structure and elements, Text Editors, Basic tags, HTML Page Format, Text Formatting in HTML, Image tag and attributes, Hyperlinks and type, Unordered and ordered list tags, HTML Definition Lists and Nesting Lists.

Module 2: Tables and Frames and interactive page design in HTML **8 Hours**

Tables in HTML, Table Attributes, HTML frame tag, Frame Attributes, Interactive page designs of HTML, Forms on Web page, Event objects on Web pages, Radio button code, Submit and reset buttons on Web pages.

Module 3: Introduction to CSS **8 Hours**

Element Selector, ID Selector, Class Selector, CSS Grouping Selectors, Universal Selector, CSS Inclusion Color and Box Model using CSS, Color Properties, Hexadecimal Notation, Background Color, Border Color, Opacity, Margins, Padding and Basic Box Properties in CSS, CSS Margin, CSS Padding, Height and Width in CSS and Box model.

Module 4: CSS II **9 Hours**

Text Properties in CSS, Letter-spacing Property, Word-spacing Property, Text-align Property, Text-transform Property, Line-height Property, Text Decoration and Font Properties in CSS, Text decoration properties, Font Properties, Table and List Properties in CSS, Font Properties, Border Property, Padding Property, Border-collapse Property, List Properties and List-style property.

Module 5: JAVA SCRIPT

9 Hours

Introduction to JavaScript, General Structure of JavaScript, Document Object Model, Browser Compatibility, Statements in JavaScript, DOM, To implement DOM and events, Variables, Declaring Multiple Variables, Naming Conventions for Variables, Understanding Events and Event Handlers, Mouse Events, Keyboard Events, Form Events, Document/Window Events, Arrays and strings, Array Properties, Array Methods, Conditional Statements, “if” statement, “if else” statement, “if...else if” statement, Looping Statements, “While” loop, “do-while” loop, “for” loop, Functions and Types, User define JavaScript Function Syntax, Invoking functions or calling the functions.

COURSE OUTCOMES:

After completion of the course the students will be able to:

- To provide an in-depth training for web development skills.
- To understand and develop web pages independently.
- To understand the methods of debugging and correcting anomalies.
- To provide a proper foundation for learning other tools of web development.

BOOKS FOR REFERENCE:

- ❖ *www.w3schools.com,*
- ❖ *[https://www.tutorialspoint.com/index.htm,](https://www.tutorialspoint.com/index.htm)*
- ❖ *Programming the World Wide Web, ROBERT W. SEBESTA*

UG 23 OE 039: JAVA PROGRAMMING

COURSE OBJECTIVES:

Module 1: Introduction to Python 5 Hours

Basics of Java programming, Data types, Variables, Operators, Control structures including selection, Looping, Java methods, Overloading, Math class, Arrays in java.

Module 2: Object Oriented Programming 10 Hours

Concept of programming paradigm, procedural paradigm and draw backs, object oriented paradigm concepts, OOP features – inheritance, polymorphism, encapsulation, abstraction and others (with examples), comparison of object oriented paradigm and other paradigms.

Module 3: Classes and Objects 10 Hours

OOP as a way of viewing world – Members and methods, Responsibilities, Classes and Instances, Summary of Object-Oriented concepts, Introducing classes, Methods and Classes, Constructors, Finalize, Visibility modifiers, Inbuilt classes like String, Character, String Buffer, File, this reference.

Module 4: Inheritance and Polymorphism 10 Hours

Inheritance in java, Super and subclass, Overriding, Object class, Polymorphism, Dynamic binding, Generic programming, Casting objects, Instance of operator, Abstract class, Interface in java, Package in java, UTIL package.

Module 5: Event and GUI programming 10 Hours

Event handling in java, Event types, Mouse and key events, GUI Basics, Panels, Frames, Layout Managers: Flow Layout, Border Layout, Grid Layout, GUI components like Buttons, Check Boxes, Radio Buttons, Labels, Text Fields, Text Areas, Combo Boxes, Lists, Scroll Bars, Sliders, Windows, Menus, Dialog Box,

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Understand the features of Java and the architecture of JVM. Write, compile, and execute Java programs that may include basic data types and control flow constructs and how typecasting is done.
2. Identify classes, objects, members of a class and relationships among them needed for a specific problem and demonstrate the concepts of polymorphism and inheritance.
3. The students will be able to demonstrate programs based on interfaces and threads and explain the benefits of JAVA's Exceptional handling mechanism compared to other Programming Language. Write, compile, execute Java programs that include GUIs and event driven programming and also programs based on files

BOOKS FOR REFERENCE:

- ❖ *"Introduction to Java Programming" by Daniel Liang*
- ❖ *Programming with Java, By E Balagurusamy – A Primer, Fourth Edition, Tata McGraw Hill Education Private Limited.*
- ❖ *Core Java Volume I–Fundamentals, By Cay S. Horstmann, Prentice Hall*
- ❖ *Object Oriented Programming with Java :Somashekara, M.T., Guru, D.S., Manjunatha, K.S*
- ❖ *Java 2-The Complete Reference–McGraw Hill publication.*
- ❖ *Java - The Complete Reference, 7th Edition, By Herbert Schildt McGraw Hill publication.*

UG 23 OE 040: COMPUTER MULTIMEDIA AND ANIMATIONS

COURSE OBJECTIVES:

This Course emphasis on Multimedia Basic Tools and various techniques. It includes hand-on Practices to improve and develop the skills in Animation and Videos. The Multimedia is the high scope and requirements in all the disciplines, in developing teaching aids and other presentations.

Module 1: Introduction to Multimedia 8 Hours

History of Multimedia, its market – Content copyright – Resources for multimedia developers – Types of produces – Evaluation – Hardware Architecture – OS and Software – Multimedia Architecture – Software library – Drivers.

Module 2: Computer Fonts and Hypertext 7 Hours

Usage of text in Multimedia, Families and faces of fonts, outline fonts, bitmap font International character sets and hypertext, Digital font's techniques. Text file formats and Compression techniques.

Module 3: Image fundamentals and representations 10 Hours

Colour Science , Colour, Colour Models, Colour palettes, Dithering, 2D Graphics, Image Compression and File Formats :GIF, JPEG, JPEG 2000, PNG, TIFF, EXIF, PS, PDF, Basic Image Processing [Can Use Photoshop], Use of image editing software, White balance correction, Dynamic range correction, Gamma correction, Photo Retouching.

Module 4: Audio fundamentals and representations 10 Hours

Digital Audio : Audio software and hardware, Characteristics of sound and Digital audio Digitization of sound, frequency and

bandwidth, decibel system, data rate, audio file format, Sound synthesis, MIDI, wavetable, Digital Audio systems, Audio file formats – Using Audio in Multimedia Applications – Audio for content. Compression and transmission of audio on Internet, Adding sound to your multimedia project,

Module 5: Video and Animation

10 Hours

Video Basics , Video software and hardware, How Video Works, Broadcast Video Standards, Analog video, Digital video, Video Recording and Tape formats, Shooting and Editing Video (Use Adobe Premier for editing), Video Compression and File Formats. Video compression based on motion compensation, MPEG-1, MPEG-2, MPEG-4, MPEG-7, MPEG-21, Animation: Cell Animation, Computer Animation, Morphing. Video capture and playback systems.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Tay Vaughan, “Multimedia making it work”, Tata McGraw-Hill, 2008.*
- ❖ *Rajneesh Aggarwal & B. B Tiwari, “Multimedia Systems”, Excel Publication, New Delhi, 2007.*
- ❖ *Li & Drew, “Fundamentals of Multimedia”, Pearson Education, 2009.*
- ❖ *Parekh Ranjan, “Principles of Multimedia”, Tata McGraw-Hill, 2007*
2. Anirban Mukhopadhyay and Arup Chattopadhyay, “Introduction to Computer Graphics and Multimedia”, Second Edition, Vikas Publishing House
- ❖ *The book of Audacity : record, edit, mix, and master with the free audio editor*
- ❖ *Schroder, Carla. San Francisco : No Starch Press; c2011*
- ❖ *Creating DSLR video : from snapshots to great shots*
- ❖ *Harrington, Richard, 1972-Berkeley, CA : Peachpit Press; 2012*

UG 23 OE 041: MOBILE APPLICATIONS

COURSE OBJECTIVES:

This course will help student to improve the speed by writing apps for Android devices. Ability in implementing layout management and multi-layout definition techniques to create adaptable user interfaces for mobile applications that share a common data model. Manage user data and multimedia on a mobile device via the Android framework libraries.

Module 1: Android Overview and Architecture

9 Hours

Android History: Android versions, various Android devices on the market, applications, Android Development Environment - System Requirements, Android SDK, Installing Java, and ADT bundle - Eclipse Integrated Development Environment (IDE), Creating Android Virtual Devices (AVDs).

Android Architecture: Overview and Creating an Example Android Application: The Android Software Stack, The Linux Kernel, Android Runtime - Dalvik Virtual Machine, Android Runtime - Core Libraries, Dalvik VM Specific Libraries, Java Interoperability Libraries, Android Libraries, Application Framework.

Module 2: Android Software Development Platform

9 Hours

Introduction to Android Project: Creating a New Android Project Defining the Project Name and SDK Settings, Project Configuration Settings, Configuring the Launcher Icon, Creating an Activity, Running the Application in the AVD.

Activity and its features: Activity and Activity Life cycle, Reviewing the Layout and Resource Files, Understanding Java SE and the Dalvik Virtual Machine, The Directory Structure of an Android Project, Common Default Resources Folders, The Values Folder, Leveraging Android XML, Screen Sizes, Launching Your

Application: The AndroidManifest.xml File , Creating Your First Android Application (Hand-on Practice).

Module 3: Android Framework Overview and Views

9 Hours

Android Application Components:

Android Activities: Defining the UI, Android Services: Processing in the Background, Broadcast Receivers: Announcements and Notifications Content Providers: Data Management, Android Intent Objects: Messaging for Components Android Manifest XML: Declaring Your Components.

Understanding Android Views:

Views, View Groups and Layouts. Android Layout Managers, The View Hierarchy, Designing an Android User Interface using the Graphical Layout Tool. (Hands-on Practice)

Module 4: Graphical User Interface Screen, Pictures and Multimedia

9 Hours

UI and Properties: Displaying Text with Text View, Retrieving Data from Users, Using Buttons, Check Boxes and Radio Groups, Getting Dates and Times from Users, Using Indicators to Display Data to Users, Adjusting Progress with Seek Bar, Working with Menus using views.

Images and feature: Displaying Pictures Gallery, Image Switcher, Grid View, and Image View views to display images, Creating Animation. (Hands-on Practice).

Module 5: Multiple Activity & Multimedia

9 Hours

Multiple Activity:

Intent Overview, Implicit Intents, Creating the Implicit Intent Example Project, Explicit Intents, Creating the Explicit Intent Example Application.

Multimedia:

Audio, Video, Camera, Playing Audio and Video, Recording Audio and Video, (Hands-on Practice).

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Professional Android 4, Recto Meier and Ian Lake., 4th Edition. (TEXT BOOK)*
- ❖ *Android, A programmer's Guide, Jerome (J.F) DiMarzio.*
- ❖ *Android Programming for Beginners, John Horton, 2015*
- ❖ *Android Programming, The Big Nerd Ranch Guide, Second edition.*
- ❖ *Android Development, Mark L Murphy, 4th Edition.*

UG 23 OE 042: BUSINESS AND DATA UNDERSTANDING

COURSE OBJECTIVES:

The course aims to equip the students with basic understanding of data and business decision making.

Module 1: Business Environment 10 Hours

An Overview of the business environment, how it operates
-characteristics of business environment -types of environments
- environment analysis- -socio culture environment -political and government environment.

Module 2: Data Understanding 9 Hours

Data generation process in business environment - collecting and utilizing data for business solutions - variables selection and sampling process -role of soft wares

Module 3: Exploring Data 12 Hours

Describing the distribution of a single variable - descriptive measures for Categorical variable - descriptive measures for Numerical variable - Charts for Numerical Variables - Time series data - Outliers and missing values - Finding relationships among variables - Understanding Time series Data - components of time series data - measures of accuracy - testing for randomness- modelling time series data.

Module 4: Crisp Decision Making Framework 8 Hours

Probability and Distributions-Probability essentials - Distribution of single Random variable- summary measures of a Probability Distribution - Binomial -Poisson and Normal distributions and their applications.

Module 5: Crisp Decision Making Framework 6 Hours

Heart of Data Analysis: Modelling, model development and deployment

COURSE OUTCOMES:

After completion of the course the students will be able to

1. To familiarize the students with business environment and its problems
2. To get an insight into the data generation in business and its analysis
3. To familiarize students with different methods for data analysis
4. To get an insight into the concepts of probability and distribution
5. To get an insight into the decision-making framework

BOOKS FOR REFERENCE:

- ❖ *Starling, Grower (1996) The changing Environment of Business Cincinnati, OH, South Western College Publishing*
- ❖ *S. Christian Albright, Wayne L. Winston, Business Analytics: Data Analysis and Decision Making, Cengage Learning*
- ❖ *S. Christian Albright & Wayne L. Winston, Business Analytics: Data Analysis and Decision making , Cengage Learning*
- ❖ *Christian Heuman , Michael Schomaker and Shalabh : Introduction to Statistics and Data Analysis : With Exercises, Solutions and Applications in R,*
- ❖ *Drew Bentley (2017) , Business Intelligence and Analytics , Library Press*

UG 23 OE 043: DATABASE MANAGEMENT SYSTEM

COURSE OBJECTIVES:

This course concentrates on introduction, principles, design and implementation of DBMS. It introduces about the distributed system and brief about data mining and data warehouse. To provide strong foundation of database concepts and develop skills for the design and implementation of a database application with a brief exposure to advanced database concepts.

Module 1: Database Management System

Introduction

10 Hours

Data- Database- Database management system- Characteristics of the database approach- Role of Database administrators- Role of Database Designers- End Users- Advantages of Using a DBMS-Data models, Schema and Instances –Database design - Database Engine – 1 tier architecture – 2 tier architecture- 3 tier architecture – History of Database Management systems- Types of Databases.

Module 2: Database Models and

Implementation

10 Hours

Data Model and Types of Data Model- Relational Data Model- Hierarchical Model- Network- Data Model- Object/Relational Model- Object-Oriented Model- Entity-Relationship Model- Modelling using E-R Diagrams- Notation used in E-R Model- Relationships and Relationship-Types- Cardinalities.

Module 3: Relational Databases

10 Hours

Structure of relational databases- Properties of relational databases and Tables –Structure of relational Databases – Database Schema – Armstrong Axioms – Functional Dependency-Anomalies in a Database- Properties of Normalized Relations- First Normalization- Second Normal Form Relation- Third Normal Form.

Module 4: SQL and Additional Concepts 10 Hours

Categories of SQL Commands; Data Definition; Data Manipulation Statements, SELECT – The Basic Form, Sub queries, Functions, GROUP BY Feature, Updating the Database, Data Definition Facilities.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Understanding the fundamental concepts of Database Management systems
2. Understanding the concepts of Database models.
3. Understanding the core terms, concepts, and tools of relational database management systems.
4. Understanding database design and logic development for database programming.

BOOKS FOR REFERENCE:

- ❖ *Elmasri Ramez and Navathe Shamkant B, Fundamentals of Database Systems, Addison-Wesley, 6th Edition, 2010.*
- ❖ *Silberschatz, Korth, Sudarshan, Database System Concepts, 5 Edition, McGraw Hill, 2006.*
- ❖ *O`neil Patricand, O`neil Elizabeth, Database Principles, Programming and Performance, 2nd Edition, Margon Kaufmann Publishers Inc, 2008.*

UG 23 OE 044: VISUALIZATION TECHNIQUES USING TABLEAU

COURSE OBJECTIVES:

1. Understand some basic concepts of research and its methodologies
2. Identify appropriate research topics
3. Select and define appropriate research problem and parameters
4. Prepare a project proposal (to undertake a project)
5. Organize and conduct research (advanced project) in a more appropriate manner. write a research report and thesis

Module 1: Introduction

9 Hours

Meaning of research, Function of Research Meaning of Research - Function of Research - Characteristics of Research - Steps involved in Research - Research in Pure and Applied Sciences - Inter Disciplinary Research. Factors which hinder Research - Significance of Research - Research and scientific methods - Research Process- Criteria of good Research - Problems encountered by Researchers - Literature review.

Module 2: Identification of Research Problem 9 Hours

Selecting the Research problem - Necessity of defining the problem - Goals and Criteria for identifying problems for research. Perception of Research problem - Techniques involved in defining the problem - Source of problems - Personal consideration.

Module 3: Research Design

9 Hours

Formulation of Research design - Need for Research design - Features of a good design - Important concepts related to Research design. Different research designs - Basic principles of experimental designs- Computer and internet in designs.

Module 4: Interpretation And Report Writing 9 Hours

Meaning and Technique of interpretation – Precautions in interpretation – Significance of report writing – Different steps in writing a report – Layout of a Research report. Types of report – Mechanics of writing a research report –Precautions for writing a research report – Conclusion.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Understanding the fundamental concepts of Database Management systems
2. Understanding the concepts of Database models.
3. Understanding the core terms, concepts, and tools of relational database management systems.
4. Understanding database design and logic development for database programming.

BOOKS FOR REFERENCE:

- ❖ *Elmasri Ramez and Navathe Shamkant B, Fundamentals of Database Systems, Addison-Wesley, 6th Edition, 2010.*
- ❖ *Silberschatz, Korth, Sudarshan, Database System Concepts, 5 Edition, McGraw Hill, 2006.*
- ❖ *O`neil Patricand, O`neil Elizabeth, Database Principles, Programming and Performance, 2nd Edition, Margon Kaufmann Publishers Inc, 2008.*

UG 23 OE 045: PRE-REFORMS INDIAN ECONOMY

COURSE OBJECTIVES:

Module 1: Features of Indian Economy 4 Hours

India as a developing economy - Demographic features- Human Development (HDI)- Problems of Poverty, Unemployment, Inflation, income inequality.

Module 2: Issues in Agriculture sector in India 6 Hours

Land reforms- Green Revolution- Agriculture marketing in India- Agricultural price policy.

Module 3: Industrial and Service Sector 5 Hours

Industrial development- Micro, Small and Medium Enterprises, Industrial Policy- Performance of public sector in India, Service sector in India.

Module 4: Planning 4 Hours

Mixed Economy- Bombay Plan- Gandhian Model- Nehru Mahalanobis Model- Objectives and achievements of economic planning in India.

Module 5: Monetary policy in India 4 Hours

Instruments of Monetary Policy- Black money in India – Magnitude and Impact.

Module 6: Fiscal Policy in India 7 Hours

Tax Revenue- Public expenditure- Budgetary deficits- Fiscal reforms- Public debt management and reforms- Centre state Finance Relations and Finance commissions in India.

Module 7: India's foreign trade 7 Hours

Salient features-Value, composition and direction of trade- Balance of payments- Goal of self-reliance based on import substitution and protection- Tariff policy- Exchange rate.

Module 8: Post-1991 strategies

5 Hours

Stabilisation and structural adjustment packages- Liberalisation
Privatisation Globalisation (LPG) Model- Impact of LPG Policies on
Indian Economy.

Module 9: NITI Ayog

3 Hours

Organization- Functions.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Trace the evolution of Indian Economy
2. Identify the structural features and constraints of the Indian economy
3. Evaluate planning models and strategy adopted in India
4. Analyze the sector specific problems and contributions towards overall economic growth v. Review various economic policies adopted

BOOKS FOR REFERENCE:

- ❖ *Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi.*
- ❖ *Mishra S.K & V.K Puri (2001) "Indian Economy and –Its development experience", Himalaya Publishing House.*
- ❖ *Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation*
- ❖ *Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.*
- ❖ *Jalan, B. (1996), India's Economic Policy- Preparing for the Twenty First Century, Viking, New Delhi.*

UG 23 OE 046: KARNATAKA ECONOMY

COURSE OBJECTIVES:

Module 1: Introduction

10 Hours

Characteristics of Karnataka economy- natural resources- demographic aspects- human development index- Poverty and Unemployment- Anti-Poverty and Employment generation Programmes- natural resources in Karnataka.

Module 2: Agriculture in Karnataka

10 Hours

Land Reforms- Introduction- Cropping Pattern- Irrigation- Watershed Development- Mechanisation of agriculture in Karnataka- Dry Land Farming- Farmers Suicide – causes and solutions- APMC Act- Bhoomi.

Module 3: Industries and Infrastructure in Karnataka

10 Hours

Major Industries in Karnataka - Problems and Prospects-MSMEs - Problems and Measures- transport system- IT industries in Karnataka- Industrial Policy of Karnataka- Textile industry, Sericulture – Cottage and village industries- Road, Rail, Water and Air Transport- Information and Communication Technology facilities- Drinking Water, Sanitation - Housing - Tourism in Karnataka -Health and Education.

Module 4: Regional imbalance in Karnataka

15 Hours

Extent of regional disparities, causes and consequences, identification of backward areas- measures to reduce. Revenue- Cooperative societies- Regional imbalance- High Power committee recommendations- Regional imbalance with respect to agriculture, Industry, Education, and Health.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. To understand the nature of economic growth and problems of Karnataka state.
2. To equip the students to understand the regional economic diversity & structure.

BOOKS FOR REFERENCE:

- ❖ *Government of Karnataka, Economic Survey [Various Issues]*
- ❖ *Planning Department, Annual Publication, Government of Karnataka.*
- ❖ *Karnataka at Glance, Annual Publication Government of Karnataka.*
- ❖ *Madaiah M & Ramapriya. Karnataka Economy Growth: Issues and Development, Himalaya Pub., House, New Delhi.*
- ❖ *Adul Aziz and K.G. Vasanti. (Eds) Karnataka Economy.*
- ❖ *Government District Development Reports*
- ❖ *Hanumantha Rao. Regional Disparities and Development in Karnataka.*
- ❖ *Krishnaiah Gowda H.R. Karnataka Economy, Spandana Publications, Bangalore*
- ❖ *Nanjundappa D.M. Some Aspects of Karnataka Economy.*
- ❖ *Reports of the High Power committee on redressal of regional imbalance in Karnataka (Najundappa Committee), June 2002.*

UG 23 OE 047: GLOBALIZATION AND THE INDIVIDUAL

COURSE OBJECTIVES:

To describe the main issues, dynamics and debates surrounding globalization, synthesize knowledge of globalization with individual experiences

Module 1: An Overview of Globalization 13 Hours

Definition, global interdependency, causes and effects of globalization, developing countries, uneven development, poverty and the market. Individual in a globalized economy-3 'Rs' reaction, resistance and resilience.

Self-study: Challenges of globalisation – case study.

Module 2: Globalization, Trade, Finance and Labour Markets 20 Hours

Trade agreements and the globalization- commodity markets – commodity chains -global value chain-MNCs, role of technology .Bretton woods - the rise of global finance. Changing geographical division of labor, product and process Outsourcing, the global worker- Globalisation and informal economy.

Module 3: Globalization, Education, Health and The Environment 10 Hours

Education-growing international markets. Health-global determinants of health-Global environmental issues, urbanization. Migration and globalization.

Module 4: The Social Dimension and New Perspectives 10 Hours

Globalization and uneven development- growth, inequality and exclusion. Gender in work, accumulation and globalization.

Impact of pandemic on the global economy. Comparative study and preparedness for the future- Impact of natural and man-made disasters on Globalisation. Impact of MSME.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Manfred, S. (2003). Globalization: A very short introduction.*
- ❖ *Scholte, J. A. (2005). Globalization: A critical introduction. Palgrave Macmillan.*

UG 23 OE 048: WILDLIFE AND CONSERVATION

COURSE OBJECTIVES:

Module 1: Introduction to Wildlife

14 Hours

Wildlife: Definition, significance – Values of wildlife: Ecological, Economic, Cultural, Aesthetic, Scientific, Recreational and Medicinal. Biogeographical zones of India. Significant wildlife of India. Causes for wildlife depletion – HIPPO Habitat destruction, Invasive species, Pollution, Population (human overpopulation), Overharvesting by hunting and fishing. Forest fires and wildlife depletion. Effects of depletion of wildlife – Ecological, Economic Socio-cultural.

Urban wildlife. Human-wildlife conflict and management - Kyasanur Forest Disease. Categories of Wildlife: IUCN Red data categories - Extinct, Extinct in wild, Critically endangered, Endangered, Vulnerable, Near threatened, Least concerned, Data deficient, Not evaluated. IUCN Red data book. Keystone species, Flagship species, Umbrella species. Priority species, Indicator species.

Module 2: Wildlife Conservation

14 Hours

Wildlife conservation: Need for conservation of wildlife. History of wildlife conservation in India. Biosphere reserves, National parks, Wildlife sanctuaries, wildlife reserves, protected areas, privately owned wildlife reserves & Single species/single habitat-based conservation areas, Area of special scientific interest (ASSI).

Conservation practices - Ex-situ and in-situ conservation. Captive breeding - Role of Zoos in conservation. Community conserved areas – Devarakadu and Pavitra Vana. Case studies: Project tiger, Project elephant. Role of BSI and ZSI in conservation. People and conservation: Traditional knowledge, Traditions and cultures, Women and people's participation in managing protected areas. Role of NGOs in conservation. Conservation Institutions – Bird Life International, GEF, IUCN, UNEP, WCS, WWF; BNHS, WTI.

Module 3: Wildlife Tourism

14 Hours

Wildlife tourism: Definition, scope and relevance. Role of Zoos and Botanical parks in tourism and awareness creation. Bird and butterfly watching. Positive and negative impacts of wildlife tourism. Conflicts related to wildlife tourism.

Wildlife trade and legislation: Wildlife trade and impacts. The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES). Wildlife Trade Monitoring Network (TRAFFIC). Salient features of Indian Wildlife Act, 1972.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ Bindra, P. S. (2017). *The Vanishing: India's Wildlife Crisis*. Penguin Random House India.
- ❖ Donald Letcher Goddard and Sam Swope. (1995). *Saving Wildlife: A Century of Conservation*.
- ❖ Wildlife Conservation Society.
- ❖ E.P. Gee. (2002). *The Wild Life of India*. HarperCollins India
- ❖ Goutam Kumar Saha, Subhendu Mazumdar. (2017). *Wildlife Biology: An Indian Perspective*, PHI Learning Pvt. Ltd. India
- ❖ Herbert H. T. Prins, Jan Geu Grootenhuys and Thomas T. Dolan. (2000). *Wildlife Conservation by Sustainable Use*. Springer publication.
- ❖ Jedediah F. Brodie, Eric S. Post, and Daniel F. Doak. (2012). *Wildlife Conservation in a Changing Climate*. The University of Chicago Press.
- ❖ Manfredo, Michael J. (2008). *Who Cares About Wildlife?.* Springer publication.

- ❖ *Morrison, M.L., Block, W.M., Strickland, M.D., Collier, B.A., Peterson, M.J. (2008).*
- ❖ *Wildlife Study Design, Springer publication.*
- ❖ *Nagendra, H., & Mundoli, S. (2019). Cities and canopies: trees in Indian cities.*
- ❖ *Penguin Random House India Private Limited.*
- ❖ *Roth, Harald H., Merz, Gu" nter (Eds.). 1997. Wildlife Resources - A Global Account of Economic Use. Springer publication.*
- ❖ *Underkoffler, Susan C, Adams, Hayley R. (Eds.). (2021). Wildlife Biodiversity Conservation - Multidisciplinary and Forensic Approaches, Springer publication.*

UG 23 OE 049: FREEDOM MOVEMENT IN KARNATAKA

COURSE OBJECTIVES:

1. This paper intends to highlight the role of Karnataka in the Freedom Struggle in India.
2. The paper emphasizes the role of Kannadigas in the National Movement.
3. To prepare students for competitive exams.

Module 1: Karnataka's role in the National Movement

15 Hours

Introduction - Colonial rule in Karnataka- Armed Resistance - Dhondia Wagh - The Kittur Struggle - Nagar Rebellion - Coorg Insurrection. Karnataka during The 1857 Revolt - Venkatappanayaka of Surapura Babasaheb of Nargund - Bhimaraya of Mundargi - Bedas of Halagali.

Module 2: Stages of National Movement

15 Hours

Factors for the Rise of Nationalism - National Movement between the year 1885 to 1920. Non-Cooperation Movement - Belgaum Session - Satyagraha years 1930-1934 - Mysore Congress. Final Phase - From Quit India to Freedom - Mysore Chalo Movement.

Module 3: Unification Movement in Karnataka

15 Hours

Factors that led to the Unification Movement - Role of Press & Organizations. Stages of Unification - Linguistic Reorganization - Map Work - Places of Historical Importance - Dharwad, Srirangapatna, Mysore, Bangalore, Isur, Vidurashwatha, Ankola, Belgaum, Kittur, Mangalore, Nagar, Belur, Shivapura, Coorg, KGF.

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Analyse the significant historical events at the time of the National movement in Karnataka.
2. Critic the British administration during the colonial period
3. Understand the values that some of our forefathers carried during their struggle against the British Rule.
4. Appraise the organized attempt made by the local people in their fight against their colonial masters.

BOOKS FOR REFERENCE:

- ❖ VARTAVARIAN, M. (24 August 2018). *Warriors and States: Military labour in southern India, circa 1750–1800*. Cambridge University Press.
- ❖ S. (1998). *Making History: Karnataka's People and Their Past : Volume I. Stone Age to Mercantilism*. India: Vimukthi Prakashana.
- ❖ Dua, J. C. (1996). *Palegars of South India: Forms and Contents of Their Resistance in Ceded Districts*. India: Reliance Publishing House.
- ❖ Guha, N. (1985). *Pre-British State System in South India: Mysore 1761-1799*. India: Ratna Prakashan.
- ❖ Veerathappa, K. (The Congress, 1985 - Karnataka (India)). *Studies in Karnataka History & Culture: Proceedings, Karnataka History Congress, Volume 1. The Congress, 1985 - Karnataka (India)*
- ❖ Rajayyan, K. (1971). *South Indian Rebellion: the First War of Independence, 1800-1801*. India: Rao and Raghavan.
- ❖ Karnataka Through the Ages: From Prehistoric Times to the Day of the Independence of India. (1968). India: Literary and Cultural Development Department] Government of Mysore.
- ❖ Krishna Rao, M. V., Halappa, G. S. (1964). *History of Freedom Movement in Karnataka*. India: Government of Mysore.
- ❖ Halappa, G. S. (1962). *History of Freedom Movement in Karnataka*. India: Government of Mysore.
- ❖ *A History of Freedom and Unification Movement in Karnataka*. (n.d.). (n.p.): Lulu.com.

UG 23 OE 050: HISTORY OF INDIA

COURSE OBJECTIVES:

1. This paper intends to introduce History and Culture of Medieval India to students of History.
2. The paper highlights the various components of Medieval India like the different sources, Political and socio-economic conditions, art, architecture, religions and culture etc., which are essential towards a deeper understanding of History.
3. To prepare students for competitive exams.

Module 1: The Delhi Sultanate

15 Hours

Survey of Sources - Barani, Amir Khusru, Abul Fazl, Badauni
Foundation and Consolidation - The Slave Dynasty (Qutub ud din Aibak, Iltumish, Razia Sultan) Balban.

The Khiljis - Ala ud din's Policy of Expansion - Administration - Economic Reforms.

Karnataka during The 1857 Revolt - Venkatappanayaka of Surapura - Babasaheb of Nargund - Bhimaraya of Mundargi - Bedas of Halagali.

Module 2: The Mughals & Marathas

15 Hours

Founding of Empire - Babur - Reforms of Shershah Consolidation under Akbar - Rajputs & Resistance to Mughal rule - Religious Policy- Aurangzeb - Religious and Deccan Policy - Rise of Marathas.

Module 3: Cultural Developments

15 Hours

Cultural contributions of Delhi Sultanate & Mughals.

Bhakti and Sufi Movements (Ramananda, Kabir, Guru Nanak, Chaitnya, Mira Bai, Ramdas, Moin-ud-din Chisti).

Map Work - Places of Historical Importance.

Delhi, Devgiri, Warangal, Dwarasamudra, Agra, Surat, Panipat, Fatehpur Sikri, Chittoor, Haldighat, Amritsar, Ajmer, Sasaram, Lahore, Golkonda.

COURSE OUTCOMES:

1. After completion of the course the students will be able to
2. Analyse the significant historical events of the medieval period.
3. Understand the socio-economic and cultural conditions of medieval India.
4. Appreciate the cultural heritage and legacy of the medieval period.
5. Analyze the rise of Marathas and the contribution of Shivaji.

BOOKS FOR REFERENCE:

- ❖ *Habib, I. (2014). The Agrarian System of Mughal India: 1556-1707. India: OUP India.*
- ❖ *Moreland, W. H. (2008). From Akbar To Aurangzeb A Study In Indian Economic History. India: Low Price Publications.*
- ❖ *Sarkar, J. (2007). Fall of the Mughal Empire. India: Orient Longman.*
- ❖ *Chandra, S. (2005). Medieval India: From Sultanate to the Mughals Part - II. India: Har-Anand Publications.*
- ❖ *Medieval India I: Essays in the History of India, 1200-1750. (1999). India: Oxford University Press.*
- ❖ *The History and Culture of the Indian People: the Mughal Empire. vol. [7]. (1990). India: Bharatiya Vidya Bhavan.*
- ❖ *Sharma, L. P. (1987). History of medieval India (1000-1740 A.D.). India: Konark Publishers.*
- ❖ *The Cambridge Economic History of India: Volume 1, C.1200c.1750. (1982). India: Cambridge University Press.*

- ❖ Qureshi, I. H. (1971). *The Administration of the Sultanate of Delhi. India: Oriental Books Reprint Corporation; exclusively distributed by Munshiram Manoharlal.*
- ❖ Prasad, I. (1966). *History of Medieval India. India: Indian Press.*
- ❖ Hardy, P. (1960). *Historians of Medieval India: Studies in Indo-Muslim Historical Writing. United Kingdom: Luzac.*
- ❖ Srivastava, A. L. (1953). *The Sultanate of Delhi: Including the Arab Invasion of Sindh, 711-1526 A. D. India: S. L. Agarwala.*
- ❖ *Advanced Study in the History of Medieval India. (n.d.). India: Sterling Publishers Pvt Limited.*

UG 23 OE 051: MAKERS OF MODERN INDIA

COURSE OBJECTIVES:

1. To help the students to acquire knowledge about the life and achievements of the important personalities of Modern India.
2. To help students to develop critical thinking and reasoning.
3. The paper gives lessons on the various struggles and sacrifices of multiple personalities who have shaped the destiny of India.

Module 1: Reformers & Radicals

15 Hours

Raja Ram Mohan Roy & Swami Vivekananda- Jyotiba Phule & E V Ramaswami Naicker- Sir Syed Ahmed Khan & Pandit Ramabai.

Module 2: Nation Builders

15 Hours

Annie Besant, Mahatma Gandhi & Jawaharlal Nehru- Aruna Asaf Ali, Dr. B R Ambedkar & Jayaprakash Narayan- Sardar Vallabhai Patel & Maulana Abul Kalam Azad

Module 3: Distinguished contributions to Literature, Business & Science

15 Hours

Rabindranath Tagore & R K Narayan- Gyansham Das Birla & Jehangir Ratanji Dadabhoy Tata- Dr.Homi Jehangir Bhaba & Dr. APJ Abdul Kalam

COURSE OUTCOMES:

1. Be able to analyze the contributions of significant personalities of Modern India in different fields of work and the values they carried throughout their life.
2. Be able to develop a broader outlook as they study great personality's achievements, service, and sacrifice.
3. Be able to identify the personality traits which made these leaders successful.

BOOKS FOR REFERENCE:

- ❖ Singh, A. K., Singh, R. K. (2020). *Makers of Modern India*. India: Goel Publications.
- ❖ Anonymous. (2018). *Encyclopedia Britannica*. (n.p.): Creative Media Partners, LLC.
- ❖ Lala, R. M. (2017). *Beyond the Last Blue Mountain*. India: Penguin Random House India Private Limited.
- ❖ India: Penguin Books. Editorial, B. (2015). *71 Famous Scientists*. India: V&S Publishers.
- ❖ Keer, D. (2015). *Dr. Ambedkar: Life and Mission*. India: Popular Prakashan.
- ❖ Mahatma Gandhi. (2015). India: Jaico Publishing House.
- ❖ Guha, R. (2013). *Makers of Modern India*. India: Harvard University Press.
- ❖ P. J., P. (2013). *Periyar: A Political Biography of E.V. Ramasamy*. India: Rainlight.
- ❖ Chowdhury, I., Dasgupta, A. (2010). *A Masterful Spirit: Homi J. Bhabha, 1909-1966*.
- ❖ Gandhi, M. K. (2009). *An Autobiography: The Story of My Experiments With Truth*. United Kingdom: Floating Press.
- ❖ Dadabhoy, B. (2005). *"Jeh", a Life of J.R.D. Tata*. India: Rupa & Company.
- ❖ *Awakening Indians to India (Paperback)*. (2008). India: Central Chinmaya Mission Trust.
- ❖ Das, R. (2007). *Jayaprakash Narayan: His Life and Mission*. India: Sarup & Sons.
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- ❖ *Dasgupta, U. (2004). Rabindranath Tagore: A Biography. India: Oxford University Press.*
- ❖ *Nehru, J. (2004). An Autobiography. India: Penguin books.*
- ❖ *Tiwari, A., Abdul Kalam, A. P. J. (1999). WINGS OF FIRE. India:Universities Press.*
- ❖ *Keer, D. (1997). Mahatma Jotirao Phooley: Father of the Indian Social*
- ❖ *Revolution. India: Popular Prakashan.*
- ❖ *R.K. Narayan. (1996). India: Sahitya Akademi.*
- ❖ *Lives Of Some Great People. (n.d.). India: Better Yourself Books.*

UG 23 OE 052: TOURISM IN KARNATAKA

COURSE OBJECTIVES:

1. To gain knowledge and understand the key factors of Tourism Industry at a regional level.
2. To gain an insight into the utility of Tourism products.
3. To understand the tourism potential in Karnataka.

Module 1: Introduction

12 Hours

Brief outline of Karnataka – etymology – significance.

Meaning and Definition; Origin and Evolution; Importance and Impact of Tourism – Role of KSTDC.

Motivators of Tourism – Basic Components – Elements of Tourism - Types of Tourism – Recent trends.

Module 2: Tourism Products of Karnataka

12 Hours

Fairs and Festivals- Handicrafts and Textiles- Cuisines.

Module 3: Natural and manmade products of Tourism

18 Hours

Wild Life Sanctuaries & National Parks- Beach Tourism & Adventure Tourism- World Heritage Sites in Karnataka – Hampi, Pattadakal, and Western Ghats.

COURSE OUTCOMES:

1. Be able to explore various types of tourism potential available in Karnataka.
2. Be able to develop a good understanding of numerous cultural practices that have evolved over centuries through fairs and festivals.
3. Be able to acquire knowledge of the various tourist destinations in and around Karnataka.

4. Students will gather knowledge about tangible and intangible tourism products in Karnataka.

BOOKS FOR REFERENCE:

- ❖ *Bhatia, A. (2020). Tourism Development. Sterling Publishers Pvt.Ltd.*
- ❖ *Page, S. J. (2019). Tourism management (6th ed.). Routledge.*
- ❖ *Ali, M. (2018). Greater Than a Tourist- Bangalore Karnataka India: 50 Travel Tips from a Local.*
- ❖ *Modern Tourism in 21st Century. (2014). India: Anmol Publications.*
- ❖ *Nagapathi, K.S.(2014). Karnataka: A Delight for Tourists. Mahajana Tourism Development Institute.*
- ❖ *Andrews, S. (2011). Introduction to Tourism and Hospitality Industry, Tata McGraw-Hill.*
- ❖ *Singh, M. C. (2010). Medical Tourism. India: Centrum Press.*
- ❖ *Geetanjali, Environment And Tourism. (2010). India: Alp Books.*
- ❖ *Vandana, J., Biwal, A., Roday, S. (2009). Tourism Operations and Management. India: Oxford University Press.*
- ❖ *Puczkó, L., Smith, M. K. (2009). Health and Wellness Tourism. Germany: Elsevier/ButterworthHeinemann.*
- ❖ *Biwal, A., Roday, S., Vandana, J. (2009). Tourism Operations and Management. India: Oxford University Press.*
- ❖ *Dixit, M., Sheela, C. (2008). Tourism Products. India: New Royal Book Company.*
- ❖ *Health Tourism And Ayurveda. (2008). India: Abhijeet Publications.*
- ❖ *Jacob, R. (2007). Indian Tourism Products. India: Abhijeet Publications.*
- ❖ *Kamra, K. (2006). Economics of tourism. Kanishka Publishers, Distributors*

- ❖ *Tourism Development: Principles and Practices.* (2002). India: Sterling Publishers.
- ❖ *Introduction To Tourism.* (2001). India: Atlantic Publishers & Distributors (P) Limited.
- ❖ *Sethi, Rajat. Nature And Scope Of Tourism.* (n.d.). (1999) India: Rajat Publications.
- ❖ *Bansal, S. P., Gupta, S. (1998). Tourism Towards 21st Century.* India: Deep & Deep Publications.
- ❖ *Gill, P. (1997). Tourism and Hotel Management.* Anmol Publications.
- ❖ *Kumar, R. B. (1995). Coastal Tourism and Environment.* India: APH Publishing Corporation.
- ❖ *Foster, D. L. (1994). First Class: An Introduction to Travel and Tourism.* Singapore: McGraw-Hill Education.
- ❖ *Gupta, V. K. (1987). Tourism in India.* India: Gian.
- ❖ *Seshadri, B. (1986). India's Wildlife and Wildlife Reserves.* India: Sterling Publishers.
- ❖ *Seth, P. (1985). Successful Tourism.* Sterling Publishers.
- ❖ <https://www.kstdc.co/e-brochure/>

UG 23 OE 053: LABOUR WELFARE IN INDIA

COURSE OBJECTIVES:

1. To enable the students to understand the concept Labour Welfare and its various facets with special reference to modern Industries in the era of Globalization.
2. To enable the students to understand the importance of Labour Welfare in Industrial Relations as an agent of good Industrial Relations.
3. To enable the students to understand the role of world body-ILO, in the formulation of Labour Welfare Policies by the Government.

Module 1: Concept of Industrial Relations and Labour Welfare **8 Hours**

Meaning of Labour Welfare-its Origin in the Industrial World, Merits and Demerits of Labour Welfare, Types of Labour Welfare in India- Statutory Labour Welfare and Non-Statutory Labour Welfare.

Module 2: Occupational Hazards **12 Hours**

Meaning. Occupational Hazards, Industrial Health and Industrial Safety, Industrial Accidents-causes and prevention, Meaning of Safety and Need for safety in Industries, Job stress. Problems of Job stress with special reference to new generation industries, Measures to tackle stress.

Module 3: Statutory Provisions in India **8 Hours**

Statutory Provisions in India connected with health, safety and welfare of workers, Introduction to The Factories Act, 1948 - Statutory Provisions relating to Labour Welfare, Industrial Health and Industrial, Safety in Factories, Role of H.R. Managers in Labour Welfare.

Module 4: International Labour Organisation and Labour Welfare

9 Hours

International Labour Conventions, Meaning of ILO Conventions and Recommendations, Few Important ILO Conventions Ratified by India- Convention Numbers 1, 4, 5, 6, 11, 14, 15, 16, 18, 19, 21, 22, 26, 29, 32, 41, 42, 45, 81, 88, 89, 90, 100, 107, 111, 115, 118, 141, 144, 160, Reasons for India Ratifying Convention No.138-Minimum Age Convention and Convention No.182-Worst Forms of Child Labour Convention. (w.e.f. 12/June/2017).

Module 5: Quality of Work Life

8 Hours

Introduction. Meaning of QWL, Specific issues in QWL, QWL and Productivity.

Barriers in QWL, Strategies for improvement of QWL.

COURSE OUTCOMES:

- 1 Knowledge - Have developed a good knowledge of basic concepts associated with Labour Welfare and associated terms, with special reference to India
- 2 Understand - Have developed a very good understanding of Labour Welfare as an Academic Discipline and as a Profession in association with HRM
- 3 Apply - Be able to perform basic duties associated with HRM-with emphasis on Employee Welfare
- 4 Analyze - Be able to critically look at problems faced by or perceived by employees and explain the root cause of specific Labour Problems connected with lack of labour welfare
- 5 Evaluate - Be able to evaluate work environment with reference to employee welfare and relations, objectively
- 6 Create be able to design work culture/ policies conducive to good Industrial Relations with appropriate labour welfare measures

BOOKS FOR REFERENCE:

- ❖ *Davar R S: Personnel Management and Industrial Relations in India, Himalaya Publishing House, Mumbai, 1998*
- ❖ *Mamoria C B: Industrial Relations in India, Himalaya Publishing House, Mumbai, 1998*
- ❖ *Venkata Ratnam, C.S., Industrial Relations, Oxford University Press, New Delhi, 2006*
- ❖ *Schneider, Eugene V, Industrial Sociology, Tata McGraw Hill, New Delhi, 1983*
- ❖ *Lenin, V.I., On Trade Unions, Progress Publishers, Moscow, 1986*
- ❖ *Pylee M.V., George Simon A, Industrial Relations And Personnel Management, Vikas Publishing House, New Delhi, 1996*
- ❖ *Pylee M V: Worker's participation in Management, Vikas Publishing House, New Delhi, 1996*
- ❖ *Davar R S: Personnel Management and Industrial Relations in India, Himalaya Publishing House, Mumbai, 1998*
- ❖ *Mamoria C B: Industrial Relations in India, Himalaya Publishing House, Mumbai, 1998*
- ❖ *Kapoor, N.D., Elements of Industrial Law, Sultan Chand, New Delhi, 2020*
- ❖ *Garg, Ajay, Labour Laws one should know, Nabhi Publication, New Delhi, 2020*
- ❖ *Aswathappa, K, Human Resource Management, Tata McGraw-Hill, New Delhi, 2015*

UG 23 OE 054: SOCIAL SECURITY AND ASSOCIATED LEGAL PROVISIONS IN INDIA

COURSE OBJECTIVES:

1. To enable the students to understand the concept Social Security and its various facets with special reference to modern Industries in the era of Globalization.
2. To enable the students to understand the importance of Social Security in Industrial Relations as an agent of good Industrial Relations.
3. To enable the students to understand the role of Constitution of India, Indian Labour Laws and world body-ILO, in the formulation of Social Security Policies by the Government.

Module 1: Concept of Industrial Relations and Social Security **8 Hours**

Meaning of Social Security-its Origin in the Industrial World, Merits and Demerits of Social Security, Brief History of Social Security in India, Statutory Social Security Measures in India with special reference to Industrial, workers.

Module 2: Social Security for Indian Workers- The Employees State Insurance Act, 1948 **12 Hours**

Introduction. Scope/ Applicability of the ESI Act, 1948, Objective of THE ESI Act, 1948, Benefits for Workers under the ESI Act, 1948:

- a) Sickness Benefit
- b) Maternity Benefit
- c) Disablement Benefit
- d) Dependents' Benefit
- e) Medical Benefit
- f) Funeral Expenses
- g) Unemployment Benefits

Module 3: Social Security for Post-Retirement: The Employees Provident Fund (and Miscellaneous Provisions) Act, 1952

12 Hours

Introduction. Scope/Applicability of the EPF (And Miscellaneous Provisions) Act, 1952 Objectives of the EPF (And Miscellaneous Provisions) Act, 1952.

The Employees Provident Funds Organisation (EPFO).

Various Schemes under the Employees Provident Funds (And Miscellaneous and Provident Funds) Act, 1952:

1. The Employees Provident Fund Scheme
2. The Employees' Pension Scheme
3. The Employees Deposit Linked Insurance Scheme.

Module 4: The Payment of Gratuity Act, 1972

13 Hours

Introduction. Scope/Applicability of the Payment of Gratuity Act, 1972.

Objectives of the Payment of Gratuity Act, 1972.

Rules relating to Payment of Gratuity on termination of employment.

Rate of Gratuity.

Forfeiture of Gratuity.

Compulsory Insurance and Protection of Gratuity.

Nomination.

Determination and Recovery of Gratuity.

Appointment of Inspectors, Offenses and Penalties.

COURSE OUTCOMES:

- 1 Knowledge - Have developed a good knowledge of all the basic concepts associated with Social Security and its Statutory Provisions in India

- 2 Understand - Have developed a very good understanding of the characteristics of Social Security and associated matters connected with Indian Labour Laws
- 3 Apply - Be able to perform basic duties associated with HRM and Industrial Relations Management in Indian Industries and other Organizations
- 4 Analyze - Be able to critically look at and explain the root cause of Industrial Relations Problems at work place/connected with work-conformity , dissatisfaction, job stress etc. and settle the grievance
- 5 Evaluate - Be able to evaluate work environment with reference to employee satisfaction, productivity etc. Objectively
- 6 Create - Be able to design work culture conducive to good Industrial Relations through adherence to Social Security Laws

BOOKS FOR REFERENCE:

- ❖ *Kapoor, N.D., Elements of Industrial Law, Sultan Chand, New Delhi, 2020*
- ❖ *Garg, Ajay, Labour Laws one should know, Nabhi Publication, New Delhi, 2020*
- ❖ *Kumar H.L., Practical Guide to Employees' Provident Funds, Universal Law Publishing Co., New Delhi, 2020*
- ❖ *Srivastava S C, Industrial Relations And Labour Laws, Vikas Publishing House, Noida*
- ❖ *Kumar H.L., Labour Laws Everybody Should Know, Universal Law Publishing Co., New Delhi, 2020*
- ❖ *Kumar H.L. , Practical Guide to Payment of Gratuity, Universal Law Publishing Co., New Delhi, 2020*
- ❖ *Kumar H.L., Practical Guide to Labour Management, Universal Law Publishing Co., New Delhi, 2020*
- ❖ *Kumar H.L., Compliances under Labour Law, Universal Law Publishing Co., New Delhi, 2020*

- ❖ *Venkata Ratnam, C.S., Industrial Relations, Oxford University Press, New Delhi, 2006*
- ❖ *Sarma A.M., Industrial Relations- Concepts and Legal Frame Work, Himalaya Publishing House, Mumbai, 1989*
- ❖ *Monappa, Slevaraj, Ranjeet, Industrial Relations and Labour Laws, McGraw Hill, Chennai, 2016*
- ❖ *Vaidhyanathan N, ILO Conventions and India, Jana Bani Printers, Kolkatta, 1975*
- ❖ *Sarma A.M., Aspects of Labour Welfare and Social Security, Himalaya Publishing Hous, Mumbai, 2016*
- ❖ *Subba Rao P, Labour Welfare And Social Security, Himalaya Publishing House, Mumbai, 2009*
- ❖ *Parry Jonatha, Breman, Kapadia, The Worlds of Industrial Labour, Sage Publications, New Delhi, 1999*
- ❖ *Hallen, G.C., Dynamics of Social Security, Rastogi Publication, Delhi, 1984*
- ❖ *Introduction to Social Security, ILO Office, Geneva, 1984*
- ❖ *R.C.Sharma, Nipun Sharma, Human Resource Management- Theory and Practice, , SAGE, 2019*

UG 23 OE 055: PUBLIC GOVERNANCE

COURSE OBJECTIVES:

This syllabus is designed to enable a students of diverse disciplines to gain basic knowledge about Governance.

Module 1: Introduction to Governance **15 Hours**

Governance- Meaning and features; rational choice theory

Government and governance

Concept of Good governance

Module 2: E-Governance **15 Hours**

Features of Good E-Governance

E-Governance- Meaning and Features

E- Governance Initiatives

Module 3: Important Fundamental Rights **15 Hours**

Right to Education and Right to Information

Right to Public services- Sakala

Social Audit and citizen charter

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Basic meaning and nature of Governance
2. Good governance and E-governance
3. Right to Education and Right to Information
4. Public services

BOOKS FOR REFERENCE:

- ❖ *Sapru R.K, 2006, Administrative Theories and Management Thought, New Delhi, Prentice -Hall.*
- ❖ *SL Goel, 2007, Good governance- an Integral Approach, New Delhi, Deep and Deep Publications.*
- ❖ *Bidyut Chakraborty and Mohit Bhattachary. 2008, The Governance discourse, oxford University Press.*
- ❖ *RK Sapru, 2010, Public Policy: Art and Craft of Policy Analysis, New Delhi, PHI Learning Private Limited.*
- ❖ *B.C.Smith, 2007, Good governance and Development, Palgrave Macmillan.*
- ❖ *Srivasta O.P, 1991, Public Administration and Management- the Broadening of Horizons Mumbai, Himalaya Publishing*
- ❖ *B.L.Fadia & Kuldeep Fadia, 2017, Public Administration: Administrative theories, Agra, Sahitya Bhawan Publishing.*

UG 23 OE 056: CIVIL SERVICES

COURSE OBJECTIVES:

This Syllabus is designed to enable students from diverse courses across the college acquire basic knowledge about the core elements of the Civil Services and motivate them to pursue a career in civil services.

Module 1: Introduction to Civil Services 15 Hours

Meaning and characteristics of civil services

Evolution of Civil Services: Ancient, Medieval & British Legacies.

Functions of Civil services; changing role of Civil Services in a globalizing world

Module 2: Civil Services – Classification, Commission and Recruitment 15 Hours

Classification of Civil Services

Public Service commissions

Recruitment to Civil services: Generalist and Specialists

Module 3: Civil Services – Provisions, Ethics & Career 15 Hours

Discipline in Civil Services; Constitutional provisions & Conditions of Civil Services

Values and Ethics in Public Service

Making Civil Services a Career

COURSE OUTCOMES:

After completion of the course the students will be able to

1. Evolution of the Civil Services from the world and Indian perspective.

2. Meaning, features and structure of civil services.
3. Changing role of Civil services in a globalized world.
4. Recruitment process to Indian civil services.

BOOKS FOR REFERENCE:

- ❖ *Kumar Jwala- Governance in Ancient Indian political system(2009)*
- ❖ *S.R.Maheshwari- Public Administration in India(2017)*
- ❖ *B.L.Fadia & Kuldeep Fadia- Public Administration (Administrative Theories & Practice) (2016)*
- ❖ *S.L.Goel & Shalini Rajneesh- Public Personnel Administration (2002)*
- ❖ *P.D.Sharma & B.M. Sharma-Indian Administration(2009)*
- ❖ *C.G.Somaiah- The Honest Always Stand Alone (2010)*

UG 23 OE 057: INDIA AND THE WORLD

COURSE OBJECTIVES:

This syllabus is designed to develop an understanding among students about India's influence in global affairs in the context of India as an emerging power.

Module 1: Indian Politics & Foreign Policy 22 Hours

Indian Constitution, Parliament of India

Foreign Policy of India, Party System in India (SSS)

Recent developments in the Foreign policy of India

Module 2: India and its Neighbors 23 Hours

SAARC, Regional Co-operation in South Asia

Look East policy (SSS), Act East Policy

India & Pakistan, India and China, India & Srilanka

COURSE OUTCOMES:

1. At the end of the course the students shall understand – India's influence in global affairs in the context of India as an emerging power
2. India's relations with other countries through study, research, discussions, lectures and exchange of ideas
3. Gaining deeper understanding of global issues.
4. Learn to critically assess policies and events at the global level

BOOKS FOR REFERENCE:

- ❖ *Austin, Granville, (2000) Working of a Democratic Constitution, OUP, New Delhi, .*
- ❖ *Bajpai, Kanti & Pant, Harsh, (2013), India's Foreign Policy A Reader, OUP India*

- ❖ *Bajpai, Kanti et.al (2020) The Routledge Handbook of China-India Relations*
- ❖ *Banerjee, A.K. (ed.), Security issues in South Asia: Domestic and external sources of threats to security Minerva, Calcutta, 1998.*
- ❖ *Basrur, Rajesh & Sumitha Narayanan Kutty (2018), India and Japan: Assessing the Strategic Partnership*
- ❖ *Baxi, Upendra and Bhikhu Parekh (ed.), (1994) Crisis and Change in Contemporary India, Sage, New Delhi, .*
- ❖ *Brass, Paul, (1990) Politics of India since Independence, Orient Longman, Hyderabad, .*
- ❖ *Brown, C. (2011), Understanding International Relations, Houndmills, Basingstoke, Hampshire MacMillan Press Ltd.*
- ❖ *Callaghan, Terry O. and Martin G. (2007), Key Concepts in International Relations, London and New York: Routledge, Taylor and Francis Group.*
- ❖ *Chatterjee, A. (2010), International Relations Today: Concepts and Applications, New Delhi: Dorling Kindersley (India) Pvt. Ltd*
- ❖ *Goel.O.P (2004) India and SAARC Engagements*
- ❖ *Gujral, I.K., A foreign policy for India, External publicity division, MEA, Government of India, Delhi, 1998.*
- ❖ *Gupta.K.R (2006) India-Pakistan Relations with Special Reference to Kashmir*
- ❖ *Jain.R.K (2020) India and the European Union in a Turbulent World*
- ❖ *Jain.B.M (2016) India-US Relations in the Age of Uncertainty: An uneasy courtship*
- ❖ *Kaushik, Susheela (ed.), (1990) Indian Government and Politics (Hindi), Directorate of Hindi Implementation, Delhi University, .*
- ❖ *Kothari, Rajni, (1989) State Against Democracy, In Search of Humane Governance, Ajanta, Delhi,*

- ❖ *Kothari ,Raj Kumar (2013) India-Russia Relations In The Post Soviet Years Emerging Challenges and New Prospects*
- ❖ *Murthy, C.S.R (2021) India in the United Nations: Interplay of Interests and Principles, Sage*
- ❖ *Sorensen, G. and Robert J. (2010), Introduction to International Relations: Theories and Approaches, USA: Oxford University Press*
- ❖ *Nanda, Praksh (2003) Rediscovering Asia Evolution of India's Look East Policy*
- ❖ *Suryanarayan, V. (ed.), South and Southeast Asia in the 1990s: Indian and American Perspectives Delhi: Konark, 1992.*
- ❖ *Upreti, B.C. et al. (eds.), India's foreign policy: Emerging challenges and paradigms (Delhi: Kalinga, 2003).*
- ❖ *Yadav, Surya Narain (2010)India-South Africa Relations: Political, Economic and Strategic Perspectives, Global Vision Publishing House*

UG 23 OE 058: INDIAN FOREIGN POLICY

COURSE OBJECTIVES:

This syllabus is designed to make students understand the Indian foreign policy as an academic discipline, from determinant to specified policies of the Indian government. This syllabus is also intended to create the capacity of analysing the contemporary events of international politics from the perspective of India.

Module 1: Introduction

15 Hours

Historical origins and Determinants, Institutions and Actors in the Making of India's Foreign Policy: Parliament, Cabinet, Political parties, military (SSS).

Defining Strategy, Strategic Aspects in Indian Foreign Policy, Strategic Thinking in India-Historical Roots and contemporary issues.

Strategic thoughts- Panchasheel, Non-alignment movement, Gujral Doctrine, Neighbourhood First, Strategic Autonomy and partnership.

Module 2: Policy Making - Defence, Maritime and Nuclear

15 Hours

Defining Defence policy, Defence Policy-Making - Actors/ Institutions and Processes, Key Features of Indian Defence Policy, Defence Cooperation, The shift in Defence policy (SSS).

Maritime policy, Indian Maritime Policy, India and the Indian Ocean: Strategic Aspects (QUAD).

India and Nuclear debate, Disarmament, CTBT, NPT, Nuclear Deal (SSS).

Module 3: Diplomacy, Diaspora & Contemporary Challenges

15 Hours

Diplomacy: Aspects of Indian Diplomacy, Conference Diplomacy Summit/Track Two Diplomacy/ Economic Diplomacy (SSS).

Diaspora and soft power diplomacy.

Contemporary challenges: - Energy, cyber, Maritime, space and technological (SSS).

COURSE OUTCOMES:

At the end of the course, students shall understand-

- Foreign policy of India
- To analyse the Indian foreign policy
- Identify the shift in the policies
- Major determinants

BOOF FOR REFERENCE:

- ❖ *Jain, B. M., Global Power: India's Foreign Policy 1947-2006 (Lexington Books, 2008).*
- ❖ *Rajan, Mannaraswamighala Sreeranga, Studies on India's Foreign Policy (ABC Pub. House, 1993)*
- ❖ *Jayapalan, N., Foreign policy of India (Atlantic Publishers & Distributors, 2001)*
- ❖ *Gupta, K.R. & Vatsala Shukla, Foreign Policy of India (Atlantic Publishers & Distributors, 2009)*
- ❖ *Mansingh, Lalit et al, eds., Indian Foreign Policy: Agenda for the 21st Century, Vol.1 and 2, New Delhi: Foreign Services Institute with Konark, 1998)*
- ❖ *Sinha, A. and M. Mohta (eds), Indian Foreign Policy: Challenges and Opportunities, (New Delhi: Academic Foundation. 2003)*
- ❖ *P. M Kamat, Emerging International Order and Foreign Policy Options for India (Indian Academy of Social Sciences, 1999)*
- ❖ *Khanna, V N. Foreign Policy of India. new delhi: Vikas Publishing House, 2018.*

- ❖ *Bandyopadhyay, Jayantanuja, The Making of India's Foreign Policy (Calcutta: Allied Publishers, 2003)*
- ❖ *Chandra, Bipan, India After Independence 1947-2000 (New Delhi: Penguin, 2000)*
- ❖ *Harshe, Rajen and K.M.Seethi (eds.), Engaging With the World: Critical Reflections on India's Foreign Policy (Hyderabad: Orient Longman, 2005), pp.25-40*
- ❖ *Kapur, Harish, India's Foreign Policy – Shadows and Substance (New Delhi: Sage,1994)*
- ❖ *Ramakrishnan, A.K., "Neoliberal Globalist Transformations in India's Foreign Policy: Implications for West Asia and North Africa", in Anwar Alam (ed.), India and West Asia in the Era of Globalisation (New Delhi: New Century Publications, 2008), pp.25-30*
- ❖ *Shastri, Amita and Wilson, Jeyaratnam (Eds), The Post-Colonial States of South Asia Democracy, Development and Identity (Palgrave Macmillan 2001)*
- ❖ *J. N Dixit Assignment Colombo (New Delhi: Konarak Publishers, 1998)*
- ❖ *Stephen P. Cohen, India Emerging Power, New Delhi, Oxford University Press, 2002*
- ❖ *Wilson, Jeyaratnam and Dalton, Dennis (Eds), The States of South Asia (New Delhi: Vikas)*

UG 23 OE 059: SOCIETY THROUGH GENDER LENS

COURSE OBJECTIVES:

1. In this course, students will explore gender as socially constructed with meanings that vary historically and across cultures.
2. It will contemplate how individuals categorize gender, deconstructing many taken-for granted assumptions.
3. Through this critical lens, students will recognize the intersections of gender with other social markers, connecting concepts to our own experiences.
4. The course will examine how sexuality is gendered and the ways in which gender is socially controlled, as well as considering gendered violence as an extreme form of controlling gender.
5. By the end of this course, students will be able use their critical thinking skills to analyze how gender is socially constructed and controlled

Module 1: Social Construction of Gender 15 Hours

Gender and Sex, Patriarchy, Gender Relations, Gender Discrimination, Gender Division of Labour

Gender Equality, Gender Neutrality, Androgyny and Gender Sensitivity

Gender Representation of Women and Third Gender in Indian Social Institutions

Module 2: Gender Representation and Violence 15 Hours

Mass Media and Politics

Education, Employment and Health

Domestic Violence, Sexual Harassment at Work Place, Dowry and Rape, Dishonour Killing, Cyber Crime

Module 3: Addressing Gender Justice

15 Hours

The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

73rd and 74th Constitutional Amendment and Women's Empowerment

Right to self-determination of gender - Supreme Court of India's Judgment in NLSA Vs Union of India and others (Writ Petition (Civil) No 400 of 2012)

COURSE OUTCOMES:

At the end of the course, the student should -

1. Knowledge- Have developed a good knowledge of understanding the role of individual and institutions within the context of society.
2. Understand- Understand the role of socialisation as a constructor of gender roles and status.
3. Apply- Be able to apply knowledge and experience to foster personal growth and better appreciate the diverse social world.
4. Analyze- Be able to analytical skills to social phenomena in order to understand human behaviour
5. Evaluate- Be able to evaluate the different movements in the world and how this has helped to address gender inequality.
6. Create- Be able to apply knowledge and skills to contemporary problems and issues.

BOOK FOR REFERENCES:

- ❖ *Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi*
- ❖ *Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, Spouse Abusal in India: A Regional Scenario, GRIN Publishing, Munich*

- ❖ *Harlampos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi*
- ❖ *Indira R 2011, Themes in Sociology of Indian Education, Sage Publications, Delhi Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi*
- ❖ *Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi*
- ❖ *Ritzer, George and W W Murphy, 2020, Introduction to Sociology, 5th edition, Sage Publications, New Delhi*

UG 23 OE 060: SOCIOLOGY OF FOOD CULTURE

COURSE OBJECTIVES:

1. To apply a sociological perspective on understanding how food and eating practices are culturally produced.
2. To examine how expert authority and scientific knowledge helps define the consumption and production of food in India.
3. To use food as a lens to study the reproduction of social inequality with regards to gender, race and privileged.

Module 1: Sociology of Food, Eating, Diet and Culture

10 Hours

Introduction: Significance and theoretical orientations: Food among the Sociological classics

Theoretical approaches to Sociology of Food and eating.

Development of Pan Indian culinary cultures with regards to dietary.

Module 2: Food and social Inequalities

15 Hours

Food as a spectacle towards mass consumption and unequal distribution.

Unavailability and insecurity towards food Consumption.

Food and the public sphere: Contemporary Issues of Domesticity and gender.

Module 3: Eating, Health and Nutrition

15 Hours

Food consumption and eating habits

Sociology of Food and Everyday life

Health and Society

Trends in Nutritional Policies

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Levi- Strauss, Claude. 2008. 'The Culinary triangle'. In Carole Counihan and Penny Van Esterik. Food and culture.*
- ❖ *A Reader. 36-43. London: Routledge. Harris, Marvin. 1974. Cows, Pigs, Wars & Witches. The Riddles of Culture. New York: Random House. Pp3-35. Goody, Jack. 1982. Cooking, Cuisine and Class: 3.A comparative Sociology. Cambridge University Press (Selected chapters) Counihan, Carole.*
- ❖ *"Introduction: Food and Gender. Identity and Power:"*
- ❖ *In Carole M. Counihan and Steven L. Kaplan. Food and Gender. Identity and Power. Harwood Academic Publishers.pp1-11 Additional Reading Pollan, Michael. Cooked.*
- ❖ *A natural history of transformation. Penguin Mackendrick, Norah. 2014."Foodscape",*
- ❖ *<https://contexts.org/articles/foodscape/>, Accessed on 10 December 2018 Beardsworth, Alan and Keil, Teresa.1997. Sociology on the menu. An invitation to the study of food and society. London: Routledge. (Ch 3 & 5)*
- ❖ *Pierre Bourdieu: "Distinction: A Social Critique of the Judgement of Taste" in Food and Culture: A Reader*
- ❖ *Claude Lévi-Strauss: "The Culinary Triangle" in Food and Culture: A Reader*
- ❖ *Mary Douglas: "The Abominations of Leviticus" in Food and Culture: A Reader*
- ❖ *Finn, S. Margot. 2017. "Chapter 2: Aspirational Eating: Food and Status Anxiety in the Gilded Age and the Progressive Era." Pp 49-79 in Discriminating Taste: How Class Anxiety Created the American Food Revolution. Newark, NJ: Rutgers University Press*

- ❖ T.J.M. Holden: *"The Overcooked and the Underdone: Masculinities in Japanese Food Programming"* in *Food and Culture*:
- ❖ *A Reader* Rebecca Swenson: *"Domestic Divo? Televised Treatments of Masculinity, Femininity, and Food"* in *Food and Culture: A Reader*
- ❖ *A comparative Sociology*. Cambridge University Press (Selected chapters) Counihan, Carole. *"Introduction: Food and Gender. Identity and Power."*
- ❖ In Carole M. Counihan and Steven L. Kaplan. *Food and Gender. Identity and Power*. Harwood Academic Publishers.pp1-11 Additional Reading Pollan, Michael. *Cooked*.
- ❖ *A natural history of transformation*. Penguin Mackendrick, Norah. 2014. *"Foodscape"*,
- ❖ <https://contexts.org/articles/foodscape/>, Accessed on 10 December 2018 Beardsworth, Alan and Keil, Teresa.1997. *Sociology on the menu. An invitation to the study of food and society*. London: Routledge. (Ch 3 & 5)

UG 23 OE 061: SOCIOLOGY OF YOUTH

COURSE OBJECTIVES:

1. The course generates a sociological insight into the dynamics of Youth cultures and the structural changes that have taken place in contemporary society.
2. It also looks to understand the causes which transcend over the boundaries of race, caste and social experiences.
3. To develop a consciousness against patterns of social diversity and inclusivity.

Module 1: Introduction to the Sociology of Youth

15 Hours

Meaning & Characteristics of Youth in India.

Causes and Effects of youth development -problems and issues of youth on a local and international level.

Sociological Theories of Youth – Relative deprivation theory, and Resource mobilization theory

Gender Socialization: Differences and disparities between Male and Female Youth in India.

Role of sociologists to motivate the youth – Different groups of youth, The Social Construction of Youth – Effects of Globalization on Indian Youth.

Module 2: Adolescence and sub cultures

15 Hours

A paradox of Contemporary Youth sub cultures in India, Concept of Youth Welfare, and Youth in contemporary Indian Society– Challenges of the Youth in Today's Society.

Approaches to Understanding Youth: Youth in Society and Culture
- Youth as Action - Transition and Identity formation.

Problems of Youth: Psychological, Cultural, Social, Educational, Health, Occupational and Recreational.

Youth power: youth as social capital – youth as agents of Change.

Module 3: Social control of Youth **15 Hours**

Law as a powerful form of reformation of social control for youth Behaviour.

Youth in New Millennium: Challenges and Opportunities –Youth in the context of globalization – Education and Skill Development.

Employability and Employment – Youth and Migration – Youth and social media.

COURSE OUTCOMES:

After completion of the course the students will be able to

BOOKS FOR REFERENCE:

- ❖ *Balan K., (1985), Youth Power in the Modern World, Ajanta Publications, New Delhi*
- ❖ *Jones Gill, (2009), Youth, Polity Press, UK.*
- ❖ *Kehily Jane Mary (Etd.) (2007), Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London.*
- ❖ *Landis H. Paul, (2011), Adolescence and Youth: The Process of Maturing, Swarup Book Publishers Pvt. Ltd., New Delhi.*
- ❖ *James, A. and James, A. (2004). Constructing childhood: theory, policy and social practice. Basingstoke, Palgrave Macmillan. Chapter 1.*
- ❖ *MacDonald, R., Mason, P., Shildrick, T., Webster, C., Johnston, L., and Ridley, L. (2001) 'Snakes & Ladders: In Defence of Studies of Youth Transition', in Sociological research online., 5, <http://socratesonline.org.uk/5/4/macdonald.html>).*
- ❖ *Prout A. & James, A. (2002) 'A New Paradigm for the Sociology of Childhood? Provenance, Promise and Problems' in James, A. & Prout,*

A. (2002) *Constructing and reconstructing childhood : contemporary issues in the sociological study of childhood*, Oxon, Routledge
Farmer

- ❖ Simmons, R., Thompson, R. and Russell, L. (2014) *Education, Work and Social Change: Young People and Marginalisation in Post-Industrial Britain*, Basingstoke, Palgrave Macmillan.
- ❖ Corsaro, W.A (1997). *The Sociology of Childhood*, Sage, London
- ❖ France, A., 2007. *Understanding youth in late modernity*. Oxford: Oxford University Press.
- ❖ Côté, J. (2014) *Youth studies: fundamental issues and debates*, Basingstoke, Hampshire: Palgrave Macmillan
- ❖ Elley, S. (2013). *Sex and Relationship Education, Youth and Class: A Youth Work-led Perspective*, Basingstoke, Palgrave.
- ❖ Furlong, A. (2012). *Youth studies: an introduction*, Routledge: London
- ❖ Henderson, S. (2007). *Inventing adulthoods: a biographical approach to youth transitions*, London: Sage.
- ❖ Hill M. 'Children' in Alcock P (ed) (2003). *The Student's Companion to Social Policy*, Oxford Blackwell
- ❖ Jenks K (2004) *Constructing Childhood Sociologically* in Kehily M.J. (2004) *An Introduction to Childhood Studies*, Berkshire, McGraw Hill, Chap. 5

UG 23 OE 062: MENTAL WELL BEING

COURSE OBJECTIVES

1. Understand concepts relating to mental health and illness.
2. Explain the causes and course of common mental disorders in emerging adulthood.
3. Understand and evaluate common mental health challenges that occur in emerging adulthood.
4. Analyse behaviours that enhance and compromise health.
5. Apply strategies to improve mental health and wellbeing.

Module 1: Introduction - Illness, Health and Wellbeing

10 Hours

Introduction: Defining mental illness, mental health, wellbeing, and mental health challenges; the health continuum.

Models of health and wellbeing: Biomedical model, biopsychosocial model, holistic model, wellness model.

Models of mental illness: Stress-diathesis model, cognitive model.

Module 2: Mental Illness in Emerging Adulthood

10 Hours

Predisposing factors: Biological, psychological and social factors.

Prevalent disorders in emerging adulthood: Depression, anxiety, eating disorders, substance use, addiction to technology and social media.

Module 3: Mental Health Challenges in Emerging Adulthood

8 Hours

Stress: Nature and sources of stress, personal and social mediators of stress, effects of stress on physical and mental health.

Changing relationships: Parent-child relationships, attachment styles in adulthood, romantic relationships, peer relationships and peer pressure, friendships; coping with loneliness.

Module 4: Health Management

7 Hours

Health compromising behaviours: Sedentary lifestyle, poor sleep and hygiene, Health enhancing behaviours: Exercise, nutrition, meditation, yoga, sleep hygiene, thought diary, affirmations.

Module 5: Promoting Mental Health

10 Hours

Coping with stress and anxiety: Types of coping, 4A model, shift-and-persist strategy (Chen and Miller), grounding techniques.

Pursuing happiness: Types of happiness, strategies to increase happiness – positive reframing, mindfulness practice, intrinsic motivation.

Promoting gratitude: Meaning of gratitude, benefits of practicing gratitude, ways of practicing gratitude: gratitude journal, gratitude prompts, gratitude letter.

Seeking help: Importance of seeking help; informal sources – social support, peer support, community and seeking help; formal sources – psychological counselling, psychotherapy, psychiatry, supportive therapy.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Maintain a gratitude journal for one month. Reflect and record your thoughts and feelings at the end of the exercise.
2. Watch a movie/documentary that depicts a disorder you have studied as part of this course. Using the biopsychosocial model, explain the causes and course of the illness. Evaluate whether the depiction of the illness was realistic based on what you have learnt through this course. The purpose is to reflect on how mental health and illness are portrayed in the media, and how this shapes understandings of these concepts.

3. Make a video depicting five simple ways of improving mental health.

COURSE OUTCOMES

By the end of the course, the students will be able to:

1. Understand and analyse concepts and theories relating to mental illness, mental health and wellbeing.
2. Describe and evaluate common mental health challenges that occur in emerging adulthood.
3. Explain disorders that occur in emerging adulthood.
4. Identify and assess health related behaviours.
5. Identify and apply strategies to improve mental health and wellbeing.

BOOK REFERENCES

- ❖ Carr. A. (2004) *Positive Psychology: The science of happiness and human strength* UK: Routledge.
- ❖ DiMatteo, M.R & Martin, L.R.(2002). *Health Psychology*. New Delhi: Pearson.
- ❖ Farshaw, M (2003) *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton
- ❖ Forshaw, M. (2003). *Advanced Psychology: Health Psychology*. London: Hodder and Stoughton.
- ❖ Hick .J.W. (2005). *Fifty signs of Mental Health. A Guide to understanding mental health*. Yale University Press.
- ❖ Snyder, C R., & Lopez. S.J.(2007) *Positive Psychology: The scientific and practical explorations of human strengths*. Thousand Oaks, CA Sage.
- ❖ Taylor. S.E. (2006). *Health Psychology*. 6th Edition. New Delhi: Tata M.

UG 23 OE 063: FRENCH I (SEMESTER I)

COURSE OBJECTIVES

Understanding, Speaking and Writing French to gain the knowledge to work with the language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Bonjour!

5 Hours

Basic phrases, how to introduce one and others. Grammar: Different accents in French, Alphabet, gender differentiation, definite and indefinite articles, verbs être and avoir. Vocabulary: Numbers till 60, professions and nationality - French culture

Module 2: J'habite ici

10 Hours

Talk about where one lives and ask other people. Grammar: -ER ending verbs conjugation, singular and plural form of nouns, prepositions à and en. Vocabulary: numbers till 1000, cities and countries.

Module 3: Chez moi

10 Hours

Talk about family and your home. Grammar: possessive adjectives mon,ma,mes...-IR ending verb conjugation. Vocabulary: Family, Parts of the house.

Module 4: L'heure

10 Hours

Telling time, Grammar: -RE ending verb conjugation, preposition de, contraction of prepositions. Vocabulary: Numbers, the day, days of the week, months of the year.

Module 5: La mode

10 Hours

Talking about clothes and describing people- Grammar: Adjectives and their accordance, Irregular verbs. Vocabulary: Colours, clothes, parts of the body, characteristics of people.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.
3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.
5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.
7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectation.

BOOKS FOR REFERENCE:

- ❖ *Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
- ❖ *French CECRL Manual*
- ❖ *Didier - A1.1 Edition - Bonjour et Bienvenue!*
- ❖ *Didier - A1 - Le vocabulaire essentiel du français*

UG 23 OE 064: FRENCH II (SEMESTER II)

COURSE OBJECTIVES

Understanding, Speaking and Writing French to gain the knowledge to work with the language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Qu'est-ce que tu fais? 10 Hours

Talk about weather, sports and weekend activities. Grammar: Irregular verb conjugation, nouns and gender rules. Vocabulary: Weather, seasons, sports, leisure activities, likes and dislikes

Module 2: Une ville 10 Hours

Talk about places in town and ask for directions. Grammar: Interrogatives and question patterns . Vocabulary: Places in a city, directions, Prepositions.

Module 3: Mmm, c'est bon! 15 Hours

Talk about food and drink, ordering at a restaurant. Grammar: Negation of verbs, portative articles Vocabulary: Food and drink

Module 4: L'avenir 10 Hours

Talking about future plans Grammar: using verb aller to express near future.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.
3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.

5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.
7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations

BOOKS FOR REFERENCE:

- ❖ *Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
- ❖ *French CECRL Manual*
- ❖ *Didier - A1.1 Edition - Bonjour et Bienvenue!*
- ❖ *Didier - A1 - Le vocabulaire essentiel du français*

UG 23 OE 065: FRENCH III (SEMESTER III)

COURSE OBJECTIVES

Understanding, Speaking and Writing French to gain the knowledge to work with the language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Open to a culture **15 Hours**

Talk about a culture, about cultural activities, share your experience and describe it : imparfait, passé composé. Vocabulary : art

Verbe : finir sortir

Difference between to be and to have (past tense)

Module 2: Work work work **15 Hours**

Write an email and have the ability to be polite and professional. Be able to ask for information and more. Understand and use imperative to give or receive an order in a proper manner

Utilisation du tutoiement

Module 3: La brocante **15 Hours**

Discover the french culture and review of vocabulary

Able to describe object, able to speak about an object, history of this object, able to sell an object and to trade it Different expression about : Agree / disagree

Vocabulary : time indicator, shape of object ... Final activity : Auction sale

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.

3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.
5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.
7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations.

BOOKS FOR REFERENCE:

- ❖ *Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
- ❖ *French CECRL Manual*
- ❖ *Didier - A1.1 Edition - Bonjour et Bienvenue!*
- ❖ *Didier - A1 - Le vocabulaire essentiel du français*

UG 23 OE 066: SPANISH I (SEMESTER I)

COURSE OBJECTIVE

Understanding, Speaking and Writing French to gain the knowledge to work with the Spanish language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Primeros contactos

8 Hours

Basic phrases, give information about oneself and others. Grammar: Nouns, gender, definite and indefinite articles, the verbs ser, tener and estar. Vocabulary: Countries, cities, nationalities, origin, professions, studies and alphabet.

Module 2: Vida de estudiantes

9 Hours

Talk about student life, classes, telling time and dates. Grammar: AR,ER,IR regular verb conjugation, telling time, verbs of obligation. Vocabulary: Numbers till 100 , days of the week, months of the year, activities and leisure, academic timetable.

Module 3: ¿Dónde vives?

9 Hours

Talk about where one lives, the house and family. Grammar: reflexive verbs, possessive adjectives, singular and plural forms of nouns, interrogatives. Vocabulary: parts of the house, the family, ordinal numbers.

Module 4: Una ciudad

10 Hours

Talk about your city, asking for directions, names of common city services and amenities. Food and Drink vocabulary. Grammar: Measurements, prepositions, verbs like gustar, comparatives, superlatives, interrogatives, frequency Vocabulary: Places in a city, directions.

Module 5: La moda

8 Hours

Talk about clothes and describe preferences. Ask for the price of objects and make transactions. Grammar: Adjectives and their accordance. Vocabulary: Clothes, colours, characteristics of people.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.
3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.
5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.
7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations.

BOOKS FOR REFERENCE:

- ❖ *Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
- ❖ *Edelsa, Pasaporte (A1), 2019*
- ❖ *Anaya, Sueña, 2019*

UG 23 OE 067: SPANISH II (SEMESTER II)

COURSE OBJECTIVE

Understanding, Speaking and Writing French to gain the knowledge to work with the Spanish language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Review

5 Hours

Review of vocabulary covered in Part A: Introductions, Talk about your daily routine, where one lives, their house and family. Ask for directions, describe places, clothes and share their preferences. Grammar: Nouns, gender, Adjectives and their accordance, AR, ER, IR regular verb conjugation, telling time, verbs of obligation and interrogatives.

Module 2: Cena fuera

8 Hours

Talk about food and drink, ordering at a restaurant. Grammar: Irregular verbs, partitive articles Vocabulary: food and drink, measurements, expressing likes and dislikes. Forma impersonal.

Module 3: Barrio Ideal

10 Hours

Describe your ideal neighborhood. Discuss the advantages and disadvantages of living in a city versus village. Grammar: Quantifiers, Adverbs of Place and Demonstratives.

Vocabulary Review vocabulary related to a city and amenities available.

Module 4: El futuro y el pasado

10 Hours

Describe experiences in the past and future such as vacations and celebrations. Talk about qualities and defects in a person. Introduction to the past and future tense. Grammar: verb acabar for expressing recent past activities and verb ir to express the near future.

Module 5: Escribir y Hablar en una Oficina 10 Hours

Write a formal email or message. Fill in forms of inquiry and personal information.

Short interactions between office colleagues. Give and receive instructions Grammar: Imperativo form, phrases commonly used in letters.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.
3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.
5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.

7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations.

BOOKS FOR REFERENCE:

- ❖ *Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
- ❖ *Edelsa, Pasaporte (A1), 2019*
- ❖ *Anaya, Sueña, 2019*

UG 23 OE 068: SPANISH III (SEMESTER III)

COURSE OBJECTIVE

Understanding, Speaking and Writing French to gain the knowledge to work with the Spanish language as per the Common European Framework of Reference for Languages A1 level over three semesters.

Module 1: Review

5 Hours

Review of vocabulary and written skills covered in Part B: Restaurant, Ideal Neighborhood and the office. Grammar: Present tense, near Future and Perfect Tense, Imperative and Quantifiers.

Module 2: Hablar en una Oficina

10 Hours

Write an informal email or message. Fill in forms of inquiry and personal information. Hold simple task-related conversations. Review short interactions between office colleagues. Give and receive instructions Grammar: Imperative form, phrases commonly used in letters and official discussions. Tu y Usted.

Module 3: Una ciudad ideal

8 Hours

Understanding city guides, street signs and advertisements. Talk about your city, ask for directions and discuss ways to improve a city. Conversation practice for simple transactions and exchanges in the city.

Module 4: El futuro y el pasado

10 Hours

Describe experiences in the past and future such as vacations and celebrations. Conversations and listening practise

Module 5: Ir de Vacaciones

10 Hours

Plan and share an itinerary for a holiday. Describe the geographical features, historical and cultural aspects of the destinations. Express opinion, likes and dislikes. Vocabulary: Geographical features, Compass Points, Cultural events and festivals Grammar: Conectores, Adjectives, La + que.

SKILL DEVELOPMENT:

(These activities are only indicative, the Faculty member can innovate)

1. Present themselves, their friends and family.
2. Express their likes and dislikes.
3. Have simple exchanges describing a past experience or vacation with their peers.
4. Fill out an application for a course, to a festival or confirm a subscription.
5. Be able to have short interactions in their homes, neighborhood and place of work.

COURSE OUTCOMES:

After completion of the course the students will be able to:

1. Describe their family, hobbies, and neighborhood.
2. Shop for groceries, appliances and clothes.
3. Order food at a restaurant or coffee shop and specify preferences.
4. Make a travel reservation to a holiday destination.
5. Ask for directions to a specific place or decipher an address.
6. Use the language to rent an apartment or enroll themselves into a course.
7. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations.

BOOKS FOR REFERENCE:

- ❖ *Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
- ❖ *Edelsa, Pasaporte (A1), 2019*
- ❖ *Anaya, Sueña, 2019*

UG 23 OE 069: PSYCHOLOGY AT WORK

COURSE OBJECTIVES

1. Understand the scope, basic concepts and history of industrial psychology.
2. Analyse concepts relating to workplace motivation and job satisfaction.
3. Describe and explain the role of leadership and organizational culture in the workplace.
4. Summarise and assess the role of and types of communication in organisations.
5. Identify and analyse common challenges in the workplace.

Module 1: Introduction to Psychology 7 Hours

Definition and scope of industrial psychology; history – historical perspectives, contemporary trends and challenges; contributing disciplines; related fields.

Module 2: Motivation and Job Satisfaction 10 Hours

Motivation: Definition, types of motivation; theoretical perspectives: manifest needs theory, ERG theory, self-determination theory, Vroom's expectancy theory, equity theory, two-factor theory.

Job satisfaction: definition, factors affecting job satisfaction, consequences.

Module 3: Leadership and Organisational Culture 10 Hours

Leadership: Definition, types of leadership: authoritarian, charismatic, democratic, transformational, transactional, laissez-faire; Organisational culture: Definition, characteristics, types, functions.

Module 4: Organisational Communication 10 Hours

Importance, process of communication, formal vs. informal communication.

Communication within an organization: downward, upward, lateral communication.

Barriers of effective communication: Organizational and individual barriers; overcoming communication barriers: communication audits, communication cultures, individual actions.

Nonverbal communication: body language, posture, gestures, eye contact, touch.

Module 5: Challenges in the Workplace 8 Hours

Stress: Meaning, definition and types of stress; stress management techniques - physical activity, yoga, meditation, relaxation techniques, wellness programmes.

Cognitive challenges: Cognitive biases, stereotyping, prejudice and discrimination.

Conflict: Types, causes; conflict resolution techniques: Withdraw, Contest, Concede, Collaboration, and Compromise.

Modern challenges: The virtual workplace, The Great Resignation, quiet quitting.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Identify a company known for its unique workplace culture. Describe its innovative practices and key aspects of the organisational culture including its mission, vision and objectives.
2. Identify a common cause of workplace stress. Design a wellness program aimed at reducing workplace stress due to this stressor.

3. Identify a company and within it a specific job. Create a detailed profile for this job, provide details relating to the training necessary after recruitment for this job.

COURSE OUTCOMES

After completing this course, the student will be able to:

1. Describe and understand the scope, basic concepts and history of I-O psychology.
2. Analyse the role of workplace motivation and job satisfaction in the workplace.
3. Evaluate aspects of the workplace relating to organisational culture and leadership.
4. Identify and analyse concepts relating to organisational communication.
5. Apply strategies relating to challenges in the workplace.

BOOKS FOR REFERENCE

- ❖ *Girishbala Mohanty (2001) - Industrial Psychology and Organizational Behavior, Kalyani Publishers, Ludhiana.*
- ❖ *John W. Newstrom (2007) - Organizational Behaviour- Human Behaviour at work- 12th Edi. Tata McGraw-Hill Publishing Co. Ltd. ND*
- ❖ *Schultz D.P & Schultz E.S. (2006) - Psychology and Work Today. An Introduction to Industrial and Organizational Psychology. 8th Edi. Pearson Education, Inc and Dorling Kinderssley Publishing Inc.*

UG 23 OE 070: INDUSTRIAL PSYCHOLOGY

COURSE OBJECTIVES

1. Understand the scope, goals and history of industrial psychology.
2. Analyse theoretical approaches to organisational structure and design.
3. Explain and evaluate the role of individuals and groups in the workplace.
4. Evaluate and understand the various roles and functions involved in human resource management.
5. Evaluate and assess organisational leadership.

Module 1: Introduction And Scope

5 Hours

Definition and goals of industrial psychology, history and development, role of an industrial psychologist, emerging trends and changes.

Module 2: Organisational Structure and Design

10 Hours

Organisational structure: Centralisation vs. decentralisation; tall vs. flat structures; classical structures: bureaucracy, and modern organisation structures: project, departmentalisation, network design.

Organisational change: Forces affecting change in an organization, resistance to change, Lewin's Change Model.

Module 3: Individuals and Groups in the Workplace

10 Hours

Individuals in the workplace: Individual differences; diversity - Surface level and deep level diversity; motivation - ERG theory, Vroom's theory, Maslow's hierarchy of needs.

Groups in the workplace: Group dynamics; formal and informal groups; teams and teamwork.

Module 4: Human Resource Management 10 Hours

Recruitment and selection: Definition and purpose, recruitment process, selection process, selection techniques: biographical information, interviews, references and letters of recommendation, assessment centers.

Job analysis: Meaning, purpose, techniques: interviews, questionnaires, directed observation, critical-incidents.

Performance appraisal: Definition, purpose, techniques: objective, subjective, sources of bias; Training and development- meaning and scope, process: needs assessment, organisational analysis, types of training programmes.

Module 5: Leadership 10 Hours

Definition, Characteristics, Skills and Roles, leadership processes.

Theoretical approaches to leadership: Trait approaches, behavioural approaches - the Michigan studies, the Ohio studies, leadership grid, situational approaches.

Concepts and issues of leadership.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Choose a company with more than 500 employees. Analyse the organizational structure of the company. Note the difficulties caused due to this structure. Make recommendations based on your knowledge of organizational structure and design.
2. Identify an organisation and describe their policies relating to diversity in the workplace. Analyse how this may influence workplace dynamics

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Understand the scope, goals and history of industrial psychology.
2. Analyse and evaluate theoretical approaches to organisational structure and design.
3. Evaluate the role of individuals and groups in the workplace.
6. Familiarise and assess the the various roles and functions involved in human resource management.
4. Assess the role and types of organisational leadership in the workplace.

BOOKS FOR REFERENCE

- ❖ *Schultz, D. P., & Schultz, E. S. (2008). Psychology and Work today. Newyork : Mac Milan publishing company.*
- ❖ *Singh, N. (2011). Industrial Psychology. Delhi, India: TataMc Graw hill Education private limited.*
- ❖ *Luthans, F. (2011). Organizational Behaviour. (12th Ed.). New Delhi: McGraw Hill.*
- ❖ *Robbins, S. P. (2010). Organizational behaviour. Tata Mcgraw hill publications .*
- ❖ *Schiffman, L. G., Kanuk, L. L., S, R. K., & Wisenblit, J. (2010). Consumer behaviour. Pearson publications.*
- ❖ *Jones, G. R., Mathew, M. (2013). Organizational Theory, Design and change. India: Dorling Kindersley Pvt. Ltd. Pp. 151-180.*
- ❖ *Singh, K. (2013). Organizational Behaviour. India: Dorling Kindersley Pvt. Ltd. Pp. 265-294.*

UG 23 OE 071: COMMUNITY PSYCHOLOGY

COURSE OBJECTIVES

1. Understand the development, goals and scope of community psychology.
2. Explain concepts relating to the concept of community.
3. Evaluate and analyse theoretical approaches and key concepts relating to prevention of illness and promotion of health.
4. Apply strategies relating to development, implementation and evaluation of prevention and promotion programmes.
5. Understand and evaluate emerging trends in community psychology.

Module 1: Introduction to Community Psychology

10 Hours

Definition and scope: Defining community psychology, eight core values of community psychology.

Theoretical approaches: Ecological theory, behaviour setting theory, sense of community theory, social climate theory.

Related fields: Clinical psychology, social work, public health, counselling.

Module 2: Understanding Community

10 Hours

Defining communities: Meaning, types, levels.

Sense of community: Elements - membership, common symbols, emotional safety, and boundaries; benefits of being in a community – psychosocial benefits at an individual, community and organisational level.

Building communities: Neighbouring, social capital, social support, mediating structures, sense of community responsibility, and citizen participation; stress and coping through an ecological approach; online communities – characteristics, costs and benefits.

Module 3: Key Concepts in Prevention and Promotion

10 Hours

Prevention: Definition, types – primary, secondary and tertiary prevention; medical model and prevention; types of prevention programmes – indicated prevention, selective prevention, universal prevention.

Promotion: Definition; processes - risk, protection and resilience; relationship between prevention and promotion.

Module 4: Program Development and Evaluation

10 Hours

Development and implementation: Interactive framework for dissemination and implementation (ISF), participatory action research, logic model.

Evaluation: Importance of evaluation, types – process evaluation, formative evaluation, summative evaluation, empowerment evaluation; getting to outcomes (GTO) approach.

Module 5: Emerging Trends

5 Hours

Interdisciplinary and trans disciplinary approaches: DSA approach; global diversity and indigenisation; challenges to the community approach.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Identify a problem in your community and describe the psychosocial difficulties relating to this problem. Evaluate how these problems affect the community as a whole.
2. Choose a problem and develop a prevention and/or promotion program using any of the models described in the course.
3. Choose a setting. Analyse the various aspects of this setting using the ecological approach.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Understand and evaluate the development, goals and emerging trends of community psychology.
2. Explain and analyse concepts and theoretical approaches relating to the concept of community.
3. Evaluate key concepts of prevention and promotion.
4. Apply models of program development, implementation and evaluation.

BOOKS FOR REFERENCE

- ❖ *Deb, S., Sunny, AR., & Sanyal, N. (2020). Community Psychology: Theories and Applications. Sage Publications, Incorporated.*
- ❖ *Oxford, J. (2008). Community Psychology: Challenges, Controversies and Emerging Consensus. John Wiley & Sons Inc. USA.*
- ❖ *Scott, VC., & Wolfe SM (2015). Community Psychology: Foundations for Practice. Sage Publications Ltd.*
- ❖ *Leonard A. Jason; Olya Glantsman; Jack F. O'Brien; and Kaitlyn N. Ramian (Editors). Introduction to Community Psychology: Becoming Agents of Change. Creative Commons License.*

UG 23 OE 072: BUILDING EMOTIONAL INTELLIGENCE

COURSE OBJECTIVES

1. Understand concepts relating to emotional intelligence.
2. Analyse the dimensions of emotional intelligence and how to develop them.
3. Apply strategies to improve emotional intelligence.
4. Examine the applications of emotional intelligence in different aspects of everyday life.

Module 1: Emotions and Emotional Intelligence

10 Hours

Emotions: Meaning and definition; functions; components – cognitive, physiological, behavioural components; types of emotions.

Emotional intelligence: Meaning and importance; models – trait model, ability model; dimensions of emotional intelligence; emotional quotient.

Module 2: Self-Awareness and Self-Regulation 8 Hours

Self-awareness: Meaning and importance; ways to develop self-awareness.

Self-regulation: Definition and benefits; process theory of self-regulation; strategies to improve self-regulation – mindfulness, cognitive reappraisal.

Module 3: Motivation and Empathy

10 Hours

Self-motivation: Meaning, factors, motivating others, ways to improve motivation.

Empathy: Meaning, sympathy and empathy, importance of empathy, barriers to empathy, developing empathy.

Module 4: Relationship Management

10 Hours

Relationship management: Meaning and importance, factors influencing relationship management.

Interpersonal management: Managing interpersonal relationships, flexibility – meaning and implications for success.

Managing conflict: Stages- Pre-negotiation stage, negotiation stage, post negotiation stage; cooperation and collaboration.

Communicating effectively: Verbal and nonverbal communication, reflective listening, communicating with flexibility and authenticity.

Module 5: Application of Emotional Intelligence

7 Hours

Managing stress; application to school, the workplace and in the family; building positive relationships.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Maintain a journal throughout the course detailing your reflections relating to each dimension of emotional intelligence. Identify strategies that have helped you develop skills within each dimension, and how these skills will help you in the future.
2. Identify one dimension of emotional intelligence that you believe you need to improve in. Make a detailed plan on how you aim to improve in this area.
3. Administer the Emotional Intelligence Scale as a self-report measure. Reflect on the score you get in each dimension, and what you can do to improve in areas where EQ is low.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Understand and analyse concepts and dimensions of emotional intelligence.
2. Apply strategies to improve emotional intelligence in different dimensions.
3. Examine and evaluate the importance of emotional intelligence in professional and personal areas of life.

BOOKS FOR REFERENCE

- ❖ *Daniel Goleman (1996) Emotional Intelligence. Why it can matter more than IQ. Bantam Doubleday Dell Publishing Group.*
- ❖ *Daniel Goleman (2000) Working with Emotional Intelligence. Bantam Doubleday Dell Publishing Group.*
- ❖ *Liz Wilson, Stephen Neale & Lisa Spencer-Arnell (2012). Emotional Intelligence Coaching. Kogan Page India Private Limited.*
- ❖ *Gupta S.K. (1980), Guidance and Counselling in Indian Education, New Delhi: NCERT.*

UG 23 OE 073: CRISIS MANAGEMENT - PSYCHOLOGICAL FIRST AID

COURSE OBJECTIVES

1. Understand and evaluate concepts relating to psychological first aid.
2. Demonstrate skills relating to reflective listening and rapport building.
3. Assess dysfunction and needs of individuals in crisis based on specific criteria.
4. Apply the RAPID model to effectively provide crisis intervention.
5. Understand the importance of care for the provider when assisting in crisis intervention.

Module 1: Introduction to Psychological Crisis

Intervention

10 Hours

Psychological crisis intervention: Meaning and goals, differences with counselling and psychotherapy.

Psychological first aid: Definition and meaning, historical context, benefits of PFA, application of PFA in different crises – public health settings, disaster management, critical events – accidents, community violence, suicide.

Key concepts: Need, surge and surge capacity, psychological triage, human resilience, principles – Listen, Look, Link, RAPID model.

Module 2: Reflective Listening and Rapport 10 Hours

Reflective listening: Meaning and importance of reflective listening, physical and psychological setting, components – open ended questioning, encouragers, affirmations, mirroring.

Establishing rapport: Meaning and importance – communicating presence and empathy, asking questions – close ended, open ended

and reflective questions, ways to improve rapport – summarising and paraphrasing, responding vs reacting, communicating genuineness.

Module 3: Assessment and Prioritisation 10 Hours

Assessment: Aspects of assessment, dysfunction vs. distress, types of reactions – physiological, cognitive, behavioural, emotional and spiritual domains, assessment of dysfunction– eustress, distress, decompensate groups.

Prioritisation: Prioritising needs – Maslow’s hierarchy of needs, evidence based triage approach – acute crisis triad, risk based triage approach – three Ds of sub-acute concern.

Module 4: Intervention and Disposition 10 Hours

Intervention: Acute intervention – goals and principles; importance of social support; mitigation of acute distress – educate, reassure, stress management, reframing; stabilisation of acute distress – reduce impulsivity, catharsis, distraction.

Disposition – Meaning and purpose; moving forward – follow-up, advocacy, facilitation to the next level of care.

Module 5: Care for the Provider 5 Hours

Challenges experienced by providers: Burnout, compassion fatigue, illness and injury, guilt, reduced functioning capacity.

Self-care: Meaning and importance; methods of self-care – relaxation and mindfulness, seeking support, self-compassion, exercise and nutrition.

SKILL DEVELOPMENT

(These activities are only indicative. The faculty member can innovate.)

1. Divide into pairs and enact a roleplay with one person as the survivor of a disaster, and the other as the crisis intervention provider. Clearly highlight at least two aspects of the RAPID model.

2. Identify two areas or events wherein psychological first aid may be helpful in mitigating or stabilising acute stress.
3. Divide the class into groups of five and provide a case study of an individual in a crisis situation. Encourage the group to discuss how they would provide PFA to the individual. Ask the group to present their strategy.

COURSE OUTCOMES

By the end of the course, the students will be able to:

1. Describe and analyse key concepts relating to psychological first aid.
2. Effectively demonstrate skills relating to reflective listening, and rapport building, assessment of needs, and
3. Evaluate and priorities needs of individuals experiencing a crisis.
4. Apply the RAPID model as a form of crisis intervention as a means of mitigating and stabilising acute distress.
5. Understand and apply strategies of care for providers of crisis interventions.

BOOKS FOR REFERENCE

- ❖ *Everly, G.S., & Lating, J.M. (2017) The John Hopkins Guide to Psychological First Aid. 1st Ed. John Hopkins University Press.*
- ❖ *Jacobs, G.A. (2016) Community-Based Psychological First Aid: A Practical Guide to Helping Individuals and Communities during Difficult Times. ScienceDirect Elsevier Inc.*
- ❖ *World Health Organisation, War Trauma Foundation and World Vision International (2013). Psychological First Aid: A Facilitators manual for orienting field workers. WHO Press Geneva.*

UG 23 OE 074: BUSINESS COMMUNICATION

COURSE OBJECTIVES:

The course provides an overview of Business Communication. It equips the students with a basic understanding of English grammar and norms of communication. This course highlights the nuances of business communication and aims to impart standard practices for effective business writing.

Module 1: Prerequisites to Business Communication

8 Hours

1. Writing - tense, voice, conditional sentences, paragraph development, precis writing, and summary writing.
2. Common grammatical errors, business idioms, jargons, and collocations
3. Reading and analysis of business articles, newspaper reports, short stories, and case studies.
4. Paraphrasing, deciphering guidelines, instructions, or any other business content.

Module 2: Introduction to Business Communication

7 Hours

1. Business Communication - meaning, process, models of communication
2. Intercultural communication/ cross-cultural communication
3. Understanding non-verbal communication
4. Barriers to communication

Module 3: Business Correspondence

15 Hours

1. Business letters and emails
2. Resume / CV

3. Writing business reports and proposals
4. Minutes of the meeting
5. Persuasive messages, Memos, Circulars, and Notices
6. Social media communication
7. Revising and proofreading written materials

Module 4: Effective communication at workplace

15 Hours

1. Delivering effective Presentations (business pitch)
2. Conducting / Attending Interviews
3. Telephone Conversations / Teleconferencing
4. Organizing a meeting
5. Debates and Group Discussions
6. Non-verbal communication
7. Managing conflicts and difficult conversations

CIA:

1. Group Presentations/ Business Pitch
2. Mock meeting/ interviews
3. Resume, Letter writing, report writing, etc.
4. Writing business reports or proposals
5. Publishing blogs on business news articles
6. Mock meetings/ conference and documentation

COURSE OUTCOMES:

After the completion of the course, students will be able to:

1. Make optimum and effective use of business vocabulary
2. Distinguish levels of organizational communication and communication barriers

3. Draft effective business correspondence with brevity and clarity
4. Demonstrate verbal and non-verbal communication ability through presentations

BOOKS FOR REFERENCE:

- ❖ *Dr NDV Prasada Rao. Wren and Martin, High School English Grammar and Composition. S Chand. 2017.*
- ❖ *Christopher Hill. The Advanced Business English Guide: How to Communicate Effectively at The Workplace and Greatly Improve Your Business Writing Skills. 2020.*
- ❖ *Kenneth Roman & Joel Raphaelson. Writing That Works, 3rd Edition: How to Communicate Effectively in Business. Collins Reference. 2000.*
- ❖ *Meenakshi Raman & Prakash Singh. Business Communication. Second edition. Oxford Higher Education. 2012.*
- ❖ *Dr. V K Jain & Dr. Omprakash Biyani. Business Communication. Revised Edition. S. Chand. 2007*
- ❖ *Urmila Rai & S M Rai. Business Communication. Ninth Revised edition. Himalaya Publishing House. 2015.*

UG 23 OE 075: MANAGERIAL COMMUNICATION

OBJECTIVES:

The course is designed to enable students to understand the implication of communication at workplaces. The course aims to equip the students with proficiency in business communication and enhance their speaking and writing skills. This course will enable students to use various techniques of communication to effectively express their thoughts and ideas.

Module 1: Introduction to Managerial Communication

5 Hours

1. Meaning & purpose of communication
2. Process of communication and communication flow
3. Role of communication in managerial effectiveness
4. Barriers to communication - legal consequences and ethics

Module 2: Oral Communication

15 Hours

1. Verbal Communication
 - a) Interpersonal communication with employees/employers
 - b) Delivering effective presentations
 - c) Telephone conversations/teleconferencing
 - d) Interviews/group discussion
 - e) Delivering speeches
 - f) Persuasion and negotiation
2. Non-verbal communication
 - a) Delivery techniques for presentation
 - b) Improving listening skills
 - c) Overcoming barriers, public speaking anxiety

Module 3: Written Communication

15 Hours

1. Business Correspondence
 - a) Writing clear and concise email/messages
 - b) Job application letters and resume
 - c) Business reports, minutes of the meeting
 - d) Letters, memos, circulars, notices
 - e) Writing for social media
2. Persuasive communication
 - a) Art of persuasion and ethical consideration
 - b) Techniques of effective persuasion

Module 4: Managing Crisis and Conflict

10 Hours

- a) Leadership communication styles
- b) Managing conflict, and difficult conversations
- c) Communication during and after a crisis
- d) Reputation management
- e) Managing social media crisis

CIA

1. Group presentations/business pitch
2. Mock telephone conversations/teleconference/meetings
3. Roleplay for crisis management
4. Mock advertising
5. Speech contest

COURSE OUTCOMES:

After the completion of the course, students will be able to,

1. Display the ability to communicate effectively in different managerial situations
2. Present ideas and arguments persuasively
3. Display written communication skills for business purposes
4. Display the ability to lead and manage teams using effective communication skills

BOOKS FOR REFERENCE:

- ❖ *Geraldine Hynes. Managerial Communication: Strategies and Applications. 5th edition. McGraw Hill International Education.*
- ❖ *Jeanette S Martin & Reginad L Bell. Managerial Communication for Professional Development. Business Expert Press. 2019.*
- ❖ *Christopher Hill. The Advanced Business English Guide: How to Communicate Effectively at The Workplace and Greatly Improve Your Business Writing Skills. 2020.*
- ❖ *Kenneth Roman & Joel Raphaelson. Writing That Works, 3rd Edition: How to Communicate Effectively in Business. Collins Reference. 2000.*
- ❖ *Meenakshi Raman & Prakash Singh. Business Communication. Second edition. Oxford Higher Education. 2012.*
- ❖ *Urmila Rai & S M Rai. Business Communication. Ninth Revised edition. Himalaya Publishing House. 2015.*

