

**Open Elective Courses**  
**Academic Year 2024 - 2025**

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
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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
76.	UG 24 OE 076	INNOVATION MANAGEMENT
77.	UG 24 OE 077	FINANCIAL MARKETS AND SERVICES
78.	UG 24 OE 078	ETHICS IN MANAGEMENT
79.	UG 24 OE 079	SUSTAINABLE MARKETING
80.	UG 24 OE 080	DEBATE AND ARGUMENTATION
81.	UG 24 OE 081	BASIC EXCEL SKILLS FOR BUSINESS
82.	UG 24 OE 025	PYTHON PROGRAMMING*

## 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

- 1. Baird, R. N., Turnbull, A.T. & McDonald Duncan. (1987). The Graphic Communication.*

*Canada: Holt, Rinehart and Winston.*

2. *Crow, W. C.(1986). Communication Graphics. New Jersey: Prentice-Hall*
3. *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.*
4. *Meggs, P. B. (1992). Type and Image: The Language of Graphic Design. New York: John Wiley and Sons Inc.*
5. *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, SystemDeployment, 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**

- 1. Introducing Data Science, Davy Cielen, Arno D. B. Meysman and Mohamed Ali, Manning Publications, 2016.*
- 2. Think Like a Data Scientist, Brian Godsey, Manning Publications, 2017.*
- 3. Doing Data Science, Straight Talk from the Frontline, Cathy O'Neil, Rachel Schutt, O'Reilly, 1st edition, 2013.*
- 4. Mining of Massive Datasets, Jure Leskovec, Anand Rajaraman, Jeffrey David Ullman, Cambridge University Press, 2nd edition, 2014*
- 5. 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, Agnieszka Holland, Girish Karnad, Girish Kasaravalli, Shyam Benegal, Satyajit Ray, Deepa Mehta, Akira*

*Kurosawa, Hayao Miyazaki, Alfred Hitchcock, Pa Ranjit, Nagaraj Manjule, Anurag Kashyap, Martin Scorsese, Christopher Nolan, Wes Anderson, Alfonso Cuarón, 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 breaking 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, Ramachandra: 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 Forging: 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

1. *Alvares, Claude. Decolonising History: Technology and Culture in India, China, and the West from 1492 to the Present Day. 1993.*
2. *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.*
3. *Browne, Simone. Dark Matters: On the Surveillance of Blackness. 2015.*
4. *Carr, Nicholas G. The Glass Cage: Where Automation is Taking Us. 2014.*
5. *Chomsky, Edward S. Herman and Noam. Manufacturing Consent: The Political Economy of the Mass Media. 1988.*
6. *Citron, Danielle Keats. Hate Crimes in Cyberspace. 2014.*
7. *Edgerton, David. The Shock of the Old: Technology and Global History since 1900. 2006.*
8. *Jeebesh Bagchi, Monica Narula, Ravi Sundaram, Ravi S Vasudevan & Shuddhabrata Sengupta. sarai Reader: 03- Shaping Technologies. 2006.*
9. *Eichhorn, Kate. The End of Forgetting: Growing Up With Social Media. 2019.*
10. *Foucault, Michel. Discipline and Punish: The Birth of the Prison. 1977.*
11. *Harari, Yuval Noah. Homo Deus: A Brief History of Tomorrow. 2015.*
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18. *Noble, Safiya Umoja. Algorithms of Oppression: How Search Engines Reinforce Racism. 2018.*
19. *Pacey, Arnold. Technology in World Civilization. 1990.*
20. *Phillips, Whitney. This Is Why We Can't Have Nice Things: Mapping the Relationship Between Online Trolling and Mainstream Culture. 2015.*
21. *Standage, Tom. The Victorian Internet. 1998.*
22. *Visvanathan, Shiv. A Carnival for Science: Essays on Science, Technology and Development. 1997.*
23. *Wu, Tim. The Attention Merchants: The Epic Scramble to Get Inside Our Heads. 2016.*
24. *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.*

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2. *Bhattacharya, R.N. (Ed): Environmental Economics: An Indian Perspective, OUP, New Delhi.*
3. *Dalby, Simon, et al. Achieving the Sustainable Development Goals: Global Governance Challenges. Routledge, 2019.*
4. *Day, G.S., and P.J.H. Schoemaker (2011), Innovating in uncertain markets: 10 lessons for greentechnologies, MIT Sloan Management Review, 52.4: 37-45.*
5. *Elliott, Jennifer. An introduction to sustainable development. Routledge, 2012.*
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7. *Hanley, Shogren and White (1997): Environmental Economics in Theory and Practice, Macmillan.*
8. *Kolstad, C.D. (1999): Environmental Economics, OUP, ND.*
9. *Pearce, D.W. and R. Turner (1991): Economics of Natural Resource Use and Environment, John Hopkins Press, Baltimore.*
10. *Sachs, Jeffrey D. The age of sustainable development. Columbia University Press, 2015*
11. *Tietenberg, T. (1994): Environmental Economics and Policy, Harper Collins, NY.*
12. *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**

1. *Berk, L. E. (2010).Child Development (9th Ed.). New Delhi: Prentice Hall.*
2. *Baron, R.A., Byrne, D. & Bhardwaj. G (2010).Social Psychology (12th Ed).New Delhi: Pearson.*
3. *Pearson.*
4. *Elizabeth Herlock (2015) Developmental Psychology, ,McGraw-Hill*
5. *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 Mafler:** *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

- 1. 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*
- 2. 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 Pressdoi:10.1017/CBO9780511610486.008*
- 3. Keyes C. L. M. (2005). Mental illness and/or mental health? Investigating axioms of the complete state model of health. . Journal of Consulting and Clinical Psychology, 73, 539– 548. DOI: 10.1037/0022-006X. 73.3.539*
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8. 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 their 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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2. 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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## 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, caregivers, 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

1. *Encyclopedia of Social Work in India (1968 & 1978). Vol. 1, 2,3. Director, Publications Division, Ministry of Information and Broadcasting. New Delhi.*
2. *Bhattacharya, S. (2012). Social Work an Integrated Approach. New Delhi: Deep and Deep Publication*
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4. *Madan, G.R (2003), Indian Social Problems, Allied Publishers Private Limited*
5. *Desai, M. 2000, Curriculum Development on History and Ideologies for Social Change and Social Work, TISS, Mumbai.*
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17. *Suresh, S. (2013). Realities and Prospectus of Social Work. New Delhi: Centrum Press*
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20. *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.*

## **DIGITAL REFERENCES**

1. *USC Suzanne Dworak-Peck School of Social Work (2014), Introduction to Social Work (Extended Version): Available at: <https://www.youtube.com/watch?v=jXRB1V5eVw&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*

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- Byres Terence J. (ed.), (1998), *The State, Development Planning and Liberalisation 'in India, Delhi, OUP*
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- 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 aheadcarry, Binary comparators. Latches, Flipflops, Counters, Design of sequentialcounters, 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 VerilogHDL?,trends in HDLs. Hierarchical Modeling Concepts : Top-down andbottom-updesign 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, conditionalstatements, 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 andswitch modeling levels of Abstraction.*
- 4. Illustrate the programs more effectively using Verilog tasksanddirectives*
- 5. Examine the Behavioral Modeling Concept.*

### BOOKS FOR REFERENCE

- 1. Samir Palnitkar, "Verilog HDL: A Guide to Digital Design and*

*Synthesis”, Pearson Education, Second Edition.*

2. *John M Yarbrough,-Digital Logic Applications and Design, ThomsonLearning, 2001*
3. *Donald E. Thomas, Philip R. Moorby, “The Verilog Hardware Description Language”, Springer Science+Business Media, LLC, Fifth edition.*
4. *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.*
- 2. 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 – Casestudies.*

*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*

*andagriculture.*

#### **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. AcademicPress.*
- *Zeeuw, H., & Drechsel, P. (Eds.). (2015). Cities and agriculture: Developing resilient urban food systems. Routledge.*
- *Eric Lichtfouse, Mireille Navarrete, Philippe Debaeke, Souchere Véronique, 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

1. *Baron, R. A. Psychology. (5thed.). Delhi: PHI Learning Pvt. Ltd., 2014*
2. *Feldman, R. S. Understanding Psychology (14thed.). New York: McGraw Hill, 2018*
3. *Hergenhahn, B. R., & Henley, T. An Introduction to the history of psychology. Cengage Learning, 2013*
4. *Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. Introduction to psychology. (16th ed.). Boston: Cengage Learning., 2015*
5. *Malim, T. Introductory Psychology. Macmillan International HigherEducation., 2017*
6. *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](http://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*
- *4. 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

1. 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.
2. C. Jaffrelot, 'The Politics of the OBCs', in *Seminar*, Issue, 2005.
  3. Singh, M.P. & Saxena, R. *Indian Politics: Contemporary Issues and Concerns*. New Delhi: PHI Learning, 2008.
  4. Vanaik, A. & Bhargava, R. (eds.) *Understanding Contemporary India: Critical Perspectives*. New Delhi: Orient Blackswan, 2010.
  5. 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 Machine Learning Understanding*

*Supervised learning technique - Unsupervised learning technique*

#### **Module 5: Predictive Modelling In R** **9 Hours**

*Introduction to predictive modeling - Regression Problem - Classification Problem - Linear Regression - Logistic Regression – Clustering - Distance measure types - K means clustering – Decision Tree Classifier – Random Forest Classifier – 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 tablestyle. 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**

1. *Laura Acklen et al, Microsoft Office 97 Professional Essentials,EEE Que E&T, PHI (1998).*
2. *Jennifer fulton, Sherri Kinkoph, and Joe Kraynak, The Big Basics Bookof Microsoft Office 1997, PHI, 1998.*
3. *Sanjay Saxena, A First Course in Computers (Based on Windows 8 AndMSOffice 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 (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 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, Sagepublications New Delhi.*
- ❖ *Michael.E. Milkovich (2012), Digital Governance- New Technologiesfor improving public service a participationRoutledge, Taylor and Francis group New York.*
- ❖ *Bowler and T. Donovan (2002), Democracy, Institutions and Attitudes about Citizen influence on government, British Journalof Political Science, Vol. 32.*
- ❖ *Ali Faraz amand (2004) Sound Governance: Policyand Administrative Innovations Praeger publishers, West Port.*
- ❖ *Bevier Mark (2013), The Sage Handbook of Governance Sagepublications London.*
- ❖ *Katherine Berscha and Sandra Botero (2014), Measuring Governance: Implications of conceptual choices, Europeanjournal of Development and Research, Vol. 26.*
- ❖ *Shantanu Devarajan (2008), Two comments on Governance Indicators: Where are we, where we should we be going? Theworld Bank research Observer, Vol. 23.*
- ❖ *Francis Fukuyama (2013) What is Governance, Working PaperCentre 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*

*otherBeginners - 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

- 1. Berger, P L 1963, Invitation to Sociology: A Humanistic Perspective, Doubleday, Garden City, N.Y*
- 2. Bruce, Steve, 2018, Sociology: A Very Short Introduction, 2nd edition, Oxford University Press, New York*
- 3. Corrigan-Brown, Catherine 2020, Imagining Sociology: An Introduction with Readings, 2nd Edition, Oxford University Press, Canada*
- 4. Coser, Lewis 1977 Masters of Sociological Thought, Harcourt Brace Jovanovich, New York*
- 5. Davis, Kingsley 1949, Human Society, Macmillan, Delhi*
- 6. Ferrante, Joan 2013, Seeing Sociology: An Introduction, 3rd Edition, Cengage Learning, USA*
- 7. Ferris, Kerry and Jill Stein, 2018, The Real World: An Introduction to Sociology, 6th Edition, W W Norton, New York*

8. *Giddens, Anthony and Philip W Sutton, 2013, Sociology, 7th edition, Wiley India Pvt. Ltd. New Delhi*
9. *Harlambos, M and R M Heald, 1980, Sociology: Themes and Perspectives, Oxford University Press, Delhi*
10. *Inkeles, Alex 1987, What is Sociology? Prentice-Hall of India, New Delhi*
11. *Jayaram, N 1989, Sociology - Methods and Theories, Macmillan India Ltd. Bangalore*
12. *Johnson, H M 1995, Sociology: A Systematic Introduction, Allied Publishers, New Delhi*
13. *Lemert, Charles 2012, Social Things: An Introduction to the Sociological Life, Rowman and Littlefield Publishers, Maryland*
14. *Maclver R M and Page C M 1974, Society: An Introductory Analysis, Macmillan India Ltd, New Delhi*
15. *Macionis, John 2018, Sociology Global Edition, Pearson, England*
16. *Merton, R K 1968, Social Theory and Social Structure, The Free Press, Glencoe*
17. *Mulagund, I C 2008 Readings in General Sociology, Srushti Prakashana, Dharwad*
18. *Mulagund, I C 2008 Readings in Indian Sociology, Srushti Prakashana, Dharwad*
19. *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 Hrs**

*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 Hrs**

*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 Hrs**

*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 Hrs**

*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 Hrs**

*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 Taxsystems 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 Gleimand 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 Hrs**

*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 Hrs**

*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 Hrs**

*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 Hrs**

*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**

**Hrs** *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, Identify 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 Hrs**

*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 BusinessIntelligence.*

#### **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**

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

**Suggested Reading**

1. Elizabeth Anderson. 2017. *Private Government: How Employers Rule Our Lives (and Why We Don't Talk about It)*. Princeton University Press.
2. Quentin Skinner, "On the Liberty of Republics" (lecture)
3. Kristen R. Ghodsee. 2018. *Why Women Have Better Sex Under Socialism: And Other Arguments for Economic Independence*. Hachette UK.
4. Matt Bruenig, "Working Women and the Conundrums of Family Benefits" (lecture)
5. Quinn Slobodian. 2018. *Globalists: The End of Empire and the Birth of Neoliberalism*.
6. Leah N. Gordon. 2015. *From Power to Prejudice: The Rise of Racial Individualism in Midcentury America*. University of Chicago Press.
7. Cedric Johnson. 2007. *Revolutionaries to Race Leaders: Black Power and the Making of African American Politics*. University of Minnesota Press.
8. Jo Littler. 2017. *Against Meritocracy: Culture, Power and Myths of Mobility*. Routledge.
9. 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.
10. 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.*

### Modules:

1. *Socratic Method - The art of critical inquiry (10 hours)*
2. *Dialogic Imagination - The many voices within (10 hours)*
3. *Narrative Argument and Narratives as Arguments (10 hours)*
4. *Metaphorical and Analogical Reasoning (10 hours)*
5. *Thinking through Thinkers (10 hours)*
6. *Project – Public Debate and Creative Work (10 hours)*

### Course Objectives:

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

### Course Outcomes:

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

### Module One: Socratic Method - The art of critical inquiry

*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 Two: Dialogic Imagination - The many voices within**

*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 Three: Narrative Argument and Narratives as Arguments**

*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 Four: Metaphorical and Analogical Reasoning**

*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 Five: Thinking through Thinkers**

*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 Six: Project – Public Debate and Creative Work**

*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.*

## 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 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.*

### 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.*
- *Sharma 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, 15<sup>th</sup>, New Delhi, Sultan Chand & Sons, 2013.*
- *Pandey I.M., Financial Management, 11<sup>th</sup> Edition, Noida, Vikas Publishing, 2015.*
- *Ravi M. Kishore, Financial Management, 1<sup>st</sup> Edition, New Delhi, Taxmann Publications, 2017.*
- *Sathya Prasad B.G. & Kulkarni P. V, Financial Management, 14<sup>th</sup>, 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**

1. Blaug, Mark, "No History of Ideas Please, We're Economists," *The Journal of Economic Perspectives*, Volume 15, No. 1, (Winter 2001), 145-164
2. <https://www.kva.se/app/uploads/2000/10/globalassets-priser-nobel-2000-scibackeken00.pdf>
3. [James J. Heckman and Daniel L. McFadden: Microeconomics and Microdata](#), *Nobel Prize in Economics documents* 2000-1, Nobel Prize Committee.
4. *Nudge: Improving Decisions About Health, Wealth, and Happiness*, Richard H. Thaler, Cass R. Sunstein · 2009
5. *Climate Change Economics, Commemoration of Nobel Prize for William Nordhaus*, William D. Nordhaus · 2022, World Scientific,
6. *Poor Economics: Rethinking Poverty & the Ways to End it*, Abhijit V Banerjee, Esther Duflo · 2011, Penguin Random House India Private Limited
7. *Bailouts Or Bail-Ins? Responding to Financial Crises in Emerging Economies*, Nouriel Roubini, Brad Setser · 2004, Columbia University Press
8. *Noise*, Daniel Kahneman, Olivier Sibony, Cass R. Sunstein · 2021, HarperCollins Publishers
9. *Rethinking International Trade*, Paul Krugman · 1994, MIT Press
10. *The Great Escape, Health, Wealth, and the Origins of Inequality*, Angus Deaton · 2013, Princeton University Press
11. *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**

**05 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:

1. *Martin Kaltschmitt, Wolfgang Streicher, Andreas Wiese, Renewable energy technologies, economics and environment, ISBN 978-3-540-70947-3 Springer Berlin Heidelberg New York.*
2. *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/gdaex>*
3. *NITI Aayog and Rocky Mountain Institute (RMI). Towards a Clean Energy Economy: Post-COVID-19 Opportunities for India's Energy and Mobility Sectors, 2020.*
4. *Energy Economics, Peter M. Schwarz, Routledge, 2018.*
5. *Nishad P, Mohammed Thanshayar 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.internationaljournalsrsg.org](http://www.internationaljournalsrsg.org)*

## UG 23 OE 036: WATER POLLUTION, TREATMENT AND MANAGEMENT

### COURSE OBJECTIVES:

#### Module 1 - WATER SOURCES AND POLLUTION

09 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

09 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:

1. M.N. Rao, A. K. Datta, *Wastewater Treatment 3rd edition, Oxford & IBH Publishing Co. New Delhi (2008).*

2. G. S. Bridie and J. S. Bridie 'Water Supply and Sanitary Engineering', Dhanpat Raj Publishing company (P) Ltd., New Delhi, 7<sup>th</sup> Edition (2003).
3. *Introduction To Water Treatment: Handbook Edition, 2019, Copyright: Joshua. Armstrong*
4. Warren Viessman, Jr., Mark J. Hammer, Elizabeth M. Perez, Paul A. Chadik, *Water Supply and Pollution Control, PHI Learning, New Delhi (2009).*
5. P. C. Bansil 'Water Management in India', Concept Publishing company, New Delhi, *First Edition, 2004.*
6. *Paul T Williams, Waste Treatment and Disposal, 2nd edition, Wiley, (2005).*
7. *Water Treatment Grade 1 WSO: AWWA Water System Operations WSO (2016), American Water Works Association.*
8. <https://www.newindianexpress.com/cities/bengaluru/2021/feb/10/only-10-of-bengaluru-lakes-have-good-water-quality-study-2261985.html>.
9. N. Javed, D. K. Prajapati, J. Singh, R. K. Gangwar and R. Deval, *International Journal of Pharmaceutical Sciences and Research, 2020, 11, 5741-5746.*
10. Adegbola, Adedayo Ayodele and Olaoye, Rebecca Adepate, *International Journal of Engineering Science and Technology, 2021, 4, 3891-3897.*
11. Mark W LeChevallier and Kwok-Keung Au, *Water Treatment and Pathogen Control, IWA Publishing, 2004.*
12. C. M. Narayanan and Vikas Narayan, *Sustainable Environment Research, 2019.*
13. <https://timesofindia.indiatimes.com/city/chennai/rain-water-harvesting-helps-improve-citys-water-table/articleshow/77474963.cms>.
14. *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**

**05 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**

**05 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:*

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

### BOOKS FOR REFERENCE:

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

## UG 23 OE 038: WEB DESIGNING

### COURSE OBJECTIVES:

#### **Module 1 - Basics of the Internet and Elements of HTML** **08 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** **08 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** **08 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** **09 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** **09 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:**

1. [www.w3schools.com](http://www.w3schools.com),
2. <https://www.tutorialspoint.com/index.htm>,
3. *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:

1. "Introduction to Java Programming" by Daniel Liang

2. *Programming with Java, By E Balagurusamy – A Primer, Fourth Edition, Tata McGraw Hill Education Private Limited.*
3. *Core Java Volume I–Fundamentals, By Cay S. Horstmann, Prentice Hall*
4. *Object Oriented Programming with Java :Somashekara, M.T., Guru, D.S., Manjunatha, K.S*
5. *Java 2-The Complete Reference–McGraw Hill publication.*
6. *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** **08 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** **07 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:

1. Tay Vaughan, "Multimedia making it work", Tata McGraw-Hill, 2008.
2. Rajneesh Aggarwal & B. B Tiwari, "Multimedia Systems", Excel Publication, New Delhi, 2007.
3. Li & Drew, "Fundamentals of Multimedia", Pearson Education, 2009.

4. 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
5. *The book of Audacity : record, edit, mix, and master with the free audio editor*
6. Schroder, Carla. San Francisco : No Starch Press; c2011
7. *Creating DSLR video : from snapshots to great shots*
8. 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** **09 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** **09 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** **09 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** **09 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**

**09 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:**

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

## **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**

**09 Hours**

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

### **- 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**

**08 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:**

**06 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:**

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



## **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:**

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

## **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**

**09 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**

**09 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**

**09 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**

**09 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:**

1. *Elmasri Ramez and Navathe Shamkant B, Fundamentals of Database Systems, Addison-Wesley, 6th Edition, 2010.*
2. *Silberschatz, Korth, Sudarshan, Database System Concepts, 5 Edition, McGraw Hill, 2006.*
3. *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

### **Module 1 - Features of Indian Economy** **04 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** **06 Hours**

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

### **Module 3 - Industrial and Service Sector** **05 Hours**

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

### **Module 4 – Planning** **04 Hours**

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

### **Module 5 - Monetary policy in India** **04 Hours**

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

### **Module 6 - Fiscal Policy in India** **07 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** **07 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** **05 Hours**

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

### **Module 9 - NITI Ayog** **03 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:**

1. *Dutt Ruddar and K.P.M Sundaram (2001): Indian Economy, S Chand & Co. Ltd. New Delhi.*
2. Mishra S.K & V.K Puri (2001) “Indian Economy and –Its development experience”, Himalaya Publishing House.
3. *Kapila Uma: Indian Economy: Policies and Performances, Academic Foundation*
4. *Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.*
5. *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:

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

1. Manfred, S. (2003). *Globalization: A very short introduction.*
2. 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:

1. Bindra, P. S. (2017). *The Vanishing: India's Wildlife Crisis*. Penguin Random House India.

2. *Donald Letcher Goddard and Sam Swope. (1995). Saving Wildlife: A Century of Conservation.*
3. *Wildlife Conservation Society.*
4. *E.P. Gee. (2002). The Wild Life of India. HarperCollins India*
5. *Goutam Kumar Saha , Subhendu Mazumdar. (2017). Wildlife Biology: An Indian Perspective, PHI Learning Pvt. Ltd. India*
6. *Herbert H. T. Prins, Jan Geu Grootenhuis and Thomas T. Dolan. (2000). Wildlife Conservation by Sustainable Use. Springer publication.*
7. *Jedediah F. Brodie, Eric S. Post, and Daniel F. Doak. (2012). Wildlife Conservation in a Changing Climate. The University of Chicago Press.*
8. *Manfredo, Michael J. (2008). Who Cares About Wildlife?. Springer publication.*
9. *Morrison, M.L., Block, W.M., Strickland, M.D., Collier, B.A., Peterson, M.J. (2008).*
10. *Wildlife Study Design, Springer publication.*
11. *Nagendra, H., & Mundoli, S. (2019). Cities and canopies: trees in Indian cities.*
12. *Penguin Random House India Private Limited.*
13. *Roth, Harald H., Merz, Gu" nter (Eds.). 1997. Wildlife Resources - A Global Account of Economic Use. Springer publication.*
14. *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:

- *This paper intends to highlight the role of Karnataka in the Freedom Struggle in India.*
- *The paper emphasizes the role of Kannadigas in the National Movement.*
- *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:

1. *VARTAVARIAN, M. (24 August 2018). Warriors and States: Military labour in southern India, circa 1750–1800. Cambridge University Press.*
2. *S. (1998). Making History: Karnataka's People and Their Past : Volume I. Stone Age to Mercantilism. India: Vimukthi Prakashana.*
3. *Dua, J. C. (1996). Pategars of South India: Forms and Contents of Their Resistance in Ceded Districts. India: Reliance Publishing House.*

4. Guha, N. (1985). *Pre-British State System in South India: Mysore 1761-1799*. India: Ratna Prakashan.
5. Veerathappa, K. (*The Congress, 1985 - Karnataka (India)*). *Studies in Karnataka History & Culture: Proceedings, Karnataka History Congress, Volume 1. The Congress, 1985 - Karnataka (India)*
6. Rajayyan, K. (1971). *South Indian Rebellion: the First War of Independence, 1800-1801*. India: Rao and Raghavan.
7. *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.
8. Krishna Rao, M. V., Halappa, G. S. (1964). *History of Freedom Movement in Karnataka*. India: Government of Mysore.
9. Hālappa, G. S. (1962). *History of Freedom Movement in Karnataka*. India: Government of Mysore.
10. *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:

1. Habib, I. (2014). *The Agrarian System of Mughal India: 1556-1707*. India: OUP India.
2. Moreland, W. H. (2008). *From Akbar To Aurangzeb A Study In Indian Economic History*. India: Low Price Publications.
3. Sarkar, J. (2007). *Fall of the Mughal Empire*. India: Orient Longman.
4. Chandra, S. (2005). *Medieval India: From Sultanate to the Mughals Part - II*. India: Har-Anand Publications.
5. *Medieval India I: Essays in the History of India, 1200-1750*. (1999). India: Oxford University Press.

6. *The History and Culture of the Indian People: the Mughal Empire. vol. [7]. (1990). India: Bharatiya Vidya Bhavan.*
7. *Sharma, L. P. (1987). History of medieval India (1000-1740 A.D.). India: Konark Publishers.*
8. *The Cambridge Economic History of India: Volume 1, C.1200c.1750. (1982). India: Cambridge University Press.*
9. *Qureshi, I. H. (1971). The Administration of the Sultanate of Delhi. India: Oriental Books Reprint Corporation; exclusively distributed by Munshiram Manoharlal.*
10. *Prasad, I. (1966). History of Medieval India. India: Indian Press.*
11. *Hardy, P. (1960). Historians of Medieval India: Studies in Indo-Muslim Historical Writing. United Kingdom: Luzac.*
12. *Srivastava, A. L. (1953). The Sultanate of Delhi: Including the Arab Invasion of Sindh, 711-1526 A. D. India: S. L. Agarwala.*
13. *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:

1. Singh, A. K., Singh, R. K. (2020). *Makers of Modern India*. India: Goel Publications.
2. Anonymous. (2018). *Encyclopedia Britannica*. (n.p.): Creative Media Partners, LLC.
3. Lala, R. M. (2017). *Beyond the Last Blue Mountain*. India: Penguin Random House India Private Limited.
4. India: Penguin Books. Editorial, B. (2015). *71 Famous Scientists*. India: V&S Publishers.
5. Keer, D. (2015). *Dr. Ambedkar: Life and Mission*. India: Popular Prakashan.
6. *Mahatma Gandhi*. (2015). India: Jaico Publishing House.
7. Guha, R. (2013). *Makers of Modern India*. India: Harvard University Press.
8. P. J., P. (2013). *Periyar: A Political Biography of E.V. Ramasamy*. India: Rainlight.
9. Chowdhury, I., Dasgupta, A. (2010). *A Masterful Spirit: Homi J. Bhabha, 1909-1966*.
10. Gandhi, M. K. (2009). *An Autobiography: The Story of My Experiments With Truth*. United Kingdom: Floating Press.
11. Dadabhoy, B. (2005). *"Jeh", a Life of J.R.D. Tata*. India: Rupa & Company.
12. *Awakening Indians to India (Paperback)*. (2008). India: Central Chinmaya Mission Trust.

13. *Britannica Concise Encyclopedia. (2006). Ukraine: Encyclopaedia Britannica.*
14. *Dasgupta, U. (2004). Rabindranath Tagore: A Biography. India: Oxford University Press.*
15. *Nehru, J. (2004). An Autobiography. India: Penguin books.*
16. *Tiwari, A., Abdul Kalam, A. P. J. (1999). WINGS OF FIRE. India:Universities Press.*
17. *Keer, D. (1997). Mahatma Jotirao Phooley: Father of the Indian Social*
18. *Revolution. India: Popular Prakashan.*
19. *R.K. Narayan. (1996). India: Sahitya Akademi.*
20. *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:

1. *Bhatia, A. (2020). Tourism Development. Sterling Publishers Pvt.Ltd.*
2. *Page, S. J. (2019). Tourism management (6th ed.). Routledge.*
3. *Ali, M. (2018). Greater Than a Tourist- Bangalore Karnataka India: 50 Travel Tips from a Local.*
4. *Modern Tourism in 21st Century. (2014). India: Anmol Publications.*
5. *Nagapathi, K.S.(2014). Karnataka: A Delight for Tourists. Mahajana Tourism Development Institute.*
6. *Andrews, S. (2011). Introduction to Tourism and Hospitality Industry, Tata McGraw-Hill.*
7. *Singh, M. C. (2010). Medical Tourism. India: Centrum Press.*
8. *Geetanjali, Environment And Tourism. (2010). India: Alp Books.*
9. *Vandana, J., Biwal, A., Roday, S. (2009). Tourism Operations and Management. India: Oxford University Press.*
10. *Puczko, L., Smith, M. K. (2009). Health and Wellness Tourism. Germany: Elsevier/ButterworthHeinemann.*

11. Dixit, M., Sheela, C. (2008). *Tourism Products*. India: New Royal Book Company.
12. *Health Tourism And Ayurveda*. (2008). India: Abhijeet Publications.
13. Jacob, R. (2007). *Indian Tourism Products*. India: Abhijeet Publications.
14. Kamra, K. (2006). *Economics of tourism*. Kanishka Publishers, Distributors
15. *Tourism Development: Principles and Practices*. (2002). India: Sterling Publishers.
16. *Introduction To Tourism*. (2001). India: Atlantic Publishers & Distributors (P) Limited.
17. Sethi, Rajat. *Nature And Scope Of Tourism*. (n.d.). (1999) India: Rajat Publications.
18. Bansal, S. P., Gupta, S. (1998). *Tourism Towards 21st Century*. India: Deep & Deep Publications.
19. Gill, P. (1997). *Tourism and Hotel Management*. Anmol Publications.
20. Kumar, R. B. (1995). *Coastal Tourism and Environment*. India: APH Publishing Corporation.
21. Foster, D. L. (1994). *First Class: An Introduction to Travel and Tourism*. Singapore: McGraw-Hill Education.
22. Gupta, V. K. (1987). *Tourism in India*. India: Gian.
23. Seshadri, B. (1986). *India's Wildlife and Wildlife Reserves*. India: Sterling Publishers.
24. Seth, P. (1985). *Successful Tourism*. Sterling Publishers.
25. <https://www.kstdc.co/e-brochure/>
26. Biwal, A., Roday, S., Vandana, J. (2009). *Tourism Operations and Management*. India: Oxford University Press.



## 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

08 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

08 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

09 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

08 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:**

1. Davar R S: *Personnel Management and Industrial Relations in India*, Himalaya Publishing House, Mumbai, 1998
2. Mamoria C B: *Industrial Relations in India*, Himalaya Publishing House, Mumbai, 1998
3. Venkata Ratnam, C.S., *Industrial Relations*, Oxford University Press, New Delhi, 2006
4. Schneider, Eugene V, *Industrial Sociology*, Tata McGraw Hill, New Delhi, 1983
5. Lenin, V.I., *On Trade Unions*, Progress Publishers, Moscow, 1986
6. Pylee M.V., George Simon A, *Industrial Relations And Personnel Management*, Vikas Publishing House, New Delhi, 1996
7. Pylee M V: *Worker's participation in Management*, Vikas Publishing House, New Delhi, 1996
8. Davar R S: *Personnel Management and Industrial Relations in India*, Himalaya Publishing House, Mumbai, 1998
9. Mamoria C B: *Industrial Relations in India*, Himalaya Publishing House, Mumbai, 1998
10. Kapoor, N.D., *Elements of Industrial Law*, Sultan Chand, New Delhi, 2020
11. Garg, Ajay, *Labour Laws one should know*, Nabhi Publication, New Delhi, 2020
12. 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** **08**

**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) **Dependants' 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:**

- 1. Kapoor, N.D., Elements of Industrial Law, Sultan Chand, New Delhi, 2020*
- 2. Garg, Ajay, Labour Laws one should know, Nabhi Publication, New Delhi, 2020*
- 3. Kumar H.L., Practical Guide to Employees' Provident Funds, Universal Law Publishing Co., New Delhi, 2020*
- 4. Srivastava S C, Industrial Relations And Labour Laws, Vikas Publishing House, Noida*
- 5. Kumar H.L., Labour Laws Everybody Should Know, Universal Law Publishing Co., New Delhi, 2020*
- 6. Kumar H.L., Practical Guide to Payment of Gratuity, Universal Law Publishing Co., New Delhi, 2020*
- 7. Kumar H.L., Practical Guide to Labour Management, Universal Law Publishing Co., New Delhi, 2020*
- 8. Kumar H.L., Compliances under Labour Law, Universal Law Publishing Co., New Delhi, 2020*
- 9. Venkata Ratnam, C.S., Industrial Relations, Oxford University Press, New Delhi, 2006*
- 10. Sarma A.M., Industrial Relations- Concepts and Legal Frame Work, Himalaya Publishing House, Mumbai, 1989*
- 11. Monappa, Slevraj, Ranjeet, Industrial Relations and Labour Laws, McGraw Hill, Chennai, 2016*
- 12. Vaidhyathan N, ILO Conventions and India, Jana Bani Printers, Kolkatta, 1975*
- 13. Sarma A.M., Aspects of Labour Welfare and Social Security, Himalaya Publishing Hous, Mumbai, 2016*
- 14. Subba Rao P, Labour Welfare And Social Security, Himalaya Publishing House,*

*Mumbai, 2009*

15. Parry Jonatha, Breman, Kapadia, *The Worlds of Industrial Labour*, Sage Publications, New Delhi, 1999
16. Hallen, G.C., *Dynamics of Social Security*, Rastogi Publication, Delhi, 1984
17. *Introduction to Social Security*, ILO Office, Geneva, 1984
18. 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:

- 1. Sapru R.K, 2006, Administrative Theories and Management Thought, New Delhi, Prentice -Hall.*
- 2. SL Goel, 2007, Good governance- an Integral Approach, New Delhi, Deep and Deep Publications.*
- 3. Bidyut Chakraborty and Mohit Bhattachary. 2008, The Governance discourse, oxford University Press.*
- 4. RK Sapru, 2010, Public Policy: Art and Craft of Policy Analysis, New Delhi, PHI Learning Private Limited.*
- 5. B.C.Smith, 2007, Good governance and Development, Palgrave Macmillan.*
- 6. Srivasta O.P, 1991, Public Administration and Management- the Broadening of Horizons Mumbai, Himalaya Publishing*
- 7. B.L.Fadia & Kuldeep Fadia, 2017, Public Administration: Administrative theories, Agra, Sahitya Bhawan Publishing.*

## **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:**

- 1. Kumar Jwala- Governance in Ancient Indian political system(2009)*
- 2. S.R.Maheshwari- Public Administration in India(2017)*
- 3. B.L.Fadia & Kuldeep Fadia- Public Administration ( Administrative Theories & Practice) (2016)*
- 4. S.L.Goel & Shalini Rajneesh- Public Personnel Administration(2002)*
- 5. P.D.Sharma & B.M. Sharma-Indian Administration(2009)*
- 6. C.G.Somaiah- The Honest Always Stand Alone (2010)*



## 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:**

1. Giddens, Anthony and Philip W Sutton, 2013, *Sociology*, 7th edition, Wiley India Pvt. Ltd. New Delhi
2. Gouda, M Sateesh, Khan, A G and Hiremath, S L 2019, *Spouse Abusal in India: A Regional Scenario*, GRIN Publishing, Munich
3. Harlambos, M and R M Heald, 1980, *Sociology: Themes and Perspectives*, Oxford University Press, Delhi
4. Indira R 2011, *Themes in Sociology of Indian Education*, Sage Publications, Delhi
5. Inkeles, Alex 1987, *What is Sociology?* Prentice-Hall of India, New Delhi
6. Johnson, H M 1995, *Sociology: A Systematic Introduction*, Allied Publishers, New Delhi
6. Rider, 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://socresonline.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*

## **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 I: 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 II: 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 III: 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 IV: 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 V: 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:**

1. *Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
2. *French CECRL Manual*
3. *Didier - A1.1 Edition - Bonjour et Bienvenue!*
4. *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:*

- 8. Describe their family, hobbies, and neighborhood.*
- 9. Shop for groceries, appliances and clothes.*
- 10. Order food at a restaurant or coffee shop and specify preferences.*
- 11. Make a travel reservation to a holiday destination.*
- 12. Ask for directions to a specific place or decipher an address.*
- 13. Use the language to rent an apartment or enroll themselves into a course.*
- 14. Use the language in a professional setting to give or receive instructions, make a brief presentation and communicate expectations*

#### **BOOKS FOR REFERENCE:**

- 1. Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
- 2. French CECRL Manual*



3. *Didier - A1.1 Edition - Bonjour et Bienvenue!*
4. *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)*

6. *Present themselves, their friends and family.*
7. *Express their likes and dislikes.*
8. *Have simple exchanges describing a past experience or vacation with their peers.*
9. *Fill out an application for a course, to a festival or confirm a subscription.*
10. *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:**

1. *Didier; A1 edition, Saison 1, Livre de l'élève (A1+) + DVD-Rom, 2019*
2. *French CECL Manual*
3. *Didier - A1.1 Edition - Bonjour et Bienvenue!*
4. *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:

- 1. Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
- 5. Edelsa, Pasaporte (A1), 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)*

6. *Present themselves, their friends and family.*
7. *Express their likes and dislikes.*
8. *Have simple exchanges describing a past experience or vacation with their peers.*
9. *Fill out an application for a course, to a festival or confirm a subscription.*
10. *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:**

2. *Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
7. *Edelsa, Pasaporte (A1), 2019*
8. *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:** Imperativo 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 15 - 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:*

1. *Diffusion, Goyal Publisher, Aula Internacional 1 (A1) Textbook With CD*
2. *Edelsa, Pasaporte (A1), 2019*
3. *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 I: INTRODUCTION TO PSYCHOLOGY (7 hours)

*Definition and scope of industrial psychology; history – historical perspectives, contemporary trends and challenges; contributing disciplines; related fields.*

### MODULE II: 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 III: 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 IV: 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 I: INTRODUCTION AND SCOPE

**5 hours**

*Definition and goals of industrial psychology, history and development, role of an industrial psychologist, emerging trends and changes.*

### MODULE II: 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 III: 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 IV: 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 V: 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 II: 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 III: 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 IV: 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 V: EMERGING TRENDS**

**5 hours**

*Interdisciplinary and trans disciplinary approaches: DSA approach; global diversity and indegenisation; 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 I: 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 II: 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 III: 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 IV: 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 V: 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, rapport building, assessment of needs, and*
- 3. Evaluate and prioritise 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. 1<sup>st</sup> 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.*

### Course Outcomes:

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

- *make optimum and effective use of business vocabulary*
- *distinguish levels of organizational communication and communication barriers*
- *draft effective business correspondence with brevity and clarity*
- *demonstrate verbal and non-verbal communication ability through presentations*

### 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*

**Reference Books:**

1. *Dr NDV Prasada Rao. Wren and Martin, High School English Grammar and Composition. S Chand. 2017.*
2. *Christopher Hill. The Advanced Business English Guide: How to Communicate Effectively at The Workplace and Greatly Improve Your Business Writing Skills. 2020.*
3. *Kenneth Roman & Joel Raphaelson. Writing That Works, 3rd Edition: How to Communicate Effectively in Business. Collins Reference. 2000.*
4. *Meenakshi Raman & Prakash Singh. Business Communication. Second edition. Oxford Higher Education. 2012.*
5. *Dr. V K Jain & Dr. Omprakash Biyani. Business Communication. Revised Edition. S. Chand. 2007*
6. *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.*

### Course Outcomes:

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

- *display the ability to communicate effectively in different managerial situations*
- *present ideas and arguments persuasively*
- *display written communication skills for business purposes*
- *display the ability to lead and manage teams using effective communication skills*

### 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*

#### **Reference Books:**

1. *Geraldine Hynes. Managerial Communication: Strategies and Applications. 5th edition. McGraw Hill International Education.*
2. *Jeanette S Martin & Reginad L Bell. Managerial Communication for Professional Development. Business Expert Press. 2019.*
3. *Christopher Hill. The Advanced Business English Guide: How to Communicate Effectively at The Workplace and Greatly Improve Your Business Writing Skills. 2020.*
4. *Kenneth Roman & Joel Raphaelson. Writing That Works, 3rd Edition: How to Communicate Effectively in Business. Collins Reference. 2000.*
5. *Meenakshi Raman & Prakash Singh. Business Communication. Second edition. Oxford Higher Education. 2012.*
6. *Urmila Rai & S M Rai. Business Communication. Ninth Revised edition. Himalaya Publishing House. 2015.*

## UG23OE076: INNOVATION MANAGEMENT

### COURSE OBJECTIVES:

*This course enables students to understand and appreciate innovation management comprehensively. They will grasp the core concept and significance of innovation and types. The student will also learn to apply innovation models and strategies, nurture innovation within organizations. Additionally, students will develop leadership skills in innovation and appreciate the value of innovation, including economic and societal impacts and service innovation in contemporary business settings. The course is expected to enhanced problem-solving and creative thinking skills.*

#### **Module 1: Innovation in organisation**

**10 Hrs**

*Meaning of innovation- significance, need, types, factors influencing innovation. Micro and macro-economic approach to innovation -an overview. New product and continual improvements, new methods techniques of production, identifying a new market/s, new source of raw material, new forms of packaging, new forms of organization of firms. Service innovation.*

#### **Module 2: Innovation Process**

**8 Hrs**

*Meaning-elements of innovation process: creativity-collaboration-ideation- screening-implementation and value creation. Innovation life cycle. Building knowledge and capabilities for innovation. Meaning of IPR-an overview.*

#### **Module 3: Leadership and innovation**

**10 Hrs**

*Innovative leadership-transformational leadership-knowledge oriented leadership- Innovative leadership skills. Components of innovative leadership: emotional intelligence, management of innovation, innovative organization and interaction with stakeholders. Overview of uncertainty and risk, project portfolio.*

#### **Module 4: Organisation design, change and innovation**

**10 Hrs**

*Innovation in organisation design-organisation structure-culture-diversity and inclusion. Change management-challenges in implementing organisational change and innovation. Innovation- measurement, key performance indicators, rate, ratio, degree.*

#### **Module 5: Innovation management strategies**

**7 Hrs**

*Innovative organization-Innovation management practice- Disruptive versus Sustaining - Radical versus Incremental - Architectural versus Modular – The Innovation Matrix-Business Model Innovation- Innovation diffusion theory - Technological innovation*

### COURSE OUTCOMES:

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

- 1. Gain foundational insights into innovation, need for innovation types of innovation, and factors influencing innovation.*
- 2. Understand innovation process, elements of innovation process- and understand innovation life cycle.*
- 3. Develop leadership skills in innovation and managing innovation within firms.*
- 4. Create innovation in organization design, organization structure and innovation, and understand the challenges in implementing organizational change and innovation.*
- 5. Evaluate the innovation management practices and develop business model innovation.*

### **Skill Development:**

*The following activities are only indicative; the faculty member can innovate.*

- 1. Assign students to identify case studies of firms that have gone through innovation during recent times- key factors, outcomes.*
- 2. Identify a product or form of packaging that requires innovation and recommend innovation.*
- 3. Interview a business leader and identify the innovative practices followed by the leader.*
- 4. Conduct a brain storming session in class for a given product or process to evolve into a new product process or identify a new raw material etc.*
- 5. Identify any five innovative products released in the market in recent times and discuss why and how the product came into being.*
- 6. Design a survey to understand innovations taking place in an organization and how employees are accepting innovations.*
- 7. Identify disruptive technologies in recent times and how and why were they disruptive.*
- 8. Design a survey to understand how customers respond to innovative products or services*
- 9. Design a survey to understand why people have resistance to change.*
- 10. Illustrate a strategic alignment of competitive strategy along with technology strategy.*
- 11. Analyze real-world cases of reverse innovation, disruptive innovation, and frugal innovation, presenting their findings on the different dimensions of innovation space.*
- 12. Participate in a simulation where they design innovative organizational structures, applying mechanistic, organic, segmentalist, integrative, and unstructured chaos models to suit different scenarios.*
- 13. Develop an innovative business plan, focusing on estimating adoption rates, anticipating resource needs, and designing collaboration strategies for growth.*
- 14. Analyse case studies to assess the economic and social benefits of innovation, evaluating how innovations impact firm performance and exploring opportunities for service innovations.*

### **Books for Reference**

*c Govindarajan, V., & Trimble, C. (2022). Ten Rules for Strategic Innovators: From idea to Execution (3rd Edition). Boston, MA: Harvard Business Review Press.*

*c Tidd, J., Bessant, J., & Pavitt, K. (2020). Managing innovation: Integrating technological, market and organizational change (7th ed.). John Wiley & Sons.*

*c Conway, S., & Steward, F. (2012). Managing and shaping innovation (2nd ed.). Oxford, UK: Oxford University Press.*

*c Schilling, M. A. (2013). Strategic management of technological innovation (4th ed.). New York, NY: Tata McGraw Hill.*

*c Prahalad, C.K., & Krishnan, M.S, (2008) The New Age of Innovation: Driving Co-created Value through Global Networks (1st ed.). Tata McGraw Hill. New York.*



## UG 23 OE 077: FINANCIAL MARKETS AND SERVICES

### COURSE OBJECTIVES:

*The students will be able to understand the Indian financial system's components and historical evolution. Primary and secondary financial markets, global stock exchanges, and the significance of stock price indices, financial instruments across capital, money, and derivatives markets, including innovative ones. The course also delves into the role of financial institutions, notably commercial banks in project and working capital finance, and the regulatory framework led by SEBI. Additionally, it touches on financial services, merchant banking, mutual funds, debt securitization, and credit rating, providing a comprehensive overview of India's financial landscape and regulations.*

### Module-1: Financial System and Financial

10 Hrs

*Meaning of Financial System – components of Financial Systems. Role of Financial System in Economic Development. Financial Institutions – Overview of Financial Institutions-Regulatory Authorities – RBI : Role and Functions. SEBI: Role and Functions in Regulating Financial Markets in India.*

### Module-2: Financial Markets and Instruments

10 Hrs

*Meaning of Financial Markets- Primary and Secondary - Stock Exchanges (BSE, OTCEI, NSE, NYSE, TSE, ASX, NASDAQ) - Listing of Securities- Stock Price Indices (Nifty, Sensex, CNX 500, BSE 100). Financial Instruments – Capital Market, Money Market and Derivatives Market Instruments – Innovative Financial Instruments- Cryptocurrency-concept.*

### Module-3: Financial Services

10 Hrs

*Financial Services: Concept, Nature, Scope, Regulatory Framework. Commercial bank- its role in project finance and working capital finance. Merchant Banking – Meaning- Types and Roles.*

### Module-4: Types of Financial Services

10 Hrs

*An overview: Banking, Insurance, Wealth Management - Mutual Funds, Hedge Funds and Private Equity.*

### Module-5: Credit Rating

5 Hrs

*Meaning – Benefits - Agencies of Credit Rating: CRISIL, ICRA, CARE, S&P, Moody's, CIBIL - Types of Credit Rating.*

### Skill Development:

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

- 1. Research and compile a report detailing the evolution of banking services in India and their contemporary offerings.*
- 2. Analyze the significance of derivatives in financial markets through thorough research.*
- 3. Conduct a bank visit to gather information about risk management tools related to derivatives and present findings.*
- 4. Create a detailed report highlighting the distinctions among NASDAQ, Nifty, and Sensex.*
- 5. Formulate and submit a simulated business proposal aimed at attracting investors.*

### COURSE OUTCOMES:

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

- 1. Understand the role and components of the financial system in India's economic development.*
- 2. Differentiate between primary and secondary financial markets, and analyze global stock exchanges and their impact.*
- 3. Comprehend the significance of financial institutions and the role of commercial banks in project and working capital finance under SEBI's regulatory purview.*
- 4. Describe financial services, their regulatory framework, growth in India, and the responsibilities of merchant bankers in issue management.*
- 5. Define mutual funds, assess their functions, understand portfolio classifications, and explore guidelines governing their operation, including debt securitization and de-mat services.*
- 6. Explain the concept, benefits, and types of credit rating, recognizing its significance in financial markets.*

### **Book for Reference**

- C** Natarajan, K., & Gordon, E. (2023). *Financial Markets and Institutions (5th ed.)*. Mumbai: Himalaya Publishing House.
- C** Pathak Bharti, V. (2023). *Indian Financial System (6th ed.)*. New Delhi, India: Pearson Education India. ISBN 9789353059513.
- c** Khan, M.Y. (2022). *Indian Financial System (11th ed.)*. Bangalore: McGraw Hill Education.
- c** Gurusamy, S. (2022). *Financial Services and Systems (3rd ed.)*. Chennai: Vijay Nicole Imprints.
- c** Hill Bhole, L. M., & Mahakud, J. (2017). *Financial Institutions and Markets (6<sup>th</sup> d.)*. Bangalore: McGraw Education.
- c** Bhole, L. M., & Mahakud, J. (2017). *Financial institutions and markets: Structure, growth and innovations (6th ed.)*. McGraw Hill Education (India).
- c** Seethapathi, K. (2013). *Financial Services: Emerging Trends in the New Millennium*. Chennai: Vision Books.
- c** Guruswamy, S. (2009). *Financial services and markets*. Chennai: Vijay Nicole Imprints Private Limited.
- C** Fabozzi, F. J., Modigliani, F. P., & Jones, F. J. (2009). *Foundations of Financial Markets and Institutions (4th ed.)*. New Delhi: Pearson Education India.132

## UG 23 OE 078: ETHICS IN MANAGEMENT

### COURSE OBJECTIVES:

*This course focuses on ethical principles in various business domains. Students will understand personal and professional ethics, business ethics, and corporate governance. They'll analyze ethical challenges in production, marketing, HR management, and finance, using real-world cases and principles. By course end, students will adeptly apply ethics to diverse business decisions, from consumer privacy in marketing to fairness and transparency in finance.*

#### **Module-1: Introduction to Ethics**

**5 Hrs**

*Meaning and scope – principles of personal ethics – principles of professional ethics – business ethics – code of conduct and ethics for managers – values and ethics – unethical behaviour and consequences of unethical behaviour – need for business ethics – corporate governance ethics. Ethical dilemma. Management of Business Ethics – 4 pillars: Fairness, Integrity, Decency and Sustainability.*

*Reference cases: Toshiba, Google, IKEA, Unilever, Uber, Apple*

#### **Module-2: Ethics in Production and Operation**

**10 Hrs**

*Ethical procurement, production, operation, strategy - Illegal aspects in production and operations: Coercion, Extortion, Favoritism, payments for supplier and contract negotiations, sub-contracting - Ethical problems arising out of the use of new technologies - Defective services and products or products that are innately deleterious - Ethics of transactions between the organization and the environment – Environmental Degradation.*

*Reference cases: Volkswagen, Samsung, Ford, Boeing*

#### **Module-3: Ethics in Marketing**

**10 Hrs**

*Definition – Principles of Ethical Marketing – Benefits/Importance– Marketing ethics and consumer behaviour – Responsibilities towards consumers– Issues: controversial marketing, the channel of distribution, manipulation in promotion, political marketing, social marketing - Integration of Ethics in Marketing Strategies – Ethical aspects in market research, market segmentation, pricing, product/service design, packaging, labeling, distribution, advertising and public relations. Consumer Data Privacy. Social media and Influencer Marketing Ethics.*

*Reference cases: PepsiCo, Nestle, Nike*

#### **Module-4: Ethics in Human Resources**

**10 Hrs**

*Ethics in Human Resource Management- Roles, Importance, Challenges. Ethical aspects in policy formulation, application screening, recruitment, selection, induction, training, development, appraisal, promotion and transfers, career development, remuneration, termination. EEO (Equal Employment Opportunity) - Fairness VS consistency in HR Practices - Code of Conduct – Whistleblowing. Labor Rights and Worker Welfare. Concept of Independence and Moonlighting. Ethics in Employer and Employee Data Privacy.*

*Reference cases: Walmart, Infosys, Boeing, Foxconn, Nike*

#### **Module-5: Ethics in Finance**

**10 Hrs**

*Meaning of Ethical Finance- Principles - Transparency and Disclosure, Fairness and Equity, Fiduciary Duty and Trust, Accountability and Responsibility. Ethical Issues in Financial Markets: Insider Trading and Market Manipulation, Ethical Concerns in High-*

*Frequency Trading, Regulating Financial Markets. Sustainable finance – issues, green finance. Reference cases: Enron, Satyam Computers, Bernie Madoff, Luckin Coffee, 1Malaysia Development Berhad, Saradha Group ponzi scheme, Sahara Group*

### **Skill Development:**

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

- 1. Create a personal code of ethics and engage in ethical dilemma discussions.*
- 2. Role-play ethical challenges in procurement and production scenarios.*
- 3. Develop an ethical marketing campaign addressing consumer responsibilities.*
- 4. Role-play HR scenarios to apply ethical principles in recruitment and appraisal.*
- 5. Analyze real-world financial ethics cases and propose regulatory measures for ethical financial markets.*

### **COURSE OUTCOMES:**

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

- 1. Gain a comprehensive understanding of ethics in various contexts and apply ethical principles to managerial roles and corporate governance.*
- 2. Identify illegal aspects, address ethical challenges in production, and develop strategies for ethical procurement and labor welfare.*
- 3. Define ethical marketing, integrate ethics into marketing strategies, and address privacy and data ethics in the digital era.*
- 4. Apply ethics in HR processes, promote Equal Employment Opportunity, and address global HRM issues and data ethics.*
- 5. Comprehend ethical finance, propose regulatory measures for ethical financial markets, and explore sustainable finance and green initiatives.*

### **Book for Reference**

*c Treviño, Linda K. and Nelson, Katherine A., (2021), Managing Business Ethics: Straight Talk about How to Do It Right*

*c Heathfield, S. M., (2019), Ethics in Human Resource Management*

*c Murphy, P. E., & Lacznia, G. R., (2015), Marketing Ethics: Cases and Readings*

*c Tata Code of Conduct (TCOC), (2015)*

*c Boatright, John R. (2014), Ethics and the Conduct of Business, Pearson*

*c Kramar, R., & Syed, J., (2012), Ethical Issues in Human Resource Management: An International Perspective<sup>134</sup>*

*c Baker, H. K., & Martin, G. S., (2011), Ethical Finance: A Guide to Issues and Practitioners*

*c Lietaer, B. A., & Dunne, J. R., (2010), The Future of Finance: A New Model for Banking and Investment*

*c Wicks, A.C. Freeman, R.E. Werhane, P.H. Martin, (2010). Business Ethics: A Managerial Approach - Pearson Prentice Hall,*

*c Boatright, John R., (2008). Ethics in Finance*

*c Ritter, C. D., 2007, Ethical Issues in Finance: A Guide to Professional Conduct for Financial Advisers*

*c Murphy, P. E., Lacznia, G. R., Bowie, N. E., & Klein, T. A., (2005), Marketing Ethics and Society: Perspectives and Insights*

*c Peattie, S., & Peattie, S., (2003), Ethical Marketing and The New Consumer c*

*Schwepker Jr, C. H., (2001), Ethical Issues in Contemporary Human Resource Management*

## UG24OE079: SUSTAINABLE MARKETING

### COURSE OBJECTIVES:

*This course equips students to understand and apply sustainable marketing concepts. It covers the role of sustainable marketing managers, planning strategies based on consumer behaviour and product life cycles, designing eco-conscious pricing strategies, analysing sustainable retail logistics, exploring digital marketing's sustainable promotion role, and developing comprehensive triple bottom line-driven marketing plans for a sustainable future.*

#### **Module 1: Overview of Sustainable Marketing** **8 Hrs**

*Marketing in the 21<sup>st</sup> century, Marketing Mix Strategies- 4 Ps and 7Ps marketing mix model- sustainable development, sustainability challenges and opportunities, sustainable marketing, elements of sustainable marketing, influence of sustainable marketing, global context of sustainable marketing.*

#### **Module 2: Sustainability Marketing Strategy** **8 Hrs**

*Sustainable Marketing Strategy, sustainable consumer and consumer behavior, sustainability and consumption, sustainable marketing values and ethics, sustainable marketing environment, green segmentation, targeting and positioning analysis.*

#### **Module 3: Sustainable Product and Pricing Strategy** **8 Hrs**

*Sustainability in product development, product development practices, branding and pricing. Eco-cost on pricing, environment pricing strategies*

#### **Module 4: Sustainable Logistics and supply chain** **10 Hrs**

*Role of channel network, sustainable channel network and management, sustainable logistics and supply chain, sustainable retailing.*

#### **Module 5: Sustainable Promotion** **11 Hrs**

*Sustainable integrated marketing communication, sustainability in advertising, sales promotion and publicity, sustainable marketing campaign, digital marketing in sustainable age.*

### **Skill Development:**

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

- 1. Research a chosen company's sustainability initiatives and outline their actions towards more sustainable production, sales, packaging, and disposal practices.*
- 2. Compare two Fast-Moving Consumer Goods (FMCG) products from the same category —one exemplifying sustainable production and the other lacking. Evaluate their sustainability aspects.*
- 3. Examine global and Indian trends in sustainable marketing strategies implemented by businesses.*
- 4. Evaluate Walmart's approach of leveraging its retail influence to enforce sustainability goals upon suppliers, contrasting it with P&G's strategy.*
- 5. Identify a company offering a "green" product, analyze its value proposition, and dissect the sustainable marketing mix (Ps) strategies.*
- 6. Evaluate the company's broader sustainable marketing strategies and practices.*

## **COURSE OUTCOMES:**

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

- 1. Illustrate the role of sustainable marketing manager in the backdrop of sustainability challenges and opportunities of global context of sustainable marketing.*
- 2. Plan for sustainable marketing strategy with special reference to segmentation, targeting and positioning of a hypothetical sustainable product/ service in alignment with consumers buying behaviour of sustainable consumption.*
- 3. Design sustainable Pricing Strategy that takes into account sustainable branding, eco cost, environmental Pricing characteristics of sustainable Product and its phase in the product life cycle.*
- 4. Examine the factors relating to sustainable channel network, logistic, chain that determine a viable Sustainable Logistics and supply chain in the context of sustainable retailing.*
- 5. Relate the appropriateness of sustainable promotion Strategy in the context of digital marketing sustainable age.*
- 6. Develop a sustainable marketing plan in line with principle of triple bottom line for a sustainable future.*

## **Books for Reference:**

- c Hofman, R. D., & O'Brien, M. J. (2023). Sustainable marketing: A global perspective. Routledge, London.*
- c Jones, P. (2023). Sustainable marketing: Principles and practice. Kogan Page, London.*
- c Cespedes, F. J. (2023). Green marketing: A global perspective. Sage Publications, Thousand Oaks, CA.*
- c Bickerstaff, K., & Lewis, A. (2023). Sustainable consumption: Behavioral and policy perspectives. Routledge, London.*
- c Sheth, J. N., Sisodia, R. S., & Sharma, A. (2023). Sustainable marketing management. McGraw-Hill Education, New York.*
- c Agarwal, A. (2023). Sustainable marketing: Concepts, cases, and strategies. Pearson, New Delhi.*

## **UG24OE080: DEBATE AND ARGUMENTATION**

### **Course Objectives**

- To articulate thoughts with clarity*
- To engage with ideas considering multiple viewpoints*
- To participate in effective evidence-based conversation*

### **Course Outcomes**

*At the end of the course, students will be able to:*

- Demonstrate debate and argumentation skills in everyday conversations*
- Articulate their views with the support of logical evidence*

- *Develop an understanding of any given context after considering multiple perspectives*
- *Showcase the skills of negotiation/compromise and agree/disagree in during discussions*

*Debate and argumentation are often perceived as intense exchange of ideas or thoughts aiming at justifying oneself. This reduces the scope of argumentation to winning or losing. However, it is important to understand, the skill to argue is ultimately the skill to think, think clearly, and it need not necessarily require an opponent. A thinking mind is busy with thinking and conversing with multiple sides of one's own psyche, with the society and different institutions or cultural situations. In such situations, the mind needs these skills to broaden its perspective and arrive at clarity. This course does not look at argumentation as a tool to incapacitate and dismantle opponents, but a process to effectively articulate one's thoughts through speaking and writing.*

*The course is comprised of the following modules:*

### **Module 1: Understanding the art of Argumentation** **15 hrs**

#### **Readings:**

- *They Had a Four-Hour Argument About Salt — Zarah Butcher-Mcgunnigle*
- *Dialogues (extract from Gorgias) — Plato*
- *Rhetoric as a Counterpart to Dialectic — Stanford Encyclopaedia of Philosophy*
- *Political cartoon (students will be asked to identify the argument in a given political cartoon by R.K. Laxman or Satish Acharya and justify the socio-political relevance of the argument)*
- *Discuss a government policy (economic, health, education etc. by switching positions) – Students will be given a list of government policies from which they need to pick anyone. Students will be asked to analyse the article by arguing in favour and against its relevance.*

### **Module 2: Diverse Formats of Argumentation** **15 hrs**

- *TV Debate and TV Shows*
- *Panel Discussions*
- *Conversation Format*
- *Parliamentary Debate*
- *Arguing with the Self*

*In this module students will engage with different formats of television debates to develop an understanding of how debate and argumentation skills are used in each of these given formats. In “Arguing with the Self “ component, students will identify and study any argument or conflict they internally dealt with.*

#### **Readings:**

- *The Changing Nature of TV Debates Claims Another Prime-Time Victim, Common Sense and Decency — Jawid Laiq*
- *How Indian TV news became a theatre of aggression fanning the flames of populism — Raksha Kumar*

### **Module 3: Practical Sessions on Debate and Argumentation** **15 hrs**

*In this module students will participate in debates, discussions, and conversations as **participants and interlocutors**. The class will be divided into different groups. Demo sessions of all the formats mentioned in module II will be conducted in class. All students will have to participate in a minimum of three formats as a participant, interlocutor, and moderator.*





## UG 24OE081: BASIC EXCEL SKILLS FOR BUSINESS

### COURSE OBJECTIVE:

*To equip students with fundamental Excel skills necessary for various business applications, including navigating the Excel interface, creating and modifying worksheets, performing calculations and data analysis, utilizing basic functions, presenting data effectively, and introducing them to advanced features such as formulas, charts, data analysis techniques, and collaboration tools.*

#### **Module 1: Introduction to Excel**

**8 Hrs**

*Understanding the Excel interface -Ribbon, Quick Access Toolbar, Formula Bar; Opening, saving, and closing workbooks and worksheets. Entering different data types -text, numbers, dates; Editing and formatting data alignment, fonts, borders ;Using copy, paste, cut, and clear functions. Workbooks and Worksheets-adding, deleting, and renaming worksheets; managing workbook structure and navigation; Working with multiple workbooks simultaneously.*

#### **Module 2: Formulas and Functions**

**7 Hrs**

*Introduction to Formulas and Functions-understanding the concept of formulas and functions; Entering and editing formulas in cells. Basic Arithmetic Functions- SUM, AVERAGE, COUNT, MIN, MAX; Applying relative and absolute cell references. Logical Functions-Using IF statements for conditional logic; Introduction to other logical functions -AND, OR. Date and Time Functions-Working with date and time data . Data Validation with Formulas; Using formulas for creating custom validation rules.*

#### **Module 3: Formatting and Data Presentation**

**9 Hrs**

*Formatting cells for appearance- font styles, borders, colors; Applying number formats -currency, percentages, dates; Conditional formatting for highlighting data based on conditions. Creating Charts and Graphs-bar, line, pie; Customizing charts and graphs and data visualization.*

#### **Module 4: Data Analysis and Management**

**9 Hrs**

*Organizing data based on specific criteria; applying filters to narrow down data sets for analysis. Data Validation-Setting criteria to restrict data entry for accuracy, ensuring data integrity and consistency, restricting data entry. Creating and formatting data tables; data manipulation and analysis.*

#### **Module 5: Introduction to Advanced Features**

**12 Hrs**

*Introduction to additional functions -Pivot Chart, VLOOKUP, SUMIF, COUNTIF for advanced data manipulation; usage of pre-built and customising Excel templates for common tasks. Setting print area and options on spreadsheets, previewing and printing worksheets, sharing and collaborating on worksheets with others.*

### COURSE OUTCOMES

- 1. Navigate the interface and manage workbooks/worksheets. Enter and edit different data types with formatting. Utilize basic editing functions and work with multiple sheets.*
- 2. Understand formulas/functions and construct them in cells. Employ basic arithmetic functions and relative/absolute references. Implement IF statements for conditional logic*
- 3. Apply formatting options for visual appeal and clarity. Utilize number formats and conditional formatting effectively. Create and customize charts/graphs for data visualization.*
- 4. Organize data using sorting and filter data sets for analysis. Set data validation rules and create/format data tables for manipulation.*
- 5. Explore additional functions (VLOOKUP, SUMIF, COUNTIF) for advanced data tasks. Set print area/options and collaborate on worksheets.*

**References:**

© *Microsoft Excel 2021 Inside Out & Up and Down (2021)* by Gianni & Vann

© *Excel 2021 Step by Step (2021)* by Walkenbach

© *Excel 2019 for Dummies (2019)* by Harvey

## UG24OE025: PYTHON PROGRAMMING

### COURSE OBJECTIVE:

To equip students with a solid foundation in Python programming by mastering the core syntax, data types, control flow, and data structures (lists, tuples, dictionaries). Students will gain the ability to define and utilize functions, import modules, and perform basic debugging techniques.

### Module 1 - Basics of Python Programming

8 Hrs

Basics of Python programming, Python interpreter - interactive and script mode, the structure of a program, indentation, identifiers, keywords, constants, variables, types of Operators, precedence of operators, Data Types, mutable and immutable data types, statements, expressions, Evaluation and comments, Input and output statements, data type conversion, debugging.

### Module 2 - Control Statements

9 Hrs

Control Statements: *if-else, nested if-else, if-elif-else, while loop, for loop, nested loops, ranges; break, continue, pass*

### Module 3 - String and List

10 Hrs

String: *string operations - creation, Accessing, Basic Operations, Slices, built-in functions len, upper, lower, title, strip, find, replace, count, split, join, isalnum, isalpha, isdigit, isspace, islower, isupper, endswith, startswith, isalnum* Lists: *list operations - creating, initializing, traversing and manipulating lists, list methods and built-in functions - len, list, append, extend, insert, count, index, remove(), pop(), reverse(), sort(), min(), max(), sum(), copy(), clear()*

### Module 4 - Tuple and Dictionary

9 Hrs

Tuple: *tuple operations - creation, Accessing, Basic Operations, Slices, built-in functions - len, tuple, min, max, count, index* Dictionary: *concept of key-value pair, creating, initializing, traversing, updating and deleting elements, dictionary methods and built-in functions - dict, len, get, keys, values, items, pop, popitem, update, del, clear, copy, fromkeys*

### Module 5 - Functions

9 Hrs

Functions: *Defining a function, calling a function, Types of functions Function Arguments, Anonymous functions, Global and local variables. lambda functions* Modules: *Importing module, Math module, Random module, Statistics module.*

### COURSE OUTCOMES:

1. Grasp core Python syntax, data types, and control flow for effective program development.
2. Implement conditional logic and looping constructs to manage program execution flow.
3. Utilize strings and lists for text processing and ordered data manipulation.
4. Work with tuples and dictionaries for efficient data representation and retrieval.
5. Define and utilize functions and modules to enhance code reusability and leverage built-in functionalities.

### Reference Books

1. Automate the Boring Stuff with Python, 2nd Edition by Al Sweigart
2. Fluent Python, 2nd Edition by Luciano Ramalho
3. Python Crash Course, 2nd Edition by Eric Matthes
4. Head First Python, 3rd Edition by Paul Barry
5. Learning Python, 5th Edition by Mark Lutz
6. Data Structures and Algorithms in Python by Michael T. Goodrich, Roberto Tamassia, and Michael H. Goldwasser
7. Python for Data Analysis, 3rd Edition by Wes McKinney

