



# University of Madras

Chepauk, Chennai 600 005

[Est. 1857, State University, NAAC 'A' Grade, CGPA 3.32, NIRF 2019 Rank: 20]

Website: [www.unom.ac.in](http://www.unom.ac.in), Tel. 044-2539 9561

## Undergraduate Programme in Management.

**Curriculum and Syllabus for  
B.B.A.-Bachelor of Business Administration  
(With effect from the Academic Year 2020-21)**

**February 2020**

**Note: The Board of Studies in Business Administration designed learning Outcome Based Curriculum Framework of B.B.A. programme prescribed by UGC.**



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**UNIVERSITY OF MADRAS**  
**B.B.A. DEGREE COURSE IN BUSINESS ADMINISTRATION**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSA04**

**ALLIED-IV: OPERATIONS RESEARCH**

**UNIT – I**

Introduction to OR – Meaning and scope – Characteristics – models in OR.LPP-Formulation graphical method – Simplex method- Big M Method application in Business – merits and Demerits.

**UNIT – II**

Transportation model – basic feasible solution – formulation, solving a TP. Assignment models – formulation – solution.

**UNIT – III**

Network analysis – work break down analysis – construction – numbering of event. Time Calculation – critical path, slack, float – application.

**UNIT – IV**

Queuing models- elements of queuing system – characteristics of queuing model.

**UNIT – V**

Decision theory – statement of Baye's theorem application. Probability – decision trees. Game theory meaning and characteristics – saddle point – Dominance property.

**RECOMMENDED TEXTS / REFERENCE BOOKS**

1. P.R. Vittal & V.Malini, Operative Research – Margham Publications – Chennai – 17.
2. P.K.Gupta & Man mohan, Problems in Operations Research – Sultan Chand & sons – New Delhi
3. V.K.Kapoor, Introduction to operational Research – Sultan chand & sons – New Delhi
4. Hamdy A Taha, Operation Research – An Introduction prentice Hall of India- New Delhi



  
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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC01**

**CORE-I: PRINCIPLES OF MANAGEMENT**

**UNIT I**

Management: Importance – Definition – Nature and Scope of Management Process – Role and Functions of a Manager – Levels of Management – Development of Scientific Management and other Schools of thought and approaches.

**UNIT II**

Planning: Nature – Importance – Forms – Types – Steps in Planning – Objectives – Policies – Procedures and Methods – Natures and Types of Policies – Decision –making – Process of Decision – making – Types of Decision.

**UNIT III**

Organizing: Types of Organisations – Organisation Structure – Span of Control and Committees – Departmentalisation – Informal Organisation- Authority – Delegation – Decentralisation – Difference between Authority and Power – Responsibility.

**UNIT IV**

Recruitment – Sources, Selection, Training – Direction – Nature and Purpose. Co-ordination – Need, Type and Techniques and requisites for excellent Co-ordination – Controlling – Meaning and Importance – Control Process.

**UNIT V**

Definition of Business ethics - Types of Ethical issues -Role and importance of Business Ethics and Values in Business - - Ethics internal - Ethics External - Environment Protection - Responsibilities of Business

**Recommended Texts**

1. C.B.Gupta, Management Theory & Practice - Sultan Chand & Sons - New Delhi.
2. L.M.Prasad, Principles & Practice of Management - Sultan Chand & Sons – New Delhi.
3. P.C. Tripathi & P.N Reddy, Principles of Managements - Tata Mc.Graw Hill – New Delhi.
4. Weihrich and Koontz, Management – A Global Perspective
5. N.Premavathy, Principles of Management - Sri Vishnu Publication - Chennai.
6. J.Jayasankar, Business Management - Margham Publication - Chennai.



  
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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC06**

**CORE-VI: ORGANISATIONAL BEHAVIOUR**

**UNIT I**

Need and scope of organizational behaviour - Theories of organization - Individual difference Vs Group intelligence tests -Measurement of intelligence - Personality Tests - Nature – Types and uses of perception.

**UNIT II**

Motivation - Financial and non -Financial motivational techniques - Job satisfaction - meaning - Factors - Theories -Measurement -Morale - Importance - Employee attitudes and behavior and their significance to employee productivity.

**UNIT III**

Work environment -Good house keeping practices - Design of work place - Fatigue – Causes and prevention and their importance - Leadership -Types and theories of leadership

**UNIT IV**

Group dynamics -Cohesiveness - Co-operation - Competition - Resolution - Sociometry - Group norms - Role position status

**UNIT V**

Organizational culture and climate - Organizational Development

**Recommended Books**

1. Uma Sekaran, Organisational Behaviour Text & cases, 2nd edition, Tata McGraw Hill Publishing CO.Ltd
2. Gangadhar Rao, Narayana , V.S.P Rao, Organisational Behaviour 1987, Reprint 2000, Konark Publishers Pvt.Ltd , 1 st edition
3. S.S. Khanka , Organisational Behaviour , S.Chand & Co , New Delhi .
4. J.Jayasankar , Organisational Behaviour , Margham Publications , Chennai . 3.



  
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**BBA-DSC09**

**CORE-IX HUMAN RESOURCE MANAGEMENT**

**UNIT I**

Nature and scope of Human Resources Management – Differences between personnel management and HRM – Environment of HRM – Human resource planning – Recruitment – Selection – Methods of Selection – Uses of various tests – interview techniques in selection and placement.

**UNIT II**

Induction – Training – Methods – Techniques – Identification of the training needs – Training and Development – Performance appraisal – Transfer – Promotion and termination of services – Career development.

**UNIT III**

Remuneration – Components of remuneration – Incentives – Benefits – Motivation – Welfare and social security measures.

**UNIT IV**

Labour Relation – Functions of Trade Unions – Forms of collective bargaining- Workers' participation in management – Types and effectiveness – Industrial Disputes and Settlements (laws excluded)

**UNIT V**

Human Resource Audit – Nature – Benefits – Scope – Approaches.

**REFERENCE BOOKS :**

1. Human Resource Management – V S P Rao
2. Human Resource Management – Ashwathappa
3. Human Resource Management – Garry Deseler
4. Human Resource Management – L M Prasad
5. Human Resource Management – Tripathi.



  
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**BBA-DSC10**

**CORE-X: BUSINESS REGULATORY FRAME WORK**

**UNIT I**

Brief outline of Indian Contracts Act - Special contracts Act - Sale of goods Act - Contract of Agency

**UNIT II**

Brief outline of Indian Companies Act 1956.

**UNIT III**

Brief outline of FEMA - Consumer Protection Act

**UNIT IV**

The laws of Trade Marks - Copyright - Patents - Designs - Trade related Intellectual Property Rights. (TRIPS) RTP -IDRA -an overview

**UNIT V**

Brief outline of Cyber Laws

**Recommended Text books**

1. N.D.Kapoor, 1993, Business Laws, Sultan Chand, New Delhi
2. K.S.Anantharaman, 2003 Business and Corporate Laws ,Sitaraman&co. Pvt.Ltd.
3. Chandrasekaran ,2004 Sitaraman&co Pvt Ld , Intellectual Property Law
4. Bare Acts- FEMA , Consumer Protection Act
5. Acharya -2004, Intellectual Property Rights Asia Law House Publication,



  
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**BBA-DSC14**

**CORE-XIV: RESEARCH METHODOLOGY**

**UNIT-I**

Introduction to Business Research - Research in Business – Research Process- Research need, formulating the problem, designing, sampling, pilot testing .

**UNIT –II**

Research Design- Exploratory, Descriptive, Casual, Formulation of hypothesis - types. Measurement- characteristics of sound measurement tool, Scaling methods and sampling techniques.

**UNIT –III**

Sources and Collection of Data- : Primary and secondary sources, survey observation, experimentation- details and evaluation. - Questionnaires – schedules, data entry, tabulation & cross tabulation-and Graphic presentation . Data.

**UNIT –IV**

Analysis and Preparation: Hypothesis testing – statistical significance, statistical testing procedure. Tests of significance- -Simple Correlation -Regression .

**UNIT –V**

Presenting results and writing the report: - The written research Report.

**REFERENCE**

1. Donald R Cooper, Business Research Methods 7th Ed, McGraw Hill, 2001
2. Krishnaswami OR, M.Ranganatham, Methodology of Research for Social Science, Himalaya, Mumbai, 2001.
3. Anderson J. et.al, Thesis and Assignment writing, Wiley Eastern
4. Research Methodology by C.R. Kothari



  
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**BBA-DSC15**

**CORE-XV: OPERATIONS MANAGEMENT**

**UNIT – I**

Introduction: Nature and Scope of Operations Management. Production design & Process planning: Plant location: Factors to be considered in Plant Location – Plant Location Trends.

**UNIT – II**

Layout of manufacturing facilities: Principles of a Good Layout – Layout Factors – Basic Types of Layout – Service Facilities.

**UNIT – III**

Production and Inventory Control: Basic types of production – Basic Inventory Models – Economic Order Quantity, Economic Batch Quantity – Reorder point – Safety stock – Classification and Codification of stock – ABC classification – Procedure for Stock Control, Materials Requirement Planning (MRP). JIT.

**UNIT – IV**

Methods Analysis and Work Measurement: Methods Study Procedures – The Purpose of Time Study – Stop Watch Time Study – Performance Rating – Allowance Factors – Standard Time – Work Sampling Technique. Quality Control: Purposes of Inspection and Quality Control – Acceptance Sampling by Variables and Attributes – Control Charts.

**UNIT – V**

Service Operations Management: Introduction – Types of Service – Service Encounter – Service Facility Location – Service Processes and Service Delivery.

**Reference Books**

1. Buffa, E.S. and Sarin, R., Modern Productions / Operations Management, 8th Edition, Wiley, 2007.
2. Chary, S.N., Production and Operations Management, 5th Edition, Tata McGraw-Hill, 2012.
3. B.Mahadevan, Operations Management, 2nd Edition, Pearson, 2010.
4. Lee Krajewski, Larry P Ritzman., Manoj K Malhotra & Samir K Srivastava, Operations Management, 9th Edition, Pearson, 2011.
5. Heizer, J., Render, B. and Rajashekhar, J., Operations Management, 9th Edition, Pearson, 2009.
6. Panneerselvam, R., Production and Operations Management, 3rd Edition, PHI Learning, 2012.
7. Srinivasan, G., Quantitative Models in Operations and Supply Chain Management, PHI Learning Pvt. Ltd



  
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**SYLLABUS WITH EFFECT FROM 2020-2021**

**BBA-DSC17**

**CORE-XVII: BUSINESS ENVIRONMENT**

**UNIT I**

The concept of Business Environment – Its nature and significance – Brief overview of political – Cultural – Legal – Economic and social environments and their impact on business and strategic decisions

**UNIT II**

Political Environment – Government and Business relationships in India

**UNIT III**

Social environment – Cultural heritage- Social attitudes – Castes and communities – Joint family systems – linguistic and religious groups – Types of social organization

**UNIT IV**

Economic Environment – Economic systems and their impact of business – Fiscal deficit -- Plan investment – Five year planning.

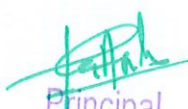
**UNIT V**

Financial Environment – Financial system – Commercial bank – Financial Institutions – RBI Stock Exchange – IDBI – Non Banking Financial Companies NBFCs

**RECOMMENDED TEXTS**

1. Francis Cherunilam, 20002, Business environment, Himalaya Publishing House, 11<sup>th</sup> Revised Edition, India.
2. Dr.S.Sankaran, Business Environment, Margham Publications
3. K.Ashwathappa, 1997, Essentials of Business Environment, Himalaya Publishing House, 6<sup>th</sup> Edition, India
4. Joshi Rosy Kapoor Sangam, Business Environment, Kalyani Publishers, Ludhiana



  
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**BBA-DSE2A**

**ELECTIVE-II(A): CUSTOMER RELATIONSHIP  
MANAGEMENT**

**UNIT-I**

Communication - need/ Mode of communication – barriers, channels of communication - oral - written -listening skill – Verbal skill- interpersonal communication and intra personal communication , Essentials of business letter.

**UNIT -II**

CRM - concept and approach - CR in competitive environment public relation and image building

**UNIT -III**

Banker - customer relationship -retaining and enlarging customer base - customer services - quality circle.

**UNIT -IV**

Nature and types of customer - complaint redressal methods Talwar and Goiporia committee report, customer service committee, customer day - Copra Forum - ombudsman.

**UNIT - V**

Market Segment - Customer Data Base - Market Research. Review and Evaluation of Customer Satisfaction.

**Recommended Books**

1. H.Peeru Mohamed & A. Sangadevan , Customers Relationship Management - A Step –by – step approach , Vikas Publishing House Private Limited , Noida .
2. Mukesh Chaturvedi Abhinav , Chaturvedi , Customers Relationship Management – An Indian Perspective , Excel Books , New Delhi .



  
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**B.Com. (GENERAL) DEGREE COURSE**  
**SYLLABUS WITH EFFECT FROM 2020-2021**

**BGE-CSC19**

**CORE-XIX: ENTREPRENEURIAL DEVELOPMENT**

Common to BCom(A&F) as Elective, BCom(CS),  
BCom(BM), BCom(MM) & BCom(ISM)

**Inst.Hrs : 6**

**Credits : Core 4 / Elective 5**

**YEAR: III**

**SEMESTER: VI**

**Course Objectives:**

1. To enable the students to understand the concept of Entrepreneurship and to learn the professional behavior expected of an entrepreneur.
2. To identify significant changes and trends which create business opportunities and to analyze the environment for potential business opportunities.
3. To provide conceptual exposure on converting idea to a successful entrepreneurial firm.

**OUTCOME**

- On completion of syllabus student will understand on the basic concepts of entrepreneurship and business opportunities to familiars with knowledge about business and project reports for starting a new ventures on team based.

**UNIT I: Entrepreneurship**

Entrepreneur : Meaning of entrepreneurship – Types of Entrepreneurship – Traits of entrepreneurship – Factors promoting entrepreneurship- Barriers to entrepreneurship- the entrepreneurial culture- Stages in entrepreneurial process – Women entrepreneurship and economic development- SHG.

**UNIT II: Developing Successful Business Ideas**

Recognizing opportunities – trend analysis – generating ideas – Brainstorming, Focus Groups, Surveys, Customer advisory boards, Day in the life research – Encouraging focal point for ideas and creativity at a firm level-Protecting ideas from being lost or stolen – Patents and IPR.

**UNIT III: Opportunity Identification and Evaluation**

Opportunity identification and product/service selection – Generation and screening the project ideas – Market analysis, Technical analysis, Cost benefit analysis and network analysis- Project formulation – Assessment of project feasibility- Dealing with basic and initial problems of setting up of Enterprises.

**UNIT IV: Business Planning Process**

Meaning of business plan- Business plan process- Advantages of business planning- preparing a model project report for starting a new venture (Team-based project work).

**UNIT V: Funding**

Sources of Finance- Venture capital- Venture capital process- Business angles- Commercial banks- Government Grants and Schemes.



  
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**U.G. DEGREE COURSE**

**PART – IV - VALUE EDUCATION**

**Common for all U.G. & Five Year Integrated Courses**  
**(Effective from the Academic Year 2012 – 2013)**

**SYLLABUS**

**CREDITS: 2**

**III YEAR / V SEM**

- Objective:** Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures. Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.
- UNIT I:** Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.
- UNIT II:** Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.
- UNIT III:** Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.
- UNIT IV:** Environment and Ecological balance – interdependence of all beings – living and non-living. The binding of man and nature – Environment conservation and enrichment.
- UNIT V:** Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry – Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.



  
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# UNIVERSITY OF MADRAS

## U.G. DEGREE COURSE

### ENVIRONMENTAL STUDIES PROGRAMME

ABILITY ENHANCEMENT COMPULSORY COURSES

(AECC- Environmental Studies)

Syllabus with effect from the academic year 2018-2019

( i.e. for batch of candidates admitted to the course from the academic year 2017-18)

Credits: 2

II Year / III/IV Sem.

#### Unit 1: Introduction to Environmental Studies

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

#### Unit 2 : Ecosystem (2 lectures)

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:  
Food chains, food webs and ecological succession, Case studies of the following ecosystem:
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

#### Unit 3: Natural Resources : Renewable and Non – renewable Resources ( 6 lectures)

- Land resources and land use change: Land degradation, soil erosion and desertification.
- Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water ( international and inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

#### Unit 4: Biodiversity and Conservation ( 8 lectures)

- Levels of biological diversity: genetics, species and ecosystem diversity, Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots
- India as a mega- biodiversity nation, Endangered and endemic species of India.
- Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

#### Unit 5: Environmental Pollution (8 lectures)

- Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise Pollution.
- Nuclear hazards and human health risks
- Solid waste management: Control measures of urban and industrial waste
- Pollution case studies.



  
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## U.G. DEGREE COURSE

### Unit 6: Environmental Policies & Practices ( 8 lecturers)

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

### Unit 7: Human Communities and the Environment (7 lectures)

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

### Unit 8 : Field Work (6 lectures)

- Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
- Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystem- pond, river, Delhi Ridge etc.

(Equal to 5 Lectures)

### Suggested Readings:

1. Carson , R. 2002.Silent Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India's Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.
10. Pepper,I.L.,Gerba,C.P & Brusseau,M.L.2011.Environmental and Pollution Science. Academic Press.
11. Rao,M.N.& Datta,A.K1987.Waste Water Treatment. Oxford and IBH Publishing Co.Pvt.Ltd.
12. Raven,P.H.,Hassenzahl,D.M & Berg,L.R.2012.Environment.8<sup>th</sup> edition. John Wiley & sons.



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13. Rosencranz, A., Divan, S., & Noble, M.L. 2001. Environmental law and policy in India. Tirupathi 1992.
14. Sengupta, R. 2003. Ecology and Economics: An approach to sustainable development. OUP
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. Ecology, Environmental Science and Conservation. S.Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H (eds). 2013. Conservation Biology :Voices from the Tropics. John Willey & Sons.
17. Thapar, V. 1998. Land of the Tiger: A Natural History of the Indian Subcontinent.
18. Warren, C.E. 1971. Biology and water Pollution Control. WB Saunders.
19. Willson, E.O. 2006. The Creation: An appeal to save life on earth.. New York: Norton.
20. World Commission on Environment and Development. 1987. Our Common Future. Oxford University Press.

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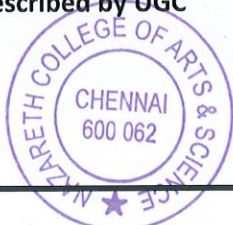
## **Undergraduate Programme In Computer Applications**

### **Syllabus for BCA (With effect from the Academic Year 2020-21)**

**February 2020**

### **Learning Outcome Based Curriculum Framework**

**Note: The Committee is designed Learning Outcome Based Curriculum Framework of Under Graduate Bachelor of Computer Application Program prescribed by UGC**



  
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**OBJECTIVES:**

- To provide students with an overview and understanding of e-commerce with a specific emphasis on Internet Marketing.
- To explore the major issues associated with e-commerce-security, privacy, intellectual property rights, authentication, encryption, acceptable use policies, and legal liabilities.

**OUTCOMES:**

- Obtain a general understanding of basic business management concepts.
- Have complete knowledge about basic technical concepts relating to E-Commerce.
- Obtain thorough understanding about the security issues, threats and challenges of E-Commerce.

**UNIT - I**

History of E-commerce and Indian Business Context: E-Commerce –Emergence of the Internet –Emergence of the WWW – Advantages of E-Commerce – Transition to E-Commerce in India – The Internet and India – E-transition Challenges for Indian Corporate. Business Models for E-commerce: Business Model – E-business Models Based on the Relationship of Transaction Parties - E-business Models Based on the Relationship of Transaction Types.

**UNIT - II**

Enabling Technologies of the World Wide Web: World Wide Web – Internet Client-Server Applications – Networks and Internets – Software Agents – Internet Standards and Specifications – ISP. e-Marketing :Traditional Marketing – Identifying Web Presence Goals – Online Marketing – E-advertising – E-branding.

**UNIT - III**

E-Security: Information system Security – Security on the Internet – E-business Risk Management Issues – Information Security Environment in India. Legal and Ethical Issues : Cybers talking – Privacy is at Risk in the Internet Age – Phishing – Application Fraud – Skimming – Copyright – Internet Gambling – Threats to Children.

**UNIT - IV**

e-Payment Systems: Main Concerns in Internet Banking – Digital Payment Requirements – Digital Token-based e-payment Systems – Classification of New Payment Systems – Properties of Electronic Cash – Cheque Payment Systems on the Internet – Risk and e-Payment Systems – Designing e-payment Systems – Digital Signature – Online Financial Services in India - Online Stock Trading.

**UNIT - V**

Information systems for Mobile Commerce: What is Mobile Commerce? – Wireless Applications –Cellular Network – Wireless Spectrum – Technologies for Mobile Commerce – Wireless Technologies –Different Generations in Wireless Communication – Security Issues Pertaining to Cellular Technology. Portals for E-Business: Portals – Human Resource Management – Various HRIS Modules.

**TEXT BOOK:**

1. P.T.Joseph, S.J., "*E-Commerce - An Indian Perspective*", PHI 2012, 4<sup>th</sup> Edition.

**REFERENCE BOOKS:**

1. David Whiteley, "*E-Commerce Strategy, Technologies and Applications*", Tata McGraw Hill, 2001.
2. Ravi Kalakota, Andrew B Whinston, "*Frontiers of Electronic Commerce*", Pearson 2006, 12<sup>th</sup> Impression.

**WEB REFERENCES:**

- <https://www.docsity.com/en/e-commerce-notes-pdf-lecture-notes-university-level/2484734/>
- <https://magnetoitsolutions.com/blog/advantages-and-disadvantages-of-ecommerce>
- [https://www.researchgate.net/publication/320547139ECommerce\\_Merits\\_and\\_Demerits\\_A\\_Review\\_Paper](https://www.researchgate.net/publication/320547139ECommerce_Merits_and_Demerits_A_Review_Paper)





**OBJECTIVES:**

- Gain a good understanding of the architecture and functioning of Database Management Systems
- Understand the use of Structured Query Language (SQL) and its syntax.
- Apply Normalization techniques to normalize a database.
- Understand the need of transaction processing and learn techniques for controlling the consequences of concurrent data access.

**OUTCOMES:**

- Describe basic concepts of database system
- Design a Data model and Schemas in RDBMS
- Competent in use of SQL
- Analyze functional dependencies for designing robust Database

**UNIT - I**

Introduction to DBMS– Data and Information - Database – Database Management System – Objectives - Advantages – Components - Architecture. ER Model: Building blocks of ER Diagram – Relationship Degree – Classification – ER diagram to Tables– ISA relationship – Constraints – Aggregation and Composition – Advantages

**UNIT - II**

Relational Model: CODD's Rule- Relational Data Model - Key - Integrity – Relational Algebra Operations – Advantages and limitations – Relational Calculus – Domain Relational Calculus - QBE.

**UNIT - III**

Structure of Relational Database. Introduction to Relational Database Design - Objectives – Tools – Redundancy and Data Anomaly – Functional Dependency - Normalization – 1NF – 2NF – 3NF – BCNF. Transaction Processing – Database Security.

**UNIT - IV**

SQL: Commands – Data types – DDL - Selection, Projection, Join and Set Operations – Aggregate Functions – DML – Modification - Truncation - Constraints – Subquery.

**UNIT - V**

PL/SQL: Structure - Elements – Operators Precedence – Control Structure – Iterative Control - Cursors - Procedure - Function - Packages – Exceptional Handling - Triggers.

**TEXT BOOK:**

1. S. Sumathi, S. Esakkirajan, “*Fundamentals of Relational Database Management System*”, Springer International Edition 2007.

**REFERENCE BOOKS:**

1. Abraham Silberchatz, Henry F. Korth, S. Sudarshan, “*Database System Concepts*”, McGrawHill 2019, 7<sup>th</sup> Edition.
2. Alexis Leon & Mathews Leon, “*Fundamentals of DBMS*”, Vijay Nicole Publications 2014, 2<sup>nd</sup> Edition.

**WEB REFERENCES:**

- NPTEL & MOOC courses titled Relational Database Management Systems
- <https://nptel.ac.in/courses/106106093/>
- <https://nptel.ac.in/courses/106106095/>



  
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**OBJECTIVES:**

The aim of the mini project is that the student has to understand the real time software development environment. The student should gain a thorough knowledge in the problem, he/she has selected and the language / software, he/she is using.

**Project planning:**

The B.Sc (Computer Science / Software Application)/BCA Major Project is an involved exercise, which has to be planned well in advance. The topic should be chosen in the beginning of final year itself. Related reading training and discussions of first internal project viva voce should be completed in the first term of final year.

**I Selection of the project work**

Project work could be of three types.

**a) Developing solution for real life problem**

In this case a requirement for developing a computer-based solution already exists and the different stages of system development life cycle is to be implemented successfully. Examples are accounting software for particular organization, computerization of administrative function of an organization, web based commerce etc.

**b) System Software Project**

Projects based on system level implementation. An example is a Tamil language editor with spell checker, compiler design.

**b) Research level project**

These are projects which involve research and development and may not be as structured and clear cut as in the above case. Examples are Tamil character recognition, neural net based speech recognizer etc. This type of projects provides more challenging opportunities to students.

**II Selection of team**

To meet the stated objectives, it is imperative that major project is done through a team effort. Though it would be ideal to select the team members at random and this should be strongly recommended, due to practical consideration students may also be given the choice of forming themselves into teams with three members. A team leader shall be selected. Team shall maintain the minutes of meeting of the team members and ensure that tasks have been assigned to every team member in writing. Team meeting minutes shall form a part of the project report. Even if students are doing project as groups, each one must independently take different modules of the work and must submit the report.

**III Selection of Tools**

No restrictions shall be placed on the students in the choice of platform/tools/languages to be utilized for their project work, though open source is strongly recommended, wherever possible. No value shall be placed on the use of tools in the evaluation of the project.

**IV Project management**

Head of the Department / Principal of the college should publish the list of student's project topic, internal guide and external organization and teams agreed before the end of July. Changes in this list may be permitted for valid reasons and shall be considered favorably by the Head of the department / Principal of the college any time before commencement of the project. Students should submit a fortnightly report of the progress, which could be indication of percentage of completion of the project work. The students should ideally keep a daily activity book. Team meeting should be documented and same should be submitted at the end of the project work.

**V Documentation**

Three copies of the project report must be submitted by each student (one for department library, one for the organization where the project is done and one for the student himself/herself). The final outer dimensions of the project report shall be 21cm X 30 cm. The color of the flap cover shall be light blue. Only hard binding should be done. The text of the report should be set in 12 pt, Times New Roman, 1.5 spaced.

Headings should be set as follows: CHAPTER HEADINGS 16 pt, Arial, Bold, All caps, Centered.

1. Section Headings 14 pt Bookman old style, Bold, Left adjusted.

1.1 Section Sub-heading 12 pt, Bookman old style.

Title of figures tables etc are done in 12 point, Times New Roman, Italics, centered.

Content of the Project should be relevant and specify particularly with reference to the work. The report should contain the requirement specification of the work, Analysis, Design, Coding, testing and Implementation strategies done.

- Organizational overview (of the client organization, where applicable)
- Description of the present system
- Limitations of the present system



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- The Proposed system - Its advantages and features
- Context diagram of the proposed system
- Top level DFD of the proposed system with at least one additional level of expansion
- Program List (Sample code of major functions used)
- Files or tables (for DBMS projects) list. List of fields or attributes (for DBMS projects) in each file or table.
- Program – File table that shows the files/tables used by each program and the files are read, written to, updated, queried or reports were produced from them.
- Screen layouts for each data entry screen.
- Report formats for each report.

**Some general guidelines on documentation are:**

1. Certificate should be in the format: **"Certified that this report titled.....is a bonafide record of the project work done by Sri/ Kum .....under our supervision and guidance, towards partial fulfillment of the requirement for award of the Degree of B.Sc Computer Science/BCA of XXX College"** with dated signature of internal guide, external guide and also Head of the Department/ College.
2. If the project is done in an external organization, another certificate on the letterhead of the organization is required: **"Certified that his/her report titled .....is a bonafide record of the project work done by Sri/Kum.....under my supervision and guidance, at the .....department of..... (Organization) towards partial fulfillment of the requirement for the award of the Degree of B.Sc (Computer Science)/BCA of XXX College.**
3. Page numbers shall be set at right hand bottom, paragraph indent shall be set as 3.
4. Only 1.5 space need be left above a section or subsection heading and no space may be left after them.
5. References shall be IEEE format (see any IEEE magazine for detail) While doing the project keep note of all books you refer, in the correct format and include them in alphabetical order in your reference list.

**VI Project Evaluation:**

**Internal Assessment**

There shall be six components that will be considered in assessing a project work with weightage as indicated.

1. Timely completion of assigned tasks as evidenced by team meeting minutes 20%
2. Individual involvement, team work and adoption of industry work culture 10%
3. Quality of project documentation (Precision, stylistics etc) 10%
4. Achievement of project deliverables 20%
- 5 Effective technical presentation of project work 10%
6. Viva 30%

Based on the above 6 components internal mark (10) can be awarded.

**External Assessment**

Dissertation/Project submitted at the end of third year shall be valued by two examiners appointed by the Controller for the conduct of practical exam. The board of examiners shall award 40 marks based on the following components.

1. Achievement of project deliverables - 15 Marks
2. Effective technical presentation of project work - 10 Marks
3. Project Viva - 15 Marks

There shall be a common written examination conducted for all the candidates in each group together for a minimum of 10 minutes.

- (i) Requirement Specification of Project
- (ii) Design of Project
- (iii) Testing and Implementation of Project



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**Organizational Behaviour**  
**SEMESTER I – CORE PAPER - 3**

**COURSE CODE:** Com 205  
**L:P:T:S**  
**EXAM HOURS:** 3

**CREDITS:** 4  
**CIA MARKS:** 25  
**ESE MARKS:** 75

**COURSE OBJECTIVES:**

To provide knowledge on employees' behaviour and their managerial implications and to impart knowledge on organizational dynamics

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                                                                             |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Infer the organizational behaviour needs and approaches in global scenario (U)                                                                              |
| <b>CO2</b> | Identify the progress and challenges in organizational change management and the role of politics( P)                                                       |
| <b>CO3</b> | Explain the organizational communication and types of stress management (U)                                                                                 |
| <b>CO4</b> | Compare the organizational culture and its effectiveness (U)                                                                                                |
| <b>CO5</b> | Illustrate the Systems approach to change, intervention strategy model, total project management model organize the organizational change in management (U) |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | 3            |
| <b>CO 2</b> | 3            | -            | 3            |
| <b>CO 3</b> | 3            | -            | 3            |
| <b>CO 4</b> | 3            | -            | 3            |
| <b>CO5</b>  | 3            | -            | 3            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



  
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| Unit | Contents of Module                                                                                                                                                                                                                              | Hrs | CO |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Introduction to Organizational Behaviour - Meaning - Elements - Need - Approaches - Models -Global Scenario.                                                                                                                                    | 15  | 1  |
| 2    | Individual Behaviour - Personality - Learning - Attitudes - Perception - Motivation - Relevance to Organizational Behaviour - Group behaviour - Group Dynamics - Group Norms - Group Cohesiveness - Their relevance to Organizational Behaviour | 15  | 2  |
| 3    | Organizational communication - Meaning, Importance, Process, Barriers - Methods to reduce barriers - Principles of effective communication - Stress - Meaning - Types - Stress management                                                       | 15  | 3  |
| 4    | Organizational Dynamics - Organizational Effectiveness - Meaning, Approaches - Organizational Culture - Meaning, Significance - Organizational Climate - Implications on Organizational Behaviour                                               | 15  | 4  |
| 5    | Organizational change - Meaning - Resistance to change - Management of change                                                                                                                                                                   | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks  
PART B - 5 OUT OF 7 = 5 X 5 = 25 marks  
PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Mishra - Organizational Behaviour - Vikas Publishing House Pvt. Ltd
2. Chandran - Organizational Behaviour - Vikas Publishing House Pvt Ltd
3. L.M. Prasad, - Organizational Behaviour - 3rd Edition Reprint - Sultan Chand & Sons
4. Gupta.Shahi.K & Joshi Rosy Wahia, 2004 - Organizational Behaviour - 1st Edition - Kalyani Publishers
5. Gregory Moorhead, Ricky W. Griffin - Organizational Behaviour - Published by Bixtantra
6. Chauhan R.K. - Organisational Behaviour - Tamilnadu Book House.

#### WEB REFERENCES:

[www.journals.elsevier.com](http://www.journals.elsevier.com)  
[www.unesco.org](http://www.unesco.org)  
[www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)



  
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**Managerial Economics**  
**SEMESTER I – CORE PAPER - 4**

**COURSE CODE:** Com 207  
**L:P:T:S**  
**EXAM HOURS:** 3

**CREDITS:** 4  
**CIA MARKS:** 25  
**ESE MARKS:** 75

**COURSE OBJECTIVES:**

To offer expertise and knowledge on the application of economic theories and concepts to business decisions

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                |
|------------|------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Illustrate the applications of managerial economics in business decision-making.               |
| <b>CO2</b> | Outline the economic principles and best practices in business. (U)                            |
| <b>CO3</b> | Demonstrate how to estimate demand on the basis of available data. (U)                         |
| <b>CO4</b> | Explain how to make price and quantity competition decisions in various market structures. (U) |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

**Managerial Economics**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | -            |
| <b>CO 2</b> | 3            | -            | -            |
| <b>CO 3</b> | 3            | -            | -            |
| <b>CO 4</b> | 3            | -            | -            |
| <b>CO5</b>  | 3            | -            | -            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



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| Unit | Contents of Module                                                                                                                                                                                                                                               | Hrs | CO |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | The Scope and Methods of Managerial Economics -Risk -uncertainty and probability analysis - Approach to managerial decision making and the theory of firm.                                                                                                       | 15  | 1  |
| 2    | Demand analysis, basic concepts and tools of analysis for demand forecasting, use of business indicators; demand forecasting for consumer goods, Consumer durable and capital goods.                                                                             | 15  | 2  |
| 3    | Concepts in resource allocation, cost analysis; breakeven analysis, short run and long run cost functions; production function: cost -price -output relations -Capital investment analysis - Economics of size and capacity utilization input -output –analysis. | 15  | 3  |
| 4    | Market structure, Pricing and output; general equilibrium. Product policy, rates, promotion and market strategy -Advertising rates model- Advertisement budgeting.                                                                                               | 15  | 4  |
| 5    | Pricing objectives -pricing methods and approaches -Product line pricing -Differential pricing - Monopoly policy restrictive agreements -Price discrimination -Measurement of economic concentration -Policy against monopoly and restrictive trade practices.   | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Peterson, Managerial Economics 4th Ed. Pearson Education, New Delhi,
2. Spencer, M.H. : Managerial Economics, Text Problems and Short Cases
- 3 Mote and Paul: Managerial Economics TMH, New Delhi
- 4 Sampat Mokherjee, Business and Managerial Economics Calcutta New Central Book Agency
- 5 Dwivedi D N Managerial Economics, New Delhi Vikas

Note: The proportion between theory oriented and problem oriented questions in the University examination shall be 60:40.



  
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**Strategic Human Resource Management and Development**  
**SEMESTER I – ELECTIVE PAPER - 1**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To provide knowledge on understanding managing human resources in the organizations, and to offer exposure on human resources practices in organizations

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                  |
|------------|--------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Explain the strategic framework human resource management and Human resource development (U)     |
| <b>CO2</b> | Explain the HR policies and procedures of E - Employee profile, E- selection and recruitment (U) |
| <b>CO3</b> | Outline the cultural aspects of domestic and international HRM. (U)                              |
| <b>CO4</b> | Interpret career management concepts and build career development models. (U)                    |
| <b>CO5</b> | Outline the role of HR in coaching and counselling employees. (U)                                |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | 3            |
| <b>CO 2</b> | 3            | -            | 3            |
| <b>CO 3</b> | 3            | -            | 3            |
| <b>CO 4</b> | 3            | -            | 3            |
| <b>CO5</b>  | 3            | -            | 3            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



  
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| Unit | Contents of Module                                                                                                                                                                                                                                                                                                                                                                                                                     | Hrs | CO |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Meaning- Strategic framework for HRM and HRD –Vision, Mission and Value-Importance – Challenges to organisations –HRD functions –Roles of HRD professionals –HRD needs assessment – HRD practices – Measures of HRD performance – Links to HR, Strategy and business goals –HRD program implementation and evaluation – Recent trends – strategic capability, bench marking and HRD audit                                              | 15  | 1  |
| 2    | E - Employee profile – E- selection and recruitment – Virtual learning and orientation – E-training and development – E- performance management and compensation design –Development and implementation of HRIS- Designing HR portals –Issues in employee privacy –Employee surveys online                                                                                                                                             | 15  | 2  |
| 3    | Domestic Vs International HRM – Cultural dynamics – Culture assessment - Cross cultural education and training programs – Leadership and strategic HR issues in international assignments – Current challenges in outsourcing, cross border M and A-Repatriation etc. – Building multicultural organizations- international compensation                                                                                               | 15  | 3  |
| 4    | Career concepts – Roles – Career stages – Career planning and process – Career development models- Career motivation and enrichment – Managing career plateaus –Designing effective career development systems- Competencies and career management- Competency mapping models- Equity and competency based compensation                                                                                                                | 15  | 4  |
| 5    | Need for coaching – Role of HR in coaching – Coaching and performance- Skills for effective coaching – Coaching effectiveness – Need for counselling – Role of HR in counselling – Components of counselling programs –Counselling effectiveness –Employee health and welfare programs – Work stress- Sources – Consequences – Stress management techniques – Eastern and Western practices-Self management and Emotional intelligence | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Jeffrey A Mello, 'Strategic Human Resource Management', Thomson, Singapore, southwestern
2. Randy L.Desimone, Jon M. Werner – David M. Marris, 'Human Resource Development', Thomson Southwestern, Singapore
3. Robert L.Mathis and John H.Jackson, 'Human Resource Management', Thomson Southwestern, Singapore
4. Rosemary Harrison, 'Employee Development' –University Press, India Ltd, New Delhi
5. Srinivas Kandula, 'Human Resource management in Practice', Prentice Hall of India, 2005, New Delhi



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**Industrial Relations & Labour Welfare**  
**SEMESTER II – ELECTIVE PAPER - I**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To offer knowledge on managing industrial relations and the processes, regulations and the authorities regarding industrial relations

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                   |
|------------|---------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Explain the role of management and unions in the promotion of industrial relations (U)            |
| <b>CO2</b> | Outline the important causes & impact of industrial disputes and settlement procedures. (U)       |
| <b>CO3</b> | Demonstrate the judicial setup of Labour Laws, the features of welfare and wage Legislations. (U) |
| <b>CO4</b> | Inspect the social security measures and labour welfare under Labour Laws (A)                     |
| <b>CO5</b> | Interpret the different categories of labour, Economic assistance, and social protection. (U)     |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | -            |
| <b>CO 2</b> | 3            | -            | -            |
| <b>CO 3</b> | 3            | -            | -            |
| <b>CO 4</b> | 3            | -            | -            |
| <b>CO5</b>  | 3            | -            | -            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



  
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| Unit | Contents of Module                                                                                                                                                                                   | Hrs | CO |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Concepts – Importance - Industrial Relations Problems in the Public Sector- Growth of Trade Unions- Codes of conduct                                                                                 | 15  | 1  |
| 2    | Disputes – Impact – Causes – Strikes - Prevention – Industrial Peace –Government Machinery- Conciliation – Arbitration – Adjudication                                                                | 15  | 2  |
| 3    | Concept –Objectives – Scope – Need- Voluntary Welfare Measures – Statutory Welfare Measures- Labour- Welfare Funds- Education and Training Schemes                                                   | 15  | 3  |
| 4    | Causes of Accidents – Prevention –Safety – Provisions – Industrial Health and Hygiene-Importance – Problems-Occupational Hazards- Diseases – Psychological problems- counseling-statutory provisions | 15  | 4  |
| 5    | Child Labour – Female Labour- Contact Labour – Construction Labour –Agricultural labour – Disabled – Welfare of knowledge – Social Assistance – Social Security- Implications                        | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Mamoria C.B. and Sathish Mamoria , 'Dynamics of Industrial Relations', Himalaya Publishing House, New Delhi 1998
2. Dwivedi. R.S. 'Human Relations & Organisational Behaviour', Macmillan India Ltd., New Delhi, 1997
3. Ratna Sen, 'Industrial Relations in India', Shifting Paradigms, Macmillan India Ltd., New Delhi, 2003
4. Srivastava, 'Industrial Relations and Labour laws', Vikas 4 th edition, 2000
5. Venkata Ratnam C S, 'Globalisation and Labour Management Relations', Response Books, 2001

#### WEB REFERENCES:

[www.springer.com](http://www.springer.com)  
[www.emeraldinsight.com](http://www.emeraldinsight.com)  
[www.tatamcgrawhill.com](http://www.tatamcgrawhill.com)  
[www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)



  
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**CUSTOMER RELATIONSHIP MANAGEMENT  
SEMESTER II – ELECTIVE PAPER - I**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

The paper will provide skill based knowledge of Customer Relationship Management. The Syllabus describes the entire aspects of CRM. The objective of the syllabus is to make the students aware of the concepts and practices of CRM in modern businesses.

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                 |
|------------|---------------------------------------------------------------------------------|
| <b>CO1</b> | Infer about the concept of CRM and its types (U)                                |
| <b>CO2</b> | Summarize the CRM concepts with respect to Marketing and sales (U)              |
| <b>CO3</b> | Demonstrate the CRM and customer service concepts for customer satisfaction (U) |
| <b>CO4</b> | Identify the sales process management tools and E-CRM techniques (P)            |
| <b>CO5</b> | Utilize the CRM practices adopted in the diversified industry (P).              |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | -            |
| <b>CO 2</b> | 3            | -            | 3            |
| <b>CO 3</b> | 3            | -            | 3            |
| <b>CO 4</b> | 3            | -            | 3            |
| <b>CO5</b>  | 3            | -            | 3            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



  
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| Unit | Contents of Module                                                                                                                                                                                                                                          | Hrs | CO |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Introduction, Meaning and definitions of CRM- Objective of CRM - benefits of CRM - CRM concept; Acquiring customers, customer Retention, loyalty, and optimizing the customer experience. Types of CRM.                                                     | 15  | 1  |
| 2    | CRM in Marketing: One-to-One and Relationship Marketing,, Cross Selling & Up Selling, Behaviour Predicting, customer Profitability & Value Modeling, Channel Optimization, Event-based Marketing.                                                           | 15  | 2  |
| 3    | CRM and Customer Service: The Call Centre and customer care, call routing, Call Scripting, Customer Satisfaction – meaning, definition and significance- Customer Satisfaction Measurement.                                                                 | 15  | 3  |
| 4    | Sales Force Automation – Sales Process Management, Contact Management, Lead Management and Knowledge management. Field Force Automation. SFA and mobile CRM - E- CRM in business, Analytical CRM: Data warehousing and Data Mining concepts; Data analysis. | 15  | 4  |
| 5    | Customer relationship management practice in retails industry, hospitality industry, banking industry, Insurance industry, telecom industry, aviation industry and in education.                                                                            | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Stanley A. Brown: Customer relationship management, John Wiley & Sons Canada, Ltd.
2. Jagdish Seth, Et al: Customer relationship management
3. Paul Greenberg: CRM at the speed of light: capturing and keeping customer in internet real time
4. Jill Dyche: The CRM handbook: a business guide to customer relationship management, Addison Wesley Information Technology Series
5. Patrica 13. Ramaswamy, et al: Harvard business review on customer relationship management
6. Bernd H Schmitt: customer experience management: a revolutionary approach to connecting with your customer



  
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**Research Methodology**  
**SEMESTER III – CORE PAPER-8**

**COURSE CODE:Com209**

**L:P:T:S**

**EXAM HOURS: 3**

**CREDITS: 4**

**CIA MARKS: 25**

**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To provide knowledge on research methods, techniques and the process and to develop skills in the application of research methods for business problem solving

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                                                        |
|------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Outline the basic concept of Research, the Steps involved in the Research, and the research problem. (U)                               |
| <b>CO2</b> | Demonstrate the formulation of hypothesis, sampling techniques, and sample size determination. (U)                                     |
| <b>CO3</b> | Infer the methods of data collection, construction of questionnaire, tools for data collection, testing validity, and reliability. (U) |
| <b>CO4</b> | Analyse and interpret data, through statistical applications (A)                                                                       |
| <b>CO5</b> | Apply the methods of report writing in preparing the report. (P)                                                                       |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|            | <b>PSO 1</b> | <b>PSO2</b> | <b>PSO3</b> |
|------------|--------------|-------------|-------------|
| <b>CO1</b> | 2            | 3           | 3           |
| <b>CO2</b> | 2            | 3           | 3           |
| <b>CO3</b> | 2            | 3           | 3           |
| <b>CO4</b> | 2            | 3           | 3           |
| <b>CO5</b> | 2            | 3           | 3           |

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| Unit | Contents of Module                                                                                                                                                                                                                  | Hrs | CO |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Research -Meaning and purpose -types of research -Pure and applied, survey, case study experimental, exploratory -Research Design -Steps in selection and formulation of research problem - steps in research -review of literature | 15  | 1  |
| 2    | Formulation of Hypothesis- Types, sources -Testing -sampling techniques- sampling error and sample size                                                                                                                             | 15  | 2  |
| 3    | Methods of data collection -Primary and secondary data -observation - interview - questionnaire -construction of tools for data collection -testing validity and reliability -pilot study and pre-testing                           | 15  | 3  |
| 4    | Processing and analysis of data -editing -coding -transcription- tabulation -outline of statistical analysis -descriptive statistics -elements of processing through computers -packages for analysis (SPSS)                        | 15  | 4  |
| 5    | Report writing -target audience -types of reports -contents of reports - styles and conventions in reporting -steps in drafting a report                                                                                            | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. William C Emory, Business Research Methods, Richard D Irwin, NJ
2. Donald R Cooper, Business Research Methods 7<sup>th</sup> Ed, McGraw Hill
3. Krishnaswami OR, Methodology of Research for Social Science, Himalaya, Mumbai
4. Anderson J. et.al, Thesis and Assignment writing, Wiley Eastern

#### WEB REFERENCES:

[www.tutorsindia.com](http://www.tutorsindia.com)  
[www.springer.com](http://www.springer.com)  
[www.authorstream.com](http://www.authorstream.com)  
[www.socialpsychology.org](http://www.socialpsychology.org)



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**Managerial Behaviour and Effectiveness**  
**SEMESTER III – ELECTIVE PAPER - 3**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To develop an understanding of managerial behavior in organization and to sensitize students in managing human relations and on developing managerial effectiveness

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                    |
|------------|----------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Demonstrate the dimensions of managerial job behaviour. (U)                                        |
| <b>CO2</b> | Identify the managerial talent and methods of career development. (P)                              |
| <b>CO3</b> | Outline the Industrial and Government practices in the management of managerial effectiveness. (U) |
| <b>CO4</b> | Compare the components of the organizational process. (A)                                          |
| <b>CO5</b> | Demonstrate the aspects of managing human relations.(U)                                            |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | -            |
| <b>CO 2</b> | 3            | -            | -            |
| <b>CO 3</b> | 3            | -            | -            |
| <b>CO 4</b> | 3            | -            | -            |
| <b>CO5</b>  | 3            | -            | -            |

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| Unit | Contents of Module                                                                                                                                                                                                                                                  | Hrs | CO |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Defining dimensions of managerial jobs –methods –Model –Time dimensions in managerial jobs –Effective and ineffective job behaviour –Functional and level difference in managerial job behaviour                                                                    | 15  | 1  |
| 2    | Identifying managerial talent – Selection and recruitment –Managerial skills development-pay and rewards –Managerial motivation –Effective management criteria –performance appraisal measures –balanced scoreboard –Feedback –Career management –current Practices | 15  | 2  |
| 3    | Definition –The person, process, product approaches –Bridging the Gap-Measuring Managerial Effectiveness –Current Industrial and Government practices in the Management of managerial effectiveness-the effective manager as an optimizer                           | 15  | 3  |
| 4    | Organizational processes-Organizational climate-Leader-Group influences –Job challenge – Competition –Managerial styles                                                                                                                                             | 15  | 4  |
| 5    | Organizational and managerial efforts –Self-development –Negotiation skills –Development of the competitive spirit -Knowledge management- Forecasting creativity                                                                                                    | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Peter Drucker, 'Management', Harper Row
2. Milkovich and Newman, 'compensation', McGraw-Hill international
3. Blanchard and Thacker, 'effective Training Systems, Strategies and practices' Pearson
4. Dubin, Leadership, 'Research Findings, Practices & skills', Biztantra
5. Mathis Jackson Human Resource Management', Thomson Southwestern

#### WEB REFERENCES:

[www.springer.com](http://www.springer.com)

[www.emeraldinsight.com](http://www.emeraldinsight.com)

[www.tatamcgrawhill.com](http://www.tatamcgrawhill.com)

[www.onlinelibrary.wiley.com](http://www.onlinelibrary.wiley.com)



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**Consumer Behaviour**  
**SEMESTER III – ELECTIVE PAPER - 3**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To develop knowledge and skill in the application of marketing research tools and techniques and to develop an understanding of consumer behaviour

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                                                                                                 |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CO1</b> | Identify Consumer Behaviour models (P)                                                                                                                          |
| <b>CO2</b> | Examine the impact of psychological variables, including perception, learning, motivation, personality and attitudes on Consumer's behaviour. (A)               |
| <b>CO3</b> | Demonstrate the impact of various social variables, such as culture, subcultures, family/household and reference groups, on consumer's purchasing patterns. (U) |
| <b>CO4</b> | Interpret the consumer decision-making process. (U)                                                                                                             |
| <b>CO5</b> | Explain family and household decision-making process (U)                                                                                                        |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | 3            |
| <b>CO 2</b> | 3            | -            | 3            |
| <b>CO 3</b> | 3            | -            | 3            |
| <b>CO 4</b> | 3            | -            | 3            |
| <b>CO5</b>  | 3            | -            | 3            |

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| Unit | Contents of Module                                                                                                                                                                                                                                                                                                  | Hrs | CO |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | The consumer behavior - Meeting Changes and Challenges – Perspectives towards the study of consumer behavior – Understanding about the dark side of the consumer – various consumer behavior models - Consumer behavior and marketing strategy                                                                      | 15  | 1  |
| 2    | Internal influences on Consumer behavior – Personality – self image and Life style – Consumer motivation – Consumer involvement – Consumer perception – Consumer Learning and knowledge – Consumer attitude and change                                                                                              | 15  | 2  |
| 3    | External Influences on consumer behaviour – The influences of culture on Consumer Behaviour - Subcultures and Consumer Behaviour- Social Class and Consumer Behaviour- Reference Groups and Family- Consumer Influence and the Diffusion of Innovations                                                             | 15  | 3  |
| 4    | The consumer decision process, prospect theory, heuristics, persuasion- – Consumer decision making processes – Need recognition – Information search – Consumer Evaluation process – Purchase decision – Post purchase decision – Marketing strategies involved in each stage of the process                        | 15  | 4  |
| 5    | Family and Household Decision making - The role of Reference group in purchase decisions – Word of Mouth (WOM) – Demographics and psychographics in consumer purchase decision of the Consumer- Global consumer and diffusion and innovations – Consumer behavior and social marketing - Consumer and public policy | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. Leon G.Schiffman, Leslie Lazar Kanuk, "Consumer Behaviour", Pearson Education, New Delhi
2. David L.Loudon, Albert J Della Bitta, "Consumer Behaviour", McGraw Hill, New Delhi
3. Jay D.Lindquist and M.Joseph sirgy, "Shopper, buyer & consumer Behaviour, Theory and Marketing application", Biztantra Publication, New Delhi
4. Sheth Mittal, "Consumer Behaviour A Managerial Perspective", Thomson Asia (P) Ltd., Singapore
5. Srivastava K K, "Consumer Behaviour an Indian Context", Goal Gotia Publishing Co, New Delhi
6. Gupta S L & Sumitra Pal, "Consumer Behaviour an Indian Perspectives", Sultan Chand, New Delhi
7. Raju, Dominique Xavedel, "Consumer behaviour, Concepts Applications and cases" vikas publishing house (P) Ltd., New Delhi
8. Henry Assael, Consumer behaviour strategic approach Biztantra, New Delhi



  
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**Corporate Governance & Social Responsibility**  
**SEMESTER III – Extra-disciplinary Paper**

**COURSE CODE:**  
**L:P:T:S**  
**EXAM HOURS: 3**

**CREDITS: 3**  
**CIA MARKS: 25**  
**ESE MARKS: 75**

**COURSE OBJECTIVES:**

To develop an understanding among students on ethical issues in business and good governance practices and to impart skills of analysis and capability of making business decisions

**COURSE OUTCOMES:**

At the end of the course the students will be able to

|            |                                                                                             |
|------------|---------------------------------------------------------------------------------------------|
| <b>CO1</b> | Explain the fundamentals of ethics and its implications in business (U)                     |
| <b>CO2</b> | Interpret the concepts of ethics in advertisement and environmental. (U)                    |
| <b>CO3</b> | Demonstrate the corporate social responsibility and promoting corporate responsiveness. (U) |
| <b>CO4</b> | Interpret the concepts of corporate governance and identify the board mechanism. (U)        |
| <b>CO5</b> | To outline the formation of the Birla Committee Report and its recommendations. (U)         |

**MAPPING OF COURSE OUTCOMES TO PROGRAM OUTCOMES**

|             | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> |
|-------------|--------------|--------------|--------------|
| <b>CO 1</b> | 3            | -            | -            |
| <b>CO 2</b> | 3            | -            | -            |
| <b>CO 3</b> | 3            | -            | 3            |
| <b>CO 4</b> | 3            | -            | -            |
| <b>CO5</b>  | 3            | -            | -            |

**3- Strong Correlation    2- Medium Correlation    1- Low Correlation**



  
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| Unit | Contents of Module                                                                                                                                                                                                                                                                                                     | Hrs | CO |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1    | Concept of ethics - sources -- values - codes of conduct - what is an ethical issue? - Ethical theory and its applications to business/morality and ethical theory – Ethical management - love and reverence in work and life - strengthening personal and organizational integrity - the spiritual core of leadership | 15  | 1  |
| 2    | Advertising and information disclosures - environmental responsibility - ethics and ecology - employee rights - conflict of interests - work ethics - professional ethics and responsibility                                                                                                                           | 15  | 2  |
| 3    | Corporate Social Responsibility (CSR) - meaning - promoting corporate responsiveness - managing socially responsible business                                                                                                                                                                                          | 15  | 3  |
| 4    | Corporate Governance – Meaning and scope – Origin- Practices – Shareholders Vs. Stakeholders approach –Board mechanism, Role and duties of the directors-Chairman-Governance committees                                                                                                                                | 15  | 4  |
| 5    | Codes of governance –Birla committee report                                                                                                                                                                                                                                                                            | 15  | 5  |

#### QUESTION PAPER PATTERN:

PART A - 10 OUT OF 12 = 10 X 1 = 10 marks

PART B - 5 OUT OF 7 = 5 X 5 = 25 marks

PART C - 4 OUT OF 6 = 4 X 10 = 40 marks

#### RECOMMENDED TEXT BOOKS:

1. A M A, "Corporate Governance And Business Ethics", Excel Books
2. Cannon Tom, "Corporate responsibility. A textbook on business ethics, governance, environment: role and responsibilities", Pitman, London
3. Hoffman, W. Michael, et, "Corporate Governance and Institutionalizing Ethics", Lexington Books
4. Sutton, Brenda, editor, "The Legitimate Corporation; Essential Readings in Business Ethics & Corporate Governance", Blackwell Publishers
5. Manual Vela Squez, "Business Ethics Concepts and Cases", Prentice Hall, New Jersey
6. Kenneth Blanchard and Norman Vincent Peale, "The Power of Ethical Management", New York, William Morrow & Co.,
7. Sekhar R C, "Ethical Choices in Business", Response Books
8. Kendall, Nigel, "Corporate Governance", London, Financial Times Pitman Publishing

#### WEB REFERENCES:

[www.business-ethics.com](http://www.business-ethics.com)

[www.cgi.com](http://www.cgi.com)

[www.businessethics.ca](http://www.businessethics.ca)

[www.societyforbusinessethics.org](http://www.societyforbusinessethics.org)

[e-businessethics.com](http://e-businessethics.com)



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**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**ELECTIVE III - GENDER STUDIES THROUGH LITERATURE**

| Course Code                                                                                                                                                                                                                                                                                                                                                                           | Course Name                                                                                                                 | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                             |          |   |   |   |   |         |             | CIA   | External | Total |
| 402E2A                                                                                                                                                                                                                                                                                                                                                                                | GENDER STUDIES THROUGH LITERATURE                                                                                           | Elective | Y | Y | - | - | 3       | 5           | 25    | 75       | 100   |
| Learning Objectives                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                             |          |   |   |   |   |         |             |       |          |       |
| LO1                                                                                                                                                                                                                                                                                                                                                                                   | To introduce the learners to gender studies through literary texts and theory                                               |          |   |   |   |   |         |             |       |          |       |
| LO2                                                                                                                                                                                                                                                                                                                                                                                   | To sensitise about the sociological perspectives on gender                                                                  |          |   |   |   |   |         |             |       |          |       |
| LO3                                                                                                                                                                                                                                                                                                                                                                                   | To acquaint with concepts of Sex and Gender, Gender and sexuality                                                           |          |   |   |   |   |         |             |       |          |       |
| LO4                                                                                                                                                                                                                                                                                                                                                                                   | To understand contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency |          |   |   |   |   |         |             |       |          |       |
| LO5                                                                                                                                                                                                                                                                                                                                                                                   | To gain knowledge of multiple forms of oppression and marginalization as represented in literature                          |          |   |   |   |   |         |             |       |          |       |
| Details                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                             |          |   |   |   |   |         |             |       |          |       |
| UNIT I <ul style="list-style-type: none"><li>· Concepts of Sex and Gender, Gender and sexuality- various categories</li><li>· Understanding Patriarchy</li><li>· Sociological perspectives on gender</li><li>· Gender identity, Gender role, Gender stereotyping</li><li>· Gender discrimination, Gender equity</li><li>· Gender stratification</li><li>· Intersectionality</li></ul> |                                                                                                                             |          |   |   |   |   |         |             |       |          |       |
| UNIT II : FEMININITY <ul style="list-style-type: none"><li>· The Second Sex [ Chapter from Part I – Destiny ] by Simone De Beauvoir</li><li>· “ Phenomenal Woman” – Maya Angelou</li><li>· “Persephone Falling” – Rita Dove</li><li>· “Spelling” – Margaret Atwood</li><li>· “He Replaces Poetry”- Meena Kandasamy</li><li>· Trifles – Susan Glaspell</li></ul>                       |                                                                                                                             |          |   |   |   |   |         |             |       |          |       |



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 SYLLABUS WITH EFFECT FROM 2023-2024

**UNIT III MASCULINITY**

- “What is Masculinity?” (page 1-24) from *Masculinities and Culture* –John Beynon
- “On the Move” – Thom Gunn
- “My Father’s Sadness” – Shirley Lim
- “A Lucky Man” -Jamel Brinkley
- The Power of the Dog – Thomas Savage [ Fiction ]

**UNIT IV QUEER AND TRANS VOICES**

- “Critically Queer” - Chapter 8 from *Bodies that Matter* – Judith Butler
- “Queer” – Frank Bidart
- “I am Vidya” – Living Smile Vidya [Memoir]
- The Danish Girl – David Evershoff [ Fiction ]

**UNIT V PERFORMATIVITY**

- Section II- ‘Binary Genders and the Heterosexual Contract’ from “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” by Judith Butler [ Lines beginning “To guarantee the reproduction of a given culture .....”upto Lines ending “....gender is only socially compelled and in no sense ontologically necessitated.”]
- “The Chess Players” – Munshi Premchand
- “ The Fly” – Katherine Mansfield
- Dance like a Man – Mahesh Dattani [Drama ]

**Course Outcomes**

| Course Outcomes | On completion of this course, students will                                                                                       |             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------|
| CO1             | have a general knowledge of gender studies through literary texts and theory                                                      | PO3         |
| CO2             | be sensitive about Sociological perspectives on gender                                                                            | PO2,<br>PO6 |
| CO3             | be acquainted with concepts of Sex and Gender, Gender and sexuality                                                               | PO4,<br>PO5 |
| CO4             | have understood the contemporary context in which women, queer, and gender non-conforming individuals have exercised their agency | PO6         |
| CO5             | have gained knowledge of multiple forms of oppression and marginalization as represented in literature                            |             |



  
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**SYLLABUS WITH EFFECT FROM 2023-2024**

| <b>Books for Extra Reading</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | Mary Wollstonecraft – <i>A Vindication of the Rights Of Women</i> · ·<br>Virginia Woolf – <i>A Room of one's Own</i><br>bell hooks - <i>Understanding Patriarchy</i> –<br>Elaine Showalter: <i>A literature of their own</i> :<br>Jeanette Winterson: <i>Art Objects</i> ·<br>Bell Hooks: <i>Understanding Patriarchy</i><br>Virginie Despentes- <i>King Kong theory</i> ·<br>R.W Connell- <i>Masculinities</i><br>Ruth Vanita and Saleem Kidwai: <i>Same Sex Love in India: Readings from Literature and History</i><br>Hoshang Merchant - <i>The Man who would be Queen</i>                                        |
| <b>References Books</b>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                | Judith Halberstam, Jack Halberstam. <i>Female Masculinity</i> Duke University Press, 1998<br>Crenshaw, Kimberle. <i>Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics</i><br>Revathi, A. <i>The Truth About Me: A Hijra Life Story</i><br>Jackson, S. and Scott, S. <i>Gender: A Sociological Reader</i> . Routledge.2002<br>Kimmel S Michael <i>The Gendered Society: Reader</i> . Oxford University Press.(2004)<br>Tong, Rosemarie <i>Feminist Thought: A Comprehensive Introduction</i> . Westview Press(2009) |
|                                | <b>WEB RESOURCES</b><br>Gender Studies: Foundations and Key Concepts - <a href="https://bit.ly/3MIGIRh">https://bit.ly/3MIGIRh</a><br>Phenomenal Woman - MAYA ANGELOU - <a href="https://bit.ly/3EFnd3i">https://bit.ly/3EFnd3i</a><br>1949 Simone De Beauvoir <i>The Second Sex</i> - <a href="https://bit.ly/3Oqvk8J">https://bit.ly/3Oqvk8J</a><br><a href="https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf">https://www.amherst.edu/system/files/media/1650/butler_performative_acts.pdf</a>                                                                                        |

**Mapping with Programme Outcomes:**

|             | <b>PO 1</b> | <b>PO 2</b> | <b>PO 3</b> | <b>PO 4</b> | <b>PO 5</b> | <b>PO 6</b> | <b>PO 7</b> | <b>PO 8</b> | <b>PO 9</b> | <b>PO10</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO 1</b> | S           | S           | S           | S           | S           | S           | S           | M           | S           | M           |
| <b>CO 2</b> | M           | S           | S           | S           | M           | S           | S           | M           | M           | M           |
| <b>CO 3</b> | S           | S           | S           | M           | S           | S           | S           | M           | S           | M           |
| <b>CO 4</b> | S           | S           | S           | S           | S           | S           | S           | M           | M           | M           |
| <b>CO 5</b> | S           | M           | S           | S           | S           | S           | S           | M           | M           | S           |



  
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**Mapping with Programme Specific Outcomes:**

| <b>CO /PO</b>                                                        | <b>PSO<br/>1</b> | <b>PSO<br/>2</b> | <b>PSO<br/>3</b> | <b>PSO<br/>4</b> | <b>PSO<br/>5</b> |
|----------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>CO1</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO2</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO3</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO4</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO5</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>Weightage</b>                                                     | 15               | 15               | 15               | 15               | 15               |
| <b>Weighted<br/>percentage<br/>of Course<br/>Contribution to Pos</b> | 3.0              | 3.0              | 3.0              | 3.0              | 3.0              |



  
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**[SEC] I (a)– EMPLOYABILITY SKILLS**

| Course Code                                                                                     | Course Name                                                                                     | Category | L | T | P | O | Credits | Inst. Hours | Marks         |          |       |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------|---|---|---|---|---------|-------------|---------------|----------|-------|
|                                                                                                 |                                                                                                 |          |   |   |   |   |         |             | CIA           | External | Total |
| 402S2A                                                                                          | EMPLOYABILITY SKILLS                                                                            | skill    | Y | Y | - | - | 2       | 4           | 25            | 75       | 100   |
| Learning Objectives                                                                             |                                                                                                 |          |   |   |   |   |         |             |               |          |       |
| LO1                                                                                             | To provide the students with an ability to build and enrich their communication skills.         |          |   |   |   |   |         |             |               |          |       |
| LO2                                                                                             | To outline the importance of Employability Skills for the current job market and future of work |          |   |   |   |   |         |             |               |          |       |
| LO3                                                                                             | To facilitate the learners to learn personal and professional development                       |          |   |   |   |   |         |             |               |          |       |
| LO4                                                                                             | To highlight the importance of Self-Awareness and Behavioral Skills                             |          |   |   |   |   |         |             |               |          |       |
| LO5                                                                                             | To help them think and speak imaginatively and critically                                       |          |   |   |   |   |         |             |               |          |       |
| Course Outcomes                                                                                 |                                                                                                 |          |   |   |   |   |         |             |               |          |       |
| Course Outcomes                                                                                 | On completion of this course, students will;                                                    |          |   |   |   |   |         |             |               |          |       |
| CO1                                                                                             | Analyze the various types of communication                                                      |          |   |   |   |   |         |             | PO2,PO3       |          |       |
| CO2                                                                                             | Learn about the four skills of language and get familiarized with them.                         |          |   |   |   |   |         |             | PO1, P04      |          |       |
| CO3                                                                                             | Enhance their personal and professional development                                             |          |   |   |   |   |         |             | PO5, PO6      |          |       |
| CO4                                                                                             | Gain employability Skills for the current job market and future of work                         |          |   |   |   |   |         |             | PO7, PO8, PO9 |          |       |
| CO5                                                                                             | Acquire self-confidence and behavioral Skills                                                   |          |   |   |   |   |         |             | PO10          |          |       |
| Text Books (Latest Editions)                                                                    |                                                                                                 |          |   |   |   |   |         |             |               |          |       |
| 1.                                                                                              | Michael Mccarthy and Felicity O'Dell, English Vocabulary in use( Advanced)                      |          |   |   |   |   |         |             |               |          |       |
| 2.                                                                                              | Dr. M. Sen Gupta, Skills for Employability: A Handbook                                          |          |   |   |   |   |         |             |               |          |       |
| 3                                                                                               | Brent C. Oberg. Interpersonal Communication                                                     |          |   |   |   |   |         |             |               |          |       |
| 4                                                                                               | John Seely. The Oxford Guide to Writing and Speaking                                            |          |   |   |   |   |         |             |               |          |       |
| References Books<br>(Latest editions, and the style as given below must be strictly adhered to) |                                                                                                 |          |   |   |   |   |         |             |               |          |       |
| 1.                                                                                              | Understanding Body Language by Alan Pease.                                                      |          |   |   |   |   |         |             |               |          |       |
| 2.                                                                                              | Bill Mascull, Business Vocabulary in Use                                                        |          |   |   |   |   |         |             |               |          |       |
| 3                                                                                               | Asha Kaul. Effective Business Communication                                                     |          |   |   |   |   |         |             |               |          |       |
| 4                                                                                               | S.K. Mandel. Effective Communication and Public Speaking                                        |          |   |   |   |   |         |             |               |          |       |



  
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| Web sources |                                                                                                                                                                                                             |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.          | <a href="http://www.researchgate.net">www.researchgate.net</a>                                                                                                                                              |
| 2.          | <a href="https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048">https://business.tutsplus.com/tutorials/effective-public-speaking-skills-techniques-cms-308048</a> |
| 3.          | <a href="https://wikieducator.org/INTRODUCTION_TO_COMMUNICATION">https://wikieducator.org/INTRODUCTION TO COMMUNICATION</a>                                                                                 |
| 4.          | <a href="https://akpsi.org/what-is-oral-communication/">https://akpsi.org/what-is-oral-communication/</a>                                                                                                   |
| 5.          | <a href="https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/">https://www.northeastern.edu/graduate/blog/what-is-corporate-communications/</a>                                     |

**Mapping with Programme Outcomes:**

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO10 |
|------|------|------|------|------|------|------|------|------|------|------|
| CO 1 | S    | S    | S    | S    | S    | S    | S    | M    | S    | M    |
| CO 2 | M    | S    | S    | S    | M    | S    | S    | M    | M    | M    |
| CO 3 | S    | S    | S    | M    | S    | S    | S    | M    | S    | M    |
| CO 4 | S    | S    | S    | S    | S    | S    | S    | M    | M    | M    |
| CO 5 | S    | M    | S    | S    | S    | S    | S    | M    | M    | S    |

**Mapping with Programme Specific Outcomes:**

| CO /PO                                            | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 |
|---------------------------------------------------|-------|-------|-------|-------|-------|
| CO1                                               | 3     | 3     | 3     | 3     | 3     |
| CO2                                               | 3     | 3     | 3     | 3     | 3     |
| CO3                                               | 3     | 3     | 3     | 2     | 3     |
| CO4                                               | 3     | 3     | 3     | 3     | 3     |
| CO5                                               | 3     | 3     | 3     | 3     | 3     |
| Weightage                                         | 15    | 15    | 15    | 14    | 15    |
| Weighted percentage of Course Contribution to Pos | 3.0   | 3.0   | 3.0   | 2.8   | 3.0   |



  
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**SKILL ENHANCEMENT COURSE [SEC] II - ENTREPRENEURSHIP  
DEVELOPMENT**

| Course Code                | Course Name                                                                                                                                                                     | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                            |                                                                                                                                                                                 |          |   |   |   |   |         |             | CIA   | External | Total |
| 502S3A                     | ENTREPRENEURSHIP DEVELOPMENT                                                                                                                                                    | Skill    | Y | Y | - | - | 2       | 3           | 25    | 75       | 100   |
| <b>Learning Objectives</b> |                                                                                                                                                                                 |          |   |   |   |   |         |             |       |          |       |
| LO1                        | To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.                                                    |          |   |   |   |   |         |             |       |          |       |
| LO2                        | To develop the ability of analysing and understanding business situations in which entrepreneurs act.                                                                           |          |   |   |   |   |         |             |       |          |       |
| LO3                        | To aid them in analysing various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development |          |   |   |   |   |         |             |       |          |       |
| LO4                        | To bring in them the ability to contribute to their entrepreneurial and managerial potentials.                                                                                  |          |   |   |   |   |         |             |       |          |       |
| LO5                        | To help them master the knowledge necessary to plan entrepreneurial activities.                                                                                                 |          |   |   |   |   |         |             |       |          |       |



  
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| Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>UNIT I</b><br/> Introduction-Meaning and Importance- Evolution of term 'Entrepreneurship'-Factors influencing Entrepreneurship-Psychological factors-Social factors-Economic factors-Environmental factors.</p> <p><b>UNIT II</b><br/> Characteristics of an entrepreneur-Types of entrepreneur: business, use of technology, motivation, growth, stages- New generations of entrepreneurship vs Social Entrepreneurship.</p> <p><b>UNIT III</b><br/> Entrepreneurship-health entrepreneurship-tourism entrepreneurship- women entrepreneurship- barriers to entrepreneurship.</p> <p><b>UNIT IV</b><br/> Motivation-Maslow's theory, Herzberg's theory, McGregor's theory- Culture and society- Risk taking behavior.</p> <p><b>UNIT V</b><br/> Creativity and entrepreneurship- Steps in creativity- Decision making and problem solving- assistance to an entrepreneur-Incentives and facilities-New ventures.</p> |

| Course Outcomes |                                                                                  |     |
|-----------------|----------------------------------------------------------------------------------|-----|
| Course Outcomes | On completion of this course, students will;                                     |     |
| CO1             | Define basic terms and understand basic concepts in the area of entrepreneurship | PO1 |



  
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|            |                                                                                                                                             |               |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>CO2</b> | Analyse the business environment in order to identify business opportunities                                                                | PO1, PO2      |
| <b>CO3</b> | Identify the elements of success of entrepreneurial ventures                                                                                | PO4, PO6      |
| <b>CO4</b> | Consider the legal and financial conditions for starting a business venture                                                                 | PO4, PO5, PO6 |
| <b>CO5</b> | Evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity | PO3, PO8      |

**Text Books (Latest Editions)**

|    |                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------|
| 1. | C J Cornell .The Age of Metapreneurship: A journey into the future of Entrepreneurship. Venture Point Press (11 April 2017) |
| 2. | Joe Carlen. A Brief History of Entrepreneurship. Columbia Business School Publishing (1 October 2016)                       |
| 3. | Harpreet S. Grover.Let's build a company, Vibhore Goyal, Penguin Books, 2020.                                               |

**References Books**

**(Latest editions, and the style as given below must be strictly adhered to)**

|    |                                                           |
|----|-----------------------------------------------------------|
| 1. | Kashyap, Karan. Go Startup. Fingerprint Publishing, 2021. |
|----|-----------------------------------------------------------|

**Web Resources**

|    |                                                                                                                                                                                                                                                                       |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <a href="https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf">https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf</a> |
| 2. | <a href="https://byjus.com/commerce/what-is-entrepreneurship/">https://byjus.com/commerce/what-is-entrepreneurship/</a>                                                                                                                                               |
| 3. | <a href="https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip">https://in.indeed.com/career-advice/career-development/types-of-entrepreneurs-hip</a>                                                                                     |
| 4  | <a href="https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h ealth-entrepreneurship-on-the-rise">https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h ealth-entrepreneurship-on-the-rise</a>                                     |



  
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**Mapping with Programme Outcomes:**

|             | <b>PO 1</b> | <b>PO 2</b> | <b>PO 3</b> | <b>PO 4</b> | <b>PO 5</b> | <b>PO 6</b> | <b>PO 7</b> | <b>PO 8</b> | <b>PO 9</b> | <b>PO10</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO 1</b> | S           | S           | S           | S           | S           | S           | S           | M           | S           | M           |
| <b>CO 2</b> | M           | S           | S           | S           | M           | S           | S           | M           | M           | M           |
| <b>CO 3</b> | S           | S           | S           | M           | S           | S           | S           | M           | S           | M           |
| <b>CO 4</b> | S           | S           | S           | S           | S           | S           | S           | M           | M           | M           |
| <b>CO 5</b> | S           | M           | S           | S           | S           | S           | S           | M           | M           | S           |

**Mapping with Programme Specific Outcomes:**

| <b>CO /PO</b>                                            | <b>PSO 1</b> | <b>PSO 2</b> | <b>PSO 3</b> | <b>PSO 4</b> | <b>PSO 5</b> |
|----------------------------------------------------------|--------------|--------------|--------------|--------------|--------------|
| <b>CO1</b>                                               | 3            | 3            | 3            | 3            | 3            |
| <b>CO2</b>                                               | 3            | 3            | 3            | 3            | 3            |
| <b>CO3</b>                                               | 3            | 3            | 3            | 2            | 3            |
| <b>CO4</b>                                               | 3            | 3            | 3            | 3            | 3            |
| <b>CO5</b>                                               | 3            | 3            | 3            | 3            | 3            |
| <b>Weightage</b>                                         | 15           | 15           | 15           | 14           | 15           |
| <b>Weighted percentage of Course Contribution to Pos</b> | 3.0          | 3.0          | 3.0          | 2.8          | 3.0          |



  
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**CORE XIII – PROJECT AND RESEARCH METHODOLOGY**

| Course Code                                                           | Course Name                                                                                                                    | Category | L | T | P | O | Credits | Inst. Hours | Marks |          |       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------|---|---|---|---|---------|-------------|-------|----------|-------|
|                                                                       |                                                                                                                                |          |   |   |   |   |         |             | CIA   | External | Total |
| 502C4C                                                                | Project And Research Methodology                                                                                               | Core     | Y | Y | - | - | 7       | 10          | 25    | 75       | 100   |
| Learning Objectives                                                   |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| LO1                                                                   | To give an overview of the research methodology and explain the technique of defining a research problem .                     |          |   |   |   |   |         |             |       |          |       |
| LO2                                                                   | To explain the functions of the literature review in research.                                                                 |          |   |   |   |   |         |             |       |          |       |
| LO3                                                                   | To explain carrying out a literature search, its review, developing theoretical and conceptual frameworks and writing a review |          |   |   |   |   |         |             |       |          |       |
| LO4                                                                   | To explain various research designs and their characteristics                                                                  |          |   |   |   |   |         |             |       |          |       |
| LO5                                                                   | To explain the details of sampling designsand also different methods of data collections                                       |          |   |   |   |   |         |             |       |          |       |
| Details                                                               |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| UNIT I                                                                |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| Formatting The Research Project                                       |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Margins                                                             |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Text Formatting                                                     |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Title                                                               |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Running Head and Page Number                                        |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Internal Headings and Subheadings                                   |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Placement of the List of Works Cited                                |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Proofreading and Spell Checkers                                     |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Binding a Printed Paper                                             |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Electronic Submission                                               |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| Mechanics of Prose                                                    |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Spelling                                                            |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Dictionaries                                                        |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Plurals                                                             |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Punctuation                                                         |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Commas                                                              |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Hyphen                                                              |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Semicolons and Colons                                               |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Dashes and Parantheses                                              |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Quotation marks, Italics, Capitalization of English Terms           |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Titles, Use of Numerals or words, Dates and Times                   |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| UNIT II                                                               |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| Principles of Inclusive Language and Documenting Sources: An Overview |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Why Plagiarism Is a Serious Matter                                  |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Avoiding Plagiarism                                                 |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Careful Research                                                    |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Giving Credit                                                       |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ Paraphrasing                                                        |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ When to paraphrase                                                  |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ How to paraphrase                                                   |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |
| ➤ How to paraphrase and give credit                                   |                                                                                                                                |          |   |   |   |   |         |             |       |          |       |



  
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- Quoting
- When to quote
- How to quote and give credit
- When Documentation Is Not Needed

**UNIT III**

**Creating and Formatting Entries: An Overview**

- The MLA Core Elements
- Author
- Title
- Title of Container
- Contributor, Key contributors, Other types of contributors
- Version, Number, Publisher, Co - publisher, Books
- Websites, Audio and visual media
- Terms omitted from publishers' names
- Common abbreviations in publishers' names
- City of publication
- Publication Date in Books, E-books, News articles, Journal articles
- Publication Date: Year, Season, Time Date range
- Location: What It Is
- Page numbers
- Online works, Location, DOIs, Permalinks, URLs, Truncating, Breaking
- Ordering the List of Works Cited
- Alphabetizing by Title
- Cross-References, Annotated Bibliographies

**UNIT IV**

**Citing Sources in the Text**

- In-Text Citations, Overview
- What to Include and How to Style It

**Citing a work listed by author, Coauthors, Corporate authors**

- Two authors with the same surname
- Two or more works by the same author or authors
- Using abbreviations for titles of works

**Quotations**

- Verse works, Prose works
- Punctuation in the parenthetical citation

**Quoting and Paraphrasing Sources**

- Short quotations
- Long quotations (block quotations)
- Poetry, Dialogue, Drama, Prose
- Placement of Parenthetical Citations

**Punctuation with Quotations**

- Introducing quotations
- Quotations within quotations, Marking the end of a quotation
- Periods and commas, Other punctuation marks

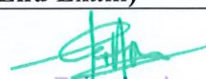
**Using an Ellipsis to Mark Material Omitted from Quotations**

- Omission within a sentence
- Omission in a quotation of one or more sentences
- Other Permissible Alterations of Quotations

**UNIT V PROJECT WORK**

Internal Assessment: Writing a Research Article **(Not to be included for Semester End Exam)**



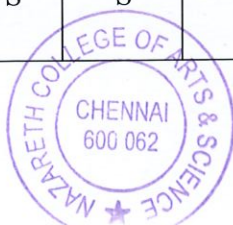
  
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**UNIVERSITY OF MADRAS**  
**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

| <b>Course Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                |               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------|
| <b>Course Outcomes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | On completion of this course, students will;                                   |               |
| <b>CO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Comprehend the structure of a Research Thesis through its formatting process   | PO2           |
| <b>CO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Acquire the Mechanics of Academic writing                                      | PO3, PO6      |
| <b>CO3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Learn the ethics in Research writing                                           | PO1, PO2, PO5 |
| <b>CO4</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Familiarize themselves with the documentation methodology                      | PO6           |
| <b>CO5</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Get acquainted with the importance of citation and its relevant technicalities | PO8, PO9      |
| <b>Text Books (Latest Editions)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |               |
| 1. MLA Handbook, 9 <sup>th</sup> Edition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                |               |
| <b>References Books</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                |               |
| 1. RESEARCH METHODS FOR ENGLISH STUDIES Ed. By Gabriele Griffin Second Edition Edinburgh University Press 2013.<br>2. Research Methodology in English by Sunita Chitrangad Omega Publishers 2017.<br>3. Academic Writing : Process and Product by Andrew P. Johnson Pub. By Rowman and Littlefield 2016.                                                                                                                                                                                                                                                                       |                                                                                |               |
| <b>Web sources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                |               |
| 1. <a href="https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775">https://instr.iastate.libguides.com/c.php?g=176765&amp;p=1171775</a> (English Literature Research Guide)<br>2. <a href="https://libraryguides.oswego.edu/english/websites">https://libraryguides.oswego.edu/english/websites</a><br>3. <a href="https://www.rosemont.edu/library/online-resources/research-websites.php">https://www.rosemont.edu/library/online-resources/research-websites.php</a><br>4. <a href="https://shodhganga.inflibnet.ac.in/">https://shodhganga.inflibnet.ac.in/</a> |                                                                                |               |

**Mapping with Programme Outcomes:**

|             | <b>PO 1</b> | <b>PO 2</b> | <b>PO 3</b> | <b>PO 4</b> | <b>PO 5</b> | <b>PO 6</b> | <b>PO 7</b> | <b>PO 8</b> | <b>PO 9</b> | <b>PO10</b> |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| <b>CO 1</b> | S           | S           | S           | S           | S           | S           | S           | M           | S           | M           |
| <b>CO 2</b> | M           | S           | S           | S           | M           | S           | S           | M           | M           | M           |
| <b>CO 3</b> | S           | S           | S           | M           | S           | S           | S           | M           | S           | M           |
| <b>CO 4</b> | S           | S           | S           | S           | S           | S           | S           | M           | M           | M           |
| <b>CO 5</b> | S           | M           | S           | S           | S           | S           | S           | M           | M           | S           |



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**M.A. DEGREE PROGRAMME IN ENGLISH**  
**SYLLABUS WITH EFFECT FROM 2023-2024**

**Mapping with Programme Specific Outcomes:**

| <b>CO /PO</b>                                                        | <b>PS<br/>O1</b> | <b>PS<br/>O2</b> | <b>PS<br/>O3</b> | <b>PS<br/>O4</b> | <b>PS<br/>O5</b> |
|----------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>CO1</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO2</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO3</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO4</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>CO5</b>                                                           | 3                | 3                | 3                | 3                | 3                |
| <b>Weightage</b>                                                     | 15               | 15               | 15               | 15               | 15               |
| <b>Weighted<br/>percentage of<br/>Course<br/>Contribution to Pos</b> | 3.0              | 3.0              | 3.0              | 3.0              | 3.0              |



  
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**APPENDIX – 37(S)**  
**UNIVERSITY OF MADRAS**  
**CHOICE BASED CREDIT SYSTEM**

**MASTER OF SOCIAL WORK**  
**REVISED SYLLABUS**  
**(w.e.f. 2022-2023)**

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester I</b>           | <b>Core</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Title of the Course:</b> | <b>SSSC 051 Social Work Profession-History and Philosophy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Credits:</b>             | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Course Objectives</b>    | <ol style="list-style-type: none"><li>1. To gain an understanding of the history and philosophy of Social Work and its emergence as a profession.</li><li>2. To develop insights into the origin and development of Voluntary organization.</li><li>3. To appreciate Social Work as a profession and to recognize the need and importance of Social Work education and training.</li><li>4. To understand the evolution of social work according to the International and Indian perspective.</li><li>5. To learn about the contributions of great social reformers in India.</li></ol> |
| <b>Course Outcomes</b>      | <ol style="list-style-type: none"><li>1. The students are able to synchronise the theoretical knowledge of social work profession in their actual practical social settings.</li><li>2. The students enhance their social work professional perspective to practically implement in their work settings, such as, NGO,</li></ol>                                                                                                                                                                                                                                                        |



  
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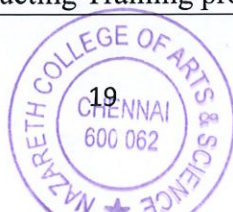


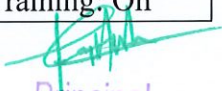
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|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | <p>Hospitals and Factories.</p> <ol style="list-style-type: none"> <li>The students are enriched with different school of thoughts and ideologies.</li> <li>The students imbibe great ideas from social reformers and their inspirable social movements.</li> <li>The students enhance their philosophical knowledge of social work which motivates them to enlarge their vision and ideology.</li> </ol>                                                                                                                                                |
| Pre-requisites, if any: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Units                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| I                       | <p><b>Historical Evolution of Social Work</b></p> <ul style="list-style-type: none"> <li>International Perspectives: UK &amp; USA</li> <li>Social Work in India:</li> <li>Socio-cultural and religious thought</li> <li>Contributions of Social Reformers and Social Movements - E.V.R. Periyar, Raja Ram Mohan Roy, Ambedkar, Dalit and Backward Class Movements, Gandhian ideology and Sarvodaya Movement, Christian Missionaries, Gandhian Social Work</li> <li>India as a Welfare State</li> <li>Contributions of Voluntary organisations</li> </ul> |
| II                      | <p><b>Social Work Profession</b></p> <ul style="list-style-type: none"> <li>Meaning &amp; definition, basic concepts, goals and functions, methods and fields</li> <li>Origin and Growth in India: scope and status, International/ national bodies and forums</li> <li>Social Work Education: Importance of fieldwork and supervision; problems and status; bodies/ forums in education, curriculum recommendations of UGC</li> </ul>                                                                                                                   |
| III                     | <p><b>Social Work Ideologies, Theories and Approaches</b></p> <ul style="list-style-type: none"> <li>Ideologies: Philanthropy, humanitarianism, welfares', socialism, democracy, Marxism, equality, human rights, reservations and social justice</li> <li>Models: welfare, developmental, empowerment and advocacy models, approaches: remedial, rehabilitative, preventive and promotive approaches, rights based, participatory, indigenous approaches, anti-discriminatory practice</li> </ul>                                                       |
| IV                      | <p><b>Philosophy of Social Work Profession</b></p> <ul style="list-style-type: none"> <li>Values, Beliefs and Principles of the Profession</li> <li>Code of Ethics: Evolution of Code of Ethics, IFSW &amp; IASSW Ethics in Social Work, Statement of Principles, Declaration of Ethics for Social Workers (SWEF -1997)</li> </ul>                                                                                                                                                                                                                       |
| V                       | <p><b>International Social Work:</b></p> <ul style="list-style-type: none"> <li>Concept, definition, meaning and need, global issues, basic concepts, principles and assumptions; values, beliefs and goals; practice levels and sectors</li> <li>Approaches: personal, social, developmental, global; multicultural, international and transnational practice models; Global Agenda; Global Standards; Skills for practice; Dilemmas in practice</li> </ul>                                                                                             |





|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester III</b>            | <b>CORE PAPER VIII</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Title of the Course:</b>    | <b>SSSC058 HUMAN RESOURCE MANAGEMENT – HRM</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Credits:</b>                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. Gain knowledge about the Concepts, Principles and Strategies of HRD.</li> <li>2. Understand the strategic role and efficient use of human resources.</li> <li>3. Acquire the skills of implementing Strategic HR aiming at higher practices.</li> <li>4. Enhance the potentiality of students in knowing about the various concepts of human resource development.</li> <li>5. To provide the perspective of HR and its outlook among students.</li> </ol>                                                                                                                                                                                                                                                                                                                            |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The students improve their skills and abilities by gaining knowledge on human resource development and can practice it in their work settings</li> <li>2. The students learn how to increase the talents and concentrate more on the talent development of the employees.</li> <li>3. The students bring more growth to their organization by learning about the human resource development concepts and the expansion of business to other countries.</li> <li>4. The outcome of the course is to make the students to become well verse in various management principles, techniques and skills for their overall development in their career.</li> <li>5. The course provides practical knowledge of HR to students for implementing it during their internship period.</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>I</b>                       | <b>Human Resource Management and Development</b> <ul style="list-style-type: none"> <li>• Definition, Philosophy, policy, programmes, functions and practices in HRM. Objectives,</li> <li>• Approaches &amp; Principles; Strategic HRM, Human Capital Management; Human Resource Development (HRD):</li> <li>• Performance Measurement Systems – Feedback, Coaching, Mentoring, Career planning, Career development, Reward system; HR Interventions: Organizational Goal setting process - Key Result Areas (KRA) and Key Performance Indicators (KPI)</li> </ul>                                                                                                                                                                                                                                                             |
| <b>II</b>                      | <ul style="list-style-type: none"> <li>• <b>Approaches to Measuring Human Resources</b> Management by Objectives (MBO), HR Auditing, HR Accounting, Competitive Benchmarking, HR Effectiveness Index, HR Key Indicators</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>III</b>                     | <b>Talent Development</b> <ul style="list-style-type: none"> <li>• Concept and importance - Training Need Analysis at Individual and Organizational level: Designing and conducting Training programs - Types of Training; On</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



  
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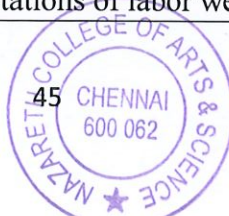
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|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | the Job and Off the Job Training- Coaching Apprentices, Job Rotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| IV                  | <b>Training &amp; Development</b> <ul style="list-style-type: none"> <li>• Methods - programmed instruction, role play, structured and unstructured role plays, in-basket exercise, simulation, case study and sensitivity training. Evaluation of Training Program. The Cost/Benefit Analysis of training- using the results to improve training and development function. Improving training utility by following up Training Action Plans. Balance Score Card.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| V                   | <b>Employee Empowerment</b> <ul style="list-style-type: none"> <li>• Concept, definition &amp; objectives of employee empowerment – Prerequisites – Types &amp; benefits – Strategies - Ways to employee empowerment –</li> <li>• Employee Counselling; Counseling skills; Practice of Social Work Methods; Role of Employee Counsellor in Organizations. Developing Positive Employee Relationship</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Books For Reference | <ul style="list-style-type: none"> <li>• DepTopomoy. 2010. Human Resource Development. Anne Books. New Delhi.</li> <li>• Dessler Garry, Biju Varkkey.2011. Human Resource Management. Dorling Kindersley Publishing Company. New Delhi</li> <li>• Fred Luthans. 2001. Organizational Behaviour. Mc.Graw-Hill Publication Companies.</li> <li>• ParathSarathi. 2002. Planning, Auditing and Developing Human Resources. Manak Publication PVT.LTD. New Delhi.</li> <li>• Pippa Riley. 2012. Human Resource Management. Viva Books PVT, LTD. New Delhi.</li> <li>• Premavathy N. 2011. Human Resource Management and Development. Sri Vishnu Publications. Chennai.</li> <li>• Rao T.V. 2008. HRD Score Card 2500 Based on HRD Audit. Response Business Books Sage. New Delhi.</li> <li>• Werner M. Jon. 2009. Human Resource Development. Cengage learning. Delhi.</li> <li>• Sanjeev Kumar Singh, "Human Resource Development: HRD – IR Interface Approach," Atlantic Publishers &amp; Distributors, Delhi, 2008.</li> <li>• Silvera D.M., "Human Resource Development,' The Indian Experience, New</li> <li>• India Publications, New Delhi, 1990.</li> <li>• Rao. T.V, "The HRD Missionary- Role and Functions of HRD managers &amp; HRD Departments," Oxford IBH Publishing Co., New Delhi, 1990</li> <li>• Rao. T.V &amp; Pereira D. F., "Recent Experiments in HRD", Oxford &amp; IBH Publishing Co., Delhi.</li> <li>• Rao. T.V., "Future of HRD", Macmillan, Delhi.</li> </ul> |



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|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester IV</b>             | <b>Core Paper XII</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Title of the Course:</b>    | <b>SSSC062 EMPLOYEE RELATIONS AND WELFARE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Credits:</b>                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To gain knowledge about trade unions</li> <li>2. To understand functions and activities of trade unions and concepts related to Labour welfare</li> <li>3. To acquire the skill of working with the workers and unions.</li> <li>4. To provide knowledge on the concept of labour welfare and benefits provided to them</li> <li>5. To make the students a well-disciplined professional labour welfare officer</li> </ol>                                                                                                                                                                                                                                                                                                                                         |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The students will be more skilled in collective bargaining, conciliation and efficient arbitrator to settle the trade disputes amicably</li> <li>2. The students gain more knowledge on labour welfare philosophies and work as a labour welfare officer in industrial settings</li> <li>3. The outcome of the course is to provide knowledge and exposure to industrial relations and its effect on trade unions</li> <li>4. The course make the students to gain lot more knowledge on the concept of arbitration and settlement of disputes in the industrial settings</li> <li>5. The course make aware the students about the statutory procedures laid down for settling the industrial disputes through conciliation and certain statutory norms</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>I</b>                       | <b>Industrial Relations</b> <ul style="list-style-type: none"> <li>• Concept, characteristics, Industrial Relations at Plant and Shop Floor Level</li> <li>• Industrial Conflicts: Concepts of industrial peace cause and consequence of industrial conflict, Strikes and Lock-outs; Meditation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>II</b>                      | <b>Conciliation</b> <ul style="list-style-type: none"> <li>• Arbitration and adjudication Statutory and Non-Statutory machinery for prevention and settlement of disputes.</li> <li>• Trade Unions: Trade unionism in India, and its role in Industrial relations. Wage and Salary</li> <li>• Administration: Definition wage theories, types, wage determination: structure, differentials.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>III</b>                     | <b>Collective Bargaining</b> <ul style="list-style-type: none"> <li>• Meaning, theories, goal, phases, pre-requisites, principles, strategies and negotiation skills, factors influencing collective bargaining.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>IV</b>                      | <b>Labor Welfare</b> <ul style="list-style-type: none"> <li>• Concept, Philosophies, need, objectives, principles, scope and limitations of labor welfare; Historical development of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |





|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>labour welfare in India.</p> <ul style="list-style-type: none"> <li>• Statutory and Non-Statutory Welfare Provisions: Industrial Counseling-Pre-retirement, Quality of work life. Social security, Social security measures.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| V                   | <p><b>Employee Empowerment</b></p> <ul style="list-style-type: none"> <li>• Worker's Education – purpose, objectives, experiments in India: Workers' participation in Management: Concept – Aims and objectives – Scope – Levels of Participation – Conditions essential for working of the Scheme of workers' participation in Management</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Books For Reference | <ul style="list-style-type: none"> <li>• Krishna C.S., 1989, Labour Movement in Tamil Nadu, K.P. Bagchi &amp; Co.</li> <li>• Mamoria, C.B., 1991, Dynamics of Industrial Relations, Hill House Press.</li> <li>• Mathur, A.S., Labour Policy and Industrial Relations in India, Asia Publishing House, Bombay.</li> <li>• Moorthy. V. Principles of Labour Welfare, Gupta Brothers, Visakapatnam,</li> <li>• Myers, C.A and Kannappa, S., Industrial relations in India, Asia Publishing House, Bombay.</li> <li>• Nirmal Singh &amp; Bhatia, 2000, Industrial Relations &amp; Collective Bargaining, Dehorah Prayer Group.</li> <li>• Panicker P.T.K. and Other, Employee Participation in Share Capital, Madras School of Social Work. Madras.</li> <li>• Ajay bhola, J.N Jain. 2009. Modern Industrial Relations and Labour Laws. Regal Publications.</li> <li>• BD Singh. 2010. Industrial Relations and Labour Laws. Excel Books Publications.</li> <li>• Bhatia S.K. 2008. Industrial Relations and Labour Laws. 2008. Deep and Deep Publications.</li> <li>• Jain J.N. 2009. Modern industrial Relations and Labour Laws. Regal Publications. New Delhi.</li> <li>• MamkootamKuriakose. 1982. Trade Unions. Myth and reality. Oxford University press. New Delhi.</li> <li>• Michael Armstrong ,2011, Strategic Human Resource Management (4<sup>th</sup> Ed), Kogan Page India Pvt Ltd, New Delhi</li> <li>• Puneekar, S. D. et. al. 1981. Labour welfare. Trade Unions and Industrial Relations. Himalaya publishing house. Bombay.</li> <li>• Tapomoy Deb ,2009, Managing Human Resources in Industrial Relations ,led Anurag Jain for Excel Books, New Delhi</li> </ul> |



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| <b>Semester IV</b>             | <b>Core Paper XIII</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Title of the Course:</b>    | <b>SSSC063 ORGANIZATION BEHAVIOUR AND DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Credits:</b>                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To help students gain knowledge on the dynamics of human behavior in the organization setup.</li> <li>2. To enable students to gain understanding on the factors influencing human behavior in organization</li> <li>3. To help students to build knowledge and develop skill in implementation of OD practices</li> <li>4. To teach the students about the concept of organization development and make them to well train on it for bringing effective change in the industrial settings</li> <li>5. To provide knowledge about organization behavior for knowing its dynamic impact in the growth of organization</li> </ol>                                                                  |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The students will learn the concepts on organization behaviour and its effect in the growth and development of the organization</li> <li>2. The students gain tremendous knowledge on the theories of organization behaviour and implement the theories in the industrial settings</li> <li>3. The outcome of the course is to make the students well verse in the OD concepts and its intervention techniques</li> <li>4. The course make the students to well understand about these concepts for making them a highly efficient professional HR</li> <li>5. The purpose of the course is to elevate the position of students knowledge to the level of HR professional drastically</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>I</b>                       | <b>Introduction to Organization Behavior</b> <ul style="list-style-type: none"> <li>• History, evolution, concept, behavioural Sciences, Organizational types, conceptual models, Types of Personality, Contributing disciplines to the OB field. Emerging factors influencing the study of OB.</li> <li>• Theoretical Frameworks of organizational behaviour (Cognitive, Behavioral, Social Learning)</li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <b>II</b>                      | <b>Key Pillars of Organization Behavior</b> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Need, Theories of motivation - Content Theories (Maslow, Herzberg, Alderfer), Process</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |



  
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|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p>theories (Vroom, Porter &amp; Lawler) and Contemporary theories (Equity theory, Attribution theory).</p> <ul style="list-style-type: none"> <li>Leadership: Meaning, Attributes, leadership styles, Theories (Trait theory, Behavioural theories [Ohio State studies, Michigan Studies, Managerial Grid], Contingency theories [Fiedler Model, Hersey and Blanchard's Situational Theory, Leader-Member Exchange theory, Path-Goal theory], Contemporary Leadership Theories [Charismatic leadership theory, transformational leadership theory]), Substitutes and Neutralizers of Leadership.</li> </ul>                                                                                                                                                                                                                                                                                                                                  |
| III                 | <p><b>Foundations of Organization Behavior</b></p> <ul style="list-style-type: none"> <li>Organization Structure (Concept, elements, Organisational designs and employee behaviour)</li> <li>Communication (Meaning, Process, Types, Barriers); Decision-making; Organizational culture; Organizational Climate; Organizational Citizenship Behavior.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| IV                  | <p><b>Organization Development</b></p> <ul style="list-style-type: none"> <li>Introduction to Organisation Development, Objectives, Characteristics, History and Foundations of Organisation Development. Phases of OD Programme (Entry, Contracting, Diagnosis, Feedback, Planning Change, Intervention and Evaluation). Institutionalizing Intervention; Measuring Intervention.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| V                   | <p><b>OD Interventions</b></p> <ul style="list-style-type: none"> <li>Individual Based: Coaching and Counseling, Behaviour Modelling Group based: Self-Directed work Team, Conflict management</li> <li>Inter-Group Based: Organisation Mirroring, Third Party Peace Making Intervention. Industrial Engineering, Business Process Reengineering, Process mapping, Restructuring Organizations; Employee Involvement; Work Design.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Books For Reference | <ul style="list-style-type: none"> <li>Robbins, S.P., Judge, T.A., Snaghi, S. (2007). "Organizational Behavior:" (12th Ed) Pearson / Prentice Hall of India Pvt Ltd, New Delhi.</li> <li>Luthans, F. (2010). "Organizational Behavior" (12th Ed) Irwin McGraw Hill, Boston, 1998.</li> <li>Aswathappa, K. (2012). Organisational Behaviour (10th Ed). Himalaya Publishing House.</li> <li>Rao V.S.P and Narayana P.S, "Organization Theory and Behavior" Kanoark Publishers pvt, Delhi 1994</li> <li>John W. Newstrom and Keith Davis, "Organizational Behavior" (10th Ed) McGraw Hill, New York, 1997.</li> <li>Organizational Development – Behavioral Science Interventions for Organization Improvement, 6th Ed. by Wendell L French and Cecil H. Bell, Jr</li> <li>Management of change and organizational development – innovative Approach – Bhatia S.K.</li> <li>Organization Development – Interventions and Strategies –</li> </ul> |



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|  | <p>Ramnarayan, T.V.Rao, Kuldeep Singh.</p> <ul style="list-style-type: none"> <li>• Organizational Development and Change – Comings &amp; Worley</li> <li>• Training for Organizational Transformation – Rolf P. Lynton, Pareek Udai.</li> <li>• Dwivedi, R.S. (1982), Management of Human Resources, Oxford Publishing Co., Bombay.</li> <li>• France, Wemdel and Cecil, (1995), Organization Development, Prentice Hall of India Ltd., New Delhi.</li> <li>• Luthans, Fred, (1995), Organizational Behaviour, McGraw Hill Ltd., Singapore.</li> <li>• Maier, Norman, (1983), Psychology in Industry, Oxford Publishing Co., Bombay.</li> <li>• Ouchi, William, (1981), Theory Z, Avon Books, New York.</li> <li>• Pareekh, Udai, (1998), Organizational Behaviour &amp; Process, Rawat Publications, Jaipur.</li> <li>• Robbins, Stephen, (1994), Essential Organizational Behaviour, Prentice Hall of India Ltd, New Delhi.</li> <li>• Szilagyi, Andrew &amp; Marc Wallance, (1997), Organizational Behaviour &amp;</li> <li>• Performance, Scott Foresman and Co., London.</li> </ul> |
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Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low



  
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| <b>Semester IV</b>             | <b>Core Paper XIII</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Title of the Course:</b>    | <b>SSSC063 ENTREPRENEURSHIP DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Credits:</b>                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To enable students comprehend the role of entrepreneurship in economic development</li> <li>2. To provide an understanding, nature and process of entrepreneurship development</li> <li>3. To motivate the students to innovate and develop entrepreneurial initiatives</li> <li>4. To make the students to well develop them for the initiation of entrepreneurship start-ups</li> <li>5. To develop the entrepreneurship skills for progressing in their business career</li> </ol>                                                                                                                                                                                                                              |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The students imbibe the entrepreneurship skills in their practical settings to become a great entrepreneur</li> <li>2. The outcome of the course is to make the students to learn techniques, principles and models of Entrepreneurship</li> <li>3. The course enable the students to have a entrepreneurial perspective when initiating their business start-ups</li> <li>4. The course make the students to know about the significance of entrepreneurship and its characteristics for elevating the position of student to upcoming entrepreneur</li> <li>5. The course teach competency skills to students for competing vibrantly in the business market to increase the GDP ratio of the country</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>I</b>                       | <b>Evolution of Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Concept, Meaning, Nature, Elements, Interactive Process.</li> <li>• Entrepreneur and Entrepreneurship: Importance of Entrepreneurs – Characteristics and Competencies – Enterprise culture – Role of Entrepreneurs in Economic development.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>II</b>                      | <b>Developing the Entrepreneurship Plan</b> <ul style="list-style-type: none"> <li>• Environmental Assessment, Opportunities in Education. Components of a plan, skills in planning</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>III</b>                     | <b>Managing Entrepreneurship Growth</b> <ul style="list-style-type: none"> <li>• Development stages in the Entrepreneurship process. Financial aspects of Entrepreneurship. Role of Banks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>IV</b>                      | <b>Entrepreneurship Personality characteristics</b> <ul style="list-style-type: none"> <li>• Social and cultural determinants. Skills required. Entrepreneurship – Factors related to success and failure –</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |



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|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | preparation of project proposal.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| V                   | <b>Small Scale Industry</b> <ul style="list-style-type: none"> <li>Definition and meaning – Classification – Characteristics. Importance of SSI. Exports and SSI Sector – financial institutions – SSIs.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Books For Reference | <ul style="list-style-type: none"> <li>Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Effective Small Business Management, Business Publications, Dallas, Texas.</li> <li>Curtis, E.T., Megginson, L.C. Scott, C.R. Trueblodd, L.R. (1975), Successful Small Business Management, Business Publications, Dallas, Texas.</li> <li>Donald F. Kuratko, Richard M. Hodgetts, (2001), Entrepreneurship – A Contemporary Approach, Harcourt College Publisher, London.</li> <li>Gupta M.C., (1987), Entrepreneurship in Small Scale Industry, Anmol Publications, New Delhi.</li> <li>Lambden, Johnc and Targett, David, (1990), Small Business Finance – A Simple Approach, Pitman Publishing, London.</li> </ul> |

Methods of assessment:

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Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

Evaluate (K5) – Longer essay/ Evaluation essay, Critique or justify with pros and cons

Create (K6) – Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

Mapping with Programme Outcomes:

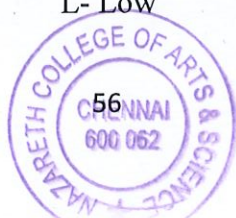
Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

|      | PO1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|------|-----|------|------|------|------|------|------|------|------|-------|
| CO 1 | S   | M    | S    | S    | M    | S    | M    | M    | S    | S     |
| CO 2 | S   | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 3 | S   | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 4 | M   | S    | M    | S    | S    | S    | S    | S    | S    | S     |
| CO 5 | S   | M    | S    | M    | S    | M    | M    | S    | M    | S     |

S-Strong

M – Medium

L- Low



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| <b>Semester II</b>             | <b>ELECTIVE PAPER - IV</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Title of the Course:</b>    | <b>SSSE053 GENDER AND DEVELOPMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Credits:</b>                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To develop an understanding of the perspective of gender and development</li> <li>2. To develop and ability to identify areas of work with women and men</li> <li>3. To understand strategies and interventions that change the situation</li> <li>4. To understand well about the concepts of gender development and their empowerment through the gender perspective</li> <li>5. To enhance the students knowledge on gender role and its significance in the development of the society</li> </ol>                                                                                                                                                                                                                                                                                        |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The concept of gender empowerment is globally making a significant note in most of the organizations and its development. The students can well understand about this emerging topic thoroughly.</li> <li>2. The part of contribution of women to the development of the nation is recognised and motivated in various countries. This course modernise the thoughts of young generation on women empowerment.</li> <li>3. The outcome of the course is to comprehend well about the concept of feminism and social work.</li> <li>4. The course make the students to know about the various concepts of gender empowerment and its issues that to be dealt with</li> <li>5. The course provide knowledge on the significance of gender and their development in the global arena</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>I</b>                       | <b>Gender Concepts</b> <ul style="list-style-type: none"> <li>• Sex and gender, gender identity; gender relations, men and masculinity; gender division of labour, gender roles and responsibilities, gender stereotyping, productive work, reproductive work, equity and equality; gender mainstreaming; gender sensitization, feminization of poverty; empowerment-types,</li> <li>• Gender development indicators - sex ratio, GER, GDI, GEM</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             |
| <b>II</b>                      | <b>Feminism</b> <ul style="list-style-type: none"> <li>• Concept, meaning and definition; types of feminism women's movements: pre and post-independence perspectives in India, landmarks in women's movement in India;</li> <li>• Feminist Social Work: Meaning, Concept and Definition, Feminist Perspectives in Social Work Practice; Women's Agenda for Social Work; Principles in Women Centred Practice</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               |

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| III                 | <b>Protective Measures for Women in India</b> <ul style="list-style-type: none"> <li>Constitutional and Legal Provisions for women; Rights with reference to entitlements, political participation, education, employment, health, inheritance, marriage, adoption, divorce, maintenance, Protective Laws ; Hindu Succession Act- 1956 with Amendment in 2005; Prohibition of Child Marriage Act- 2006, Protection of Women From Domestic Violence Act – 2005; Sexual Harassment of women at Workplace Act-2013,</li> </ul> |
| IV                  | <b>Global Perspectives in Women's Development</b> <ul style="list-style-type: none"> <li>Convention on Elimination of All Forms of Discrimination against Women; and Girls (CEDAW) 1982 – Implementation in India; Global Impact of CEDAW;</li> <li>Role of UN-WOMEN; UN Timeline in Women's Progress; INGOs and NGOs in Women's Development, Policy Approaches for Women; UN Agenda on Post Development and Sustainable Development Goals; Women as Agents of Peace and Security</li> </ul>                                |
| V                   | <b>Special Initiatives and Programmes</b> <ul style="list-style-type: none"> <li>Status of women in India, problems specific to Indian women; discrimination against the girl child;</li> <li>National and State Commissions for Women; Ministry for Woman and Child Development; the National Plan of Action for the Girl Child (1991-2000); National Policy for the Empowerment of Women-2001; Reservation for Women in Local Self Government; Five Year Plans, Gender Budgeting</li> </ul>                               |
| Books For Reference | <ul style="list-style-type: none"> <li>Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.</li> <li>Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> </ul>                                                                                                                                                                                                                                                                                                     |



  
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|  | <ul style="list-style-type: none"> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> <li>• Banerjee Paula, Women in Peace Politics, New Delhi: Sage, 2008.</li> <li>• Bansal, D, K.; Gender Justice, New Delhi: Mahaveer and Sons, 2006.</li> <li>• Bhatia Anju, Women's Development and NGOs, Jaipur: Rawat, 2000.</li> <li>• Datta, R and Kornberg, J., Women in Developing Countries- Assessing Strategies For Empowerment, New Delhi: Viva Books, 2005.</li> <li>• Dominelli, L., Feminist Social Work Theory and Practice, New York: Palgrave Macmillan, 2002.</li> <li>• Evans Kathy M, Introduction to Feminist Therapy, New Delhi: Sage, London, 2011.</li> <li>• Heywood, L., The Women's Movement Today, Vol. 1 and 2, Jaipur: Rawat, 2007.</li> <li>• Karl Marilee, Women and Empowerment- Participation and Decision Making, New Delhi: Zed Books Ltd, 1995.</li> <li>• MikkelsenBritha, Methods for Development Work and Research – A Guide for Practitioners, New Delhi: Sage, 1995.</li> <li>• Moser O.N Caroline, Gender Planning and Development, Theory, Practice and Training, London: Routledge, 1993.</li> </ul> |
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Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low



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| <b>Semester II</b>             | <b>ELECTIVE PAPER - V</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Title of the Course:</b>    | <b>SSSE053 HUMAN RIGHTS AND SOCIAL WORK</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Credits:</b>                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To provide a perspective and foundation for a human rights culture among students.</li> <li>2. To create awareness on the Indian legal system, rule of law, human rights related to custody and detention.</li> <li>3. To equip students with knowledge about the human rights movements and new rights gained.</li> <li>4. To provide knowledge on human rights would make the students more empowered in knowing their rights</li> <li>5. To enhance the students perspective on human rights issues and its violations in the society</li> </ol>                                                                                                                                                                                                                                                                          |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. The students can gain more knowledge on the human rights and can raise their voice for human rights protection and advocate for it</li> <li>2. The outcome of the course is to make aware about the significance and necessity of knowledge about human rights and its influence in protecting the rights of the common people</li> <li>3. The knowledge of human rights empower the students community, women community and unprivileged sections of society</li> <li>4. The outcome of the course is to make the student a better human rights activist for claiming the rights of common people</li> <li>5. The course will enable the students in knowing the various international laws and its bodies making impact in the global arena and influencing the socio-politico development of various countries</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>I</b>                       | <b>Introduction to Human Rights</b> <ul style="list-style-type: none"> <li>• Categories and foundation of human rights, International Human Rights Law and how to use it; Indian Constitution and human rights protection and enforcement; Writ jurisdiction and Public Interest Litigation.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>II</b>                      | <b>Understanding law and the State</b> <ul style="list-style-type: none"> <li>• The relationship between human rights, democracy, sustainable development, equality, sovereignty, secularism and non-discrimination;</li> <li>• The Indian Legal System, Indian Penal Code, Criminal</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |



  
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|                     | Procedure Code and Civil Procedure Code; Human rights in relation to custody and detention.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| III                 | <b>Global Market and Human Rights</b> <ul style="list-style-type: none"> <li>Business corporations and human rights standards</li> <li>Science, technology and human rights; Protection and regeneration of natural resources. Intellectual Rights</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| IV                  | <b>Rights of the Marginalized Sections</b> <ul style="list-style-type: none"> <li>Children rights, rights of coastal Communities, women's rights, dalits rights, workers' rights, unorganized labour rights, victims of displacement and resettlement. Law and Strategy regarding protecting the environment, consumer protection, Right to information.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| V                   | <b>Human rights Movement in India</b> <ul style="list-style-type: none"> <li>Statutory Commission and Human Rights Courts for the protection of rights, Procedures for intervening in this process. Strategies and skills for human rights advocacy.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Books For Reference | <ul style="list-style-type: none"> <li>Baxi, Upendra, (2005) Future of Human Rights Oxford University Press, London</li> <li>Chandra, Sathish (1996) International Documents of Human Rights, Mittal Publications, New Delhi.</li> <li>Chakraborty, Somen, (2004) Human Rights Trainer's Manual, Indian Social Institute, New Delhi.</li> <li>Donnelly, Jack (1989) Universal Human Rights in Theory and Practice, Cornell University, Press, USA.</li> <li>Mathew P.D &amp; Mathew, P.M (2005) Indian Legal System: An overview, Indian Social Institute, New Delhi</li> <li>Shanmugavelayutham, K. Social Legislation and Social Change, VazhgaValamudan Publishers, Chennai</li> <li>Srivastava and Narayan (2002) United Nations on Human Rights, Indian Publishing Distributors, New Delhi.</li> <li>United Nations, 1994: Human /Rights and Social Work, A Manual for Schools for Social Work and the Social Work Profession, Centre for Human Rights United Nations, Geneva.</li> </ul> |

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain



  
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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Semester III</b>            | <b>ELECTIVE PAPER - IX</b>                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Title of the Course:</b>    | <b>SSSE055 ENVIRONMENTAL SOCIAL WORK</b>                                                                                                                                                                                                                                                                                                                                                           |
| <b>Credits:</b>                | 3                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Objectives</b>       | <ul style="list-style-type: none"> <li>To help the students to learn basic facts about Ecology, Environment and Energy resources.</li> <li>To increase the knowledge on various issues on Environment and the roles of Movements for the Environment Protection.</li> <li>To provide an understanding roles and responsibilities of Social Workers to protect the nature.</li> </ul>               |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1) The students can learn about the ecology and social work connection.</li> <li>2) The students will orient themselves with roles of different social movements protecting the environment.</li> <li>3) Students will learn about their roles and responsibilities to protect the nature.</li> </ol>                                                       |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>I</b>                       | <b>UNIT-I: Eco system &amp; Environmental Issues:</b> Environment degradation and pollution of Natural Resources- Air, Soil, Water, Population, Sanitation, Housing, Encroachments over Common Property Resources, Energy crisis and Rural Poverty.                                                                                                                                                |
| <b>II</b>                      | <b>UNIT -II: Environment Consciousness-</b> NGOs, Social Workers and Ecological Movements: Global level, People's initiatives to save their environment- Chipko Movement - Save forests movement - MittiBachaoAndolan - Movements against big dams-Narmada and Tehri - Eco farming- Natural farming efforts.                                                                                       |
| <b>III</b>                     | <b>UNIT-III: Environment Action and Management:</b> State and the Environment preservation - Rio Summit and its implications - Government Policies and programmes - Grassroots Organization - Women and Conservation of Environment -Panchyats and Environment. Environment Management: Role of Traditional - State controlled - people controlled and jointly managed systems - Waste Management. |

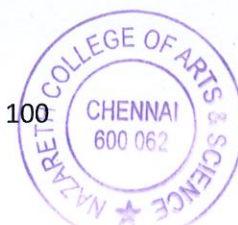


|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IV                  | <b>UNIT – IV: Environment Protection Laws and Role of Social Worker:</b> The Environment Protection Act 1986 - Air Pollution Act 1987 - Water Pollution Act 1974. Power and functions of Central and State Pollution Control Boards: Type of offences by companies, procedures, and penalties. (Latest amendments may be considered while teaching these laws).                                                                                                                       |
| V                   | <b>UNIT – V: Environment and Field Action Visit of a local area for documenting environmental assets-</b> River, forest grass land, Hill etc., Visit to a polluted site, Study of flora and fauna, Study of simple eco system, Forest conservation, Standards and tolerance levels – Unplanned urbanization- Environmental movements in India - Role of NGOs in Environmental issues – Government agencies in environmental protection – Social work initiatives at different levels. |
| Books For Reference | <ol style="list-style-type: none"> <li>1. Abbasi. S.A. 1998. Renewable energy sources and their Environmental Impact. Prentice Hall London.</li> <li>2. Agarwal S.K. 1993.Environmental protection. Himalaya Publishers, New Delhi.</li> <li>3. Andromeda. 1995. New Science encyclopedia: Ecology and environment. Oxford Publishers. London</li> <li>4. Benny Joseph. 2005. Environmental studies. Tata McGraw Hill</li> </ol>                                                      |



  
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| <b>Semester IV</b>             | <b>ELECTIVE PAPER - XI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Title of the Course:</b>    | <b>SSSE056 INTERNATIONAL HUMAN RESOURCE MANAGEMENT</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Credits:</b>                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course Objectives</b>       | <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To introduce the students to the International Business Environment.</li> <li>• To give necessary exposure to International Human Resource Management.</li> <li>• To impart necessary skills required Human Resource Management with regard to the management of International business organizations.</li> </ul>                                                                                                                                                                                                                                                                                                   |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. Students will get the proper understanding of international business environment.</li> <li>2. Students will get exposure to the international human resource management.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>I</b>                       | <p><b>UNIT-I: Globalization and International Business.</b> (9 hours)</p> <p>Global business environment- Globalism &amp; Globalization, Drivers of Globalization. International regulation of Trade- WTO, GATT, IMF and World Bank. Managing in the global market place. Globalization, Labor policies and the Environment; Globalization and National Sovereignty; Globalization and World power. Trends in Globalization process. Regional Trading Blocs- The TRIAD; Strategies, choices for firms to enter international environment- International, Multi domestic, Multinational, Global, Transnational; Social responsibility, ethics &amp; code of conduct of MNCs.</p> |
| <b>II</b>                      | <p><b>UNIT-II: International / Global Human Resource Management.</b> (9 hours)</p> <p>Concept, meaning and definition of International Human Resource Management (IHRM) - Difference between Domestic Human Resource Management and International Human Resource Management. Types of employees of an international firm. Reasons for emergence of IHRM. Importance for learning about IHRM. Strategic role of IHRM. Management of International HR cycle.</p>                                                                                                                                                                                                                  |
| <b>III</b>                     | <p><b>UNIT-III: Staffing, Training and Performance management for Global operations.</b> (9 hours)</p> <p>Staffing philosophies for global operations- Ethnocentric approach, Polycentric approach, Global staffing / Geocentric approach, Regiocentric approach; Global selection Expatriate selection, Factors influencing foreign posting; Problems with expatriation &amp; International personnel problems. Aligning Training and</p>                                                                                                                                                                                                                                      |



  
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|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | Development with Business strategies; Training and Development for Global work / Multinational organizations- Cultural shock, sub-culture, Cross-cultural training, Language training, Practical training, Diversity training; Training techniques; Repatriation of Expatriates. Expatriate Performance Appraisal- issues and guidelines. Expatriate Performance Management- strategic importance, scope and practices. Criteria for effective Performance Management.                                                                                               |
| IV                  | <b>UNIT-IV: International Compensation.</b> (9 hours)<br>Significance of International compensation. Cost and Benefit / Balance sheet approach to International compensation. National differences in compensation. Components of an expatriate compensation package, Compensating host country nationals. Executive pay policies for global managers.                                                                                                                                                                                                               |
| V                   | <b>UNIT-V: Contemporary Issues in IHRM.</b> (9 hours)<br>The concern of organized labor / Trade unions and international firm. The strategy of organized labor. Approaches to labor relations. Employers Associations and international firm. Collective Bargaining, Grievance, Discipline, Termination and Industrial conflict. Motivation and leading: The meaning of work- Need hierarchy in international context Reward system- Role of culture in motivation- Leading. Women in international management. IHRM in developing countries- IHRM in 21 st century. |
| Books For Reference | 1. Charles W.L. Hill, "International Business," Tata McGraw Hill Publishing Co, New Delhi.<br>2. Helen Deresky, " International Management- Managing Across Borders and Cultures," Prentice Hall of India Pvt. Ltd.,<br>3. Janet Morrison, "The International Business Environment: Global and Local Market Places in a Changing World," Palgrave MacMillan, New York, 2006.<br>4. Hugh Scullion and Margaret Lineham, " International Human Resource Management- A critical Text," Palgrave MacMillan, New York                                                     |

Methods of assessment:

Recall (K1) – Simple definitions, MCQ, Recall steps, Concept definitions

Understand/ Comprehend (K2) – MCQ, True/False, Short essays, Concept explanations, Short summary or overview

Application (K3) – Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

Analyse (K4) – Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge



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| Course I                |                                                                                                                                                                                                                                                                                                                                                               | Soft Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of the Course:    |                                                                                                                                                                                                                                                                                                                                                               | Personal and Interpersonal Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Credits:                |                                                                                                                                                                                                                                                                                                                                                               | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Course Objectives       |                                                                                                                                                                                                                                                                                                                                                               | <ol style="list-style-type: none"><li>1. To enhance the healthy personal and interpersonal skills among students.</li><li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li><li>3. To identify the self and interpersonal behavior</li><li>4. To differentiate healthy and unhealthy relationships</li><li>5. To promote self-confidence and assesses self-identity</li></ol>                                                                 |
| Course Outcomes         |                                                                                                                                                                                                                                                                                                                                                               | <ol style="list-style-type: none"><li>1. After the completion of course the student will be able to interpret behaviour and personality developments.</li><li>2. Analyse self and relational developments in various institutions.</li><li>3. Understand and describe the stress management, uncertainty, problem solving and decision making.</li><li>4. Display different types of communication and process of communication development such as attitude and barriers to communication.</li><li>5. Able to explain interpersonal relationships in multiple social backgrounds</li></ol> |
| Pre-requisites, if any: |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Units                   |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| I                       | <b>Behavioural Development</b> <ul style="list-style-type: none"><li>• Self-Assessment</li><li>• Friendliness - Enthusiasm – Empathy</li><li>• Work-Life Balance</li></ul>                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| II                      | <b>Self and Relationship Development</b> <ul style="list-style-type: none"><li>• Relationships (healthy &amp; unhealthy), Universal values, Character development</li><li>• Family Crisis, Sexual Behaviour and Domestic Violence</li><li>• Self Confidence - Adaptability – Resilience</li><li>• Assertiveness - Competitiveness - Self-Leadership</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| III                     | <b>Emotional Development</b> <ul style="list-style-type: none"><li>• Development of Emotional Intelligence - Self-Awareness - Emotion Management</li><li>• Stress Management - Tolerance of Change and Uncertainty - Taking Criticism</li><li>• Decision making, Problem solving</li></ul>                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| IV                      | <b>Communication Development</b> <ul style="list-style-type: none"><li>• Communication skills and Levels of communication</li><li>• Communication barriers</li><li>• Effect of attitude on communication</li></ul>                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



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|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V                   | <b>Interpersonal Development</b> <ul style="list-style-type: none"> <li>• Concepts: Networking and Connection to Careers in society – Interpersonal Relationships</li> <li>• Dealing with Difficult People - Conflict Resolution</li> <li>• Personal Branding – Dealing with Office Politics, Jealousy and Infidelity</li> </ul>                                                                                                                                                                                                                                                                                     |
| Books for Reference | <ul style="list-style-type: none"> <li>• Goleman, Daniel (1998), <i>Working with Emotional Intelligence</i>. New York: Bantam Books.</li> <li>• Hoffman, Edward. (2002), <i>Psychological Testing at Work</i>. New York: McGraw-Hill.</li> <li>• Jones, Dixie A. (1997), "Plays Well with Others, or the Importance of Collegiality Within a Reference Unit," <i>The Reference Librarian</i> no. 59, 163-175.</li> <li>• Pearson, Christine M., Andersson, Lynne M., and Porath, Christine L. (2000). "Assessing and Attacking Workplace Incivility," <i>Organizational Dynamics</i> 29 no. 2 (November).</li> </ul> |

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

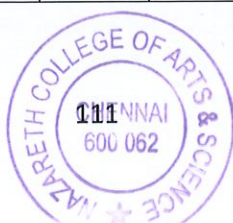
**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

#### Mapping with Programme Outcomes:

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**

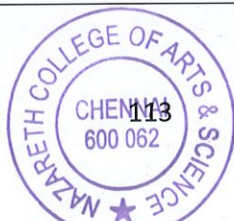
|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | S    | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 2 | S    | S    | M    | S    | S    | S    | S    | S    | S    | S     |
| CO 3 | S    | S    | S    | S    | S    | M    | S    | S    | S    | S     |
| CO 4 | S    | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 5 | M    | S    | S    | S    | S    | S    | S    | S    | M    | S     |

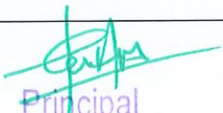
S-Strong M-Medium L-Low



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|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course I</b>                | Soft Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Title of the Course:</b>    | <b>LEADERSHIP &amp; TEAM BUILDING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Credits:</b>                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To enable students, learn team building and conflict management skills using OBT (Out Bound Training) methodology</li> <li>2. To develop leadership skills through training and motivation</li> <li>3. To improve communication and interpersonal for grooming overall personality enrichment</li> <li>4. To increase the pro-activeness ability of the students for developing leadership skills</li> <li>5. To teach them principles of team building and efficiency among them for leading the team with more spirit and positivity</li> </ol>                                     |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. Demonstrate team building and conflict management skills using Out Bound Training methodology.</li> <li>2. Articulate the basic skills necessary for leadership, communication and task execution in teams.</li> <li>3. Increase high level cohesiveness and togetherness for leading the team with the quality of leadership ability and capacity</li> <li>4. Make the students to manage the conflict issue and solve it with cordial approach and better managing capacity</li> <li>5. Groom the quality of the leader among the students for making them a best leader</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>I</b>                       | <b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• Pro-activeness – getting along better – learning to communicate and cooperate – giving and getting.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>II</b>                      | <b>Conflict Management</b> <ul style="list-style-type: none"> <li>• Attitudes towards conflict – two responses of conflict: fight or flight – styles of conflict management – dealing with hot buttons – skills of conflict resolution.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |
| <b>III</b>                     | <b>Team Building –1</b> <ul style="list-style-type: none"> <li>• Principles of team building – getting to know – building trust among people – focusing on other people with awareness – reaching out and helping team members.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>IV</b>                      | <b>Team Building – 2</b> <ul style="list-style-type: none"> <li>• Group identity – high level cohesiveness and its dynamics – spirit of team work and creativity – working together and performing – managing change as a team.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |



  
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|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V                          | <b>Leadership</b> <ul style="list-style-type: none"> <li>Basics of leadership – leader vs. manager &amp; balancing both – understanding competition and power – understanding your style and strengths – problem solving and creativity as sources – emotional intelligence for leaders.</li> </ul>                                                                                                                                                                                                                               |
| <b>Books for Reference</b> | <ul style="list-style-type: none"> <li>Christopher, E. M. &amp; Smith, L.E. (1999). Leadership Training. New Delhi: Viva books.</li> <li>Dale Carnegie. (1936). How to Win Friends and Influence People. Simon &amp; Schuster.</li> <li>Lambert and Selma Myers. (1999). 50 Activities for Conflict Resolution – Group Learning and Self Development Exercises. Published by Human Resource Development Press, Inc.</li> <li>Leil Lowndes. (2003). How to talk to anyone. New Delhi: Tata McGraw-Hill Company Limited.</li> </ul> |
|                            | <ul style="list-style-type: none"> <li>Newstrom, J. &amp; Scannell, E (2004). The big book of team building games. New Delhi: Tata McGraw-Hill Company Limited.</li> <li>Peter R. Scholtes. (1998). The Leader's Handbook Making – Things Happen, Getting Things Done. New York: McGraw-Hill.</li> <li>Stephen R. Covey. (1989) Seven habits of highly effective people. Free Press.</li> <li>Stephen R. Covey. (2011) The leader in me. Free Press</li> </ul>                                                                    |

**Methods of assessment:**

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

**Mapping with Programme Outcomes:**

**Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low**



  
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|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Course I</b>                | Soft Skill                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Title of the Course:</b>    | <b>Creativity and Professional Skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Credits:</b>                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Course Objectives</b>       | <ol style="list-style-type: none"> <li>1. To enhance the healthy personal and interpersonal skills among students.</li> <li>2. This course attempts to impart necessary skills needed to the individuals. It assesses the types of personality, behavioural development and various kinds of interpersonal skills also.</li> <li>3. To identify the self and interpersonal behavior</li> <li>4. To differentiate healthy and unhealthy relationships</li> <li>5. To promote self-confidence and assesses self-identity</li> </ol>  |
| <b>Course Outcomes</b>         | <ol style="list-style-type: none"> <li>1. It will help students in problems solving and critical thinking.</li> <li>2. It interprets professional updating.</li> <li>3. It describes professionalism in organizational skills and time management</li> <li>4. It summarizes professional development –knowledge management and customer service</li> <li>5. It enumerates the scientific report writing and proposal that will help the students in presenting scientific report and proposal in their vocational life.</li> </ol> |
| <b>Pre-requisites, if any:</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Units</b>                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>I</b>                       | <b>Personal Creativity</b> <ul style="list-style-type: none"> <li>• Problem Solving nature and Critical Thinking, Innovation of workable ideas</li> <li>• Troubleshooting - Design Sense - Artistic Sense</li> </ul>                                                                                                                                                                                                                                                                                                               |
| <b>II</b>                      | <b>Professional Updating</b> <ul style="list-style-type: none"> <li>• Technology Savvy - Technology Trend Awareness</li> <li>• Business Trend Awareness – Self, Business and Market Research</li> <li>• Business Etiquette - Business Ethics</li> <li>• Diversity Awareness - Disability Awareness - Intercultural Competence</li> </ul>                                                                                                                                                                                           |
| <b>III</b>                     | <b>Professionalism</b> <ul style="list-style-type: none"> <li>• Organizational Skills - Planning - Scheduling</li> <li>• Time Management - Meeting Management</li> </ul>                                                                                                                                                                                                                                                                                                                                                           |
| <b>IV</b>                      | <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>                                                                                                                                                                                                                                                                                                          |





|                     |                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| V                   | <b>Professional Development</b> <ul style="list-style-type: none"> <li>• Training and development - Process Improvement</li> <li>• Knowledge Management</li> <li>• Customer Service - Entrepreneurial Thinking</li> </ul>                                                                                                                                                          |
| Books for Reference | <ul style="list-style-type: none"> <li>• Perkins, D. (1995). Outsmarting IQ: The emerging science of learnable intelligence. NY: The Free Press.</li> <li>• Sternberg, R. (1988). The triarchic mind: A new theory of human intelligence. NY</li> <li>• Yoder, S., &amp; Moursund, D. (1995). Introduction to ClarisWorks 4.0: A tool for personal productivity. Eugene</li> </ul> |

#### Methods of assessment:

**Recall (K1)** - Simple definitions, MCQ, Recall steps, Concept definitions

**Understand/ Comprehend (K2)** - MCQ, True/False, Short essays, Concept explanations, Short summary or overview

**Application (K3)** - Suggest idea/concept with examples, Suggest formulae, Solve problems, Observe, Explain

**Analyse (K4)** - Problem-solving questions, Finish a procedure in many steps, Differentiate between various ideas, Map knowledge

**Evaluate (K5)** - Longer essay/ Evaluation essay, Critique or justify with pros and cons

**Create (K6)** - Check knowledge in specific or offbeat situations, Discussion, Debating or Presentations

#### Mapping with Programme Outcomes:

Map course outcomes for each course with programme outcomes (PO) in the 3-point scale of Strong, Medium and Low

|      | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO 10 |
|------|------|------|------|------|------|------|------|------|------|-------|
| CO 1 | S    | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 2 | S    | S    | S    | S    | S    | S    | S    | S    | S    | S     |
| CO 3 | S    | S    | S    | S    | S    | S    | S    | S    | M    | S     |
| CO 4 | S    | M    | S    | S    | M    | S    | S    | S    | S    | S     |
| CO 5 | S    | S    | S    | S    | S    | S    | S    | S    | S    | S     |

S-Strong M-Medium L-Low

S.A.C. SEPT'2022



*[Signature]*  
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