

Table: 2  
Discipline Core Courses  
2022-23 onwards

Semester		Discipline Core
I	AH23DC001	Introduction to Public Administration
II	AH23DC002	Indian Constitution and Government
III	AH23DC003	Public Personal Administration
IV	AH23DC004	Comparative Public Administration


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
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Discipline Core Courses  
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I	AH23DC001	Introduction to Public Administration
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INTRODUCTION TO PUBLIC ADMINISTRATION		Total Lecture:60
AH23DC001	L-T-P= 4-0-0=4	
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>The objective of the following course is to introduce the students to the discipline of public administration</li> <li>The following course provides awareness about the evolution and growth of the discipline of Public Administration</li> <li>The course provides a basic learning of basic principles and approaches of Public Administration.</li> <li>The course provides a theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations</li> <li>The course makes the student understand about the organizational functioning of governments, leaders and their relationship</li> </ul>	
Unit	Contents	Hours
1	Public Administration as a Discipline: Meaning, Nature, Scope, Dimensions and Significance of the discipline and its relations with Political Science, Management, Law and Economics.	12
2	Public and Private Administration, Evolution of Public Administration, Growth and Trends in Public Administration: New Public Administration (NPA), New Public Management (NPM),	12
3	Globalization and Public Administration, Paradigm Shift from Government to Governance, New Public Service (NPS), Feminist Perspectives	12
4	Organization and its Principles: Organization: Meaning, Basis and Forms of Organizations. Principles of Organization: Hierarchy, Unity of Command, Span of Control, Coordination, Authority and Responsibility, Supervision and Control, Centralization, Decentralization and Delegation	12
5	Chief Executive, Leadership and Accountability: Chief Executive: Meaning, Types, Functions and Role; Line, Staff and Auxiliary Agencies; Headquarter and Field relationships; Decision Making; Communication; Leadership; Accountability	12
<b>Course Outcomes (As per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
CO 1	To make the students <b>efficient</b> <sup>3</sup> in knowledge and methods of Public Administration analysis including data analysis	
CO 2	To <b>develop</b> <sup>3</sup> the basic professional skills pertaining to Administrative thoughts , analysis and assessment including counseling.	
CO 3	<b>Ability</b> <sup>3</sup> to use skills in specific areas related to chosen specialization (e.g. cognitive, Administrative -organizational, educational and social, community	
CO 4	<b>Ability</b> <sup>3</sup> to relate and connect concepts with personal experiences and using critical thinking.	
CO 5	Curiosity and ability to <b>formulate</b> <sup>4</sup> problems related to Administration and using appropriate concepts and methods to solve them.	
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>Avasthti, A and Maheshwari, S R (2013). <b>Public Administration</b>. Agra: Lakshmi Narain Agarwal.</li> <li>Basu, Rumki (2008). <b>Public Administration: Concepts and Theories</b>. New Delhi: Sterling Publishers.</li> <li>Bhagwan, Vishnoo Bhushan, Vidhya and Mohla, Vandana (2010). <b>Public Administration</b>.</li> </ul>	

  
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	New Delhi: S. Chand
Reference Books:	<ul style="list-style-type: none"> <li>• Bhambri, C. P. (2010). <b>Public Administration Theory and Practice</b> Meerut: Educational Publishers.</li> <li>• Bhattacharaya, Mohit (2008). <b>New Horizons of Public Administration</b>. New Delhi: Jawahar Publishers and Distributors.</li> </ul>

  
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Code	INDIAN CONSTITUTION AND GOVERNMENT	Total Lecture: 60
AH23DC002		L-T-P= 4-0-0-4
<b>Learning Objectives:</b>	<ul style="list-style-type: none"> <li>To demonstrate basic understanding of theories, concepts and practices relevant to public administration to the students.</li> <li>To generate the critical thinking and problem solving skills that is applied in the public service realm.</li> <li>To provide the appropriate skills to the students to make them able to administer public programs in their chosen subfield of public administration.</li> <li>To help them to access their knowledge and experience of ethics and integrity in public service</li> <li>To reflect on ways to incorporate public service values in administering agencies, policies and programs.</li> </ul>	
UNIT	CONTENT	HOURS
I	Salient features of Indian Constitution: Democracy, Federal System, Parliamentary Government, Fundamental Rights and Duties, Directive Principles of State Policy	12
II	Union Executive: President, Prime Minister, Council of Ministers	12
III	Judiciary – Supreme Court – Composition, Jurisdiction and Functions, Administrative Adjudication	12
IV	Constitutional Bodies – Election Commission, UPSC, Finance Commission, State Public Service Commission	12
V	State Government – Governor, Chief Minister, Council of Ministers	12
<b>Course Outcome (As per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
CO1	To <b>assess</b> <sup>1</sup> their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administering agencies, policies and programs.	
CO2	To <b>demonstrate</b> <sup>3</sup> proficiency in clear oral and written communication by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	To <b>demonstrate</b> <sup>3</sup> understanding of the environment in which governmental organizations operate.	
CO4	To <b>provide</b> <sup>2</sup> theoretical as well as practical knowledge on management of public organizations, including personnel and financial management that are necessary for public	

  
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	officials.
<b>CO5</b>	To <b>analyze</b> <sup>4</sup> ethical and effective leader with appropriate communication skills
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>• S.R Maheshwari (2005). <b>Indian Administration</b>, Hyderabad: Orient Blackswan Pvt Ltd.</li> <li>• M.V Pylee (2003). <b>Constitutional Government in India</b>, New Delhi: S. Chand</li> <li>• D.D Basu (2018). <b>Introduction of Indian Constitution</b>, New Delhi: Lexis Nexis.</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• A. Awasthi (1980). <b>Central Administration</b>, New Delhi: Tata McGraw-Hill</li> <li>• M. Laxmikant (2016). <b>Indian Polity</b>, New Delhi: McGraw-Hill Education.</li> </ul>

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Code	PUBLIC PERSONNEL ADMINISTRATION	Total Lecture: 60
AH23DC003		LTP= 4- 0 - 0 = 4
<b>Learning Objectives:</b>	<p>This course aims:</p> <ul style="list-style-type: none"> <li>To recognize basic understanding of theories, concepts and practices relevant to 'public personal administration'.</li> <li>To create the critical thinking and problem-solving skills that is applied in the 'public personnel administration'.</li> <li>To demonstrate the appropriate skills to the students to make them able to administer public programs in their chosen subfield of 'public personnel administration'.</li> <li>To use their knowledge and experience of ethics and integrity in public service.</li> <li>To develop public service values in administering agencies, policies and programs.</li> </ul>	
UNIT	CONTENT	HOURS
I	<b>Public Personnel Administration</b> – Concept, Meaning, Nature and Scope. Types of Personnel Systems – Aristocratic, Bureaucratic and Democratic; Principles of Personnel System – Merit, Spoils, Career	12
II	<b>Recruitment</b> Meaning and Importance, Main Features of the System of Recruitment in India, Central and State Services. Types of Recruitment; Union Public Service Commission and State Public Service Commission – Composition, Functions and Role	12
III	<b>Classification</b> Meaning and Significance; Position and Rank Classification – Merits and Demerits. Training – Meaning, Significance and Types. Promotion – Meaning, Significance and Bases.	12
IV	<b>Conduct and Discipline</b> Meaning and Significance, Conduct Rules, Disciplinary Procedure, Rights of Civil Servants.	12
V	<b>Retirement</b> Meaning and Significance, Features and Forms. Retirement Benefits – Pension, Provident Fund and Gratuity. New Pension Scheme.	12
<b>Course Outcome (As per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
CO1	<b>Assemble<sup>1</sup></b> their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate public service values in administering agencies, policies and programs.	
CO2	<b>Illustrate<sup>3</sup></b> proficiency in clear oral and written skill by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	<b>Demonstrate<sup>3</sup></b> understanding of the environment in which governmental organizations operate.	

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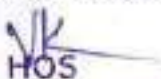
CO4	<b>Employ<sup>3</sup></b> theoretical as well as practical knowledge on administration of public organization, including 'personnel management' are necessary for public officials.
CO5	<b>Develop<sup>4</sup></b> an ethical and effective leader with appropriate skills.
<b>Textbooks:</b>	<ul style="list-style-type: none"> <li>• Jain, RB (1994). <b>Aspects of Personnel Administration</b>, New Delhi: IIPA.</li> <li>• Goel, SL (2003). <b>Public Personnel Administration: Theory and Practice</b>, New Delhi: Deep and Deep Publications.</li> <li>• Maheshwari, S R (2004). <b>The Public Service of India: Current Good Practices and New Developments in India</b>, New Delhi: Commonwealth Secretariat.</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Sinha, V M (1986). <b>Personnel Administration</b>, Jaipur: RBSA Publishers.</li> <li>• Jha, Rajesh K (2010). <b>Public Personnel Administration</b>, New Delhi: Pearson.</li> <li>• Maheshwari, SR (2006). <b>Public Administration in India: The Higher Civil Service</b>, New Delhi: Oxford University Press.</li> <li>• Procter, Arthur (2010). <b>Principles of Public Personnel Administration</b>, Delhi: Nabu Press.</li> <li>• Das, SK (2013). <b>The Civil Services in India</b>, New Delhi: Oxford University Press.</li> <li>• Stahl, Glenn O (1975). <b>Public Personnel Administration</b>, New Delhi: Oxford and IBH Publishing Co.</li> </ul>


  
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Code	COMPARATIVE PUBLIC ADMINISTRATION	Total Lecture: 60
AH23DC004		L-T-P= 4-0-0 = 4
<b>Learning Objectives:</b>	This course aims: <ul style="list-style-type: none"> <li>To demonstrate basic understanding of theories, concepts and practices relevant to 'comparative public administration'.</li> <li>To generate the critical thinking and problem-solving skills that is applied in the public service realm.</li> <li>To provide the appropriate skills to make them able to administer public programs in their chosen subfield of 'comparative public administration'.</li> <li>To access their knowledge and experience of ethics and integrity in public service.</li> <li>To incorporate public service values in administering agencies, policies and programs.</li> </ul>	
UNIT	CONTENT	HOURS
I	<b>Introduction- Comparative Public Administration:</b> Meaning, Nature, Scope and Significance. Salient Features of Administration in Developed & Developing Countries- Social, Economic, Political and Administrative	12
II	<b>Approaches:</b> Structural Functional Approach, Behavioural Approach and Ecological Approach	12
III	<b>Administrative Systems and Accountability:</b> Salient features of Administration in UK, USA, Japan, Chief Executive of UK, USA, Japan. Accountability: Control Machinery of UK, USA, Japan	12
IV	<b>Local Governance:</b> Local government of UK, USA, Japan. Grievance Redressal Machinery of UK, USA, Japan.	12
V	<b>Relevance:</b> Relevance of Comparative Public Administration in the era of Liberalization, Privatization and Globalization (LPG)	12
<b>Course Outcome (as per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
CO1	<b>Assemble<sup>1</sup></b> their knowledge and experience of ethics and integrity in public service and reflect on ways to incorporate comparative public administration values in administering agencies, policies and programs.	
CO2	<b>Illustrate<sup>3</sup></b> proficiency in clear oral and written skill by presenting succinct, well-organized materials and analysis tailored to the needs of their audience.	
CO3	<b>Demonstrate<sup>2</sup></b> understanding of the environment in which governmental and private organizations operate.	

  
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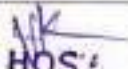
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CO4	<b>Employ</b> <sup>3</sup> theoretical as well as practical knowledge on administration of public organization, including 'comparative public administration' are necessary for public officials.
CO5	<b>Develop</b> <sup>3</sup> an ethical and effective administration with appropriate skills.
<b>Text Books:</b>	<ul style="list-style-type: none"> <li>• Arora, R K and S. Sharma (1992). <b>Comparative and Development Administration: Ideas and Actions</b>, Jaipur: Arihant Centre for Administrative Change</li> <li>• Bhatt, A and R. Ranjan (2010). <b>Comparative Government and Politics</b> (1st Edition), New Delhi: Anmol Publications.</li> <li>• Chaturvedi, T N (1994). <b>Tulnatmak Lok Prashashan</b>. Jaipur: College Book Depot.</li> <li>• Dahiya, Sewa Singh and Ravindra Singh (2012). <b>Comparative Public Administration</b>. New Delhi: Sterling Publishers.</li> </ul>
<b>Reference Books:</b>	<ul style="list-style-type: none"> <li>• Farazmand, A. (2001). <b>Handbook of Comparative and Development Public Administration</b>, New York: Marcel Dekker.</li> <li>• Ferrel (2001). <b>Public Administration: A Comparative Perspective</b> (6th Edition). New York: Marcel Dekker</li> <li>• Nadkarni, Vidya and Noonan, Norman C. (2013). <b>Emerging Powers in a Comparative Perspective: The Political and Economic Rise of the BRIC Countries</b>, London: Bloomsbury Academic.</li> <li>• Ray, S N (2004). <b>Modern Comparative Politics: Approaches, Methods and Issues</b>, New Delhi: Prentice Hall of India.</li> <li>• Riggs, F W (1961). <b>The Ecology of Public Administration</b>. Bombay: Asia Publishing House.</li> <li>• Riggs, F W. (1964). <b>Administration in Developing Countries: The Theory of Prismatic Society</b>. Boston: Houghton Mifflin Co.</li> <li>• Wiley (2009). "Special Issue on Comparative Chinese/American Public Administration", <b>Public Administration Review</b>, Vol. 69, Issues 1, December.</li> </ul>

  
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COURSE CODE	ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT	Total Lec: 30
SC23UC001		2-0-0-2
<b>Course Objectives:</b>	The course prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. Students will <ul style="list-style-type: none"> <li>• Understand the transnational nature of environmental problems and ways of addressing them.</li> <li>• Apply, analyze and understand interactions between social, and environmental processes.</li> <li>• Reflect critically on their roles and identities as citizens, consumers, and environmental actors in a complex, interconnected world.</li> </ul>	
<b>Pre-requisites:</b>	Basic understanding of high school chemistry and biology	
<b>Unit</b>	<b>Contents</b>	<b>Hours</b>
1	Definition, components of the environment, the relationship and interconnection between different components, man-environment relationship, the impact of technology on the environment, environmental degradation, sustainable development and its significance, environmental education.	4
2	Ecology: Introduction and objectives. Ecosystem: structure and function of ecosystem, components of the ecosystem: producers, consumers, decomposers, energy flow in the ecosystem: ecological succession, food chains, food webs, and ecological pyramids, forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems and their types, bio-geo-chemical cycles: hydrological cycle, carbon cycle, oxygen cycle, nitrogen cycle, sulfur cycle.	7
3	Composition of air, atmosphere structure, ambient air quality standards, classification of air pollutants, sources of common air pollutants like SPM, SO <sub>x</sub> , NO <sub>x</sub> , natural & anthropogenic sources of air pollution, effects of common air pollutants, air pollution episodes. Sound and noise measurements, sources of noise pollution, ambient noise levels, effects of noise pollution, noise pollution control measures. Water quality standards, sources of water pollution, classification of water pollutants, effects of water pollutants, eutrophication, water pollution episodes. Global warming and the greenhouse effect, acid rain, depletion of the ozone layer.	8
4	Resources of energy; renewable resources and non-renewable resources and India's status. Conventional energy sources and problems associated with them, non-conventional energy sources: Wind Energy, Hydroelectric, Solar energy, geothermal energy, Tidal energy, etc., advantages and limitations of non-conventional sources of energy.	4
5	Natural disasters and their types, accidental disasters, the impact of disasters on trade: national and international trade, natural disasters: earthquakes, hurricanes, tornadoes, floods, drought, tsunami, volcanoes, cyclones and storms, forest fires, severe heat waves, landslides and avalanches, epidemics and insect infestations. Technological and social disasters, types of technological hazards, social disasters, political and crowd disasters, war and terrorism, components of disaster management, Actors in disaster management, organizing relief measures at the national and local levels, psychological issues, carrying out rehabilitation work, government's role in disaster management.	7
<b>Course Outcomes per Bloom's Taxonomy</b>		
CO1	Students will be able to <b>understand</b> <sup>2</sup> the natural environment and its interconnections with human activities.	

  
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CO2	They will be able to <b>characterize</b> <sup>2</sup> and <b>analyze</b> <sup>4</sup> the impacts of human activities on the environment.
CO3	They will be able to integrate facts, concepts, and methods from multiple disciplines and <b>apply</b> <sup>7</sup> them to environmental problems.
CO4	They will be able to integrate knowledge and <b>analyze</b> <sup>4</sup> , <b>evaluate</b> <sup>3</sup> and manage the different public health aspects of disaster events at local and global levels.
CO5	They will be able to obtain, <b>analyze</b> <sup>4</sup> , and communicate information on risks, relief needs and lessons learned from earlier disasters to formulate mitigation strategies in future scenarios.
<b>Text Books</b>	<ul style="list-style-type: none"> <li>• Dr. N. S. Varadani, <b>Basics of Environmental Studies</b>, India Publications.</li> <li>• Mukesh Dhanna, <b>Disaster Management</b>, Vayu Education of India, Delhi Publication.</li> </ul>
<b>Reference Books</b>	<ul style="list-style-type: none"> <li>• R. Rajagopalan, <b>Environmental Studies</b>, Oxford University Press Publication.</li> <li>• Richard T Wright and Bernard J Nebel, <b>Environmental Science</b>, Prentice Hall India Publication.</li> <li>• Daniel B Botkin and Edward A Keller, <b>Environmental Science</b>, Wiley Publications.</li> </ul>

  
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Course Code	हिंदी	Total Lecture: 30
AH23UC002		2-0-0-2
Course Objectives:	<ul style="list-style-type: none"> <li>हिंदी साहित्य के आदिकालीन और भक्तिकालीन साहित्य से अवगत कराना।</li> <li>हिंदी साहित्य के दो प्रमुख कवियों- अमीर खुसरो और विद्यापति की विशिष्ट भूमिका रही है। इस से विद्यार्थियों को अवगत कराना।</li> <li>हिंदी साहित्य के अंतर्गत संत काव्य, प्रेमाख्यानक काव्य, राम काव्य और कृष्ण काव्य के प्रमुख कवियों कबीर, तुलसीदास और सूरदास का अध्ययन करना और हिंदी साहित्य में उनके योगदान की चर्चा करना।</li> <li>हिंदी साहित्य में मीरा का महत्वपूर्ण स्थान है। स्त्री-विमर्श की दृष्टि से भी मीरा काव्य विशिष्ट है।</li> </ul>	
Pre-requisites:	None	
इकाई	CONTENT	HOURS
१	1. स्वतंत्रता पुकारती (कविता) - जयशंकर प्रसाद 2. पुष्प की अभिलाषा - माखन लाल चतुर्वेदी 3. वाक्य संरचना और अष्टद्विधियाँ (संकलित)	6
२	1. पूस की रात (कहानी) प्रेमचंद 2. अप्य दीपो भव (लेख) स्वामी भद्रानन्द 3. पर्यायवाची, विलोम, एकार्थी, अनेकार्थी एवं शब्दयुग्म शब्द (संकलित)	6
३	1. भगवन बुद्ध (निबंध) - स्वामी विवेकानंद 2. कछुआ धर्म - चंद्रधर शर्मा गुलेरी 3. नहीं रुकती है नदी - हेरालात बाछोतिया 4. पल्लवन	6
४	1. अफसर (व्यंग्य) - शरद जोशी 2. हमारी सांस्कृतिक एकता (निबंध) - रामधारीसिंह दिनकर (एक भारत श्रेष्ठ भारत के अंतर्गत) 3. संक्षेपण (संकलित)	6
५	1. 1 नैतिक मूल्य परिचय एवं वर्गीकरण (आलेख) - डॉ शशि राय 2. आवरण की सम्यता (निबंध) - सरदार पूर्णसिंह 3. अंतर्ज्ञान एवं नैतिक जीवन (लेख) - डॉ सर्वपल्ली राधाकृष्णन	6
Course Outcomes per Bloom's Taxonomy		
CO1	आदिकाल के परिवेश में - राजनैतिक, सामाजिक, धार्मिक, सांस्कृतिक परिस्थितियों से भलीभांति परिचित हो सकेंगे।	
CO2	आदिकाल में अमीर खुसरो के साहित्यिक और संगीत के क्षेत्र में योगदान से परिचित हो सकेंगे।	
CO3	भक्तिकाल हिंदी साहित्य का स्वर्ण युग है। इसके अध्ययन से मानवीय और नैतिक मूल्यों का विकास होगा।	
CO4	भक्तिकाल साहित्य सामंती व्यवस्था का विरोध हुआ। यह इस काव्य की विशिष्ट उपलब्धि है।	

  
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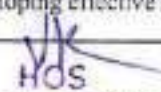
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CO5	भारतीय जनमानस में गोस्वामी तुलसीदास एवं उनकी कालजयी कृतियों श्रीरामचरितमानस, कवितावली एवं विनयपत्रिका के महत्व को समझ सकेंगे।
सहायक ग्रन्थ	कबीर - हजारीप्रसाद द्विवेदी सूरदास - रामचंद्र शुक्ल भक्ति आंदोलन और सूरदास का काव्य - मैनेजर पांडेय गोस्वामी तुलसीदास - रामचंद्र शुक्ल कबीर की विचारधारा - गोविन्द त्रिगुणाप्त सूर और उनका साहित्य - हरवंशलाल शर्मा
सन्दर्भ ग्रन्थ	सूरदास - ब्रजेश्वर शर्मा तुलसी-काव्य -मीमांसा - उदयभानु सिंह मध्ययुगीन प्रेमाख्यानक - श्याम मनोहर पांडेय मीरा: जीवन और काव्य - सी एल प्रभात राष्ट्रीय एकता, वर्तमान समस्याएं और भक्ति साहित्य: कैलाश नारायण तिवारी मध्यकालीन कृष्ण काव्य की सौन्दर्यचेतना : पूरनचंद टंडन

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
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COURSE CODE	COMMUNICATION SKILLS	Total: 45 hrs Lecture: 15 Practical: 30
TR23UC003		1-0-2-2
<b>Course Objectives:</b>	<p>Effective communication is critical for success in both personal and professional relationships. This course will introduce students to the key principles of effective communication, including verbal and nonverbal communication, active listening, and feedback. Students will also have the opportunity to reflect on their communication strengths and weaknesses and develop strategies for improvement.</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>Explain the key principles of effective communication.</li> <li>Identify common communication barriers and strategies for overcoming them.</li> <li>Use verbal and nonverbal communication effectively in different contexts.</li> <li>Apply active listening and feedback skills in interpersonal and group communication.</li> <li>Develop effective writing skills for different types of written communication.</li> <li>Analyze communication strategies for addressing specific challenges.</li> <li>Develop effective negotiation and conflict resolution strategies.</li> </ul>	
<b>Pre-requisites:</b>	Nil	
UNIT	CONTENT	HOURS
1	Grammar I Sentence Structure Prepositions Articles and Punctuation	3
2	Grammar II Subject-verb Agreement Prefixes and Suffixes Synonyms and Antonyms	3
3	Introduction to Effective Communication Key principles of effective communication Barriers to communication and strategies to overcome them Cross-Cultural Communication (Bias, Prejudice, Stereotypes)	3
4	Verbal and Nonverbal Communication Different types of verbal and nonverbal communication The importance of active listening and feedback in communication Understanding the impact of tone, body language, and facial expressions on communication	3
5	Written & Spoken Communication The importance of clear and concise writing Public speaking and group communication Developing effective speaking skills	3

  
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	<b>LANGUAGE LAB AND PRACTICAL SESSIONS</b>	15
<b>Course Objectives:</b>	<p>The objective of this course is to provide practical training in the use of English language for communication as well as to develop students' personalities through language laboratory activities. Improve their English language skills, including listening, speaking, reading, and writing.</p> <p>Gain confidence in communicating in English in a variety of situations. Expand their vocabulary and use idiomatic expressions.</p> <p>Develop their pronunciation, stress, and intonation patterns to speak English more naturally.</p> <p>Understand and use different grammatical structures accurately.</p> <p>Learn the strategies to learn and practice English beyond the classroom.</p>	
	<b>SELF PRACTICE</b>	15
	Self practice through any online Language Learning software or as prescribed by the University.	
<b>Course Outcomes (as per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
<b>CO 1</b>	To identify the barriers to communication and strategies to overcome them	
<b>CO 2</b>	To interpret and analyze different types of communication and styles	
<b>CO 3</b>	To apply effective listening and feedback techniques to improve communication in different contexts.	
<b>CO 4</b>	To evaluate the effectiveness of different communication strategies in achieving specific goals.	
<b>CO 5</b>	To develop and design communication strategies to address specific communication challenges in personal and professional settings.	
<b>Text Books</b>	<p>Garner, Bryan A. Garner's Modern English Usage. 4th ed., Oxford University Press, 2016.</p> <p>Hamilton, Cheryl. Communicating for Results: A Guide for Business and the Professions. Cengage Learning, 2018.</p> <p>Belmont, Judith. The Communication Skills Workbook: Self-Assessments, Exercises &amp; Educational Handouts. PESI Publishing &amp; Media, 2018.</p>	
<b>Reference Books</b>	<p>Gupta, S.C. Practical English Grammar &amp; Composition Paperback. Arihant, 2012.</p> <p>Adler, Ronald B., et al. Interplay: The Process of Interpersonal Communication. Oxford University Press, 2018.</p> <p>DeVito, Joseph A. The Interpersonal Communication Book. Pearson, 2016.</p> <p>Knapp, Mark L., and Judith A. Hall. Nonverbal Communication in Human Interaction. Wadsworth, 2016.</p> <p>Beebe, Steven A., and Susan J. Beebe. Public Speaking: An Audience-Centered Approach. Pearson, 2019.</p>	


  
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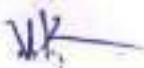


<b>COURSECODE</b>	<b>MS OFFICE</b>	<b>Total Lecture: 60</b>
CA23UC004		(0-0-4-2)
<b>Course Objectives:</b>	1. To Create and manage professional documents using word. 2. Analyze, manage and present data using excel. 3. Create and manage presentation using power point. 4. To insert a table, picture, or drawing into the document. 5. Create and manage database using MS Access.	
<b>UNIT</b>	<b>CONTENTS</b>	<b>HOURS</b>
1	<b>Introduction of Computer:</b> What is Computer, Basic Applications of Computer; Components of Computer System, Central Processing Unit (CPU), VDU, Keyboard and Mouse, Other input/output Devices, Computer Memory, Concepts of Hardware and Software; Concept of Computing, Data and Information; Applications of IECT; Connecting keyboard, mouse, monitor and printer to CPU and checking power supply.	6
2	<b>MS Word: Introduction, Features &amp; area of use.</b> Working with MS Word: Ribbon tabs-Home, Insert, Page Layout, References, Mailings, Review and View, Using word to create a new document, open, save and print a document, edit and format text, change the page layout, background and borders, insert headers and footers, insert and edit tables, insert clip art and pictures to documents, Formatting Fonts in word, Drop Cap in word, Applying Text effects, Using Character Spacing, Borders and Colors, Inserting Header and Footer, Using Date and Time option in Word, Creating project abstract Features to be covered-Formatting Styles, Inserting table, Bullets and Numbering, Changing Text Direction, Cell alignment, Footnote, Hyperlink, Symbols, Spell Check Track Changes	6
3	<b>MS Excel:</b> Spreadsheet basics, Creating, editing, saving and printing spreadsheets, Working with functions & formulas, Modifying worksheets with color & autoformats, Graphically representing data : Charts & Graphs, Speeding data entry : Using Data Forms, Analyzing data Data Menu, Subtotal, Filtering Data, Formatting worksheets, Securing & Protecting spreadsheets	6
4	<b>MSPower Point</b> Opening, viewing, creating, and printing slides ,Applying auto layouts ,Adding custom animation ,Using slide transitions ,Graphically representing data : Charts & Graphs ,Creating Professional Slide for Presentation.	6
5	<b>MS Access:</b> Access Basics, Design a Database, Build a Database, Work with Forms, Sort, Retrieve, Analyze Data, Work With Reports, Access with Other Applications, Manage an Access Database	6
	<b>Hands on Practices/ Practicals</b> Design a Greeting Card using Word Art for different festivals. Create your Bio-data and use page borders and shading. Create a document and insert header and footer, page title etc. Prepare a mark sheet of your class subjects. To create a document, set the margins, orientation, size, column, water mark, page color and page borders.	
<b>Course Outcomes as per Bloom's Taxonomy</b>		

  
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
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At the end of the course the students should be able to:	
<b>CO1</b>	Demonstrate an understanding of the role and function of computers and use the computer to solve problems.
<b>CO2</b>	Working knowledge of using Word's themes and clip art to create a variety of visual effects. Performing basic editing functions, formatting text, copy and moving objects and text.
<b>CO3</b>	Learning the use and utility of functions and formulas on excel spreadsheet.
<b>CO4</b>	Analyzing formatting techniques and presentation styles.
<b>CO5</b>	Examine database concepts and explore the Microsoft Office Access environment.
<b>Text Books</b>	Microsoft Office 2010 Introductory, Gary B. Shelly, Misty E. Vermaat Exploring Microsoft Office 2019 Introductory, Mary Poatsy, Keith Mulbery, Lynn Hogan, Jason Davidson Microsoft Office 365: The Essentials" by Chris Kelly
<b>Reference Books</b>	"Microsoft Office 2013: The Complete Guide" by John R. Nicholson Mastering MS Office, Kumar Bittu

  
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COURSE CODE	PROFESSIONAL SKILLS I	Total: 60 hrs Lecture: 0 Practical: 60
TR23UC005		0-0-4-2
<b>Course Objectives:</b>	<p>1. The aim of the course is to provide core suite of professional skills to the students for holistic development. The modules will bring about personality development with regard to different behavioral dimensions that have far reaching significance in the direction of being employable and developing organizational effectiveness. This module helps students to realize their full potential and acquire 21st Century skills that are increasingly important for success. The broader objectives are</p> <p>2. To Understand who you are at a deeper level</p> <p>3. To identify short term and long-term goals</p> <p>4. To familiarize with 21st Century Skills required for success</p> <p>5. To discover the right mindset required for personal and professional growth</p>	
<b>Pre-requisites:</b>	Nil	
UNIT	CONTENT	HOURS
1	<p><b>Self Awareness and Goal Setting</b></p> <p>Self Awareness: Who am I, life map, self-concept, personality traits, values, emotions, needs, self-esteem and self-efficacy, strength and blockage analysis. SWOT analysis, self-reflection journal.</p> <p>Goal Setting: Identifying goals (short term, long Term, life time Goals), creating vision, SMART goals, creating and implementing action plan, monitoring, evaluating and adjusting the plan.</p>	3
2	<p><b>Etiquettes and Social Graces</b></p> <p>Grooming and dressing, introductions— formal, informal and casual, handshakes, body language, workplace etiquettes, telephone etiquettes, internet etiquettes, dining etiquettes</p>	3
3	<p><b>Self Management</b></p> <p>Time Management: Importance of time management, tools and techniques of time management.</p> <p>Stress management: Understanding stress, stressors and its impact, Techniques to manage stress.</p> <p>Leadership skills: concept of leadership, traits and skills of a leader, developing leadership skills</p>	3
4	<p><b>People Management</b></p> <p>Interpersonal skills: Introduction to interpersonal skills, Johari window, transactional analysis (ego states, transactions, strokes, life positions.)</p> <p>Problem solving and decision making: Defining a problem, idea generation, brainstorming, SCAMPER, mind Mapping and De Bono's 6 Thinking Hats. Evaluate and select solution. Implement solution and create an action plan.</p>	3
5	<p><b>Presentation Skills</b></p> <p>Preparing effective Power-point presentation, designing the content of presentation; Making presentations; Strategies of creating confidence, Handling questions and Audience management</p>	3
<b>Course Outcomes as per Bloom's Taxonomy</b>		

  
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At the end of the course the students will be able to:	
<b>CO 1</b>	Identify 1 dimensions of self for deeper understanding
<b>CO 2</b>	Apply 3 and Analyze 4 various skills for personal and professional development
<b>CO 3</b>	Develop 6 professionals with values ready to work in diverse environment
<b>CO 4</b>	Identify 1 personal and professional goals and develop specific action plan to achieve them.
<b>CO 5</b>	Understand 2 and apply principles of group dynamics and team processes in day to day operations
<b>Text Books:</b>	Dr K. Alex, "Soft Skills" S Chand Publications.
<b>Reference Books:</b>	Hector Garcia and Francesc Miralles "IKIGAI" Hutchinsen London Covey Sean, "Seven Habits of Highly Effective Teens", New York: Fireside Publishers. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998. Thomas A Harris, "I am ok , You are ok ". New York-Harper and Row. The Leader in You by Carnegie Dale

  
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COURSE CODE	ENTREPRENEURSHIP DEVELOPMENT	Total Lecture: 30
MG23UC006		2-0-0-2
<b>Courses Objectives:</b>	Develop understanding and confidence in students to venture into entrepreneurship by giving them baseline understanding of the various aspects impacting decision making on various frontiers as faced by an enterprise.	
UNIT	CONTENT	HOURS
1	<b>Entrepreneurship Development Introduction:</b> Concept and importance, qualities, nature, types, traits, Goal determination – Problems Challenges and solutions. Role of Entrepreneur in Indian economy and developing economies with reference to Self-Employment Development, Entrepreneurial Culture.	6
2	<b>Entrepreneurial Process:</b> Environment, culture and stages in entrepreneurial process, changing dimensions in entrepreneurship – Digital entrepreneurship. Entrepreneur Vs. Intrapreneur, Entrepreneur Vs. Entrepreneurship, Entrepreneur Vs. Manager. Role of Regulatory Institutions; Role of Development Organizations; Self Employment Oriented Schemes; Various grant schemes.	6
3	<b>Business Ideation &amp; Planning:</b> Meaning and Objectives of a Business Plan, Advantages and cost of preparing a Business Plan, Elements, Critical Assessment Generating business idea- sources of new ideas, methods of generating ideas, opportunity recognition, Choice of the organization: Sole Proprietorship, partnerships, Joint Stock Co., Co-Operatives Family Business – meaning, characteristics, importance, types and models.	6
4	<b>Entrepreneurship Training &amp; Promotion:</b> Training Preparation and Development Programme. Evaluating entrepreneurial development programs. Developing support system. Feasibility study-market, technical/operational, financial feasibility, environmental scanning, competitor and industry analysis. Role of Central Government and State Government in promoting Entrepreneurship-Introduction to various incentives, subsidies and grants.	6
5	<b>Project Preparation and Proposal:</b> Need and Objects; Nature of organization, Production Management; Financial Management; Marketing Management; Consumer Management and Planning and Monitoring entrepreneurship. Entrepreneurs before independence and entrepreneurial growth after independence under planning system.	6
<b>Course Outcomes as per Bloom's Taxonomy</b>		
CO1	The student will be able to develop managerial qualities and competencies of an entrepreneur	
CO2	The student will be able to acquaint himself with the challenges of starting a new venture And the process of setting up a business.	
CO3	The student will be able to build essential skills and creativity needed to build teams and working and with them.	
CO4	The students will know the essential procedure and funding a request for setting up a new	

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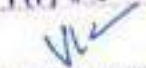
<b>CO5</b>	The student will be able to learn the various government initiatives and accordingly plan for his business.
<b>Text Books:</b>	Dr. GK Varshney, Fundamental of Entrepreneurship Sahitya Bhawan Publications. Dr. A N Bharti, Dr. Pramodh Kumar Tripathi, Fundamental of Entrepreneurship Rajeev Sahitya Bhawan Publication, SBPD Publication H Nandan, Fundamental of Entrepreneurship Third Edition, PHI Learning. Sangram Keshari Mohanty, Fundamental of Entrepreneurship PHI Learning. K Nagarajan, Project Management New Age International, Second Edition Vasant Desai, Dynamics of Entrepreneurship Development, Himalaya Publishing House, 2011. Dr. P C Shejwalkar, Entrepreneurship Development, Everest Publishing House, 2011. Dr. Priya k. Dubey, Entrepreneurship Development & Management, Sapra Ashok Prakashn Durgakund Varanasi, First Edition, 2018
<b>Reference Books:</b>	Hisrich Peters, Mc Graw Hills, Entrepreneurship Tenth Edition Brigitte Berger, The Culture of Entrepreneurship ICS Pt., 1991. Steven Brandt Entrepreneurship, 3rd Ed. Gurnit Narula, The Entrepreneurial Connection Tata McGraw Hills.

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<b>COURSE CODE</b>	<b>QUANTITATIVE APTITUDE AND LOGICAL REASONING</b>	<b>Total Lecture:30</b>
TR23UC007		2- 0- 0-2
<b>Course Objectives:</b>	1. To enhance the problem solving skills 2. To improve the basic mathematical skills 3. To manage the placement challenges more effectively	
<b>Pre-requisites:</b>	Nil	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
1	<b>Numbers</b> , HCF and LCM, Average and Ages, Coding-Decoding, Direction Sense, Data Sufficiency	6
2	<b>Percentage</b> , Profit and Loss, Ratio and Proportion, Mixtures and Allegations, Simple and Compound Interest, Sitting Arrangement	6
3	<b>Time and Work</b> , Time Speed and Distance, Problems on Trains and Boats, Mensuration, Clock and Calendar, Blood Relations	6
4	<b>Set Theory</b> , Permutation & Combination, Probability, Logarithms, Number Series, Cube and Dice	6
5	<b>Data Interpretation</b> , Tabulation, Bar Graphs, Pie-Chart and Line Graphs, Deductive Reasoning (Syllogism), Puzzles, Analogy and Venn Diagrams	6
<b>Course Outcomes (as per Bloom's Taxonomy)</b>		
At the end of the course the students will be able to:		
<b>CO 1</b>	Students will be able to analyze 5 data.	
<b>CO 2</b>	Students will be able to understand 2 mathematical and statistical concepts.	
<b>CO 3</b>	Students will be able to construct 6 hypothesis and solve problems.	
<b>CO 4</b>	Students will be able to solve 3 QA and LR Problems within short span of time by using shortcuts and tricks.	
<b>CO 5</b>	Students will be able to Interpret 2 and compare 2 data.	
<b>Text Books:</b>	Aggarwal R.S. "Quantitative Aptitude for Competitive Examinations", New Delhi: S Chand Publication Gupta D.P., Burnwal. "General Quantitative Aptitude for Competitive Exams", New Delhi: Disha Publication	

  
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<b>Reference Books:</b>	Agrawal D., Gupta D.P. "Rapid Quantitative Aptitude: With Shortcuts & Tricks for Competitive Exams", New Delhi: Disha Publication Guha A. "Quantitative Aptitude for All Competitive Examinations", Uttar Pradesh: McGraw Hill Education
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COURSECODE	DESIGN & CRITICAL THINKING	Total Lecture: 30
ET23UC008		(2-0-0-2)
Course Objectives:	1. To familiarize students with design thinking concept and principles 2. To ensure student can practices the methods, processes and tools of design thinking. 3. To ensure students can apply the design thinking approach and have ability to model real world situations. 4. To enable students to analyse primary and secondary research in the introduction to design thinking and develop ideas. 5. To develop an advance innovation and growth mind set form of problem identification and re framing, foresight, hind sight and in sight generation.	
UNIT	CONTENTS	HOURS
1	<b>ENTERPRISE DESIGN THINKING –HISTORY, OVERVIEW</b> Introduction to Design Thinking, understand what came before Design Thinking, Design making: Design making: concepts and prototyping; Design breaking: Identifying and using design principles; Identify who did what to bring it about, Learn how it built upon previous approaches, Need of design thinking; An approach to design thinking, Design thinking Process, Enterprise Design Thinking, Understand the principles, loop, and keys. Determine what is most important.	6
2	<b>ENTERPRISE DESIGN THINKING–7 KEYHABITS, THE LOOP, USER RESEARCH</b> 7 key habits of effective design thinkers, Iteration: understand the importance; Learn how to observe, reflect,& make. An Overview on Loop:- Its principles and keys. Determine what is most important. User Research Its Importance, Empathy through listening.	6
3	<b>THE LOOP–MAKE, USER FEEDBACK</b> Understand how Make fits into the Loop, learn how to leverage Observe information, Learn Idenation, Story boarding, & Prototyping. Understand user feedback and the Loop. Learn the different types of user feedback, learn how to carry out getting feedback.	6
4	<b>DEVELOPING IDEAS &amp; GENERATING INNOVATIONS</b> Create Thinking, Generating Design Ideas, Lateral Thinking, Analogies, Brainstorming, Mind mapping, National Group Technique, Synectic's , Development of work, Analytical Thinking, Group Activities Recommended; What is design innovation? A mindset for innovation, and asking " what if?" asking "what wows?" and 'what works?'	6
5	<b>REVERSE ENGINEERING</b> Introduction - Forward Engineering Design, Design Thought and Process, Design Steps; Reverse Engineering Leads to New Understanding about Products; Schematic Drawings and Analysis; Reverse Engineering in Computer Applications; Reasons for Reverse Engineering - Reverse Engineering Process-Step by Step -Case Study.	6
<b>Course Outcomes as per Bloom's Taxonomy</b>		
At the end of the course the students will be able to:		
CO1	Examine Design Thinking concepts and principles	
CO2	Understand and apply enterprise Design thinking	

  
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CO3	Experiment the methods ,processes, and tools of Design Thinking
CO4	Apply the Design Thinking approach and model to real world situations:
CO5	Apply and Understand Reverse and Forward Engineering
Text Books:	Yayici Enrah (2017): Design Thinking Methodology. Ling Daniel (2016): Complete Design Thinking Guide.
Reference Books:	West David, Rikner Rebecca (2017): Design Thinking: The Key to Enterprise Agility, Innovation, and Sustain ability: Author'spress International. Raja Vinesh and Fernandes Kiran J.(2008): Reverse Engineering: An Industrial Perspective, London: Springer.

  
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COURSE CODE	PROFESSIONAL SKILLS II	Total Practical :60
TR23UC009		0- 0- 4-2
<b>Course Objectives:</b>	<p>1. This course is designed to help students develop advanced professional skills required for success in the modern workplace hence hone the overall persona of the students. The aim of the modules is to create an environment to share and build perspectives, prepare and practice for job search, placement, recruitment and selection from a job seeker's perspective.</p> <p>2. The course is meant to not only help succeed with campus placement but be able to use skills to explore jobs in future. The course is meant to combine knowledge with action and experience.</p> <p>3. To develop skills required for personal and professional success</p> <p>4. To understand the process and prepare for job search, recruitment, and selection from job seeker's perspective.</p> <p>5. To enable safe environment to practice behaviors and skills needed during placement process, identify gaps, and receive developmental feedback.</p> <p>6. To encourage candidates to reflect and explore.</p>	
<b>Pre-requisites:</b>	Nil	
<b>UNIT</b>	<b>CONTENT</b>	<b>HOURS</b>
1	<b>Career Self-Assessment and Job Search Process:</b> Identifying interests, values, personality, skills; linking goals with career; setting a road map Job Search: Job search process, sources, networking, exploration.	3
2	<b>Portfolio-Building and Reaching Out.</b> Building Resume/portfolio/CVs, cover letters, work products and testimonials, Researching target employer, role of social media, online job portals and networking.	3
3	<b>Preparing for Selection.</b> Written tests, group discussion, case discussion. Interviews: Self-Audit, job audit, the personal job fit, functional/transferable skills checklist, major strengths identification worksheet, professional goals, selecting traits, skills and abilities for emphasis. Mock interview practice. Negotiation. Post interview follow ups. Managing disappointments. Learning and moving on.	3
4	<b>Team Building and Conflict Resolution</b> Team Building: Groups and teams, effective teams, stages of team development, building effective teams. Conflict resolution: Conflicts, causes and signals of conflicts, stages of conflicts and conflict resolution techniques	3
5	<b>Emotional Intelligence</b> Emotional Intelligence: introduction to emotional intelligence, working with emotions, emotional intelligence models, developing emotional intelligence	3
<b>Course Outcomes as per Bloom's Taxonomy</b>		

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At the end of the course the students will be able to:	
<b>CO 1</b>	Identify 1 dimensions of behavior for personal and professional success
<b>CO 2</b>	Demonstrate 2 a clear understanding of career exploration process.
<b>CO 3</b>	Analyse 4 job opportunities in the intended career path and target specific jobs that match current skills and career goals.
<b>CO 4</b>	Evaluate 5 the environmental fit of a variety of work settings and roles
<b>CO 5</b>	Create 6 an effective plan to market through written documents, online presence and skillful interviews.
<b>Text Books:</b>	Dr K. Alex, "Soft Skills" S Chand Publications
<b>Reference Books:</b>	Daniel Goleman, Emotional Intelligence, Bloomsbury Publishing India Private Limited Martin Yate CPC. Knock 'em Dead: The Ultimate Job Search Guide. Adams Media. ISBN 978-150-7205358. Orville Pierson. The Unwritten Rules of the Highly Effective Job Search: The proven Program Used by World's Leading Career Services Company. McGraw Hills Education. ISBN 978-0071464048. Get That Job: The Quick and Complete Guide to a Winning Interview by Thea Kelley What won't get you your Dream Job by Roopesh Tiwari

  
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Course Code:	<b>RESEARCH METHODOLOGY</b>	Total lecture: 30
MG23UC010		2-0-0-2

<b>Course Objectives:</b>	1. To familiarize students with basic of research and the research process. 2. Students should understand a general definition of research design. 3. Students should be able to identify the overall process of design in gear search study from its inception to its report. 4. Students should be familiar with ethical issues in educational research, include in those issues that arise in using quantitative and qualitative research. 5. Students should know the primary characteristics of quantitative research and qualitative research.
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UNIT	Contents	Hours
1.	<b>Introduction to Research Methodology –</b> Meaning, Objectives, Significance of Research in Management; Importance and scope of Research Methodology; Research Process.	6
2.	<b>Hypothesis Testing –</b> Defining hypothesis; Setting of Hypothesis; Types of Error. Testing and Analysis of Data and Report Writing - Selection of Appropriate Statistical Techniques; Parametric Test for hypothesis testing – t- test, Chi – Square test; Characteristics of Non Parametric Test; One- way ANOVA;	6
3.	<b>Sampling Design and Research Design –</b> Steps in Sampling Design; Criteria of Selecting a Sampling Procedure, Characteristics of Good Sample Design; Types of Sample Design; Research Design– Exploratory, Descriptive and Experimental Research Designs.	6
4.	<b>Data Collection Methods-</b> Primary and Secondary Data; Observational, Interview, field study, focus groups, experimental, Delphi, Ethnography, Survey Methods; Questionnaire Design; Processing of Data – Editing, Coding, Classification, Field Work and Tabulation of Data.	6
5.	<b>Report Writing</b> Fundamentals of research methods, Writing a research proposal, Problem Identification: Review of literature, broadening knowledge base in the specific research area, bringing clarity and focus to the research problem, Writing a research proposal, Writing a research report.	6

**Course Outcome(s) as per Blooms Taxonomy**

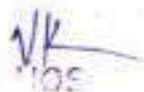
At the end of the course the students should be able to:

C01	Have an understanding of various kinds of research, objectives of doing research, research process research designs and sampling.
C02	Be able to formulate research problem and develop a sufficiently coherent research design.
C03	Have basic knowledge on qualitative, quantitative as well as measurement & scaling techniques.
C04	Have a basic awareness of data analysis, including descriptive & inferential measures.

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<b>C05</b>	Be able to write & develop independent thinking for critically analyzing research reports.
<b>TextBooks:</b>	Ranjit Kumar,(2019),Research Methodology: A Step-by-Step Guide for Beginners, SAGE Publication, Fifth Edition. WillieTan,(2018),Research Methods: A Practical Guide for Students and Researchers, World Scientific Publication, First Edition. Dwivedi R.S. Research Methods in Behavioural Sciences", Macmillan. Bennel . Roger; Management Research", ILO. Gupta,S.P., "Statistical Methods", 30th ed., SultanChand, NewDelhi, 2001.
<b>Reference Books:</b>	Srivastava, T.N. and Rego, Shailja, Business Research Methodology, Tata Mc Graw Hill. WilliamG. Zikmund, Business Research Methods, Thomson. Damodar Gujarati, Dawn, C. Porter and Sangeetha Gunasekar, Basic Econometrics, Publisher Tata McGraw Hill. HarperW.Boyd, Ralph Westfall and Stanley F.Stasch, Marketing research, Text and Cases, Home wood, I.I:Irwin.

  
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<b>COURSE Code</b>	<b>BASIC FINANCIAL LITERACY</b>	<b>Total Lecture: 30</b>
CM23UC011		2-0-0-2
<b>Course Objectives:</b>	1. To promote financial well-being 2. To understand the relevance and process of financial planning 3. To familiarity with different aspects of financial literacy such as savings, investment, taxation, and insurance.	
<b>UNIT</b>	<b>CONTENTS</b>	<b>HOURS</b>
1	<b>Personal Finance:</b> Financial Planning- Meaning, Setting Financial Goals, Household financial Expense, Health checkup, Investor's Age and Assets Allocation, Budgeting, Medical and other Emergencies, Retirement planning. Whatever you save is what you earn, Ownership of your financial decision, Take care of your old ones, Tax Payment, Insider Trading, Up Keep your Financial records, Financial need after retirement.	6
2	<b>Financial Modeling:</b> Preparation of Income statement, Balance sheet, Ratio Analysis, Break Even Point, Margin of safety, Statement of Profit Margin, Cash Flow Statement, registration of company, Gumasta.	6
3	<b>Banking:</b> Banking structure in India and Role of Reserve Bank of India, Personal Role of Bank in growth of saving and Investment, Types of banks, Services offered by banks, Deposits and Types of Deposits-Saving Bank Accounts, KYC norms, Banking products and services, Calculating Interests – Saving, FD, Simple and Compound Interest, Power of compounding Loans, Types of loans, taking a home loan, Definition of EMI, Calculation of EMI, Credit Cards Terminology, Credit Cards Math, Reading a Credit Card Statement, Post office-Account and transactions, Online Banking, Transaction cycle, Password protection NEFT and RGTS, ATM, Online trading, Internet banking, Need for keeping mobile number with banks, Need of protecting your online account, CIBIL, UPI, Digital payment, SEBI-What are Indices (SENSEX and NIFTY), Stock market, Repo rate and Reverse Repo Rate, Bank Rate, CRR, SLR.	6
4	<b>Income Tax:</b> Types of taxes, Tax rates, How taxes impact income, Tax planning v/s tax evasion, Tax saving investment - Government Schemes-National Saving Certificates, Public Provident Fund, Post Office Schemes, Equity Linked Savings Schemes, Retirement Benefits Schemes- NPS (New Pension System), Tax free bonds. Section – 80, Impact of Budget. PAN and its utility, Aadhar card, Demat Account, Bank statements and passbooks, Insurance policies, Tax return, Property documents, Helpline numbers of services.	6
5	<b>Behavior Aspects:</b> Concept of Needs and Wants, Helping the needy, Spend wisely v/s waste spending, Conscious Consumption – lavish, Impulsive spending, Using money responsibly, Avoiding cash payments, Insisting on Bills, Dangers of excessive borrowing, Repayment of loans, Make informed choices, Making a will, Free advise may be injurious, Filing a complaint, Protection from Inflation, Scams, Frauds Schemes, Money laundering, Phishing mail about winning a lottery.	6
	Hands on Practices/ Practical's Income tax Portal MCA PAN Portal Financial Modeling	
<b>Course Outcomes as per Bloom's Taxonomy</b>		

  
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At the end of the course the students should be able to:	
CO1	Develop proficiency for personal and family financial planning
CO2	Apply the concept of investment planning
CO3	Ability to analyze banking and insurance products
CO4	Personal tax planning
CO5	Understand the behavior of finance in our life.
Text Books	Pandit, Amar The Only Financial Planning Book that You Will Ever Need, Network 18 Publications Ltd.
Reference Books	Halan, Monika, and Let's Talk Money: You've Worked Hard for It, Now Make It Work for You, July 2018 Harper Business. Introduction to Financial Planning (4th Edition 2017)- Indian Institute of Banking 27 & Finance.


  
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COURSE CODE	INDIAN CULTURE AND HUMAN VALUES	Total Lecture: 30
CM23UC011		2-0-0-2
Course Objectives:	To understand the main currents of Indian history, especially in its cultural context. To recognize the evolution of Indian civilization from the Stone Age to the emergence of Indo-Islamic culture. To analyse dimensions of human values. To explore the ethical values suited for the modern world. To examine the values and ethics to be acquired, pursued and imparted to the future generations.	
UNIT	CONTENTS	HOURS
1	Indian Culture: An Introduction 1. Characteristics of Indian culture, Significance of Geography on Indian Culture. 2. Society in India through ages- Ancient period- Varna and Jati, family and marriage in India, position of women in ancient India, Contemporary Period; Caste system and Communalism. 3. Religion and Philosophy in India: Ancient Period: Pre-Vedic and Vedic Religion, Buddhism and Jainism, Indian philosophy – Vedanta and Mimamsa School of Philosophy.	6
2	Indian Languages and Literature 1. Evolution of script and languages in India: Harappan Script and Brahmi Script. 2. Short History of the Sanskrit literature: The Vedas, The Brahmanas and Upanishads & Sutras, Epics: Ramayana and Mahabharata & Puranas. 3. History of Buddhist and Jain Literature in Pali, Prakrit and Sanskrit, Sangama literature & Odia literature.	6
3	Spread of Indian Culture Abroad 1. Causes, Significance and Modes of Cultural Exchange - Through Traders, Teachers, Emissaries, Missionaries and Gypsies 2. Indian Culture in South East Asia 3. India, Central Asia and Western World through ages	6
4	A Brief History of Indian Arts and Architecture 1. Indian Art & Architecture: Gandhara School and Mathura School of Art; Hindu Temple Architecture, Buddhist Architecture, Medieval Architecture and Colonial Architecture 2. Indian Painting Tradition: Ancient, Medieval, Modern Indian Painting and Odishan painting tradition 3. Performing Arts: Divisions of Indian classical music: Hindustani and Carnatic, Dances of India: Various Dance forms: Classical and Regional, Rise of Modern Theatre and Indian Cinema.	6
5	Indian Values & Ethics 1. Nationalism: Indian Culture, Richness of Indian Culture, 2. Principles for Harmony: Truthfulness – Customs and Traditions, Human Dignity – Human Rights – Fundamental Duties, Aspirations and Harmony (I, We & Nature) 3. Gender Bias, Emotional Intelligence – Mayer Model – Emotional Competencies – Conscientiousness	6
<b>Course Outcomes as per Bloom's Taxonomy</b>		
At the end of the course the students should be able to:		

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CO 1	understand the concept and meaning of culture.
CO 2	establish the relationship between culture and civilization;
CO 3	explain the points of diversity and underlying unity in it
CO 4	discuss the role and impact of culture in human life.
CO 5	describe the distinctive features of India & Indian culture;
<b>Text Books</b>	Radha, Kumud Mookerji (2016). Ancient Indian Education, Eighth edition, Motilal Banarasi dass Swami Satyananda, Saraswati (1969). Asana Pranayama Mudra Bandha, Bihar School of Yoga, Kireet, Joshi (1997). Education for Character Development, Dharma Hinduja Center of Indic Studies.
<b>Reference Books</b>	Sri Aurobindo Ghosh (1998). The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram. Avinash, Patra (2012). The Spiritual Life and Culture of India, Oxford University Press. Shanti, Kumar, Ghosh (2004). Universal Values, The Ramakrishna Mission, Kolkata. Bakshi P.M. (2000). The Constitution of India Universal Law Publishing Co.Pvt.Ltd. Basham A.L. (2007). The illustrated cultural history of India; Indian Culture and Human Values Basham A.L. (2004). The wonder that was India; Picador; London Mazumdar R.C, Dutta K.K., Rai Chowdhury (2008). An Advanced history of India; Macmillan; Delhi Mazumdar R.C. (2003). Ancient India; Motilal Banarsidass publishers Pvt.Ltd., Delhi Radhakrishnan S. (2009). Indian Philosophy (Vol. I), 2nd Edition, OUP, Delhi Smith VA. (ed) Spear P.; 1981; The Oxford history of India; OUP, U.S.A. Tammara-Delgoda S. (2003). A Traveller's History of India; Series Editor Denis Judd, New York, U.S.A. Tylor E.B. (1974). Primitive culture: researches into the development of mythology, philosophy, religion, art, and custom. New York: Gordon Press

  
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