

## B.Ed. first Semester

Paper Code: BED103

Subject: Philosophical Foundation of Education

### A. Introduction:

The philosophy of education is the branch of applied philosophy that investigates the nature of education as well as its aims and problems. It includes the examination of educational theories, the presuppositions present in them, and the arguments for and against them. It is an interdisciplinary field that draws inspiration from various disciplines both within and outside philosophy, like ethics, political philosophy, psychology, and sociology. These connections are also reflected in the significant and wide-ranging influence the philosophy of education has had on other disciplines.

### B. Course Objective:

CO.1	To gain an understanding of the concept, meaning and aims of education
CO.2	To gain an understanding of the concept, meaning and aims of philosophy
CO.3	To gain understanding of the inter-relation of education and philosophy
CO.4	To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
CO.5	To promote reflective thinking among students
CO.6	To analyse the institution involved in socialisation practices impact power relations and identity formation

### C. Program Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PO.1	Know, choose and use of learner-centered teaching methods, select and use of appropriate assessment strategies for facilitating learning.
PO.2	Apply teaching skills and dealing with classroom problems.
PO.3	Evolve a system of education which increases the potential of every learner.

PO.4	Analyze Curriculum, construction, blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.
PO.5	Identify the diversity in the classroom and dealing it in inclusive classrooms environment
PO.6	To provide guidance and counselling programs for students
PO.7	Critically analyze the text-books and syllabus.

#### D. Program Specific Outcomes

On successful completion of the two-year B.Ed. program, pupil teachers will be able to:

PSO.1	Gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
PSO.2	Promote reflective thinking among students and to build up their capacity to be able to formulate their response to the concerns in education
PSO.3	Reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
PSO.4	Develop skill of Logical analysis, interpretation and synthesis of various concept, proposition and philosophical assumptions about educational phenomena
PSO.5	Develop critical appraisal of contribution made to education by prominent educational thinkers
PSO.6	Enable the students to understand the significance of the ultimate human concerns and the contribution of philosophy in this regard
PSO.7	Develop abilities to make comparisons between different philosophies

## E. Pedagogy:

The pedagogy would be the combination of the following techniques: -

- Explanation
- Presentations
- Discussions
- Questions & Answers
- Peer Learning
- Case Study

## F. Evaluation

Criteria	Description	Maximum Marks
<b>Internal Assessment</b>	Mid-Term Exam	15
	Class Activities	5
	Assignment	5
<b>External Assessment</b>	End-Term Exam	75
<b>TOTAL</b>		<b>100</b>

## G. Syllabus

**Unit I:** Education and Philosophy : Meaning and Functions • Concept , Meaning and Aims of Education • Philosophy and its relation to Education • Education as a liberal discipline and its Interdisciplinary nature • Basic concepts in philosophy of education: Teaching, Training, Learning, Inquiry, Indoctrination w.r.t. child

**Unit II:** Methodological Options in Education • Assumptions about human nature • Various Schools of Thoughts in Philosophy of Education and their relevance in education: Idealism, Realism, Naturalism, Pragmatism, Existentialism • Nature and place of Dialogue, Activity, Discovery in the process of education.

**Unit III:** Epistemological Basis of Education • Meaning of Knowledge, Reason, Belief • Sources of Knowledge: Empirical knowledge, Rational Knowledge, Authentication of Knowledge, Experience , Values and Ideals • Relationship of

School, Education, Knowledge, Constructivism, Scientific Methods, Reflective Judgements.

**Unit IV:** Analytical study of major thinkers on education and their practice • Relevance of educational thoughts of Indian and Western thinkers to the present Education system. To deliberate upon Aims and Functions of Education, Pedagogy, Pedagogical practices in the classroom, Teacher-Student Relationship and Essential Values and Qualities needed in a Teacher to prepare a child for life} • Indian Thinkers : M.K.Gandhi, Rabindranath Tagore, Jiddu Krishnamurti, B.R.Ambedkar • Western Thinkers: Plato, J.J.Rousseau, John Dewey, Paulo Freire

### Suggested Readings:

- Brubacher, J.S. [1969] McGraw Hill Book Co. Modern Philosophies of Education
- Carr, David. [2003] Making Sense of Education; Routledge Falmer
- Cenkenner, William :[1976] Manohar Publishers Hindu Personality in Education
- Dewey, John [1966] Democracy and Education ; New York, Macmillan
- Israel, Scheffler [1966] Philosophy and Education; Allyn Bacon Inc. 2nd ed.
- Kneller, George F. [1971] : Introduction to the Philosophy of Education ; John Wiley and Sons, Inc. • Krishnamurti, J. ; [1953] Education and the Significance of Life. ; Krishnamurti Foundation India.
- Mani, R.S. [1964] ; Educational ideals of Gandhi and Tagore.
- O'Connor, D.J. [1973] An Introduction to Philosophy of Education. Universal Book Stall.
- Ozmon, Howard A. and Craver, Samuel M. :[1976] Philosophical Foundations of Education 2nd ed. Charles, Merrill Publishing Co.
- Peters, R.S. The concept of Education series Part 2 and 3 Edited by R.F. Dearden, P.H. Hirst and R.S. Peters ; Routledge and Kegan Paul, London and Boston.
- Schofield, Harry; [1982] The Philosophy of Education—An Introduction ; Unwin Education Books, London

## Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Meaning and Concept of Education	Explanation	CO1	Q/A Presentations Class Test
2	Continue	Explanation	CO2	
3	Aims of Education	Explanation	CO2	
4	Meaning concept and functions of philosophy	Explanation	CO2	
5	continue	Explanation	CO2	
6	Aims of Philosophy	Explanation	CO2	
7	Philosophy and its relation to Education	Explanation	CO3	
8	Education as a liberal discipline and its Interdisciplinary nature	Explanation	CO3	
9	Continue	Explanation	CO3	
10	Continue	Explanation	CO3	
11	concepts in philosophy of education: Teaching, Training w.r.t. child	Explanation	CO3	
12	continue	Explanation	CO3	
13	concepts in philosophy of education: Learning, Inquiry, Indoctrination w.r.t. child	Explanation	CO3	
14	continue	Explanation	CO3	
15	Methodological Options in Education	Explanation	CO3	
16	Continue	Illustration with examples	CO3	
17	Assumptions about human nature	Illustration with examples	CO4	
18	Continue	Explanation	CO4	
19	Idealism	Explanation	CO4	
20	Continue	Explanation	CO4	
21	Realism	Explanation	CO4	
22	Continue	Explanation	CO4	



23	Naturalism	Explanation	CO4	
24	Continue	Explanation	CO4	
25	Pragmatism	Explanation	CO4	
26	Continue	Explanation	CO4	
27	Existentialism	Explanation	CO4	
28	Continue	Explanation	CO4	
29	Nature and place of Dialogue, Activity	Explanation	CO5	
30	Discovery in the process of education	Discussion	CO5	
31	Epistemological Basis of Education	Discussion	CO5	
32	Meaning of Knowledge, Reason, Belief	Discussion	CO5	
33	Sources of Knowledge: Empirical knowledge, Rational Knowledge,	Discussion	CO5	
34	Authentication of Knowledge, Experience, Values and Ideals	Discussion	CO5	
35	Continue	Discussion	CO5	
36	Relationship of School, Education, Knowledge	Discussion	CO5	
37	Continue	Discussion	CO5	
38	Constructivism,	Discussion	CO5	
39	Scientific Methods	Discussion	CO5	
40	Reflective Judgements	Explanation	CO5	
41	Indian Thinkers: M.K.Gandhi,	Discussion	CO6	
42	Continue	Explanation	CO6	
48	Rabindranath Tagore	Illustration with examples	CO6	
49	Continue	Discussion	CO6	
50	Jiddu Krishnamurti	Explanation	CO6	
51	B.R.Ambedkar	Discussion	CO6	
52	Plato		CO6	
55	J.J.Rousseau,		CO6	
56	Continue		CO6	
57	John Dewey		CO6	
58	Continue		CO6	

59	Paulo Freire		CO6	
60	Continue		CO6	
61	Revision		CO1 to CO6	
62	Revision		CO1 to CO6	

### H. Course Articulation Matrix: (Mapping of COs with POs and PSOs)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	SO1	SO2	SO3	SO4	SO5	SO6	SO7
<b>CO.1</b>	1	1	2	1	1	1	1	3	3	3	2	2	3	1
<b>CO.2</b>	2	2	1	1	1	1	1	3	3	3	3	1	2	2
<b>CO.3</b>	1	1	2	2	1	2	1	3	2	1	2	2	1	3
<b>CO.4</b>	2	2	2	1	1	1	1	2	2	3	3	3	3	3
<b>CO.5</b>	2	3	3	3	3	2	2	2	3	3	3	3	3	2
<b>CO.6</b>	2	2	2	2	1	2	1	2	2	2	1	2	3	3

“-”- No Correlation;

1-Low Correlation;

2- Moderate Correlation;

3-Substantial Correlation.

### I. Expectations from Students:

- Actively participate in the classroom activities
- Follow the class norms
- Must be punctual
- Must be regular in the class and maintain minimum 75% attendance (as per GGSIP University norms)

### J. Faculty Contact Details:

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## LLM

**Paper Code: GEN-103**

**Subject: System of Governance**

### A. Introduction

### B. Objective:

COGEN 103.1	To enable the students understand and appreciate various forms and systems of Governance
COGEN 103.2	To analyses Federalism as a Pattern of Governance.
COGEN 103.3	To enable the students learn the role of judicial institutions in promotion of governance.
COGEN 103.4	To identify the emerging trends and challenges in the system of governance.

PO1.	Exhibit understanding of various forms and systems of Governance.
PO2.	Demonstrate in-depth knowledge of structures and processes of governance in India.
PO3.	Develop comprehensive understanding of basic principles of constitutional Governance.
PO4.	Develop understanding of Federalism as a Pattern of Governance.
PO5.	Demonstrate awareness of the role of judicial institutions in promotion of governance.
PO6.	Develop critical thinking skills and analytical abilities to analyze emerging trends and challenges in the system of governance.

### D. Program Specific Outcomes

PSO.1.	Understand, interpret, and analyse the various forms and systems of Governance;
PSO.2.	Knowledge of complex problem situations and offer potential solutions within a sional context;
PSO.3.	Ability to conduct effective research and develop the critical skill about the legal & Socio-economic matters;
PSO.4	Articulate their independent views over crucial Governance issues;
PSO.5	Demonstrate communication skills, including oral advocacy;
PSO.6	Understanding of emerging trends and challenges in the system of governance.



**E. Pedagogy:** The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

**F. Evaluation**

Criteria	Description	Maximum Marks
<b>Internal Assessment</b>	Mid-Term Exam	10
	PSDA	5
	Assignment	10
<b>External Assessment</b>	End-Term Exam	75
<b>TOTAL</b>		<b>100</b>

**G. Syllabus**

**Unit - I : Introduction**

- Meaning and Concept of Governance
- Systems of Governance
- Constitutional Governance: Democracy, Rule of Law and Separation of Powers
- Law and Governance in India

**Unit - II : Federalism as a Pattern of Governance**

- Nature and Principles of Federal Governance : Classical and Modern
- Comparative Analysis of American, Canadian and Indian Systems
- Corporate Federalism in India: Legislative, Administrative and Financial Relations between Union and States.

**Unit - III: Judicial process and its role in Governance**

- Concept and Practice of Judicial Review in India and USA
- Judicial Accountability, Administrative and Parliamentary Ethics
- Role of Judiciary in Promoting Governance: Human Rights, Criminal Justice System, Environment, Public Health etc.
- Research and Development in Governance

**Unit-IV: Emerging Trends and Challenges to Governance**

- Challenges to Governance: Corruption, Criminalization, Caste, Poverty, Terrorism etc.
- State Responsibility & PPP
- Principles of compensatory discrimination, Religious and Linguistic Minorities
- Role of Media in Governance

#### H. Suggested Readings:

1. Parmanand Singh '*Social Rights and Good Governance In* C. Raj Kumar and D. K. Srivastava (ed.) *Human rights and Development: Law, Policy and Governance* Ch.24 pp.437-54. Lexis Nexis. Hong Kong. (2006).
2. Parmanand Singh '*Hunger Amidst Plenty: Reflections on Law, Poverty and Governance*. 48, J.I.L.I. PP 57-77. (2006).
3. Virendra Kumar. *Dynamics of Reservation Policy: Towards a More Inclusive Social Order*, 50, J.I.L.I. PP 478-517. (2007).
4. Parmanand Singh '*Equality and Compensatory Discrimination: The Indian Experience*, In Choklingam and C. Raj Kumar (ed) *Human rights, Criminal Justice and Constitutional Empowerment*, Chapter 7, Oxford, Delhi. (2006).
5. Parmanand Singh. *Protecting the Rights of the Disadvantaged Groups Through Public Interest Litigation*, in M. P. Singh et al (ed), *Human Rights and Basic Needs: Theory and Practice*, Universal Law Publishing Company, New Delhi, PP 305- 329. (2008).
6. Balakrishnan, K. G. '*Judiciary in India: Problems and Prospects*. 50, J.I.L.I. PP 461- 467 (2008).
7. Parmanand Singh '*Hunger Amidst Plenty: Reflections on Law, Poverty and Governance*. 48, J.I.L.I. PP 57-77. (2006).

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Overview of System of Governance	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
2	Meaning and Concept of Governance	Lecture	CO1	MCQs & Subjective Assessment
3	Meaning and Concept of Governance	Lecture/Discussion	CO1	MCQs & Subjective Assessment
4	Systems of Governance	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
5	Systems of Governance	Q&A Method	CO1	MCQs & Subjective Assessment
6	Constitutional Governance: Democracy, Rule of Law and Separation of	Q&A Method	CO1	MCQs & Subjective Assessment
7	Constitutional Governance: Democracy, Rule of Law and Separation of	Lecture	CO1	MCQs & Subjective Assessment
8	<i>Continue</i>	Discussion		MCQs & Subjective Assessment
9	Law and Governance in India	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
10	<i>Continue</i>	Lecture	CO1	MCQs & Subjective Assessment
11	Nature and Principles of Federal Governance: Classical and Modern	Q&A Method	CO2	MCQs & Subjective Assessment
12	Nature and Principles of Federal Governance : Classical and Modern	Lecture	CO2	MCQs & Subjective Assessment
13	<i>Continue</i>	Q&A Method	CO2	MCQs & Subjective Assessment
14	Comparative Analysis of American, Canadian and Indian Systems	Lecture/ Discussion	CO2	MCQs & Subjective Assessment
15	<i>Continue</i>	Lecture	CO2	MCQs & Subjective Assessment
16	<i>Continue</i>	Q&A Method	CO2	MCQs & Subjective Assessment
17	Corporate Federalism in India: Legislative, Administrative and Financial Relations between Union and States.	Lecture	CO2	MCQs & Subjective Assessment

18	<i>Continue</i>	Lecture/ Discussion	CO2	MCQs&Subjective Assessment
19	Corporative Federalism in India: Legislative, Administrative and Financial Relations between Union and States.	Lecture/ Discussion	CO2	MCQs&Subjective Assessment
20	Concept and Practice of Judicial Review in India and USA	Lecture	CO3	MCQs& Subjective Assessment
21	<i>Continue</i>	Lecture/ Discussion	CO3	MCQs&Subjective Assessment
22	<i>Continue</i>	Q&A Method	CO3	MCQs&Subjective Assessment
23	Judicial Accountability, Administrative and Parliamentary Ethics	Lecture/ Discussion	CO3	MCQs&Subjective Assessment
24	Judicial Accountability, Administrative and Parliamentary Ethics	Lecture/ Discussion	CO3	MCQs&Subjective Assessment
25	Role of Judiciary in Promoting Governance: Human Rights, Criminal Justice System, Environment, Public Health etc.	Q & A Method	CO3	MCQs&Subjective Assessment
26	Role of Judiciary in Promoting Governance: Human Rights, Criminal Justice System, Environment, Public Health etc.	Lecture/ Discussion	CO3	MCQs& Subjective Assessment
27	Role of Judiciary in Promoting Governance: Human Rights, Criminal Justice System, Environment, Public Health etc.	Lecture/ Discussion	CO3	MCQs&Subjective Assessment
28	Research and Development in Governance	Lecture/ Discussion	CO3	MCQs&Subjective Assessment
29	Research and Development in Governance	Lecture	CO3	MCQs&Subjective Assessment
30	<i>Continue</i>	Lecture/ Discussion	CO3	MCQs&Subjective Assessment

31	Challenges to Governance: Corruption, Criminalization, Caste, Poverty, Terrorism etc.	Lecture/ Discussion	CO4	MCQs&Subjective Assessment
32	Challenges to Governance: Corruption, Criminalization, Caste, Poverty, Terrorism etc.	Q&A Method	CO4	MCQs& Subjective Assessment
33	State Responsibility & PPP	Q&A Method	CO4	MCQs&Subjective Assessment
34	State Responsibility & PPP	Lecture	CO4	MCQs&Subjective Assessment
35	Continue	Discussion	CO4	MCQs&Subjective Assessment
36	Continue	Lecture/ Discussion	CO4	MCQs&Subjective Assessment
37	Principles of compensatory discrimination, Religious and Linguistic Minorities	Lecture	CO 4	MCQs&Subjective Assessment
38	Principles of compensatory discrimination, Religious and Linguistic Minorities	Q&A Method	CO4	MCQs& Subjective Assessment
39	Role of Media in Governance	Lecture	CO4	MCQs&Subjective Assessment
40	Continue	Q&A Method	CO4	MCQs&Subjective Assessment
41	Continue	Lecture/ Discussion	CO4	MCQs&Subjective Assessment
42	Class test	Lecture	CO4	MCQs&Subjective Assessment
43	Revision	Q&A Method	CO4	MCQs&Subjective Assessment
44	Presentation	Lecture	CO4	MCQs& Subjective Assessment
45	Presentation	Lecture	CO4	MCQs&Subjective Assessment
46	Presentation	Lecture	CO4	MCQs&Subjective Assessment
47	Presentation	Lecture	CO4	MCQs&Subjective Assessment
48	Presentation	Lecture	CO4	MCQs&Subjective Assessment
49	Presentation	Lecture	CO4	MCQs&Subjective Assessment
50	Presentation	Lecture	CO4	MCQs&Subjective Assessment



### I. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
COGEN 103.1	3	3	3	3	2	3	3	3	3	3	3	1
COGEN 103.2	3	3	3	3	2	3	3	3	3	1	3	3
COGEN 103.3	3	3	3	3	2	3	1	1	3	3	3	3
COGEN 103.4	3	3	3	3	3	3	3	3	3	3	3	3

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

### J. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

### K. Faculty Contact Details:

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## BCOM H

### Paper Code: BCOM 107

### Subject: Management Process & Organization Behavior

#### A. Introduction

**Objective:** The course aims to give an understanding to students about the basic management concepts, principles and practices and the factor that drive human behavior in a organization.

COBCOM107.1	Examine the evolution of thoughts and approaches to the modern concept of management.
COBCOM107.2	Comprehend the process of management in the context of organization and their environment.
COBCOM107.3	Assess the need, relevance and process of delegation of the authority in an organization.
COBCOM107.4	Explain the needs and drives of an individual through theories of motivation
COBCOM107.5	Analyze the role of a leader and significance of team work in an organization.
COBCOM107.6	Observe human personality and its influence on behavior.
COBCOM107.7	Analyze significance of communication in the decision making process.

#### C. Program Outcomes

PO1.	Exhibit understanding of overall business and financial environment in India
PO2.	Demonstrate in-depth knowledge of financial operations and decision making in an organization
PO3.	Develop comprehensive understanding and problem solving abilities in financial services and operations
PO4.	Develop critical thinking skills and analytical abilities to analyze business data using various techniques and tool
PO5.	Develop effective communication, interpersonal and team skills
PO6.	Demonstrate awareness of ethical issues and sensitivity towards social and environmental challenges

#### D. Program Specific Outcomes

PSO.1.	Demonstrate an understanding of technological interventions in Finance
PSO.2.	Develop skills for investments and trading in capital markets
PSO.3.	Develop understanding on Banking and Financial services in India
PSO.4.	Apply quantitative techniques and tools in Commerce
PSO.5	Imbibe human values and sense of responsibility towards self, society and environment
PSO.6	Undergo holistic personality development with skills for effective functioning

#### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

#### F. Evaluation

Criteria	Description	Maximum Marks
<b>Internal Assessment</b>	Mid-Term Exam	10
	PSDA	5
	Assignment	10
<b>External Assessment</b>	End-Term Exam	75
<b>TOTAL</b>		<b>100</b>



## G. Syllabus

### Course Contents

#### Unit I

**Introduction:** Management: Concept and Need, Managerial Functions – An overview; Evolution of Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches, Behavioural Approach, Systems Approach, Contingency Approach, MBO, Business Process Re-engineering.  
**(14 Hours)**

#### Unit II

**Planning and Organizing:** Types of Plans; Strategic planning; Environmental Analysis and diagnosis (Internal and external environment) Decision-making: Process and Techniques; Perfect rationality and bounded rationality. Concept and process of organizing – An overview, Span of management, Different types of authority (line, staff and functional), Decentralization, Delegation of authority; Formal and Informal Structure; Principles of Organizing; Types of Organization Structures, Emerging Organization Structures.  
**(14 Hours)**

#### Unit III

**Personality, Perception and Attitudes:** Personality- Type A and B, Big Five personality types, Factors influencing personality. Learning- Concept, Learning theories, and reinforcement. Perception and Emotions- Concept, Perceptual process, Importance, Factors influencing perception, Emotional Intelligence. Values and Attitudes- Concept and types of values: Components of attitude, job related attitudes.  
**(14 Hours)**

#### Unit IV

**Motivation and Leadership:** Motivation & Leadership: Concept, Importance, extrinsic and intrinsic motivation; Major Motivation theories - Maslow's Need-Hierarchy Theory; Herzberg's Two-factor Theory, Vroom's Expectancy Theory. Leadership: Concept and Importance; Trait theory, Transactional, Charismatic, and Transformational Leadership. Power and conflict, Power tactics, Sources of conflict, Conflict Resolution Strategies, Transactional Analysis, Organizational Culture and climate- Concept and determinants of organizational culture.  
**(14 Hours)**

### Suggested Readings: (All latest editions)

1. Robbins, S. P., Mary Coulter, Management, Pearson, New Delhi India
2. Stoner, J. A. F., Freeman, R.E., Kodwani, A.D. et al, Management, Pearson New Delhi, India
3. Terry, G. R.. Principles of Management. Homewood, California: Richard D. Irwin Inc.
4. Luthans, F. Organizational Behaviour. McGraw Hill India
5. Robbins, S. P., & Judge, T. A.. Organizational Behaviour. Pearson Education, New Delhi, India

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction Management Concept	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
2	Management Need & Functions	Lecture	CO1	MCQs & Subjective Assessment
3	Evolution of Management Thoughts	Lecture	CO1	MCQs & Subjective Assessment
4	Classical Approach – Taylor, Fayol	Q & A Method	CO1	MCQs & Subjective Assessment
5	Neo- Classical	Q & A Method	CO1	MCQs & Subjective Assessment
6	Human Relationship Approach	Q & A Method	CO1	MCQs & Subjective Assessment
7	Behavioural Approach	Lecture	CO1	MCQs & Subjective Assessment
8	System Approach	Q & A Method	CO1	MCQs & Subjective Assessment
9	Contingency Approach	Q & A Method	CO1	MCQs & Subjective Assessment
10	Process Re-Engineering Approach	Lecture	CO1	MCQs & Subjective Assessment
11	Planning, types of Planning	Q & A Method	CO1	MCQs & Subjective Assessment
12	Strategic Planning	Lecture	CO1	MCQs & Subjective Assessment
13	Business Environment Analysis	Lecture	CO1	MCQs & Subjective Assessment
14	Decision Making Process and Techniques	Q & A Method	CO1	MCQs & Subjective Assessment
15	Perfect rationality & bounded rationality	Lecture	CO1	MCQs & Subjective Assessment
16	Concept and Process of Organization	Lecture	CO1	MCQs & Subjective Assessment
17	Organization- Span Of management	Lecture	CO1	MCQs & Subjective Assessment
18	Organization- Line of Authority	Q & A Method	CO1	MCQs & Subjective



				Assessment
19	Organization-Delegation and decentralization	Q & A Method	CO1	MCQs & Subjective Assessment
20	Organization- Types of organization structure	Lecture	CO1	MCQs & Subjective Assessment
21	Organization- Principle of organization, formal & informal structure	Q & A Method	CO1	MCQs & Subjective Assessment
22	New Emerging Organization Structure	Q & A Method	CO1	MCQs & Subjective Assessment
23	Personality-Meaning, type A & B	Lecture	CO1	MCQs & Subjective Assessment
24	Personality-Five types of personality & Factors Influencing Personality	Q & A Method	CO1	MCQs & Subjective Assessment
25	Learning – Concept	Q & A Method	CO1	MCQs & Subjective Assessment
26	Learning Theories	Lecture	CO1	MCQs & Subjective Assessment
27	Reinforcement	Q & A Method	CO1	MCQs & Subjective Assessment
28	Perception Concept & important factor influencing Perception	Q & A Method	CO1	MCQs & Subjective Assessment
29	Perception Process	Lecture	CO1	MCQs & Subjective Assessment
30	Emotion & Emotion Intelligence	Q & A Method	CO1	MCQs & Subjective Assessment
31	Value Concept, Types of Value	Q & A Method	CO1	MCQs & Subjective Assessment
32	Attitude – Concept, type, components of attitude	Lecture	CO1	MCQs & Subjective Assessment
33	Job related attitude	Q & A Method	CO1	MCQs & Subjective Assessment
34	Motivation- Concept, Importance	Q & A Method	CO1	MCQs & Subjective Assessment
35	Motivation- Theories	Lecture	CO2	MCQs & Subjective Assessment

36	Continue	Class Activity	CO2	MCQs
37	Continue	Lecture	CO2	Class Activity
38	Leadership Concept, Nature	Q & A Method	CO2	Class Activity
39	Characteristics of leader	Lecture	CO2	Class Activity
40	Leadership theories	Q & A Method	CO2	Class Activity
41	Continue	Lecture	CO2	Class Activity
42	Continue	Q & A Method	CO2	Class Activity
43	Continue	Lecture	CO2	Class Activity
44	Continue	Q & A Method	CO2	Class Activity
45	Power & Conflict	Class Activity	CO2	Class Activity
46	Sources of Conflict	Lecture	CO3	Presentation
47	Resolution strategies of conflict	Q & A Method	CO3	Presentation
48	Transactional analysis	Q & A Method	CO3	Presentation
49	Continue	Q & A Method	CO3	Presentation
50	Organization Culture & Climate	Presentation	CO3	Presentation
51	Continue	Lecture	CO4	MCQ
52	Doubt Session	Lecture	CO4	MCQ
53	Doubt Session	Lecture	CO4	MCQ
54	Doubt Session	Lecture	CO4	MCQ
55	Doubt Session	Discussion		
56	Revision Class	Discussion		

## J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COBCOM107.1	3	3	3	3	2	3	3	3	3	3	3	1
COBCOM107.2	3	3	3	3	2	3	3	3	3	1	3	3
COBCOM107.3	3	3	3	3	2	3	1	1	3	3	3	3
COBCOM107.4	3	3	3	3	3	3	3	3	3	3	3	3
COBCOM107.5	3	3	3	3	2	3	3	3	3	1	3	3
COBCOM107.6	3	3	3	3	2	3	1	1	3	3	3	3
COBCOM107.7	3	3	3	3	3	3	3	3	3	3	3	3

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

## K. Expectations from Students:

1. Actively participate in the classroom discussions /seminar
2. Follow the class rules
3. Must be on time
4. Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

## L. Faculty Contact Details:

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**BA Economics (H)**  
**Paper Code: BAECO-203**  
**Subject: Intermediate Macro Economics — I**

**A. Introduction**

**Objective:** To familiarize the students with the concepts of monetary and fiscal policies, labour market and role of expectations in determination of macroeconomic variables.

**B. Course Outcome**

CO1	Develop a formal modeling of a macro-economy in terms of analytical tools
CO2	Analyze the determination of national income and output and cause of fluctuations
CO3	Examine the impact of Monetary policies and Fiscal policies on the national economy
CO4	Analyze the concepts of Aggregate Demand and Aggregate Supply
CO5	Understand and Relate the concept of inflation to unemployment and equilibrium in labor market
CO6	Understand the IS-LM-PC Model and new Keynesian Ideas

**C. Program Outcomes**

PO1.	Apply economic analysis to everyday problems in real world situations,
PO2.	Analyze current events and evaluate specific policy proposals
PO3.	Conduct appropriate statistical analysis of data and interpret results accurately.
PO4.	Develop policy making skills by understanding real world cases.
PO5.	Apply microeconomic and macroeconomic theory to real life issues in fields of economics.
PO6.	Estimate economic models using real data, forecast, and interpret estimates.
PO7.	Evaluate assumptions in arguments to analyze a specific economic or policy problem.

**D. Program Specific Outcomes**

PSO.1.	Develop a deep understanding of the basic theoretical framework underlying the field of macro and microeconomics.
PSO.2.	Develop a clear understanding of the operations of money and banking and their the rest of the economy.
PSO.3.	Apply theories and interrelations of international trade and development with

PSO.4	Apply mathematical and statistical models on econometrics to decipher the micro and macro-economic phenomena.
PSO.5	Articulate strategies related to sustainable development

### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers
- Case Study

### F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA/Class Attendance	5
	Assignment/Presentation	10
External Assessment	End-Term Exam	75
TOTAL		100

### G. Syllabus

#### Unit I - Income and Output (Lectures-12)

Income and Spending — Balanced Budget Multiplier — Money, Interest and Income Adjustment Mechanism — Monetary and Fiscal Policy — Policy Mix

#### Unit II - Aggregate Demand and Aggregate Supply (Lectures-12)

Aggregate Demand: Derivation, Policies — Quantity Theory and Neutrality of Money — Aggregate Supply: Derivation, Policies — Sticky Wages — Supply Shocks

#### Unit III - Wages, Inflation and Unemployment (Lectures-12)

Labour Market Wage Determination — Price Determination — Natural Rate of Unemployment — Inflation — Phillips Curve: Short Run and Long Run

#### Unit IV - Expectations and Dynamics (Lectures-12)

Rational Expectations — Adaptive Expectations — Introduction to IS-LM-PC Model — Monetary Policy Ineffectiveness — New Keynesian Ideas



## H. References

### Textbooks

1. Dornbusch, R & Fischer, S. (1994). Macroeconomics, McGraw Hill, 6<sup>th</sup> ed.
2. Olivier Blanchard. (2017). Macroeconomics, Pearson Education, Inc. 7<sup>th</sup> ed.
3. Steven Sheffrin. (1996). Rational Expectations, 2nd edition, Cambridge University Press.
4. Dornbusch, R. Fischer, S. and Startz, R. (1994). Macroeconomics, McGraw Hill, 10<sup>th</sup> edition

### I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	<b>Income and Output</b>	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
2	Income and Spending	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
3	Income and Spending	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
4	Balanced Budget Multiplier	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
5	Balanced Budget Multiplier	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
6	Money, Interest and Income Adjustment Mechanism	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
7	Money, Interest and Income Adjustment Mechanism	Lecture/ Discussion/PPT	CO1	MCQs & Subjective Assessment
8	Money, Interest and Income Adjustment Mechanism	Discussion/PPT	CO1	MCQs & Subjective Assessment
9	Monetary and Fiscal Policy	Discussion/PPT	CO1	MCQs & Subjective Assessment
10	Monetary and Fiscal Policy	Lecture/ Discussion/PPT	CO2	MCQs & Subjective Assessment
11	Policy Mix	Lecture/ Discussion/PPT	CO2	MCQs & Subjective Assessment
12	Policy Mix	Lecture/ Discussion/PPT	CO2	MCQs & Subjective Assessment

13	Revision	Discussion		
14	<b>Aggregate Demand and Aggregate Supply</b>	Lecture/ Discussion/PPT	CO2	MCQs & Subjective Assessment
15	Aggregate Demand: Derivation, Policies	Lecture/ Discussion/PPT	CO2	MCQs & Subjective Assessment
16	Aggregate Demand: Derivation, Policies	Lecture/ Discussion/PPT	CO3	MCQs & Subjective Assessment
17	Quantity Theory	Lecture/ Discussion/PPT	CO3	MCQs & Subjective Assessment
18	Neutrality of Money	Lecture/ Discussion/PPT	CO4	MCQs & Subjective Assessment
19	Aggregate Supply: Derivation, Policies	Discussion/PPT	CO4	MCQs & Subjective Assessment
20	Aggregate Supply: Derivation, Policies	Discussion/PPT	CO4	MCQs & Subjective Assessment
21	Sticky Wages	Lecture/ Discussion/PPT	CO4	MCQs & Subjective Assessment
22	Supply Shocks	Lecture/ Discussion/PPT	CO4	MCQs & Subjective Assessment
23	Revision	Discussion		
24	<b>Wages, Inflation and Unemployment</b>	Lecture/ Discussion/PPT	CO5	MCQs & Subjective Assessment
25	Labour Market Wage Determination	Lecture/ Discussion/PPT	CO5	MCQs & Subjective Assessment
26	Price Determination	Lecture/ Discussion/PPT	CO5	MCQs & Subjective Assessment
27	Natural Rate of Unemployment	Lecture/ Discussion/PPT	CO5	MCQs & Subjective Assessment
28	— Inflation —	Lecture/ Discussion/PPT	CO4	MCQs & Subjective Assessment
29	Phillips Curve: Short Run and Long Run	Discussion/PPT	CO4	MCQs & Subjective Assessment
30	Phillips Curve: Short Run and	Discussion/PPT	CO4	MCQs & Subjective

	Long Run			Assessment
31	Revision	Discussion		
32	<b>Unit IV - Expectations and Dynamics</b>	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
33	Rational Expectations	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
34	Adaptive Expectations	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
35	Introduction to IS-LM-PC Model	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
36	Introduction to IS-LM-PC Model	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
37	Monetary Policy Ineffectiveness	Lecture/ Discussion/PPT	CO 6	MCQs & Subjective Assessment
38	New Keynesian Ideas	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
39	New Keynesian Ideas	Lecture/ Discussion/PPT	CO6	MCQs & Subjective Assessment
40	Revision	Discussion		
41	Revision	Discussion		

### J. Course Articulation Matrix: (Mapping of COs with POs & PSO's)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
<b>Co1</b>	-33	123 3	133	33	-33	33	33	111	222	233	32	222	222
<b>Co2</b>	-33	123 3	133	33	-33	33	33	-33	455	422	33	322	333
<b>Co3</b>	-33	123 3	133	33	-33	33	33	-33	333	622	44	55 2	665
<b>Co4</b>	-33	123 3	133	33	-33	33	33	-33	333	555	23	444	333
<b>Co5</b>	-33	123 3	133	33	-33	33	33	-33	575	52	32	222	222
<b>Co6</b>	-33	123 3	133	33	-33	33	33	-33	222	566	33	322	333

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

### K. Expectations from Students:

- Actively participate in the classroom discussions /seminar
- Follow the class rules.
- Must be on time.
- Regular in the class and maintain minimum 75% attendance as per the GGSIP University norms).

### L. Faculty Contact

#### Details:

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## BBA G

**Paper Code: BBA G 207**

**Subject: Management Accounting**

### A. Introduction

**Objective:** The objective of the course is to familiarize the learners with the basic management accounting concepts and their applications in managerial decision making.

COBBAG207.1	Understand the nature and scope of Management Accounting.
COBBAG207.2	Analyse and interpret the accounting financial statements of a company and its limitations.
COBBAG207.3	Executing skills to prepare various Budgets.
COBBAG207.4	Examining the impact of different ratios on the financial performance of a company.
COBBAG207.5	Compute cash flow analysis and its likely impact on the company

### C. Program Outcomes

PO1.	Apply Knowledge of various functional areas of business.
PO2.	Develop communication and professional presentation skills
PO3.	Demonstrate critical thinking and Analytical skills for business decision making
PO4.	Illustrate leadership abilities to make effective and productive teams
PO5.	Explore the implications and understanding the process of starting a new venture
PO6.	Imbibe responsible citizenship towards sustainable society and ecological environment
PO7.	Appreciate inclusivity towards diverse culture and imbibe universal values
PO8.	Foster Creative thinking to find innovative solutions for diverse business situations

### D. Program Specific Outcomes

PSO.1.	Apply reflective thinking and research skills using latest technological tools
PSO.2.	Assimilate technical functional knowledge of operations in business organization
PSO.3.	Demonstrate strategic and proactive thinking towards business decision making
PSO.4.	Illustrate negotiation skills and networking abilities



## E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

## F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA/Attendance	5
	Assignment and Presentation	10
External Assessment	End-Term Exam	75
TOTAL		100

## G. Syllabus

<p><b>Unit I</b>  <b>Introduction:</b> Meaning, Objectives, and Scope of management accounting; Difference between financial accounting, cost accounting and management accounting; Comparative financial statements, common size financial statements, trend analysis, Ratio analysis, cash flow statement.          (14 Hours)</p> <p><b>Unit II</b>  <b>Budgetary Control and Variances:</b> Concept and types of budgeting and budgetary control; meaning, objectives, merits, and limitations of budgetary control; budget administration; Functional budgets including cash budget; Fixed and flexible budgets: meaning and preparation; Zero-based budgeting; Performance budgeting, difference between performance &amp; traditional budgeting. Meaning of Variance and Variance Analysis – Material, Labour, Overheads and Sales Variances, Disposition of Variances, Control Ratios.          (14 Hours)</p> <p><b>Unit III</b>  <b>Costing and Profit Planning:</b> Meaning of Variable Costing, Absorption Costing and Marginal Costing; uses of Marginal costing; Cost-Volume-Profit Analysis, Profit/Volume ratio, Break-Even Analysis - Algebraic And Graphic Methods, Angle of Incidence and Margin of Safety.          (14 Hours)</p> <p><b>Unit IV</b></p>
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**Managerial Decision Making:** Decision making based on Marginal Cost Analysis - profitable product mix, Make or Buy, Addition or Elimination of a product line, sell or process further, operate or shut down. Managerial Decision-making using spreadsheets. (14 Hours)

## H. References

### Suggested Readings:

1. Maheshwari, S.N., Principles of Management Accounting, Sultan Chand & Sons.
2. Khan M.Y., Management Accounting, McGraw Hill Education.
3. Arora, M.N., Cost Accounting, Vikas Publishing House.
4. Lal, Jawahar and Srivastava, Seema, Cost Accounting, McGraw Hill Education.
5. Bhattacharya, Management Accounting, Pearson Education.
6. Hilton R. W., Managerial Accounting, McGraw Hill Education.

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to subject and syllabus	Lecture	NA	NA
2	Management accounting: Nature and Scope	Lecture	CO 1	MCQs & Subjective Assessment
3	Comparison of Financial Accounting and cost accounting to Management Accounting	Lecture	CO 1	MCQs & Subjective Assessment
4	Advantages and limitations of Management Accounting	Lecture	CO 1	MCQs & Subjective Assessment
5	Role of Management accountant	Lecture	CO 1	MCQs & Subjective Assessment

6	Financial Statements: Meaning, Objectives and nature	Discussion	CO2	MCQs & Subjective Assessment
7	Tools for Financial Analysis	Discussion	CO2	MCQs & Subjective Assessment
8	Comparative Financial Statements	Discussion	CO2	MCQs & Subjective Assessment
9	Common size Statements	Discussion	CO2	MCQs & Subjective Assessment
10	Trend Percentages	Discussion	CO2	MCQs & Subjective Assessment
11	Ratio Analysis: Objectives, Advantages and limitations	Discussion	CO4	MCQs & Subjective Assessment
12	Classification of Ratios	Lecture	CO4	MCQs & Subjective Assessment
13	Liquidity Ratios	Q and A	CO4	MCQs & Subjective Assessment
14	Solvency ratios	Q and A	CO4	MCQs & Subjective Assessment
15	Turnover ratios	Q and A	CO4	MCQs & Subjective Assessment
16	Profitability Ratios	Q and A	CO4	MCQs & Subjective Assessment
17	Cash flow Statement: Its utility and construction	Lecture/ Discussion	CO5	MCQs & Subjective

				Assessment
18	<b>Activity-Ratio Analysis of any firm via financial statements</b>	Activity		Class Activity
19	Concept of budget and Budgetary Control	Lecture	CO3	MCQs & Subjective Assessment
20	Pre requisites for successful implementation of budgetary control	Lecture	CO3	MCQs & Subjective Assessment
21	Different types of functional Budgets	Lecture	CO3	MCQs & Subjective Assessment
22	Fixed v/s Flexible Budgeting	Lecture	CO3	MCQs & Subjective Assessment
23	Performance Budgeting	Lecture	CO3	MCQs & Subjective Assessment
24	Zero based Budgeting	Lecture	CO3	MCQs & Subjective Assessment
25	Standard Costing :Concept, Advantages and limitations	Lecture	CO5	MCQs & Subjective Assessment
26	Variance Analysis	Lecture	CO5	MCQs & Subjective Assessment
27	Computation of Material Variance	Q and A	CO5	MCQs & Subjective Assessment
28	Continue	Q and A	CO5	MCQs & Subjective Assessment
29	Computation of Labour Variance	Q and A	CO5	MCQs & Subjective Assessment

30	Continue	Q and A	CO5	MCQs & Subjective Assessment
31	Computation of Overheads Variance	Q and A	CO5	MCQs & Subjective Assessment
32	<b>Activity-Google Quiz</b>	Activity		MCQs & Subjective Assessment
33	Concept of Absorption Costing	Lecture	CO5	MCQs & Subjective Assessment
34	Concept of Marginal Costing	Lecture	CO5	MCQs & Subjective Assessment
35	Difference between absorption and Marginal Costing	Lecture	CO5	MCQs & Subjective Assessment
36	Practical questions on absorption and marginal costing	Q and A	CO5	MCQs & Subjective Assessment
37	Continue	Q and A	CO5	MCQs & Subjective Assessment
38	Continue	Q and A	CO5	MCQs & Subjective Assessment
39	Continue	Q and A	CO5	MCQs & Subjective Assessment
40	Break Even Analysis: uses and limitations	Lecture	CO5	MCQs & Subjective Assessment
41	Continue	Q and A	CO5	MCQs & Subjective Assessment



42	P/V ratio and its uses	Lecture	CO5	MCQs & Subjective Assessment
43	Cost Volume and Profit analysis	Lecture	CO5	MCQs & Subjective Assessment
44	Concept of Margin of safety	Lecture	CO5	MCQs & Subjective Assessment
45	Practical questions on BEP	Q and A	CO5	MCQs & Subjective Assessment
46	Continue	Q and A	CO5	MCQs & Subjective Assessment
47	<b>Activity-Micro Teaching Learning Session on Assigned topics</b>	Activity	CO5	Presentation
48	Concept of Relevant Costs in decision making	Lecture	CO5	MCQs & Subjective Assessment
49	Exploring new markets Decision	Q and A	CO5	MCQs & Subjective Assessment
50	Make or Buy Decision	Q and A	CO5	MCQs & Subjective Assessment
51	Shut down v/s Continue Decision	Q and A	CO5	MCQs & Subjective Assessment
52	Discontinuance of a product line decision	Q and A	CO5	MCQs & Subjective Assessment
53	Equipment Replacement Decision	Q and A	CO5	MCQs & Subjective Assessment

54	Expand v/s Contract Decision	Q and A	CO5	MCQs & Subjective Assessment
55	Practical questions on Decision Making	Q and A	CO5	MCQs & Subjective Assessment
56	ERP :Introduction	Lecture	CO5	MCQs & Subjective Assessment
57	Use of ERP and its role in Business decision making	Lecture	CO5	MCQs & Subjective Assessment
58	<b>Activity-Test of the assigned topic</b>	Activity	NA	Test
60	Student's Feedback on Teaching methodologies and quality	Discussion	NA	NA
61	Special Lecture on unfinished topics	Discussion	NA	NA
62	Doubt Session	Doubt Session	NA	NA
63	Revision Class	Revision	NA	NA
64	Internal Examination related session	Discussion	NA	NA

**J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)**

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	P PO7	PO8
COBBAG207.1	3	2	3	3	3	3	1	1
COBBAG207.2	3	3	3	3	3	1	1	3
COBBAG207.3	3	3	3	3	3	3	1	3
COBBAG207.4	3	2	3	1	3	1	1	1
COBBAG207.5	3	2	3	2	3	1	1	1

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

### K. Expectations from Students:

1. Actively participate in the classroom discussions /seminar
2. Follow the class rules
3. Must be on time
4. Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

### L. Faculty Contact Details:

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## BCA

### Paper Code: BCA 221

#### Subject: Principles of Management & Organizational Behaviour

#### A. Introduction

**Objective:** The objective of the course is to get the knowledge about the important management concepts and their applications, importance of management principles, insight of various functional departments in an organization and help the organization in understanding Organizational culture.

COBCA221.1	Develop basic knowledge about management, management process, managerial roles, skills and functions and management theories.
COBCA221.2	To give knowledge about planning and decision making process. To describe about staffing and directing.
COBCA221.3	To learn about the motivation theories and Leadership styles. To discuss about the Organizational behaviour and its application.
COBCA221.4	To give basic knowledge people management, their personality and perception. To describe about the Organisational culture and its effects.

#### C. Program Outcomes

PO1.	Understand the fundamental concepts of Computers, Software hardware and peripheral devices and evolution of computer technologies.
PO2.	Familiarized with Business environment and Information Technology and its Applications in different domains.
PO3.	Gain knowledge to identify, explain and apply functional programming and object-oriented programming techniques and use of databases to develop computer programs.
PO4.	Analyze, design, implement and evaluate computerized solutions to real life problems, using appropriate computing methods including web applications.
PO5.	Understand the front end and backend of software applications.
PO6.	Gain expertise in at least one emerging technology.
PO7.	Acquire knowledge about computer networks, network devices and their configuration protocols, security concepts at various level etc.
PO8.	Apply techniques of software validation and reliability analysis to the development of

	computer programs.
PO9.	Acquire Technical, Communication and management Skills to convey or present information, applications, instructions, policies, procedures, decisions, documentations etc. verbally as well as in writing.
PO10.	Recognize the various issues related to society, environment, health and vivid cultures and understand the responsibilities to contribute in providing the solutions.
PO11.	Acquire technical skills to lead a productive life in the society as a professional or as an entrepreneur.

#### D. Program Specific Outcomes

PSO.1.	The student should be able to communicate the technical information both orally and in writing professionally.
PSO.2.	Create, select, adapt and apply suitable tools and technologies to a wide range of computational activities.
PSO.3.	Acquire necessary knowledge of technical, scientific as well as basic managerial and financial procedures to analyze and solve real world problems within their work domain
PSO.4.	Clarity on both conceptual and application oriented skills in commerce, Finance & Accounting and its Applications in Business context.
PSO.5.	Must be able to provide technical support for various software applications.
PSO.6.	Ability to analyze research and investigate complex computing problems through design of experiments, analysis and interpretation of data and synthesis of the information to arrive at valid conclusions.
PSO.7.	Apply the knowledge gained in core courses to a broad range of advanced topics in computer science, to learn and develop sophisticated technical products independently.
PSO.8.	Awareness on ethics, values, sustainability and creativity aspects of technical solutions.



## E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

## F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA/Attendance	5
	Assignment and Presentation	10
External Assessment	End-Term Exam	75
TOTAL		100

## G. Syllabus

### Unit I

**Management:** Meaning & concept, Management principles (Fayol & Taylor), Management process (in brief), Managerial levels, Skills, Roles and Functions of a manager, Management Theories (Classical, Neo classical, Behavioral, Systems & Contingency).

### Unit II

**Planning:** Meaning, Purpose & process, Decision making: Concept & process, Organizing: Process, Departmentation, Authority & Responsibility relationships, Decentralization.

**Staffing:** Concept, nature & importance of staffing and Directing.

### Unit III

**Motivation:** concept & theories (Maslow's, Herzberg Two factor, McGregor's theory X & Y), Leadership: Concepts & styles. Controlling: Nature, Importance, significance & Process of control.

**Organizational Behavior:** concept and Nature of Organisational Behaviour, Importance, Challenges and Opportunities. Organizational culture: Meaning, importance and characteristics of organization culture.

### Unit IV

**Managing People** - Meaning, Need of understanding human behavior in organization, Models of OB, Major concepts in OB (elementary) - Personality, Learning, concept of perception & perception theories, Attitude Building and Leadership

## H. References

### Suggested Readings:

1. Dr. C.B Gupta "Management concepts & practices" S.Chand & Sons, 2009.
2. Stoner, Freeman & Gilbert, "Management" 6th Edition, Pearson International.
3. Ankur Chhabra, "Organisational Behaviour", Sun India Publications, 2009
4. Robbins, Stephen P, "Organisational Behaviour". PHI, 2010

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to subject and syllabus	Lecture		MCQs & Subjective Assessment
2	Management: Meaning and Concept	Lecture	CO 1	MCQs & Subjective Assessment
3	Management principles-Fayol's	Lecture	CO 1	MCQs & Subjective Assessment
4	Continue	Lecture	CO 1	MCQs & Subjective Assessment
5	Continue	Lecture	CO 1	MCQs & Subjective Assessment
6	Management principles-Taylor's	Discussion	CO 1	MCQs & Subjective Assessment
7	Continue	Discussion	CO 1	MCQs & Subjective Assessment
8	Continue	Discussion	CO 1	MCQs & Subjective Assessment

9	Management process	Discussion	CO 1	MCQs & Subjective Assessment
10	Managerial levels	Discussion	CO 1	MCQs & Subjective Assessment
11	Managerial Skills	Discussion	CO 1	MCQs & Subjective Assessment
12	Roles and Functions of a manager	Lecture	CO 1	MCQs & Subjective Assessment
13	Management Theories- Classical	Discussion	CO 1	MCQs & Subjective Assessment
14	Management Theories- Neo Classical	Discussion	CO 1	MCQs & Subjective Assessment
15	Management Theories- Behavioral	Discussion	CO 1	MCQs & Subjective Assessment
16	Management Theories- Systems	Discussion	CO 1	MCQs & Subjective Assessment
17	Management Theories- Contingency	Discussion	CO 1	MCQs & Subjective Assessment
18	<b>Activity-Google Quiz</b>	Activity		MCQs
19	Planning: Meaning, Purpose & process	Discussion	CO2	MCQs & Subjective Assessment
20	Decision making: Concept &	Discussion	CO2	MCQs & Subjective

	process			Assessment
21	Organizing: Meaning & Process	Discussion	CO2	MCQs & Subjective Assessment
22	Departmentation	Discussion	CO2	MCQs & Subjective Assessment
23	Authority & Responsibility relationships	Discussion	CO2	MCQs & Subjective Assessment
24	Decentralization	Discussion	CO2	MCQs & Subjective Assessment
25	Staffing: Concept, nature & importance	Discussion	CO2	MCQs & Subjective Assessment
26	Continue	Discussion	CO2	MCQs & Subjective Assessment
27	Directing: Concept, nature & importance	Discussion	CO2	MCQs & Subjective Assessment
28	Continue	Discussion	CO2	MCQs & Subjective Assessment
29	<b>Activity- Micro Teaching Learning Session on Assigned topics</b>	Activity		Presentation
30	Motivation: Concept and importance	Discussion	CO3	MCQs & Subjective Assessment
31	Maslow's Theory	Discussion	CO3	MCQs & Subjective Assessment

32	Herzberg Two factor Theory	Discussion	CO3	MCQs & Subjective Assessment
33	McGregor's Theory X & Y	Discussion	CO3	MCQs & Subjective Assessment
34	Leadership: Concepts and Importance	Discussion	CO3	MCQs & Subjective Assessment
35	Leadership: Styles	Discussion	CO3	MCQs & Subjective Assessment
36	Controlling: Meaning, Nature, and Importance	Discussion	CO3	MCQs & Subjective Assessment
37	Controlling: Process	Discussion	CO3	MCQs & Subjective Assessment
38	Concept and Nature of Organisational Behaviour	Discussion	CO4	MCQs & Subjective Assessment
39	Importance of Organisational Behaviour	Discussion	CO4	MCQs & Subjective Assessment
40	Challenges and Opportunities of OB	Discussion	CO4	MCQs & Subjective Assessment
41	Organizational culture: Meaning, importance and characteristics	Discussion	CO4	MCQs & Subjective Assessment
42	<b>Activity-Test of the assigned topic</b>	Activity	CO4	Test
43	Managing People - Meaning, Need of	Discussion	CO4	MCQs & Subjective



	understanding human behavior in organization			Assessment
44	Models of OB	Discussion	CO4	MCQs & Subjective Assessment
45	Personality: Concept and Nature	Discussion	CO4	MCQs & Subjective Assessment
46	Factors Affecting Personality	Discussion	CO4	MCQs & Subjective Assessment
47	Personality Traits	Discussion	CO4	MCQs & Subjective Assessment
48	Learning: Concept and Nature	Discussion	CO4	MCQs & Subjective Assessment
49	Learning Theories	Discussion	CO4	MCQs & Subjective Assessment
50	Concept of perception & perception theories	Discussion	CO4	MCQs & Subjective Assessment
51	Attitude: Meaning and Nature	Discussion	CO4	MCQs & Subjective Assessment
52	<b>Activity-Quiz</b>	Activity		Activity
53	Student's Feedback on Teaching methodologies and quality	Discussion		
54	Special Lecture on unfinished topics	Discussion		

55	Doubt Session	Doubt Session		
56	Revision Class	Revision		
57	Internal Examination related session	Discussion		

### J. . Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COBCA221.1	3	2	3	3	3	3	1	1	1	1	1
COBCA221.2	3	3	3	3	3	1	1	3	1	3	1
COBCA221.3	3	3	3	3	3	3	1	3	1	3	1
COBCA221.4	3	2	3	1	3	1	1	1	1	1	1

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

### K. Expectations from Students:

1. Actively participate in the classroom discussions /seminar
2. Follow the class rules
3. Must be on time
4. Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

### L. Faculty Contact Details:

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#### D. Program Specific Outcomes

PSO.1.	It aims to help the students attain communicative competence so that they can use language accurately and appropriately.
PSO.2.	Gain insights into the genre of modern Poetry through appreciating various poets prescribed in the syllabus.
PSO.3.	Development of a holistic understanding of English Poetry of the 19th and 20th Centuries, and acquisition of rudiments of Rhetoric and Prosody.
PSO.4.	The capability of making sensible choices based on their knowledge of the environment and the factors that threaten it, is a critical outcome from this course.
PSO.5	Imbibe human values and sense of responsibility towards self, society and environment.
PSO.6	The course will facilitate access to sources of information and students will be able to process information on a need to use basis, and constantly upgrade their knowledge and skills.

#### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

#### F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

## G. Syllabus

- Unit 1: T.S.Eliot** : “Love Song of J. Alfred Prufrock”, “Hollow Man”  
**Unit 2: W.B. Yeats** : “Second Coming”, “Sailing to Byzantium”, “Among School Children”  
**Unit 3: W.H. Auden** : “O What is that Sound”, “Shield of Achilles”, “Unknown Citizen”, “In Memory of W. B. Yeats”  
**Unit 4: Ted Hughes** : “Jaguar”, “Thrushes”, “Crow”, “Cast and Mouse”, “After Lorca”

## H. References

### Suggested Readings:

1. Balmires, Harry. A Short History of English Literature. Routledge, 2003
2. Bradbury, Malcom and James Macfarlane. *Modernism: A Guide to European Literature (1890- 1930)*. Penguin, 1978.
3. Ellman Richard and C. Fieldson. Eds. *The Modern Tradition: Background of Modern Literature*. OUP, 1965.
4. Fraser, G.S. *The Modern Writer and His World*. Penguin, 1954/72.
5. Nicholas, Peter. *Modernism : A Literature Guide*. Palgrave Macmillan, 2009

## I. Lecture Plan .

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Introduction to Modern Poetry	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
2	Biography of T.S. Eliot	Lecture	CO1	MCQs & Subjective Assessment
3	Overview of the Love Song of J. Alfred Prufrock	Lecture	CO1	MCQs & Subjective Assessment
4	Explanation	Lecture/ Discussion	CO1	MCQs & Subjective Assessment



5	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
6	Continue	Q & A Method	CO1	MCQs & Subjective Assessment
7	Prosody and Figure of Speech	Lecture	CO1	MCQs & Subjective Assessment
8	Overview of Hollow Man	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
9	Explanation	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
10	Continue	Lecture	CO1	MCQs & Subjective Assessment
11	Continue	Q & A Method	CO1	MCQs & Subjective Assessment
12	Continue	Lecture	CO1	MCQs & Subjective Assessment
13	Continue	Lecture	CO1	MCQs & Subjective Assessment
14	Prosody and Figure of Speech	Q & A Method	CO1	MCQs & Subjective Assessment
15	Biography of W. B. Yeats	Lecture	CO1	MCQs & Subjective Assessment

16	Introduction to Second Coming	Lecture	CO1	MCQs & Subjective Assessment
17	Explanation	Lecture	CO1	MCQs & Subjective Assessment
18	Continue	Q & A Method	CO1	MCQs & Subjective Assessment
19		Q & A Method	CO1	MCQs & Subjective Assessment
20	Sailing to Byzantium	Lecture	CO1	MCQs & Subjective Assessment
21	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
22	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
23	Among School Children	Lecture	CO1	MCQs & Subjective Assessment
24	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
25	Continue	Q & A Method	CO1	MCQs & Subjective
				Assessment
26	Cotinue	Lecture	CO1	MCQs & Subjective Assessment

27	O What is that Sound	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
28	Continue	Q & A Method	CO1	MCQs & Subjective Assessment
29	Continue	Lecture	CO1	MCQs & Subjective Assessment
30	Shield of Achilles	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
31	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
32	Continue	Lecture	CO1	MCQs & Subjective Assessment
33	Unknown Citizen	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
34	Continue	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
35	Continue	Lecture	CO2	MCQs & Subjective Assessment
36	Google quiz	Class Activity	CO2	MCQs
37	In Memory of W.B. Yeats	Lecture	CO2	Class Activity
38	Continue	Lecture/ Discussion	CO2	Class Activity

39	Continue	Lecture	CO2	Class Activity
40	Continue	Q & A Method	CO2	Class Activity
41	Prosody and Rhetoric	Lecture	CO2	Class Activity
42	Jaguar	Lecture	CO2	Class Activity
43	Continue	Lecture	CO2	Class Activity
44	Continue	Q & A Method	CO2	Class Activity
45	Class Test	Class Activity	CO2	Class Activity
46	Thrushes	Lecture	CO3	Presentation
47	Continue	Lecture/ Discussion	CO3	Presentation
48	Continue	Q & A Method	CO3	Presentation
49	Crow	Lecture	CO3	Presentation
50	Continue	Presentation	CO3	Presentation
51	Continue	Lecture	CO4	MCQ
52	Cast and Mouse	Lecture	CO4	MCQ
53	Continue	Lecture	CO4	MCQ
54	Continue	Lecture	CO4	MCQ
55	Doubt Session	Discussion		
56	Revision Class	Discussion		

### J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1							5 PO6 PSO3 PSO6				
COBCOM102.1	3	3	3	3	2	3	3	3	3	3	3	1
COBCOM102.2	3	3	3	3	2	3	3	3	3	1	3	3
COBCOM102.3	3	3	3	3	2	3	1	1	3	3	3	3
COBCOM102.4	3	3	3	3	3	3	3	3	3	3	3	3

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

### K. Expectations from Students:

1. Actively participate in the classroom discussions /seminar
2. Follow the class rules
3. Must be on time
4. Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

### L. Faculty Contact Details:

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### Fifth Semester

**Paper Code: BA (JMC) 301**

**Subject: BA (JMC) 301 BASICS OF NEW MEDIA**

#### A. Introduction

**Objective:** On completion of this course, the student should be able to: plan and produce website .To provide citizens with the information .utilize skills acquired to conceptualise, plan and implement on completion of this course.

COBA-JMC 301.1	Describe New Media technology for mass communication.
COBA-JMC 301.2	Explain the use of online discussion forums keeping in mind cyber law and ethics.
COBA-JMC 301.3	Understand the applications of New Media.
COBA-JMC 301.4	Utilize knowledge gained to design and manage a website.

#### C. Program Outcomes

PO1.	Students will be able to analyze and critique a variety of media products, case studies and issues.
PO2.	Students will be able to demonstrate an understanding of ethical issues related to the media.
PO3.	The program will make the learners responsible citizens sensitive to human issues.
PO4.	The program will enhance the core competencies required to meet the skills of the journalism profession.
PO5.	The program shall provide expertise to the learners giving them an opportunity to lead a career of reporters and anchors.
PO6.	The program will supplement an all- round theoretical expertise for future researchers in mass communication.
PO7.	The program will throw broad light on how to develop indigenous media research methods for upcoming scholars.

#### D. Program Specific Outcomes

PSO.1.	The program produces a sensible humane professional who rises above the call of duty.
PSO.2	The program results in imparting an all roundness.
PSO.3.	The program empowers the students to the contemporary industrial realities
PSO.4.	To inculcate professional ethics, values of Indian and global culture.
PSO.5.	To develop the learner into competent and efficient media industry ready professionals.
PSO.6.	Provide advanced knowledge on communication theories and models.

#### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

#### F. Evaluation

Criteria	Description	Maximum Marks
<b>Internal Assessment</b>	Mid-Term Exam	10
	PSDA/Class Attendance	5
	Assignment/Presentation	5
<b>External Assessment</b>	End-Term Exam	75
<b>TOTAL</b>		<b>100</b>

## G. Syllabus

### Unit I: [Online Communication]

(12 hours)

1. Online Communication: Meaning, Definition and Evolution from Web 1.0 to Web 3.0
2. Communication Technology and Society.
3. Attributes of Online Communication.
4. Video Conferencing, Webcasting and Podcasting .

### Unit II: [Online Journalism, Cyber Law and Ethics]

(12 hours)

1. Traditional vs Pen-less/ Paperless Journalism, News and Content Presentation .
2. Do's and Don'ts for reporting and editing for e-papers, websites and news portals.
3. Cyber Crimes and Cyber Security: An Overview .
4. IT Act (2000); Ethics and Limitations: Piracy, Copyright, Copyleft, Open Source, Digital Archives .

### Unit III: [New Media: Issues & Applications]

(12 hours)

1. Digital Divide and Information Society .
2. ICT and its applications and E-governance.
3. Convergence and its Types: Synergy between Electronic and Mobile Commerce .
4. Social Media Platforms: Importance and Usage .

### Unit IV: [Web Content Design & Evaluation]

1. Website Planning and Visual Design .
2. Audience Analysis and Content Strategy.
3. Blogs: Creating and Promoting a Blog (SEO).
4. Website Audience Measurement (WAM): Process and Techniques

(12 hours)

## H. References

### Suggested Readings & E-resources:

1. Barker, M. S., Barker, D., Bormann, N. F., & Neher, K. (2013). Social Media Marketing: A Strategic Approach. Mason, OH: South-Western Cengage Learning.
2. D. Satish & Rajesh Prabhakar Kaila ((2006): Blogs: Emerging Communication Media, The ICFAI University Press
3. Mishra, R.C, (2008) Cyber Crime: Impacts in the New Millennium, Author Press
4. Martin, P., & Erickson, T. (2011). Social media marketing. New Delhi: Global Vision Publishing House.
- Prasad, Kiran, New Media & Pathways to Social Change (Ed), B.R. Publishing Corporation
5. Rajgopalan, S., (2006) The Digital Divide, ICFAI Books

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Online Communication: Meaning, Definition and Evolution from Web 1.0 to Web 3.0 .	Lecture & Example method	CO1	MCQs & Subjective Assessment
2	<i>Continue</i>	Lecture & Example method	CO1	
3	Communication Technology and Society.	Lecture & Example method	CO1	
4	<i>Continue</i>	Lecture & Example method	CO1	
5	Attributes of Online Communication.	Lecture & Example method	CO1	
6	<i>Continue</i>	Lecture & Example method	CO1	
7	Video Conferencing, Webcasting and Podcasting.	Lecture & Example method	CO1	
8	<i>Continue</i>	Lecture/ Discussion	CO1	
9	Traditional vs Pen-less/ Paperless Journalism, News and Content Presentation.	Lecture & Example method	CO2	
10	<i>Continue</i>	Lecture & Example method	CO2	

11	Do's and Don'ts for reporting and editing for e-papers, websites and news portals.	Lecture/ Discussion	CO2	
12	<i>Continue</i>	Lecture/ Discussion	CO2	
13	Cyber Crimes and Cyber Security: An Overview.	Lecture & Example method	CO2	
14	<i>Continue</i>	Lecture/ Discussion& Example method	CO2	
15	IT Act (2000); Ethics and Limitations: Piracy, Copyright, Copyleft, Open Source, Digital Archives.	Lecture/ Discussion& Example method	CO2	
16	<i>Continue</i>	Lecture/ Discussion& Example method	CO2	
17	Digital Divide and Information Society .	Lecture/ Discussion& Example method	CO3	
18	<i>Continue</i>	Lecture/ Discussion& Example method	CO3	
19	<i>Continue</i>	Lecture/ Discussion& Example method	CO3	
20	ICT and its applications and E-governance.	Lecture/ Discussion& Example method	CO3	



21	Continue	Lecture/ Discussion & Example method	CO3	
22	Continue	Lecture/ Discussion & Example method	CO3	
23	Convergence and its Types: Synergy between Electronic and Mobile Commerce.	Lecture & Example method	CO3	
24	Continue	Lecture/ Discussion	CO3	
25	Continue	Lecture/ Discussion	CO3	
26	Continue	Lecture/ Discussion	CO3	
27	Social Media Platforms: Importance and Usage.	Lecture & Example method	CO3	
28	Continue	Lecture/ Discussion	CO3	
29	Continue	Lecture & Example method	CO3	
30	Website Planning and Visual Design.	Lecture/ Discussion	CO4	
31	Continue	Lecture/ Discussion	CO4	
32	Continue	Lecture/ Discussion	CO4	
33	Audience Analysis and Content Strategy.	Lecture/ Discussion	CO4	
34	Continue	Lecture/ Discussion	CO4	
35	Continue	Lecture/ Discussion	CO4	

36	Blogs: Creating and Promoting a Blog (SEO).	Lecture/ Discussion	CO4	
37	<i>Continue</i>	Lecture/ Discussion	CO4	
38	<i>Continue</i>	Lecture/ Discussion	CO4	
39	Website Audience Measurement (WAM): Process and Techniques	Lecture/ Discussion	CO4	
40	<i>Continue</i>	Lecture/ Discussion	CO4	
41	<i>Continue</i>	Lecture & Example method	CO4	
42	<i>Unit 1 Revision</i>	Discussion	CO1	
48	<i>Unit 1 Revision</i>	Discussion	CO1	
49	<i>Unit 2 Revision</i>	Discussion	CO2	
50	<i>Unit 2 Revision</i>	Discussion	CO2	
51	<i>Unit 3 Revision</i>	Discussion	CO3	
52	<i>Unit 3 Revision</i>	Discussion	CO3	
53	<i>Unit 4 Revision</i>	Discussion	CO4	
54	<i>Unit 4 Revision</i>	Discussion	CO4	
55	<i>Test</i>	Written/Oral	CO1	
56	Test	Written/Oral	CO2	
57	Test	Written/Oral	CO3	

**J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)**

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	SO4	SOO5	SOO6
<b>COBA-JMC 301.1</b>	-	2	2	3	1	1	1						
<b>COBA-JMC 301.2</b>	2	2	1	2	1	1	2						
<b>COBA-JMC 301.3</b>	2	3	3	3	1	1	1						
<b>COBA-JMC 301.4</b>	2	2	2	3	3	1	1						
<b>COBA-JMC 301.5</b>	2	3	3	3	1	1	1						

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

**K. Expectations from Students:**

- Actively participate in the classroom discussions /seminar
- Follow the class rules
- Must be on time
- Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

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## BALLB (H)

**Paper Code: LLB 407**

**Subject: Human Rights**

### A. Introduction

**Objective:** The course aims to help Students to acquire conceptual knowledge of Human Rights. In this transformational stage, the curriculum plays a vital role in shaping the legal acumen and moulding the students as active citizenry and legal professionals working for the marginalized sections. Therefore, the course seeks to impart and promote the necessary knowledge, skills and attitudes among the students to enable them to critically reflect, and act positively on issues and decisions concerning Human Rights in India.

COLLB407.1	Provide an understanding of the concept of Human Rights, its classifications, and the correlation between rights and duties.
COLLB407.2	Mold the students as active and responsible citizens imbued with the knowledge and values of the Constitution and Human Rights.
COLLB407.3	Offer an insight on the global efforts and major instruments for promotion of Human Rights.
COLLB407.4	Enable critical understanding of the Constitutional provisions, role of judiciary and other statutory/legal bodies as well as civil society agencies in promotion of Human Rights in India.
COLLB407.5	Make students grasp the nature, issues and concerns of Human Rights in Indian society and the challenges in its implementation.

### C. Program Outcomes

PO1.	Exhibit understanding of Human Rights of various marginalized sections of the society.
PO2.	Demonstrate in-depth knowledge of various National and International instruments upholding Human Rights.
PO3.	Inculcate basic knowledge of core areas of human rights, specialized knowledge of challenges faced by Women, Children, Senior Citizens, Refugees etc and their rights in statutes.
PO4.	Develop critical skills of legal analysis, legal communication, and legal research amongst students
PO5.	Develop critical thinking skills and a rational as well as sensitive attitude towards issues of marginalized sections of the society and their issues.
PO6.	Develop comprehensive understanding and problem-solving abilities

#### D. Program Specific Outcomes

PSO.1.	Have a nuanced understanding of the concept and dimensions of Human Rights as well as prerequisites for translation of its objectives and principles into reality.
PSO.2.	Understand and appreciate the global efforts, standards and instruments for promotion of Human Rights
PSO.3.	Comprehend the Constitutional provisions, contributions of the judiciary, and the efforts of state and civil society institutions in promotion and defence of Human Rights
PSO.4.	Critically reflect on the nature and issues in Indian society that affects the practice and translation of Human Rights ideals into practice.
PSO.5	To contribute to jurisprudence surrounding Human Rights by way of assignments, research articles, blog posts etc.
PSO.6	To suggest policy alternatives to overcome challenges

#### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

#### F. Evaluation

Criteria	Description	Maximum Marks
<b>Internal Assessment</b>	Mid-Term Exam	10
	PSDA	5
	Assignment	10
<b>External Assessment</b>	End-Term Exam	75
<b>TOTAL</b>		<b>100</b>



## G. Syllabus

### Unit 1: Introduction

Nature; Evolution; and Development of Human Rights.

### Unit 2: Preparation of Financial Statements of Companies including one Person Company

UN Charter; UDHR; Covenants of 1966 & Optional Protocols

### Unit 3: National Human Rights Law

Constitutional Provisions; Fundamental Rights; Directive Principles of State Policy; Human Rights Act, 1993; NHRC: Composition, Powers and Functions; Role of State HRC, NCW, NCM, SC/ST Commission; Role of Civil Societies and Media

### Unit 4: Corporate Financial Reporting

Prisoners; Women and Children; Indigenous People; Disabled; Senior Citizens; Refugees

## H. References

### Suggested Readings:

1. Thomas Buergenthal, International Human Rights in a Nutshell, West Publisher Company, 2009 (4th Edn)
2. Henry Steiner & Philip Alston, International Human Rights in Context: Law, Politics, Morals: Text and Materials, Oxford University Press, 2008
3. S. K. Kapoor, International Law and Human Rights, Central Law Agency, 2014
4. M. K. Sinha, Implementation of Basic Human Rights, Lexis Nexis, 2013

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition of Human Rights	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
2	Continued	Lecture	CO1	MCQs & Subjective Assessment
3	Nature of Human Rights	Lecture	CO1	MCQs & Subjective Assessment
4	Continued	Q & A Method	CO1	MCQs & Subjective Assessment
5	Origin and Evolution of Human Rights	Lecture/Discussion	CO1	MCQs & Subjective Assessment

6	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
7	Continued	Q & A Method	CO2	MCQs & Subjective Assessment
8	Religion as a source of Human Rights	Lecture/Discussion	CO2	MCQs & Subjective Assessment
9	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
10	Continued	Class Activity	CO2	MCQs & Subjective Assessment
11	UN Charter	Lecture/Discussion	CO3	MCQs & Subjective Assessment
12	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
13	Continued	Class Activity	CO3	MCQs & Subjective Assessment
14	UDHR	Lecture/Discussion	CO3	MCQs & Subjective Assessment
15	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
16	Continued	Class Activity	CO3	MCQs & Subjective Assessment
17	Covenant of 1966 (1)	Lecture/Discussion	CO3	MCQs & Subjective Assessment
18	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
19	Continued	Class Activity	CO3	MCQs & Subjective Assessment
20	Covenant of 1966 (2)	Lecture/Discussion	CO3	MCQs & Subjective Assessment
21	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
22	Continued	Class Activity	CO3	MCQs & Subjective Assessment
23	Optional Protocols	Lecture/Discussion	CO3	MCQs & Subjective Assessment
24	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment

25	Continued	Class Activity	CO3	MCQs & Subjective Assessment
26	Constitutional Provisions	Lecture/Discussion	CO3	MCQs & Subjective Assessment
27	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
28	Continued	Class Activity	CO3	MCQs & Subjective Assessment
29	Fundamental Rights	Lecture/Discussion	CO3	MCQs & Subjective Assessment
30	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
31	Continued	Class Activity	CO3	MCQs & Subjective Assessment
32	DPSP	Lecture/Discussion	CO3	MCQs & Subjective Assessment
33	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
34	Continued	Class Activity	CO3	MCQs & Subjective Assessment
35	Human Rights Act	Lecture/Discussion	CO3	MCQs & Subjective Assessment
36	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
37	Continued	Class Activity	CO3	MCQs & Subjective Assessment
38	NHRC	Lecture/Discussion	CO4	MCQs & Subjective Assessment
39	Continued	Class Activity	CO4	MCQs & Subjective Assessment
40	HRC	Lecture/Discussion	CO4	MCQs & Subjective Assessment
41	Continued	Class Activity	CO4	MCQs & Subjective Assessment
42	NCW	Lecture/Discussion	CO4	MCQs & Subjective Assessment
43	Continued	Class Activity	CO4	MCQs & Subjective Assessment

44	NCM	Lecture/Discussion	CO4	MCQs & Subjective Assessment
45	SC/ST Commission	Lecture/Discussion	CO4	MCQs & Subjective Assessment
46	Continued	Class Activity	CO4	MCQs & Subjective Assessment
47	Role of Civil Societies and Media	Lecture/Discussion	CO4	MCQs & Subjective Assessment
48	Continued	Class Activity		MCQs & Subjective Assessment
49	Rights of Prisoners	Lecture/Discussion	CO5	MCQs & Subjective Assessment
50	Continued	Class Activity	CO5	MCQs & Subjective Assessment
51	Rights of Women and Children	Lecture/Discussion	CO5	MCQs & Subjective Assessment
52	Continued	Class Activity	CO5	MCQs & Subjective Assessment
53	Rights of Indigenous People	Lecture/Discussion	CO5	MCQs & Subjective Assessment
54	Rights of Disabled	Lecture/Discussion	CO5	MCQs & Subjective Assessment
55	Rights of Senior Citizens	Lecture/Discussion	CO5	MCQs & Subjective Assessment
56	Rights of Refugees	Lecture/Discussion	CO5	MCQs & Subjective Assessment

## J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COLLB407.1	3	3	3	3	2	3	3	3	3	3	3	3
COLLB407.2	3	3	3	3	2	3	3	3	3	2	3	3
COLLB407.3	3	3	3	3	2	3	2	2	3	3	3	3
COLLB407.4	3	3	3	3	3	3	3	3	3	3	3	3
COLLB407.5	3	3	3	3	2	3	2	2	3	3	3	3

“-”- No Correlation; 1-Low Correlation; 2- Moderate Correlation; 3-Substantial Correlation

**K. Expectations from Students:**

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2. Follow the class rules
3. Must be on time
4. Must be regular in the class and maintain minimum 75% attendance as per GGSIP University norms)

**L. Faculty Contact Details:**

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## BBALLB (H)

Paper Code: LLB 507

Subject: Socio-Legal Dimensions of Gender

### A. Introduction

**Objective:** The course aims to help Students to acquire conceptual knowledge of Social and Legal issues surrounding gender minorities. It intends to make students understand changing dimensions of gender and also familiarizes them with the inequality rooted in our society.

COLLB507.1	Have an understanding of the various concepts related to Gender, social norms and processes that foster gender inequality.
COLLB507.2	To imbibe in students the importance of Gender equity and equality
COLLB507.3	To enable the students to understand the social as well as legal dimensions of gender based crime.
COLLB507.4	Co-relate theories of Women's and Gender Studies to life experiences and historical events and processes.
COLLB507.5	Communicate effectively about gender issues in both writing and speech, drawing upon Women's and Gender Studies scholarship and addressing a public audience.

### C. Program Outcomes

PO1.	Exhibit understanding of Gender, Sexuality, Patriarchy, and other terms surrounding Gender.
PO2.	Demonstrate in-depth understanding of the need for Gender Equity in contemporary society.
PO3.	Inculcate basic knowledge of Various dimensions crime against women.
PO4.	Critically analyze the effectiveness of law in dealing with these issues.
PO5.	Develop critical thinking skills and a rational as well as sensitive attitude towards issues of Gender Minorities.
PO6.	Develop comprehensive understanding and problem-solving abilities

#### D. Program Specific Outcomes

PSO.1.	Have a nuanced understanding of the concept and dimensions of Human Rights as well as prerequisites for translation of its objectives and principles into reality.
PSO.2.	Understand and appreciate the need to have gender equity or neutrality.
PSO.3.	Comprehend the laws dealing with crime against women.
PSO.4.	Critically reflect on the nature and issues in Indian society that affects
PSO.5	To suggest policy alternatives to overcome challenges
PSO.6	The students will be better prepared to participate in and contribute effectively to the larger public conversation about the role of gender in society; to apply the critical tools of women's and gender studies in their academic, personal and occupational lives.

#### E. Pedagogy:

The pedagogy would be the combination of the following techniques:-

- Lectures
- Presentations
- Classroom Activities
- Discussions, Questions & Answers

#### F. Evaluation

Criteria	Description	Maximum Marks
Internal Assessment	Mid-Term Exam	10
	PSDA	5
	Assignment	10
External Assessment	End-Term Exam	75
TOTAL		100

## G. Syllabus

### Unit 1:

Gender as a social construct, Production of masculinity and femininity.

### Unit 2:

Power and Subordination; Socio-legal dimensions of Honour Killings; Socio-legal Dimensions of Witch-Hunting.

### Unit 3:

Resistance and Movements; Gender in media and market; Socio-legal dimensions of the Third Gender

### Unit 4:

Emerging trends with respect to LGBT Community 2. Socio-legal dimensions of Prostitution and Trafficking

## H. References

### Suggested Readings:

#### Reference Material:

1. Swati Pandita, "Gender Neutrality of Indian Laws-AMyth or Reality?", FIMT Law Journal, Vol 5 Issue 1.
2. Moira Gatens, —A Critique of the Sex/Gender Distinction in A Phillips ed. Feminism And Subjectivity, pp. 139-154
3. Usha Ramanathan, —Images (1920-1950) Reasonable Man, Reasonable Woman and Reasonable Expectations in Amita Dhanda, Archana Parashar (ed) ENGENDERING LAW, 4 pp. 33-70 (1999). Eastern Book Company.
4. Kamla Bhasin, What is Patriarchy, Kali/Women Unlimited (2004)
5. Ved Kumari, —Gender Analyses of Indian Penal Code in Amita Dhanda, Archana Parashar (ed) ENGENDERING LAW Essays in Honour of Lotika Sarkar, pp.139-160 (1999). Eastern Book Company.

## I. Lecture Plan

Lecture No.	Topic(s)	Mode of Delivery	Corresponding CO	Mode of Assessing CO
1	Definition of Gender, Sexuality, Patriarchy, Brahminical Patriarchy, Inherent Bias, Gender Stereotypes, Gender Division of Labour, Gender Bias	Lecture/ Discussion	CO1	MCQs & Subjective Assessment
2	Continued	Lecture	CO1	MCQs & Subjective Assessment
3	Continued	Lecture	CO1	MCQs & Subjective Assessment
4	Continued	Lecture	CO1	MCQs & Subjective Assessment
5	Continued	Lecture	CO1	MCQs & Subjective Assessment
6	Continued	Lecture	CO1	MCQs & Subjective Assessment
7	Gender & Sexuality	Lecture	CO2	MCQs & Subjective Assessment
8	Continued	Q & A Method	CO2	MCQs & Subjective Assessment
9	Continued	Q & A Method	CO2	MCQs & Subjective Assessment
10	Continued	Lecture	CO2	MCQs & Subjective Assessment
11	Continued	Q & A Method	CO2	MCQs & Subjective Assessment

12	Masculinity & Femininity	Lecture/Discussion	CO2	MCQs & Subjective Assessment
13	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
14	Continued	Q & A Method	CO2	MCQs & Subjective Assessment
15	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
16	Power and Subordination	Lecture/Discussion	CO2	MCQs & Subjective Assessment
17	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
18	Continued	Class Activity	CO2	MCQs & Subjective Assessment
19	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
20	Continued	Lecture/Discussion	CO2	MCQs & Subjective Assessment
21	Resistance & Movements	Lecture/Discussion	CO4	MCQs & Subjective Assessment
22	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
23	Continued	Class Activity	CO4	MCQs & Subjective Assessment
24	Continued	Class Activity	CO4	MCQs & Subjective Assessment
25	Gender in Media and Market	Lecture/Discussion	CO4	MCQs & Subjective Assessment
26	Continued	Lecture/Discussion	CO4	MCQs & Subjective



		sion		Assessment
27	Continued	Class Activity	CO4	MCQs & Subjective Assessment
28	Continued	Class Activity	CO4	MCQs & Subjective Assessment
29	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
30	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
31	Socio Legal Dimensions of Third Gender	Lecture/Discussion	CO4	MCQs & Subjective Assessment
32	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
33	Continued	Class Activity	CO4	MCQs & Subjective Assessment
34	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
35	Continued	Lecture/Discussion	CO4	MCQs & Subjective Assessment
36	Continued	Class Activity	CO4	MCQs & Subjective Assessment
37	Emerging Trends wrt LGBTQIAP+	Lecture/Discussion	CO5	MCQs & Subjective Assessment
38	Continued	Lecture/Discussion	CO5	MCQs & Subjective Assessment
39	Continued	Class Activity	CO5	MCQs & Subjective Assessment
40	Continued	Class Activity	CO5	MCQs & Subjective Assessment

41	Continued	Class Activity	CO5	MCQs & Subjective Assessment
42	Continued	Class Activity	CO5	MCQs & Subjective Assessment
43	Socio Legal Dimensions of Prostitution & Trafficking	Lecture/Discussion	CO3	MCQs & Subjective Assessment
44	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
45	Continued	Class Activity	CO3	MCQs & Subjective Assessment
46	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
47	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
48	Continued	Class Activity	CO3	MCQs & Subjective Assessment
49	Honour Killing	Lecture/Discussion	CO3	MCQs & Subjective Assessment
50	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
51	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
52	Continued	Class Activity	CO3	MCQs & Subjective Assessment
53	Witch Hunting	Lecture/Discussion	CO3	MCQs & Subjective Assessment
54	Continued	Lecture/Discussion	CO3	MCQs & Subjective Assessment
55	Continued	Lecture/Discussion	CO3	MCQs & Subjective

		sion		Assessment
56	Continued	Class Activity	CO3	MCQs & Subjective Assessment

**J. Course Articulation Matrix: (Mapping of COs with POs& PSOs)**

CO Number	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
COLLB407.1	3	3	3	3	2	3	3	3	3	3	3	3
COLLB407.2	3	3	3	3	2	3	3	3	3	2	3	3
COLLB407.3	3	3	3	3	2	3	2	2	3	3	3	3
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