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### BComHons

<b>Title of the Course</b>	Human Society in 21st Century
<b>Course Code</b>	GEC-201[T]

#### Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					3	0	0	3
<b>Course Type</b>	Theory only							
<b>Course Category</b>	Ability Enhancement Courses							
<b>Pre-Requisite/s</b>	<p>1. "Basic Understanding of Social Systems": Before delving into the elements and evolution of human social systems, it's essential to have a basic grasp of concepts such as values, institutions, processes, and historical context. This includes understanding how societies organize themselves, the values they uphold, the institutions they create, and how these have evolved over time. 2. "Foundational Knowledge of Economics and Politics": To grasp the economic and political basis of human societies, familiarity with basic economic and political concepts is necessary. This includes understanding different economic systems (such as nomadic, pastoral, industrial, and post-industrial) and political structures (like tribes, kingdoms, empires, and nation-states) and how they shape societies. 3. "Awareness of 20th Century Movements": A solid understanding of the contributions of 20th-century movements is crucial. This includes familiarity with significant movements like civil rights, women's rights, peace movements, and environmental activism. Understanding their goals, methods, and impact provides context for societal changes and challenges. 4. "Knowledge of 21st Century Challenges": Before discussing responses to 21st-century challenges, it's important to comprehend the challenges themselves. This includes understanding globalization, environmental crises, and cultural clashes, and their implications for societies worldwide. 5. "Awareness of 21st Century Responses": Finally, to appreciate the responses to 21st-century challenges, it's essential to be familiar with initiatives like the quest for Sustainable Development Goals (SDGs) and Gandhi's Constructive Programme. Understanding these responses provides insight into efforts to address pressing global issues and create positive change.</p>			<b>Co-Requisite/s</b>		<p>1. "Comprehensive Understanding of Human Social Systems": Readers will gain a deep understanding of the elements and evolution of human social systems, including values, institutions, processes, and historical context. They will be able to analyze how societies organize themselves and how these structures have developed over time. 2. "Insight into Economic and Political Dynamics": With foundational knowledge of economics and politics, readers will be equipped to understand the economic and political basis of human societies. They will comprehend different economic systems and political structures and their roles in shaping societies at various stages of development. 3. "Appreciation of 20th Century Movements": Readers will develop an appreciation for the significant contributions of 20th-century movements such as civil rights, women's rights, peace movements, and environmental activism. They will understand the goals, methods, and impacts of these movements on societal changes and challenges. 4. "Awareness of 21st Century Challenges": Having acquired knowledge of 21st-century challenges, readers will be able to identify and comprehend pressing global issues such as globalization, environmental crises, and cultural clashes. They will understand the implications of these challenges for societies worldwide. 5. "Understanding of 21st Century Responses": Readers will gain insight into the responses to 21st-century challenges, including initiatives like the quest for Sustainable Development Goals (SDGs) and Gandhi's Constructive Programme. They will appreciate efforts to address global issues and create positive change, contributing to their engagement with contemporary societal issues.</p>		
<b>Course Outcomes &amp; Bloom's Level</b>	<p><b>CO1-</b> Students will be able to list and define key values such as honesty, respect, and equality. <b>(BL1-Remember)</b>  <b>CO2-</b> Students will be able to explain how values such as justice and equality shape social norms and influence individual behaviors. <b>(BL2-Understand)</b>  <b>CO3-</b> Students will be able to apply theoretical frameworks to analyze how values like honesty and respect manifest in different cultural contexts. <b>(BL3-Apply)</b>  <b>CO4-</b> Students will be able to analyze the transitions from nomadic to post-industrial economies and their societal impacts. <b>(BL4-Analyze)</b>  <b>CO5-</b> Students will be able to critically evaluate international efforts to address environmental challenges and propose improvements. <b>(BL5-Evaluate)</b></p>							
<b>Courses Elements</b>	<p>Skill Development ✓            Entrepreneurship X            Employability X            Professional Ethics ✓            Gender ✓            Human Values ✓            Environment ✓</p>		<b>SDG (Goals)</b>		<p>SDG1(No poverty)            SDG2(Zero hunger)            SDG3(Good health and well-being)            SDG4(Quality education)            SDG5(Gender equality)            SDG6(Clean water and sanitation)            SDG10(Reduced inequalities)            SDG11(Sustainable cities and economies)            SDG12(Responsible consumption and production)            SDG13(Climate action)</p>			

#### Part B

Modules	Contents	Pedagogy	Hours
1	Elements and Evolution of human Social system a. Values b. Institutions c. Processes	Lectures with white board and or PPT, video clips/films on specific themes/topics, illustrations, classroom discussions	8
2	Economic and Political basis of human societies a) Nomadic, Pastoral, Industrial and Post Industrial b) Political Evolution of Human Society: Tribes, Kingdoms, Empires, Nation states and beyond Nation-states.	Lectures with white board and or PPT, video clips/films on specific themes/topics, illustrations, classroom discussions	8
3	Contributions of the 20th Century a) Civil rights movements in the US b) Women's movement c) Peace movements d) Environmental movements	Lectures with white board and or PPT, video clips/films on specific themes/topics, illustrations, classroom discussions	8
4	Understanding the 21st Century: Challenges a) Globalization b) Environmental Crises c) Clash of cultures	Lectures with white board and or PPT, video clips/films on specific themes/topics, illustrations, classroom discussions	8
5	Understanding the 21st Century: Responses a) Quest for Sustainable Development Goals b) Gandhi's Constructive Program	Lectures with white board and or PPT, video clips/films on specific themes/topics, illustrations, classroom discussions	4

#### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
3	Analyzing Key Trends and Challenges of the 21st Century	PBL	BL4-Analyze	15

#### Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	40	12	60	28
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

#### Part E

<b>Books</b>	Tyson-Bernstein, H., & Woodward, A. (1989). Nineteenth century policies for 21st century practice: The textbook reform dilemma. Educational Policy, 3(2), 95-106.
<b>Articles</b>	1. Brian D. Fath and Sven E. Jørgensen, 2021 Managing Human and Social Systems, second edition, CRC Press, Taylor & Francis Group. 2.. Mohamed Rabie, 2013, Saving Capitalism and Democracy (pp.15-40), Palgrave Macmillan US
<b>References Books</b>	Harari, Y. N. (2018). 21 Lessons for the 21st Century. Spiegel & Grau.
<b>MOOC Courses</b>	
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=5G-AqjVp6g">https://www.youtube.com/watch?v=5G-AqjVp6g</a> (solar cities of the future) <a href="https://www.youtube.com/watch?v=pyQaUDLW6ts">https://www.youtube.com/watch?v=pyQaUDLW6ts</a> (Economics of happiness, abridged version) <a href="https://www.youtube.com/watch?v=M2kHUKbPogQ">https://www.youtube.com/watch?v=M2kHUKbPogQ</a> (Economics of happiness, full version) <a href="https://www.youtube.com/watch?v=d2wVb_AIso">https://www.youtube.com/watch?v=d2wVb_AIso</a> (9.11.2001 for Clash of Cultures discussion)





## Syllabus-2023-2024

### MBA-Dual\_Specialization

<b>Title of the Course</b>	Strategic Human Resource Management
<b>Course Code</b>	MBA-202[T]

#### Part A

Year	1st	Semester	2nd	Credits	L	T	P	C
					3	0	0	3
<b>Course Type</b>	Theory only							
<b>Course Category</b>	Discipline Electives							
<b>Pre-Requisite/s</b>	The students will have basic understanding of human resource management principles and organizational behavior.			<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Students will be able to recall key concepts and terminologies related to strategic human resource management. <b>(BL1-Remember)</b> <b>CO2-</b> Students will be able to explain the role of SHRM in achieving organizational goals. <b>(BL2-Understand)</b> <b>CO3-</b> Students will be able to apply strategic HR practices to enhance organizational performance. <b>(BL3-Apply)</b> <b>CO4-</b> Students will be able to analyze HR issues and align them with organizational strategy. <b>(BL4-Analyze)</b> <b>CO5-</b> Students will be able to evaluate the effectiveness of different HR strategies. <b>(BL5-Evaluate)</b> <b>CO6-</b> Students will be able to design innovative HR strategies that contribute to long-term organizational success. <b>(BL6-Create)</b>							
<b>Courses Elements</b>	Skill Development X Entrepreneurship X Employability X Professional Ethics ✓ Gender ✓ Human Values ✓ Environment X		<b>SDG (Goals)</b>		SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth) SDG10(Reduced inequalities)			

#### Part B

Modules	Contents	Pedagogy	Hours
1	Introduction to Strategic Human Resource Management: Definition and importance of SHRM Differences between traditional HRM and SHRM Evolution of SHRM practices	interactive lectures, case studies, experiential learning	9
2	Strategic HR Planning and Implementation: Aligning HR strategy with business strategy Workforce planning and forecasting Implementing HR strategies and overcoming challenges	interactive lectures, case studies, experiential learning	9
3	Talent Management and Development: Strategic recruitment and selection Training and development aligned with organizational goals Succession planning and leadership development	interactive lectures, case studies, experiential learning	9
4	Performance Management and Reward Systems: Designing performance management systems Linking rewards with performance Strategic compensation and benefits	interactive lectures, case studies, experiential learning	9
5	Gender Diversity in the Indian Workplace, Gender Pay Gap in India, Career Development and Advancement Opportunities for Indian Women, Mentorship and Sponsorship Programs for Women in Indian Organizations.	interactive lectures, case studies, experiential learning	9

#### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
5	Designing a Strategic HR Plan for a Growing Company	PBL	BL5-Evaluate	15

#### Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	18	40	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

#### Part E

<b>Books</b>	Beer, M., & Ruf, B. (2011). Strategic HRM: Choices for people and organizations (2nd ed.). Routledge.
<b>Articles</b>	Barney, J. B. (1995). Looking inside: How market power creates sustainable competitive advantage. Strategic Management Journal, 16(8), 99-122.
<b>References Books</b>	Boselie, P., & Boxall, P. (2018). Managing human resources and the firm (7th ed.). Sage Publications.
<b>MOOC Courses</b>	
<b>Videos</b>	<a href="https://www.youtube.com/watch?v=2A_YrAVJukI">https://www.youtube.com/watch?v=2A_YrAVJukI</a>

#### Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	-	1	-	1	1	-	-	-	-	1	-	-
CO2	1	2	-	-	1	-	-	-	-	-	-	-	-	2	1
CO3	-	1	-	2	-	1	-	1	-	-	-	-	1	-	-
CO4	1	-	1	-	2	-	1	-	-	-	-	-	-	-	3
CO5	-	2	-	-	1	-	-	1	-	-	-	-	-	1	-
CO6	2	-	-	1	-	2	-	-	-	-	-	-	1	2	-

## Syllabus-2023-2024

### MBA-Dual\_Specialization

<b>Title of the Course</b>	Consumer Behavior
<b>Course Code</b>	MBA-303 MM[T]

#### Part A

Year	2nd	Semester	3rd	Credits	L	T	P	C
					3	0	0	3
<b>Course Type</b>	Theory only							
<b>Course Category</b>	Discipline Electives							
<b>Pre-Requisite/s</b>	A basic understanding of consumer-economics and marketing is desirable.			<b>Co-Requisite/s</b>				
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> students will be able to define key concepts in consumer behaviour, such as perception, motivation, and decision-making processes. <b>(BL1-Remember)</b> <b>CO2-</b> Students will be able to explain the factors influencing consumer behaviour <b>(BL2-Understand)</b> <b>CO3-</b> Students will be able to apply consumer behaviour principles to analyze real-world marketing scenarios and develop effective marketing strategies. <b>(BL3-Apply)</b> <b>CO4-</b> Students will be able to critically evaluate the effectiveness of different marketing messages and strategies targeted towards specific consumer segments. <b>(BL4-Analyze)</b> <b>CO5-</b> Students will be able to propose and justify marketing recommendations based on an integrated understanding of consumer needs, wants, and decision-making processes. <b>(BL5-Evaluate)</b> <b>CO6-</b> Students will be able to design a research plan to investigate a specific consumer behaviour issue and develop data-driven insights to inform marketing strategies. <b>(BL6-Create)</b>							
<b>Courses Elements</b>	Skill Development X Entrepreneurship X Employability X Professional Ethics X Gender ✓ Human Values X Environment X		<b>SDG (Goals)</b>		SDG4(Quality education) SDG5(Gender equality) SDG12(Responsible consumption and production)			

#### Part B

Modules	Contents	Pedagogy	Hours
1	Introduction to Consumer Behaviour- Defining Consumer Behaviour, Scope and Application of Consumer Behaviour, Consumers' Impact on Marketing Strategy, Modelling Behaviour.	Interactive lectures, case studies,	9
2	Consumer Behaviour Research Methods – Survey, focus groups, interviews, experiments, purchase panels, database marketing.	Interactive lectures, case studies,	9
3	Individual Determinants of Consumer Behaviour Consumer's Needs & Motivation, Emotions and Mood, Consumer Involvement; Consumer Learning; Personality, Self-concept and Self-image; Consumer Perception, Risk and Imagery;	Interactive lectures, case studies,	9
4	Group Determinants of CB: - Consumer Attitude, Consumer Communication, Environmental Influences on Consumer Behaviour – Group Dynamics and Reference Groups, Family, Social Class, Culture Interpersonal Communication and influence, Opinion Leadership	Interactive lectures, case studies,	9
5	Consumer Decision Making Process and Post purchase behaviour Diffusion of Innovation; Problem recognition; Search and Evaluation; Purchasing Process, Post Purchasing Process. Cognitive dissonance, Consumer delight, consumer complaint behaviour.	Interactive lectures, case studies, Guest lectures	9

#### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
2	Analyzing Consumer Behavior Trends to Develop a Targeted Marketing Campaign	PBL	BL5-Evaluate	15

#### Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	40	12	60	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

#### Part E

<b>Books</b>	Solomon, M. R., White, K., Dahl, D. W., & Zaichkowsky, J. L. (2019). Consumer Behavior: Buying, Having, and Being (13th ed.). Tata McGraw-Hill.
<b>Articles</b>	Pachauri, M. (2001). Consumer behaviour: a literature review. The Marketing Review, 2(3), 319-355. Gretzel, U., Fesenmaier, D. R., & O'Leary, J. T. (2006). The transformation of consumer behaviour. In Tourism business frontiers (pp. 9-18). Routledge.
<b>References Books</b>	Schiffman, L. G., & Kanuk, L. L. (2019). Consumer Behavior (12th Global ed.). Pearson.
<b>MOOC Courses</b>	<a href="https://www.coursera.org/learn/market-research#modules">https://www.coursera.org/learn/market-research#modules</a>
<b>Videos</b>	<a href="https://youtu.be/uiwamYwz8BM">https://youtu.be/uiwamYwz8BM</a> <a href="https://youtu.be/2gKPPyM1m-o">https://youtu.be/2gKPPyM1m-o</a>

#### Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	-	-	-	1	-	-	-	-	-	1	-	1
CO2	2	-	-	1	-	3	3	-	-	-	-	-	-	1	-
CO3	2	-	-	1	-	-	-	1	-	-	-	-	2	-	1
CO4	-	1	3	1	-	1	-	-	-	-	-	-	1	1	-
CO5	-	-	3	-	-	-	-	-	-	-	-	-	-	-	1
CO6	-	-	-	-	1	-	-	1	-	-	-	-	1	-	-





## Syllabus-2023-2024

### MBA-Dual\_Specialization

<b>Title of the Course</b>	Management Concept and Organization Behavior
<b>Course Code</b>	MBA101[T]

#### Part A

Year	1st	Semester	1st	Credits	L	T	P	C
					3	0	0	3
<b>Course Type</b>	Theory only							
<b>Course Category</b>	Disciplinary Major							
<b>Pre-Requisite/s</b>	A foundational knowledge of basic business principles and introductory psychology is essential for understanding Management Concept & Organizational Behavior. Strong communication and analytical skills are also necessary for effectively engaging with course material and discussions.				<b>Co-Requisite/s</b>			
<b>Course Outcomes &amp; Bloom's Level</b>	<b>CO1-</b> Student will be able to Define key management concepts and organizational behavior theories. <b>(BL1-Remember)</b> <b>CO2-</b> Student will be able to Explain the role of management in organizations and the impact of individual and group behavior on organizational performance. <b>(BL2-Understand)</b> <b>CO3-</b> Student will be able to Apply management theories and principles to real-world organizational scenarios to solve basic management problems. <b>(BL3-Apply)</b> <b>CO4-</b> Student will be able to Analyze organizational case studies to identify issues related to management practices and employee behavior. <b>(BL4-Analyze)</b> <b>CO5-</b> Student will be able to Evaluate different management approaches and organizational behavior strategies to determine their effectiveness in various contexts. <b>(BL5-Evaluate)</b> <b>CO6-</b> Student will be able to Design a comprehensive management plan that incorporates organizational behavior principles to enhance productivity and employee satisfaction. <b>(BL6-Create)</b>							
<b>Courses Elements</b>	Skill Development ✓ Entrepreneurship ✓ Employability X Professional Ethics X Gender ✓ Human Values X Environment X		<b>SDG (Goals)</b>		SDG4(Quality education) SDG5(Gender equality) SDG8(Decent work and economic growth)			

#### Part B

Modules	Contents	Pedagogy	Hours
1	Fundamentals of Management: Management practices from past to present, Different levels of management, Managerial skills and Managerial Functions, Case Studies Planning- Objective of planning, Planning process, Types of planning, Types of plans, Management by Objective, Decision-making- types, process & techniques, Case Studies	Interactive Lecture, Experiential Learning, Case Studies	9
2	Organising & Staffing- Types of organization, Organization structure and decentralization of authority, Meaning of staffing, Recruitment, selection & placement, Training & development, Directing & Controlling- Principle of directing, Essence of coordination, Different control techniques, Management by exception. Case Studies	Interactive Lecture, Experiential Learning, Case Studies	9
3	Fundamentals of individual behavior, Personality, types of personality, Personal effectiveness, meaning of Attitudes, Types, Components, attitude formation and attitude change, Meaning & Type of Group Behavior, Interpersonal skills, Transactional Analysis, Johari Window.	Interactive Lecture, Experiential Learning, Case Studies	9
4	Motivation: Theory of Motivation: Maslow's, Herzberg's, McClelland, Contemporary theories of Motivation: Self Determination Theory, Self-Efficacy Theory, Vroom's Expectancy Theory, Equity Theory, Reinforcement Theory, Meaning of Perception, process, behavioral applications of perception. Case Studies	Interactive Lecture, Experiential Learning, Case Studies	9
5	Leadership Styles and Effectiveness Among Indian Women, Work-Life Balance and Flexibility for Indian Women, Mentorship and Sponsorship Programs for Women in Indian Organizations Career Development and Advancement Opportunities for Indian Women, Sexual Harassment Prevention and Response.	Interactive Lecture, Experiential Learning, Case Studies	9

#### Part C

Modules	Title	Indicative-ABCA/PBL/ Experiments/Field work/ Internships	Bloom's Level	Hours
5	Design a leadership development program tailored to an organization's needs.	PBL	BL6-Create	15

#### Part D(Marks Distribution)

Theory					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation
100	40	60	18	40	
Practical					
Total Marks	Minimum Passing Marks	External Evaluation	Min. External Evaluation	Internal Evaluation	Min. Internal Evaluation

#### Part E

<b>Books</b>	1.Robbins, S. P., & Judge, T. A. (2023). Organizational Behavior (18th ed.). Pearson. 2. Bateman, T. S., & Konopaske, R. (2023). Management: Leading & Collaborating in a Competitive World (14th ed.). McGraw-Hill Education.
<b>Articles</b>	1.Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. Annual Review of Organizational Psychology and Organizational Behavior, 1(1), 23-43. <a href="https://doi.org/10.1146/annurev-orgpsych-031413-091305">https://doi.org/10.1146/annurev-orgpsych-031413-091305</a> 2. Grant, A. M., & Parker, S. K. (2009). Redesigning work design theories: The rise of relational and proactive perspectives. Academy of Management Annals, 3(1), 317-375. <a href="https://doi.org/10.5465/19416520903047327">https://doi.org/10.5465/19416520903047327</a>
<b>References Books</b>	1.Luthans, F., Luthans, B. C., & Luthans, K. W. (2015). Organizational Behavior: An Evidence-Based Approach (13th ed.). Information Age Publishing. 2.Daft, R. L. (2021). Organization Theory and Design (13th ed.). Cengage Learning.
<b>MOOC Courses</b>	
<b>Videos</b>	

#### Course Articulation Matrix

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	2	1	1	3	1	2	1	-	-	-	-	1	1	-
CO2	1	-	2	1	1	1	-	1	-	-	-	-	-	2	1
CO3	2	1	1	-	2	1	1	-	-	-	-	-	1	2	2
CO4	-	2	2	2	-	1	2	1	-	-	-	-	1	3	1
CO5	1	-	-	2	3	1	1	1	-	-	-	-	1	-	1
CO6	1	-	1	1	-	-	1	-	-	-	-	-	1	1	-

