



**Avinashilingam Institute for Home Science and Higher Education for Women**  
 Deemed to be University Estd.u/s 3 of UGC Act 1956, Category 'A' by MHRD (Now MoE)  
 Re-accredited with an 'A++' Grade by NAAC CGPA 3.65/4, Category I by UGC  
 Recognized by UGC under Section 12B  
 Coimbatore – 641 043, Tamil Nadu, India

### AQAR 2023-24

#### 7.1.1 GENDER EQUITY IN CURRICULAR AND CO-CURRICULAR COURSES

7.1.1. Details of courses focusing on Gender Equity			
School	Department	Programme Name	Course Code and Name
Bio Sciences	Zoology	B.Sc. Zoology	23BZOC02 - Developmental Biology & Evolution
			23BZOC05 - Comparative Anatomy & Physiology of Chordates
			23BZOC06 - Genetics
			23BZOC08 - Ecology
			23BZOG01 - Human Physiology
			23BZOG02 - Food, Nutrition and Health
			23BZODE2 - Endocrinology
			23BZODE2 - Human Reproductive Biology
		M.Sc. Zoology	23MZOC04 - Genetics
			23MZOC08 - Animal Physiology and Endocrinology
			23MZOC09 - Developmental Zoology
Education	Education	B.Ed.	23BEDC09 - Gender, School & Society
			22BPAC05 – Human Genetics
		M.Ed.	23MEDC13 - Gender Issues and Promotion of Gender Equality
Home Science	Human Development	M.Sc. Human Development	23MHDC02 – Family Dynamics
			21MHDC17 – Human Rights (Open Book)
			21MHDC22 - Appraisal of Child, Women and Family Welfare Programmes (Self-study)

		B. Sc. Human Development	21BHDC13 – Marriage and Family 21BHDC25 – Human Rights and welfare programmes
	Social Work	Master of Social Work	23MSWC05 - Social Group Work 21BRDC12 - Programme Development and Evaluation 21MEXC15 - Programme Planning 23MSWC16 – Corporate Social Responsibility and Social Entrepreneurship
	Food Service Management and Dietetics	B.Sc. Food Service Management and Dietetics  M.Sc. Food Service Management and Dietetics  PG Diploma in Nutrition and Dietetics	23BFDC03 - Meal Management 23BFDC03 P - Meal Management Practical 23BFDGE3 - Adolescent Health 23BFDVBI - Life style Health 23MFDC03 - Community and Public Health Nutrition 23MFDC22 – Diabetes Counselling (Self Study Course) 23MFDM01 – Women Health and Well Being 23PDNDE1A/23PDNDE1B – Patient Counselling Techniques/Diabetes Counselling
<b>Engineering</b>	Biomedical Instrumentation Engineering	B.E. Biomedical Instrumentation Engineering	21BEBC01 - Human Anatomy and Physiology
<b>Commerce and Management</b>	Business Administration	MBA	23MBMC06 - Entrepreneurial Development and Indian Ethics 23MBMC23H - Industrial and Labour Relations 23MBMC26 - Environmental Management (Self Study) 23MBMC29E - Indian Ethos and Business Models
	Tourism Management	BBA	23BTOC01- Management Principles & Organizational Behavior 23BTOC02 - Tourism Principles & Practices 23BTOC03 - Travel Agency & Tour operations Management 23BTOPD1 - Business Etiquette

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## Developmental Biology & Evolution

Semester I  
23BZOC02

Hours of instruction / week: 4  
No of credit: 4

### Objectives:

1. To learn the basic principles of growth and development
2. To understand the role and application of developmental biology
3. To know about the evolutionary history of transitions

<b>Unit 1.</b>	<b>Process of reproduction in living system</b>	13hrs
	Reproduction: a basis of species sustenance. Asexual and sexual reproduction and their relevance in corresponding environments. Gamete formation, external and internal fertilization; causes of Infertility. Structural and biochemical changes in gametes during and after fertilization, block to polyspermy. Establishment of the major embryonic axes, polarity, morphogen gradients and their interpretation. Fate maps, their relevance. <i>In vitro</i> fertilization; Amniocentesis; Artificial insemination (AI); Gamete intra-fallopian transfer (GIFT). Intra-cytoplasmic sperm injection (ICSI); Test tube baby.	
<b>Unit 2.</b>	<b>Role of development in organization of phenotypes and their variations</b>	12hrs
	Direct and indirect development. Cleavage: types and patterns. Body plan and symmetries. Germ layer differentiation Tubulation. Morphogenesis: Epiboly, emboly/ invagination, involution and ingression. Cell-cell interactions (cell signaling, cell adhesion etc.) during tissue organization, lateral inhibition, induction, and recruitment. Organogenesis: formation of gut, heart, kidney and muscles. Concept of competence, determination and differentiation and growth, molecular mechanism involved. Pleuropotency. Stem cell biology and tissue repair.	
<b>Unit 3.</b>	<b>Tracing the evolutionary biology of development</b>	12 hrs
	Role of extra embryonic membranes in development, Placenta: types, structure and functions. Metamorphosis in insect and frog. Regeneration: epimorphosis, morphollaxis and compensatory regeneration. Development, ageing and apoptosis. <i>Developmental biology in understanding of disorders. Teratogenesis; wound healing, birth defects, developmental brain disorders.</i>	
<b>Unit 4.</b>	<b>Understanding evolution through natural selection.</b>	12hrs
	Early life on Earth and its indirect evidences, direct evidence of early life; great oxygenation and its relationship with life. Evolution and radiation of metazoans, major	



evolutionary transitions, Mass extinctions, Anthropocene and its uniqueness. Evidences of evolution: Hardy-Weinberg Equilibrium, Selection, Migration. Nonrandom mating, **Cost/benefit of sex, Sexual conflict**, Evolution in asexual systems Life-history adaptations, Trade-offs, **Number and size of offspring; Parent-offspring conflict**.

**Unit 5. Knowledge on adaptation and optimal model tradeoffs.**

11 hrs

Genetic drift, Neutral evolution; Theories of evolution. Linkage disequilibrium; Epistasis. Heritability; Breeding value. Sources of variation: mutation, recombination, epigenetic variation. Evolution of mutation rates. Phenotypic plasticity, Genome evolution: Mobile genetic elements; gene duplication. **Evolution and Health: Evolution of antibiotic Resistance, Virulence, Evolutionary medicine.**

**Total - 60**

**Text Books**

1. VishramSing, 2020. Text book of Clinical Embryology, 2<sup>nd</sup> Updated edition, Elsevier India, Elsevier Health Science.
2. Morgan. TH. 2010. Embryology and Genetics. Agro House Behind Nasrani Cinema. 4<sup>th</sup> edition, Jodhpur
3. Verma, P.S and Agarwal, V.K. 2016 Chordate Embryology (Developmental biology). Generic (1).

**Reference Books**

1. Gerhart, J. *et al.* 1997. Cells, Embryos and Evolution. Blackwell Science
2. Baressi, M.J.F and Gilbert, S.F. 2019. Developmental Biology (12th edition). Sinauer Associates is an imprint of Oxford University Press.
3. Wolpert, L. 2015. Principles of Developmental Biology (5th edition). Oxford University Press
4. Campbell, N. and Reece, J. 2014 Biology (10th edition). Benjamin Cummings
5. Charles Darwin, 2021. The Origin of Species. (1 may Deluxe Hard bound 2021 edition finger print publishing.
6. Barton, N. H., Briggs, D. E. G., Eisen, J. A., Goldstein, D. B. and Patel, N. H. 2007. *Evolution*. Cold Spring, Harbour Laboratory Press.
7. Hall, B. K. and Hallgrímsson, B. 2008. *Evolution*. IV Edition. Jones and Bartlett Publishers

**Course outcome:**

1. Understand the development from an egg to embryo and adult through cell division, cell differentiation and morphogenesis.
2. Realize the expressions and functions of gene networks in controlling the molecular changes and brings out the variation.
3. Explore the relevance of developmental biology in medicine and related disorders
4. Know the past and present scenario of research in developmental biology and evolution
5. Examine the evolutionary history of the taxa based on developmental affinities

CO /	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO3
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PO													
CO 1	H	H	H	H	-	M	H	-	H	-	H	H	H
CO 2	H	H	H	H	-	M	H	-	H	-	H	H	H
CO 3	H	H	H	H	-	M	H	-	H	-	H	H	H
CO 4	H	H	H	H	-	M	H	-	H	-	H	H	H
CO 5	H	H	H	H	-	M	H	-	H	-	H	H	H

### Comparative Anatomy & Physiology of Chordates

Semester III  
23BZOC05

Hours of instruction / week: 4  
No of credit: 4

#### Objectives:

1. To explore vertebrate morphology with the aims of understanding major events in the history of vertebrate evolution
2. To understand the behaviour and physiological adaptation in diverse habitats.
3. To learn the biological processes of animal life at organelles, cells, organs, organ systems, and at whole animal level.

#### Unit 1. Structure and function of integument, skeletal and muscular systems 12 hrs

Structure of integument from fishes to mammals with an account on epidermal and dermal derivatives and their functional significance. Anatomy and physiology of axial and appendicular skeleton. Comparative anatomy of pelvic and pectoral girdles from fishes (cartilaginous and bony) to mammals. Types of muscles, physical properties and ultrastructural organization of skeletal muscle fibres, muscle contraction.

#### Unit 2. Structure and function of digestive, circulatory and endocrine systems 12hrs

Comparative anatomy of jaw suspension, oral cavity, teeth (dentition mammals). Structure and diversity of alimentary canal and digestive glands in chordates. Biological significance of nutrients- carbohydrates, proteins, fats, vitamins and minerals. Physiology of digestion with special reference to enzymes involved. Evolution of aortic arches and their significance. Visceral arches and their functional significance in vertebrates. Structure and evolution of heart in vertebrates. Functional anatomy of heart, cardiac cycle, cardiac output, Integration of cardiovascular function, electrocardiogram. Composition of blood, blood groups, Mechanism of blood coagulation. Types and

functional significance of endocrine glands and hormones

<b>Unit 3.</b>	<b>Structure and function of respiratory and excretory systems</b>	12 hrs
	Aquatic and terrestrial respiration; transition from water to air breathing. Breathing and gas exchange, gas transport, Hb and O <sub>2</sub> dissociation, BMR. Comparative anatomy and functional significance of lungs in amphibians, reptiles, birds and mammals. Types and development of kidneys and their ducts in anamniotes and amniotes. Nephron- structure, types and their function. Physiology of excretion in vertebrates; urine formation, counter current mechanism, Role of ADH and RAAS in excretion. Mechanisms of osmoregulation in fresh water and marine organisms, stenohalinity and euryhalinity.	
<b>Unit 4.</b>	<b>Structure and function of nervous system</b>	12hrs
	Introduction to central and peripheral nervous systems. Structural and functional evolution of brain and spinal cord in various classes of chordates. Peripheral nervous system- functional significance of somatic and autonomic nervous systems. Structure and functions of neuron, ionic basis of resting and action potentials, nerve impulse and its transmission, synapse and synaptic transmission, Reflex action	
<b>Unit 5.</b>	<b>Structure and function of sense organs and reproductive system</b>	12 hrs
	Types of sense organs- vision, hearing, taste, smell, and touch in chordates. Mechanism of thermoregulation in homeotherms and poikilotherms. Comparative details of testes and ovaries from fishes to mammals; modes of reproduction; estrous and menstrual cycle, implantation, gestation, parturition, lactation and birth control.	

**Total – 60 hrs**

**Text Books:**

1. Weichert, C.K. 1970. Anatomy of Chordates (4th edition).
2. Jordan, E. L. and Verma, P. S. 2013. Chordate Zoology (14th edition).
3. Saxena, R. K. and Saxena, S. 2015. Comparative Anatomy of Vertebrates (2nd edition).

**Reference books:**

1. Vander, A.; Sherman, J. and Luciano, D.2003. Human Physiology (9th edition).
2. Randall, D. et al. 2002. Eckert Animal Physiology (5th edition) Freeman.
3. Hill, R.W. et al. 2008. Animal Physiology (3rd edition) Sinaur Associates.
4. Guyton, A.C. et al. 2008. Textbook of Medical Physiology (12th edition) W.B. Saunders Co.
5. Withers, P.C. et al. 1992. Comparative Animal Physiology (1st edition) Brooks Cole.

**Course outcome:**

1. Understand the evolution of vertebrates by integrating its structure, function and development.

2. Have an overview of the evolutionary concepts including homology and homoplasy, and detailed discussions of major organ systems.
3. Understand the abnormal function of animal and human diseases and new methods for treatment.
4. Learn generously the life supporting properties and regulation of biological processes by the endocrine glands in the body from conception to adulthood.
5. Develop an understanding of the related disciplines, such as cell biology, neurophysiology, pharmacology, biochemistry etc.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO 9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	H	M	H	M	H	M	H	H	H
CO 2	H	H	H	H	H	H	H	M	H	M	H	H	H
CO 3	H	H	H	H	H	H	H	M	H	M	H	H	H
CO 4	H	H	H	H	H	H	H	M	H	M	H	H	H
CO 5	H	H	H	H	H	H	H	M	H	M	H	H	H

## Genetics

Semester III  
23BZOC06

Hours of instruction / week: 4  
No of credit: 4

### Objectives:

1. To acquire the basic concepts and applied aspects of Genetics
2. To learn the key aspects of expression, regulation, interaction, and recombination of Genes
3. To learn and apply concepts of modern transmission and molecular genetics

<b>Unit 1.</b>	<b>Concept of Genes and Genomics</b>	12 hrs
	Scope and importance of Genetics. Elements of heredity and variation: Classical and Modern concept of Gene (Cistron, muton, recon), Alleles etc. Mendel's laws of inheritance, Chromosomal basis of inheritance and its applications. Exceptions to Mendelian Inheritance: Incomplete dominance, Codominance, Multiple allelism, Lethal alleles, Pleiotropy, Epistasis - Recessive, Double recessive and double dominant. Genomic imprinting, Penetrance and expressivity, Phenocopy, Polygenic inheritance. Mendelian traits in man.	
<b>Unit 2.</b>	<b>Recombination and interaction of Genes</b>	12hrs
	Linkage and crossing over, cytological basis of crossing over. Organelle inheritance (Mitochondrial) Extra-nuclear inheritance, Maternal Inheritance, Sex Chromosomes and sex linkage: XX/XO, XX/XY, ZZ/ZW and haploidy/diploidy types, Gene dosage Compensation, Epigenetics. Structural and numerical alterations of chromosomes, meiotic consequences in structural heterozygotes. Autosomal dominant and autosomal recessive, X-linked dominant, and X-linked recessive. Haplodiploidy. Genic balance theory, intersex, gynandromorphs. Hormonal influence on sex determination-Freemartin and sex reversal. Role of environmental factors- Bonellia and Crocodile.	
<b>Unit 3.</b>	<b>Regulation of Gene expression, and mapping</b>	12 hrs
	Gene Expressions and regulation: One gene-one enzyme hypothesis /one polypeptide hypothesis. Concept of operon of bacteria and bacteriophages. Bacterial transposons. Vertical and horizontal gene transfer. Transformation, transfection and transduction. Genetic complementation. Genetic mapping. Genetic screens as a basis for functional genomics. Deficiencies, EMS & X-ray-based mutagenesis screens. Creating alleles. Enhancer traps, EPLines, RNA-inheritance, FLP-FRT & Cre- Lox Systems. Behaviour mutant screens. Utility of the model organisms: Escherichia coli, Arabidopsis thaliana, Caenorhabditis elegans, Drosophila melanogaster & Mus musculus.	
<b>Unit 4.</b>	<b>Human Population Genetics and Genetic Counselling</b>	12hrs
	Human Genetics: Pedigree analysis; Karyotype, banding and nomenclature of chromosome subdivisions. Genetic disorders: chromosomal aneuploidy (Down, Turner and Klinefelter syndromes), chromosome translocation (Chronic Myeloid Leukemia) and deletion ("cry of cat" syndrome), gene mutation (sickle cell anemia). Genetic counselling, Gene isolation Manipulation and the techniques that revolutionized modern genetics.	
<b>Unit 5.</b>	<b>Developmental genetics with model organisms</b>	

Characteristics, natural history, importance and utility of the model organisms: 12 hrs  
*Escherichia coli*, *Arabidopsis thaliana*, *Caenorhabditis elegans*, *Drosophila melanogaster*  
 & *Mus musculus*.

**Total – 60 hrs**

### Text books

1. Strickberger MW. 2012. Genetics (Macmillan). Prentice Hall of India Pvt Ltd. New Delhi.
2. Verma PS. Agarwal VK. 2004. Cell Biology, Genetics, Molecular Biology, Evolution and Ecology. S. Chand Company, 2<sup>nd</sup> edition, New Delhi.
3. Gardner EJ. Simmons MJ. Snustad DP. 2008. Principles of Genetics. VIII Edition. Wiley India.

### Reference books:

1. Snustad DP. Simmons MJ. 2009. Principles of Genetics. V Edition. John Wiley and Sons Inc.
2. Klug WS. Cummings MR. Spencer CA. 2012. Concepts of Genetics. X Edition. Benjamin Cummings.
3. Russell PJ. 2009. Genetics- A Molecular Approach. III Edition. Benjamin Cummings.
4. Griffiths AJF. Wessler SR. Lewontin RC. 2007. Carroll SB. Introduction to Genetic Analysis. IX Edition. W. H. Freeman and Co.
5. Fletcher H. Hickey I. 2015. Genetics. IV Edition. GS, Taylor and Francis Group, New York and London.

### Course outcome:

1. Apply the principles of Mendelian inheritance
2. Understand the cause and effect of alterations in chromosome number and structure
3. Relate the conventional and molecular methods for gene manipulation in other biological systems
4. Discuss and analyse the epigenetic modifications, imprinting and their role in diseases
5. Get new avenues of joining research in related areas such as genetic engineering

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO 9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	M	H	M	H	H	M	H	H	H
CO 2	H	H	H	H	M	H	H	H	H	M	H	H	H
CO 3	H	H	H	H	M	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	M	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	M	H	H	H	H	H	H	H	H

## Ecology

Semester IV  
23BZOC08

Hours of instruction / week: 4  
No of credit: 4

### Objectives:

1. To know the fundamental concepts, principles and various factors of ecology
2. To understand the characteristics and distribution of major biomes
3. To learn the importance of biodiversity and its conservation

<b>Unit 1.</b>	<b>An overview of Ecology</b>	10 hrs
	Introduction and scope of ecology. Structure and function of ecosystem. Abiotic factors affecting survival and sustenance of organisms-water, temperature, light, pH and salinity. Role of limiting factors in survival of biotic components. Energy flow in ecosystem, food chain and food web. Mineralization and recycling of nutrients: Carbon, nitrogen, phosphorus and sulfur.	
<b>Unit 2.</b>	<b>Habitat Ecology</b>	10 hrs
	Major ecosystems (Aquatic and Terrestrial): Characterization and adaptation of animals in fresh water and marine habitat. Introduction to Biome: Ecological features of Tundra, Taiga, Grassland Desert, Savannah, Tropical Rain forest and Mangrove biomes.	
<b>Unit 3.</b>	<b>Population ecology and Human population growth</b>	13 hrs
	Ecology of populations: Unitary and Modular populations. Unique and group attributes of population: Density, natality, mortality, life tables, fecundity tables, survivorship curve, age ratio, sex ratio. Factors regulating population dispersal and growth: Exponential and logistic growth. Population regulation: density-dependent and independent factors, r and K strategies. Metapopulations, demes and interdemec extinction. Life history strategies: reproductive effort, offspring size and cost-benefit ratio. Human population growth: Impacts on environment, carrying capacity, human health and welfare.	
<b>Unit 4.</b>	<b>Biotic community, characteristics and attributes</b>	14 hrs
	Community characteristics: Stratification, dominance, diversity, species richness, abundance, evenness, similarity. Ecotone and edge effect. Types of interaction: Positive interactions- commensalism, proto-cooperation, and mutualism. Negative interactions: parasitism, allelopathy, predation and predator-prey dynamics, herbivory. Interspecific competition, coexistence, and abundance. Niche overlap and segregation. Gause's Principle. Ecological succession: Definition, Process, Types, Theories of succession.	
<b>Unit 5.</b>	<b>Biodiversity and its management</b>	13 hrs
	Types of biodiversity - Hotspots, benefit and threat of conservation strategies; Biodiversity- status, monitoring and documentation; major drivers of biodiversity change; Biodiversity mapping using GPS, GIS and remote sensing. Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and informational value. Application of ecology in management and conservation programmes. Role of gender and cultures in environmental conservation.	

**Total - 60hrs**

**Text Books:**

1. Smith, TM and Smith RL 2015. Elements of Ecology, Pearson Education, India
2. Cain, ML, Bowman, WD and Hacker SD 2011. Ecology, 2nd Edition, Sinauer Associates Inc.
3. Odum, E. P. 2004. Fundamentals of Ecology, Oxford and IBH Publishing Co. Pvt. Ltd.
4. Peter Stiling.2015. Ecology: Global Insights & Investigations 2nd Edition. Mc Graw Hill international edition
5. Primack, Richard B and Anna Sher.2016. Introduction To Conservation Biology. Sinauer Associates, Incorporated, Publishers

**References Books:**

1. Colinviaux, P. A. 1993. Ecology (2<sup>nd</sup> edition) Wiley, John and Sons, Inc.
2. Krebs, C. J. 2001. Ecology (6<sup>th</sup> edition) Benjamin Cummings.
3. Odum, E.P.2008. Fundamentals of Ecology. Indian Edition. Brooks/Cole
4. Ricklefs, R.E. 2000. Ecology (5<sup>th</sup> edition) Chiron Press.
5. Kendeigh, F C. 1984. Ecology with Special Reference to Animal and Man. Prentice HallInc
6. Stiling, P. D. 2012. Ecology Companion Site: Global Insights and Investigations. McGraw Hill Education

**Course outcome**

1. Know the evolutionary and functional basis of animal ecology.
2. Explore the distribution of global tropical and temperate biomes.
3. Knowledge on population growth and demography.
4. Imbibe the types and characteristics of community associated with an ecosystem
5. Appreciation of addressing current issues such as corridors, fragmentation, and ecosystem management from a landscape perspective.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO 7	PO 8	PO 9	PO 10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	M	H	M	M	H	L	H	H	H
CO 2	H	M	H	H	M	H	M	-	H	-	H	M	H
CO 3	H	H	M	M	H	M	H	L	M	-	H	M	H
CO 4	H	H	H	H	M	M	L	-	H	L	H	H	H
CO 5	H	H	H	M	H	H	M	L	H	-	H	M	H



**Department of Zoology**  
**Generic Elective Course**  
**Human Physiology**

Semester I/III/IV  
23BZOG1

Hours of instruction / week: 4+4  
No of credit: 6

**Objectives:**

1. To enable the students to understand the physiological aspects of life
2. To know the different organ system and their specific functions
3. To know more about various ductless glands and their functions.

<b>Unit 1.</b>	<b>Processes of digestion and excretion accomplished in man</b> Digestive glands: Structure and function. Digestion and absorption of nutrients: carbohydrates, fats and proteins. Neural and hormonal control of digestion. Excretory system: Functional anatomy of kidney. Mechanism of excretion and regulation of urine formation.	13hrs
<b>Unit 2.</b>	<b>An overview of muscular function and respiration in man</b> Structure of smooth, skeletal and cardiac muscles. Neuromuscular junction. Mechanism of muscle contraction. Respiration: Ventilation, External and internal respiration. Transport of carbon dioxide and oxygen in blood and tissues. Factors affecting gaseous transport.	13hrs
<b>Unit 3.</b>	<b>Cardiovascular functions in man</b> Structure of heart. Coordination of heartbeat; control of heart beat (neural and hormonal) Blood cells and blood vessels. Cardiac cycle. ECG. Lymph and lymph vessels.	13 hrs
<b>Unit 4.</b>	<b>Endocrine glands</b> Structure and function of endocrine glands viz., pituitary, thyroid, parathyroid, pancreas, adrenal, ovaries and testes.	10hrs
<b>Unit 5.</b>	<b>Reproductive physiology</b> Processes of spermatogenesis and oogenesis. Fertilization and implantation. <b>Menstrual cycle and Pregnancy. Problems associated with pregnancy, contraceptive devices.</b>	11hrs

**Total – 60 hrs**

**Text books**

1. Richard , W. H, (2021) Animal Physiology, Sinauer Associates is an imprint of Oxford University Press; 5th edition
2. Silverthorn, D (2018) Human Physiology: An Integrated Approach, Pearson; 8th edition January 3, 2018
3. Verma PS. Agarwal VK and Tyagi BS. (2010) Animal Physiology. S. Chand Publishers India.

**Reference Books**

1. Tortora, G.J. and Derrickson, B.H. (2009) Principles of Anatomy and Physiology (12<sup>th</sup> edition) John Wiley and Sons, Inc.
2. Silverthorn, D.U (2015) Human Physiology: An Integrated Approach. Pearson (7th Edition) 7th

Edition.

3. Guyton, A.C. and Hall, J.E. (2011) Textbook of Medical Physiology (12th edition) Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
4. Richard , W. H, (2021) Animal Physiology, Sinauer Associates is an imprint of Oxford University Press; 5th edition

**Department of Zoology**  
**Generic Elective Course**  
**Food, Nutrition and Health**

Semester I/III/IV  
23BZOG2

Hours of instruction / week: 4+4  
No of credit: 6

**Objectives:**

1. To understand the nutrient dietary pattern in different groups
2. To study the various nutrient deficiency diseases
3. To know about the different food and water borne diseases

<b>Unit 1.</b>	<b>Nutrition and dietary nutrients</b> Basic concept of Food: Components and nutrients. Concept of balanced diet, nutrient requirements and dietary pattern for different groups viz., adults, pregnant and nursing mothers, infants, school children, adolescents and elderly people.	10 hrs
<b>Unit 2.</b>	<b>Macro nutrients and micronutrients</b> Nutritional Biochemistry: Macronutrients: Carbohydrates, Lipids, Proteins- Definition, Classification, their dietary source and role. Micronutrients: Vitamins- Water-soluble and Fat-soluble vitamins- their sources and importance. Important minerals viz., Iron, Calcium, Phosphorus, Iodine, Selenium and Zinc: their biological functions	11 hrs
<b>Unit 3.</b>	<b>Malnutrition and nutrient deficiency diseases</b> Definition and concept of health: Common nutritional deficiency diseases- Protein Malnutrition (e.g., Kwashiorkor and Marasmus), Vitamin A deficiency, Iron deficiency and Iodine deficiency disorders- their symptoms, treatment, prevention and government initiatives, if any. Life style dependent diseases- hypertension, diabetes mellitus, and obesity- their causes and prevention. Social health problems- smoking, alcoholism, narcotics. Acquired Immuno Deficiency Syndrome (AIDS): causes, treatment and prevention. Other ailments viz., cold, cough, and fever, their causes and treatment.	14 hrs
<b>Unit 4.</b>	<b>Diseases caused by microorganisms</b> Food hygiene: Potable water- sources and methods of purification at domestic level. Food and Water-borne infections: Bacterial diseases: cholera, dysentery, typhoid fever, Viral diseases: Hepatitis, Poliomyelitis and Norovirus, Protozoan diseases: amoebiasis, giardiasis, Fungal diseases: Tinea pedias, Aspergillus and candidiasis.	12 hrs
<b>Unit 5.</b>	<b>Parasitic and Food borne diseases</b> Parasitic diseases: Taeniasis, Ascariasis, Ancylostomiasis, Trypanosomiasis and Cryptosporidiosis their causative agent, transmission, sources of infection, symptoms and prevention. Food borne diseases: Clostridium botulism, Campylobacteriosis, Salmonellosis and Toxoplasmosis. Causes of food spoilage and its prevention, insects and rodents pest of food grains.	13 hrs

**Total – 60 hrs**

**Department of Zoology**  
**Discipline Specific Elective Courses**  
**Endocrinology**

**Semester V/VI**

**Hours of instruction / week: 4+4**

**23BZODE2**

**No of credit: 6**

**Objectives:**

1. **To learn the basic principles of hormones and feedback mechanism.**
2. **To understand the role of endocrine glands and its application**
3. To know about the regulation and control of hormone action

<b>Unit 1. Chemical messengers</b>	Definition and salient features, chemical nature, classification, functions of hormones and mechanism of hormones, Endocrine, paracrine and autocrine modes of hormone delivery, Feedback mechanisms.	12hrs
<b>Unit 2. Hypothalamus hypophysial Axis</b>	Structure of pineal gland, Secretions and their functions in biological rhythms and reproduction, Structure of hypothalamus, Hypothalamic nuclei and their functions; Regulation of neuroendocrine glands, Feedback mechanisms, Structure of pituitary gland, Hormones and their functions, Disorders of pituitary gland. Hypothalamo – hypophysial portal system.	12 hrs
<b>Unit 3. Peripheral Endocrine Glands</b>	Structure, functions, regulations, disorders of Thyroid, Parathyroid, Adrenal, Pancreas and Gastro - intestinal hormones.	12 hrs
<b>Unit 4. Reproduction</b>	Reproductive organs and physiology of reproduction in a mammal, Ovary and Testis, Sexual cycles, pregnancy, menopause, Hormones in reproduction, Disorders of endocrine glands in reproduction.	12hrs
<b>Unit 5. Regulation of Hormone Action</b>	Hormone action in Invertebrates, Invertebrates, coelenterate, Platyhelminthes, Annelids, Arthropods, Mollusks, Neurosecretory cells and neurosecretion, Hormone action at Molecular level; Molecular mediators; Genetic control of hormone action	12 hrs
<b>Total</b>		<b>60 hrs</b>

## Human Reproductive Biology

Semester V/VI

Hours of instruction / week: 4+4

23BZODE4

No of credit: 6

### Objectives:

1. To envisage the detailed structure and function of the male and female reproductive system, gametogenesis, fertilization, early embryogenesis and foetal development
2. To comprehend the physiology of reproduction and hormonal regulation
3. To provide sound knowledge on clean sexual habits thereby warding off sexually transmitted diseases.

<b>Unit 1.</b>	<b>Male and Female Reproductive system</b> Structure and function of male reproductive system; Formation of sperm and fertility of individual. Structure and function of female reproductive system; Sexual differentiation, Puberty, Formation of ova. Physiology of ovulation, menstrual cycle; Nutrition and stress influences on the ovulatory cycle.	10 hrs
<b>Unit 2.</b>	<b>Fertilization, foetal development and senescence</b> Process of fertilization; Implantation and formation of the foetus and placenta; Pregnancy, foetal development; Labour and birth, lactation and neonatal life; Reproductive Ageing; Menopause.	10 hrs
<b>Unit 3.</b>	<b>Evolution of reproductive mechanism and regulation</b> Evolution of human reproductive strategy; Evolutionary impact on behaviour; Sexuality hormonal effects on maternal-infant bonding; Parturition; Stress, anorexia, Endocrine disrupting chemicals.	10 hrs
<b>Unit 4.</b>	<b>Infertility and assisted reproductive techniques</b> Human intervention in reproduction: Contraception and birth control-barrier method, hormonal methods, natural methods, sterilization, termination of pregnancy. Infertility-male and female infertility, causes and treatment for infertility. Advanced Reproductive Technologies- IVF, GIFT, ZIFT, Donor Insemination (DI). Sperm transfer techniques. Surrogacy.	15 hrs
<b>Unit 5.</b>	<b>Reproductive Health and sexually transmitted diseases</b> Sexually transmitted diseases: Syphilis, genital warts, chlamydia, chancroid, trichomoniasis, gonorrhea, genital herpes, AIDS, Sex education: Adolescent sexual activity, sexual awareness and policies (legal aspects). Cancers of the reproductive system; Adenomyosis: gland-like growth into myometrium; endometriosis, fibroids, Endometritis: chronic infection of uterus, congenital uterine anomalies; Ovarian cysts, pelvic varicosities.	15 hrs

**Total 60hrs**

## Genetics

Semester I  
23MZOC04

Hours of Instruction/week : 5  
No. of credits : 4

### Course Objectives:

To facilitate the students

1. To understand the basic principles of Genetics
2. To know about the applied aspects of Genetics
3. To learn and apply concepts of modern transmission and molecular genetics

Unit 1.	<p><b>Mendelian principles</b> : Dominance, segregation, independent assortment* Mendelian traits in man.</p> <p><b>Modification of Mendelian principles</b> : Codominance, incomplete dominance, gene interactions, pleiotropy, Complementary, Supplementary, Epistatic, Lethal and cumulative genes- genomic imprinting, penetrance and expressivity, phenocopy, linkage and crossing over, sex linkage, sex limited and sex influenced characters.</p>	20 hrs
Unit 2.	<p><b>Concept of gene</b> : Allele, multiple alleles, ABO blood group and Rh factor, isoallele and pseudoallele,</p> <p><b>Gene mapping methods</b>: Linkage maps, tetrad analysis, mapping with molecular markers, mapping by using somatic cell hybrids, development of mapping population in plants.</p> <p><b>Organelle inheritance</b>: Extra nuclear inheritance – Shell coiling in snails, inheritance of kappa particles in Paramecium, Sigma particles in Drosophila. Extra chromosomal inheritance : Inheritance of Mitochondrial and chloroplast genes, maternal inheritance*</p>	20 hrs
Unit 3.	<p><b>Sex determination and Human Genetics</b></p> <p>Genetic, hormonal, metabolic and environmentally controlled sex determining mechanism</p> <p>Human chromosomes- Classification and Identification – Lyons hypothesis – Barr body and heterochromatin- Autosomal and sex chromosomal abnormalities in man – Amniocentesis- Chromosomal aberrations - Pedigree charts – lod score for linkage testing, Eugenics and genetic counselling - Human genome project*</p>	15 hrs
Unit 4.	<p><b>Population and Applied Genetics</b></p> <p>Gene pool and gene frequencies – equilibrium of gene frequencies – Hardy- Weinberg equilibrium – Rate of changes in gene frequencies through natural selection</p> <p>Animal Breeding – History, Aims, Methods – Inbreeding, Outbreeding and hybrid vigour*</p>	10 hrs
Unit 5.	<p><b>Regulation of gene expression and Microbial Genetics</b></p> <p>Concept of operon of bacteria and bacteriophages. Utility of the model organisms: <i>Escherichia coli</i>, <i>Arabidopsis thaliana</i>, <i>Caenorhabditis elegans</i>, <i>Drosophila melanogaster</i> &amp; <i>Mus musculus</i>.</p> <p><b>Methods of genetic transfers</b>- Transformation - Transduction and sexduction, - Specialized and generalized- Conjugation – <math>F^+</math> X <math>F^-</math> mating, Hfr conjugation, <math>F^1</math> conjugation, Transposons-Discovery, Characteristics, types of transposable elements - Ac and Dc elements, Retrotransposons, IS Elements*.</p> <p><b>*Self Study</b></p>	10 hrs

**Total Hours: 75**

### Text books

1. Strickberger MW. (2012). Genetics (Macmillan). Prentice Hall of India Pvt Ltd. New Delhi.

[illegible]

## Animal Physiology and Endocrinology

Semester II  
23MZOC08

Hours of Instruction/week : 5  
No. of credits : 5

### Course Objectives:

1. To enable the students to understand the functions of various systems of animal body with special reference to mammals
2. Know about the role of various hormones in coordination of activities of biological systems in animals.
3. To understand and evaluate biological processes, behavioural states and animal response to different biological, social and environmental stimuli.

Unit 1.	<b>Digestive system, Circulatory and Excretory system</b> Digestive glands in a mammal –Digestion*,BMR, Blood and Lymph composition, plasma proteins, coagulation and erythropoiesis, blood volume regulation - Heart – myogenic heart, origin and conduction of cardiac impulse- ECG – Endocytosis and exocytosis in excretion -Ultra structure of Nephron – formation and concentration of urine, micturition, Electrolyte and acid base balance	15hrs
Unit 2.	<b>Respiratory, Nervous system and Sense organ</b> Respiratory pigments-Blood gas transport-Respiratory quotient – Regulation of respiration. Structure and functions of Nervous tissue-Reflex action- Conduction of nerve impulse- Autonomic nervous system, Morphology and physiology of sense organs –vision, hearing, gustation, olfaction and tactile*-	20hrs
Unit 3.	<b>Skeletal and Muscular system,Communication and Animal behaviour</b> Anatomy and physiology of axial and appendicular skeleton- Properties and mechanism of contraction of muscles -Biochemistry of muscles - Neuro muscular junction Bioluminescence-Pheromones -Biological rhythm-Circadian and Circannual rhythm-Orientation and navigation*	10hrs
Unit 4.	<b>Endocrine glands</b> Structure and functions of endocrine glands in Mammals – Pituitary – hypothalamus-Thyroid-Parathyroid–Pancreas-Adrenal and Prostaglandins* Thermo regulation – comfort zone, body temperature, physical, chemical and neural regulation, acclimatization	15hrs
Unit 5.	<b>Hormonal Control</b> Ovarian cycle, Menstrual cycle and Physiology of pregnancy, Hormonal regulation of male and female reproduction, Hormonal control of Gastric metabolism Neuroendocrine systems in Crustacea and Insecta - Hormone Analogue and its applications*- Genetic disorders due to hormonal imbalance *Self study	15hrs

**Total Hours: 75**



**Text books**

1. Rastogi SC. (2007).Essentials of Animal Physiology, New Age International, New Delhi, India.
2. Verma PS. Agarwal VK and Tyagi BS. (2010).Animal Physiology. S. Chand Publishers India

**Reference books:**

1. Christopher D. and Moyes. (2015).Principles of Animal Physiology. 3<sup>rd</sup> Edition, Pearson Publishers, U.S.
2. Arora MP. (2017).Animal Physiology. 7<sup>th</sup> Edition. Himalaya Publishing House, India.
3. Hadley. (2009).Endocrinology. George Bell Publishers, England .
4. Dharmalingam.(2010).Textbook of Endocrinology. Jaypee Medical PU, New Delhi, India.
5. Sherwood L. Klandorf H. and Yancey PH. (2008).Text Book of Animal Physiology. Cengage Learning India Pvt., Ltd.
6. Hill R W. Wyse GA. and Anderson M. (2008).Animal Physiology. 2nd Ed., Sinauer Associates, Inc Publisher, Massachusetts.
7. Moyes CD. and Schulte PM. (2007). Principles of Animal Physiology. Pearson Education, Dorling Kindersley Publication. New Delhi.
8. Guyton AC. (2007).Textbook of Medical Physiology. W.B. Saunders Company, Philadelphia, London, Toronto and IgakuShoin/Saunders (Tokyo).

**Course Outcomes:**

- 1 Understand the physiological systems and their specific functions
- 2 Gain knowledge on the interactions and interdependence of physiological and biochemical processes
- 3 Be able to know the transfer of information from one group of animals to other using signals
- 4 Learn generously the life supporting properties and regulation of biological processes in the body from conception through adulthood by the endocrine glands.
- 5 Understanding of factors influencing the adaptations and responses of organisms to particular environment.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	H	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	M	H	M	H	H	H
CO 3	H	H	H	H	H	H	H	H	H	M	H	H	H
CO 4	H	H	H	H	H	H	H	H	L	L	H	H	H
CO 5	H	M	M	M	M	M	H	H	H	M	H	H	H

## Developmental Zoology

Semester II  
23MZOC09

Hours of instruction / week : 5  
No of credits: 4

### Course Objectives:

1. To understand the basic principles of growth and development
2. To understand the general concept of ontogeny development
3. To understand the metamorphosis and assisted reproductive techniques

Unit 1	<b>Spermatogenesis and Oogenesis</b> Origin of primordial germ cells-spermatogenesis process-sertoli cells-spermatogenesis- hormonal regulations, gene expression and control-structure and biochemistry of spermatozoa.Process of Oogenesis – Development during Oogenesis*- Vitellogenesis- egg maturation – egg cortex organization of the egg	15 hrs
Unit 2	<b>Fertilization, cleavage and Gastrulation</b> Mechanism of fertilization – biochemical aspects of cleavage –molecular changes during cleavage – morphogenetic movements*- cell adhesion molecules and pattern formation. Fate Maps	15 hrs
Unit 3.	<b>Nucleus and cytoplasm in development</b> Nuclear control of development - enucleation experiments - nuclear transplantation* - cytoplasmic determinants – cytoplasmic control of nucleus during development.	15 hrs
Unit 4.	<b>Induction competence and differentiation</b> Concept of organizer –embryonic induction – types – properties, role and chemical nature of induction-concept of competence – differentiation of embryonic cells* – stem cells- concept of determination.	15 hrs
Unit 5.:	<b>Metamorphosis, Regeneration and Human development</b> Types and hormonal mechanism of metamorphosis in amphibians –regeneration process–histological changes–metaplasia–puberty –menstrual cycle – implantation – parturition –birth defects and surrogacy and ethical laws, test tube baby* * Self study	15 hrs

**Total Hours: 75**

### Text Books:

1. Muneesh Kaint. (2013) Text Book of Chordate Embryology. Wisdom Press, First edition, New Delhi, India.
2. Morgan. TH. (2010). Embryology and Genetics. Agro House Behind Nasrani Cinema. Fourth edition, Jodhpur, India.
3. Veer Bala Rastogi. (2010). Chordate Embryology. KedarNath RamNath publication, New Delhi, India.

### Reference Books:

1. Scott F. Gilbert, Karen Knisely.(2010.) Developmental Biology- A Student Handbook in Writing in Biology, Third Ed, Sinauer Associates Incorporated, India.
2. Lewis Wolpert (2011). Developmental Biology: A Very Short Introduction. Oxford University Press, First edition.
3. Abhilash Jain. (2010).Advanced developmental Biology. Campus Books International, first edition , New Delhi, India.

**Course Outcomes:**

1. Compare and contrast the developmental stages amongst the variety of animal phyla.
2. Understand the mechanism of fertilization, cleavage and gastrulation.
3. Describe the cellular control in the development of the embryo
4. Knowledge on the potential role of stem cells and its research applications
5. Understand the human menstrual cycle, implantation, parturition, birth defects and test tube baby

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	H	L	H	H	L	L	H	L	H
CO 2	H	H	H	H	M	L	H	L	L	L	H	L	H
CO 3	H	H	M	L	L	L	H	L	M	L	H	M	H
CO 4	H	H	H	H	H	H	H	H	H	L	H	H	H
CO 5	H	H	M	H	H	H	H	H	H	L	H	H	H

## **Gender, School and Society**

**Semester IV**

**Hours of instruction Per week: 3**

**23BEDC09**

**No. of credits:3**

### **Objectives**

To enable the student teacher

1. familiar with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches
2. understand necessary historical context facilitated the emergence and growth of women's studies as an academic representative of Women's movements in India and west
3. equip with information and tools to help young Students to understand how culture and media constructs and shapes gender identity and choices through various ways and the extent to which they, as consumers and citizens, are being well informed.
4. equip the student to understand major aspects of critique of development through a gender lens and its global and local contexts
5. develop competencies to incorporate monitoring and evaluation in your programmes promoting Gender Equality

### **Unit I Introduction to Gender studies**

**9**

Gender Concepts - Sex and Gender, Social construction of Gender, Gender discrimination, Gender Roles. Gender Inequality - in terms of caste, class and religion.

### **Unit II Gender issues in schools**

**9**

Gender and Education - Gender bias in enrollment, curriculum, content, drop out, recent trends in girls education. Using gender lenses for curriculum, textbooks, teaching and learning and assessment strategies.

### **Unit III Gender and Society**

Gender and Family systems - Joint and Nuclear family. Marriage- Concept and Definition, Monogamy, Polygamy Polyandry, Multiple Roles and Role conflict. Issues related to marginalized women - Status of Dalit women, Tribal women, Minority women, physically challenged women, victims of violence. Issues related to third gender - Issues of the rights of sexual minorities and transgender

**9**

### **Unit IV Gender Equality**

**9**

International instruments and national legislation - Major instruments promoting gender equality internationally, Key components of the laws for promoting gender equality and preventing domestic violence in India

Identifying solutions for gender biases, discrimination and gender based violence in curricula and textbooks. Gender-sensitive teaching and learning strategies and empowering learning environment. The role of teachers in promoting Gender Equality. Involving stakeholders in designing and implementing Gender Equality. Advocating for GE – advocacy, awareness raising, campaign, gender block, mandate, mass media, target public.

### Practicals:

1. Self-assessment of teacher training needs.
2. Group activities on Sex and Gender, Expectations for boys and girls, Gender Parity and Gender Equality, Gender biases, Experiencing gender inequalities and discrimination, Gender-based violence (GBV), Gender mainstreaming, Normative support for gender equality.
3. Group discussions on - issues persist internationally. Problems remain to be solved in India.
4. Gender-sensitive teacher behaviour,
5. Simulation Activity/Group Discussion - Involving stakeholders to identify gender issues, as well as possible solutions to addressing them effectively.

**Total Hours : 45**

### Text Books:

1. Bathla & Sonia. (1998). Women, Democracy and the Media: Cultural and Political Representations in the Indian Press. New Delhi: Sage.
2. Rege, Sharmila (ed), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
3. Singh & InduPrakash. (1991). Indian Women: The Power Trapped. New Delhi: Galaxy Publishers.
4. Sheela, V. (2003). Employment of Women in the unorganized manufacturing sector. Jaipur: University Book House Private limited.

### References:

1. Oakley, A. (2015). Sex, gender and society. Ashgate Publishing, Ltd..
2. Connell, R. W. (2014). Gender and power: Society, the person and sexual politics. John Wiley & Sons.
3. Cole, M. (Ed.). (2017). Education, equality and human rights: issues of gender, 'race', sexuality, disability and social class. Routledge.
4. Frankfort-Nachmias, C., & Leon-Guerrero, A. (2017). Social statistics for a diverse society. Sage Publications.
5. Lips, H. M. (2017). Sex and gender: An introduction. Waveland Press
6. Aikman, S. and Unterhalter, E. (eds.). (2007). Practising Gender Equality in Education. Oxfam.
7. Blumberg, Rae, Lesser. (2007). Gender bias in textbooks: A hidden obstacle on the road to gender equality in education. UNESCO EFA-GMR.
8. Blumberg, Rae & Lesser. (2008). The Invisible Obstacle to Education Quality: Gender Bias in Textbooks. Springer.
9. Braslavsky, C. (ed.). (2006). Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences. UNESCO International Bureau of Education.

## Web Links:

- 1.[https://en.wikipedia.org/wiki/Gender\\_equality](https://en.wikipedia.org/wiki/Gender_equality)
- 2.[https://www.unicef.org/gender/files/BasicEducation\\_Layout\\_Web.pdf](https://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf)
- 3.<https://www.oecd.org/derec/sweden/48350382.pdf>

## Course Outcomes:

**On successful completion of this course the learner will be able to :**

1. be a good social observer and work upon gender sensitivity
2. interpret legislations of the Indian Constitution promoting gender equality
3. adopt different strategies to assess the curriculum and the textbooks
4. plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders
5. monitor and evaluate the programmes promoting Gender Equality

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L	L		M							H			
CO 2	M			L							M	M		
CO 3			M	M	H	H	H		M				H	H
CO 4		H		M			H	H			M		H	
CO 5	M			M			H	L	H		M	L	M	

# Human Genetics

Semester I  
22BPAC05 No of Credits: 4

Hours of Instruction/week: 5

## Objectives:

- To understand basics of genetics , chromosomes and mutation
- To understand maternal, prenatal and genetic influences
- To understand congenital malformations and other genetic conditions
- To develop skills in laboratory genetics

### UNIT I Introduction

15

Review of cellular division mitosis and meiosis, Characteristics and structure of genes, Chromosomes – sex determination, Law of inheritance, Basic principles of genetics, Medallion theory of inheritance, Multiple allots and blood groups, Sex linked inheritance, Mechanism of inheritance, Errors in transmission (Mutation)

### UNIT II Maternal, prenatal and genetic influences on development of defects and diseases 15

Conditions affecting the mother: genetic and infections, Consanguinity atopy, Prenatal nutrition and food allergies, Maternal age, Maternal drug therapy, Prenatal testing and diagnosis, Effect of radiation, drugs and chemicals, Infertility, Spontaneous abortion

### UNIT III Genetic conditions in neonates, children, adolescents and adults 15

Congenital malformation and teratogenesis, Developmental delay, Dysmorphism, Inborn errors of metabolism – Phenylketonuria, Maple Syrup urine syndrome, Mucopolysaccharidosis, Galactosemia, Neural tube defects and the role of folic acid in lowering the risk, Down syndrome (Trisomy 21), Cancer genetics, , hematological disorders, Genetic haemochromatosis, Huntington's disease, Mental illness

### UNITIVLaboratorygenetics

15

Introduction to genetic testing and its types Sterilization methods, Human chromosome preparation (Peripheral blood lymphocyte culture), Screening for Congenital abnormalities, Karyotyping, Recording of family and personal history, Pedigree construction, pre and post test counseling and evaluation

### UNIT V Services related to Genetics

15

Genetic testing, Human genome project, Gene therapy, The Eugenics movement, Genetic counseling and its types, Legal and ethical issues

Total hours: 75

**Course Outcomes:**

On the successful completion of the course, students will be able to,

CO1: Understand the basic concepts of genetics

CO2: Understand maternal, prenatal and genetic influences on development of defects and diseases

CO3: Understand the significance of genetic testing.

CO4: Understand genetic disorders in various age groups.

CO5: Appreciate services related to genetics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO9	PO 10	PO1 1	PSO 1	PSO 2
CO1	M	-	M	L	M	L	M	M	M	L	H	H	H
CO2	M	M	M	L	M	M	M	M	M	M	H	H	H
CO3	M	M	M	L	L	M	M	M	M	M	H	M	M
CO4	M	H	M	H	H	M	M	M	M	H	H	H	H
CO5	M	M	M	L	L	M	M	H	H	L	H	H	H

**Reference Books:**

1. Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkota 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida
3. Jorde Carey BamshadWhite : Medical Genetics, Mosby 2003
4. Ching Chun L : Human Genetics- Principles and methods , Mcgeaw hill book company, Newyork 1961
5. Moore, Keith L: Developing Human Clinically oriented Embryology, II Edition, W B Saunders company, Philadelphia 1977



## Gender Issues and Promotion of Gender Equality

Semester III

Hours of instruction per week: 4+1

23MEDCI3

No. of credits:5

### Objectives:

To enable the student teacher

1. develop teacher competencies to carry out gender audits
2. avoid gender biases in curricula, textbooks and classroom practices
3. develop teacher competencies (knowledge, skills and attitudes) to fight against gender inequalities, discrimination and GBV
4. develop capacities to design, implement and monitor advocacy programmes for gender equality at school and community level by also involving stakeholders
5. develop competencies to incorporate monitoring and evaluation in the programmes promoting Gender Equality

### Unit I Gender Equality – Conceptual framework

Basic concepts related to gender equality and gender issues in education - sex and gender. Gender equality, Gender biases, Discrimination and gender-based violence, Gender mainstreaming, Role of teachers in promoting Gender Equality.

15

**Practicum:** Self-assessment of teacher training needs. Group activities on Sex and Gender, Gender Parity and Gender Equality, Gender mainstreaming, Normative support for gender equality.

### Unit II Gender Equality – Normative framework

Normative background: International instruments and national legislation - Major instruments promote gender equality internationally, Key components of the laws for promoting gender equality and preventing domestic violence in India, Gender equality issues in India and internationally.

15

**Practicum:** Group discussions on - issues persist internationally and problems remain to be solved in India.

### Unit III Using gender lenses for curriculum, textbooks, teaching and learning

#### (T&L), and assessment strategies

Using gender lenses for curriculum and textbooks - Gender lenses. Gender audit in one's own context. Role of curricula and textbooks in promoting gender equality. Tackling gender biases, discrimination and GBV in curricula and textbooks, Using gender lenses for teaching and learning (T&L) – Implementation of gender-sensitive teaching and learning strategies. Gender-sensitive and empowering learning environment. Gender-sensitive counselling and extra-curricular activities. Using gender lenses for assessment

15

**Practicum:** Gender Audit - Textbooks and gender equality. Discussion – Incorporation of gender equality as a curriculum and/or extra-curricular dimension. Gender-sensitive teacher behaviour.

#### **Unit IV Involving stakeholders**

Involving stakeholders in designing and implementing Gender Equality (GE) - Advocating for GE – advocacy, awareness raising, campaign, gender block, mandate, mass media, target public. Mobilizing resources for promoting GE - pro-active promotion of GE, personal and collective, creativity, networks, communities of practice, effective strategies, oral histories, resources, sustainability. **15**

**Practicum:** Simulation Activity/Group Discussion - Involving stakeholders to identify gender issues, as well as possible solutions to addressing them effectively.

#### **Unit V: Monitoring and Evaluation**

Quality issues in promoting gender equality (GE): - Quality issues in promoting gender equality. Monitoring and evaluation. Teacher roles in monitoring GE programmes in school and community. Evaluating learning inputs, processes and outcomes from gender perspective and use the results of evaluation to improve GE programmes

**Practicum:** Group work - Factors influencing the quality of GE programmes, wrong-doings and Pilot testing new GE programmes. Pair work - Assessing monitoring and evaluation attitudes and behaviours from gender perspectives.

**Total Hours:**

**75**

#### **Text Books:**

1. Bathla& Sonia. (1998). Women, Democracy and the Media: Cultural and Political Representations in the Indian Press. New Delhi: Sage.
2. Rege, Sharmila (ed), (2003). Sociology of Gender: The Challenge of Feminist Sociological Knowledge. New Delhi: Sage.
3. Singh &InduPrakash. (1991). Indian Women: The Power Trapped. New Delhi: Galaxy Publishers.
4. Sheela, V. (2003). Employment of Women in the unorganized manufacturing sector. Jaipur: University Book House Private limited.

#### **References:**

1. Aikman, S. and Unterhalter, E.(eds.). (2007). Practising Gender Equality in Education. Oxfam.
2. Blumberg, Rae, Lesser. (2007). Gender bias in textbooks: A hidden obstacle on the road to gender equality in education. UNESCO EFA-GMR.
3. Blumberg, Rae & Lesser. (2008). The Invisible Obstacle to Education Quality: Gender Bias in Textbooks. Springer.
4. Braslavsky, C. (ed.). (2006). Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences. UNESCO International Bureau of Education.
5. INEE. 2010. Gender Equality In and Through Education. INEE Pocket Guide to Gender. [http://www.ineesite.org/index.php/post/member\\_inee\\_pocket\\_guide\\_to\\_gender](http://www.ineesite.org/index.php/post/member_inee_pocket_guide_to_gender)
6. Marzano & Robert, J.(2007). The Art and Science of Teaching. A Comprehensive Framework for Effective Instruction. Alexandria, Virginia: ASCD.
7. UNIFEM. (2007). Capacity Development for Promoting Gender Equality in the Aid Effectiveness Agenda. UNIFEM.
8. United Nations. (1995). Fourth World Conference on Women. Beijing Declaration. <http://www.un.org/womenwatch/daw/beijing/platform/declar.html>

#### **Web Links:**

1. [https://en.wikipedia.org/wiki/Gender\\_equality](https://en.wikipedia.org/wiki/Gender_equality)
2. [https://www.unicef.org/gender/files/BasicEducation\\_Layout\\_Web.pdf](https://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf)
3. <https://www.oecd.org/derec/sweden/48350382.pdf>

### Course Outcomes:

On successful completion of this course, the learners will be able to:

1. implement the theories of gender equality and avoid gender biases in the class room situations
2. interpret legislations of the Indian Constitution promoting gender equality
3. adopt different strategies to assess the curriculum and the textbooks
4. plan, design and implement advocacy programmes for gender equality at school and community level by involving stakeholders
5. monitor and evaluate the programmes promoting Gender Equality

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO3
CO 1	M										M		
CO 2					M								
CO 3				M			M				M		M
CO 4						M	H						
CO 5		M		M				M					

## Family Dynamics

Semester – I  
21MHDC02

Hours of instruction/week: 3  
No. of credits: 4

### Course Objectives

*To understand the concept of marriage, its relationships, maturity adjustment required and marriage laws*

*To acquire knowledge about changing trends in the family*

### Unit-I Perspectives of Marriage

9

Marriage - Definition, Concept, Types, Goals And Functions

Marital Adjustments - Debilitating & Facilitating factors

Theories of Marriage - Theory of Complementary Needs, Theory of Love, Filter Theory, Stimulus - Value - Role Theory

### Unit-II Perspectives of Family

9

Family - Definition, Concept, Goals And Functions.

Types and Characteristics of Family - Typical and Alternative Forms- Merits and Demerits

Theories and Approaches in Family - Family Life Cycle, Conflict Theory, Structural Functionalism Theory, Symbolic Interaction Theory, Social Exchange Theory, Family System Theory

### Unit-III Issues and Challenges in Family

9

Changing trends in Marriage and Family, Challenges in modern family

Family crisis - Causes, Types, Management and Intervention.

Family disorganization - Divorce, Separation, Desertion, Infidelity, Extra marital Affairs, Domestic violence; Effect of family disorganization on family and children.

*Family life education - reproductive health care, sex education (Self study)*

### Unit IV Parenthood and Parenting

9

Definition, Concept, Significance

Roles and responsibilities of parenthood – Fathering, Mothering

Parenting styles - Authoritarian or Disciplinarian, Permissive or Indulgent, Uninvolved, Authoritative

Child rearing practices

Role of parents in early enrichment and stimulation

*Need and importance of parent education (Self Study)*

### Unit-V Legal issues in marriage and family

9

*Registration of marriage.*

*Hindu Marriage Act, Muslim Marriage Act, Christian Marriage Act, Special Marriage Act, Dowry Prohibition Act, Adoption and Maintenance Act, Widow Remarriage Act, Divorce and Family laws.*

Total Hours 45

**References:****Books**

1. Andersen. M. L and Taylour. H.F., (2006), Sociology, Thomson Wardsworth, Australia
2. Baral, J.K, and Chowdhry. A (2002), A Family in transition- power and development,Northern Book Center, New Delhi
3. Carr. A., (2003), Family therapy - concepts, process and practice, John Wiley and Sons,Ltd., New Delhi
4. Ratra .A, Kaur .P and Chhikara. S (2006), Marriage and family in divorce and changingscenario, Deep and Deep Publications Pvt. Ltd, New Delhi
5. Roy. P.K (2004), Family diversity in India, patterns, practices and ethics, Gyan Publishing House, New Delhi
6. Roy.P.K (2003), Family diversity in India, Gyan publishing House, New Delhi
7. Sheela. J (2003),Women's marriage in Indian cultural practice, Dominant Publishers andDistributors, New Delhi

**Journals**

1. Social change, Council for Social Development, New Delhi.
2. Social Welfare, Central Social Welfare Board, Samaj Kalyan Bhavan, New Delhi.
3. Vikasini Center for Women's Education, New Delhi.

**Course Learning Outcomes:**

1. Understand the concept of marriage, family and parenthood and identify the types, goals andfunctions
2. Comprehend the theoretical perspectives of marriage and family
3. Analyze the challenges and changing trends in marriage, family and parenthood
4. Appraise the legal issues related to marriage and family
5. Devise a family dynamics model to promote family welfare

## Human Rights (Open Book)

Semester - III

21MHDC17

Hours of Instruction/week: 3

No. of credits: 4

### Course Objectives

To enable the students to understand the concept and significance of human rights and gender issues.

#### Unit-I Human Rights – an overview

9

Concept and definition, need and significance of Human Rights

Evolution of Human Rights, Charter, International convention of Human Rights, Universal Declaration of Human Rights (UDHR)

#### Unit-II Human Rights in India

9

Human Rights in India – Fundamental rights, Directive principles, Fundamental duties and advocacy.

Classification - Civil and Political Rights, Economic, Social and Cultural Rights, Emotional Rights, Moral and Legal Rights

#### Unit-III Women Rights

9

Women and Human Rights in India – Women in India, Constitutional rights of women Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Violence against women and women's rights – sexual harassment and rape, health and nutritional deprivation, gender disparities and political discrimination; Reproductive rights of women, National commission for women

#### Unit-IV Child rights

9

Children in India – Health, nutrition and educational status of children in India, Convention on the Rights of the Child (CRC), Rights of children - Fundamental Rights and Directive Principles under the Indian Constitution; Violation of child rights – child labour, gender disparities – Infanticide, Foeticide, Girl child, Children of prostitutes, Child prostitutes and trafficked children, Street children, Refugee children and Child victims of war and Children with special needs; National Commission for Protection of Child Rights (NCPCR)

9

#### Unit-V Gender Issues

Definition and concept of gender; Difference between sex and gender

Gender disparity – concept, areas, impact and remedies

Gender mainstreaming - Meaning / concept; Need for gender mainstreaming

Gender Sensitization - Need for gender sensitization, Preparation of model for gender sensitization

Status of Women in Contemporary Indian Society-Poverty, Illiteracy, Lack of Independence, Oppressive Social Customs and Gender Bias; Violence against Women at Public and Private Domain; Government laws and constitutional measures; Indicators of women empowerment, Amartya Sen's inequality

Total Hours 45

### References Books

1. Candrasekaran.A., (2000). Human rights awareness in education- Human Rights in India

- Historical, social, political Perspectives, Oxford University Press, New York
- 2. Chan, J., (2007). Education for human rights, Anshah publishing house, Delhi
- 3. Clutton, R., and Tomlinson, H., (2000). The law related to human rights, Oxford University press, New York
- 4. Das, A. and Mohanty, P.K. (2004). Human Rights in India, Sarup and Sons, New Delhi
- 5. Gopal Krishnan, B., (2004). Rights of Children, Awishkar publishers, Jaipur
- 6. Goyal .P.K., (2005), Human Rights and Humanitarian affairs, Vista International Publishing House, Delhi
- 7. Reicheert, E (2008). challenges in human rights, Chaman enterprises, New Delhi
- 8. Roy, A.N. (2007). Human rights, tasks, duties, functions, Sheetal printers, Jaipur
- 9. Srivastava, D.K. (2009). Human rights in India, Annbhav publishing house, Allahbad
- 10. Symonides. J., (2002). Human Rights concept and standards, UNESCO publishing, Rawat publications, New Delhi

### **Journals**

- 1. Journal of family welfare, FPA, India
- 2. Kurukshetra – A journal of rural development, Soochana Bhavan, New Delhi
- 3. Manushi, Manushi trust, New Delhi
- 4. Research Highlights, Saradalaya press, Coimbatore

### **Reports**

- 1. Human Development Index Trends.
- 2. UN center for Human rights, The Rights of Indigenes peoples (Geneva : World campaign for Human Rights, 1997)

### **Course Learning Outcomes:**

- 1. Identify the concept, classification and significance of human, women and rights
- 2. Understand the human rights issues in India with reference to vulnerable groups
- 3. Apply the knowledge of gender issues in formulating strategies for promoting gender equality
- 4. Evaluate the effectiveness of human rights in the current scenario in view of the present status of vulnerable group

Analyze the strategies for advocating human rights in the society

<b>Appraisal of Child, Women and Family Welfare Programmes (Self study)</b>	
<b>Semester - III</b>	<b>Hours of instruction/week: 1</b>
<b>21MHDC22</b>	<b>No. of credits: 4</b>

### **Course Objectives**

*To develop awareness on the status of children and women in India*

*To be aware and gain insight on welfare programmes for children and women and help utilize the same for the benefit of women and children in difficult circumstances*

#### **Unit I Meaning and Concept of welfare programme** 3

The concept of Women, Child and Family Welfare, Objectives and Needs, Classification and types of welfare programmes for women child and family; History of women, child and family welfare in India, Social change and Social welfare, Role of central and state welfare boards and local bodies, Promotion and advocacy of welfare programmes.

#### **Unit II Welfare programmes for children** 3

Status of children in India – Demographic picture of health, nutrition and education; Compulsory and free education for children, child health and nutrition policy, national policy for children – salient features and priority areas; Girl child protection and welfare schemes, Gender inequality – infanticide and foeticide, Pre-Natal Diagnostic Act, Disabled Children Act, Juvenile justice Act (2004, 2015) Juvenile Justice (care and protection of children) amendment bill, 2018, Hindu Law of Adoption, Guardianship and Wards Act; Demographic condition of children in difficult circumstances – Child labour, street children, destitute children, refugee children, trafficked and children of prostitutes, children victims of abuse- Child Labour Prohibition Act, intervention and rehabilitation programmes.

#### **Unit III Welfare programmes for Women** 3

Status of women in India – Issues and challenges of women in India, demographic picture of women's health, nutrition and education, political and economic status. Women in difficult circumstance – destitute and deserted women, trafficked women and prostitutes – policies and programmes for protection and rehabilitation.

Women victims of domestic violence, sexual harassment and rape– Protection of Women from Domestic Violence Act 2005, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women, National Policy for Women, National Commission for women.

#### **Unit IV Family welfare programmes** 3

Rationale for Family welfare and implications, Legal Provisions Against Dowry and its Implications, Poverty Alleviation programmes in India, Saksharatha andolana (Literacy programme), Sarvashiksha abhiyan, Housing schemes, Food for work programmes, Employment Programmes for youth in India, Policies and Programmes of International Planned Parenthood Federation (IPPF) and Family Planning Association of India (FPAI), Maternity /Paternity benefits.

#### **Unit V National programmes and International agencies of child, women and family welfare** 3

Objectives and functions of national programmes/schemes – ICDS, NRHM, NIPPCD, NREGA/MGNREGA, NABARD, Central Government employment schemes for youth and unemployed.

Objectives and functions of international agencies – WHO, UNICEF, UNESCO, World Bank, Red Cross Society.



**References**

1. Arunachalam. J., (2005). Women's Equality, Gyan Publishing house, New Delhi
2. Bakshi, S.R., (2000). Child welfare and development, Deep and Deep Publications, New Delhi
3. Barret. P.M., and Ottendick. T.H., (2004), Interventions that work with children and adolescents, John Wiley and Sons, Chidrester
4. Kumar. A. S., (2007). Child Development – Issues and regulations, Cyber Tech Publications, New Delhi
5. Niranjana (2000). Status of women and family welfare, Kanishka Publications, New Delhi
6. Park. J.E., and Park. K., (2000). Preventive and social medicine, Banarsidar Bhanat Publishers, Jabalpur.
7. Sachdeva. D.R., (2008). Social welfare administration in India, Kitab Mahal Agencies, Allahabad
8. Singh. M., (2007). Women and child, Kalpaz Publications, New Delhi
9. Usmani, B.D., (2007). Social organization, Anmol Publications, New Delhi

**Reports**

1. National Reports on Welfare Programmes.

**Course Learning Outcomes:**

1. Recognize the meaning and concept of welfare programmes in India.
2. Identify various family, women and child welfare programmes and the agencies functioning for the same.
3. Understand the need and importance of welfare programmes in the development and wellbeing of the people.
4. Analyze the objectives and purpose welfare programmes and its impact on the status of children, women and families
5. Appraise the level of utilization of benefits of the welfare programmes and its impact on the national development.

## Marriage and Family Relations

**Semester – V**  
**instruction: 5**  
**21BHDC13**  
**credits: 3**

**Hours**                      **of**  
**No.**                      **of**

### **Course Objectives**

- *To understand the institution of marriage and family*
- *To realize the functions of marriage and family and its required adjustments*
- *To create awareness on the laws, legislation and policies concerned with marriage and family*

### **Unit I – Marriage**

Marriage - Definition, types, characteristics and functions  
 Factors influencing marital adjustment - physical, social, emotional, psychological and financial  
 Selection of mate

**Marriage counseling - premarital and post marital counseling**

### **Unit II – Family**

Family – Definition, types, characteristics and functions  
 Family pattern in India – nuclear, joint, extended - advantages and disadvantages  
 Family structures - residence, lineage and size; Changes and factors influencing  
 Changing role of parents in families

### **Unit III– Approaches to marriage and family**

Family life cycle approach  
 General system theory  
 Ethnographic and demographic approach

### **Unit IV – Marital Distress and Disorganized family**

Causes for marital distress – gender discrimination, violence and abuse – physical, emotional, sexual, substance abuse – alcohol and drugs,  
 Causes for disorganization of family – extramarital relations, infidelity, desertion, separation and divorce  
 Effects of marital distress and family disorganization on children and family members

### **Unit V – Laws and Legislation policies of marriage and family**

**Marriage Act – Hindu, Muslim and Christian Marriage Acts, Special Marriage Act, issues related to child marriage and widow remarriage**

**Family Court Act – Laws and issues related to divorce, maintenance, custody of children, succession, dowry prohibition act, legislation policies against domestic violence and rape**

**Total hours    75**

### **Course Learning outcomes**

1. Understand the concept, functions and factors associated with marriage and family
2. Comprehend the problems in marriage and family and examine the effect of the problems on the children, family and on the society and explore its remedial measures
3. Recognize current issues in marriage and family setting and changing patterns
4. Analyze the approaches and therapies for families
5. Appraise the legislation policies for marriage and family services, and plan education intervention

### **Text books**

1. Anderson. M .L. and Taylor. H.F. (2006), Sociology, Thomson Wardsworth, Australia

2. Baral, J. K. Chowdhry, A. (2002), A family in transition – power and development, Northern Book Center, New Delhi
3. Berns. R.M., (2007), Child, family, school, community, socialization and support, Thomson Wardsworth, Australia

**Reference books**

1. Roy, P.K. (2004), Family diversity in India, patterns, practices and ethics, Gyan publishing house, New Delhi
2. James M White and David M Klein (2008) Family theories, Sage publications

## Human Rights and Welfare Programmes

Semester-VI  
21BHDC25

Hours of instruction: 4  
No. of credits: 3

### Objective:

*To enable students to understand human rights*

*To create awareness among students about the welfare programmes for children and women*

*To enable students to understand incidents and relate to child and women rights*

### Unit-I Human Rights

Meaning and concept; Evolution of Human Rights

12

International Convention of Human rights, Charter and Advocacy for Human rights

### Unit-II Classification of Human Rights

Civil and Political Rights, Economic and Social Rights, Moral and Legal Rights, Social Emotional and Cultural Rights 12

### Unit-III Child Rights

Meanings and concept

12

Status of children in India

Convention on Child Rights

Classification of child rights - Right to survival and Right to development

### Unit-IV Women Rights

Meaning and concept

Status of women in India

Women empowerment

Convention on rights of women

Classification of women's rights – Gender equity, Property Rights, Reproductive Rights and Rights to Work and Equal Pay

### Unit-V Legislative and Policy for children and women

Objectives of welfare programme and need for welfare services for children and women in India 12

Child welfare programmes – compulsory and free education for children, Child Labour

Prohibition and Regulation Act, Disabled Children Act, Girl Child Protection Scheme, Juvenile Delinquent Act (2004, 2014) , Child Health And Nutrition Policy, POSCO Act, Legal provisions against violence against women – domestic violence, dowry, workplace harassment – sexual harassment and rape, Political discrimination; National policy for empowerment of women

*Related experience : Visit to family courts / Juvenile Justice courts*

Total hours 60

### Course outcome

- Understand the importance of human rights
- Recognize the approaches of human rights towards diverse societal setting
- Appraise the framework of child and women rights for transformative learning process
- Analyse about the implementation of rights and laws in the national setting
- Evaluate rights, laws and policies in contextual with potentialities and limitations

### Textbooks

1. Bhagwati.P.N.,(2000), Law relating to human rights , S.P.Gogia, Hyderabad
2. Symonides.J.,(2002), Human rights concept and standards, UNESCO publishing, Rawat Publications, New Delhi

3. Basu,L.N.,(2006) Human rights practice and limitations, Pointer publishers, Jaipur

**Reference books:**

1. Codaty.J.(2002), Understanding emotional IQ, Pustak Mahal, New Delhi.
2. Rao.V.S.P.,(2002), Human resource management, Excel books, New Delhi

**SEMESTER I**  
**23MSWC05**

**Social Group Work**

**Hours of Instruction/week: 3**  
**No. of credits : 4**

**Objectives:** To enable the students to

1. To understand group work as a method of social work and to understand values and principles of working with groups.
2. To develop the ability to critically analyse problems of groups and factors affecting them.
3. To enhance understanding of the basic concepts, tools and techniques in working with groups in problem solving and in developmental work.
4. To develop appropriate skills and attitudes to work with groups.
5. To identify the various situations and settings where the method could be used in the context of social realities of the country.

**Unit I Fundamentals of Social Group Work:**

9

Social Group Work - Definition, Characteristics, Objectives, Purpose and Principles of working with Groups, Historical Development, Types of Groups, Subgroups, Scapegoats, Conflict and Control. Current trends, its relevance and scope. Basic Assumption and Philosophy behind Social Group Work. (self study: Psychological needs that are being met in Groups).

**Unit II Theories in Social Group Work and Group Dynamics:**

9

Knowledge base for Social Group Work - (self study: Psychoanalytic Theory), Learning Theory, Field Theory, Social Exchange Theory, System Theory. Social Group Models: Remedial and Reciprocal Model. Group Dynamics - Definition, Functions and Basic Assumptions.

**Unit III Social Group Work Process:**

9

Planning Stage, Beginning Stage, Middle Stage, Ending Stage. Principles of Social Group Work. Group Process: Bond, Acceptance, Isolation, Rejection. Factors of Group Formation, Leadership Development and Team Building.

**Unit IV Models and Approaches of Group Work:**

9

Group Therapy - significance of Group Therapy, Group Psycho Therapy/ Therapeutic / Social Treatment, Development and Task Oriented Group. Different Therapeutic Approaches: Transactional Analysis, T - Groups, Gestalt, Role Play, Buzz Group and Brain Storming. Use of Psychodrama and Socio drama. Social Group Work Recording - use of Social Group Work Records. Principles and Problems of Group Work (Self study: Recording), Supervision in Group Work, Programme Planning in Social Group Work-Programme Laboratory.

9

**Unit V Group Work in various settings:**

Correctional, Hospital, Educational, Old Age Homes and Community. Use of Sociometry for Group Work. Skills and Roles of the Social Group Worker as Enabler, Guide, (self study: Facilitator and Therapist). Scope and Limitations of Social Group Work in different fields of Social Work.

**Total hours : 45**



## References:

1. Allen, B. 2005. *Group Work* – 3<sup>rd</sup> edition, Rawat Book Sellers, Jaipur.
2. Battacharya, Sanjay. 2005. *Social Work: an Integrated Approach*. Deep & Deep Publications Pvt. Ltd. New Delhi.
3. Brain Sheldon, Geraldine Macdonald, 2010, *A text book of Social Work*, Routledge Publication
4. Choudhary, Paul . 1983. *Introduction to Social Work*. Atma Ram & Sons. Delhi.
5. Charles D. Garvin, Lorraine M. Gutierrez, Maeda J. Galinsky, 2007, *Handbook of Social Work with Groups*, Rawat Publication, India.
6. Dave Capuzzi, Douglas R. Gross, Mark D. Stauffer., 2010, *Introduction to Group Work*, Rawat Publication, India
7. Dwivedi. 2005. *Group work with Children and Adolescents*, Rawat Book Sellers, Jaipur.
8. Garvin, Charles. D. et al., 2007. *Social Work with Groups*, Rawat Publications, New Delhi. .
9. Jha, Jainendra Kumar :*Encyclopedia of Social Work*, New Delhi : Anmol Publications Pvt. Ltd.
10. Konopka Gisela . 1983. 3rd Edition. *Social Group Work a Helping Process*. Prentice Hall. New Jersey.
11. Rameshwari, Devi and Ravi Prakash. 2000. *Social Work Practice*. Mangal Deep Publications. Jaipur
12. Reid E. Kenneth. 1996. *Social Work Practice with Groups-A Clinical Perspective*. Brook/Cole Publishing Company. USA
13. Sanjeev Sarkar, 2011, *Direct social Work Practice Theory and Skills*, Yking Books
14. Shaw, Marllin E. 2nd Edition. *Group Dynamics*. Tata – McGraw Hill Publishing . New Delhi.
15. Siddiqui, H.Y. 2008. *Group Work Theory and Practice*. Rawat Publications, Jaipur.
16. Trecker, H. 2001. *Social Group Work: Principles and Practice*, Association Press. New York.
17. Urania Glassman, 2009, *Group Work – A humanistic and Skills Building Approach*, Sage publications
18. Vohra S.S., Nishita Rai, 2005, *Group That Works: Techniques and Interventions*, Ane Books, New Delhi.

## Journal:

1. *Journal of Personality and Social Psychology*, American Psychological Association.
2. *Social Change*, Sage Publications, New Delhi.
3. *Indian Journal of Physiotherapy & Occupational Therapy*, Institute of Medico-Legal Publications, New Delhi.
4. *Journal of Social Work Education*, Routledge/Taylor & Francis, University of Houston.

## Course Outcomes:

1. understand the basics of social group work
2. know the theories of group work and group dynamics
3. understanding the group work process
4. (conceptual clarity on group therapies and the principles behind the application of group work)
5. (application of group work practice in various settings in the context of social realities of the country)



~~23 BRDC12~~

## Programme Development and Evaluation

Semester V  
21BRDC12

Hours of instruction/week: 3+2  
No. of credits: 4

**Objectives:** To enable the students to

1. understand the principles and procedure in programme planning
2. develop skills in the use of extension teaching methods
3. learn the techniques of evaluation

### Unit I Programme Development

15

Meaning and definition of programme, planning and programme planning, importance of planning, characteristics of good programme, skills / abilities / capacity required for planners, history of planning – Bombay plan, people's plan and Gandhi plan, Principles of programme planning, Discussion

### Unit II Programme Development Process

15

Steps in programme development cycle, situation analysis, Types, meaning and definition of needs - felt and unfelt needs, characteristics of needs- objectives – meaning and definition, levels of objectives, qualities and types of objectives.

Related Experience : Studying the programmes in operation in a village

### Unit III Programme Implementation

15

Factors to be considered in planning a programme, Plan of work- meaning and definition, components and elements of plan of work, Selection of methods and aids and its utilization for effective implementation, Resource mobilization - meaning and definition, way of mobilizing resources

Role of officials and non-officials in programme implementation

### Unit IV Event Management

15

Meaning and definition, objectives of events, types of events, event characteristics, qualities required for event managers, stake holders – definition and types.

### Unit V Programme Evaluation and Documentation

15

Meaning, purpose and types of evaluation, criteria and methods of evaluation, monitoring - meaning and definition, Follow up

Meaning of documentation, Need for documentation, Techniques of writing reports

**Total hours 75**

### Text Books

1. Annabel Warburg, 1995. "Toolkits: A Practical Guide to Planning, Monitoring, Evaluation and Impact Assessment". Save the Children, London, UK.
2. David I. Cleland, 1995. *Project Management: Strategic, Design and Implementation*, McGraw Hill, New Delhi.
3. *Evaluation and Program Planning*, An International Journal, [https://www.elsevier.com/wps/find/journaldescription.cws\\_home/593?generatepdf=true](https://www.elsevier.com/wps/find/journaldescription.cws_home/593?generatepdf=true)
4. Moshin. M., 1977. *Project Planning and Control*, Vikas Publishing House Pvt. Ltd.
5. Nick Salafsky and Richard A. Margduis, 1998. "Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects". Island Press,



Washington D.C.

6. **Partha Dasgupta, Amartya Sen and Stephen Marglin**, 1972. *Guidelines for Project Evaluation*, Oxford & IBH Publishing Co., New Delhi.
7. **Prasanna Chandra**, 1980. *Project Planning, Appraisal, Budgeting and Implementation*, Tata McGraw Hill Publishing Company Limited, New Delhi,
8. **R.G.Ghattas, Sandra L.McKee** 2003, *Practical Project Management*, Pearson Education (Singapore) Pvt. Ltd., Delhi.
9. **Shrutika Kasor**, 2003. *Project Management*, Sumit Enterprises, New Delhi.

### Course Outcomes:

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

1. Gain basic information about programme planning
2. Conduct situation analysis
3. Identifying felt and unfelt needs in the field.
4. Prepare the programme and implement in the village and mobilize the resources
5. Undertake the event management venture in future

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO11	PO12	PSO1	PSO 2	PSO 3
CO 1	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H

23ME2015

## Programme Planning

Semester III  
21MEXC15

Hours of instruction/week : 3  
No. of credits: 4

**Objectives:** To enable the students to

1. Understanding the principles and procedure in programme planning
2. Understand the concept of monitoring and evaluation of the programmes and
3. Gain skills in planning, monitoring and evaluation of programmes

**Unit I                      Programme Planning** 9

Meaning of programme planning, Definition, need for programme planning, Principles of programme planning, programme planning models.

**Unit II                      Programme Development** 9

Steps in Programme planning, Identification of needs, Types of needs-felt and unfelt needs. Definition of an objective, Need for setting objective, Methods of setting objectives

**Unit – III                  Programme Implementation** 9

Factors to be considered in planning a programme, Component of a plan of work, Calendar of work, Steps in preparing a plan of work, Selection and use of methods and aids for programme implementation and stages in implementation process.

**Unit – IV                  Monitoring** 9

Meaning, definition of monitoring process, Monitoring indicators, Need for impact assessment, Steps in Impact assessment - Concept and domain, participatory monitoring

**Unit – V                  Evaluation** 9

Meaning and Definition, Need and purpose of Evaluation, Degrees of Evaluation, Methods of Evaluation, Tools for Evaluation, Steps in Evaluation, Types of evaluation. Evaluating benefits. Feedback: Meaning and definition, Characteristics, function and types of feedback.

**Total hours      45**



## References

1. Annabel Warbung, 1995. "Toolkits : A Practical Guide to Planning, Monitoring, Evaluation and Impact Assessment". Save the Children, London, UK..
2. Britha Mikkelsen, 2005. *Methods for Development Work and Research*, Sage Publications Ltd., New Delhi.
3. David I. Cleland, 1995. *Project Management: Strategic, Design and Implementation*, McGraw Hill, New Delhi.
4. Debabrata Das Gupta, 2008, *Extension Education –Core Concepts and Emerging Areas*, Agrobios, Jodhpur
5. Moshin. M., 1977. *Project Planning and Control*, Vikas Publishing House Pvt. Ltd.
6. Nick Salafsky and Richard A. Margduis, 1998. "Measures of Success: Designing, Managing, and Monitoring Conservation and Development Projects". Island Press, Washington D.C.
7. P.Muthian Manoheren, R.Arunchalam, 2003, *Agricultural Extension*, Himalaya Publishing House.
8. Partha Dasgupta, Amartya Sen and Stephen Marglin, 1972. *Guidelines for Project Evaluation*, Oxford & IBH Publishing Co., New Delhi.
9. Patrick Gudda, 2011. "A Guide to Project Monitoring and Evaluation", Author House, Bloomington.
10. Paul J. Gertler, Sebastian Martinez, 2011. "Impact Evaluation in Practice". The World Bank/ The International Bank for Reconstruction and Development, Washington D.C.
11. Prasanna Chandra, 1980. *Project Planning, Appraisal, Budgeting and Implementation*, Tata McGraw Hill Publishing Company Limited, New Delhi,
12. R.G.Ghattas, Sandra L.McKee 2003, *Practical Project Management*, Pearson Education (Singapore) Pvt. Ltd., Delhi.
13. S.V Supe, 2019 Oxford & IBH Publishing- *An Introduction to Extension Education*
14. Santha Govind, G.Tamilselvi & J Meenankigai, 2013, (Agrobios, India) *Extension Education & Rural Development*
15. Shrutika Kasor, 2003. *Project Management*, Sumit Enterprises, New Delhi.
16. Uttam Kumar Singh, A.K.Nayak, 1997, *Common Wealth*, Publishers Extension Education

## Journal

1. Journal of Rural Development
2. Journal of Extension Education

## Course Outcomes:

1. Understand programme planning and programme planning model
2. Identified the needs of the community and develop a programme
3. Learn the technique of implementing a programme
4. Monitoring and assessing programme
5. Be able to evaluate the impact of the programme

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	M	M	M	M	M	M	M	M	M	M	M
CO 2	M	M	M	L	M	M	M	M	M	M	M	M	M	H
CO 3	L	L	L	M	-	L	-	-	L	L	L	M	L	M
CO 4	L	-	M	M	L	L	L	L	L	H	-	L	M	H
CO 5	L	-	M	M	M	L	L	M	L	L	L	L	M	H



23 Nov 16

## Corporate Social Responsibility & Social Entrepreneurship

SEMESTER III  
21MSWC17

Hours of instruction/week: 3  
No of credits: 3

**Objectives:** to enable the students to

1. Familiarize the students with concepts and practice of Corporate Social Responsibility
2. Understand how the corporate involve themselves in community development
3. Knowledge about social entrepreneurship
4. Analyze the impact of CSR implementation on corporate culture, particularly as it related to social issues. ✓

### Unit I Concept of CSR

9

Meaning and definition of CSR. Origin, importance and need. Elements, principles and conceptual framework. Arguments for and against CSR, Concept of Social Responsibility and Stakeholder management

### Unit II CSR Policy and Principles of Public Private Partnership

9

Designing a CSR policy – Norms and standards of CSR - Factors influencing CSR policy  
Managing CSR in an organization – Role of HR Professionals in CSR – Global recognitions of CSR- ISO 14000 - SA 8000 - AA 1000 - Codes formulated by UN Global Compact – UNDP, Global Reporting Initiative. Meaning and definition. Need and rationale for PPPs. Principles and types of PPPs. Positives and aspects of PPPs

### Unit III Corporate-Community Participation

9

Corporate perspectives on building successful partnership – Tools and techniques of CSR –  
**Roles and Skills:** Advocacy, Administration, Marketing, Mediating, Budgeting, Organizing, Documenting, Presenting, Public speaking, Teaching, Supervising and Reporting.

### Unit IV Social entrepreneurship

9

Meaning and definition of social Entrepreneur and Social Entrepreneurship Need and importance of Social Entrepreneurship, Social Enterprise-Meaning, definition and types, Success stories of Social Entrepreneurship-Ela Bhatt, M.S.Swaminathan, Vargeese Kurien, Arun Roy, Rajinder Singh

### Unit V CSR in India

9

Legal provisions (CSR Act) and specifications on CSR – TCCI (Tata Council for Community Initiatives), Tata Model on CSR – National CSR HUB of TISS, Mumbai – CSR awards in India. Private sector: TATA, Birla, Infosys, Wipro, TVS, GVK Public Sector: Bharat Petroleum, Hindustan, NLCI, Foreign (multinational): Bosch, MRF, Coca Cola, Local sector and CI.

Total hours: 45

1st Feb - 2024  
6.9.2024



**References:**

1. Alex Nicholls, 2006, *Social Entrepreneurship: New models of Sustainable Social change*, oxford university press.
2. Baxi, C.V. 2005. *Corporate Social Responsibility – concepts and cases*.
3. Bhatia S.K, 2005. *International Human resource management–Global Perspective*, Delhi, Deep & Deep Publications Pvt. Ltd.
4. Bornstein, David. 2007. *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. Oxford University Press.
5. Crane Aetal., 2008, *The Oxford Hand Book on CSR*, New York, Oxford University press
6. Drucker Peter. 1990, *Managing the Non-Profit Organisations, Practices and Principles*, Harapercollins.
7. Jasmersinghsaini, 2005. *Entrepreneurship Development Programmes and practice*, New Delhi, Deep & Deep Publications Pvt. Ltd.,
8. Mahmoudi, M. 2005. *Global Strategic Management*. Deep & Deep Publications Pvt.Ltd.Delhi.
9. Nicholls Alex. 2006. *Social Entrepreneurship : New models of Sustainable Social Change*, Oxford University Press.
10. Shrivastava Harsh. 2000. *The Business of Social Responsibility*. Tata Mc.Graw Hill. NewDelhi.

**Journal:**

1. *Journal of Entrepreneurship*, Sage, New Delhi.
2. *Social Change*, Council for Social Development, New Delhi.
3. *Social Change and Development*, Omeo Kumar Das Institute of Social Change & Development, Guwahati.
4. *Small Enterprises Deveelopment, Management & Extension Journal*, National Institute of Small Industry Extension Training, Hyderabad.
5. *Journal of Institute of Public Enterprise*, Institute of Public Enterprise, Hyderabad.

**Course Outcomes:**

1. understand the concept of CSR
2. Make out the principles of public private partnership
3. understand social entrepreneurship
4. analyze the best practices of CSR in different organizations
5. examine corporate community participation and skills of social worker in CSR activities

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	H	H	H	H	H	H	H	M	H	H	H	H
CO 2	H	H	M	M	H	H	H	H	H	M	H	M	H	H
CO 3	H	H	H	H	H	H	H	M	M	L	H	H	H	H
CO 4	H	II	M	H	H	H	H	H	M	M	M	M	H	H
CO 5	H	M	M	H	H	H	H	H	H	M	M	H	H	H

## Meal Management

**Semester II**

**23BFDC03**

**Hours of instruction per week: 4**

**No. of Credits: 4**

**Course Objectives:**

1. Acquire knowledge on the nutritional requirements for various age groups.
2. Comprehend the principles of planning diets for the age groups.
3. Develop skill to plan balanced diets for various stages of life.

**Hours**

**Unit I Introduction to Meal management**

**12**

Classification of food groups, definition of balanced diet, food pyramid and its function, Recommended Dietary Allowances for different age groups, functions and factors influencing RDA. Meal planning-objectives, principles steps in menu planning and factors affecting meal planning.

**Unit II Nutrition in Pregnancy and Lactation**

**10**

Physiological stages, nutritional requirements, food selection and menu planning for pregnant and lactating mother, complications of pregnancy.

**Unit III Nutrition during Infancy and Early Childhood**

**12**

Growth and development during infancy, nutritional requirements, breast feeding and its advantages, infant formulae, introduction of supplementary foods. Growth and nutrient demands of preschool children, feeding practices and nutrition related problems, principles of meal planning for early childhood.

**Unit IV Nutrition for School Age children and Adolescents**

**12**

Growth and nutrient needs, importance of healthy snacks, school lunch, food choices and factors influencing eating habits. Healthy eating practices and guidelines for meal planning for school children and adolescents.

**Unit V Adult and Geriatric Nutrition**

**14**

Nutritional requirements and factors affecting them, healthy food choices and nutrition related problems.

Factors affecting nutrient requirements, factors affecting food intake and choice of foods, nutrient needs, nutrition related problems among elderly.

**Total Hours      60**

**Text Books:**

1. **National Institute of Nutrition (2020).** Nutrient Requirements for Indians- Recommended Dietary Allowances and Estimated Average Allowances, Hyderabad.
2. **Drummond, K.E. and Brefere, L.M (2016).** Nutrition for Food Service and Culinary Professionals. John Wiley and Sons, 9<sup>th</sup> Edition ,New York.
3. **Judith E Brown (2016).** Nutrition Through Life Cycle , 6<sup>th</sup> edition, Wadsworth Publishing Co Inc .

**Reference Books:**

1. **National Institute of Nutrition (2020),** Nutrient Requirements for Indians- Recommended Dietary Allowances and Estimated Average Allowances, Hyderabad.
2. **Joshi, S. A (2021).** Nutrition and Dietetics. Tata McGraw-Hill publishing Company Ltd, 5<sup>th</sup> edition ,New Delhi
3. **Mahan, L.K. and Stump, S.E (2020).** Krause's Food, Nutrition and Diet Therapy. W.B. Saunders Co, 15<sup>th</sup> edition.

**Websites:**

1. <https://www.food-management.com>
2. <https://eatrightindia.gov.in>
3. <https://www.akshayapatra.org>

**Course Outcomes:**

1. Plan a balanced meal for different age groups.
2. Plan meal in relation to physiological changes and nutritional requirements during pregnancy and lactation.
3. Suggest infant supplementary feeds and plan meals for preschool children.
4. Understand nutrient needs and demonstrate food choices for school going children and adolescents
5. Develop suitable menus for geriatric population.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	M	H	M	M	L	L	M	H	M	M	M	M
CO 2	H	M	M	M	M	M	L	M	H	L	M	M	M
CO 3	H	H	M	M	H	M	L	H	H	M	M	H	M
CO 4	H	M	M	M	L	M	L	H	H	M	M	H	M
CO 5	H	H	M	M	H	M	L	M	H	H	M	M	M

## **Meal Management Practical**

**Semester II**

**23BFDC03P**

**Hours of instruction per week: 4**

**No. of Credits: 2**

### **Course Objectives:**

1. Plan and prepare a balanced diet for various age groups considering the Recommended Dietary Allowances and dietary guidelines.
2. Calculate the nutrient content of the diets.
3. Gain knowledge on apt food choices and nutrient conservative cooking techniques.

	<b>Hours</b>
<b>Unit I Diet for an adult man and woman.</b>	<b>14</b>
Planning, preparation and calculation of nutrient content of meals for high, middle and low income families and balanced diet for an adult man and woman doing different physical activities - sedentary, moderate, heavy.	
<b>Unit II Menu planning for pregnant and lactating women.</b>	<b>12</b>
Planning, preparation and calculation of nutrient content of a balanced diet for pregnant and lactating woman.	
<b>Unit III Menu Designing for an infant and preschool child.</b>	<b>12</b>
Preparation of weaning and supplementary foods, planning, preparation and calculation of nutrient content of meals for a pre- school child and for Protein Energy Malnutrition (PEM),.	
<b>Unit IV Meal planning for school going child and adolescents.</b>	<b>10</b>
Planning, preparation and calculation of nutrient content of meals/ packed lunch for school going children and planning a meal for adolescent anemic girls	
<b>Unit V Menu for Elderly</b>	<b>12</b>
Planning, preparation and calculation of nutrient content of diet for elderly with special focus on calcium deficiency	
<b>Total Hours</b>	<b>60</b>



**Text Books:**

1. **National Institute of Nutrition (2020).** Nutrient Requirements for Indians- Recommended Dietary Allowances and Estimated Average Allowances , Hyderabad.
2. **Drummond, K.E. and Brefere, L.M (2016).** Nutrition for foodService and Culinary Professionals. John Wiley and Sons, 9<sup>th</sup> Edition ,New York.
3. **Judith E Brown (2016).** Nutrition Through Life Cycle , 6<sup>th</sup> edition, Wadsworth Publishing Co Inc

**Reference Books:**

1. **National Institute of Nutrition (2020),** Nutrient Requirements for Indians- Recommended Dietary Allowances and Estimated Average Allowances , Hyderabad.
2. **Joshi, S. A (2021).** Nutrition and Dietetics. Tata McGraw-Hill publishing Company Ltd, 5<sup>th</sup> Edition ,New Delhi
3. **Mahan, L.K. and Stump, S.E (2020).** Krause's Food, Nutrition and Diet Therapy. W.B. Saunders Co, 15<sup>th</sup> Edition.
4. **Judith E Brown (2016).** .M a n u a l o f Clinical Nutrition Management, Compass Group, Inc.

**Websites:**

1. <https://www.fda.gov>
2. [www.healthline.com](http://www.healthline.com)
3. [www.medpub.com](http://www.medpub.com)

**Course Outcomes:**

1. Plan and prepare a balanced diet for various age groups.
2. Calculate the nutrients of the planned diet.
3. Formulate innovative supplementary feeds for different age groups.
4. Plan and prepare functional foods for nutrient deficiency
5. Suggest dietary guidelines for different age groups.

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	M	M	H	L	L	M	M	L	L	H	H	M	M
CO 2	M	M	H	L	M	M	M	L	L	H	H	M	M
CO 3	M	H	M	L	M	H	L	L	L	M	H	H	M
CO 4	H	M	M	L	M	H	M	M	L	H	H	H	M
CO 5	H	H	H	M	H	L	M	M	M	H	H	M	M

**Generic Elective Course**  
**Generic Elective Courses offered by the Department of Food Service Management and Dietetics for**  
**Students admitted from 2023-2024 and onwards**

**Adolescent Health**

**Semester I, III & IV**

**Hours of instruction per week: 4+4**

**23BFDGE3**

**No. of Credits: 6**

**Course Objectives:**

1. Understand the growth and development of adolescent stage
2. Gain knowledge on the importance of nutrition and nutritional problems in adolescence
3. Develop skills in healthy meal planning and preparation.

**Hours**

**Unit I Adolescent Growth and Development**

**12**

Definition, physiological and psychological changes, body composition, puberty and menstrual cycle

**Practical :**

Group discussion on growth and developmental changes of adolescents, psychological concerns in adolescents

**12**

**Unit II Nutrition in Adolescence**

**12**

Nutritional requirement (RDA), food choices, eating habits, ill effects of junk and fast foods. factors influencing food habits; dietary guidelines, meal planning and healthy eating – food groups and eat well plate.

**Practical :**

Market survey on healthy snacks, planning cyclic menus for adolescents belonging to different income group

**12**

**Unit III Eating Disorders and Nutritional Deficiencies**

**12**

Eating disorders - Binge eating disorder, anorexia nervosa, bulimia nervosa

Deficiency disorders - causes and prevention of under nutrition, obesity, predisposition to osteoporosis, anaemia, premenstrual syndrome, malnutrition due to early marriage,

**Practical :**

Creating audio visual aids on preventive measures of adolescent nutrition problems

**12**

**Unit IV Nutrition Programmes for Adolescent Health & Nutrition Education**

**12**

Importance of adolescent nutrition programmes in India, Integrated Child Development Scheme(ICDS), Rajiv Gandhi Scheme-Sabla, Nutrition Programme for Adolescent Girls (NPAG) , Kishori Shakti Yojana, POSHAN Abhiyaan, Anemia Mukth Bharath.

Promoting healthy eating through nutrition education.

**Practical :**

Visit to anganwadis and mid-day meal centers.

**12**

<b>Unit V    Adolescence and Reproductive Health</b>	<b>12</b>
Reproductive health – pregnancy and lactation, importance of maternal nutrition; adolescent reproductive health issues - infertility, poly cystic ovarian syndrome (PCOS), miscarriage, early pregnancy complications.	
Physical activity and yoga for reproductive health	
<b>Practical :</b>	
Review of reproductive health incidences (worldwide & India) and its causative factors -	
Group Discussion	<b>12</b>
Demonstration of yoga and physical activity associated with reproductive health	
<b>Total Hours</b>	<b>120</b>

#### **Text Books:**

1. **Yolanda N, Evans and Alicia Dixon Docter (2020)**, Adolescent Nutrition: Assuring the Needs of Emerging Adults, Springer; 1<sup>st</sup> Edition. 2020 edition
2. **Mahan, L.K. and Stump, S.E (2019)**. Krause's Food, Nutrition and Diet Therapy. 14<sup>th</sup> Edition. W.B. Saunders Co.
3. **Elizabeth, A., Rosenfeld, W. D., Kreipe, R., Fisher, M. M. (2014)**. Textbook of Adolescent Health Care. American Academy of Pediatrics, USA.

#### **Reference Books:**

1. **Judy More (2021)**, Infant, Child and Adolescent Nutrition, A Practical Handbook, 2<sup>nd</sup> Edition CRC Press
2. **Satish Tiwari, Ketan Bharadva, Akash Bang (2022)**, Essentials of Maternal, Infant, Young Child and Adolescent Nutrition, 1<sup>st</sup> Edition , Tree Life Media
3. **Srilakshmi.B (2017)**, Dietetics, 5<sup>th</sup> Edition, New Age International Pvt Ltd.

#### **Journals:**

1. Nutritional Abstracts and Review
2. Nutrition Today
3. British Journal of Nutrition

#### **Websites:**

1. [www.healthline.com](http://www.healthline.com)
2. [www.webMD.com](http://www.webMD.com)
3. [www.medpub.com](http://www.medpub.com)

#### **Course Outcomes:**

- Gain knowledge on growth and development of adolescents.
- Acquire skills on meal planning for adolescent age group.
- Comprehend the nutritional problems during adolescence and suggest necessary dietary mitigation
- Expertise in nutrition education and awareness on existing programs for adolescents.
- Demonstrate healthy dietary practices.

**Value Based Courses – Elective II**  
**Value Based Courses - Elective II offered by Department of Food Service Management and Dietetics for Students admitted from 2023-2024 and onwards**

**Lifestyle Health**

**Semester III & IV**  
**23BFDVB1**

**Hours of instruction/week: 2**

**No. of credits: 2**

**Course Objectives**

1. Understand the influence of lifestyle on health status
2. Knowledge on assessment of nutritional status
3. Follow good lifestyle practices in daily life

	<b>Hours</b>
<b>Unit I Introduction:</b>	<b>3</b>
Definition and link between health and lifestyle, Lifestyle transition in the present day living. Factors influencing and changing trends in lifestyle.	
<b>Unit II Nutrition, health and lifestyle</b>	<b>5</b>
Definition of Nutrition, symptoms of good and bad nutrition, Vicious and vitreous cycle, Under nutrition, malnutrition and over nutrition, definition and causes, healthy menu planning using food groups, ,guidelines for balanced diet.	
<b>Unit III Assessment of Nutritional status</b>	<b>6</b>
Height, Weight, BMI, WHR , Clinical and Biochemical Assessment, Dietary Assessment- Food and Nutrient Intake, 24 Hour recall dietary survey, food frequency questionnaire.	
<b>Unit IV Lifestyle disorders</b>	<b>9</b>
Dietary management of lifestyle disorders Obesity, Diabetes, Cardiovascular diseases and Cancer.	
<b>Unit V Lifestyle Practices</b>	<b>7</b>
Junk and fast foods – Healthy choices while eating out, Physical activity, Need, regular physical activity, Stress management, Positive attitude, yoga and meditation, Relaxation therapy and recreation.	
<b>Total Hours</b>	<b>30</b>

**Text Books:**

1. Garrow, J.S . James, W.P.T and Ralph, A. (2000). Human Nutrition and Dietetics. Churchill Livingstone..
2. Gopalan,B and Ramasastri, V. Nutritive Value of Indian Foods. NIN, 2009
3. Mahan, 3.L.K. and Stump, S.E (2004). Krause's Food, Nutrition and Diet Therapy. 11<sup>th</sup> Edition. W.B. Saunders Co.

**Reference Books:**

1. Mahan, L.K. Stump, S.E. Food Nutrition and Diet Therapy. 12<sup>th</sup> edition, 2010.
2. Drummond, K.E. and Breferre, L.M. Nutrition for Food Service and Culinary Professions, Jonh Wiley and Sons, New York, 2004.
3. Whitney, Cataldo and Rolfes (2002). Understanding Normal and Clinical Nutrition. Wadsworth Thomson learning, USA

**Journals:**

1. Nutrition Abstracts and Reviews
2. Critical Reviews in Food Science and Nutrition

**Course Outcomes:**

1. Link nutrition, health and lifestyle.
2. Identify malnutrition by assessment of nutritional status.
3. Suggest food choices for different lifestyle disorders.
4. Make healthy food choices.
5. Adopt healthy lifestyle practices.

## Community and Public Health Nutrition

**Semester I**  
**23MFDC03**

**Hours of instruction per Week: 4**  
**No. of credits: 4**

### Course Objectives:

1. Acquire knowledge on the methods of nutritional assessment.
2. Learn the development and nutritional requirements of different age groups.
3. Gain knowledge on nutritional security and epidemiology in public health.

	Hours
<b>Unit I Concept of Community and Public Health Nutrition</b>	<b>10</b>
Relationship between health and nutrition, role of public nutritionists in health care delivery system.	
Nutritional problems confronting our country – Vitamin A, Vitamin B12 ,Vitamin D deficiency, iron deficiency, iodine deficiency, protein calorie malnutrition and its preventive measures	
Nutrition education- Importance and its methods	
<b>Unit II Assessment of Nutritional Status</b>	<b>13</b>
Nutritional assessment- Meaning and Importance ; Methods for assessing nutritional status: Direct and Indirect methods– anthropometry, biochemical, clinical, dietary and functional methods of assessments and vital health statistics	
<b>Unit III International and National Organisations</b>	<b>15</b>
Roles and responsibilities of International - FAO, WHO, UNICEF and CARE	
National –ICDS, mid-day meal programme, SNP, ICMR, ICAR, CSIR, NIN and CFTRI	
<b>Unit IV Breast feeding, Weaning, Supplementary foods</b>	<b>10</b>
Breast feeding – advantages of breast feeding, breast feeding Vs bottle feeding, composition of breast milk. Weaning foods –planning, importance of correct and timely weaning, formulating and preparing and composition of weaning foods commonly prepared in India. Supplementary foods – low cost supplementary foods and its importance.	
<b>Unit V Recent advances in Community Nutritional Research</b>	<b>12</b>
Fortification – definition, methods of fortification.	
Enrichment - definition, steps involved in enrichment.	
Different fortified and enriched foods and advancements in community nutrition.	
<b>Total Hours</b>	<b>60</b>

### Practical /Related Experience

- Planning, conducting and evaluating nutrition education programmes
- Nutritional Assessment of the people
- Visit to rural and urban areas to study the food and nutrition intake- Prevalence of diseases and disorders

## References:

### Books:

1. **Dr. Prabha Bisht (2017).** Community Nutrition in India, Star Publications; First Edition
2. **Srilakshmi.B (2017).** Dietetics, 5<sup>th</sup> Edition, New Age International Pvt Ltd.
3. **Judith E.Ph.D. Brown (2016).** Nutrition Through the Life Cycle, MindTap Nutrition Access Card, Wadsworth Pub Co; 6<sup>th</sup> Edition.
4. **Ghazi Dradkeh, M. Mohamed Essa, Nejib Guizani (2016).** Handbook for Nutritional Assessment through Life Cycle (Nutrition and Diet Research Progress), Nova Biomedical Books; First edition.
5. **Ranjana Mahna & Seema Puri Kumud Khanna (2016),** Sharda Gupta, Santosh Jain Passi, Rama Seth, Textbook of Nutrition and Dietetics, Elite Publishing House Pvt.Ltd.
6. **Sara Abraham (2016).** Nutrition Through Lifecycle, New Age International Private Limited.
7. **Ravinder Chadha and Pulkit Mathur (2015).** Nutrition: A Lifecycle Approach, The Orient Blackswan; First Edition.
8. **Srilakshmi.B (2015).** Nutrition Science, 4<sup>th</sup> Edition, New Age International Pvt Ltd.
9. **Serene (Gote) Shekhar (2013).** Textbook of Home Science and Extension Education, Daya Publishing House.
10. **Park. A (2010).** Parks Text Book of preventive and Social Medicine 20<sup>th</sup> Edition , Bharath Publishers

### Journals:

1. Nutritional Abstracts and Review
2. Nutrition Today
3. British Journal of Nutrition
4. The Journal of Nutrition
5. American Journal of Clinical Nutrition

### Websites:

1. [www.eatrightpro.org](http://www.eatrightpro.org)
2. [www.nih.gov/health-information](http://www.nih.gov/health-information)
3. [www.medlineplus.gov](http://www.medlineplus.gov)
4. [www.healthfinder.gov](http://www.healthfinder.gov)
5. [www.hrsa.gov/index.html](http://www.hrsa.gov/index.html)

## Course Outcomes

1. Know about nutritional problems and methods of nutrition education
2. Interpret and apply nutrition concepts to evaluate and improve the nutritional status of the community.
3. Comprehend the role of various organizations in combating diseases
4. Able to provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan
5. Plan community interventions based upon need assessments

CO / PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	M	H	L	M	H	L	M	H	H	M	L	M	H
CO 2	H	H	M	H	M	L	H	M	M	M	L	H	M
CO 3	L	L	L	M	L	L	H	M	L	H	--	H	M
CO 4	L	M	L	M	M	L	M	H	H	M	L	H	M
CO 5	H	M	L	M	L	-	M	H	M	H	L	H	L



## Diabetes Counselling (Self Study Course)

**Semester III**  
**23MFDC22**

**Hours of Instructions per week: 1**  
**No. of Credits: 4**

### Course Objectives:

1. Understand diabetes as a common lifestyle disorder and promote measures for prevention.
2. Help diabetics to manage the it disease condition effectively through counseling
3. Relate Dietary Management And Lifestyle Counseling

	<b>Hours</b>
<b>Unit I Introduction to Diabetes</b>	
Diabetes – Definition, types, etiology, risk factors, symptoms. Complications – micro and macro vascular, clinical findings, diagnosis, metabolic arrangements, tests to identify pre diabetes, IGT and diabetes.	<b>3</b>
<b>Unit II Management of Diabetes or Medical Nutrition Therapy</b>	
Management– Drug Therapy–Type of insulin, mode of action. Diet–carbohydrate restriction, role of fiber food exchange lists, glycemic index. Exercise – Importance And Need, types. SMBG –Self Monitoring of Blood Glucose, instruments, method.	<b>3</b>
<b>Unit III Screening Diabetics</b>	
Nutritional screening – anthropometry, clinical assessment, diet surveys- need, importance and methods. Biochemical estimation – Fasting, postprandial, random blood glucose levels, OGTT, urea creatinine and other estimations.	<b>3</b>
<b>Unit IV Diet Counseling</b>	
Calorie Restriction, menu planning, low glycemic index foods, complex carbohydrate, fiber rich foods model diet plans.	<b>3</b>
<b>Unit V Lifestyle Counseling</b>	
Weight Management–exercise, yoga, stress management–positive therapy	<b>3</b>
<b>Total Hours</b>	<b>15</b>

### References:

#### Books:

1. **Benerjee,S., (2018)**, Oral Anti Diabetics: Current Concepts, Scientific Publishing New Delhi.
2. **Reusch, JE.B.,(2018)**Diabetes and Exercise: From patho physiology to clinical implementation (contemporary diabetes), 2<sup>nd</sup> edition, Human Press.
3. **Thomas,N., Kapoor,N., (2018)**, A Practical Guide To Diabetes Mellitus, 8<sup>th</sup>edition,Jaypee Brothers Medical Publishers.
4. **Marcia Nahikian Nelms,(2016)**, Medical Nutrition Therapy: A Case-Study Cengage Learning Boston,USA.
5. **Tripathi,K., Maheshwari,A., (2016)**, Fundamentals of Diabetes, Jaypee Brothers Medical Publishers.
6. **DeFronzo, R.A., Ferrannini ,Ele.,(2015)**, International Textbook of Diabetes Mellitus, 4<sup>th</sup>edition, ISBN:9780470658611, John Wiley & Sons, Ltd.

7. **Kumthekar, A. B., (2013),** Practical Management of Diabetes, Jaypee Brothers Medical Publishers, India.
8. **Mahan, L.K. and Stump, S.E., (2010),** Krause's Food, Nutrition and Diet Therapy 11<sup>th</sup> Edition, W.B. Saunders Co.
9. **Richard I H., (2010),** Text Book of Diabetes, 4th edition, A John Wiley & Sons, Ltd., Publication.
10. **Galmer, A., (2008),** Diabetes, Greenwood Press.

#### **Journals:**

1. Journal of Diabetes and Its Complications
2. Diabetes Management
3. Nutrition and Diabetes
4. Journal of Diabetology
5. International Journal of Diabetes Research

#### **Websites:**

1. <https://www.medicalnewstoday.com>
2. <https://www.healthline.com>
3. <https://www.niddk.nih.gov>
4. <https://www.webmd.com>
5. <https://medlineplus.gov>

#### **Course Outcomes:**

1. Aware on the importance and principles of dietetics in the management of diabetes
2. Gain knowledge on the role of dietitian in diabetes management
3. Understand the etiology, management and prevention
4. Learn the dietary management for the types of diabetes
5. Related dietary management and lifestyle counseling

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	H	H	L	L	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	M	H	H	H	H	H
CO 3	H	H	H	H	H	H	L	L	H	H	H	H	H
CO 4	H	H	H	H	H	H	M	L	H	H	H	H	H
CO 5	H	H	H	H	H	H	H	L	H	H	H	H	H

## Department of Food Service Management and Dietetics

**Multi Disciplinary Course**  
**Women Health and Well Being**

Semester III  
23MFDM01

Hours of instructions per week: 2  
No. of Credits: 2

**Course Objectives:**

1. Gain knowledge on common health problems of women
2. Adopt simple dietary practices to prevent common health problems and to stay healthy.
3. Acquire skills to overcome nutritional diseases.

	Hours
<b>Unit I Common Health Problems of Women, Anaemia</b>	6
Definition of health, major and minor nutritional problems of women Causes, symptoms and preventive measures. Iron rich sources of foods	
<b>Unit II Eating Disorders, Calcium Deficiency</b>	6
Bulimia nervosa, Binge eating and purging, Stress eating Definition of osteoporosis, causes, symptoms and preventive measures, Calcium rich sources of foods.	
<b>Unit III Obesity</b>	6
Definition, causes, assessment of obesity, preventive measures, PCOD, Low calories and low fat foods.	
<b>Unit IV Underweight</b>	6
Definition, causes, assessment of underweight preventive measures. High calorie and high fat foods, nutritious foods	
<b>Unit V Pregnancy and Lactation</b>	6
Definition, stages of foetal development, signs and symptoms of pregnancy, complications, composition of breast milk, breast feeding practices. Healthy dietary practices, Advantages of breast feeding over bottle feeding	
<b>Total Hours</b>	<b>30</b>

**References:****Books:**

1. Srilakshmi. B, (2019), Nutrition Science, Fifth Edition, New Age International (P) Ltd, Publishers, Chennai.
2. Shubhangini A. Joshi, (2017), Nutrition and Dietetics, Fourth edition, Tata McGraw- Hill publishing Company Ltd, New Delhi.
3. Venkatachalam, P.S. and Rebello, L.M., (2011), Nutrition for Mother and Child, Fifth Edition, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
4. McIntosh, S.N, (2016), William's Basic Nutrition and Diet Therapy, Mosby.
5. Emma S. Weigley; Donna H. Mueller; Corinne H. Robinson, (1996), Robinson's Basic Nutrition and Diet Therapy, 8th Edition, Prentice Hall.

**Journals:**

1. Current Women's Health
2. International Journal of Women's Health
3. Clinical Journal of Women's Health
4. Women's Health Issues
5. Women and Health

**Websites :**

1. [www.womenshealth.gov](http://www.womenshealth.gov)
2. [www.youngwomenshealth.org](http://www.youngwomenshealth.org)
3. [www.nhp.gov.in/healthyliving/women-s-health](http://www.nhp.gov.in/healthyliving/women-s-health)
4. [www.nin.res.in/downloads/DietaryGuidelinesforNINwebsite.pdf](http://www.nin.res.in/downloads/DietaryGuidelinesforNINwebsite.pdf)
5. [www.nhp.gov.in](http://www.nhp.gov.in)

**Course Outcomes:**

1. Understand the common health problems of women.
2. Suggest foods to overcome nutritional deficiency diseases.
3. Design diets for Obesity and PCOD.
4. Infer the reasons for malnutrition.
5. Plan healthy diets and follow healthy dietary practices in pregnancy and lactation.

## Patient Counselling Techniques

**Semester II**  
**23PDNDE1A**

**Hours of instruction per Week: 4**  
**No. of credits: 2**

### Course Objectives:

1. Gain knowledge on counselling process.
2. Know different methods of counselling.
3. Impart skill for patient counseling.

	<b>Hours</b>
<b>Unit I     Introduction to Counselling</b>	<b>9</b>
Meaning and definition, Characteristics of a counselor -Characteristics of a client- Stages of counselling - Ethical guidelines	
<b>Unit II     Basic skills of Counselling</b>	<b>11</b>
Listening-Responding-Reflection – Questioning – Para – Phrasing – Summarizing-Empathy-Unconditional Positive Regard- Genuineness- Congruence	
<b>Unit III    Advanced skills in Counselling</b>	<b>15</b>
Immediacy – Confrontation-Reflection Of Meaning – Interpretation/Reframing- Information Giving – Encourages-Self-Disclosure-Role Play – Resistance-Transference and Counter Transference	
<b>Unit IV    Counselling process</b>	<b>11</b>
Rapport and Relationship Building-Assessment/Problem Definition-Goal Setting-Initiating-Intervention-Termination-Follow-up	
<b>Unit V    Dietetic counselling</b>	<b>14</b>
Meaning – Definition-Dietitian as a skilled helper-Continuum of control-Developing a personal philosophy-Portrait of a dietitian using counselling skill-Qualities of dietician- Developing a counselling approach	
<b>Total Hours</b>	<b>60</b>

**Text Books:**

1. **Judy Gable (2016)**, Counselling skills for dietitians, 2<sup>nd</sup> Edition, Black bail Publications.
2. **Soundarrajan, R. (2012)**, Counselling - Theory, Skills and Practice, Tata McGraw Hill Publications.
3. **Lewis E. Patterson (2000)**, The Counselling Process, 5<sup>th</sup> Edition, Wadsworth, USA.

**Reference Books:**

1. **Richard Nelson-Jones(2023)**, Basic Counselling Skills: A Helper's, 4<sup>th</sup> Edition, SAGE Publications India Pvt Ltd.
2. **GPH Panel of Experts (2018)**, Counselling Psychology Notes, Gullybaba Publishing House (P) Ltd.
3. **Sethi, M (2011)**, Institutional Food Management. New age International (P) Limited. Second edition.

**Websites:**

1. <https://basicmedicalkey.com/patient-counselling-settings-and-techniques/>
2. <https://fadic.net/>
3. [www.medpub.com](http://www.medpub.com)

**Course Outcomes:**

1. Acquire knowledge on counselling skills.
2. Apply technical skills and tools in professional Counselling.
3. Offer personalized diet counselling based on patient needs.
4. Educate community on good health practice.
5. Create innovative counselling technique for individual and population groups.

CO / PO	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	L	M	H	-	-	M	M	L	H	L	L	H
CO 2	M	M	H	M	-	-	M	H	L	-	L	L	M
CO 3	M	M	L	L	M	H	M	H	L	-	M	M	H
CO 4	M	L	M	H	-	-	M	H	L	M	M	M	H
CO 5	M	L	-	-	M	H	M	H	L	M	L	L	M

## **Human Anatomy and Physiology**

**Semester III**  
**21BEBC01**

**Hours of Instruction/ week: 3T**  
**No. of credits: 3**

### **Objectives:**

**CLO1:** To identify all the organelles of an animal cell and their function.

**CLO2:** To acquire the basic knowledge of anatomical features and physiology of various human body systems.

### **Unit I Study of Cellular System 9**

Cell: Structure and organelles, Functions of each component in the cell. Cell membrane, transport across membrane, origin of cell membrane potential (Nernst and Goldman and Katz equations), Action potential.

### **Unit II Hematological System 9**

Blood composition, functions of blood, functions of RBC. WBC types and their functions. Blood groups, importance of blood groups, identification of blood groups. Blood flow factors regulating blood flow such as viscosity, radius, density, etc (Fahreus- lindqvist effect, Poiseuille's Law).

### **Unit III Renal and Respiratory System 9**

Structure of Kidney and nephron. Mechanism of Urine formation and acid base regulation, Dialysis. Components of respiratory system. Oxygen and carbon dioxide transport.

### **Unit IV Cardiac System 9**

Structure of heart, Circulatory of blood in Heart, Properties of Cardiac muscle, Cardiac muscle and pacemaker potential, cardiac cycle, ECG, Heart sound, volume and pressure changes and regulation of heart rate.

### **Unit V Nervous, Reproductive and Digestive System 9**

Structure of a Neuron, Synaptic conduction, Conduction of action potential in neuron, Parts of brain cortical localization of functions EEG. Simple reflexes, withdrawal reflexes. Autonomic nervous system and its functions, Human Reproductive System: **Male and Female reproductive system.** Organization of GI system, Digestion and absorption – Movement of GI tract.

**Total Hours: 45**

### Reference Books:

1. ***Elaine N. Marie, “Essential of Human Anatomy and Physiology”,*** 8<sup>th</sup> edition. Pearson Education, New Delhi, 2007.
2. ***F. Ganong, “Review of Medical Physiology”,*** Second Edition. Mc Graw Hill, New Delhi, 2000.
3. ***Prof. A. K. Jain, “Text Book of Physiology”,*** Third edition, Volume I and II, Avichal Publishing Company, New Delhi, 2005.

### Courses Outcomes:

Upon completion of this course, the students will be able to:

- C01:** Summarize the basic structure and functions of cell.
- C02:** Explain the fundamental principles of mechanics in hematological systems.
- C03:** Discuss the physiological functions and regulations of various human body systems.
- C04:** Describe the anatomical position and structures of various human body systems.

## CO, PO MAPPING

[illegible]



## Entrepreneurial Development and Indian Ethics

Semester I  
/week: 3T  
23MBMC06

Hrs. of Instruction

No. of credits : 3

### Course Objectives

1. Integrate the components of business ethics and entrepreneurship development to inculcate value based entrepreneurial practices.
2. Augment skills to capitalize dynamic business environment to create new venture opportunities
3. Identify the specific issues in family business management and professionalise the various functions involved.
4. Gain insights into registration process and institutional support system.
5. Equip with entrepreneurial competence

### Unit I Introduction

9 Hrs

**Entrepreneurship:** Concepts, Functions, Types, Factors Affecting Growth- Economic and Non Economic Factors, Entrepreneurial Motivation- Theories, Factors and Behavior, Entrepreneurial Competencies and Development Programs- Phases, Evaluation and Problems, Special **Entrepreneurship Types- Women**, Rural, Tourism, Social and Global Entrepreneurship, Family Business-Types, Challenges, **Problems and Challenges of Entrepreneurs, Business Stories\***

**Indian Ethos:** History & Relevance, Principles Practiced by Indian Companies, Role of Indian Ethos in Managerial Practices.

**Management Lessons:** Indian Epics and management approaches, Kautilya's Arthashastra, Gandhian Approach in Management and Trusteeship, Good Governance practices

### Unit II Start Ups

9 Hrs

**Launching New Ventures:** Problem Statement, Idea Generation, Developing and Testing, New Business ideas- Analyzing environmental dynamics and change, Business Models and Industry Trends, Identifying and Selling to Appropriate Markets, Marshalling the Information Resources, Developing Teams and Alliances.

**Business Plan:** Content, Significance, Formulation and Guidelines, Business Plan: Design, Development and Templates, Business Model Canvas, Lean Canvas Model, **Specimen Plans\***,

**Project Appraisals:** Concept, Methods of Appraisal, DPR, Project Feasibility Study, Qualities of a Bankable Project.

**Practical: Designing, Trading and Selling a Product or Services, Counselling Sessions**

### Unit III Business Structure and Operations

9 Hrs

**Forms of Entrepreneurial Business:** Business Ownership Patterns, Micro and Small Enterprises.

**Financing of Enterprise:** Sources and Capital Structure, Securing Seed money, Internal funding, Venture Capital Financing, **Support Systems of Government\***, Start-up India

initiatives, Institutional Support-Banks – NSIC, SSIB, IDBI, IFCI, IIBI, ICICI, SIDBI, DIC, SEZ, MSME DI.

#### **Unit IV Incorporation**

**9 Hrs**

**Registration of start ups:** Direct Identification Number, Digital Signature Certificate, Company Name Reservation, Memorandum and Articles of Association, Stamping Company Documents, Certificate of Incorporation and Seal, Permanent Account Number, Tax Account Number, Register For VAT, GST, Employee Provident Fund Organization, ESIC, Filing for Approval From RBI/ FIPB, **Government Approvals\***, DPIIT registration process, Environmental Clearance, FEMA, IPR, Patenting and Trade Mark.

#### **Unit V Business Ethics**

**9**

**Hrs**

**Business Ethics:** Ethics v/s Ethos, Indian v/s Western Management, Work Ethos and Values for Indian Managers, Moral dilemmas, Relationship between Morals, Values and Ethics, Ethical Corporate Behaviour – Assess practical issues and allot responsibilities, Analysing current practices and framing a suitable Code of Conduct.

**Value Based Management:** Impact of Values on Stakeholders, Trans-Cultural Human Values, Secular v/s Spiritual Values, Value System in Work Culture, Stress Management-Meditation for mental health, Yoga.

**Understanding the need for ethics, Ethical values, myths and ambiguity, ethical codes,**

**Ethical Principles in Business\***

**(\* -Self Study Portion)**

**Total: 45 Hrs**

#### **Text Books**

1. **Abhik Kumar Mukherjee, Shaunak Roy (2019), “Entrepreneurship Development And Business Ethics”, 1<sup>st</sup> edition, Oxford University Press.**
2. **Dr. Biswa Mohana Jena (2022), “Entrepreneurship Development and Business Ethics”, Himalaya Publishing House.**
3. **Vasant Desai (2018), “Dynamics of Entrepreneurial Development and Management-Planning for Future Sustainable Growth” 6<sup>th</sup> edition, Himalaya Publishing House.**
4. **Kanka S. (2012), “Entrepreneurial Development”, 4<sup>th</sup> edition, S.Chand & Company Pvt. Ltd, New Delhi.**

#### **References**

1. **Abhik Kumar Mukherjee, Shaunak Roy (2019), “Entrepreneurship Development And Business Ethics”, 1<sup>st</sup> edition, Oxford University Press**
2. **Dr. Biswa Mohana Jena (2022), “Entrepreneurship Development and Business Ethics”, Himalaya Publishing House**
3. **Vasant Desai (2018), “Dynamics of Entrepreneurial Development and Management-Planning for Future Sustainable Growth”, 6<sup>th</sup> edition, Himalaya Publishing House.**

4. **Aswathappa**, (2009) “*Essentials of Business Environment*”, 12<sup>th</sup> edition, Himalaya Publishing House, New Delhi,
5. **Mathew J.Manimala**, (2005), “*Entrepreneurship Theory at the Crossroads: Paradigms and Praxis*” 2<sup>nd</sup> edition, Wiley India.
6. **Poornima M Charantimath**(2007). “*Entrepreneurship Development Small business enterprises*”, 4<sup>th</sup> edition, Pearson Education, India
7. **Thomas W. Zimmerer, Norman M. Scarborough** (2007), “*Essentials of Entrepreneurship and small business management*”, 5<sup>th</sup> edition, Pearson Prentice Hall, New Jersey.

## Course Outcomes

On the completion of the course students will be able to

1. Understand the basic principles, concepts of entrepreneurship and innovation
2. Identify successful business ideas and design B-Plans
3. Apply the entrepreneurial knowledge gained to start a new venture
4. Design business models and strategies for business sustenance
5. Adopt Indian ethics in businesses to stand as a role model through displaying ethical corporate behavior

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H	L	L	M	L	H	M	H	H	H	H	H	H	L
CO 2	H	H	M	H	M	H	M	M	M	H	H	M	H	L
CO 3	M	M	M	L	H	M	M	L	L	M	M	L	M	M
CO 4	M	L	M	H	H	L	L	M	H	H	M	H	H	H
CO 5	H	M	L	H	M	M	M	H	H	M	H	M	L	M

## Industrial and Labour Relations

Semester III  
23MBAC23H/24H

Hrs. of Instruction /week: 2T+2P

No. of credits:3

### Course Objectives:

1. Explore the intricacies interlinking organisational efficiency and performance through industrial relations.
2. Gain knowledge on the conceptual and practical aspects of industrial relations.
3. Apply Labour Laws for Statutory Compliance.
4. Analyse the cases in each section to enhance knowledge on practical applicability
5. Identify the corporate challenges to foster industrial relations

### Unit I Introduction

12 hrs

**Industrial Relations:** Definition, Scope, Functions, Limitations, Changing facets, Application on Psychology to Industrial Relations, Codes of Conduct, Industrial Relations in India.

**National Commission on labour:** Labour Classification, Recommendations, IR in Public Sector Undertakings, Labour welfare measures, Sources and development of Labour Legislation, Major Principles of Labour Legislation, Labour Legislations- The Factories Act, 1948, The Shops and Establishment Act, 1947.

### Unit II Recruitment and Wages

12 hrs

**Laws relating to recruitment :** The Contract Labour (Regulation And Abolition) Act, 1970, The Interstate Migrant Workmen Act and Rules, 1979, The Apprentice Act, 1961, The Employment Exchange Act, 1959.

**Laws relating to Wages:** The Payment of Wages Act, 1936, The Minimum Wages Act, 1948, The Equal Remuneration Act, 1976, The Payment of Bonus Act, 1965.

### Unit III Industrial Relation

12 hrs

**Trade Unions** - Definition - Objectives – Functions\* - Important features of Trade unions Act 1926.

**The Standing Orders Act 1946-** Introduction - Objective – Scope – Importance.

**Labour unrest:** Industrial disputes Act 1947 - Introduction, Forms, Importance and means; Cause of industrial disputes- Machinery for settling of disputes- Negotiation- Conciliation- Mediation- Arbitration and Adjudication, Strikes and Lock outs

**Participative management:** Definition, Scope, Nature, Works committees, Joint Management Councils, shop Councils, Collective bargaining – Features, Principles.

### Unit IV Social Security

12 hrs

**Laws relating to social security:** The Employees State Insurance Act, 1948, The Employees Provident fund Act, 1952, The Employees Pension Scheme, 1995 -The Employees Deposit Linked Insurance Scheme, 1976 - The Payment of Gratuity Act, 1972 - The Employees Compensation Act, 1923, The Personal Injuries (Compensation Insurance) Act, (8 Oct 1963).

### Unit V Employee Discipline

12hrs

Meaning and significance of employee discipline, Misconduct, Suspension and Subsistence allowance, Show cause notice, Investigation procedure, Principles of Natural Justice and Enquiry, Grievance Redressal Induction, Hot Stove principle.

**Laws related to Women:** The Maternity Benefit Act, 1961, Equal Remuneration Act 1976, The Sexual Harassment Act, 2013 **Vishaka Case\***.

(\* - Self Study Portion)

**Total: 60 hrs**

## Text Books

1. **Srivastava S.C.**, (2020), *“Industrial relations and Lasbour Laws”* , 7<sup>th</sup> edition, Vikas Publishing House, New Delhi
2. **Subbarao**, (2014), *“Essentials of HRM and Industrial Relations- Text, Cases and Games”*, 5<sup>th</sup> edition, Himalaya Publishers Co., New Delhi
3. **Tripathi P.C.**, *“Personnel Management & Industrial Relations”*, (2017) , 4<sup>th</sup> edition, Sultan Chand & Sons, New Delhi
4. **Kumar H.L.**, *“Practical Guide to Industrial Disputes”*, (2020) Universal Law Publishing Co., New Delhi
5. **Kapoor, N.D.**, *“Elements of Industrial Law”*, (2020) Sultan Chand, New Delhi

## References

1. **Mamoria C.B., Satish Mamoria, S.V.Gankar (2016), “*Dynamics of Industrial Relations*”, 16<sup>th</sup> edition, Himalaya Publishing House, New Delhi,**
2. **Armstrong, Peter J., John Francis Bradshaw Goodman, and Jeffrey D. Hyman(2023) “Ideology and shop-floor industrial relations”. Taylor & Francis.**
3. **Piyali Ghosh, Shefali Nandan(2017), “*Industrial Relations and Labour Laws*”, 1<sup>st</sup> edition, McGraw Hill Education.**
4. **P.L. Malik, (2019), “*Handbook of Labour Industrial Law*”, 20<sup>th</sup> edition, Eastern Book Company.**
5. **Sen Ratna(2015), “*Industrial Relations in India*”, 2<sup>nd</sup> edition, Macmillan India Ltd., New Delhi**
6. **CS Venkataratnam and Manoranjan Dhal (2017), “*Industrial Relations*”, 2<sup>th</sup> edition, Oxford university press.**

## Course Outcomes

On the completion of the course students will be able to

1. Evaluate legal issues related to fostering industrial relations by understanding the workforce composition.
2. Assume top positions in handling IR issues successfully managing and resolving grievances.
3. Act as a bridge between Management and Employees in settling differences through amicable solutions
4. Formulate labour welfare measures that would enhance loyalty and commitment among employees
5. Regularise the implementation of statutory provisions in different Acts for the best interest of both employer and employees

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## Environmental Management (Self Study)

Semester III  
23MBAC26

Hrs. of Instruction /week:1T  
No. of credits:4

### Course Objectives

#### Objectives:

1. Sensitize on eco systems.
2. Create awareness on various disasters and its management.
3. Provide insights on bio conservation
4. Analyse environmental ethics
5. Expose Social Issues relating to the Environment.

### Unit I Multidisciplinary Nature of Environmental Studies 3 hrs

**Environmental resources:** Definition, Scope and Importance, Need for Public Awareness, Natural Resources - Renewable and Non Renewable, Natural Resources and Associated Problems- Forest Resources, Water Resources, Mineral Resources, Food Resources, Energy Resources, Land Resources.

**Role of an individual:** Conservation of Natural Resources, Equitable Use of Resources, Sustainable Lifestyles.

### Unit II Ecosystems 3 hrs

**Concept:** Types, Characteristic Features, Structure and Function of an Ecosystem: Producers, Consumers and Decomposers, Energy Flow in the Ecosystem, Ecological Succession, Food Chains, Food Webs and Ecological Pyramids, Forest Ecosystem, Grassland Ecosystem, Desert Ecosystem, Aquatic Ecosystems.

### Unit III Biodiversity and its conservation 3 hrs

**Bio Diversity:** Definition: Genetic, Species and Ecosystem Diversity, Bio Geographical Classification of India.

**Value of Biodiversity:** Consumptive Use, Productive Use, Social, Ethical Aesthetic and Option Values, Biodiversity at Global, National and Local Levels, India as a Mega Diversity Nation, Hot Spots of Biodiversity.

**Threats to Biodiversity:** Habitat Loss, Poaching of Wildlife, Man Wildlife Conflicts, Endangered and Endemic Species of India, Conservation of Biodiversity.

### Unit IV Environmental pollution and Human Population 3 hrs

**Pollution:** Definition, Causes, effects and Control Measures of Pollution.

**Solid Waste Management:** Causes, Effects and Control Measures of Urban and Industrial Wastes, Role of an Individual in Prevention of Pollution, Pollution Case Studies,

**Disaster Management:** Floods, Earthquake, Cyclone and Landslides.

**Human Population and the Environment:** Population Growth, Variation among Nations, Population Explosion, Family Welfare Programmes.

**Environment and Human Health :** Human Rights, Value Education, HIV / AIDS, **Women and Child Welfare**, Role of Information Technology in Environment and Human Health, Case Studies.

### Unit V Social Issues and the Environment 3 hrs

**Unsustainable to Sustainable Development:** Urban Problems Related to Energy, Water Conservation, Rain Water Harvesting, Watershed Management, Resettlement and Rehabilitation of People, its Problems and Concerns. Case Studies.

**Environmental ethics and regulations :** Issues and Possible Solutions, Climate Change, Global Warming, Acid Rain, Ozone Layer Depletion, Nuclear Accidents and Holocaust. Environmental Accounting, Case Studies - Wasteland Reclamation, Consumerism and Waste Products, Environmental Protection act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues Involved in Enforcement of Environmental Legislation.

**Total: 15 hrs**

#### Text Book

1. **Bharucha, E.**(2003), *“Textbook for Environmental Studies”*, 1<sup>st</sup> edition ,University Grants Commission, New Delhi and BharatiVidyapeeth Institute of Environmental Education and Research, Pune.

#### References

1. **Pepper, I.L., Gerba, C.P. &Brusseu, M.L.** (2011), *“Environmental and Pollution Science”*, 2<sup>nd</sup> edition, Academic press, USA.
2. **Raven, P. H., Hassenzahl,D.M.& Berg, L.R.** (2012), *“Environment”*, 9<sup>th</sup> edition, John Wiley & Sons, USA.
3. **Timothy O’Riordan**(2014), *“Environmental Science for Environmental Management”*, 2<sup>nd</sup> edition, Routledge, USA.
4. **Rao M.N and Datta AK**,(2009), *“Waste Water Treatment”*, 3<sup>rd</sup>edition,Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.
5. **Rosencranz, A. , Divan, S. & Noble, M.L.** (2001) , *“Environmental law and policy in India”*, 1<sup>st</sup> edition, Tripathi Publishers, Mumbai.

#### Course Outcomes

On the completion of the course, the students will be able to

1. Understand the environmental management approaches in India and internationally.
2. Recognize the generation, characteristics and impact on the environment of air, noise, water, solid waste and nuclear pollution.
3. Depict organizations as systems and their role in environmental management.
4. Explain how environmental management can be used as environmental protection and how organizations can define and manage risk.
5. Demonstrate the understanding of the relevant areas for application of environmental management tools as well as their strengths and limitations.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO 7	PO 8	PO 9	PO10	PO11	PSO1	PSO2	PSO3
CO 1	H	L	L	M	L	L	L	H	H	H	M	H	H	M
CO 2	M	H	H	H	M	M	L	M	H	H	H	M	H	H
CO 3	H	L	M	L	M	M	L	L	L	M	M	L	M	M
CO 4	H	M	M	M	H	L	L	M	L	H	M	L	M	H
CO 5	M	M	L	H	H	M	O	L	H	M	H	M	L	M

## Indian Ethos and Business Models

Semester IV  
23MBAC29E/30E

Hrs of Instruction/week: 2T+2P  
No. of credits: 3

### Course Objectives

1. Acquaint the students with Indian Ethos and its relevance to managerial decision making.
2. Familiarize the sources of Indian Ethos in Management and apply the same in business
3. Understand the Indian ethos and culture to strengthen character and individual abilities at work.
4. Compare and Comprehend Indian and Modern Learning System to adapt the best practices.
5. Create awareness regarding Indian culture and value systems and design business models.

### Unit I Indian Ethos and Values

12 hrs

**Indian Ethos:** -Need, History\*, Relevance, Principles followed by Indian Organizations, Role of Indian Ethos in Managerial Practices in India, Indian perspective of values for managers\*, Secular vs. Spiritual values in management

### Unit II Sources of Indian Ethos in Management

12 hrs

**Management Lessons from Scriptures:** Management lessons from Vedas, Mahabharata, Kautilya's Arthashastra, Bible and Quran, Indian Heritage in Business Management, Indian Management vs Western Management \*.

### Unit III Work Ethos and Values

12 hrs

**Work Ethos and Values- Work Ethos :** Meaning, Levels and Dimensions, Factors responsible for poor work ethos, Values for Indian Managers, Importance of Value System in Work Culture\*, Impact of Values on Stakeholders: Employees, Customers, Government, Competitors and Society.

### Unit IV Indian Systems of Learning

12 hrs

Indian Systems of Learning: Gurukul System of Learning-Meaning, Features, Advantages and Disadvantages; Modern System of Learning- Meaning, Features, Advantages and Disadvantages; Self-Management-Personal growth and Lessons from Ancient Indian Education System;

Personality Development\*-Meaning, Determinants, Indian Ethos and Personality Development.

### Unit V Business Models

12 hrs

**Business Models :** Indian Models in Entrepreneurship; India's start up revolution-Trends, Imperatives, benefits; the players involved in the ecosystem, Business Incubators-Rural entrepreneurship, social entrepreneurship, **women entrepreneur.**

**Indian thoughts, Guna Theory, Karma:** Meaning, Importance of Karma to managers, Nishkama Karma, Laws of Karma, Corporate Karma- Meaning, Methodology, Guidelines for good Corporate Karma; Stress at Workplace\*.

**Joint Hindu Family Business:** Leadership Qualities of Karta, Models of Motivation\* and Leadership in Indian thoughts- Case studies of Indian Family Business – Success and Failures.

(\*Self Study Portion)

**Total: 60 hrs**



### Text Books

1. **B.K. Nair, K.C.R. Raja, S. Balachandran** (2008), '*Ethics, Indian Ethos and Management*', 2<sup>nd</sup> Edition, Shroff Publishers & Distributors Pvt. Ltd, New Delhi.
2. **Tushar Agarwal, Nidhi Chandorkar** (2017), '*Indian Ethos in Management*', Himalaya Publishing House, New Delhi.
3. **Chandra Hariharan Iyer, Swetha Anand** (2022), '*Indian Ethos in Management*', Vipul Prakashan Publication, Mumbai

### References

1. **Alexander Osterwalder, Yves Pigneur** (2010), '*Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*', John Wiley and Sons, US
2. **Krishna Saigal** (2003), '*Vedic Management- The Dharmic and Yogic Way*', Gyan Publishing House, New Delhi
3. **Kumardatt A. Ganjre, Prafulla A. Pawar & Laxman N. Renapure** (2013), '*Indian Ethos: Modern management Mantras*', Himalaya Publishing House, New Delhi
4. **Mohan D** (2013), '*Management Dynamics and Indian Ethos*', Shroff Publishers & Distributors Pvt. Ltd, New Delhi
5. **R Nandagopal and Ajith Sankar R N** (2010), '*Indian Ethos And Values In Management*', Tata Mc Graw Hill Education Pvt Ltd, New Delhi.
6. **Rajen. K. Gupta** (2015), '*Towards the Optimal Organisation: Indian Culture and Management*', Excel Books, New Delhi.

### Course Outcomes

On successful completion of the course, the students will be able to:

1. Identify the importance of Indian Ethos in Management
2. Acquire knowledge on Indian culture and value systems
3. Enhance the Scope of applying value based principles and ethos in business operations
4. Design ethically sustainable Business Models
5. Evaluate critically the success and failures of Indian Family Business houses.

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO 2	PSO 3
CO 1	H	L	L	M	L	L	M	H	H	H	H	H	H	M
CO 2	M	H	H	M	M	H	L	M	H	H	H	M	H	L
CO 3	H	M	M	L	M	M	L	L	L	M	M	L	M	M
CO 4	M	M	M	M	H	L	L	M	H	H	M	H	H	H
CO 5	H	M	L	H	M	M	M	L	H	M	H	M	L	M

## Management Principles and Organizational Behaviour

**Semester: I**  
**23BTOC01**

**Hours of Instruction/Week: 8-L: 4, P: 4**  
**No. of Credits : 6**

### Course Objectives:

1. To provide insight of principles and practices of Management.
2. To impart the concepts of Organizational Behaviour.
3. To familiarize the students with the Management Concepts and Behaviour.

### Unit I: Management Concepts and Functions 12

Introduction to Management - Meaning, Nature of Management, Management Process, Scope and Importance, Features and Functions of Management, Levels of Management, Managerial Skills, Role of Manager - Evolution of Management Concepts, Theories of Management - Social Responsibilities of Business, Business Ethics.

12

### Unit II: Planning and Organizing

Planning: Concept of Planning, Nature and Significance, Objectives, Components and Types of Planning, Features of Planning, Planning Process, Steps in Planning - Organizing: Concept and Scope, Principles of Organization, Organization Process, Factors Influencing Organization Structure, Types of Organization, Span of Management, Organization Chart, Delegation of Authority.

### Unit III: Directing and Controlling 12

Directing: Scope and Nature of Direction, Importance of Direction, Principles, Techniques and Characteristics of Direction - Communication, Characteristics, Key Elements, Objectives, Importance and Functions of Communication, Effective Communication, Barriers to Communication, Communication Gap - Coordination, Importance of Coordination, Steps for Effective Coordination - Controlling: Need for Control, Steps in Control Process.

### Unit IV: Introduction to Organizational Behaviour 12

Foundations of **Individual's Behavior in Organization** - Perception, Importance, Factors Influencing Perception - Learning, Types of Learners, Learning Process, Theories of Learning - Personality, Types, Factors Influencing Personality - **Individual Differences**, Values, Attitudes and Beliefs - Meaning, Factors, Management of Job Satisfaction, **Employee Attitude and Behavior**, **Significance to Employee Productivity**, Job Enrichment, Job Enlargement.

### Unit V: Group Dynamics, Motivation and Leadership 12

Groups, Nature of Groups, Stages of Group Formation, Group Decision Making Techniques, Team Building - Motivation: Nature, Need for Motivation, Theories of Motivation, Motivation Cycle - Organizational Change and Development, Organizational Climate and Culture - **Leadership: Concept and Functions of Leadership, Leadership Styles, Theories of Leadership, Effective Leadership, Transactional and Transformational Leadership.**

**Total Hours 60**

### List of Practicals:

1. Activity Based Learning – Transactional Analysis (Parent, Adult and Child Ego), Johari Window (Open Self, Blind Self, Hidden Self, Unknown Self)	8
2. Exercises – Myers-Briggs Personality Test, Type A Type B Personality Test, Big Five Personality Test, Business Letters, Organization Chart	10
3. Role Play – Leadership Styles (Autocratic, Democratic, Free Rein, Paternalistic), Non-Verbal Communication (Kinesics, Proxemics, Paralanguage), Group Formation (Forming, Storming, Norming, Performing, Adjourning)	8
4. Group Discussions – Which is the Key to Happiness: High Salary or Job Satisfaction? What is a Good Organizational Culture? Role of Ethics in Business	8
5. Brainstorming – How to Bring Organizational Change and Development? Give Ideas on Job Enrichment	8
6. Case Study – Delegation of Authority, Motivation, Team Building, Organizational Behaviour	8
7. Field Visit to Industries – Functions of Management: Planning, Organizing, Directing, Controlling	10
<b>Total Hours</b>	<b>60</b>

### Text Books:

1. **Danny Samson, Richard L. Daft** (2018), “*Fundamentals of Management*”, 4th Edition, Publisher Cengage Learning Australia.
2. **C.D. Balaji** (2017), “*Organizational Behavior*”, 2nd Edition, Margham Publication Chennai.
3. **Aswathappa, K** (2016), “*Organizational Behavior*”, 15th Edition, Himalaya Publishing House, New Delhi.
4. **Sundar, K** (2015), “*Principles of Management*”, Vijay Nicole Imprints Private Limited, Chennai.

### Reference Books:

1. **Srinivasan & Chunawalla** (2019), “*Management Principles and Practice*”, Himalaya Publishing House, New Delhi.
2. **Stephen P. Robbins** (2018), *Organizational Behavior*, 18th Edition, Pearson Education Publication.
3. **Fred Luthans** (2015), *Organizational Behaviour*, 3rd Edition, McGraw Hill Publishing Company New York
4. **R.K. Sharma, Shashi K. Gupta** (2015), *Management Process*, Kalyani Publishers.

### Course Outcomes:

1. Remember nature, scope and concepts of management.
2. Analyze the acquired insights on planning and organizing.
3. Explain the importance of direction and coordination that supports management operations.
4. Identify the knowledge gained on individual behaviour, perception, learning, personality, attitudes, beliefs and values.
5. Apply the concepts of motivation, leadership styles, and group behaviour.

### CO-PO Mapping:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	H	H	M	H	H	H	H	H	H	H	H	H	H
CO2	H	H	H	H	H	H	H	H	H	H	H	H	H
CO3	H	H	H	H	H	H	M	H	H	H	H	H	H
CO4	H	H	M	M	H	H	H	M	M	H	H	H	H
CO5	H	H	M	M	H	H	H	M	M	H	H	H	H

**High-H, Medium-M, Low- L**

## **Tourism Principles and Practices**

**Semester I**  
**23BTOC02**

**Hours of Instruction /Week: 6-L:5, T:1**  
**No. of Credits : 6**

### **Course Objectives:**

1. To impart the principles of tourism business.
2. To inculcate Knowledge on early tourist attractions and future tourism.
3. To provide insights on tourism distribution process, wholesalers, travel agents, speciality channels and planning.

### **Unit I: Tourism in perceptive 18**

Tourism – Definition, concepts, components, importance, benefits, types, GIT/FIT, Basic approaches to the study of tourism, economic impact on tourism, environmental impact on tourism, socio-cultural impact on tourism, future of tourism.

### **Unit II: Tourism through Ages 18**

Early Beginning, Early Tourist Attractions, Early transportation, Early accommodation, Chronology of travel, History of travel, early economic references, Modern synthesis of Tourism, Future tourism-political and Economic Challenges.

### **Unit III: World National Regional Organizations 18**

International Organizations: UNWTO/ IATA, WTTC, PATA, ICAO-National Organizations: ITDC, IATO, TAAI, FHARI-Regional organizations-state and community organizations.

### **Unit IV: Tourism Distribution Process 18**

The Tourism System- Demand and Supply, Components of Supply, Services- Attractions, Transportations, promotions, External Factors, Tourism Distribution Channel- Suppliers, Tour Wholesalers, Travel Agents, Specialty Channels.

### **Unit V: Tourism Planning 18**

Tourism Planning, Nature of Tourism Planning, Tourism Policy, Planning Process, Goals of Tourism development, Tourism planning Scales, Planning for Tourism Destinations- Objectives, Methods, Steps and Factors.

**Total Hours: 90**

**Text Books:**

1. **John Fletcher (2018)**, Tourism: Principles and practices, 6th Edition, Pearson Education.
2. **Sampad Kumar Swain& Jitendra Mohan Mishra (2013)**, Tourism Principles and Practices, Oxford University Press
3. **Charles R. Goeldner& J.R. Brent Ritchie (2013)**, Tourism Principles, Practices &Philosophies, 12<sup>th</sup>Edition, Wiley publications

**Reference Books:**

1. **Stephen J. Page and Joanne Connell (2020)**, *Modern Synthesis of Tourism*, 5<sup>th</sup> edition.
2. **J. Christopher Holloway (2016)**, *The Business Tourism*, Pearson education, 10<sup>th</sup>edition.
3. **John Swarbrooke and Susan Horner (2016)**, *Business Travel and Tourism*, Routledge Publication.

**Course Outcomes:**

1. Remember concepts and economic impact on tourism.
2. Knowledge on early tourism through ages.
3. Comprehend various organizations involved in tourism.
4. Understand the various distribution process.
5. Depict various tourism planning and policies.

**CO-PO Mapping:**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	M	L	M	M	M	M	H	H	H	M	H	H	H
CO 2	H	M	M	M	M	M	M	L	H	H	H	H	H
CO 3	M	M	M	M	H	M	H	M	H	M	M	H	H
CO 4	H	M	M	M	M	M	M	M	M	H	H	M	H
CO 5	M	M	L	M	H	H	M	M	M	H	H	H	H

**High-H, Medium-M, Low- L**

## **Travel Agency and Tour Operations Management**

**Semester I**  
**23BTOC03**

**Hours of Instruction/week: 8-L: 4, T: 4**  
**No. of Credits : 6**

### **Course Objectives:**

1. To impart different types of travel intermediaries
2. To inculcate the procedures of setting up a travel agency and tour operation business
3. To provide insights on organizations and accreditations of tourism industry

### **Unit I: Introduction to Tourism Industry & Travel Intermediaries**

**10**

Tourism Industry: meaning and structure -Travel Intermediaries: concept, definition, Importance of Tourism intermediaries, types of intermediaries like travel agencies, tour operations, hotels, airlines, trains, cruises - levels of tourism distribution - historical development and changing dimensions of Tourism Intermediation.

### **Unit II: Travel Agencies**

**10**

Travel Agencies: Definition, types, role, functions and responsibilities of travel agents - travel information and counseling of the tourist-travel documentation-VISA services-travel insurance and reservation procedure with hotel, airline, cruise, train- Travel retailing and operations- Travel Agency Skills and Competences- Profitability of Travel Agents - commission, service charges and mark up on tours.

### **Unit III: Tour Operations**

**15**

Tour Operations: Definition, types, **role, functions and responsibilities of tour operator**, Pre packaged tour components, advantages of selling tours– tour package formulation, tour booking conditions -Tour Brochure, Key aspects, tour brochure checklist, tour brochure price quotation –tour reservation and procedures , tour execution- **IT Revolution and its Impact on Tour Operator** - Linkages with Tourism Principals /Suppliers.

### **Unit IV: Organisation Structure of Travel Agency and Tour Operation**

**15**

Travel agency and Tour operation business setting procedure, approval from **Ministry of Tourism, Govt. of India – role of IATO and TAAI in the development of travel agency business in India**- Organisation structure of Tour Operator & Travel Agency business for Large-scale and small-scale. Case studies on Thomas Cook, SOTC, Cox &Kings

### **Unit V: Leading Organizations Travel Intermediary Business**

**10**

Organizations : Functions, roles and responsibilities of organizations namely **PATA, ASTA, IATO, TAAI, OTOAI, ADTOI, ATOAI and TOFT-** **Functioning of leading Inbound and Outbound Tour operators of India - Career opportunities in Tourism Intermediary business.**

**Total Hours: 60**

**List of Practicals:**

1.	A visit to Travel Agency and Tour Operator (Thomas cook, SOTC, Cox and Kings)	10
2.	Case studies on multinational travel companies namely Thomas cook, SOTC and Cox & Kings	10
3.	Designing of Tour brochure containing information about destinations (domestic and international)	10
4.	Itinerary Preparation (detailed plan of a journey) which includes 5A's (accessibility, accommodations, attractions, amenities and activities)	20
5.	Skill training on ticket booking using software's like CRS (Airline websites namely Indigo, Spice jet), IRCTC, Travel websites like yatra.com, goibibo.com, make my trip., etc	10
<b>Total Hours</b>		<b>60</b>

**Text Books:**

1. **Mohinder Chand** (2019) *Travel Agency Management: An Introductory Text*. New Delhi: Anmol Publications Pvt. Ltd.
2. **Swain, S. K., & Mishra, J. M.** (2018). *Tourism: Principles and Practices*. Oxford University Press.

**Reference Books:**

1. **IATA Module** (2022). *Foundation in Travel and Tourism*, 5.22 edition
2. **Holloway, J.C.** (2020). *The Business of Tourism*, London: Pearson Education Limited.
3. **Goeldner, C. R., & Ritchie, J. B.** (2017). *Tourism principles, practices, philosophies*. John Wiley & Sons.

**Course Outcomes:**

1. Understand the basic functions of tourism industry and travel intermediaries
2. Identify roles and responsibilities of travel agencies
3. Apply skills on tour booking and designing a tour brochure
4. Comprehend the procedures of setting up of travel agency and tour operation business
5. Analyse and compare national and international travel agency organizations

**CO-PO Mapping:**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 4	H	H	H	H	H	H	H	H	H	H	H	H	H
CO 5	M	H	H	H	H	M	H	M	H	M	H	H	H

**High-H, Medium-M, Low- L**

## Professional Development Course (PDC)

### Business Etiquette

Semester: I  
23BTOPD1

Hours of Instruction/week:1 -L: 1

#### Course Objectives:

1. To provide knowledge on concepts of business etiquettes.
2. To inculcate entrepreneur skills among the learners.
3. To provide insights on different aspects of International, customs, cultural taboos and practices.

3

#### Unit I: Introduction to Business Etiquettes

Business Etiquette: Meaning, concept-characteristics-Importance-elements-classification of etiquette-Types of business etiquette.

#### Unit II: Types of Business Etiquettes

3

Work etiquette, Making Introduction with Ease, applying titles and forms of address, remembering name in written format-Telephone etiquette, speaking and listening on the phone- Table manner and meal, Table setting, Practice proper table manner approach, posture, ordering, passing and adding, Dress etiquette-Grooming for men, authoritative, classic suits for professional appearance, Grooming for Women- clothing are accordance with your personalities. Verbal and Nonverbal aspects of interview point of view.

#### Unit III: Business Etiquette Skills : Oratory, Presentation, Resource Skills

3

Oratory Skills: Meaning, types, group discussion, panel discussion, key note starts with Welcome address and ends with vote of thanks. Presentation Skills: Meaning and role of presenter, role of moderator art of conducting sessions. Resource person: Meaning, Quality profile, presentation of sessions, forming groups, Ice breaks, group name and time management.

#### Unit IV: Professionalism

3

Work etiquette- Rules of business and professional etiquettes, Professionalism-Meaning, Concepts, Qualities of professionalism in business etiquettes, Meeting –Common rules of meeting etiquettes, social media Etiquette- Do's and Don'ts of Business etiquettes, Golden rules of good customer service etiquette.

#### Unit V: Global Manner

3

Global Manners – Business meetings, Importance of awareness of international customs, cultural taboos and practices, traveling etiquette, business etiquette in ASIA, USA, Europe, Africa, Middle East, Latin America.

Total Hours 15



**Text Books:**

1. ***Taxmanns*** (2022), “***Business Sucession Plans***”, C A Ravi, Mamodiya.
2. ***Rajesh Srivastava*** (2021), “***The new rules of business get ahead or get left behind***”, Penguin Publications.

### Reference Books:

1. **Tom Butler -Bowdon** (2018), “*50 The greatest books in business classics*”, Nicholar Brealerg Publishing.
2. **Pravindurai** (2015), “*Principles of management*”, Pearson Education India.
3. **Florence Hartley** (2019), “*The ladies Book of Etiquette and Manual of Politeness*”, Publisher Lector House.

**Course Outcomes:**

1. Remember the concepts to business etiquettes.
2. Knowledge on various types of business etiquettes and verbal and non verbal aspects of interview.
3. Apply the essentials of Oratory, presentation, resource skills.
4. Relate the rules of business of professionalism and social media etiquettes.
5. Knowledge on global manner, International customs, cultural taboos and practices.

### CO-PO Mapping:

[illegible]

## Airport Functions and Formalities

Semester III  
23BTOSE1A

Hours of Instruction/week: 4-L: 2, P:2  
No. of Credits : 3

### Objectives:

1. To familiarize the students with the basics of Airport management.
2. To impart the learner's skills on passenger handling and bilateral agreements.
3. To enable the learners on the basics of ticketing and travel documents.

### Unit 1 Introduction to Airlines & Travel Formalities

6

**Airlines**-Introduction to Airlines-Types of Airlines, Classes of Airlines. **Airline Terminology** - Abbreviations used in Airline, Types of Journeys (OW, RT, OJ)-**Alpha Numeric Code**- Airlines, Types of Aircraft, Configuration, Galley, Fuselage. **Special Service Codes**, Air Transport Terms, **Customs**-Custom Channels (Red Channel, Green Channel)

### Unit 2 Ticketing & MCO, MPD

6

**Ticketing**-Introduction to Ticketing, Manual Ticket, Passenger Ticket. **E-Ticket**-Concept of E-ticketing, Advantages of E-ticketing. **Baggage**-Introduction to Baggage, Types of Baggage-**Traffic Documents**-**MCO**(Miscellaneous Charges Order)-Introduction to MCO's, Types, Guidelines for MCO's, **MPD** (Miscellaneous Purpose Document) Introduction to MPD's, Types, Guidelines for MPD's

### Unit 3 Passenger Handling & Baggage

6

Check in, Arrival and Departure Procedure, Customs, Health Regulations, Class of Service, Lounge Services, In, Flight Services. Airline policies and Practices, Reservation Policy, Policy Regarding **Children, Disabled Passenger**, Changes, Alterations in Schedule, Stand, by Travel, Pet Transport, Excess Baggage Charges, goods, classification of dangerous goods, Special Charges, MCT's.

### Unit 4 International Air Transport Regulation

6

Origin of civil aviation - History of Civil Aviation in India - Public and Private Sector airlines in India. Warsaw - Chicago conventions, ICAO – Bilateral agreements & Multilateral Agreements – Freedoms of Air.

### Unit 5 Billing and Settlement Plan

6

BSP- Aims and Background of BSP, BSP Advantage and Disadvantage, Operations and Link, Validation Equipment, Commissions and Service fee, E-payment, Cashless transactions

**Total Hours: 30**

### List of Practicals

1. A study on Airlines, Airline Terminology and Special service codes.	6
2. Training on ticket booking using software like CRS and various online Airline Website.	6
3. Visiting Airport for the various Regulations and Services for passengers.	6
4. A case study on various Conventions and Agreements.	6
5. Case study on E-payments and transaction issues.	6
<b>Total Hours</b>	<b>30</b>

### Text Books:

1. **Jagmohan Negi** (2019), *Air Travel Ticketing And Fare Constructions*, Kanishka Publishers
2. **Jitendra K.Sharma** (2017), *Flight reservation and Airline Ticketing*, Kanishka Publishers, New Delhi
3. **Gerald N Cook, Bruce G Billig** (2017), *Airline operations and management*. Taylor and Francis

### Reference Books:

1. **IATA Module** (2022), *Foundation in Travel and Tourism*, 5.22 edition
2. **Vivek Tiwari** (2018), *Encyclopedia of Flight reservation and Airline Ticketing*, Anmol Publications, New Delhi.
3. **Nigel Halpern, Anne Graham** (2015), *Airport Marketing*, Routledge Publishing
4. **Don Lawrence** (2017), *Aviation and Airport Security: Management Improvement strategies and future challenges*, Nova Science Publishers

### Course Outcomes:

1. Understand the codes and Configuration of Aviation.
2. Apply theoretical knowledge in booking tickets.
3. Evaluate on passenger handling and baggage handling.
4. Analyze the proceeding on International Air Transport regulations.
5. Familiarize with billing procedures between travel agencies and airlines.

### CO-PO Mapping:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	L	L	L	L	L	L	L	L	L	L	H	H	H
CO 2	M	L	L	L	M	L	L	M	L	H	H	H	H
CO 3	L	L	M	M	L	H	H	H	L	M	H	H	H
CO 4	H	H	H	H	H	M	M	M	H	H	H	H	H
CO 5	M	M	M	H	M	L	L	H	H	H	H	M	H

High-H, Medium-M, Low- L

## Business Organisation and Ethics

**Semester: III**  
**23BTOSE1B**

**Hours of Instruction/Week: 4-L: 2, P: 2**  
**No. of Credits : 3**

### Course Objectives:

1. To provide insight of fundamentals of business management.
2. To enable the students to explore various horizons and to develop business traits.
3. To familiarize the students with fundamental concepts of ethical values and its importance in business, commerce and industry

### **Unit I: Business Organization** **6**

Nature and Scope of Business, Essential of successful business, Setting up a new enterprise, Essentials of good manager and entrepreneur, forms of business organization, Sole trader, Partnership, Joint Hindu family, Joint stock company, Cooperative organization, Public enterprise.

### **Unit II: Location and Layout** **6**

Location and layout, Factor influencing location, Importance of balanced growth, Government policies for decentralization, Size of business units, Large scale vs. Small scale business, Optimum firm, Factors affecting optimum size.

### **Unit III: Business Combinations & Trade Types** **6**

Business combinations, Causes, Types and Forms, Effects of business combinations, an overview of industrial policy in India. Trade - Types, Inland trade, Wholesale trade, Retail trade, foreign trade, import and export procedures.

### **Unit IV: Ethics – Background and Basics** **6**

Morality - characteristics – role of ethics – value systems – categorization – changing values – Indian ethos in ethics, morality and culture – importance of ethics in business. Ethical Issues - Bribery and corruption – Prevention of corruption act – business bribery – Theft and privacy– Trade secrets - Coercion

### **Unit V: External and Internal Ethics, Social Responsibilities of Business** **6**

External Ethics - Consumer rights, Unethical practices of marketing, ethics of competition and fair prices – monopoly market – fixing price in monopoly – ethics of monopoly market. Internal Ethics - Hiring employees, Screening Practices, Promotions, Wages, Exploitation of employees. Social Responsibilities of Business - towards shareholders, employees, customers, dealers and vendors – community – government.

**Total Hours** **30**

**List of Practicals:**

1. Business Organization Debate – Research on Unlimited liability organization & Limited liability organization and debate each other as to why their type of business arrangement is the best. 6
2. Pros and Cons Table – Assignment of a type of business organization to each group and have the pros and cons table of their business models presented. 6
3. Understand to apply business strategies for influencing regulatory agencies 6
4. Read and analyze some scenarios to practice identifying, evaluating, making ethical decisions at work 6
5. Identify and analyze some real-life ethical issues that individuals and businesses encounter 6

**Total Hours 30****Text Books:**

1. **Y.K. Bhushan** (2013), *Business Organization and Management*, Sultan Chand and Sons, New Delhi.
2. **Dr. R.K. Singla** (2015), *Business Organization*, VK Publications.
3. **Dr. S. Sankaran** (2016), *Business Ethics and Values*, Margham Publications, Chennai
4. **CSV Murthy** (2017), *Business Ethics*, Himalaya Publishing House Pvt. Ltd.

**Reference Books:**

1. **P.C Tulsian, Vishal Pandey** (2015), *Business Organisation and Management*, Pearson Education India.
2. **Neeruvasisht** (2013), *Business Organization and Management*, Taxmann Publication.
3. **W.H. Shaw** (2017), *Business Ethics*, Cengage Learning.
4. **Bowie Norman** (2011), *Business Ethics*, Prentice Hall.

**Course Outcomes:**

1. Knowledge on nature of business and various forms of business organization
2. Understand the importance of different types of business units.
3. Evaluate significance of business combination and trade types
4. Identify the knowledge gained on background and basics of business ethics
5. Develop skills to face various ethical issues.

**CO-PO Mapping:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	H	H	H	H	M	H	M	H	H	H	H	H	H
CO2	H	M	H	M	L	M	H	L	H	H	H	H	M
CO3	H	H	M	H	H	M	H	H	H	H	H	H	M
CO4	H	L	L	L	L	L	M	L	H	H	H	M	M
CO5	M	M	L	H	H	H	M	L	M	M	H	M	M

**High-H, Medium-M, Low- L**

## Front Office Management

Semester: III

Hours of Instruction/Week: 4-L: 2, P: 2

23BTOSE1C

No. of Credits

: 3

### Course Objectives:

1. To enable learners to explore basics of front office operations.
2. To equip the learners with the concept and practice of the flow of activities and functions of lodging operation.
3. To enable learners to explore the structure and duties of various front office personnel.

### Unit I: Introduction of Front Office

6

Definition, types of hotel, general structure, nature and structure of hotel industry – hotel industry; hotel reception department plan, organization and structure of front office, department in hotel-reception managers, reception officer assistant, junior receptionists, night receptionists.

### Unit II: Front Office Organization

6

Functions of front office department- organization structure duties and responsibilities- check-in procedures- check-out procedures- software used in reservation- types of rooms- types of plans, Inter-departmental co-ordination, Housekeeping security.

### Unit III: Night Audit and Bell Desk Operation

6

Lobby manager, functions of different section of front office - bell desk, front office cashier, paid out, procedure of night auditing of front office accounting –reception procedure-handling on arrival and post arrival of guest - computerization of front office department procedure.

### Unit IV: Reservations, Modes & Process

6

Types, importance & functions, modes & sources of reservation–direct reservation, reservation network systems, agencies, onliner reservations, corporate clients, travel agents, airline, central reservations system and property direct, group reservations. processing reservation requests-reservation inquiries, accepting or denying reservation, cancellations and amendments.

### Unit V: Guest Handling

6

Introduction to the registration section, basic check-in and check – out activities, steps of registration [with or without reservation], pre-registration activities, registration processing VIP, foreigners & group registration. types of folios used, allowance, paidouts, overbooking, no – show, walk in, scanty baggage.

Total Hours

30

### List of Practicals

1. Visiting a Star Hotel and learning on guest handling, arrival and post arrival. 10
2. A case study on various Hotels front office operations. 10
3. A case study on types of hotels with examples in India. 10

Total Hours 30

**Text Books:**

1. *Gajanan Shirke* (2014), Front office management, Mumbai: Shroff Publishers & Distr.
2. *Atul Shrivastava* (2014), Modern Hospitality and tourism Management, New Delhi: Anmol Publications
3. *Billy Edison* (2014), Hospitality and tourism management strategies
4. *John R. Walker, Pearson* (2021), Introduction to Hospitality Management, New Delhi: Random Publications

**Reference Books:**

1. *Robert Woods* (2014), Professional front office management, Pearson.
2. *Michael L Kasavana; Richard M Brooks, Lansing*, (2017), Managing front office operations, MI: American Hotel & Lodging Educational Institute.
3. *Viza Arlington; Shari De Graw* (2016), Housekeeping, Marilynne Robinson; Empyrean Press, Iowa City, Iowa: Empyrean Press.
4. *David K Hayes; Jack D Ninemeier; Allisha A Miller* (2017), Hotel operations management,
5. 3rd edition, Boston Pearson.

**Course Outcomes:**

1. Gained knowledge of functions of different departments in the front office.
2. Evaluate the duties and responsibilities of hotel personnel.
3. Develop an insight on work culture interdepartmental co ordination of hotel operation functions.
4. Apply the theoretical knowledge, to arrange of front office tasks and situations in a commercial environment.
5. Analyze the trend and eco friendly practices of operations in the front office.

**CO-PO Mapping:**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	M	L	M	M	L	M	L	M	H	M	M	M
CO 2	H	M	M	M	M	M	M	M	M	H	H	M	M
CO 3	H	L	H	M	L	H	L	H	M	H	M	H	L
CO 4	H	L	L	H	L	L	L	L	H	H	L	L	L
CO 5	H	M	H	H	M	H	M	H	H	M	M	H	M

**High-H, Medium-M, Low- L**

## **Itinerary Planning and Costing**

**Semester: IV**

**Hours of Instruction/Week: 4-L: 2, P: 2**

**23BTOSE2A**

**No. of Credits : 3**

### **Course Objectives:**

1. To Provide an insight on various activities of Tour Operation Business.
2. To impart knowledge about Packaging and Itinerary Planning.
3. To familiarize the students about Tariff and Costing.

**6**

### **Unit I: Itinerary Basic Components**

Itinerary: concept, typology, duration, GIT, FIT, do's and don'ts of itinerary preparation, limitations and constraints. custom made itinerary and readymade itinerary, factors to be considered while preparing an itinerary, seasonal itinerary, product based itinerary, all inclusive itinerary, special interest tourism itineraries in India

### **Unit II: Itinerary preparation**

**6**

Itinerary preparation for inbound, outbound and domestic tours, preparation of specific common interest tour itinerary & costing, sample tour itinerary of thomas cook, soc & others. custom made itinerary and readymade itinerary, factors to be considered while preparing an itinerary, seasonal itinerary, product based itinerary, all-inclusive itinerary.

### **Unit III: Costing a Tour**

**6**

Types of costs, components of tour cost, preparation of cost sheet, fit costing and group costing. differential tariff plan, accommodation cost, transportation cost, meals plan, pricing strategies and distribution mechanism.

### **Unit IV: Operation of Package Tour**

**6**

Confirmation of tour, creation of docket/ file, issue of tour vouchers, reconfirmation with airlines, **hotel & ground service providers, distributing customized itinerary to tour leader, guide, driver & transporter,** standard procedures for pickup and drop, check-in and check-out in the hotel, sightseeing, the do's and don'ts of sightseeing.

### **Unit V: Role and Responsibilities of the Tour Guide**

**6**

Types of tourist guides, duties & responsibilities, guiding in monuments, guiding in wildlife parks, training, state & national travel agencies-tourist circuits - Golden Triangle, Char Dham, Jyotirlingas, Eastern circle, North East Circuits, Buddhist-Hindu, Christian and Jain Pilgrim centers.

**Total Hours : 30**



### List of Practicals

- |  |           |
|--|-----------|
| 1. Designing of tour brochure containing information about destinations.         | 10        |
| 2. Itinerary preparation which includes 5A's.                                    | 10        |
| 3. Prepare an Itinerary of your choice with one night and two days with costing. | 10        |
| <b>Total Hours</b>   | <b>30</b> |

### Text Books:

1. **Barkat A.M.A** (2015), Travel and Tourism Management, Prentice Hall India Learning Private Limited.
2. **Sebastian T Joseph** (2013), Travel agency Management, New Delhi: Random Publications.
3. **Joshua O Miluwi** (2014), Tourism and Travel Management, Delhi, India: Manglam Publications.

### Reference Books:

1. **Alastair M Morrison** (2013), Marketing and Managing Tourism Destinations, New York.
2. **A.K Bhatia** (2013), The Business of Travel Agency and Tour Operations Management, Sterling Publishers (P) Ltd.
3. **John Swarbrooke** (2015), The Development and Management of Visitor Attractions, 2<sup>nd</sup> edition, London; New York: Routledge
4. **Gwenda Syratt** (2016), Manual of Travel Agency Practice, 3<sup>rd</sup> edition, London Routledge, Taylor and Francis Group

### Course Outcomes:

1. Understand the basics of Itinerary Preparation.
2. Identify the different types of Itineraries and factors to be considered for different group of people.
3. Analyze the process of Itinerary preparation and various Itineraries of Leading Tour Operators.
4. Identify the roles and responsibilities of Tour Guide.
5. Evaluate knowledge on Tour Costing on different sector of Tourism Industry and their strategies

### CO-PO Mapping:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	M	M	M	L	M	M	H	M	M	H	M
CO 2	H	M	H	M	M	M	M	H	H	M	H	H	M
CO 3	H	H	M	H	L	H	M	H	M	M	H	M	L
CO 4	H	H	L	L	L	L	H	M	H	H	M	H	L
CO 5	H	H	M	H	M	H	H	H	H	H	H	H	M

**High-H, Medium-M, Low- L**

## Digital Marketing

Semester: IV  
23BTOSE2B

Hours of Instruction/Week: 4-L: 2, P: 2  
No. of Credits : 3

### Course Objectives:

1. To provide knowledge on the concepts, tools, techniques, and relevance of digital marketing in the present scenario.
2. To learn the application of digital marketing tools and acquaint about the ethical and legal aspects involved.
3. To illustrate the measurement of effectiveness of a digital marketing campaign.

### Unit I: Introduction

8

Concept, scope, and importance of digital marketing - Traditional marketing versus digital marketing - Challenges and opportunities for digital marketing - Digital penetration in the Indian market - Benefits to the customer; digital marketing landscape: An overview - Ethical issues and legal challenges in digital marketing - Regulatory framework for digital marketing in India.

### Unit II: Digital Marketing Management

5

Digital marketing mix - Segmentation, targeting, differentiation, and positioning: Concept, levels, and strategies in a digital environment - digital technology and customer relationship management - Digital consumers and their buying decision process.

### Unit III: Digital Marketing Presence

8

Concept and role of internet in marketing - Online marketing domains - The P.O.E.M framework - Website design and domain name branding - Search engine optimization: Stages, types of traffic, tactics - Online advertising: Types, formats, requisites of a good online advertisement - Buying models - Online public relation management - Direct marketing: Scope and growth - Email marketing, Facebook marketing, YouTube and video marketing, Twitter marketing, Instagram marketing: Types and strategies.

### Unit IV: Interactive Marketing

5

Interactive Marketing: Concept and options - Social media marketing: Concept and tools - Online communities and social networks - Blogging: Types and role - Video marketing: Tools and techniques - Mobile marketing tools - PPC marketing - Payment options.

### Unit V: Artificial Intelligence in Marketing

4

Introduction of artificial intelligence in marketing - How does AI work, benefit of AI in marketing automation - Content creation with AI, AI tools available for digital marketing.

Total Hours 30

### List of Practicals

1	Prepare a report on the difference between the popularity of any brand using both digital advertising as well as traditional advertising tools; versus any one brand still focusing most of funds on traditional advertising tools.	10
2	Create a hypothetical advertising tools using Google Ads.	10
3	Prepare a report on all the possible sources of digital marketing like, Facebook, Instagram, Twitter, YouTube.	10
<b>Total Hours</b>		<b>30</b>

### Text Books:

1. Frost, R. D., Fox, A., & Strauss, J. (2018), "E- Marketing", Abingdon: Routledge.
2. Gupta, S. (2018), "Digital Marketing", Delhi: Tata McGraw Hill Education.

### Books for Reference:

1. Charlesworth, A. (2018), "Digital Marketing: A Practical Approach", Abingdon: Routledge.
2. Tasner, M. (2015), "Marketing in the Moment: The Digital Marketing Guide to Generating more Sales and Reaching your Customer First", London: Pearson.
3. Kotler, P., Kartajaya, H., & Setiawan, I. (2017), "Digital Marketing: 4.0 Moving from Traditional to Digital", New Jersey: John Wiley & Sons.

### Course Outcome:

1. Explain the need for regulatory framework for digital marketing in India.
2. Identify and assess the impact of digital technology in transforming the business environment and also the customer journey.
3. Explain the way marketers think, conceptualize, test continuously to optimize their product search on digital platforms.
4. Demonstrate their skills in digital marketing tools such as SEO, Social media, and Blogging for engaging the digital generation.
5. Introduction of AI in Digital Marketing.

### CO-PO Mapping

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	H	H	H	H	H	L	M	M	L	L	H	H	M
CO2	H	L	M	H	H	L	M	M	L	L	M	H	M
CO3	M	L	M	H	H	L	H	H	L	L	H	H	M
CO4	H	L	M	H	H	L	H	H	L	L	H	M	L
CO5	H	L	L	H	H	L	H	H	L	L	H	M	L

**High-H, Medium-M, Low- L**

## Event Management

**Semester IV**  
**23BTOC08**

**Hours of Instruction /Week: 8 -L:4, P:4**  
**No. of Credits : 6**

### **Course Objectives:**

1. To familiarize the students with event management
2. To enable the students to organize various events
3. To Understand the basic concepts of event marketing.

### **Unit 1: Introduction**

**12**

Event Management - meaning and functions - Concept and Scope - Categories of Events - Personal/Informal Events and Formal/Official Events- Requirement of Event Manager - Roles & Responsibilities of Event Manager in different events- Special event topics.

### **Unit 2: Planning and Organizing for Events**

**12**

Characteristics of a Good Planner- SWOT Analysis- Understanding the client needs- identification of target audience- Event Planning Process - Conceptualization, Costing, Canvassing, Customization, and Carrying-out - Critical Success Factors- Outsourcing Strategies- working with Vendors- Negotiating Tactics- Accountability and Responsibility- Event Risk Management and IT for Event Management.

### **Unit 3: Managing Team**

**12**

Team Building and Managing Team- Concept, nature, approaches, activities, and practices- Characteristics of a high performing team - Skills required and Job Responsibilities of Leading Teams - Business communication.

### **Unit 4: Event Marketing, Advertising & PR**

**12**

Nature & Process of Marketing - Branding, Advertising; Publicity and Public relations - Types of advertising - merchandising, giveaways, competitions, promotions, website and text messaging - Media tools – Media invitations, press releases, TV opportunities, radio interviews. Promotional tools – Flyers, Posters, Invitations, Website, newsletters, blogs, tweets.

### **Unit 5: Sponsorship**

**12**

Event Partners - Event Associates - Event Sponsor - Importance of Sponsorship—for event organizer, for sponsor - Type of Sponsorship - Making sponsorship database - Sponsorship Proposal; Ways to seek Sponsorship - Closing a sponsorship -Research on sponsorship avenues -Converting sponsorship into partnership.

**Total Hours: 60**

**List of Practicals:**

1. Prepare a check-list for organizing a formal student led event in your Institution, draft and present the role and responsibilities of all the members in the organizing team with timelines. **10**
2. Present SWOT analysis for the event organized and identify Critical Success factors **10**
3. Conduct a team building game to be performed with students of the class. **10**
4. Prepare and present the promotional tools (flyers, posters, blogs, tweets, etc.) and post them on your Facebook, Instagram, LinkedIn, twitter. **15**
5. Present Wedding Planner, prepare a note on skills required and job responsibilities of Wedding Planner. About Live Events, Planning Live Show, Job Responsibilities of Live Show Planner. arrangements. **15**

**Total Hours 60****Text Books:**

1. **Sanjaya Singh Gaur & Sanjay Saggere**, (2015), **Event Marketing and Management**, Vikas Publishing House Pvt Ltd, New Delhi.
2. **Judy**, **Event Planning Ethics and Etiquette**, (2014), **A Principled Approach to the Business of Special Event Management**, 5th Edition, Wiley Publication.
3. **Johnny Allen, William O'Toole, Robert Harris, Ian McDonnell**, (2015), **Festival and Special Event Management**, 5th Edition, Wiley Publication.

**Reference Books:**

1. **IGNOU-module**, (2014), **Young printing press**, New Delhi
2. **Price Harol**, (2015), **Convention Management**. United Press, UK
3. **Lynn, Brenda R. Carlos**, (2015), **Event Management**, 5th Edition, Pearson Education

**Course Outcomes:**

1. Exhibit the capability to organize a formal event
2. Analyse, interpret, and present the learning lessons of organizing the event and Critical Success Factors
3. Create, organize, and manage team
4. Prepare and present the promotional material
5. Plan and prepare sponsorship proposals

**CO-PO Mapping:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	H	H	M	M	M	L	L	L	M	M	H	H	H
CO2	H	H	H	M	M	M	H	L	M	H	H	H	H
CO3	H	M	M	H	L	L	H	H	M	H	L	M	M
CO4	H	M	L	L	L	H	H	L	H	M	L	M	H
CO5	H	M	H	H	H	H	H	L	H	M	H	M	H

**High-H, Medium-M, Low- L**

## DSE – II

### Transport Management

Semester IV  
23BTODE5

Hours of Instruction/week:6 L:5,T: 1  
No. of Credits : 6

#### Objectives:

- 1.To acquire knowledge about the transport systems
- 2.To become familiar with the techniques and approaches for successful management of tourist transport business.
- 3.To be familiar with elements of logistics Management

#### Unit 1 Evolution of Tourist Transport System

18

**Transportation**-Introduction to Transportation, Importance of transport in tourism, Role of transport in tourism. Marketing of passenger transportation: patterns of demand for tourist transportation, characteristics of supply and marketing strategies. Transport mode selection methods.

#### Unit 2 International Air Transport Regulations

18

International air transport regulations including freedoms of air. Functions ICAO, IATA, DGCA, AAI and Open Sky Policy in India. Indian aviation, case studies of Air India, Jet Airlines, Sahara airlines and Air Deccan.

#### Unit 3 Surface Transport System

18

**Roadways:** Introduction to Road Transport System-National Highways, State Highways, Regional Highways.Approved tourist transport operators, car hire companies including Rent, a-car and tour coach companies, Regional Transport Authority (Licensing procedure). Road transport documentation and insurance. Contract carriage, state carriage, all India permit for passenger vehicles.

##### **Railways:**

Introduction to Indian Railways-Organization and Structure of Railways-Types of rail tours available in India, Indrail pass, and special schemes and packages available, major tourist trains (Palace on Wheels, Royal Orient, Fairy Queen, Deccan Odyssey and toy trains). IBT procedures, Facilities offered like rail yatrivas, tourist police and railway tourist guides (Kiosks and ORIS), IRCTC

#### Unit 4 Water Transport System

18

**Water Transport**-Introduction to Water Transport, Categories of Water Transport, An overview on Cruise ships, ferries, hovercraft and boats. Terms used in water transport, Luxury travel in water, Ocean Odyssey, Queens Mary.

#### Unit 5 Logistics Management

18

**Logistics** -Introduction -Basic Concepts, Definitions,Functions, Types,Activities of logistics, Nature of Logistics-Transportation Elements in Logistics-Factors Impacting Growth of Logistics and logistics management-Technology in Logistics-**Cargo**-Introduction to Cargo- Basic Concepts, Definitions, Nature of Cargo.

**Total Hours: 90**

**Text Books:**

1. **Chuck Y. Gee**(2015), *The Travel Industry*, The AVI Publishing Company Connecticut
2. **Ganapathi, S. L., & Nandi, S. K. (2015)**, *Logistics management*, Oxford University Press, New Delhi.
3. **Sampad Kumar Swain& Jitendra Mohan Mishra (2013)**, *Tourism Principles and practices*, Oxford University Press

**Reference Books:**

1. **Stephen Page (2019)**, *Transport for Tourism*, Prentice-Hall
2. **Robert Christie Mill, Alastair M. Morrison,(2009)** *Tourism System*, Kendall Hunt Publishing

**Course Outcomes:**

1. Understand the components of transportation.
2. Understand transportation services terminologies and types.
3. Apply the knowledge of Transport Regulations and Travel formalities.
4. Gain knowledge on documentation and functions of transportation services.
5. Comprehend use modern technology in transportation.

**CO-PO Mapping:**

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	M	H	H	M	H	M	H	H	H	H
CO 2	H	M	H	M	H	H	H	M	M	M	H	M	H
CO 3	H	H	M	H	M	H	H	H	L	M	H	H	H
CO 4	H	H	H	H	H	M	M	M	H	H	H	H	H
CO 5	M	M	M	H	M	L	L	H	H	H	H	M	H

**High-H, Medium-M, Low- L**



<b>Semester IV</b> <b>23BTODE6</b>	<b>World Cultural Heritage</b>	<b>Hours of Instruction / Week:5+1+0</b>
	<b>No. of Credits</b>	<b>: 6</b>

### **Objectives:**

1. To provide insight on the concept of cultural heritage
2. To impart knowledge on cultural heritage resources of world
3. To familiarize the students with UNESCO world cultural heritage destinations

### **Unit 1 Introduction to cultural heritage concept and Scope** **20**

Cultural heritage definition, terminology-concepts of cultural heritage and its relationships with tourism-The heritage tourism supply- Type of cultural heritage attraction-cultural Heritage visitor characteristics- Planning and development for Cultural heritage tourism

### **Unit 2 Cultural Heritage Tourism Products** **20**

UNESCO World Heritage sites, Criteria for selection- Tangible cultural heritage Products- Monuments, architectural works- works of monumental sculpture- inscriptions-cave dwellings and landscapes- Intangible Cultural Heritage products: Folklore-Tradition-Language.

### **Unit 3 Cultural Heritage destinations of Asia and the Pacific** **15**

Cultural heritage destinations of India- Taj Mahal-Group of monuments at Hampi, Mahabalipuram-Pattadakal, Agra Fort, Red fort, Elephanta and Ellora caves, Archaeological sites,Dholvira, QutbMinar, Cultural heritage destinations of China-The Great wall, Ancient buildings, Historic centers and monuments, Archeological ruins, Palace, Temples - Cultural heritage destinations of other countries-Japan, Iran, Iraq, Lebanon, Jordan, Pakistan, South Korea, Sri Lanka, Indonesia, Thailand, Australia.

### **Unit 4 Cultural Heritage destinations of Africa and Middle East** **15**

Cultural heritage destinations of South Africa-fossil hominid sites- Robben Island-Landscapes (2003,2007,2017)- Cultural heritage destinations of Ethiopia-Aksum, FasilGhebbi, Lower Valley, HararJugol, Tiya, -Cultural heritage destinations of other countries-Libya, Senegal, Tunisia, Algeria, Cultural Heritage destination of Egypt, The Pyramid Fields from Giza to Dahshur , Historic Cairo, Saint Catherine Area- Cultural heritage destinations of Saudi Arabia- Al-Ahsa Oasis, HegraArchaeological Site, Hima Cultural Area- Historic Jeddah- Rock Art.

### **Unit 5 Cultural Heritage destinations of Europe and America** **20**

Cultural heritage destinations of Italy-Archaeological areas, Cathedral, City, Historic Centers – Germany-Aachen Cathedral,Classical Weimar,Collegiate Church-United Kingdom-Blaenavon Industrial Landscape, Blenheim Palace,City of Bath,Derwent Valley Mills- Cultural heritage destinations of Russia - KizhiPogost, White Monuments, Historical Centre-Cultural heritage destinations of other countries –France, Portugal, Greece, Hungary Netherlands, Norway, Poland Spain, Turkey, Sweden, Cultural heritage destinations of North America- Agave Landscape , Central University City Campus- Independence Hall, Statue of Liberty,Monumental,Historic District of Old Québec, Old Town Lunenburg-Cultural heritage destinations of South America- Brasilia, Historic Centres,São Francisco Square, Iguacu National Park, Rapa Nui, Port Fortresses and Group of monuments, Galapagos Island, Machu Picchu.

**Total Hours: 90**

**Text Books:**

1. Jayantasarkar, Sibirranjan das, Aniruddhadey, Aratinandi and Snehasispalit(2023)**Cultural heritage management: Significance in development planning**, agamkalaprakashan, Delhi
2. (UNESCO, 2018), **World Heritage Sites: A Complete Guide to 1073 UNESCO World Heritage Sites**, 8th edition-Firefly Books Ltd

**Reference Books:**

1. Rosemary Rice McCormick (2014),**Marketing Cultural and Heritage Tourism: A World of Opportunity** (Museum Store Association),
2. Shikha Jain, VinaysheelOberoi , VinaysheelOobero, RohitChawla (2021), **India: UNESCO world heritage site**, HirmerVerlag.
3. Dr. Dallen J. Timothy (2020), **Cultural heritage and tourism**, Channel View Publications

**Course Outcomes:**

1. Remember the concept of cultural heritage
2. Comprehend various types of cultural heritage tourism products
3. Identify UNESCO world cultural heritage destinations
4. Analyze the knowledge obtained on cultural heritage
5. Apply the obtained knowledge on various world cultural heritage destinations

**CO-PO Mapping:**

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	M	L	L	L	L	M	L	L	L	M	H	M	M
CO 2	H	H	M	L	L	M	L	L	M	L	M	H	H	M
CO 3	H	M	L	L	L	M	L	L	L	L	M	H	H	H
CO 4	H	M	M	M	M	M	L	L	M	L	M	H	H	H
CO 5	H	H	H	L	L	M	L	L	M	L	M	H	M	H

**High-H, Medium-M, Low- L**

## Management Concepts and Organizational Behaviour

Semester I  
23MTAC01

Hours of Instruction / Week: 5  
No. of Credits 3

### Objectives:

1. To provide conceptual understanding on principles and practices of Management.
2. To understand the concepts of Organizational Behaviour.
3. To familiarize the students with the Basic of group dynamics.

### Unit 1 Management Concepts and Planning

15

Introduction — Meaning, features and levels of management, managerial skills, **role of manager**, importance, scope and functions of management - Social responsibilities of business - Planning: Steps in planning process, scope and limitations, short range and long range planning, flexibility in planning, characteristics of a sound plan - Management by Objectives (MBO) - Decision making - Strategy.

### Unit 2 Organizing and Staffing

15

Organizing: Organisation structure & design, types of organisation, supervision, departmentation, organisation charts, **authority and responsibilities**, delegation and decentralization - **Staffing**: Job analysis and job design, **recruitment, selection** - Placement, induction and socialization - Training and development - Promotion, transfer and demotion - **Performance appraisal**.

### Unit 3 Directing and Controlling

15

Directing: Definition, nature and significance of motivation, theories of motivation, morale - Functions of managerial **leadership**, leadership styles and theories of leadership - Process of communication, formal and informal communication, verbal and non-verbal communication, barriers to communication - Coordinating - Controlling: Need for control, steps in control process, techniques of control.

### Unit 4 Organizational Behaviour

15

Introduction to **Organizational Behaviour (OB)** - Nature and scope of OB, **individual behaviour** and differences - Determinants of personality, types and theories of personality - Perception, perceptual process, factors affecting perception - Attitudes, values and job satisfaction - Learning, learning theories and principles - Types of emotions, emotional intelligence - Transactional Analysis (TA), Types of TA, Johari Window.

### Unit 5 Group Dynamics

15

Definition and characteristics of group, theories of group formation, group behaviour, quality circle - Team building, types of team, team building process - Types of conflict, conflict process, conflict management, negotiation and negotiation strategies - Job stress, causes of stress - Organizational climate, organizational culture, organizational change, organizational development (OD), organizational effectiveness, Quality of Working Life (QWL).

Total hours: 75

Text Books:

1. Uma Sekaran (2018), “*Organisational Behaviour Text & Cases*”, Tata McGraw Hill Public Company Ltd., New Delhi.
2. Koontz & Weirich (2018), “*Management*”, McGraw-Hill, Tokyo.

Reference Books:

1. Aswathappa, K (2018), “*Organizational Behaviour*”, Himalaya Publishing House, New Delhi.
2. Prasad, L.M (2017), “*Principles and Practice of Management*”, Sultan Chand & Sons, New Delhi.
3. Sharma, R (2017), “*Organization of Theory & Behaviour*”, Tata McGraw-Hill, New Delhi.

Course Outcomes:

1. Knowledge on levels of management, planning and MBO.
2. Knowledge insight on motivation, leadership styles, communication, control process and techniques.
3. Analyze on individual behaviour, personality, attitudes, beliefs, values, learning, emotions and transaction analysis.
4. Understand the group behaviour, formation, conflict, negotiation, management of stress and organizational development.
5. Apply the concepts of organization structure, recruitment, training and development.

CO-PO Map:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	M	H	M	H	H	H	H	H	H	H
CO 2	H	M	H	M	L	M	H	L	H	H	H	H	M	H
CO 3	H	H	M	H	H	M	H	H	H	H	H	H	M	H
CO 4	H	L	L	L	L	L	M	L	H	H	H	M	M	H
CO 5	M	M	L	H	H	H	M	L	M	M	H	M	M	H

High-R, Medium-M, Low- L

## Human Resource Management for Service Industry

Semester I  
23MTAC03

Hours of Instruction / Week: 5  
No. of Credits 3

### Objectives:

1. Familiarize the students on basic concepts of Human Resource Management.
2. Provide knowledge on management issues related to staffing, training, performance compensation.
3. To gain knowledge on Human Resource Planning, Industrial relations and Industrial disputes.

### Unit 1 Introduction to Human Resource Management 15

Nature of HRM, scope, objectives, importance, functions - organization of HR department - systems approach to HRM - HRM and competitive advantage - traditional HR versus modern HR - evolution of the concept of HRM - functions and qualities of a human resource manager

### Unit 2 Recruitment, Selection Procedures & Performance Appraisal 15

Recruitment, definition, sources of recruitment, methods of recruitment - selection, definition, purpose, process of selection - training and development - performance appraisal, of appraisal, methods of appraisal, 360-degree feedback system, problems, essentials of an effective appraisal system - MBO

### Unit 3 Human Resource Planning & Development 15

Introduction to HRP, objectives, importance, process, responsibility for HRP, effective HRP - HRD Concept, HRD functions, role of HRD professionals, HRD programme implementation and evaluation

### Unit 4 Industrial Relations, Industrial Disputes and Trade Union 15

Industrial relations, objectives, approaches - HRD approach to industrial relations - causes for sound and poor industrial disputes, industrial conflict, concepts of industrial disputes, causes of industrial disputes, industrial disputes in India, preventive of industrial disputes, settlement machinery - women labour, safety and health measures, prohibitions, maternity benefits - trade union, types and theories of trade union

### Unit 5 BRM aspects of Tourism Sector in India 15

Significance of tourism sector - economic aspect - employment aspect - tourism publicity - social prospective - environmental Aspect - cultural aspect - invisible exports - planned tourism development - five year plan - forms and products of Indian tourism - case study of Air Sahara, Jet Airways, ITDC (Self Study).

Total Hours: 75

Text Books:

1. VSP Rao (2018), “Human Resource Management Text & Cases”, Third Edition, Excel Books- New Delhi.
2. Dr. S. S. Khanka (2011), “ Human Resource Management Text and Cases”, Sixth Edition, S. Chand & Company Ltd., New Delhi.

Reference Books:

1. S.k.Sharma (2018), “**Human Resource Management**”, Global India Publications, New Delhi.
2. **Biswanath** Ghosh (2017), “Human Resources Development and **Management**”, **Vikas Publishing**, New Delhi.
3. **Dr.Nafees A Khan, Dr. Samar Raza (2017)**, “HRM Practices **in Indian** Tourism”, Akansha, New Delhi.

Course Outcomes:

1. Remember the different aspects of Human Resource Management in service industry.
2. Understand the significance of Tourism Industry in Economic and Employment aspect.
3. Analyze the need for Training and Performance Appraisal .
4. Interpret the key issues between management and employees.
5. Apply the possessed knowledge on Recruitment methods & Selection process

CO-PO Mapping:

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	L	M	H	L	L	M	L	L	H	H	H
CO2	H	H	M	L	L	H	L	H	M	M	M	H	H	L
CO3	H	H	M	H	L	H	M	M	H	M	H	H	M	L
CO4	H	H	L	L	L	H	H	L	H	H	H	H	H	M
CO5	H	H	H	H	H	H	H	M	M	H	M	H	H	H

**High-H, Medium-M, Low- L**

## Business Etiquettes and Tourism Entrepreneurship

Semester II  
23MTAC11

Hours of Instruction / Week: 3  
No. of Credits 3

### Objectives:

1. To provide basic knowledge on concepts and characteristics of entrepreneurship.
2. To equip the learners with entrepreneurial skills and understand the feasibility in starting a new business.
3. To give an insight on different aspects of etiquettes and morals in Industry.

### Unit 1 Introduction to Entrepreneurship

9

Entrepreneurship: Meaning, concept, characteristics, functions, classification of entrepreneurs, qualities of successful entrepreneur - Types of entrepreneurs - Similarities, differences - Institutions conducting EDP, factors influencing entrepreneurial growth.

### Unit 2 Entrepreneurship & Issues in India

9

Entrepreneurship & Issues in India: Past scenario, current scenario, future - Women entrepreneurs, opportunities and problems of women entrepreneurs - Rural entrepreneurship, rural and urban markets, promoting rural entrepreneurship - Small exporters, small scale entrepreneurs (self study) - Different forms of organisation, identification of appropriate management.

### Unit 3 Enterprise and Project Planning

9

Business ideas, market feasibility - Demand and forecasting techniques, competitive analysis - Market share estimation, pricing decisions, franchising - Classification of projects, project appraisal - Meaning & contents of project report - Market research analysis - Critical risk, problems and assumptions.

### Unit 4 Business Etiquette

9

Business Etiquette — Office protocol and etiquette, professional conduct, use of courteous phrases in the workplace, business dress, grooming - Communication etiquette, written communication manners, listening skills, body language, voice tone and eye contact - Telephone etiquette, e-mail etiquette, voice mail etiquette, extending, accepting and declining invitations.

### Unit 5 Global Manners

9

Global Manners — Importance of awareness of international customs, cultural taboos and practices, traveling etiquette, business etiquette in USA, Europe, Africa, Middle East, Latin America. Business meetings and dining etiquette — Attending business functions - Etiquette in meetings, business socialization - Organizing social events for business, dining manners - Banquet etiquette.

**Total Hours: 45**



Text Books:

1. *Jayashree Suresh (2015), “Entrepreneurial Development”, Margam Publications, Chennai.*
2. *mrroJo, Tt. F., & Rao, T. V. (2012). “Entrepreneurship: A South-Asian Perspective”, Boston: Cengage Learning.*

Reference Books:

1. *Manish 2tattl (2016), “Hotel Tourism and Hospitality Managemeiit”, Rajat Publications, New Delhi.*
2. *filtarma (2015), “Contemporary Tourism and Hospitality Management”, KanishkaPublications, New Delhi.*
3. *Sunil Sharma (2013), “Planning and Development of Tourism and Hospitality”, RajatPublications, New Delhi.*

Course Outcomes:

1. Describe the knowledge on classification and types of successful entrepreneurs.
2. Illustrate the evolution of Indian entrepreneurship and problems of women and rural entrepreneurs.
3. Develop business ideas and market feasibility.
4. Understand business etiquette.
5. Gain Knowledge on Business etiquettes & global Manner.

CO-PO Mapping:

CO / PO	PO1	PO2	PO3	PO4	PO5	Pti6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	L	L	M	H	L	L	M	L	L	H	H	H
CO 2	H	H	M	L	L	H	L	H	M	M	M	H	H	L
CO 3	H	H	M	H	L	H	M	M	H	M	H	H	M	L
CO 4	H	H	L	L	L	H	H	L	H	H	H	H	H	M
CO 5	H	H	H	H	H	H	H	M	M	H	M	H	H	H

High-H, Medium-M, Low- L

## **Airfare Construction and Ticketing**

**Semester III**  
**23MTAC19B**

**Hours of Instruction / Week: S**  
**No. of Credits 5**

### **Objectives:**

1. To understand the basics of air travel, traffic conference areas, airline codes
2. To learn about, one way and CT airfare construction and ticketing procedures.
3. To study various travel documents and reservation procedures.

### **Unit — I Basics of Airfares**

15

History of aviation in India; freedoms of air -International conventions - Warsaw, Bermuda and Chicago convention. Referring PAT - Coding and Decoding (Self study)- Journey Concept - Anatomy of a Journey (Self Study)- IATA Areas of the World, TCA1,TCA2,TCA3 Areas and subareas- 3letter city codes and airport codes, airline designated code, Currency Codes - Global indicators.

### **Unit-II Fare Constructions: One Way**

15

Introduction to International Airfare Calculation-Types of journeys-Transfer, Transit and Stopovers- - Fare Selection Criteria - Fare Type - Currencies rules - NUC conversion Procedure - Rounding of NUC and Local Currency Fares - Point to Point fare calculation - Specified Routing. - One Way through Fare Construction, Neutral Unit of Construction (NUC)-Maximum Permitted Mileage (MPM)- Ticketed Point Mileage (TPM)-Extra mileage Allowance(EMA),Excess Mileage Surcharge (EMS)-Higher Intermediate Point (HIP)- Backhaul Check(BHC).

### **Unit-III Fare constructions: RT and CT**

15

RT and CT Formula Selecting a Fare Break Point, General Guidelines - Circle Trip Minimum (CTM)- Rounding of Local Currency Fares, CTM Check - **Children and Infants Fare**, Importance of stopovers and connections, World Time Zones- calculating time differences, Finding elapsed time for flights.

### **Unit-IV Ticketing and BSP**

15

Basics of Ticketing - MCO, MPD,VMPD, TFCs - Aims and Background of BSP, BSP Advantage, Operations and Link, Validation Equipment, Commissions and Service Fee - CRS (Self Study) - Airline Consolidators. Airline Reservation System - CRS (Self Study) , Galileo , Sky Line - PNR - Airline Consolidators - Standby - Flight Interruption Manifest - ARNK - Codes Share Agreements.

### **Unit-V Travel Documents**

15

Passport-Definition, types, Document-s needed for passport- VISA- Dermtion, types, Schengan VISA,E-VISA, Emigration, Immigration, Conditions of issue- Customs ,Import, Export regulations in India— Currency, Foreign Exchange , FERA, FEMA- Health documents and Travel Insurance.

**Total Hours: 75**

Text Books:

1. **Vivek** Tiwari (2017),” Encyclopedia of Flight Reservation And Airline Ticketing”, Anmol Publications, New Delhi
2. IATA module (2019),” **Air** Fares and **Ticketing**”, 5.9Edition
3. Diteep MR and Ajesh **Kurian** (2019), “**Air Transport** and Tourism : Interrelationship, Operations and Strategies”, Taylor & Francis' Routledge Publications London

Reference Books:

1. **Shaijumon** and Sanoop (2019), **Introduction to Air Ticketing** and **Air** Travel Management, Vaikari Research Foundation, Thiruvananthapuram
2. Foster, Dennis L. (2016). Reservations and **Ticketing with** Sabre .London: Create Space. Air Traffic Manuals
3. Jitendra K. Sharma (2015),”Flight Reservation and Airline Ticketing”, Kanishka Publishers, New Delhi

Course Outcomes:

1. Understand the types of journey and traffic conference areas and map reading
2. Identify the three letter codes of cities, airports, airlines and currencies
3. Apply fare calculation techniques
4. Gain Knowledge on ticketing, CRS and time calculation
5. Comprehend on travel documents and its relevance on overseas travel.

**CO-PO Mapping:**

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	H	H	H	M	H	H	H	H	H	H	H	H
CO 2	H	H	H	H	H	M	H	H	H	H	H	H	H	H
CO 3	H	H	H	H	H	H	M	H	H	H	H	H	H	M
CO 4	H	H	M	L	H	H	M	H	H	M	H	H	M	H
CO 5	H	H	H	H	H	H	H	H	H	H	H	H	M	H

High-H, Medium-M, Low- L

## MICE and Event Management

**Semester III**  
**23MTAC20A**

**Hours of Instruction/week: 5**  
**No. of Credits 5**

### Course Objectives:

1. To enable the students to familiarize with events and activities.
2. To understand the techniques and strategies required to plan an event.
3. To learn about supporting services of Event Management.

### Unit I: Introduction to Events

15

Definition, 5c's of events - event designing, event as marketing tool- brand building focusing the target market — evolution of event management -types of events — unique features and similarities — practices in event management- key steps to a successful event - determining the purpose of your event, types of events for the business, what's the goal of the event?, understanding the event's audience.

### Unit II: Key elements of Events

S

Event infrastructure- core concept— people — event organizer- targeting clients — selecting event categories — venue - in house venue - external venue - media - three stages of media campaign for events- event planning process, creation of concept — brain storming for concept, creativity, budgeting of event.

### Unit III: Principles of MICE & Women Event Planners

15

MICE — meaning, industry, important statistics, India as mice destination, mice services, types of mice services India offers. introduction - history of meetings - players in the industry - responsibilities of meeting planners - meeting technology — role, scope - **women as event planners — career for women as event managers.**

### Unit IV: Planning of MICE

15

General considerations — infrastructure — planning — venues — transport — accommodation - private sector and government policies- sustainable planning for MICE - layout of conference and convention centres -guest material.

### Unit V: Supporting services of Event Management and Corporate Events

15

Support services, activities in event management, pre event, during event, post event activities, planning, organizing, staffing, coordinating & controlling - corporate events — corporate events, planning corporate event, job responsibilities of corporate event organizer, arrangements, budgeting, understanding customer, understanding flow, safety, creating blue print, designing plan, understanding entertainment requirements, celebrity management in corporate events, understanding need of entertainment in corporate events.

**Total Hours: 75**

**Text Books:**

1. **Anu Kruthi Sharma & Shruthi Arora (2018)**, Event Management and Marketing: Theory, Practical Approaches and Planning, Bharathi Publications, New Delhi.
2. Sanjaya **Singh Gaur,(2016)** ,“Event Marketing and Management”, Vikas Publishing House Pvt Ltd, New Delhi.

**Reference Books:**

1. **Anton Shone & Bryn Parry (2017)**, “Successful Event Management” Cengage Learning.
2. **IGNOU-module (2017)**, Young printing press, New Delhi.
3. **Leonard H. Hoyle (2018)**, “Event Marketing”, John Wileyand Sons, New York.

**Course Outcomes:**

1. Acquired knowledge on concepts of events.
2. Gained inputs on key elements of event management.
3. Knowledge on the practices in MICE and event management.
4. Learned the responsibilities of event managers.
5. Apply the acquired knowledge in organizing an event.

**CO-PO Mapping:**

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H	H	M	M	M	L	M	M	H	H	M	H	H	L
CO 2	H	M	H	M	M	M	M	H	H	H	H	H	H	H
CO 3	H	H	M	H	L	H	M	H	M	H	H	M	H	H
CO 4	H	H	L	L	L	L	H	M	H	H	M	H	H	H
CO 5	H	H	M	H	M	H	H	H	H	M	H	H	H	H

**High-H, Medium-M, Low- L**

## Strategic Human Resource Development

Semester III  
23MTAC20B

Hours of Instruction/week: 5  
No. of credits 5

### Course Objectives:

1. To study the transformation in the role of HR functions.
2. To identify the techniques used by organizations to meet current challenges.
3. To learn HR key concepts in different cross-cultures.

### Unit I: Human Resource Development

15

Meaning, nature, significance - Vision, mission, values, importance - Dimensions of strategic decisions - Strategic management model and components - Strategy formulation strategic framework for HRD, challenges to organizations - HRD functions - Roles of HRD professionals - HRD needs assessment - HRD practices - Measures of HRD performance - Links to HR - Strategy and business goals - HRD program implementation and evaluation

### Unit II: E-HRM

15

E- Employee profile, E- selection and recruitment - Background Verification Virtual learning and Orientation and development, computer-based training, Performance management, Compensation design and comparison — Provident Fund and ESIC — Development and Implementation of HRIS — Designing HR portals — Issues in employee privacy — Employee surveys online.

### Unit III: Cross Cultural BRM

15

Domestic Vs International HRM - Cultural dynamics, Culture assessment, Cross cultural education and training Programs - Leadership and Strategic HR Issues in International Assignments - Current challenges in Outsourcing- Acquisitions — Repatriation — Building Multicultural Organisation Crossborder Mergers and — International Compensation.

### Unit IV: Career & Competency Development

15

Career concepts, roles, career stages, Career planning and process — Career development Models — Career motivation and enrichment — Managing career plateaus - Designing effective career development systems — Competencies and career management, Competency mapping models — Equity and Competency based Compensation — Succession planning and development — Human resource development applications.

### Unit V: Employee Coaching & Counselling for Women

15

Need for Coaching, Role of HR in coaching, coaching and performance — Skills for Effective Coaching - Coaching effectiveness = Need for counselling — Role of HR in Counselling - Components of counselling programs — Counselling effectiveness — Counselling for women, the need, key concepts, sexual harassment, Work life balance, Trauma, Survival strategies and empowerment — Work stress, Sources, Consequences - Stress management techniques — Eastern and Western Practices — Self management and emotional Intelligence — Employee engagement — Exit management.

Total Hours:  
75

Text Books:

1. **Randy K Desimone, Jon M. Werner & David M. Mathis** (2017), "Human Resource Development", Cengage Learning.
2. **Paul Boselie** (2016), "Strategic Human Resource Management", Tata McGraw Hill.

Reference Books:

1. McLeod (2016), "The Counsellor's workbook", Tata Mc Graw Hill.
2. **Jeffrey A Mello** (2016), "Strategic Human Resource Management", Cengage Learning, South western.
3. PiY2tao (2019), "Human Resource Management Text & Cases", Third Edition, Excel Books-New Delhi.

Course **Outcomes:**

1. Understand the basic concepts of Human Resource Development.
2. Apply knowledge one-HRM.
3. Gain knowledge about all the key domains of human resource among students.
4. Develop key concepts of employee coaching and stress management.
5. Analyse the key issues related to the human elements such as career planning, career motivation and career enrichment, Women counselling and empowerment.

CO-PO Mapping:

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO 1	H	H	H	H	M	H	H	M	H	H	H	H	H
CO 2	M	H	H	H	M	H	H	H	L	L	H	H	M
CO 3	H	M	H	H	H	H	H	H	H	H	H	H	H
CO 4	M	H	M	M	H	H	H	H	H	H	H	H	H
CO 5	M	H	M	H	H	M	H	M	H	M	H	H	H

**High-il, Medium-M, Low- L**



## Economics of Gender

Semester -V  
21BECC18

Hours of Instruction / week: 5  
No. of Credits: 3

### Objectives:

1. To enable the students to understand the importance of women in development.
2. To recognize the development perspectives that address gender issues.
3. To evaluate policy issues pertaining to women empowerment.

### Unit - I Introduction

15hrs.

Basic concepts – Differences between gender and sex – Gender Bias - Gender Division of Labour – Gender segregation – Gender Mainstreaming – Gender Discrimination – Importance and need for the study of Economics of Gender.

### Unit-II Gender Equity and Decision making Status

15hrs.

Gender Equity and Equality – Gender Development – Human Development Index – Gender Development Index – Gender Disparity Index – Gender Empowerment Index – Happiness Index – power of decision making at Household, Class, Community level – Factors affecting Decision Making – Property Rights, Access to control over Economic Resources.

### Unit -III Gender and Demographic Issues

15hrs.

Gender Differences in India – Demographical Differences; Age structure – Mortality Rates – Sex Ratio – Causes for Declining Sex Ratio – Differences in access to Health and Education – Inter-State Differences – Rural-Urban Differences (Census report 2001, 2011).

### Unit – IV Gender and Labour Force Participation

15hrs.

Trends in labour force participation – Factors affecting labour force participation – Gender Discrimination – Occupational Segregation and Wage Differences – Determinants of Wage Differences – Valuation of Women's work – Paid and Unpaid work – Valuation of productive and Unproductive work, Visible and Invisible work – Women in Formal and Informal Employment – Social Security Issues.

### Unit – V Gender Issues in Contemporary World

15hrs.

Women in Development (WID), Women and Development (WAD) – From Welfare to Empowerment approach – New Economic Policy and its impact on Women – Science and Technology and Women's Development – Government Programmes for Women in Tamil Nadu

**Total hours: 75**

### Text Books:

1. Joyce Jacobsen (2007), Economics of Gender, Wiley-Blackwell, London
2. Monica Chawla (2006) , Gender Justice: women and Law in India, Deep and Deep Publications, New Delhi
3. Vijaya., K. (2013) , Gender Relations and Government Policies, MJP Publishers, New Delhi.

**Reference Books:**

1. **Seth, M. (2000), Women and Development: The Indian Experience**, Sage Publications, New Delhi
2. **Linda L.Lindsey (2011), Gender roles: A sociological Perspective**, PHI Learning Pvt. Ltd, U.S.A.
3. **Rashmi Sharma (2009), Women Development; New approaches and Innovations**, Regal Publications, New Delhi.

**Course Outcomes:**

- CO 1** Know the basic concepts in gender and development
- CO 2** Assess women work participation in various sectors in the economy
- CO 3** Comprehend the role of women in decision making.
- CO 4** Have knowledge about the legal status of women in India.
- CO 5** Critically evaluate policy measures for women empowerment.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	-	-	L	-	L	-	M	-	M	L	L	M
CO2	H	H	H	H	H	M	H	-	M	-	H	M	L	M
CO3	H	H	H	M	H	M	M	-	H	-	H	H	M	H
CO4	H	M	H	M	H	-	H	-	H	-	H	H	M	H
CO5	H	H	H	H	H	H	H	H	H	-	H	H	M	H

## Health Economics

Semester – VI  
21BECC22

Hours of Instruction / Week: 5  
No. of Credit: 3

### Objectives:

- 1.To familiarize the students with the indicators of health status
2. To provide an insight into the impact of health on development.
- 3.To provide knowledge on health care system in India.

### Unit I: Scope of Health Economics

15hrs.

Definition of health economics; Demand for and Supply of Health - Importance of health, Determinants of health; Health and economic development- Economic issues in the health sector

### Unit II: Health Status Indicators

15hrs.

Crude Birth Rate, Total fertility rate, Infant Mortality Rate, Under Five Mortality, Maternal Mortality, Life Expectancy - Morbidity rate.

### Unit III: Health Care Finance

15hrs.

Government expenditure on health, Private health expenditure, Out of pocket expenditure, Health Insurance-Government and private, Problems and prospects

### Unit IV: Health Care Services

15hrs.

Forms of government intervention in health care, Health Care system in India- Urban and Rural Health Care in India, Availability and Utilization of Health Care Services in India- Health Sector Reforms –Health Education.

### Unit V: Key Players in Health Care Sector

15hrs.

Hospitals: Organisation, Regulation and accreditation, nursing care- Infrastructure development- Public –private participation

**Total Hours: 75**

### Text Books:

1. **Anand N.K and ShikhaGoel (2008,).Health Economics**, a.i.t.b.s Publishers, New Delhi
2. **Ashokan (2009). Perspectives of Health Economics**, Serials Publications, New Delhi
3. **RenukaDevi.V and GowharJhan (2011), Health Economics – Issues and Challenges**, Deep and Deep Publications Pvt. Ltd, New Delhi.

### Reference book:

1. **HimanshuSekahr Rout and Prasant Kumar Panda (2007), Health Economics in India**, New Century Publications, New Delhi.
2. **James .W. Henderson (2007). Health Economics and Policy.** the Thomson Corporation, New Delhi
3. **Kumar.R (2008). Challenges of Health Care In India.** Economics and Administration, Deep & deep publications, New Delhi

**Course Outcomes:**

**CO 1** Have knowledge on concepts, definition and importance of health economics.

**CO 2** Understand the indicators related to health status.

**CO 3** Analyse the trends in health expenditure by the government

**CO 4** Assess and evaluate the growth of health care services

**CO 5** Evaluate the role of key players in providing the health care services in India.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	-	-	-	-	M	-	M	-	M	L	L	M
CO2	H	H	H	M	H	M	-	-	M	-	M	M	L	M
CO3	H	H	H	H	H	M	M	M	H	M	M	M	H	H
CO4	H	M	H	H	H	H	H	M	H	H	H	M	H	H
CO5	H	H	H	H	H	M	H	M	H	H	H	M	H	H

## Environmental Economics

Semester VI  
21BECC23

Hours of Instruction / Week: 5  
No. of Credit: 3

### Objectives

1. To create awareness among the students on the need to protect the environment.
2. To understand the relationship between environment and economics.
3. To evaluate the basic issues of environmental problems from economic perspectives.

### Unit I Introduction to Environmental Economics 15hrs.

Scope and significance of Environmental Economics; Relationship between environment and eco system; multi dimensions of Environmental Economics – Rio Declaration – Common Property Resources.

### Unit II Basic concepts and Theories 15hrs.

Theories; Market failure; Externality; Efficiency- Pareto Efficiency ; Economics of externalities; Perfect and Imperfect market structure and externality; The theory of Second best.

### Unit III Environmental quality 15hrs.

Environmental quality as a public good; Allocation of public goods; Individual preferences and Pareto optimal provision of environmental quality

### Unit IV Environmental issues and problems 15hrs.

Global warming; Ozone layer depletion; Acid Rain, Desertification; Loss of bio diversity, e waste, Clean Development Mechanism, Economics of Climate change – Swatch Bharath.

### Unit V Economic Valuation of Environmental Services 15hrs.

The Market Pricing approach – The Replacement cost Approach – Hedonic Pricing method – The household production approach – Contingent valuation method.

**Total hours: 75**

### Text books:

1. Jiwitesh Kumar Singh and Debendra Kumar Das (2006), **Environmental Economics and Development**. Deep and Deep publications, Pvt Ltd, New Delhi
2. Pavithran K.V (2008), **A Text Book of Environmental Economics**, New Age International Pvt.Ltd, New Delhi.
3. Sankaran. S (2016), **Environmental Economics**, Margam Publications, Chennai

### Reference Books:

1. Charles D. Kolstad (2010), **Environmental Economics**, Oxford university press. New Delhi
2. Steve Baker, (2003), **Environmental Economics**, Dominant Publishers and Distributors, New Delhi
3. Subhashini Muthukrishnan (2010), **Economics of Environment**, PHI Learning Pvt.Ltd, New Delhi.

**Course outcomes:****CO 1** To know the basic concepts in environmental Economics**CO 2** Have an insight about the theories pertaining to environmental issues.**CO 3** To understand the various components of environmental quality.**CO 4** To examine the policies relating to environmental education and management**CO 5** To evaluate policy solutions to environmental issues.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	M	-	-	-	M	-	M	-	H	L	L	M
CO2	H	H	H	M	H	M	M	-	M	-	M	H	M	M
CO3	H	H	H	H	H	M	M	M	H	M	H	M	H	H
CO4	H	H	H	H	H	H	H	M	H	H	H	M	H	H
CO5	H	H	H	H	H	H	H	M	H	H	H	M	H	H

## Human Values and Professional Ethics for Economists

Semester: VI  
21BECC25

Hours of Instruction/week: 4

No. of credits: 3

### Objectives:

1. To help students to acquire insight into human values in relation to economics.
2. To provide an insight into theories on ethics and its relevance in different environment.
3. To facilitate the development of a holistic perspective among students towards life and profession

### Unit I: Human value and ethics

12hrs.

Human values - classification of values- universality of values – Ethics and values - Ethical decisions - respect for others – living peacefully – caring- sharing – honesty- courage – cooperation- commitment – self-confidence – living peacefully – Corporate Social responsibility.

### Unit II: Ethical

15hrs.

Kohlberg's theory – Gilligan's theory – theories about right action - uses of ethical theories -models of professional roles.

### Unit III: Ethical issues

15hrs.

Business ethics – work ethics – environmental ethics- conservation ethics-market ethics – ethics in financial profession – Transparency in Financial transaction – professional loyalty – Best practices.

### Unit IV: Safety, responsibility and rights

10hrs.

Safety and risk- risk benefit analysis –respect for authority – collective bargaining –professional rights – employee rights – intellectual property rights.

### Unit V: Global issues

8hrs

Multinational corporations-foreign direct investment- technology transfer - digitalization and ethics – Cyber Security.

**Total hours: 60**

### Text Books:

1. **Banerjee B.P. (2005),Foundations of ethics and management**, Excel publication, New Delhi
2. **Naagarazan R.S.(2016),A text book on professional ethics and human values**, Newage international publishers, NewDelhi
3. **Subramaniam.R. (2013), Professional ethics-** Oxford university press, New Delhi.

### Reference Books:

1. **Govindarajan,M.S., Natarajan,V.S. and Senthilkumar, Professional Ethics and Human Values**, PHI Learning Pvt.Ltd, New Delhi.
2. **Jam shuklaAnupamYadav and GajendrasinghChauham, (2018), Human values and professional ethics**, Cengage publishers, New Delhi.
3. **John R.Boatright, (2003),Ethics and the conduct of business**, Pearson education, New Delhi.



**Course Outcomes:**

**CO 1** To understand the importance of ethics and values in life and society.

**CO 2** To realize the value of harmonious relationship based on trust and respect in their life and profession.

**CO 3** To imbibe moral and social values and loyalty

**CO 4** To realize the need for engaging themselves in lifelong learning.

**CO 5** To understand the ethical concept of society and be acquainted with the working environment.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	M	-	-	-	M	H	M	H	H	L	L	M
CO2	H	-	H	M	H	-	M	H	-	H	H	M	M	M
CO3	H	-	H	M	H	-	M	H	M	H	H	M	M	H
CO4	H	H	H	M	H	M	H	H	M	H	H	M	M	H
CO5	H	H	H	M	H	M	H	H	M	H	H	M	M	H

## Economics of Entrepreneurship

Semester – VI

21BECC26

Hours of Instruction / Week: 4

No. of Credit: 3

### Objectives:

1. To help students discover the value of entrepreneurship in modern society.
2. Acquaint the students with the challenges faced by the Entrepreneur.
3. Provide a platform to undertake research or implement economic analysis of entrepreneurial endeavours.

### Unit I: Concept of Entrepreneur

10hrs.

Evolution of the concept of Entrepreneur – Need for an Entrepreneur – Functions of Entrepreneur – Types of Entrepreneur – characteristics of a successful Entrepreneur – Distinction between an Entrepreneur and a Manager – Intrapreneur – Social Entrepreneur – **Women Entrepreneurship.**

### Unit II: Entrepreneur Growth and Motivation

15hrs.

Role of Entrepreneur in Economic Development – Growth factors affecting Entrepreneurship – Government action – meaning of Entrepreneurial motivation – Theories of Entrepreneurial motivation – Entrepreneurial motivating factors – Entrepreneurial motivational behaviour.

### Unit III: Entrepreneurship Development Programmes (EDPs)

15hrs.

Meaning of EDP – Need for EDPs – Objectives of EDPs – Phases of EDPs – EDPs in India – Evaluation of EDPs – Problems of EDPs – Specified programme for Entrepreneurial Development.

### Unit IV: Micro, Small and Medium Enterprises (MSME)

10hrs.

Small Enterprises: Meaning and Definition – Features and Characteristics of MSME – Rationale behind MSME – Objectives of MSME – Role of MSME in the economy -development package for promotion of MSME – problems of MSME. .

### Unit V: Institutional support to Entrepreneur

10hrs.

Environment clearance for MSME – Need for Institutional support – NSIC – SIDCO – SSIB – DIC – Industrial Estates – Specialized Institutions.

**Total Hours: 60**

### Text Books:

1. Jayashree Suresh (2011), **Entrepreneurial Development**, Chennai, Margham Publishers.
2. Khanka.S.S (2012), **Entrepreneurial Development**, New Delhi, Chand & co.
3. Miguel-Angel Galindo and Domingo Ribeiro (2011), **Women's Entrepreneurship and Economics – New Perspectives, Practices and Policies**, Springer New York Dordrecht Heidelberg, London.

### Reference Books:

1. Douglas Holtz-Eakin and Harvey S.Rosen (2003), **Public Policy and the Economics of Entrepreneurship**, The MIT Press Cambridge, Massachusetts London.
2. Hisrich, Robert D., Michael Peters and Dean Shepherd (2010), **Entrepreneurship**, Tata McGraw Hill, New Delhi.
3. PoornimaM.Charantimath (2013), **Entrepreneurship Development and Small Business Enterprises**, Pearson's, New Delhi.

**Course Outcomes:**

**CO 1** Have knowledge about attraction for and challenges of an Entrepreneur.

**CO 2** Understand Entrepreneurship scenario in the economy.

**CO 3** Comprehend the problems and issues of MSME in our country.

**CO 4** Evaluate the role of Government machinery, Institution's and support system.

**CO 5** Have exposure to the rudiments of preparing a business plan.

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	M	-	-	-	M	H	M	H	H	L	L	M
CO2	H	M	H	M	H	-	M	H	M	H	H	M	M	M
CO3	H	H	H	M	H	-	M	H	M	H	H	M	M	H
CO4	H	H	H	H	H	M	H	M	M	H	H	M	H	H
CO5	H	H	H	H	H	M	H	H	M	H	H	M	H	H

## Urban Economics

Semester–V  
23BECDE3

Hours of Instruction/Week: 5+1  
No.ofCredit:6

### Objectives

1. To makethestudentsunderstandthefactorsunderlyingtheprocessofurbanization.
2. To develop knowledge on economic aspects of urban problems.
3. To provide insight into the formation of effective urban policies.

### Unit I Development of Urban Economics

18hrs

Definition-NatureandScopeofUrbanEconomics-SourcesofUrbanGrowth-Clusters–agglomeration- Urban Growth- Causes of Urbanization-classification of Urban Areas.

### Unit II Urbanization and Environment

18hrs

Urban Ecology and Environment - Resources-Land, Water, Air-Pollution - Noise, Air, Water PreservationIssues-Greenery,WetLandandBio-Diversity-UrbanSlums, Sanitation–UrbanHousing and Policy

### Unit III Urbanization and Infrastructure

18hrs

Urbantransportsystem-infrastructurerepresentationoftransportationsystem-Trafficand environmental impact—role of road, rail, air and water transport system-JNNURM.

### Unit IV Urbanization and Labour Market

18hrs

PullandPushFactorsforUrbanizationinIndia –EmploymentOpportunities–Educationalfacilities–Growth of formal and Informal economic activities – **Labour Force Participation**– Street Childrenand Street Vendors – Urban Poverty.

### UnitVUrbanPlanningandUrbanPolicy

18hrs

Tools and Techniques of urban planning-decision making techniques-Cost Benefit Analysis-Multi Criteriadecisionmaking-Impactassessmenttechniques-Policiesandprogrammesundertheplan; integratedDevelopmentofsmallandmediumtowns-SatelliteTowns-Measuresto controlurban growth

Totalhours: 90

### TextBooks:

1. **EdwardGlaeser&AbhaJoshi-Ghani(2015),TheUrbanImperativeTowardsCompetitive Cities**, Oxford University Press, UK
2. **G Ramesh, VishnuprasadNagadevara, GopalNaik, Anil B Suraj (2010), Urban Infrastructure and Governance**, Taylor and Francis Books IndiaLtd,New Delhi .
3. **UnitedNationsHumanSettlementProgramme(2013),PlanningandDesignforSustainable Urban Mobility**, Global Report on Human Settlements.

1. **Arthur O'Sullivan (2012) Urban Economics**, McGraw-Hill Higher Education, New York.
2. **Cheshire, Paul C. and Nathan, Max and Overman, Henry G. (2014), *Urban Economics and Urban Policy: Challenging Conventional Policy Wisdom***, Edward Elgar, Massachusetts, USA.
3. **John F. McDonald and Daniel, P. McMillen (2011), Urban Economics and Real Estate**, John Wiley & sons, New Jersey.

**Course Outcomes:**

**CO1** Know the fundamental concepts in urban economics.

**CO2** Trace the evolution of cities and urban areas.

**CO3** Highlight the causes for urban growth.

**CO4** Assess the economic issues and problems of urbanization.

**CO5** Review the Government policy towards urban growth.

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	-	-	L	-	-	-	M	-	-	L	L	M
CO2	H	H	H	M	H	-	L	-	M	-	M	M	L	M
CO3	H	H	H	M	H	M	M	-	H	M	H	H	M	H
CO4	H	M	H	H	H	H	H	M	H	H	H	H	M	H
CO5	H	H	H	H	H	M	H	-	H	H	H	H	M	H

## Health Economics

Semester–VI  
23BECDE4

Hours of Instruction/Week: 5+1  
No.ofCredit:6

### Objectives:

1. To familiarize the students with the indicators of health status
2. To provide an insight into the impact of health on development.
3. To provide knowledge on health care system in India.

### Unit I: Scope of Health Economics

18hrs.

Definition of health economics; Demand for and Supply of Health - Importance of health, Determinantsofhealth;Healthandeconomicdevelopment-Economicissuesinthehealthsector

### Unit II: Health Status Indicators

18hrs.

CrudeBirthRate,Totalfertilityrate,InfantMortalityRate,UnderFiveMortality,Maternal Mortality, Life Expectancy- Morbidity rate.

### Unit III: Health Care Finance

18hrs.

Governmentexpenditureonhealth,Privatehealthexpenditure,Outofpocketexpenditure,Health Insurance-Government and private, Problems and prospects

### Unit IV: Health Care Services

18hrs.

Forms of government intervention in health care, Health Care system in India- Urban and RuralHealthCareinIndia,AvailabilityandUtilizationofHealthCareServicesinIndia-Health Sector Reforms –Health Education

### Unit V:Key Players in HealthCareSector

18hrs.

Hospitals:Organisation,Regulationandaccreditation,nursingcare-Infrastructuredevelopment- Public – private participation

**Total Hours: 90**

### Text Books:

1. AnandN.KandShikhaGoel(2008,).HealthEconomics,a.i.t.b.sPublishers,NewDelhi
2. Ashokan(2009).PerspectivesofHealthEconomics,SerialsPublications,NewDelhi
3. RenukaDevi.VandGowharJhan(2011),HealthEconomics–IssuesandChallenges,Deep and Deep Publications Pvt. Ltd, New Delhi.

### Reference books:

1. HimanshuSekahr Rout and Prasant Kumar Panda (2007), Health Economics in India,New Century Publications, New Delhi.
2. James.W.Henderson(2007).HealthEconomicsandPolicy.theThomsonCorporation,New Delhi
3. Kumar.R (2008). Challenges of Health Care In India. Economics and Administration, Deep & deep publications, New Delhi

**Course Outcomes:**

**CO1** Have knowledge on concepts, definition and importance of health economics.

**CO2** Understand the indicators related to health status.

**CO3** Analyse the trends in health expenditure by the government

**CO4** Assess and evaluate the growth of health care services

**CO5** Evaluate the role of key players in providing the health care services in India.

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	-	-	-	-	M	-	M	-	M	L	L	M
CO2	H	H	H	M	H	M	-	-	M	-	M	M	L	M
CO3	H	H	H	H	H	M	M	M	H	M	M	M	H	H
CO4	H	M	H	H	H	H	H	M	H	H	H	M	H	H
CO5	H	H	H	H	H	M	H	M	H	H	H	M	H	H

**Professional Development Course  
Economics of Entrepreneurship**

**Semester–VI**

**23BECPD4**

**Hours of Instruction/Week: 4+2**

**No. of Credits: Remarks**

**Objectives:**

1. To help students discover the value of entrepreneurship in modern society.
2. Acquaint the students with the challenges faced by the Entrepreneur.
3. Provide a platform to undertake research or implement an economic analysis of entrepreneurial endeavours.

**Unit I: Concept of Entrepreneur**

**18hrs.**

Evolution of the concept of Entrepreneur – Need for an Entrepreneur – Functions of Entrepreneur – Types of Entrepreneur – characteristics of a successful Entrepreneur – Distinction between an Entrepreneur and a Manager – Intrapreneur – Social Entrepreneur – **Women Entrepreneurship.**

**Unit II: Entrepreneur Growth and Motivation**

**18hrs.**

Role of Entrepreneur in Economic Development – Growth factors affecting Entrepreneurship – Government action – meaning of Entrepreneurial motivation – Theories of Entrepreneurial motivation – Entrepreneurial motivating factors – Entrepreneurial motivational behaviour.

**Unit III: Entrepreneurship Development Programmes (EDPs)**

**18hrs.**

Meaning of EDP – Need for EDPs – Objectives of EDPs – Phases of EDPs – EDPs in India – Evaluation of EDPs – Problems of EDPs – Specified programme for Entrepreneurial Development.

**Unit IV: Micro, Small and Medium Enterprises (MSME)**

**18hrs.**

Small Enterprises: Meaning and Definition – Features and Characteristics of MSME – Rationale behind MSME – Objectives of MSME – Role of MSME in the economy - development package for promotion of MSME – problems of MSME. .

**Unit V: Institutional support to Entrepreneur**

**18hrs.**

Environment clearance for MSME – Need for Institutional support – NSIC – SIDCO – SSIB – DIC – Industrial Estates – Specialized Institutions.

**Total Hours: 90**

**Text Books:**

1. **Jayashree Suresh (2011), Entrepreneurial Development, Chennai, Margham Publishers.**
2. **Khanka. S.S (2012), Entrepreneurial Development, New Delhi, Chand & co.**
3. **Miguel-Angel Galindo and Domingo Ribeiro (2011), Women's Entrepreneurship and Economics – New Perspectives, Practices and Policies, Springer New York Dordrecht Heidelberg, London.**

**Reference Books:**

1. **Douglas Holtz-Eakin and Harvey S. Rosen (2003), Public Policy and the Economics of Entrepreneurship, The MIT Press Cambridge, Massachusetts London.**
2. **Hisrich, Robert D., Michael Peters and Dean Shepherd (2010), Entrepreneurship, Tata McGraw Hill, New Delhi.**
3. **Poornima M. Charantimath (2013), Entrepreneurship Development and Small Business Enterprises, Pearson's, New Delhi.**



**Course Outcomes:**

**CO1** Have knowledge about attraction for and challenges of an Entrepreneur.

**CO2** Understand Entrepreneurship scenario in the economy.

**CO3** Comprehend the problems and issues of MSME in our country.

**CO4** Evaluate the role of Government machinery, Institution's and support system.

**CO5** Have exposure to the rudiments of preparing a business plan.

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO1	H	-	M	-	-	-	M	H	M	H	H	L	L	M
CO2	H	M	H	M	H	-	M	H	M	H	H	M	M	M
CO3	H	H	H	M	H	-	M	H	M	H	H	M	M	H
CO4	H	H	H	H	H	M	H	M	M	H	H	M	H	H
CO5	H	H	H	H	H	M	H	H	M	H	H	M	H	H

**Department of Economics**  
**Value Based Elective Course III**  
**Human Rights and Issues**

**Semester IV**

**Hours of Instruction/Week:2**

**23BECVB2**

**No of Credit:2**

**Objectives**

1. To create awareness about the basic constitutional rights and human rights.
2. To sensitize students on the duties and responsibilities of the citizens.
3. To apprehend the students on the social and economic issues in the society.

**Unit I**

**6hrs**

**Measuring of Human Rights and approach-concepts of Human Rights-**

Classification of human rights and duties—Moral, Social, Cultural, Economic and Political

**Unit II**

**6hrs**

Human duties and Responsibilities - Identification of duties and responsibilities-

Duties towards self, family, community, society, interrelationship between duties and responsibilities.

**Unit III**

**6hrs**

Importance of internationalizing value of human rights-sensitizing human rights-practicing values, self-inclusion.

**Unit IV**

**6hrs**

Causes and types of social problems of different section of population—Population explosion, violence against women and children, aged and differently-abled and human rights.

**Unit V**

**6hrs**

Economic problems and human rights-poverty and unemployment, corruption, right to food, health, information, peace, education and development.

**Total Hours:30**

**Course Outcomes:**

**CO1:** Identify cultural and economic values in the society

**CO2:** Understand the various duties and responsibilities of the citizens.

**CO3:** Apprehend the social and economic problems in the society

**CO4:** Suggest solutions to address the social and economic evils.

**CO5:** Pursue an academic career in human right.

**Books for Reference**

1. **Praveen Kumar Mellalli (2015)**, Constitution of India, Professional Ethics and Human Rights” Sage publication , New Delhi.
2. **Kapoor, S.K. (2001)**, Human Rights under International Law and Indian Law. 2nd ed. Allahabad: Central Law Agency.
3. **Dutt & Sundaram (2016)**, Indian Economy, S. Chand & Co, New Delhi.
4. **General Studies Manual (2009)**, Tata McGraw Hills Publishing Company, New Delhi.
5. **India (2017)**, A Reference Annual Publications Division, Ministry of Information and Broadcasting, Government of India, New Delhi.

**Department of Economics**  
**Generic Elective Course**  
**Population Studies**

**Semester V**  
**21BECO01**

**Hours of Instruction/ Week: 2**  
**No of Credit: 2**

**Objectives**

1. To make the students understand the link between population and development
2. To create an awareness about various components of population growth
3. To give an insight into the population policy and family welfare programmes

**Unit I Basic concepts and theories of population**

**6**

Concepts – Fertility, Mortality, Dependency ratio; Labour force participation rate – Malthusian theory of population and optimum theory of population ( self-study), Sociological theories – Economic theory

**Unit II Source of population data**

**6**

Census; National Sample Survey; Registration of vital events; 2011 Census of India (Self-study)

**Unit III Migration and urbanization**

**7**

Theories of migration; Causes and effects of migration; causes for urbanization; Trends in urbanization in India (self-study); Problems of urbanization; Urban Development Policy in India; Solid waste management and problems of E waste

**Unit IV India's population**

**7**

Trends in India's population; Causes for rapid growth (self-study); Composition of India's population; Effects of population growth on food supply, Employment, Capital formation, Poverty and infrastructure development

**Unit V Population policy**

**4**

Meaning and type of population policy; India's population policy; Family planning programme in India (self-study)

**Total Hours: 30**

**Course Outcomes:**

1. Gain knowledge on different concepts of demography.
2. Able to assimilate the facts and data available on population.
3. Identifying the problems of overpopulation in the Economy.
4. Create awareness on the impact of population explosions on urban development.
5. Analysing the government policies and measures for better society.

**Text Books**

1. *Agarwal S.N (2000). India's Population Problems.* Serial Publications, New Delhi
2. *Census Reports.* Government of India, New Delhi.
3. *Jennifer, Hicks, Lundquist Douglas & Anderson David Youkey (2014), Demography: The Study of Human Population,* Waveland Press, New York.

**Reference Books**

1. ***Ehsonal Haq Sudir Kumar Singh (2006). Population and Sustainable Development in India.*** Authors Press Global Network, New Delhi
2. **Mehta, S.M(2001). Populatin Challenges and Family Welfare in India.** Anmol Publications, New Delhi.
3. **Mahendra K. Premi, Dipendra Nath Das (2012), Population of India 2011,** B.R.Publishing Corporation, New Delhi.

## Demography

**Semester-I**  
**23MECC04**

**Hours of Instructions/week :4hrs**  
**No of Credits: 4**

### Objectives:

1. To familiarize the students on various theories of population.
2. To enlighten the students on the quantitative and the qualitative aspects and characteristics of the population.
3. To educate the students about demographic research and forecasting.

### Unit I

**15hrs**

Nature and scope of demography (**Self Study**)-Population study and demography: its relation with other disciplines; Sources of Demographic data in India: Census, Civil registration system and demographic surveys - their relative merits and demerits.

### Unit II

**10hrs**

Basic demographic concepts- Fertility-Measures of Fertility- Factors influencing fertility (**Self Study**) - differential fertility; mortality- Measures of Mortality- infant mortality- Child Mortality- Maternal Mortality- Life Expectancy-Factors influencing Mortality-Migration- concept types of migration- factors affecting migration; theories of migration – effects of migration on population growth and distribution- Brain drain and remittances by international migrants .

### Unit III

**15hrs**

Theories of Population – Pre-Malthusian theory of population, Malthus, Optimum theory of population, Mathematical, Biological and Sociological theories of population and theory of demographic transition; Historical evidence of population growth in developed and developing countries.

### Unit IV

**10hrs**

Trends in India's population- Census Analysis 1911to 2011- Demographic dividend- Causes for rapid population growth-Composition of population: Age, Sex, Education, Occupation, Income, Religion- population growth and economic development- Quality of Population.

### Unit V

**10hrs**

Evolution of population policy in India, New population policy in India, shift in policy focus from population control to family welfare; National Knowledge commission's recommendations- areas and types of demographic research- problems of demographic research – Demographic forecasting-methods of forecasting- Problems of demographic forecasting.

**Total Hours: 60**

### Text Books:

1. Agarwal S.N(2001), **India's Population problems**, Serial publications, New Delhi
2. Jennifer, Hicks, Lundquist Douglas & Anderson David Youkey(2014), **Demography: The Study of Human Population**, Waveland Press, New York.
3. Mahendra K. Premi, Dipendra Nath Das(2012), **Population of India 2011**, B.R. Publishing Corporation, New Delhi.

### Reference Book:

1. Jhingan M.L(2020) **"Demography"** Vrinda Publications New Delhi
2. Robert Socha(2019) **"Analytical Family Demography"**, Springer
3. Joachim Singelnam Duttrly L Posten(2020) **"Developments in Demography in the 21<sup>st</sup> century"**, Springer
4. Chalam, K.S.,(2017), **"Social Economy of Development in India"**, SAGE

**Course Outcomes:****CO1** Know the basic Demographic concepts.**CO2** Describe the sources of Demographic data.**CO3** Analyse the theories of fertility, mortality and migrations.**CO4** Identify the implications of population growth.**CO5** Apply basic techniques in demographic research and forecasting.

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	H	H	M	M	H	M	M	L	M	M	H	H	H
CO2	H	H	H	M	H	H	M	M	M	M	H	H	H
CO3	H	H	H	M	H	H	M	M	H	L	H	H	H
CO4	H	H	L	L	H	H	M	M	H	L	H	H	H
CO5	H	H	H	H	H	H	H	M	H	M	H	H	H

## **Gender and Development (Self-study Course)**

**Semester - III**

**Hours of Instructions/week: 1hr**

**23MECC20**

**No of Credits: 4**

### **Objectives:**

1. To give an insight about importance of gender and development
2. To understand the role of women in decision making.
3. To create awareness about social security measures for women

### **Unit I**

**3hrs**

Concepts and Importance of **gender and development**-Contribution to National Income-analysis of women's work: Valuation of productive and unproductive work; visible and invisible work; paid and unpaid work—Supply and demand for female labour in developed and developing countries, particularly in India- Economic status of women in India..

### **Unit II**

**3hrs**

Female work participation in agriculture, non-agricultural rural activities, informal sector, cottage and small-scale industries, organized industry, and services sector—Wage differential-Determinants- Structure of wages across regions and sectors.

### **Unit III**

**3hrs**

Factors affecting decision making by women; access to and control over economic resources, assets; Power of decision making at house hold, class, community level

### **Unit IV**

**3hrs**

Review of legislation for women's entitlements, protection of property rights, social security — Schemes for safety net for women; Need for female labour unions; affirmative action for women and improvement in their economic and social status.

### **Unit V**

**3hrs**

Gender and development indices; mainstreaming gender into development policies, Paradigm shifts from women's wellbeing to women empowerment; Globalization and empowerment of women- Gender Empowerment Index -Gender-oriented economic policy.

**Totalhours:15**

### **Text Books:**

1. **Monica Chawla (2006) , Gender Justice: women and Law in India**, Deep and Deep Publications, New Delhi
2. **Rashmi Sharma(2009),Women Development; New approaches and Innovations**, Regal Publications, New Delhi
3. **Seth,M.(2000),Women and Development: The Indian Experience**, Sage Publications, New Delhi

### **Reference Books:**

1. **Ghadielly,R(2007),Urban Women in contemporary India: A Reader**", SAGE
2. **Linda L.Lindsey (2011), Gender roles: A sociological Perspective**, PHI Learning Pvt Ltd, New Delhi.
3. **Tanuja Vohra(2009),Gender Mainstreaming**, Pacific Publications, New Delhi
4. **Thakur A.K. and Dalip Kumar (2008)Gender Empowerment and Development**, Deep & Deep Publications, New Delhi.

**Course Outcomes:**

**CO1** Appreciate the role and contribution of women in economic development

**CO2** Understand female work participation and wage differentials across sectors.

**CO3** Explain gender differences in decision-making and control over resources in national contexts.

**CO4** Critically evaluate issues related to gender equity and empowerment

**CO5** Evolve a range of issues for research in gender and development

<b>CO/PO</b>	<b>PO 1</b>	<b>PO 2</b>	<b>PO 3</b>	<b>PO 4</b>	<b>PO 5</b>	<b>PO 6</b>	<b>PO 7</b>	<b>PO 8</b>	<b>PO 9</b>	<b>PO 10</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
<b>CO1</b>	M	H	H	L	-	M	-	-	L	H	M	H	H
<b>CO2</b>	H	H	H	M	H	M	-	H	H	M	H	M	M
<b>CO3</b>	M	H	H	H	H	H	H	-	M	-	M	H	H
<b>CO4</b>	H	H	H	M	H	H	L	H	H	H	M	H	H
<b>CO5</b>	H	H	H	M	H	-	M	H	H	M	H	H	H



