

Course Handbook

(Value Added Courses)

(2023-2024)



**GD GOENKA UNIVERSITY,
GURUGRAM-122013**



INTRODUCTION

Value added courses are offered to the students for their lifelong learning and skill enhancement which adds value to their professional skills. The selection of these courses is made based on the gaps identified from the course outcomes and program outcomes of their degree/diploma courses. These value-added courses are non-credit course which intended to fulfill the gaps of main course curriculum to enable the students for critical thinking, on innovation and entrepreneurial attitude integrated with sustainability.

COURSE REGULATION

TYPES OF VAC COURSES

S No	Course Type	Duration	Offered to	List of courses
1	Credit (2 credits each*)	60 notional hours**	1 st and 2 nd semester	1. Design thinking 2. Introduction to AI & Machine Learning 3. Innovation, Entrepreneurship and Sustainability
2	Non-Credit (Zero credits)	30 hours	3 rd semester onwards	<i>List attached as annexure</i>

**For all regulated programs, VAC courses shall be non-credit*

***Notional hours mean classroom teaching along with field trip, industrial visits, research, self-study*

SHORT TITLE AND COMMENCEMENT

These regulations shall be called as “**Regulations of Value- Added Courses**” of the GD Goenka University (GDGU), Gurugram. They shall come into effect from the Academic session 2023-24. The regulations framed are subject to modifications from time to time by GDGU.

NEED OF VALUE-ADDED COURSES

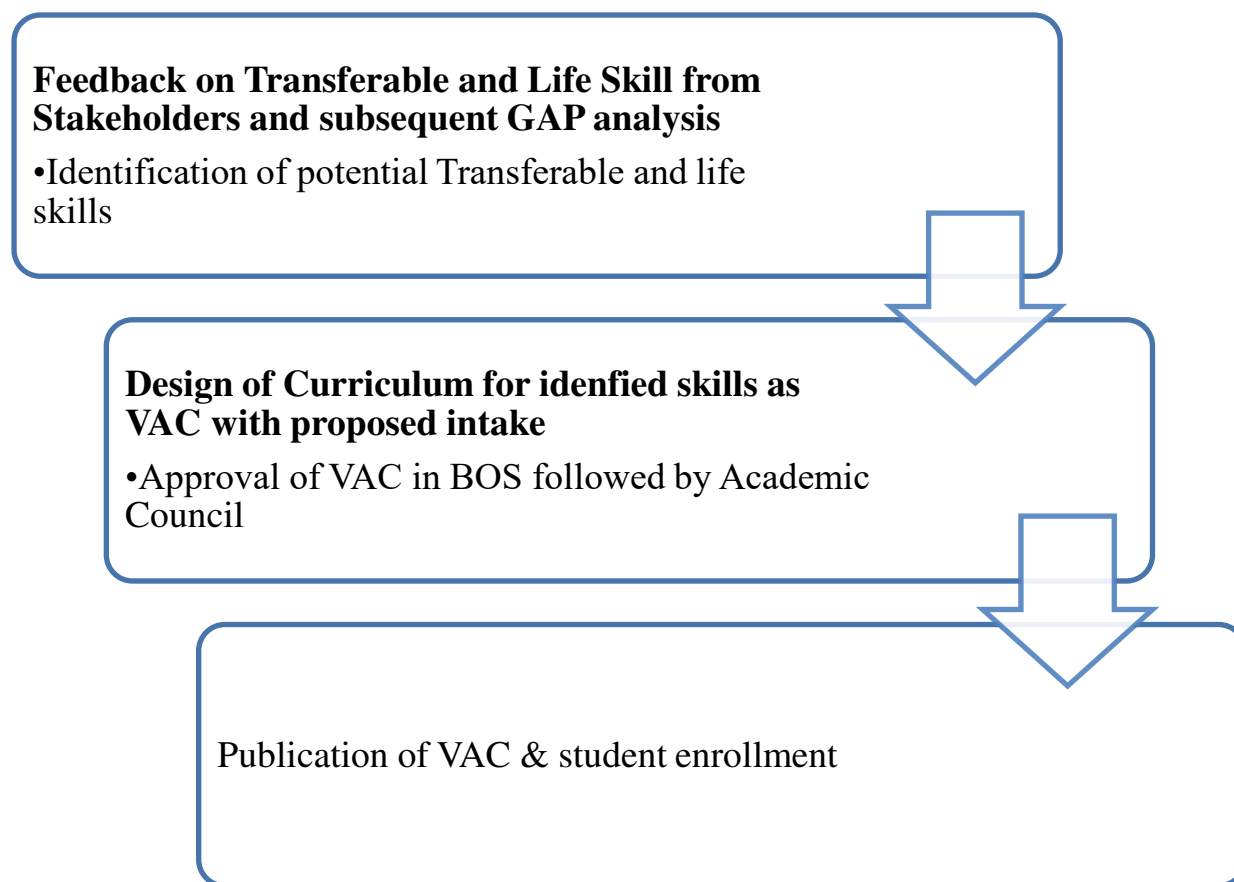
The shift in focus from knowledge to skills is expressed in discussion and advocacy around a concept often called 21st-century skills. These are the skills considered necessary to survive and thrive in a 21st-century economy of constant change and disruption (World Economic Forum). The development of current and future curricula must elaborate on the abilities of students in the academic dimension, life skills, and the ability to live together and think critically and creatively. With the advent of industrial revolution 4.0, the type of jobs appearing is set to change dramatically in the next several years. This means that it is possible that 10 years from now you may be doing a job that doesn't yet exist! This means that employers are putting a much stronger focus on transferable skills and life skills when assessing candidates in addition to technical knowledge. They want to see that candidates have developed skills that can be transferred to the workplace. To elaborate current curriculum on the abilities of students in the pedagogic dimension, G.D Goenka University is offering a bouquet of 'Value Added Courses (VAC)' to inculcate life and transferable skills in budding graduates for worthwhile sustainable, multiple careers and to become contributing citizens of globalization 4.0.

LEARNING OBJECTIVES

Value Added Courses would cater

1. To build better personality traits in students that enable them to cope with the demands of personal and professional lives.
2. To Imbibe the spirit of enquiry, planning and effective implementation.
3. To Instil confidence in students to work effectively and ethically as individual and team member in multidisciplinary or interdisciplinary environment.
4. To facilitate the development of a holistic perspective among students towards life, profession and even entrepreneurial pursuit with sustainability built in.
5. To Imbibe the spirit of lifelong learning

PROCESS FLOW FOR DESIGN AND APPROVAL OF 'VALUE ADDED COURSES'



CODING OF COURSE

The course offered should not be the same as any course listed in the curriculum of the respective programme/ or any other programme offered in University Departments. A unique course code is to be given for each course e.g., **SOMASVAC001**. 1. Abbreviation of School in CAPS followed by VAC and the last three digits represents the serial number of value-added courses developed and introduced by the concerned school.

DURATION OF THE COURSE

Value added course must be of minimum **30 hrs** for non-credit courses and **60 notional hrs** for credit courses.

INTAKE OF THE COURSE

Credit Courses: All student of 1st and 2nd semester.

Non-Credit Courses: Intake for the particular value-added course will be specified exclusively by Course Coordinator or as recommended by the higher authorities at the time of offering the courses. Generally, an intake cutoff of minimum 5 student and maximum 30 student will be sufficient to run the class. If less than 5 students are registered in any value-added course then decision can be taken to not to run that course.

COURSE REGISTRATION

Interested students should opt course of their choice from a pool of VAC published by university along with routine Course Registration process in the start of the semester. The faculty mentors will be available during those periods to provide advice and counselling opportunities to the students. Students having any outstanding dues to the University or serving any pending disciplinary cases that does not allow attending classes shall not be permitted to register for classes. Late registration may be permitted for extenuating circumstances only with the approval of the Dean/Head of School and only after clearing all the dues and paying the late Registration fee. Student is allowed to opt for only one VAC at a time in a semester. Student can change the VAC within one week of registration of course and no further request will be entertained thereafter.

COURSE CREDITS

The VAC courses shall be offered as follows:

1. Credit Courses: For 1st and 2nd semester students (Odd and Even semesters), VAC courses shall have 2 credits that will be reflected in their marksheet as well with total 60 notional hours of teaching. A certificate of course completion shall also be given to the students on successful completion of the courses. Credit courses are mandatory to complete by the students.

2. Non-Credit Courses: From 3rd semester onwards the VAC courses will be non-credit course and only a certificate shall be given to the students on successful completion of the courses. Non-credit courses are optional for the students.

Teaching Learning Methodology

1. Credit Courses: School dean shall be responsible for providing the expert faculty member for mandatory courses for the students of his/her school. Credit courses will be completed in two parts

a) First 30 hours of the course will be taken by the faculty as a regular class through blended mode of learning (online or offline mode as per time table).

b) Next 30 hours will be a minor project that student need to finish and submit the report on the mentioned topic.

2. Non-Credit Courses: School dean shall be responsible for providing the expert faculty member for mandatory courses for the students of his/her school. Blended mode of learning would be preferred to cover course content of value-added course. However, faculty are free to adopt other means to inculcate the desired skills in a professional manner.

Attendance

i. Every student is expected to achieve 100% attendance in all the lectures, tutorials and practical's and participate in seminars arranged in the Department/ Constituent units and events organized at the Institution/University level during the Programme.

ii. To account for any contingencies such as illness, hospitalization, accidents, tragedy in the family etc., a relaxation up to a maximum of 25% can be granted.

iii. A student with less than 75% of attendance in the lectures, seminars and practical's, separately in each course in a semester, shall be detained from appearing in the examinations of relevant course(s).

iv. Special relaxation up to 5% in the attendance criteria may be approved by the Vice Chancellor on the recommendation of the Dean for the reasons listed below:

- Calamity in family.
- Hospitalization due to prolonged in-patient treatment.
- Serious accident.
- Other serious unavoidable circumstance(s).

MAKE UP FOR DEFICIENCY IN ATTENDANCE

1. For the courses in which a student is detained due to shortage of attendance in a semester, he/she will be required to register again for repeat course in subsequent semesters when they are offered in the normal schedule (*applicable only if the offered VAC course is the part of program structure and not applicable for others*).

2. Such students will have to attend contact classes/visits/trips/seminars as scheduled by the Institution during semester to complete the course of study.
3. The Institution may also prescribe term papers/ home assignments which the students will submit to their teacher's subject-wise within the due dates.
4. The regularity in attending the classes and timely submission of assignments by due date will determine whether a student repeating the course is permitted to appear in assessments or not.
5. Only those who register for Repeat Course and complete the requirements as prescribed by the university will be permitted to appear in the assessments of such courses.

PROCESS TO TAKE RE-ATTEMPT OF VAC

If any student fails to attempt the course evaluation process (either presentation or project submission), he/she should attempt again for evaluation process to clear the VAC, as and when suggested by the university authority (*applicable only if the offered VAC course is the part of program structure and not applicable for others*).

EVALUATION

Both Credit and Non-credit VAC courses shall be evaluated through formative assessment methods only carrying total 100 marks with 50% weightage of Internal Assessment (viva and presentation) and 50% final assessment with mandatory project report. The scheme of evaluation will be published exclusively with course content.

S. No	Assessment	Weightage (Marks)
1	Internal Assessment (Viva and presentation)	50
2	End Term Assessment (Project Report)	50
	Total	100

Grading of performances and Certification

- a) The level of student's academic performance as the aggregate of continuous evaluation and assessment shall be reflected by letter grades on the basis of percentage of marks scored by the student according to the connotation as per table given below:

Grade	Qualitative Meaning	Percentage of Marks (out of 100)
O	Outstanding	90-100
A	Excellent	80-89
B	Very Good	70-79
C	Good	60-69
D	Average	50-59
F	Fail	<50

b) General guidelines for award of Grades are:

- (i) Evaluation of different components of a Course for each student shall be initially done in numerical marks.
- (ii) The marks of different components viz., internal assessment of course (Assignment, Quiz, Presentations, viva) and external assessment that includes a project report etc. shall be assigned relative weightage as prescribed in course curriculum. The total marks obtained shall be out of 100 and the same would be converted into letter grades (Fixed) on 10-point scale (as mentioned above).
- (iii) A normal class with a range of scores should be graded by a convenient method and should usually produce a fairly normal distribution of grades.
- (iv) Student with grade D and above will be awarded with Certificate by the respective schools.

GENERAL GUIDELINES ON VALUE ADDED COURSES

- i. The value-added course will be offered only if there are at least 5 students opting for it.

- ii. Dean shall assign the faculty as course coordinator for each course offered by the school.
- iii. A student can opt for only one new value-added course per semester.
- iv. The classes of value-added courses can be conducted during a reserved time slot or after routine class hours/ on weekends /vacation period through online mode.

THEMES FOR VALUE ADDED COURSES

Number of Value-Added courses for imparting transferable and Life Skills offered during the last Five Years

Transferable skills are proficiencies that are useful in a variety of job roles. Transferable skills can be used to position your past experience when applying for a new job—especially if it's in a different industry e.g.

1. Communication:

Active listening, Written communication, Verbal communication, Confidence, Giving and receiving feedback, Nonverbal communication, Responsiveness, Public speaking

2. Dependability

Dependability encompasses qualities that make you a trusted employee. It includes punctuality, organization and responsibility. Every employer seeks candidates who can be trusted to accomplish tasks well and in a timely manner. They often trust these same people to successfully manage relationships, assignments and goals. Transferable dependability skills include: Punctuality, Integrity, Work ethic, High-achiever, Meets deadlines, Honesty

3. Teamwork

Teamwork skills involve the ability to work with others towards a common goal. Effective teamwork requires several other qualities such as empathy, active listening and strong communication. Transferable teamwork skills include: Relationship building, Active listening, Collaboration, Self-awareness, Conflict resolution

4. Organization

A well-organized person has a strong, neat structure in their workspace, tasks and relationships. Organized employees typically meet deadlines, communicate with others in a

timely manner and follow instructions well. Employers can trust organized workers to meet deadlines, take notes and ensure projects are completed efficiently.

Transferable organization skills include: Time management, Attention to detail, Analytical thinking, Prioritization

5. Adaptability

Adaptability skills are used to continue working towards goals even as teams, projects, management or products change. Employers hire flexible candidates who can quickly learn new skills and processes to ensure work is done quickly, efficiently and with a positive attitude. Transferable adaptability skills include: Creativity, Positive attitude, Flexibility, Patience

6. Leadership

Leadership skills include traits like strong communication, relationship building and dependability. You can transfer leadership skills to many different industries because most employers value people who can organize teams to reach shared goals. Transferable leadership skills include: Delegation, Interpersonal skills, Conflict resolution, Project management, Team building, Risk-taking, Goal setting

7. Decision-making

Decision-making is appealing to employers across the board as it shows confidence and good-judgment, which is valuable in any industry. Decision-making requires you to analyze a situation, predict possible outcomes and come up with a solution or action in an efficient time frame. Transferable decision-making skills include: Problem-solving, Creativity, Critical thinking, Analytical

8. Empathy

Having strong empathy and emotional intelligence promotes a healthy work environment and helps build strong relationships with clients and colleagues. As many jobs involve working or interacting with other people having empathy is a skill that is desirable to most employers.

Transferable empathy skills include: Listening skills, Mediation, Perspective taking, Curiosity

9. Initiative

Being able to motivate yourself in the workplace is a skill that's impressive regardless of the industry you're in. Taking initiative to pursue new tasks, contribute ideas and produce high-quality work helps show commitment to your job and often results in advancing your career.

Transferable initiative skills include: Self-motivation, High-achiever, Process improvement, Eagerness, Goal setting

10. Technology literacy

Technology literacy is your comfort with and ability to navigate new technology. Nearly every position in every industry will require the use of technology at some level. In an increasingly technological workplace, employers value candidates who can learn new tools and software quickly to complete tasks.

Transferable technology literacy skills include: Troubleshooting, Programming skills, Point of sale software, Customer relationship management software, Productivity software

11. Sustainability

Course on sustainability can play a crucial role in equipping individuals with the knowledge and skills needed to address the pressing environmental, social, and economic challenges facing the world today. Such a course should be designed to provide comprehensive insights into various aspects of sustainability, fostering a deep understanding of its importance and practical implementation.

12. Entrepreneurship

A value-added course on entrepreneurship is designed to equip individuals with the knowledge, skills, and mindset needed to succeed in starting, growing, and managing their own businesses.

13. Design thinking

A value-added course on design thinking should encompass various aspects to effectively teach students the principles and application of design thinking. Design thinking is a problem-solving approach that emphasizes empathy, collaboration, and iteration to create innovative solutions. It's a human-centred and iterative process used by designers and non-designers alike to tackle complex challenges and generate creative ideas.

SAMPLE TEMPLATE FOR COURSE DESIGN

CURRICULUM

VALUE ADDED COURSE

Course Code:

Course Title

(DURATION: 30 HOURS)

GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-122103

VAC: Innovation, Entrepreneurship & Sustainability

1. Department/ School:	School of Management (SoM)		
2. Course Name: Innovation, Entrepreneurship & Sustainability	3. Course Code	4. L-T-P	5. Credits
	Code	2-0-0	2
6. Type of Course (Tick one):	Programme Core	Programme Elective	Open Elective
	VAC ✓		
7. Prerequisite(s), if any (Mention course code and name)			
Frequency of offering (check one): Odd Even All Semester Both Semester ✓			
8. Focus: Employability ✓ Entrepreneurship Skill Development Basic Knowledge			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
10. Brief Syllabus:			
UNIT I Innovation and Creativity – An Introduction			
UNIT II Innovation Management			
UNIT III Entrepreneurship – Concepts and application			
UNIT IV Sustainability in Innovation and Entrepreneurship			
UNIT V Business Models			
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)			

Lectures: 60	Tutorials:	Practical's: NA
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to conduct an analysis of the current business scenario. This will lead them to reflect on opportunities on the basis of innovation and creativity.	
COVAC.2	Learners will be able to evaluate the challenges of innovation thus resulting in better idea formulation through the application of design thinking.	
COVAC.3	Students will be able to develop business models and assimilate the challenges involved in their application.	
COVAC.4	Students will be able to develop insights into marketability aspects.	
COVAC.5	Students will be able to identify and overcome the reasons for business model failure.	
12. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1	No. of Lectures: 12	Title: Innovation and Creativity – An Introduction
Content Summary: Analysing the Current Business Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation. Challenges of Innovation		
Unit Number: 2	No. of Lectures: 12	Title: Innovation Management
Content Summary: Marketing of Innovation, Technology Innovation Process, Technological Innovation Management Planning, Technological Innovation Management Strategies		
Unit Number: 3	No. of Lectures: 12	Title: Entrepreneurship – Concepts and application
Content Summary: What is a Business Model, Who is an Entrepreneur, Social Entrepreneurship		
Unit Number: 4	No. of Lectures: 12	Title: Sustainability in Innovation and Entrepreneurship
Content Summary: Sustainability Innovation and Entrepreneurship, Innovation Sustainable Conditions, Innovation: Context and Pattern, SME'S		

strategic involvement in sustainable development	
Unit Number: 5 No. of Lectures: 12 Title: Business Models	
Content Summary: Business Models and value proposition, Business Model Failure: Reasons and Remedies, Incubators: Business Vs Technology, Managing Investor for Innovation, Future markets and Innovation needs for India.	
13. Title of Lab Manual (if applicable): NA	
13. Instructions for students (Write the step-wise instructions for the students) a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80%	
14. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes No ✓ Describe (if yes): NA	
15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....3.....	1. Weak 2. Moderate ✓ 3. High
b) SDG.....NA.....	1. Weak 2. Moderate 3. High

14. Books Recommended:

Text Books

T1. Innovation and Entrepreneurship Book by Peter Drucker

T2. 8 Steps To Innovation: Going From Jugaad To Excellence- Book by Rishiksha T. Krishnan and Vinay Dabholkar

Reference Books

1. HBS series on Innovation and Entrepreneurship

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Steps of Innovation Management	Exams Assignment	CO1
2.	Application of Design Thinking	Exams Assignment	CO2
3.	Business model development and marketability	Exams Assignment	CO3 and CO4
4.	Future market needs assessment	Exams	CO5

		Assignment	
Activities for Differential learning Needs			
Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	NA
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC	Internal (Viva/Presentation)	50	Must Secure 50% Marks

(L-T-0) (4-0-0)	External (Project Report)	50	Out of total Marks
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RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped

Mapping to Vision of the University

VAC course is mapping to the vision of the university via inculcating critical thinking, technical skills, adaptability, empathy, and leadership quality to orient them towards sustainable environment and innovative and entrepreneurial attitude.

LIST OF VALUE-ADDED COURSES TO BE OFFERED IN ACADEMIC YEAR 2023-2024 (Even Sem)

Value Added Courses AY 2023-24 Even Semester						
SN o	Course Title	Course Code	Targeted Skill	Faculty In charge	Mail ID	Phone No.
School of Management						
1	Interpersonal Skills and Conflict Management	SOMVAC001	Self-awareness, effective communication, management of cultural diversity, developing trust	Dr. Swati Sisodia	swati.sisodia@gdgu.org	9899220116
2	Sustainable Business Practices	SOMVAC005	Sustainable Business practices	Dr. Neetu Ahmed	neetu.ahmed@gdgu.org	9910110568
3	Introduction to Social Media Marketing	SOMVAC007	Marketing using social media platforms	Mr. Ashu	ashu.cvs@gdgu.org	8766205447
4	Personal Financial Management	SOMVAC010	Awareness ablut managing finanace	Dr. Sunrita	sunrita.chaudhuri@gdgu.org	9999312619
5	Business Models for start ups	SOMVAC002	New ventures	Dr. Gautam		
School of Hospitality & Tourism						

6	Cake Decoration	SOHTVAC01 2	Cake Decoration	Ms. Anushree Aiyer	anushree.aiyer@gdgu.org	<u>9958337385</u>
7	Basic Dining Etiquette	SOHTVAC00 4	Basics of dining etiquette	Mr. Arsh Choudhrey	arsh.choudhrey@gdgu.org	<u>8592007955</u>
8	Food Photography	SOHTVAC00 1	Food Photography	Mr. Bhavesh Bhati	bhavesh.bhati@gdgu.org	9811516472
School of Medical and Allied Science						
9	Career Planning-I: Resume, Networking, and Interview Skills	SOMASVAC0 01	Resume writng and interview preparation	Dr. Neha Chandel	neha.chandel@gdgu.org	8054277316
10	Basics of Personality Development: Communication and Presentation skills	SOMASVAC0 02	Professional communication skill	Ms. Aarzoo	<u>aarzoo.somas@gdgu.org</u>	8221865795
11	Intellectuals Property Rights in Healthcare	SOMASVAC0 05	Basics about intellectual property and its rights	Dr. Mohit Mangla	<u>mohit.mangla@gdgu.org</u>	8427723833
12	Basics of Scientific writing and publishing skills	SOMASVAC0 06	Basics of writing scientific papers	Dr. Lalit Mohan	lalitmohan.nainwal@gdgu.org	9713176943
13	Rational use of Medicines	SOMASVAC0 07	Awareness about rational use of drugs	Ms. Sapna Joshi	<u>sapna.joshi@gdgu.org</u>	9587201544

14	Entrepreneurial opportunities in Healthcare	SOMASVAC008	Business opportunities in their core area	Dr. Mohit Sanduja	mohit.sanduja@gdgu.org	98813338577
15	First aid in medical emergencies	SOMASVAC009	Handling of medical emergencies	Dr. Pranav Prakash	pranava.prakash@gdgu.org	9910322892
16	Yoga for Management of Occupational Stress	SOMASVAC010	Stress management by Yoga	Dr. Mamta Dagar	mamta.dagar@gdgu.org	9654372295
17	Herbs as immunity boosters	SoMASVAC011	Use of herbs as natural Immunity boosters	Dr. Mohd Hafijur Rehman Ansari	hafijur.rehman@gdgu.org	9882911330
18	Research Project designing	SoMASVAC012	Basics of project designing	Dr. Tanya Gupta	tanya.gupta@gdgu.org	
19	Techniques of scientific literature search	SoMASVAC013	Literature review techniques	Dr. Sweta Ahlawat	shaveta.ahalwat@gdgu.org	9992475174
20	Basics of Market Research-Product Portfolia	SoMASVAC014	Market Research-Basics	Dr. Neha Pathak	neha.pathak@gdgu.org	
21	Phlebotomy	SoMASVAC015	Injection Techniques	Dr. Ashok Yadav	ashok.yadav@gdgu.org	9899822375

School of Engineering and Sciences

22	Advanced Excel	SOESVAC001	Advanced functions, Data Visualization, Automating tasks in Excel.	Dr. Yogesh kumar	yogesh.kumar1@gdgu.org	9466973730
23	PC Maintenance	SOESVAC003	PC troubleshooting, Maintenance, Firewalls & security	Mr. Ajay Kumar	ajay.kumar@gdgu.org	9813057006
24	Emergency Preparedness	SOESVAC007	Hazards and Emergency Preparedness, Emergency Response, Workplace Safety Programs	Dr. Pawanjeet Kaur	pawanjeet.kaur1@gdgu.org	8360928020
25	General and Research Aptitude	SOESVAC008	Improve overall aptitude of students	Dr. Sarita Devi/Dr. Binitendra Naath Mongal	sarita.devi1@gdgu.org/ binitendranaath.mongal@gdgu.org	8860756564/ 8986646791
26	Fundamentals of Technical Writing	SOESVAC009	Basics of writing Scientific papers	Dr. Binitendra Naath Mongal	binitendranaath.mongal@gdgu.org	8986646791
27	Introduction to Scientific Computation and its methods	SOESVAC010	Introduction to Scientific Computing	Dr. Mainak Basu	mainak.basu@gdgu.org	7488024265
28	Mathematical computation with Python Programming	SOESVAC011	Python Programming	Dr. Bhagat Singh	bhagat.singh1@gdgu.org	9896363836

Centre for Innovation & Entrepreneurship						
29	Event Management	CIEVAC007	Planning, Organizing, Promoting and Conducting an Event	Dr. Sheetal yadav	sheetal.yadav@gdgu.org	9873483293
30	Sports Management	CIEVAC008	Managing Sports and Coaching Athletes on Motor Skills	Mr. Lakshay Mohan	Lakshay.mohan@gdgu.org	9873399976
31	University Social Responsibility	CIEVAC013	social responsibility theoretical framework and its ethical foundation	Dr. Sheetal yadav	sheetal.yadav@gdgu.org	9873483293
School of Humanities, Social Science & Education						
32	Mandala Art	SOEDVAC003	Precision in art form	Dr. Sangita Sharma	New faculty. Email id will be generated	
33	Introduction to Vedic Mathematics	SOEDVAC006	Learning, reasoning and self-correction	Dr. Rekha Kaushal	rekha.kaushal@gdgu.org	9872675935
34	Introduction to Indian Knowledge Systems	SOHSE005	Spreading the rich heritage of our country, traditional knowledge in the various field and its societal	Dr. Parvesh Lata	parvesh.lata@gdgu.org	9582065563

			applications/Holistic development			
35	Basic Skills in Constructive Communication	SOHSS006	Communication Skills	Dr. Parul Mishra	parul.mishra@gdgu.org	9868001794
36	Reading and Reasoning in Sociology	SOHSS007	Analytical thinking; problem solving; policy making	Dr. Sudesh Aryan	Sudesh.Kumar@gdgu.org	7310500343
37	Behavioural Economics and Finance	SOHSS008	Principles, methods and policy implications of behavioural economics. Methodological approach and application of behavioural economics wherever appropriate.	Dr. Rimple Manchanda	rimple.manchanda@gdgu.org	9871724313
38	Public Policy and Governance	SOHSS009	Analytical, critical and prescriptive.	Dr. Pallavi Beri	pallavi.beri@gdgu.org	8860676730
39	Mindfulness	SOHSS0010	Stress Management and Relaxation	Dr. Sakshi Kaul	sakshi.kaul@gdgu.org	9810800425

40	Interview Skills & Group Discussion	SoHSE001	Interview Skills & Personality Development	Ms. Aadya Prasad	aadya.prasad@gdgu.org	9810339851
School of Agricultural Sciences						
41	Soft Skills Development for Agripreneurs	SOASVAC001	Communication Skills, Stress Management, Creative thinking, decision making and leadership	Dr. Biwash	biwash.guru Gobind@gdgu.org	86709 37338
42	Strategic Development for branding Agri-products	SOASVAC002	Product & Branding concepts, Value-addition, consumer awareness	Dr Arpita Rastogi	arpita.rastogi@gdgu.org	9711255236
43	Horticulture and Entrepreneurship	SOASVAC003	production of vegetables, agri-startups , marketing	Dr Sachi Gupta	Sachi.gupta@gdgu.org	91402 60145
44	Basics of cultivation techniques	SOASVAC004	Basics of cultivation techniques	Dr Rabindranath	ravindra.nath@gdgu.org	9005823323
School of Law						
45	Basics of Intellectual Property Rights	SOLVAC001	Filing of Public Interest Litigation in 21st Century	Ms. Vibha Bandhu	vibha.bandhu@gdgu.org	95094-54587

46	Court Etiquettes and Mannerism	SOLVAC002	Awareness about Court Room Mannerism	Ms. Shraddha Oberoi	shraddha.oberoi@gdgu.org	99999-74964
47	Filing of Public Interest Litigation in 21st Century	SOLVAC003	Filing of Public Interest Litigation in 21st Century	Mr. Amit Raj Aggarwal	amitraj.agrawal@gdgu.org	98106-83924
48	Constitutional Values and Ethics	SOLVAC0013	Awareness about Constitutional Values and Ethics	Dr. Ankur Sharma	ankur.sharma@gdgu.org	98282-10786
49	Emerging Trends in Cyber Law	SOLVAC0018	New Dimensions of Cyber Law	Dr. Neetu	neetu.sol@gdgu.org	98384-35714
50	Emerging Trends in Mediation Law	SOLVAC0019	New Dimensions of Mediation Law	Dr. Priti Ramani Nayyar	pramani.nayyar@gdgu.org	98106-88882

COURSE TITLE: SOMVAC001	COURSE CODE: Interpersonal Skills and Conflict Management
COURSE LEADER:	CONTACT DETAILS: Dr. Ramandeep Kaur Email: Ramandeep.kaur@gdgu.org Mob No.: 8800177200
SKILLS TO ATTAIN	Conflict Resolution Skills, Negotiation Skills, Problem Solving Skills, Effective communication Skills
TARGET AUDIENCE	All discipline can do this course

COURSE OUTCOMES:

- Importance of professional relationships
- Maintain amicable work and personal relationships
- Able to develop influence and trust
- Able to manage and resolve conflict
- Self awareness
- Effective communication skills
- Manage Cultural diversity

COURSE MODULE/SYLLABUS

Unit I: What Predicts Success

6hrs

- Why management matters
- Managerial derailment
- What predicts success?
- Why we hold onto past behaviors that no longer serve us well

Unit II: Developing Self-Awareness

6hrs

- Why is self-awareness important to long-term success and well-being?
- The self-concept: I think, therefore I think I am
- Why the self-concept is important

Unit III: Creating Trust and Communicating Effectively

6 hrs

- Effective managers have a talent for building trust and respect

trust as an important factor to personal and organizational effectiveness
 communication important to managerial effectiveness
 active listening and Giving and receiving feedback

Unit IV: Nature of conflict

6hrs

Conflict definition
 Conflict and competition
 Classifying conflict
 Styles of handling interpersonal conflict

Unit V: Conflict management

6hrs

Conflict management approach and processes
 Types of interpersonal conflict
 Types of intragroup conflict
 Types of intergroup conflict
 Types of interpersonal conflict
 Managing conflict

TEACHING METHODOLOGY: (Mention specific teaching learning methodology)

Student Lecture and Presentation: To support the development of theoretical construct.
 Case Study Analysis: Applicability as well as better understanding of the arguments and reality.
 Problem Solving and data analysis exercises: More interactive learning, including students on a specific problem set and solutions to it.
 Group Discussion exercises: learn to share opinion and feelings among group members in professional manner.
 Role plays: to learn real world situations – negotiation, debate, teamwork, cooperation, persuasion

COURSE ASSESSMENT:

Component of Evaluation

Internal (40)

End Term

Class Test*

Attendance

Case Analysis /
 Project Report &
 Presentations/ Viva /
 Home Assignments
 (data Analysis/ role
 plays/ group
 discussions etc) /
 Reviews (Article,
 Book, Policy etc.)**

Weightage (%)
 / Course
 Outcomes

15

05

20

60



CO 1	X		X
CO 2	X	X	X
CO 3	X	X	X
CO 4		X	X

COURSE READINGS

Text and Reference:

Core Text:

- Caproni, P. J., & Caproni, P. J. (2005). *Management skills for everyday life: The practical coach*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Rahim, M. A. (2001). *Managing conflict in organizations*. Westport, Conn: Quorum Books.

Reference Readings:

- Bingham, L. B., & Pitts, D. W. (2002). Highlights of mediation at work: studies of the national redress evaluation project. *Negotiation Journal*, 18(2), 135-146.
- Bush, R. A. B., & Folger, J. P. (1994). *The promise of mediation: Responding to conflict through empowerment and recognition*. San Francisco, CA: Jossey-Bass.
- Corvette, B. A. B. (2007). *Conflict management: A practical guide to developing negotiation strategies*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Fisher, R., Ury, W., & Patton, B. (1991). *Getting to yes: Negotiating agreement without giving in*. New York, N.Y: Penguin Books.
- Hocker, J. L., & Wilmot, W. W. (1978). *Interpersonal conflict*. Dubuque, Iowa: W.C. Brown Co.



Pawan
12/11/24



Anushka



VAC: Business Models for Start-ups

1. Department/ School:		School of Management (SoM)		
2. Course Name: Business Models for Start-ups		3. Course Code SOMVAC002	4. L-T-P 2-0-0	5. Credits 0
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	
	VAC: <input checked="" type="checkbox"/>			
7. Prerequisite(s), if any (Mention course code and name)				
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning Problem solving methodologies		
11. Brief Syllabus: UNIT I Innovation and Creativity – An Introduction UNIT II Entrepreneurship – Concepts and application UNIT III Business Models				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 30	Tutorials:	Practical's: NA		

Sanku

Sanku
29/08/2021
Anushka

12. Course Outcomes (COs)

Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:

COVAC.1	Students will be able to conduct an analysis of the current business scenario. This will lead them to reflect on opportunities on the basis of innovation and creativity.
COVAC.2	Learners will be able to evaluate the challenges of innovation thus resulting in better idea formulation through the application of design thinking.
COVAC.3	Students will be able to develop business models and assimilate the challenges involved in their application.
COVAC.4	Students will be able to develop insights into marketability aspects.
COVAC.5	Students will be able to identify and overcome the reasons for business model failure.

13. UNIT WISE DETAILS No. of Units: 3

Unit Number: 1 No. of Lectures: 10 Title: Innovation and Creativity – An Introduction

Content Summary:

Analyzing the Current Business Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation.
Challenges of Innovation

Unit Number: 2 No. of Lectures: 05 Title: Entrepreneurship – Concepts and application

Content Summary:

What is a Business Model, Who is an Entrepreneur, Social Entrepreneurship

Unit Number: 3 No. of Lectures: 15 Title: Business Models

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- Before coming in the class please read about the new start-up companies
- Please read about the basics of business terminology
- All student must secure at least 50% marks in each evaluation component
- All students must maintain the attendance at least 80%

Sant



15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG 3

1. Weak

2. Moderate

3. High

b) SDG NA

1. Weak

2. Moderate

3. High

14. Books Recommended:

Text Books

T1. Innovation and Entrepreneurship Book by Peter Drucker

T2. 8 Steps To Innovation: Going From Jugaad To Excellence- Book by Rishiksha T. Krishnan and Vinay Dabholkar

Reference Books

1. HBS series on Innovation and Entrepreneurship

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_ma118/preview

Animated Lab Videos:

MOOC Supplemented

Santou

Rishiksha



Santou
24/09/24



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Steps of Innovation Management	Exams (MSE & ETE) Assignment	CO1
2.	Application of Design Thinking	Exams (MSE & ETE) Assignment	CO2
3.	Business model development and marketability	Exams (MSE & ETE) Assignment	CO3 and CO4
4.	Future market needs assessment	Exams (MSE & ETE) Assignment	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assesment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Sudha

Practical Content

Sudha
24/09/24



Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA
Value Added Experiments: NA				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (4-0-0)	Viva	5	Must Secure 50% Marks Out of total Marks
		Continuous Evaluation Through attendance/student teacher interaction	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and GO's

Sent

Smiths
24/04/2017



Anushka



	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped

Sulaim

Sreeja
24/04/24
G.D. Goenka University
School of Manag.

Anushka
G. D. GOENKA UNIVERSITY
REGISTRAR

VAC: Sustainable Business Practices

1. Department/ School:	School of Management (SoM)		
2. Course Name:	3. Course Code	4. L-T-P	5. Credits
Sustainable Business Practices (SOMVAC005)	VAC005	2-0-0	2
6. Type of Course (Tick one):	Programme Core VAC <input checked="" type="checkbox"/>	Programme Elective	Open Elective
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies		
11. Brief Syllabus:			
UNIT I Innovation and Creativity – An Introduction UNIT II Innovation Management UNIT III Entrepreneurship – Concepts and application UNIT IV Sustainability in Innovation and Entrepreneurship UNIT V Business Models			

Shrushti



Shrushti
25/04/24

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)

Lectures: 60

Tutorials:

Practical's: NA

12. Course Outcomes (COs)

Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:

COVAC.1

Students will be exposed to different frameworks and business models for sustainability with reference for their environmental, social and economic dimensions

COVAC.2

Learners will be able to examine the risks and opportunities associated with sustainable business, including regulations, partnerships, supply chains and value chains.

COVAC.3

Students will be able to evaluate approaches to environmental reporting and communication taken by different organisations.

COVAC.4

Students will be able to outline different associated costs and benefits to the organisations developing sustainable models and their impact on overall trade.

13. UNIT WISE DETAILS No. of Units: 3

Unit Number: 1 No. of Lectures: 4 Title: Sustainability : An Introduction

Content Summary:

Definitions, frameworks and business models for sustainability

Unit Number: 2 No. of Lectures: 4 Title: Sustainability in Practice

Content Summary:

Business and regulation, Role of partnerships and NGOs, Sustainability in supply chains and value chains

Unit Number: 3 No. of Lectures: 4 Title: Sustainable Business Model Ecosystems

Content Summary:

Types of Sustainable Business Models
Circular & Collaborative Business Models

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

Anushka



Suehi
23/04/24

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....3.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/>	2. Moderate <input type="checkbox"/>	3. High <input type="checkbox"/>

14. Books Recommended:

Text Books

Sustainable Business Models: Innovation, Implementation and Success (Palgrave Studies in Sustainable Business In Association with Future Earth) 1st ed. 2019

Sustainable Business Models Jabłoński, A. (2019). Sustainable Business Models. <https://doi.org/10.3390/books978-3-03897-561-8>

Reading References:

<https://www.mdpi.com/2071-1050/11/6/1663>
https://www.researchgate.net/publication/346782066_Sustainable_Business_Models

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: <https://alison.com/topic/learn/155175/environmental-sustainability-in-business>

Anuradha



Snehi
23/04/24

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Sustainable Business Practices	Presentation Project	CO1, CO2
2.	Case Study	Presentation Project	CO3, CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
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Snehi
23/04/24



Anushka



1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%

Smriti
24/1/24



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and Ethics	Communication	Modern Methods	Life-long Learning
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Smriti



CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2	2	1			
COMVAC.2		1	2	1	2		2		1	1	
COMVAC.3	1	1	2	2	1	1	2			1	2
COMVAC.4		1	2		3		2	1	3	2	2
Overall CO's (Average)	1.0	1.2	2.0	1.2	1.7	0.7	1.0	0.5	1.0	1.0	1.0

1=weakly mapped

2= moderately mapped

3=strongly mapped



GDGU/FRM/L.1/ACAD/003



Introduction to Social Media Marketing (SOMVAC007)

1. Department/ School:		School of Management (SOM)		
2. Course Name: Physical Wellness & Mental Health	3. Course Code	4. L -T- P	5. Credits	
	SOMVAC007		No credit	
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input checked="" type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) Introduction to Social Media Marketing : SOMVAC007				
8. Frequency of offering (check one): <input type="checkbox"/> Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester				
9. Focus: <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies		
11. Brief Syllabus: The importance for modern businesses to understand the need for social media presence cannot be understated. This course enables to adapt the social media marketing strategies. It also provides a framework for developing social media marketing strategies. This course integrates				

Anushka



Deepshikha
Sharma

Shruti
Ashtu



13/04/24

social media techniques and trends into traditional marketing and business strategies.

Total Lectures, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)

Lectures: 30

Tutorials: 0

Practicals: 0

12. Course Outcomes (COs)

Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed

SCMA ACY0* 1	CO1	Students will understand the role and importance of social media marketing
SCMA ACY0* 2	CO2	Students will be equipped to apply the components of social media marketing plan
SCMA ACY0* 3	CO3	Students will be developing social media campaign.
SCMA ACY0* 4	CO4	Students will understand execution on various social media platforms.

13. UNIT WISE DETAILS No. of Units: 4

Unit Number: 1 No. of Lectures: 10 Title: Introduction to Social media marketing

Content Summary:

Understanding Social media marketing; meaning, definition, aim, objectives, principles and components of social media marketing; Needs & Importance; Scope and Place of social media in marketing process; Theories

Unit Number: 2 No. of Lectures: 07 Title: Understanding Social media landscape

Content Summary:

Social media landscape: Concepts, Meaning, aim, type & objective; Needs, characteristics & importance; social media landscape theories.

Unit Number: 3 No. of Lectures: 08 Title: Develop a social media marketing plan

Content Summary:

Social media marketing planning, Conducting situation analysis, Identifying Marketing Objectives, goals and tactics, Concepts of segmentation, targeting, and positioning to a product or service, Social media marketing framework, metrics and measurement.

Unit Number: 4 No. of Lectures: 05 Title: Physical & Mental Health: A Life Span Perspective



Content Summary:

Social media platform deployment categories, Facebook, LinkedIn, Google+, Blogging platforms: Twitter, Wordpress, blogger, tumblr, Content sharing platforms: Youtube, Instagram, Snapchat , Extended social media platforms.

14. Instructions for students

- a) Before coming in the class please read about social media marketing news.
- b) Please read about the basics of social media marketing
- c) All student must secure at least 50% marks in each evaluation component
- d) All students must maintain the attendance at least 75%
- e) All student must submit a project(individual)

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

Students from multiple disciplines can study.

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....9.....

1. Weak

2. Moderate

3. High

Title of Lab Manual (if applicable): NA

Books Recommended:

- Bhatia Puneet, Social media & mobile marketing, First Edition, Wiley India Pvt Ltd
- Jan Zimmerman, Deborah Ng, Social media marketing All in one for Dummies, 4th Edition, John Wiley & Sons Inc (US)



E-Learning Resources:

Social media Marketing-<https://www.mygreatlearning.com/academy/learn-for-free/courses/social-media-marketing>.

You tube marketing-<https://www.mygreatlearning.com/academy/learn-for-free/courses/youtube-marketing>

Instagram marketing-<https://www.mygreatlearning.com/academy/learn-for-free/courses/instagram-marketing-fundamentals>

LinkedIn Marketing-<https://www.mygreatlearning.com/academy/learn-for-free/courses/linkedin-marketing>

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Needs & Importance; Scope and importance of social media marketing	Assignment	CO1
2.	Social media marketing landscape: Concepts, Meaning, aim, type & objective; Needs, characteristics & importance;	Assignment	CO2
3.	Social media marketing mix	Assignment	CO3
4.	Campaigns for social media marketing	Assignment	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva

Anushka



Advanced Learners

VAC courses, skill training

Presentation, viva,
feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

Students are supposed to create a social media campaign on any brand of choice.

Assessment Criteria

Viva & Certificates of online MOOC'S programme on social media marketing

Task 1 (**Mooc- Social media Marketing**)

<https://www.mygreatlearning.com/academy/learn-for-free/courses/social-media-marketing>

Task 2 (**Mooc- You tube marketing**)

<https://www.mygreatlearning.com/academy/learn-for-free/courses/youtube-marketing>

Task 3 (**Mooc- Instagram marketing**)

<https://www.mygreatlearning.com/academy/learn-for-free/courses/instagram-marketing-fundamentals>

Task 4 (**Mooc- LinkedIn Marketing**)

<https://www.mygreatlearning.com/academy/learn-for-free/courses/linkedin-marketing>

Task/ Mooc Certificates of total 5 tasks to be uploaded in

Maximum Marks

50 Internal



https://docs.google.com/forms/d/e/1FAIpQLSeE1bufFJQmpE1xCNE79r_U7F50Yqr6O71jRiOotE8ddExg/viewform?usp=sf_link	
Secondary research based project	50 External
Total Internal Assessment	
Final Assessment	50
Total (Internal +External Assessment)	50
	100

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Communication	Presents ideas coherently and logically	Uses appropriate terminology accurately	Provides clear and well-organized explanations
Analysis and Application	Analyzes the relationship between Social media and marketing	Applies concepts to real-life situations	Critical Analysis and Application
Application of Practical Skills	Applies learned concepts to personal wellness and effectively manages social media marketing	Demonstrates ability to guide and support others in improving social media marketing	Critically evaluates the reliability and validity of social media marketing

Mapping of PO's and CO's



Course Outcome	PO 1	PO 2	PO 3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOMVAC007.1	3	3	2	2	-	3	-	-	3	3	3
SOMVAC007.2	3	2	2	3	-	2	-	-	2	3	3
SOMVAC007.3	3	3	2	2	-	3	-	-	2	2	2
Average	3	2.6	2	2.3	-	2.6	-	-	2.3	2.6	2.6

1=weakly mapped

2= moderately mapped

3=strongly mapped



Anushka
 G. O. GOENKA UNIVERSITY
 REGISTRAR

SOMVAC010 PERSONAL FINANCIAL MANAGEMENT

<input checked="" type="checkbox"/> Department/ School:	School of Management(SOM)		
<input checked="" type="checkbox"/> Course Name: Personal Financial Management	<input checked="" type="checkbox"/> Course Code	<input checked="" type="checkbox"/> L -T- P	<input checked="" type="checkbox"/> Credits
	SOMVAC010	L -T- P 0-0-0	0
<input checked="" type="checkbox"/> Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
<input checked="" type="checkbox"/> Prerequisite(s), if any (Mention course code and name) SOMVAC010 PERSONAL FINANCIAL MANAGEMENT			
<input checked="" type="checkbox"/> Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
<input checked="" type="checkbox"/> Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge			
<input checked="" type="checkbox"/> Student centric methods used for enhancing learning experiences (Tick relevant)		<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies	
<input checked="" type="checkbox"/> Brief Syllabus:			
Unit I: Introduction to Financial Planning			
Unit II: Personal Financial Statements			
Unit III: Managing Your Money			

Sunil
20/09/24



Unit IV: Managing your investments		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials: 0	Practical's: 0
✓ Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed		
SOMVAC010.1	Students will be able to set financial goals and develop a financial plan.	
SOMVAC010.2	Students will be able to apply time value of money principles to personal financial decisions.	
SOMVAC010.3	Students will be able to Plan for home ownership and understand types of mortgages.	
SOMVAC010.4	Students will be able to describe alternative types of financial assets in which to invest.	
SOMVAC010.5	Students will be able to develop an investment plan for the future	
✓ UNIT WISE DETAILS No. of Units: <u> 4 </u>		
Unit Number: 1 No. of Lectures: 10 Title: Introduction to Financial Planning		
Content Summary: Introduction to the course The principles of financial planning including the elements of a financial plan, goal setting, and objectives Time value of money concepts Tax Planning and Strategies		
Unit Number: 2 No. of Lectures: 10 Title: Personal Financial Statements		
Content Summary: Understand the role and uses of personal financial statements (net worth statement, income and expense statement and budgets) in financial planning		



Unit Number: 3 No. of Lectures: 12 Title: Managing Your Money

Content Summary:

Cash and Liquid Asset Management
Using Credit Cards Personal Finance
Using Consumer Loans: The Role of Planned Borrowing
The Home and Automobile Decision

Unit Number: 4 No. of Lectures: 13 Title: Managing Your Investments

Content Summary:

Investment Basics
Securities Markets
Investing in Stocks
Investing in Bonds and Other Alternatives
Mutual Funds: An Easy Way to Diversify

✓ **Instructions for students**

- a) Before coming in the class please read about basics of personal finance.
- b) Please read about the basics of how to manage your money.
- c) All student must secure at least 50% marks in each evaluation component
- d) All students must maintain the attendance at least 75%
- e) All student must submit a project either in group or single

✓ **Multi-Disciplinary Approach**

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

✓ **SDG Number**

SDG level of correlation
(Mention the level of correlation for each SDG)

Anushka



(Mention SDGs number out of 17 SDGs for which this course is mapping)	
a) SDG.....4.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....overall.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>

13. Title of Lab Manual (if applicable): NA

Books Recommended

Reference Text:

R1. Introduction to Personal Finance: Beginning Your Financial Journey, 1st Edition by John E. Grable, Lance Palmer

R2. Personal Financial Planning (Mcgraw-hill / Irwin Series in Finance, Insurance, and Real Estate) by Altfest, Lewis J.

E-Book: NA

Reference websites: NA

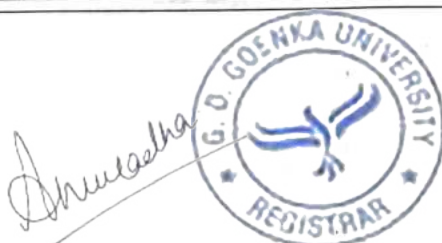
14. E-Learning Resources

Financial Planning for Young Adults
University of Illinois at Urbana-Champaign
Course Offered by -Coursera
Course Duration-4 weeks
Link-<https://www.coursera.org/learn/financial-planning>

Personal Budgeting using Microsoft Excel
Link-<https://www.mygreatlearning.com/academy/learn-for-free/courses/personal-budgeting-using-microsoft-excel>

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva



2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value Added Experiments: NA

Project (To be done as individual/in group):

1. Financial Planning
2. Submission of completion of MOOC-Personal Budgeting using Microsoft Excel
3. A report on "Investments through Mutual Funds"
4. Online quiz

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Internal Assessment	50
External Assessment	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

Anuragha



iii) Grading of performances and Certification: As per Regulations of Value-Added Courses- 2021, GD Goenka University, Gurugram

RUBRIC FOR EVALUATION:

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Assignment	Some of the relevant concepts applied. A conclusion was attempted but some points missing.	Most of the relevant concepts are applied. Cogent and intelligent conclusion.	All relevant concepts applied. Excellent concluding section drawing together the various points made.
Presentation	Comprehensive study of the topic	Communication skills and body language	Overall effective of the presentation

Shruselha



Course Plan (Lecture/Tutorial/Practical)



Dates	Lecture	Topics / Sub- Topics	Course (Learning Outcomes)	Pre-Reading	Pre-Reading
11/Jan/24	L	Introduction to Financial Planning	SOMVAC010.1	1 NCFM Wealth Management Modelue,N	Chapter 1
13/Jan/24	L	Principles of financial planning and objectives	SOMVAC010.1	1 NCFM Wealth Management Modelue,NSE-	Chapter 1
18/Jan/24	L	Elements of Financial Planning	SOMVAC010.1	1 https://ebooks.tips.in/management/	
18/Jan/24	L	Strategies of putting together a Complete Financial Plan	SOMVAC010.2	2 http://etoolz.in/management/	
26/Aug/22	L	Time value of money concepts	SOMVAC010.2	2 NSDL Primer on Personal Finance	
25/Jan/24	L	Personal Financial Statements and financial planning	SOMVAC010.2	2 Excel Activity	Chapter 1
25/Jan/24	L	Cash and Liquid Asset Management	SOMVAC010.2	2 NCFM Wealth Management Modelue,N	Chapter 1
1/Feb/24	L	Using Credit Cards Personal Finance and Consumer	SOMVAC010.3	3 NCFM Wealth Management Modelue,N	Chapter 1
1/Feb/24	L	Planning for Home and Automobile	SOMVAC010.3	3 NCFM Wealth Management Modelue,N	Chapter 1
8/Feb/24	L	Home and Automobile Loans	SOMVAC010.3	3 NCFM Wealth Management Modelue,N	Chapter 1
8/Feb/24	L	Concept of EMIs	SOMVAC010.3	3 NCFM Wealth Management Modelue,N	Chapter 1
15/Feb/24	L	Types of Insurance and Insurance Planning	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 9
15/Feb/24	L	Stocks and Stock Market	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 3
7/Mar/24	L	Investing in Stocks	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 3
7/Mar/24	L	Bonds and Bond Market	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 4
14/Mar/24	L	Investing in Bonds	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 4
14/Mar/24	L	Mutual Funds: An Easy Way to Diversify	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 6
14/Mar/24	L	Mutual Funds: Ways of Investing	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 6
21/Mar/24	L	Other Assets: Gold and Real Estate	SOMVAC010.4	4 NCFM Wealth Management Modelue,N	Chapter 5
21/Mar/24	L	Retirement Planning-I	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
21/Mar/24	L	Retirement Planning-II	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
28/Mar/24	L	Taxation of Investment Products	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 11
28/Mar/24	L	Taxation of Investment Products	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 11
28/Mar/24	L	Tax Planning and Strategies	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 11
4/Apr/24	L	Managing Investment Risk and Return	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
4/Apr/24	L	Investment Strategies-I	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
4/Apr/24	L	Investment Strategies-II	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
11/Apr/24	L	Managing your investments: Active Investment & Pas	SOMVAC010.5	5 NCFM Wealth Management Modelue,N	Chapter 8
11/Apr/24	L	Preparing a comprehensive Financial Plan using Exce	SOMVAC010.5	5 Excel Activity	
11/Apr/24	L	Preparing a comprehensive Financial Plan using Exce	SOMVAC010.5	5 Excel Activity	

Mapping of PO's and CO's

	Communication Skills:	Critical thinking:	Problem solving:	Analytical reasoning:	Research-related skills:	Cooperation/Team work:	Scientific reasoning:	Information/digital literacy:	Self-directed learning:	Multicultural competence:	Moral and ethical awareness/reasoning:
Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOMVAC010.1	3	3	2	2	-	3	-	-	3	3	3
SOMVAC010.2	3	2	2	3	-	2	-	-	2	3	3
SOMVAC010.3	3	3	2	2	-	3	-	-	2	2	2
SOMVAC010.4	2	2	2	3	2	-	-	2	3	-	2
SOMVAC010.5	1	3	3	2	3	1	-	2	3	2	2
Average	2.4	2.6	2.2	2.4	1	1.8	-	0.8	2.6	2	2.4

1=weakly mapped
mapped

2= moderately mapped

3=strongly

Anushka



SOHTVAD004	Basic Dining Etiquettes	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	NA				
Co-requisites	--				

Course Objective- The purpose of this course is to:

1. Prepare students with the lifelong skills of dining etiquettes.
2. Provide students with the knowledge and skills required while dining in professional gatherings.
3. Provide an opportunity for students to apply their knowledge and skills of food and beverage operations in a social gathering.

Learning Outcome- On completion of the course the student will be able to:

CO1 List out different food and beverage equipment's and explain their role in food and beverage service.

CO2 Classify F & B Outlets and Ancillary Departments.

CO3 Explain various types of restaurant services and their role in food and beverage sector.

CO4 Understand the various courses of the menu, how to read the menu and order efficiently.

CO5 Understand the cover and positioning of the utensils and how to hold cutlery for different type of food items.

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. & aimed to equip students with skills to apply the theoretical knowledge in real practical situations. They will also be required to work on field projects. Students are especially encouraged to read hotel management news and articles and research papers to not only acquire a better understanding but also to be well informed of the current business scenario and its challenges and possible solutions.

Course content

Total Lecture hours (14X3= 42)

Unit I: F & B Service Equipment

8 lecture hours

Familiarization & Selection factors of Cutlery, Crockery, Glassware, Flatware, Hollowware Restaurant Furniture, and Table Linen.

Unit II: Food Service Areas (F & B Outlets) & Ancillary Departments

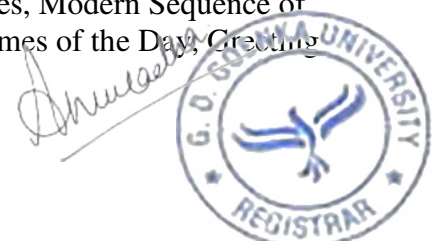
8 lecture hours

Specialty Restaurants, Coffee Shop, Cafeteria, Fast Food (Quick Service Restaurants).Grill Room, Banquets, Bar, Vending Machines, Discotheque, Pantry, Food pick-up area, Store, Linen room, Kitchen stewarding.

Unit III: Restaurant Service

8 lecture hours

Identifying Different Menu Styles, Traditional Sequence of Courses, Modern Sequence of Courses, Identifying Different Service Styles, Identifying Meal Times of the Day, Grating



and Seating the Customers, Taking the Order, Changing Cutlery and Glassware According to the Order, Carrying and Clearing Plates, Matching Accompaniments with Dishes, Serving Cheese Using Finger Bowls, Presenting the Guest's Bill, Processing Payments, In Summary: A Step by Step List of the A La Carte Service Sequence & Closing down the Restaurant.

Unit IV: Menu knowledge

8 lecture hours

Introduction to Menu & Menu Planning, Considerations and Constraints, Types of Menu Ala Carte & Table D'hote. French Classical Menu Courses Sequence, Examples of French classical menu. How to read the menu and order the food? Pairing food and wine.

Unit V: Table setups & dining etiquettes

10 lecture hours

Read a place setting to determine what comes next and what to expect, Identify world class manners, choose the correct eating utensil and how to use it, how to eat a variety of tricky foods.

Text books

- Andrews, S. (2012). *Food and Beverage Management* (6th ed.). New Delhi: Tata Mc Graw Hill Education Private Limited.
- Singaravelavan, R. (2012). *Food and Beverage Service* (1st ed.). London: Oxford Publications.
- Bagchi, S. N. (2014). *Food and Beverage Service* (3rd ed.). New Delhi: Aman Publications.
- Fischer, J. (2006). *At your service: a practical guide for the Professional Dining Room* (2nd ed.). New York: John Wiley and Sons Inc.
- Lillicrap, D. R., & Cousins, J.A. (1998). *Food and beverage service* (5th ed.). London: Hodder and Stoughton.

Reference books

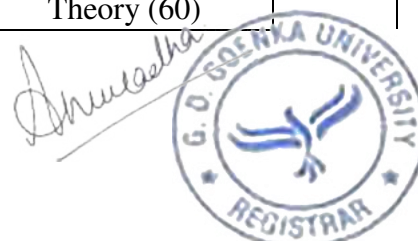
- Kotschevar, L. H., & Luciani, V. (2006). *Presenting service: the ultimate guide for the foodservice professional* (2nd ed.). New York: John Wiley and Sons Inc.
- Meyer, S., Schmid, E., & Spühler, C (1990). *Professional table service* (1st ed.). New York: John Wiley and Sons Inc.
- Cullen, P. (1997). *The Food and Beverage Manager* (1st ed.). Butterworth-Heinemann: London: Oxford.
- Wood, R. C. (2016). *Strategic Questions in Food and Beverage Management*, Butterworth-Heinemann: (3rd ed.). London: Oxford.
- Magris, M., & McCreery, C. (2001). *Introduction to Food Beverage Studies* (2nd ed.). United States: Global Books
- Swamy, M. (2014). *Easy Guide To Pairing: Indian Food And Wine* (1st ed.). New Delhi: Om Books International
- Shiring, S., Jardine, B., & William, R. (2007). *Introduction To Catering: Ingredients For Success* (3rd ed.). UK: Nelson, Thomson Ltd.

Modes of Evaluation: Quiz/Assignment/ presentation/ Reports/class test/viva-voce

Theory

Examination Scheme-

Internal Evaluation (40)	External Examination (60)	Total
Theory (40)	Theory (60)	



Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	20	10	10	60	100

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	List out different food and beverage equipment's and explain their role in food and beverage service.	
CO2	Classify F & B Outlets and Ancillary Departments.	
CO3	Explain various types of restaurant services and their role in food and beverage sector.	
CO4	Understand the various courses of the menu, how to read the menu and order efficiently.	
CO5	Understand the cover and positioning of the utensils and how to hold cutlery for different type of food items.	

	PEO Keywords	Organizational Behaviour	Hospitality Knowledge	Finance	Marketing Skills	Pricing Mechanism & Strategy	Impact of Globalisation	Presentation Skills	Ethics	Individual and Team Work	Communication Skills	Project Management	Life Long Learning
Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12

- 1= Weakly mapped
2= Moderately mapped
3= Strongly mapped



Course Title: Body Language & Personal Grooming	L	T	P	C
Course Code : SOHTVAD005	3	0	0	3

Course Objectives- The course focuses on non-verbal communication and behavioral skills. It provides the knowledge and skills required to project a professional image and self-confidence. The participants will be able to use the right make up technique, personal hygiene, selecting clothes and accessories that are complementary as well as professional.

Course Outcomes- On completion of this course, the students will be able to:

- CO1** Understand the concepts of Body Language and non-verbal communication
- CO2** How to use nonverbal communication skills in all aspects of business and life.
- CO3** Understand how to move with poise when speaking and presenting.
- CO4** Understand how to be well dressed and properly groomed for business.
- CO5** To have a knowledge of business etiquette.

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. aimed to equip students with skills to apply the theoretical knowledge in various situations. Students are especially encouraged to read hotel management news and articles and research papers to not only acquire a better understanding but also to be well informed of the current business scenario and its challenges and possible solutions.

Course content

Total Lecture hours (14X3= 42)

Unit I: Introduction to Body Language **9 lecture hours**
 Define body language, Understand the benefits and purpose of interpreting body language, Learn to interpret basic body language movements, Recognise common mistakes when interpreting body language, Understand your own body language and what you are communicating, Practice your body language skills.

Unit II: Communication Skills **8 lecture hours**
 Understanding the importance of communication, Communication Process, Non Verbal Communication, Expressing Feelings in an Appropriate manner, Barriers or obstacles in Communication, Posture Communication.

Unit III: Reading Body Language **9 lecture hours**
 Ways to read the Body Language, Description of Nonverbal Signals, Common body postures, Differentiating open and closed body language, Translating Gestures into Words.

Unit IV Personal Grooming **9 lecture hours**
 Introduction to Personal Grooming, Personal Hygiene and Cleanliness, Presentation Skills, Makeup and Hair Styling, Dressing for Men and Women, Tips to make a great first impression, Self-discipline, Tips to develop self discipline.



Unit V: Business Etiquette

9 lecture hours

Introduction Etiquette, Different types of Etiquette, Introduction to Motivation, Dynamics of motivation (cultivating motivation), Types of motivation, Tips to increase/develop your motivation.

Text books

- Jamila Musayeva. (2019). *Etiquette: The Least You Need to Know*. by R. R. Bowker.
- Ian Tuhovsky. (2019). *THE SCIENCE OF EFFECTIVE COMMUNICATION: Improve Your Social Skills and Small Talk, Develop Charisma and Learn How to Talk to Anyone*, Rupa Publications India.
- Dr G.M. (2019). *Personal Grooming*. Independently published.
- P.Bhalla Prem. (2013). *Self-Grooming Guide For A Perfect Man 1 Edition* V&S Publishers.
- Seema Gupta. (2005). *A Woman's Guide To Personality Development: An Effective Self-Grooming Guide for Woman*. US, Course Technology.
- Barun K. Mitra. (2016). *Personality Development and Soft Skills* India: Oxford University Press; Second edition.

Theory

Examination Scheme-

Internal assessment (50)				Final assessment (50)	Total
	Theory (50)			Theory (50)	
Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	10	20	20	50	100



Course Title: Entrepreneurship in food business	L	T	P	C
Course Code : SOHTVAD002	2	0	0	2

Course Objectives-The purpose of this course is to:

- Develop your own food product for the marketplace, from concept to creation to consumer.
- Provide an understanding that entrepreneurship take time and patience
- Familiarise with the stringent standards to which F&B products are upheld, related to recipe, packaging, and sourcing, among others.
- Identify and develop various opportunities to further develop the product and identify new markets ab

Course Outcomes- On completion of this course, the students will be able to:

CO1 Define and identify the characteristics of food entrepreneurship

CO2 Identify the factors that influence food entrepreneurship

CO3 Develop new products and ideas over the years as the entrepreneurship develops.

CO4 Have an awareness of how food entrepreneurs go about taking advantage of an opportunity

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. aimed to equip students with skills to apply the theoretical knowledge in various situations. Students are especially encouraged to read hotel management news and articles and research papers to not only acquire a better understanding but also to be well informed of the current business scenario and its challenges and possible solutions.

Course content

Total Lecture hours (14X3= 42)

Unit I: Introduction to Food Entrepreneurship

6 lecture hours

Definition of food entrepreneurship, types of entrepreneurships, necessary food licenses, Identify market, product development, market segmentation, target market

Unit II: Factors that influence Food Entrepreneurship

6 lecture hours

Financial factors, Market factors, Natural factor, Human Pandemic, Change in customer behavior,

Unit III: Standards, Financial and Costs

6 lecture hours

Developing P&L, Fixed & Variable costs, Calculating EBITA, Forms and Formats, Food Cost Calculation, Procurement of Perishable and Non-Perishable items, Standard Recipes, Food Wastage,

Unit IV: Development of new and innovative ideas

6 lecture hours

Innovation in food, Market research, developing innovative ideas, understanding your market, Understanding competitors



Text books

- *Stephen F. Hall (2012). Sell Your Specialty Food: Market, Distribute, and Profit from Your Kitchen Creation*
- *Annette Washington-Goff (2013), How To Start A Food Business with Little or No Money Down*
- *Rachel Hofstadter (2013), Cooking Up a Business: Lessons from Food Lovers Who Turned Their Passion into a Career -- and How You Can Too*

Theory**Examination Scheme-**

Internal assessment (50)				Final assessment (50)	Total
	Theory (50)			Theory (50)	
Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	10	20	20	50	100



SOHTVAD003	Food & Beverage Pairing	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	NIL				
Co-requisites	--				

Course Objectives- The purpose of this course is to:

1. Provide students with the knowledge and skills necessary as food and beverage service personnel.
2. Familiarize students with the basics of alcoholic & non alcoholic beverages.
3. Develop student's wine knowledge and enable them to identify major wine types and serving styles.
4. Develop an understanding of the role of wine in a western dining context and learn about food and beverage pairing.

Target Audience: University Undergraduate students Age 18years & above.

Target Skills:

- Successful completion of the course typically leads to employment as a sommelier/wine waiter, front of house person, barista or mixologist.
- This qualification will also prove useful if you're interested in running your own hospitality/catering business.

Course Outcomes- On completion of this course, the students will be able to:

- CO1** Learn the concept, types and organizational structure of F & B Department.
CO2 Understand the concept of Menu
CO3 Understand the difference between Alcoholic and Non Alcoholic Beverages.
CO4 Learn about the concept of wine
CO5 Develop knowledge and skills for Food and Wine Pairing and Philosophy.

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. & aimed to equip students with skills to apply the theoretical knowledge in real practical situations. They will also be required to work on field projects. Students are especially encouraged to read hotel management news and articles and research papers to not only acquire a better understanding but also to be well informed of the current business scenario and its challenges and possible solutions.

Course Content

Total Lecture hours (14X3= 42)

Unit I: Introduction to Food and Beverage Service, Beverage Classification



08 lecture hours

A Brief History of the Food and Beverage Industry, Growth of the hotel Industry in India, Modern Definition of a Food and Beverage Establishment, Types of Food and Beverage Establishments, Organization and Management of Service Staff, Classification of Beverages. Alcoholic & Non Alcoholic (Classification (Nourishing, Stimulating and Refreshing beverages). Tea, Origin & Manufacture, Types & Brands, Coffee, Origin & Manufacture, Types & Brands, Juices and Soft Drinks, Cocoa & Malted Beverages, Origin & Manufacture).

Unit II: Menu knowledge

08 lecture hours

Introduction to Menu & Menu Planning, Considerations and Constraints, Types of Menu Ala Carte & Table D'hote. French Classical Menu Courses Sequence. Classification Hors'd oeuvres: Examples of Hot hors'd oeuvres, Examples of Cold Hors'd oeuvres & examples of Classical Hors'd oeuvres. Introduction to Potage course, its classification & examples. Introduction to Poisson course & its examples. Introduction to Entrée course & its examples. Introduction to Releve course & its examples. Introduction to Sorbet course & its examples. Introduction to Roti Course & its examples. Introduction to Legume Course & its examples. Introduction to Entremet course & its examples. Introduction to Savoury course & its examples. Introduction to Dessert course & its examples.

Unit III: Alcoholic Beverages: Introduction

08 lecture hours

Introduction and definition, Production of Alcohol, Fermentation process, Distillation process Classification with examples, Introduction & Definition, Fermented, Distilled, Flavored. (Wine, Beer, Spirits & Liqueurs.

Unit IV: How to Select, Store and Serve Wine

10 lecture hours

What is wine? Why does hospitality need to understand wine? A Brief History of wine, Total world wine consumption in selected countries, where is wine produced? The key role of Fermentation of Grape Juice to wine Basic Components of wine Major wine Categories Fortified Wines, Introduction to tasting Wine: Major Environmental Factors, Major Psychological Factors Colour range of Red and White Wine Smell of wine Taste of wine Procedure for Tasting Wine Mechanism of Taste of wine.

Reading Wine Labels, New World, Old World, Storage of Wine, Ageing of wine, Opening, Decanting and Serving Wine, Wine Serving Temperatures, Common Wine Faults

Unit V: Food and Wine Philosophy

08 lecture hours

History and Growth of Gastronomy, Changing Tastes 1: Varietal Wines in the Context of Global Cuisine, Changing Tastes 2: Organic and Free Range versus 'The Supermarket', Matching Foods and Beverages: Dishes into Meals. Traditional Food and Wine Pairings.

Text books

- Fischer, J. (2006). *At your service: a practical guide for the Professional Dining Room*, (2nd ed.). New York: John Wiley and Sons Inc.
- Singaravelavan, R. (2012). *Food and Beverage Services* (1st ed.). New Delhi: Oxford University Publications.



- Axler, H. Bruce et al (1990). *Food and Beverage Service* (1st ed.). US: Indiana University.
- Bagchi, S. N. (2007). *Textbook of Food and Beverage Service* (1st ed.). New Delhi: Aman Publications.
- George, B. (2008). *Food and Beverage Service and Management* (3rd ed.). UK: Jaico Publishing House.

Reference books

- Lillicrap, D. R., & Cousins, J. A. (1998). *Food and beverage service* (5th ed.). London: Hodder and Stoughton.
- Kotschevar, L. H., & Luciani, V. (1996). *Presenting service: the ultimate guide for the foodservice professional* (2nd ed.). New York: John Wiley and Sons Inc.
- Meyer, S., Schmid, E., & Spühler, C. (1990) *Professional table service* (1st ed.). New York: John Wiley and Sons Inc.
- National Restaurant Association Education Foundation (2005). *Serve Safe alcohol: fundamentals of responsible alcohol service* (1st ed.). New York: John Wiley and Sons Inc.
- Dawan, V. (2000). *Food & Beverage Service* (1st ed.). Noida: Frank Bros. & Co Publishers.
- Houston, J. & Glenesk, N. (1982). *The Professional Service of Food and Beverage Service* (1st ed.). London: Batsford Technical Limited.
- Tanji, H. (2014). *Food & Beverage Service Training Manual with 225 SOP* (1st ed.). US: Create space Independent Publications.
- Patrick, G., Iland, P., Caillard, A., & Dry, P. (2009). *A Taste of the World of Wine* (1st ed.). South Australia: Wine titles.

Theory

Examination Scheme-

Internal assessment (50)				Final assessment (50)	Total
Theory (50)				Theory (50)	
Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	15	15	20	50	100



Course Title: Food Photography	L	T	P	C
Course Code : SOHTVAD001	3	0	0	3

Course Objectives-The purpose of this course is to:

1. Familiarize students with food photography basics, Composition, Lighting effects, Color Theory, Props and Styling.
2. Familiarize the students what type of lighting to use and its effects on food photos & how to use your Smartphone for food photography.
3. Familiarize the students how to style your food & Composition techniques that will change the way you take photos.

Course Outcomes- On completion of this course, the students will be able to:

CO1 Critically examine photographic techniques in relation to food styling and design within the field of culinary arts..

CO2 Discuss the latest trends in food styling.

CO3 Classify pairing and complementing of food for styling.

CO4 Identify the influence of media on the world of food styling and photography

CO5 Interpret the balance between a good looking plate and good taste.

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. aimed to equip students with skills to apply the theoretical knowledge in various situations. Students are especially encouraged to read hotel management news and articles and research papers to not only acquire a better understanding but also to be well informed of the current business scenario and its challenges and possible solutions.

Course content

Total Lecture hours (14X3= 42)

Unit I: Introduction to Food Photography

6 lecture hours

Defining food photography with its importance in the dynamic world. Understanding the modern era of digital menus and the value of food photography in marketing and business. Exploring the essential tools required to do food photography.

Unit II: Main elements of Food Photography

9 lecture hours

Understanding the elements of a camera and the contribution of each factor such as exposure, aperture, shutter speed, ISO, exposure triangle, depth of field, focal length, sensor size, focus, sharpness, camera settings, camera modes, white balance, histogram, composition, photography gear for a perfect food photography and also guiding basic fundamentals of editing post photography with tips and tricks.

Unit III Food Styling and Photography

9 lecture hours



Understanding food styling and its role in food photography. Understanding the difference between food photographer and food stylist and their roles and duties. Familiarizing with the ideas and techniques of food styling that is used in food photography.

Unit IV: Principles followed in Food Photography

9 lecture hours

Understanding the Principles followed in food photography. Understanding the tips and tricks to make food look visually appealing for food photography. Understanding how to represent tricky dishes such as salads, brown dishes, desserts and the methods food photographers use.

Unit V: Food Presentation

9 lecture hours

Understanding the concept of Food Presentation, learning its importance with the styles of food presentation. Understanding the role of food presentation in food photography. Familiarizing the concept of food plating and focusing on various tools and techniques used in food photography such as angles, heights, layers etc.

Text books

- Custer, D. (2010). *Food Styling: The Art of Preparing Food for the Camera* (1sted.). US: Wiley.
- McAlpine, M. (2005). *Working in the Food Industry* (1sted.). UK: Gareth Stevens
- Bellingham, L., & Bybee, J. (2008). *Food styling for photographers: a guide to creating your own appetizing art.* (1sted.). UK: Oxford.
- Manna, L. & Moss, B. (2005). *Digital Food Photography.* US, Course Technology.
- Rao, H. (2009). *Market Rebels: How Activists Make or Break Radical Innovations, The French Revolution: Collective Action and the Nouvelle Cuisine Innovation* (2nded.). India: Princeton University Press.

Theory

Examination Scheme-

Internal assessment (50)				Final assessment (50)	Total
Theory (50)				Theory (50)	
Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	10	20	20	50	100



Course Title: Travel Photography & Content Writing	L	T	P	C
Course Code : SOHTVAD006	3	0	0	3

Course Objectives-The purpose of this course is to:

1. Learn how to use the fundamental elements of photography in ways that convey a sense of place and helps to adopt tested techniques for effective content writing.
2. Familiarize students with travel photography basics, Composition, Lighting effects, Color Theory, Props and Styling.
3. Deepen student's understanding of the fundamental tools of travel photography—from traditional techniques to the creative use of contemporary digital imaging resources.
4. Develop the skills in writing and students will understand the difference between different writing styles.
5. It will give them a clear understanding of the difference between writing content for various platforms and different marketing techniques.

Course Outcomes- On completion of this course, the students will be able to:

CO1: Travel Photography introduces the learners to every aspect of the picture-taking process and the wide range of subject matter that they encounter on travel, helping them to produce vibrant and meaningful images.

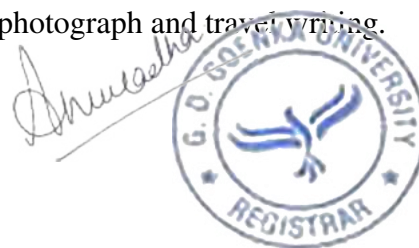
CO2: It aims to increase the percentage of good photographs learners take and to lift their travel photography to the next level of creativity.

CO3: Create expressive photographs that reveal unique impression of a destination through assignments, location shoots and the completion of a personal project.

CO4: Content Writing will help the learners to narrate the stories of their travel facilitating them in launching their travelogues online.

CO5: Students can choose compelling subjects and develop writing techniques that make their stories stand out.

Pedagogy- The course will be taught in an interactive manner. The concepts shall be mostly shared through slides, video clips as required and further reinforced through individual or group activities such as role plays, exercises, games, case discussions, presentations etc. aimed to equip students with skills to apply the theoretical knowledge in various situations. The course teacher will evaluate during the field work on the basis of performance of photograph and travel writing.



**Course content
42)**

Total Lecture hours (14X3=

**Unit I: Introduction to Travel Photography
6 lecture hours**

Introduction; scope; basic Components; digital Cameras, know your Camera; Travel preparations at the destinations

Composition: the rule of thirds, foreground, middle ground, background

**Unit II: The Art of Photography
9 lecture hours**

Moments in time; exposure triangle; composition parameters; light; moving subjects

Diffuse light, Specular light, Back-lighting , Reflected light ,Creative shooting. An Introduction to Selfies

**Unit III: The Subjects & Post Production
9 lecture hours**

People; landscapes, the urban environment; festivals, entertainment; food & drink, wildlife.

Basic Photo Editing Software; basics of Adobe Photoshop, sharing photos; blogs; selling travel Images. Being a Travel Photographer

**Unit IV: Content Writing
9 lecture hours**

Introduction to Content Travel Writing – scope; purpose; research; collect information; information discrimination and filtering



Travel Plan and arrangements; equipment to carry; taking the notes; using technology; drawing an outline of travelogue

Unit V: Developing Travel Writing & Research Skill

9 lecture hours

Topic Selection; which area to focus on; important components in writing a full travelogue; do's and don'ts in writing a travelogue

The Travel Feature, Use Quotes in Travel Feature, Writing with Tense in Mind, The language of Your Feature Story

Key Texts & references:

Texts Books

Srivastava, Mukesh (2012). Digital Photography, Unicorn Books, New Delhi

Janet Macdonald (2000), Travel Writing, Robert Hale, London

Osborne, P. (2000). *Traveling light: Photography, travel and visual culture*. Manchester University Press.

Kaplan, R. L. (2003). *Exploring the dynamics of second language writing*. Cambridge University Press.

Reference books

Richard L'Anson (2014). Guide to Travel Photography, Lonely Planet Publications

Neilson C. (2001), *Tourism and the Media: Tourist Decision Making, Information and Communication*, Hospitality Press, Melbourne.

Theory
Examination Scheme-



Internal assessment (50)				Final assessment (50)	Total
	Theory (50)			Theory (50)	
Components	Component I	Component II	Component III	End Term Examination	
Weightage (%)	10	20	20	50	100

Shrushti



**VALUE ADDED COURSE
FILE**

**SUBMITTED BY:
DR. LEGHA MAMTA
ASSISTANT PROFESSOR
SCHOOL OF LAW
GD GOENKA UNIVERSITY, GURUGRAM**

Anushka



INDEX
CONSTITUTIONAL VALUES & ETHICS
(SOLVAC013)

COURSE TITLE: CONSTITUTIONAL VALUES & ETHICS	COURSE CODE: SOLVAC013
COURSE LEADER: Dr. LEGHA MAMTA	CONTACT DETAILS: Email: legha.mamta@gdgu.org Mob No.: 8877740006

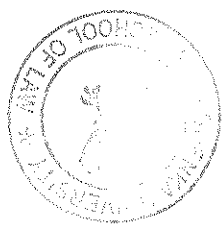
S.NO.	CONTENT	PAGE NUMBERS
1.	LIST OF STUDENTS ENROLLED	1
2.	ATTENDANCE SHEET	2
3.	COURSE PLAN	3-9
4.	EVALUATION SHEET	10
5.	ASSIGNMENT QUESTION PAPERS	11-18
6.	ASSIGNMENTS BY THE STUDENTS	19-39

Shrushti



GD GOENKA UNIVERSITY
REGISTRAR

Timestamp	Email Address	Enrollment number	Name of the Student (Full)	Father's Name	Contact Number	Program Name	Semester	School Name	COURSE	RESPONDING	Any Query?
11-2-2022 17:27:00	Somesh13kumar@gmail.com	2.2005E+11	Somesh kumar	B.K. SINGH	9559783160	B.Ed	Semester-1	SoHSE	SOLVAC013 Constitutional Values & Ethics	YES	
11-3-2022 14:18:10	200120201024.chirag@gdgu.org	2.0012E+11	Chirag sharma	Ishwar chand	9817373778	Bsc(H) agriculture	5TH	SoAS	SOLVAC013 Constitutional Values & Ethics	YES	
11-3-2022 14:20:04	200120201023.sanskar@gdgu.org	2.0012E+11	Sanskar Pal Sharma	veerpal sharma	9416287411	Bsc Hons agriculture	5th	SoAS	SOLVAC013 Constitutional Values & Ethics	YES	
11-8-2022 12:24:43	210060401016.himanshi@gdgu.org	2.1006E+11	Himanshi	Gajender Kumar	9625454151	BALLB	3rd	SoL	SOLVAC013 Constitutional Values & Ethics	NO	
11-5-2022 20:50:50	sahilkhan111rs@gmail.com	2.2016E+11	Sahil Khan	Jaikam	8168918271	Bsc (hons) microbiology	1st	SoES	SOLVAC013 Constitutional Values & Ethics	YES	



Meghe

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Value Added Course Attendance Register

School: SOL
 Academic Year: 2022-2023
 Academic Session: Oct term
 Course Code/ Course Title: SOL VAC073/CONSTITUTIONAL VALUES AND ETHICS
 Faculty Name: Dr. IRESHA MAAMTA

2

S.No	Enrollment No.	Student Name	Student School	Student Program	Email ID	Contact Number
1	24021902008	SONKESH KUMAR	SOHSR	B.ED BSC	sonesh13ka masc@sonesh13ka.com	9559783160
2	24021902001	CHIRAG SHARMA	SOAS	AGRIC (H) UL.TU RE	2001202010 24.chirag@sa shra.ore	9817373778
3	24021902003	SANSKAR PAL SHARMA	SOAS	BSC (H) AGRIC UL.TU RE	2001202010 23.sanskar@sa shra.ore	9416287411
4	24021902005	HIMANSHI SOL	SOA	BA LL.B	2100604010 16.himanshi @sodra.ore	9625454151
5	24021902007	SAHIL KHAN	SOES	BSC (H) MECR OBOL OGY	sahilkhani111 @gmail.com	8168918271
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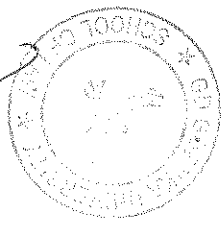
14-11-2022

Enrollmen t Date	14-11-2022																														Total no of classes	Total no of classes attended	%	REMARK S					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					31	32			
14-Nov-22	P	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	30	25	87		
15-Nov-22	P	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	30	23	77	
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9-Dec-22	P	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	30	0	0	
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16-Dec-22	P	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	30	0	0	
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20-Dec-22	P	AB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	30	0	0	

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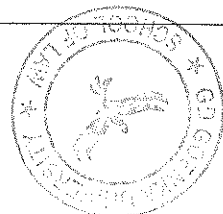


Prakash

CONSTITUTIONAL VALUES & ETHICS
(SOLVAC013)

COURSE TITLE: CONSTITUTIONAL VALUES & ETHICS	COURSE CODE: SOLVAC013
COURSE LEADER: Dr. LEGHA MAMTA	CONTACT DETAILS: Email: legha.mamta@gdgu.org Mob No.: 8877740006
SKILLS TO ATTAIN	Philosophical and Conceptual understanding of the Constitutional values & ethics
TARGET AUDIENCE	All Streams
<p>Course Objectives</p> <p>The Course is designed with following objectives</p> <ul style="list-style-type: none"> • To familiarize the students with the key elements of the Indian constitution. • To enable students to grasp the constitutional provisions and values. • To acquaint the students with the powers and functions of various constitutional offices and institutions. • To make students understand the basic premises of Indian politics and role of constitution and citizen-oriented measures in a democracy. • To explain how the Constitution is the basic and fundamental law as well as a living document. • To analyze the Preamble of the Constitution and identify the core values reflected in it. • To appreciate the core constitutional values that permeate the salient features of the Indian Constitution. 	
CODE	COURSE OUTCOMES On completion of the course:
SOLVAC013.1	<ul style="list-style-type: none"> • Understand the key aspects of the Indian constitution.
SOLVAC013.2	<ul style="list-style-type: none"> • Comprehend the structure and philosophy of the constitution.
SOLVAC013.3	<ul style="list-style-type: none"> • Understand the ethical values of constitution.

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Legha Mamta

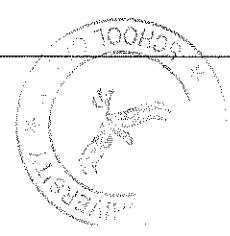


<p>SOLVAC013.4</p>	<ul style="list-style-type: none"> • Understand the power and function of various constitutional offices and institutions.
<p>SOLVAC013.5</p>	<ul style="list-style-type: none"> • Realise the significance of the constitution and appreciate the role of constitution and citizen-oriented measures in a democracy.
<p>COURSE CONTENT/SYLLABUS</p>	<p>TOTAL HOURS: 30</p>
<p style="text-align: center;">Module –I INTRODUCTION 06 HOURS</p> <ul style="list-style-type: none"> ❖ Meaning of Constitution and Constitutionalism ❖ Making of Indian Constitution ❖ Nature of Indian Constitution ❖ Silent feature of the Indian Constitution ❖ Sources of Indian constitution 	
<p style="text-align: center;">Module– II Constitutional Values and the Preamble of the Constitution 06 HOURS</p> <ul style="list-style-type: none"> ❖ Significance of preamble ❖ Republic ❖ Justice ❖ Liberty ❖ Equality ❖ Fraternity ❖ Sovereignty ❖ Socialist ❖ Secular ❖ Democratic 	
<p style="text-align: center;">Module –III Parliamentary Form of Government in India 06 HOURS</p> <ul style="list-style-type: none"> ❖ Feature of Parliamentary Government ❖ Constitutional Provisions ❖ Merits and Demerits of Parliamentary System 	

Shruti



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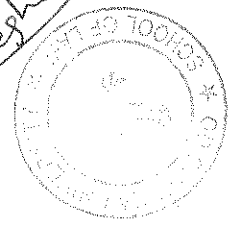
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Module –IV Constitutional Ethics	06 HOURS
<ul style="list-style-type: none">❖ Transparency❖ Accountability❖ Impartiality❖ Public welfare❖ Equality❖ Social Justice❖ Rule of Law	
Module- V Case Study	06 HOURS
<ul style="list-style-type: none">❖ Keshavananda Bharti case❖ Navtej Johar vs Union of India 2018❖ Government of NCT of Delhi vs Union of India 2018❖ SP Gupta Case❖ Manoj Narula vs Union of India 2014❖ Shayara Bano vs Union of India 2017	

Shrushti



Reshe



CO-PO MAPPING MATRIX												
		Legal Knowledge (Domain)	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Strong - Willed	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOLVAC013	SOLVAC013.1	3	-	-	-	2	-	1	1	1	-	2
	SOLVAC013.2	3	2	-	-	2	-	1	1	1	1	2
	SOLVAC013.3	3	-	-	-	2	-	1	1	1	-	2
	SOLVAC013.4	3	2	-	-	2	-	1	-	1	-	2
	SOLVAC013.5	3	2	-	-	2	-	-	1	-	-	2
	Average	3	1.2	-	-	2	-	0.8	0.8	0.8	0.2	2

Level of Mapping/correlation
 3- Indicates Highest Correlation
 2-Indicates Moderate Correlation
 1-Indicate-Lowest Correlation

Anushka
Rishi




COURSE PLAN (LECTURE/TUTORIAL/PRACTICAL)

S. No.	Date	Lecture / TUTORIAL (L/T)	Topics / Sub- Topics	Course (Learning) Outcomes	Pre-Reading
1.	14/NOV/22	L	Introduction of the Course	CO1	As per suggested Reading
2.	15/NOV/22	L	Meaning of constitution and constitutionalism	CO1	As per suggested Reading
3.	16/NOV/22	L	Making and nature of constitution	CO1	As per suggested Reading
4.	16/NOV/22	T	Making and nature of constitution	CO1	As per suggested Reading
5.	18/NOV/22	L	Silent feature of the constitution	CO1	As per suggested Reading
6.	18/NOV/22	T	Silent feature of the constitution	CO1	As per suggested Reading
7.	21/NOV/22	L	Sources of Indian constitution	CO1	As per suggested Reading
8.	22/NOV/22	L	Significance of preamble	CO2	As per suggested Reading
9.	23/NOV/22	T	Significance of preamble	CO2	As per suggested Reading
10.	23/NOV/22	L	Republic, justice, Liberty	CO2	As per suggested Reading
11.	25/NOV/22	L	Equality, fraternity	CO2	As per suggested Reading
12.	25/NOV/22	L	Sovereignty, Socialist	CO2	As per suggested Reading
13.	28/NOV/22	L	Secular, Democratic	CO2	As per suggested Reading

Anushka



Meeta



14.	29/NOV/22	L	Feature of parliamentary government	CO3	As per suggested Reading
15.	30/NOV/22	L	Constitutional provisions	CO3	As per suggested Reading
16.	30/NOV/22	T	Constitutional provisions	CO3	As per suggested Reading
17.	02/DEC/22	L	Merits demerits of parliamentary system	CO3	As per suggested Reading
18.	02/DEC/22	T	Merits demerits of parliamentary system	CO3	As per suggested Reading
19.	05/DEC/22	L	Constitutional ethics: Transparency, Accountability	CO4	As per suggested Reading
20.	06/DEC/22	T	ASSIGNMENT-1.	-	NA
21.	07/DEC/22	L	Impartiality, Public Welfare	CO4	As per suggested Reading
22.	07/DEC/22	T	Impartiality, Public Welfare	CO4	As per suggested Reading
23.	09/DEC/22	L	Equality Social Justice, Rule of Law	CO4	As per suggested Reading
24.	09/DEC/22	T	Equality Social Justice, Rule of Law	CO4	As per suggested Reading
25.	12/DEC/22	L	Case Study: Keshavananda Bharti case	CO5	As per suggested Reading
26.	13/DEC/22	L	Navtej johar vs UOI 2018 Govt. of NCT of Delhi vs UOI 2018	CO5	As per suggested Reading
27.	14/DEC/22	L	SP Gupta case	CO5	As per suggested Reading
28.	16/DEC/22	T	ASSIGNMENT-2.	-	NA
29.	19/DEC/22	L	Manoj Narula vs UOI 2014, Shayara Bano vs UOI 2017	CO5	As per suggested Reading
30.	20/DEC/22	T	VIVA	-	NA

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COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Assignment-1.	10
Assignment-2.	30
Attendance	10
Total Internal Assessment	50
Final Viva	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	10
91-95	08
81-90	06
70-80	05
Less than 70	00

iii) Grading of performances and Certification: As per Regulations of Value-Added Courses-2021, GD Goenka University, Gurugram

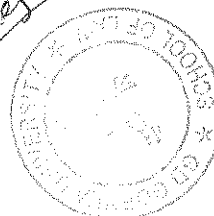
iii) Proposed Timeline

Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments			
06 DECEMBER 2022	ASSIGNMENT-1.	10	10
16 th DECEMBER 2022	ASSIGNMENT-2.	30	30
External Assessment			
20 TH DECEMBER 2022	VIVA	50	50

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Neel



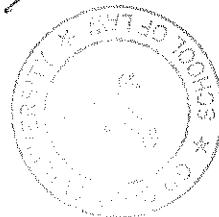
A.) COURSE READINGS

1. M.P Jain, Constitution Law of India
2. D.D Basu, Commentaries of Indian Constitution
3. V.N Shukla, constitution of India, Eastern Book company
4. Laxmikant, Indian Polity

B.) Online study material link:

- <https://www.drishtias.com/to-the-points/paper1/secularism-1>
- <https://lawplanet.in/kesavananda-bharati-vs-state-of-kerala-case-summary/>
- <https://www.lawctopus.com/academike/preamble-constitution-india/>
- <https://aishwaryasandeep.com/2022/03/06/nature-of-the-indian-constitution-federal-or-quasi-federal/>
- <https://www.lawctopus.com/academike/rule-of-law-in-india/>

Megha



Shruselha



Value Added Course Evaluation Record

School: S9L

Academic Year: 2022-2023

Academic Session: Odd term

Course Code/ Course Title: SOLVAC013 Constitutional Values & Ethics

Faculty Name: Dr. Leelja Manita

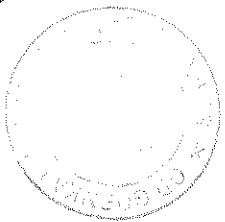
S.No	Enrollment No.	Student Name	Student School	Student Program	Viva (50)	ASSIGNMENT (50)	Total 100	%	Grades	REMARKS
1	22009E+11	SOMESH KUMAR	SOHSE	BED	36	46	82	82	A	
2	20012E+11	CHIRAG SHARMA	Soas	B.SC (H) AGRIL	20	44	72	72	B	
3	20012E+11	SNANSKAR PAL SHARMA	Soas	B.SC (H) AGRIL	30	44	74	74	B	
4	21006E+11	HIMANSHI	SOL	BALLB	0	0	0	0	0	
5	22010E+11	SAHIL KHAN	SoES	B.SC (H) MICROBIOLOGY	30	41	71	71	B	
6							0	0		
7							0	0		

10

Grade Table

Grade	Qualitative Meaning	Percentage of Marks (out of 100)
O	Outstanding	90-100
A	Excellent	80-89
B	Very Good	70-79
C	Good	60-69
D	Average	50-59
F	Fail	<50

Meghe



[Handwritten Signature]

Shrushti



MCQ'S

(11)

MCQ's On Framing Of Indian Constitution

1. Which of the following statements are true regarding the composition of the Constituent Assembly?
 - a) The representatives were to be elected from the four constituents – Hindu, Muslim, Sikh & Christian.
 - b) The total strength of the Constituent Assembly was 389.
 - c) The chairman of the Union Constituent Committee was Sardar Vallabhbhai Patel.
 - d) The Drafting Committee under the chairmanship of Dr. B. R. Ambedkar consisted of eight members.

2. The constitution of India was framed by the constituent Assembly under:
 - a) August Offer of 1940
 - b) Cripps proposal of 1942
 - c) The Cabinet mission Plan of 1946
 - d) The Shimla Conference of 1945

3. The idea of a Constituent Assembly was put forward for the first time by:
 - a) M.N. Roy
 - b) Dr B. R. Ambedkar
 - c) Rajendra Prasad
 - d) Sardar Vallabhbhai Patel

4. The composition of the Constituent Assembly was:
 - a) 389
 - b) 385
 - c) 388
 - d) 379

5. The members of the Constituent Assembly were:
 - a) Nominated by the Governor-General
 - b) Directly elected by the people



Anuragha



- c) Elected by the legislatures of various provinces and nominated by the rulers of the princely states
- d) Nominated by the Congress and the Muslim League

6. Who among the following was the Constitutional Advisor of the Constituent Assembly?

- a) Dr. B.R. Ambedkar
- b) K.M. Munshi
- c) Sir B.N. Rau
- d) Jawaharlal Nehru

7. How many seats were allotted to British India and to the princely states

- a) 295 from British India and 94 from the princely states
- b) 296 from British India and 93 from the princely states
- c) 298 from British India and 91 from the princely states
- d) 297 from British India and 92 from the princely states

8. The Indian federation is based on the pattern of :

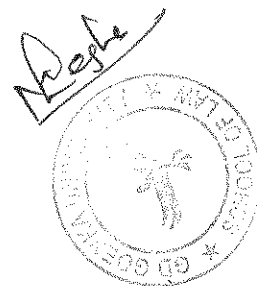
- a) Switzerland
- b) USA
- c) Canada
- d) Russia

9. Who was the President of the Constituent Assembly?

- a) Dr. Bhimrao Ambedkar
- b) Dr. Rajendra Prasad
- c) Jawaharlal Nehru
- d) Motilal Nehru

10. Who was the Chairman of the Drafting Committee of the Constitution?

- a) Jawaharlal Nehru
- b) Dr. B.R. Ambedkar
- c) Subhash Chandra Bose
- d) Dr. Rajendra Prasad



ASSIGNMENT-2.

Which of the following is described as the 'Soul of the Constitution'?

- (a) Fundamental Rights
- (b) Fundamental Duties
- (c) Directive Principles of State Policy
- (d) Preamble

2. The Preamble to the Indian Constitution is based on

- (a) Philosophy of India
- (b) 'Objectives Resolution' drafted & moved by Pandit Nehru
- (c) Indian Culture
- (d) Religious Concept

3. The term 'We' in Preamble means

- (a) Indian Government
- (b) Supreme Courts
- (c) Indian Parliament
- (d) The People of India

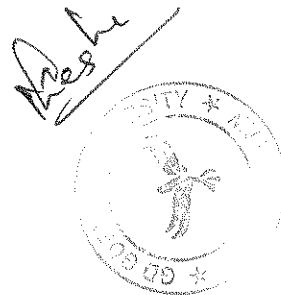
4. Indian Constitution ensures 'Justice' in which of the following form

- (a) Social
- (b) Economic
- (c) Political
- (d) All of the above

5. Preamble has been amended by which Amendment Act?

- (a) 27th Constitutional Amendment
- (b) 42nd Constitutional Amendment
- (c) 44th Constitutional Amendment
- (d) 40th Constitutional Amendment

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6. In which case, the Supreme Court specifically opined that Preamble is 'not' a part of the Constitution?
- (a) Berubari Union case
 - (b) Kesavanada Bharati case
 - (c) Both (a) & (b)
 - (d) None of the above
7. In which case, the Supreme Court rejected the earlier opinion and held that Preamble is an integral part of the Constitution?
- (a) Berubari Union case
 - (b) Kesavanada Bharati case
 - (c) Both (a) & (b)
 - (d) None of the above
8. The Preamble states that the Constitution derives its authority from
- (a) Indian Culture
 - (b) Government of India
 - (c) The People of India
 - (d) Princely states
9. As per Preamble, date of adoption of the Constitution is
- (a) 26th January 1950
 - (b) 26th November 1949
 - (c) 11th December 1946
 - (d) None of the above
10. 42nd Constitutional Amendment (1976) added which of the terms to the Preamble
- (a) Socialist
 - (b) Secular
 - (c) Sovereign
 - (d) Both (a) & (b)

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11. Which part of the Indian Constitution expressly declares that India is a Sovereign Socialist Secular Democratic Republic?

- (a) Fundamental Rights
- (b) Directive Principles of State Policy
- (c) Preamble
- (d) Fundamental Duties

12. 'Economic Justice' as one of the objectives of the Indian Constitution has been provided in

- (a) the Preamble and the Fundamental Rights
- (b) the Preamble and the Directive Principles of State Policy
- (c) the Fundamental Rights and the Directive Principles of State Policy
- (d) None of the Above

13. The correct sequence of the following words in the Preamble is

- (a) Sovereign, Democratic, Socialist, Secular, Republic
- (b) Sovereign, Socialist, Secular, Democratic, Republic
- (c) Sovereign, Socialist, Democratic, Secular, Republic
- (d) None of these

14. The Constitution of which country was the first to begin with a Preamble?

- (a) USA
- (b) India
- (c) Britain
- (d) Canada

15. The ideal of Justice (Social, Economic and Political) in the Preamble draws its inspiration from

- (a) Russian Revolution
- (b) American Civil War
- (c) French Revolution
- (d) Japanese Constitution

Anushka



16. The ideals of liberty, equality and fraternity in the Preamble have been taken from
- (a) French Revolution
 - (b) Russian Revolution
 - (c) American Civil War
 - (d) None of the above
17. Which of the following is true about Preamble?
- (a) It is a source of power to legislature and a source of prohibition upon the powers of legislature.
 - (b) It is justiciable.
 - (c) Its provisions are enforceable in courts of law.
 - (d) None of the above.
18. What does the term 'Secular' mean in the Indian context?
- (a) All religions are equal in the eyes of the government and the State does not uphold any particular religion as its official religion.
 - (b) Special importance to a religion related to minorities.
 - (c) One religion is promoted by the government.
 - (d) None of the following.
19. The 42nd Constitutional Amendment added which of the following 4 words in the Preamble?
- (a) Socialist
 - (b) Secular
 - (c) Integrity
 - (d) All of the above
20. Which of the following words is not mentioned in the Preamble to the Indian Constitution?
- (a) Sovereign
 - (b) Socialist
 - (c) Democratic
 - (d) Indians

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21. The word 'Sovereign' mentioned in the Preamble implies_____
- (a) India is an Independent State.
 - (b) India is neither a dependency nor a dominion of any other nation.
 - (c) India is free to conduct its own affairs (both internal and external).
 - (d) All of the above.
22. Which of the following statements is/are true?
- (a) India's membership of the Commonwealth of Nations does not affect India's Sovereignty in any manner.
 - (b) India's membership of United Nations Organization (UNO) does not limit India's Sovereignty.
 - (c) India can either acquire a foreign territory or cede a part of its territory in favor of a foreign state.
 - (d) All of the above.
23. Till now, the Preamble to the Constitution of India has been amended for how many times?
- (a) Once
 - (b) Twice
 - (c) Thrice
 - (d) Never
24. In which of the following, are the basic aims and objectives of the Indian Constitution discussed?
- (a) Part - I
 - (b) Preamble
 - (c) Part - II
 - (d) Schedule
25. Which among the following statements is incorrect?
- (a) The objective resolution passed by Pt. Nehru was what became the Preamble to the Constitution of India.
 - (b) Preamble is enforceable in the court of law.
 - (c) Preamble has been amended only once in 1976.
 - (d) Preambles proves that the sovereignty lies ultimately with the Indian People.

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26. 42nd Constitutional Amendment was done in which year?

- (a) 1976
- (b) 1966
- (c) 1986
- (d) 1972

27. Which among the following was the outcome of Kesavananda Bharati v/s State of Kerala case, 1973?

- (a) Preamble is a part of the Indian Constitution and subject to amending power of the Parliament.
- (b) Preamble is not a part of the Indian Constitution and not subject to amending power of the Parliament.
- (c) Preamble is a part of the Constitution but not subject to amending power of the parliament.
- (d) Preamble is not a part of the Constitution but is subject to the amending power of the Parliament.

28. The Preamble to the Indian Constitution aims at securing

- (a) Dignity of Individual and Unity & Integrity of the nation.
- (b) Fundamental Rights to all individuals.
- (c) Fundamental Rights to the citizens of India.
- (d) Security of tenure to all government servants.

29. What is the meaning of 'equality' in the Indian Constitution?

- (a) Lack of opportunities
- (b) Lack of equality
- (c) Absence of special privileges to any section of the society, and provision of adequate opportunities for all individuals without any discrimination.
- (d) None of the above.

30. Which of the following terms was not included in a "union of trinity" by Dr. B. R. Ambedkar in his concluding speech in the Constituent Assembly?

- (a) Liberty
- (b) Flexibility
- (c) Equality
- (d) Fraternity

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ASSIGNMENT-2.

Which of the following is described as the 'Soul of the Constitution'?

- (a) Fundamental Rights
- (b) Fundamental Duties
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- (c) Indian Culture
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3. The term 'We' in Preamble means

- (a) Indian Government
- (b) Supreme Courts
- (c) Indian Parliament
- (d) The People of India (Answer)

4. Indian Constitution ensures 'Justice' in which of the following form

- (a) Social
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- (c) Political
- (d) All of the above (Answer)

5. Preamble has been amended by which Amendment Act?

- (a) 27th Constitutional Amendment
- (b) 42nd Constitutional Amendment (Answer)
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- (d) 40th Constitutional Amendment

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6. In which case, the Supreme Court specifically opined that Preamble is 'not' a part of the Constitution?

- (a) Berubari Union case (Answer)
- (b) Kesavanada Bharati case
- (c) Both (a) & (b)
- (d) None of the above

7. In which case, the Supreme Court rejected the earlier opinion and held that Preamble is an integral part of the Constitution?

- (a) Berubari Union case
- (b) Kesavanada Bharati case (Answer)
- (c) Both (a) & (b)
- (d) None of the above

8. The Preamble states that the Constitution derives its authority from

- (a) Indian Culture
- (b) Government of India
- (c) The People of India (Answer)
- (d) Princely states

9. As per Preamble, date of adoption of the Constitution is

- (a) 26th January 1950
- (b) 26th November 1949 (Answer)
- (c) 11th December 1946
- (d) None of the above

10. 42nd Constitutional Amendment (1976) added which of the terms to the Preamble

- (a) Socialist
- (b) Secular
- (c) Sovereign
- (d) Both (a) & (b) (Answer)

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11. Which part of the Indian Constitution expressly declares that India is a Sovereign Socialist Secular Democratic Republic?

- (a) Fundamental Rights
- (b) Directive Principles of State Policy
- (c) Preamble (Answer)
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- (b) India
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16. The ideals of liberty, equality and fraternity in the Preamble have been taken from

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(b) Russian Revolution

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(b) It is justiciable.

(c) Its provisions are enforceable in courts of law.

(d) None of the above. (Answer)

18. What does the term 'Secular' mean in the Indian context?

(a) All religions are equal in the eyes of the government and the State does not uphold any particular religion as its official religion. (Answer)

(b) Special importance to a religion related to minorities.

(c) One religion is promoted by the government.

(d) None of the following.

19. The 42nd Constitutional Amendment added which of the following 4 words in the Preamble?

(a) Socialist

(b) Secular

(c) Integrity

(d) All of the above (Answer)

20. Which of the following words is not mentioned in the Preamble to the Indian Constitution?

(a) Sovereign

(b) Socialist

(c) Democratic

(d) Indians (Answer)

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21. The word 'Sovereign' mentioned in the Preamble implies _____

- (a) India is an Independent State.
- (b) India is neither a dependency nor a dominion of any other nation.
- (c) India is free to conduct its own affairs (both internal and external).
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23. Till now, the Preamble to the Constitution of India has been amended for how many times?

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24. In which of the following, are the basic aims and objectives of the Indian Constitution discussed?

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25. Which among the following statements is incorrect?

- (a) The objective resolution passed by Pt. Nehru was what became the Preamble to the Constitution of India.
- (b) Preamble is enforceable in the court of law. (Answer)
- (c) Preamble has been amended only once in 1976.
- (d) Preambles proves that the sovereignty lies ultimately with the Indian People.

Anushka



26. 42nd Constitutional Amendment was done in which year?

- (a) 1976 (Answer)
- (b) 1966
- (c) 1986
- (d) 1972

27. Which among the following was the outcome of Kesavananda Bharati v/s State of Kerala case, 1973?

- (a) Preamble is a part of the Indian Constitution and subject to amending power of the Parliament. (Answer)
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- (b) Fundamental Rights to all individuals.
- (c) Fundamental Rights to the citizens of India.
- (d) Security of tenure to all government servants.

29. What is the meaning of 'equality' in the Indian Constitution?

- (a) Lack of opportunities
- (b) Lack of equality
- (c) Absence of special privileges to any section of the society, and provision of adequate opportunities for all individuals without any discrimination. (Answer)
- (d) None of the above.

30. Which of the following terms was not included in a "union of trinity" by Dr. B. R. Ambedkar in his concluding speech in the Constituent Assembly?

- (a) Liberty
- (b) Flexibility (Answer)
- (c) Equality
- (d) Fraternity

Anushka



MCQ's On Framing Of Indian Constitution

1. Which of the following statements are true regarding the composition of the Constituent Assembly?

- a) The representatives were to be elected from the four constituents – Hindu, Muslim, Sikh & Christian.
- b) The total strength of the Constituent Assembly was 389.(Answer)
- c) The chairman of the Union Constituent Committee was Sardar Vallabhbhai Patel.
- d) The Drafting Committee under the chairmanship of Dr. B. R. Ambedkar consisted of eight members.

2. The constitution of India was framed by the constituent Assembly under:

- a) August Offer of 1940
- b) Cripps proposal of 1942
- c) The Cabinet mission Plan of 1946(Answer)
- d) The Shimla Conference of 1945

3. The idea of a Constituent Assembly was put forward for the first time by:

- a) M.N. Roy(Answer)
- b) Dr B. R. Ambedkar
- c) Rajendra Prasad
- d) Sardar Vallabhbhai Patel

4. The composition of the Constituent Assembly was:

- a) 389(Answer)
- b) 385
- c) 388
- d) 379

5. The members of the Constituent Assembly were:

- a) Nominated by the Governor-General
- b) Directly elected by the people
- c) Elected by the legislatures of various provinces and nominated by the rulers of the princely states(Answer)
- d) Nominated by the Congress and the Muslim League

6. Who among the following was the Constitutional Advisor of the Constituent Assembly?

- a) Dr.B.R. Ambedkar
- b) K.M. Munshi
- c) Sir B.N. Rau(Answer)
- d) Jawaharlal Nehru

7. How many seats were allotted to British India and to the princely states

- a) 295 from British India and 94 from the princely states
- b) 296 from British India and 93 from the princely states(Answer)

Shruti



- c) 298 from British India and 91 from the princely states
- d) 297 from British India and 92 from the princely states

8. The Indian federation is based on the pattern of :

- a) Switzerland
- b) USA
- c) Canada (Answer)
- d) Russia

9. Who was the President of the Constituent Assembly?

- a) Dr. Bhimrao Ambedkar
- b) Dr. Rajendra Prasad (Answer)
- c) Jawaharlal Nehru
- d) Motilal Nehru

10. Who was the Chairman of the Drafting Committee of the Constitution?

- a) Jawaharlal Nehru
- b) Dr. B.R. Ambedkar (Answer)
- c) Subhash Chandra Bose
- d) Dr. Rajendra Prasad

10

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Make Framing of Constitution

- ① The representatives were elected from four constituents namely Muslim, Sikh and Christian
- ② The Cabinet Mission Plan 1946
- ③ M.N Roy
- ④ 389
- ⑤ Elected by the legislatures of various princely states and members rulers of princely states.
- ⑥ Sir B.N Rau
- ⑦ 296 from British India and 93 from princely state
- ⑧ Canada
- ⑨ Dr. Rajendra Prasad
- ⑩ Dr. BR Ambedkar

Ambedkar



9

Name - Chirag Sharma
 Enroll no - 200120201024
 Admission - 20211038
 School - School of Agriculture Science
 (BSc(A) Agriculture)

MCO Constitutional values and ethics

- 1) Preamble
- 2) 'objective resolution' drafted and moved by Pandit Nehru
- 3) 'we' means the people of India
- 4) All of the above
- 5) 42nd Constitutional Amendment
- 6) Benubari union case
- 7) Kesavananda Bharati Case
- 8) The people of India
- 9) 26 November 1949
- 10) Both (a) and (b)
- 11) Preamble
- 12) The Preamble and Directive Principle of State Policy
- 13) b) Emergence, Socialist, secular, Democratic, Republic
- 14) U.S.A
- 15) Russian Revolution
- 16) French Revolution

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- (19) None of the above
- (18) All religions are equal in eyes of the government and State Council uphold ~~any~~ Particular religion as its official religion
- (17) All of the above
- (20) Indians
- (21) India is neither a dependent nor a Dominion of any other nation but an independent state
- (22) All of the above
- (23) once only
- (24) Preamble
- (25) Preamble proves that the sovereignty lies ultimately with Indian People
- (26) 1976
- (27) Preamble is Part of Indian Constitution and subject to amending power of Parliament
- (28) Dignity of Individual and unity & Integrity of nation
- (29) Absence of specially Privileged to any section of society and provision of adequate opportunity for all individual without any discrimination
- (30) Flexibility

Anushka

(29)



Name → Sanskar Pal Sharma

Enroll. No → 200120201023

Adms No → 20211037

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VAC Assignment

MCA

1. (b) The Total strength of Constituent assembly was 389

2. (c) Cabinet mission plan of 1946

3. (d) M. N Roy

4. (e) 389

5. (f) Elected by the legislatures of various Provinces and Nominated by the rulers of Princely States

6. (g) Sir B. N Rau

7. (h) 296 from British India and 93 from the princely states

8. (i) Gopal

9. (j) Dr. Rajendra Prasad

10. (k) Dr. B. R. Ambedkar

Anushka



Name - Santkar Pal Sharma

Enroll No - 200120201023

Adm. No. - 20211037

Course - Constitutional Value and
ethics

Anushka



Assignment

DATE _____

PAGE No. _____

1. Preamble

2. 'Objectives Resolution' drafted and moved by Pandit Nehru

3. 'we' means the People of India

4. All of the Above

5. 42nd An Constitutional Amendment

6. Berubari union case

7. Kesavanand Bharti Case

8. The People of India

9. 26th November, 1949

10. Both 'a' and 'b'

11. Preamble

12. The Preamble and DPSP

Shruselha



13. Sovereign, Socialist, Secular,
Democratic, Republic

14. USA

15. Russian Revolution

16. French Revolution

17. None of the Above

18. a) All Religions are equal in the eyes of the govt. and the state does not uphold any particular religion as its official Religion.

19. All of the Above

20. Indians

21. b) India is ^{neither a dependent nor a dominion} an ~~Independent~~ state of any other nation but an independent state.

22. All of the Above

23. Once only

Anushka



24. Preamble

25. Preamble provides that the sovereignty lies ultimately with Indian People

26. 1976

27. Preamble is a part of Indian Constitution and subject to amending power of Parliament

28. Dignity of Individual and unity and Integrity of Nation

29. Absence of specially privileged to any section of society and provision of adequate opportunities for all individuals without any discrimination

30. Flexibility



Assignment 1

Q.1

Ans.

a, b, c, d all statements are correct.

Q.2

Ans

Q.3

© The Cabinet mission plan of 1946

Ans

Q.4

© M.N. Roy

Ans

Q.5

④ 389

Ans

© Elected by legislature of various provinces and nominated by the rulers of the princely states.

Q.6

Ans

© Sir B.N. Rau

Q.7

Ans

⑥ 296 from British India and 93 from the princely states.

Q.8

Ans

© Canada

Q.9

Ans

⑤ Dr. Rajendra Prasad

Q.10

Ans

⑤ Dr. B.R. Ambedkar

9

Sahil Khan



Assignment-2

Q.1

Ans. (d) Preamble

Q.2

Ans. (b) 'Objective Resolution' drafted and moved by Pandit Nehru

Q.3

Ans. (d) The people of India

Q.4

Ans. (d) All of the above

Q.5

Ans. (b) 42nd Constitutional Amendment

Q.6

Ans. (a) Berubari Union case

Q.7

Ans. (b) Kesavananda Bharti case

Q.8

Ans. (d) Princely states

Q.9

Ans. (b) 26th November 1949

Q.10

Ans. (d) Both a and b

Q.11

Ans. (c) Preamble

Q.12

Ans. (b) Preamble and the Directive Principles of state Policy

Q.13

Ans. (c) Sovereign, Socialist, Democratic, secular, Republic

Q.14

Ans. (a) USA

Q.15

Ans. (a) Russian Revolution



Q-16

Ans. ~~(a)~~ French Revolution

Q-17

Ans. ~~(d)~~ None of the above

Q-18

Ans. ~~(a)~~ All religions are equal in the eyes of the government and the state does not uphold any particular religion as its official religion.

Q-19

Ans. ~~(a)~~ All of the above

Q-20

Ans. ~~(a)~~ Sovereign

Q-21

Ans. ~~(a)~~ All of the above

Q-22

Ans. ~~(a)~~ All of the above

Q-23

Ans. ~~(a)~~ Once

Q-24

Ans. ~~(b)~~ Preamble

Q-25

Ans. ~~(a)~~ Preamble proves that the sovereignty lies ultimately with the Indian people.

Q-26

Ans. ~~(a)~~ 1976

Q-27

Ans. ~~(a)~~ Preamble is a part of Indian Const and subject to amending power to parliament

Q-28

Ans. Dignity of individual and Unity and integrity of the nation



Q-29

Ans: (A) Absence of special privileges to any section of the society, and provision of adequate opportunities for individuals without any discrimination.

Q-20

Ans: (B) Flexibility.

27

Anuragha



VAC: Innovation, Entrepreneurship & Sustainability

1. Department/ School:	School of Management (SoM)		
2. Course Name: Innovation, Entrepreneurship & Sustainability	3. Course Code	4. L-T-P	5. Credits
	VAC002	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)	<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies		
11. Brief Syllabus:			
UNIT I Innovation and Creativity – An Introduction UNIT II Innovation Management UNIT III Entrepreneurship – Concepts and application UNIT IV Sustainability in Innovation and Entrepreneurship UNIT V Business Models			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to conduct an analysis of the current business scenario. This will lead them to reflect on opportunities on the basis of innovation and creativity.	
COVAC.2	Learners will be able to evaluate the challenges of innovation thus resulting in better idea formulation through the application of design thinking.	
COVAC.3	Students will be able to develop business models and assimilate the challenges involved in their application.	
COVAC.4	Students will be able to develop insights into marketability aspects.	
COVAC.5	Students will be able to identify and overcome the reasons for business model failure.	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 12 Title: Innovation and Creativity – An Introduction		
Content Summary: Analysing the Current Business Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation. Challenges of Innovation		
Unit Number: 2 No. of Lectures: 12 Title: Innovation Management		
Content Summary: Marketing of Innovation, Technology Innovation Process, Technological Innovation Management Planning, Technological Innovation Management Strategies		
Unit Number: 3 No. of Lectures: 12 Title: Entrepreneurship – Concepts and application		
Content Summary: What is a Business Model, Who is an Entrepreneur, Social Entrepreneurship		



Unit Number: 4 No. of Lectures: 12 Title: Sustainability in Innovation and Entrepreneurship	
Content Summary: Sustainability Innovation and Entrepreneurship, Innovation Sustainable Conditions, Innovation: Context and Pattern, SME'S strategic involvement in sustainable development	
Unit Number: 5 No. of Lectures: 12 Title: Business Models	
Content Summary: Business Models and value proposition, Business Model Failure: Reasons and Remedies, Incubators: Business Vs Technology, Managing Investor for Innovation, Future markets and Innovation needs for India.	
13. Title of Lab Manual (if applicable): NA	
14. Instructions for students (Write the step-wise instructions for the students) a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80%	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....3.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
14. Books Recommended: Text Books	



T1. Innovation and Entrepreneurship Book by Peter Drucker

T2. 8 Steps To Innovation: Going From Jugaad To Excellence- Book by Rishikesha T. Krishnan and Vinay Dabholkar

Reference Books

1. HBS series on Innovation and Entrepreneurship

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Steps of Innovation Management	Presentation Project	CO1
2.	Application of Design Thinking	Presentation Project	CO2
3.	Business model development and marketability	Presentation Project	CO3 and CO4
4.	Future market needs assessment	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: EMERGING TRENDS IN CYBER LAW

1. Department/ School:	School of Law (SoL)		
2. Course Name: EMERGING TRENDS IN CYBER LAW	3. Course Code	4. L-T-P	5. Credits
	SOLVAC0018	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus:			
Unit-1 Introduction on Cyberspace and Cyber law, Cyberspace legal challenges, Intermediary liability and Cyber law for corporates, Social media and emerging challenges Unit-II Cybercrime regulation, Cybercrimes in banking sector, Cybercrime investigations and cyber forensics, digital ecosystem			

Unit-III Artificial Intelligence and legal challenges, Artificial Intelligence and legal regulation
 Unit-IV Cyber security breaches and regulation, Critical Information Infrastructure protection, Cyber security and legal challenges, Data protection laws in India

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)

Lectures: 60	Tutorials:	Practical's: NA
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12. Course Outcomes (COs)

Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:

COVAC.1	Understand various laws related Cyberspace issues, challenges, Intermediary liability and Cyber law for corporates, Social media and emerging challenges
COVAC.2	Learners will be able to evaluate the challenges in application of laws to protect the Cybercrimes in banking sector, Cybercrime investigations and cyber forensics, digital ecosystem
COVAC.3	Students will be able understand Artificial Intelligence and its legal challenges, Artificial Intelligence and legal regulation
COVAC.4	Students will be able to understand Cyber security breaches and regulation, Infrastructure protection, Cyber security and legal challenges, Data protection laws in India
	.

13. UNIT WISE DETAILS No. of Units: 5

Unit Number: 1 No. of Lectures: 12 Title: Cyberspace – An Introduction

Introduction on Cyberspace and Cyber law, Cyberspace legal challenges, Intermediary liability and Cyber law for corporates, Social media and emerging challenges

Unit Number: 2 No. of Lectures: 12 Title: Cybercrime



Content Summary: Cybercrime regulation, Cybercrimes in banking sector, Cybercrime investigations and cyber forensics, digital ecosystem	
Unit Number: 3 No. of Lectures: 12 Title- AI Concepts and application	
Content Summary: Artificial Intelligence and legal challenges, Artificial Intelligence and legal regulation	
Unit Number: 4 No. of Lectures: 12 Title: Cyber-Security	
Content Summary: Cyber security breaches and regulation, Critical Information Infrastructure protection, Cyber security and legal challenges	
Unit Number: 5 No. of Lectures: 12 Title: Data Protection	
Content Summary: Data protection laws in India	
13. Title of Lab Manual (if applicable): NA	
14. Instructions for students (Write the step-wise instructions for the students) <ul style="list-style-type: none"> a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80% 	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)



<p>a) SDG.....3.....</p> <p>b) SDG.....NA.....</p>	<p>1. Weak <input type="checkbox"/></p> <p>1. Weak <input type="checkbox"/></p>	<p>2. Moderate <input checked="" type="checkbox"/></p> <p>2. Moderate <input type="checkbox"/></p>	<p>3. High <input type="checkbox"/></p> <p>3. High <input type="checkbox"/></p>
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14. Books Recommended:

1. Yougal Joshi and Ananda Singh, "A Study of Cyber Crime and Security Scenario", International Journal of Engineering and Management Research, vol.3 (3) June, 2013, pp.13-18.
2. Ravikumar S. Patel and 2. Dr.DhavalKathiriya, "Evolution of Cybercrimes in India" International Journal of Emerging Trends & Technology in Computer Science, vol.2 (4) July – August 2013.
3. Wunsch-Vincent, S., WTO, E-Commerce, and Information Technologies: From the Uruguay Round through the Doha Development Agenda, Report for U.N. I.C.T. Task Force (Markle Foundation 2005).
4. JheelSomaiya, DhavalSanghavi, ChetashriBhadane, "A Survey: Web based Cyber Crimes and Prevention Techniques", International Journal of Computer Applications (0975 – 8887), Volume 105, November 2014.
5. Halder, D. Jaishankar, K, "Cyber crime and the Victimization of Women: Laws, Rights, and Regulations". Hershey, PA, USA: IGI Global. ISBN 978-1-60960-830-9.
6. VineetKandpal and R. K. Singh, "Latest Face of Cybercrime and Its Prevention In India", International Journal of Basic and Applied Sciences, Vol. 2, Pp. 150- 156, 2013.
7. J. S. Russell, P. Norvig, Artificial Intelligence: A Modern Approach, Upper Saddle River, Prentice Hall, New Jersey, USA, 2003.
8. Manveer Kaur, ShevetaVashisht, Kumar Saurabhi, "Adaptive Algorithm for Cyber Crime Detection", International Journal of Computer Science and Information Technologies (IJCSIT), Vol. 3 (3), 4381 – 4384, 2012.
9. M Rajesh Kanna, D. Hemapriya and C. Divya," Intelligent Agents For Intrusion Detection System (IAIDS)", International Journal of Emerging Technology and Advanced Engineering ISSN 2250-2459, Volume 3, January 2013. [21]
10. N. Jaisankar, R. Saravanan, K.DuraiSwamy, "Intelligent Intrusion Detection System Framework Using Mobile Agents", International Journal of Network Security & Its Applications (IJNSA), Vol 1, July 2009

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:



MOOC Supplemented

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Cyber Space	Presentation Project	CO1
2.	Cyber Crimes	Presentation Project	CO2
3.	Artificial Intelligence	Presentation Project	CO3 and CO4
4.	Cyber Security and data Protection in India	Presentation Project	CO4

Activities for Differential Learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped





Constitutional Values and Ethics

(SOLVAC0013)

1. Department/ School:	School of Law (SOL)			
2. Course Name: Constitutional Values and Ethics	3. Course Code	4. L-T-P	5. Credits	
	SOLVAC0013	2-0-0	0	
6. Type of Course (Tick one):	Programme Core VAC <input checked="" type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	<input type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name) NA				
✓ Frequency of offering (check one): Odd <input type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
8. Focus: <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input checked="" type="checkbox"/>				
9. Student centric methods used for enhancing learning experiences (Tick relevant)		Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies <input type="checkbox"/>		
Brief Syllabus: This Value-added course offered by the institute intends to provide philosophical and conceptual understanding of the Constitutional Values and Ethics in India and abroad including the detailed legal rules concerning its substantial and procedural aspects. This VAC will enrich students with knowledge and relevance of the Indian Constitution. It will help to				

develop awareness about values of basic tenets and duties and to inculcate a sense of Constitutionalism.		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials: 0	Practical's: NA
10. Course Outcomes (COs)		
SOLVAC0013.1	Students will develop knowledge and critical understanding about the Constitutional Values and Ethics, its genesis, evolution and detailed procedure in India and other jurisdiction.	
SOLVAC0013.2	Students will possess knowledge and thorough understanding of the subject matters of Constitutionalism in India.	
SOLVAC0013.3	Students will be able to analyze critically the existing legal framework concerning the Constitutional Values as an effective remedy against domination and abuse of power.	
SOLVAC0013.4	Students will be able to demonstrate the ability to perform Legal Research and Problem solving.	
SOLVAC0013.5	Students will be able to contribute effectively in the interdisciplinary aspects of Law and Group rights. In addition to it, Students will develop requisite skills to act as an informed legal professional to participate in civic life through volunteering.	
11. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 5 Title: The Constitution of India: Genesis and Evolution		
Content Summary:		
<ul style="list-style-type: none"> ❖ Meaning, Object and Purpose of Constitution. ❖ Evolution of Constitution in India and United States of America ❖ Constitutionalism as a tool of Social Change 		
Unit Number: 2 No. of Lectures: 05 Title: Salient Constitutional Values		

Content Summary:

- ❖ Constitutional Values – Justice, Liberty and Equality
- ❖ Sovereignty, Socialism, Secularism, Democracy, Republic, Fraternity, Unity and Integrity
- ❖ Separation of powers

Unit Number: 3 No. of Lectures: 10 Title: Fundamental Rights & Duties: Emergence, Value and Significance

Content Summary:

- ❖ Concept, emergence and value of Right to Equality and Freedom
- ❖ Significance of Duties
- ❖ Judicial Activism

Unit Number: 4 No. of Lectures: 05 Title: Constitutional Morality - Issues and Challenges

Content Summary:

- ❖ Concept of Constitutional Morality
- ❖ Rule of Law
- ❖ Judicial overreach
- ❖ Judicial role in strengthening Constitutionalism

Unit Number: 5 No. of Lectures: 05 Title: Patriotism, Volunteerism and Nation Building

Content Summary:

- ❖ Patriotic Values and ingredients of nation building
- ❖ Concept of Good Citizenship
- ❖ Duties and qualities of Good Citizens
- ❖ Ethics – Punctuality, Cleanliness, Law Abidingness, Rational Thinking and Scientific Temper
- ❖ Volunteerism

13. Title of Lab Manual (if applicable): NA

12. Instructions for students

(Write the stepwise instructions for the students)

1. Students are required to identify some good textbooks on the subject in consultation with the subject teacher.
2. Students are required to bring bare text of the Constitution of India daily.
3. Students are required to come prepared for the topics by their self-study and see how the teacher approaches the topic. Students are required to identify where they lack and take feedback from the teacher after each class as to their academic progression.
4. Students attend the lectures attentively and prepare class notes and get it checked by the subject teacher.
5. Students should make every effort to secure 60% of the marks in their subject.
6. Students should follow the project submission guidelines as per the direction of the subject teacher.

13. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):The subject has a very close relationship with the sociology and history, where students get to learn the application of constitutional norms in real society and how the changes have evolved over a period of time.

NA

14. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

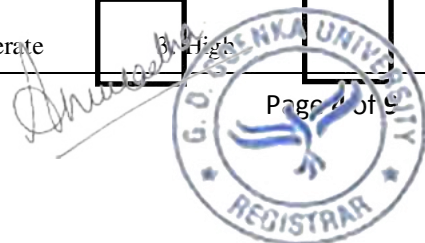
a) SDG.....16.....

Peace Justice and Strong Institutions

b) SDG.....NA.....

1. Weak 2. Moderate 3 High

1. Weak 2. Moderate 3 High



14. Books Recommended:

Core Text Books

1. Pandey J. N. 2020. Constitutional Law of India, Allahabad: Central Law Agency.

REFERENCE BOOKS

1. D. D. Basu, et al., Introduction to the Constitution of India (latest edition)
2. G. C. Hiregowder et. al.: The Indian Constitution--- An Introduction.
3. S.K. Chaube: The Making and Working of the Indian Constitution
4. M. P. Singh, V.N. Shukla: Constitution of India.
5. Sudhir Krishnaswamy: Democracy and Constitutionalism in India
6. Agarwal S. L. 1992. Supreme Court of India: The Wisdom of Judges. New Delhi: Prentice Hall. 3).
7. Agarwal B. R. 1996. Our Judiciary. New Delhi: National Book Trust of India.
8. Becker Theodore L. 1965. Political Behavioralism and Modern Jurisprudence. Chicago : Rand Mc Nally.
9. Dreze Jean and Amartya Sen. 1995 India: Economic Development and Social Opportunity. Delhi : Clarendon Press Oxford.
10. Fredman Sandra. 2008 Human Rights Transformed – Positive rights and positive duties. New Delhi : Oxford University Press.
11. Hart H.L.A. 1968. Law Liberty and Morality. Stanford: Stanford University Press.
12. Iyer Krishna V. R. Dhavan Rajeev, Khurshid Salman and Sudarshan R. (eds.) 1985. Judges and judicial power : Essays in Honour of justice V. R. Krishna Iyer. London: Sweet and Maxwell.
13. Loughlin Martin. 1992. Public Law and Political Theory. Oxford. Clarendon Press.

14. Mahajan Gurpreet. ed. 1998. Democracy, Difference and Social Justice. Delhi: Oxford University Press.

E-Book: NA

Reference websites:

14. E-Learning Resources

1. <https://www.youtube.com/watch?v=EHayMDjztEQ&list=PLoPQmEeX6Kea5xqyRG3xg1g55daInSfOQ&index=1>
2. <https://www.youtube.com/watch?v=3K6Sois6oPM&list=PLjuEvSLt1HNc1SuaN6pZs8cGeCHTxpOxu>
3. <https://www.youtube.com/watch?v=LYHAY68pQWA>
4. <https://www.youtube.com/watch?v=htKqh7GfZ-Y>

Online text material link:

1. <https://nios.ac.in/media/documents/secsocscicour/english/lesson-15.pdf>
2. <https://egyankosh.ac.in/bitstream/123456789/46741/1/Unit-13.pdf>
3. <https://sgtbkhalsa.online/syl/40191.pdf>

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Constitution of USA and India – Comparative Discourse	Assignment	CO1, CO2 CO3, CO4, CO5
2.	Constitutional Values and Social Change	Assignment	CO1, CO2 CO3, CO3, CO4, CO5
3.	Rights and Duties – Balanced Approach	Assignment	CO1, CO2 CO3, CO4, CO5
4.	Role of Constitutionalism in Patriotism, Volunteerism and Good Citizenship	Assignment	CO1, CO2 CO3, CO4, CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	NA	
2.	Intermediate learners	NA	
3.	Advanced Learners	NA	

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
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1.	NA	NA	NA	NA
Value Added Experiments: NA				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S.No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (4-0-0)	FIRST ASSIGNMENT	25	Must Secure 50% Marks Out of total Marks
		SECOND ASSIGNMENT (Research Paper)	25 (Quiz Component)	
		THIRD ASSIGNMENT	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
RESEARCH PAPER	50-70%	70-90%	>90%
Assignment	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Domain Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Professional and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOLVAC0013.1	3	3	1	-	-	3	1	1	-	-	
SOLVAC0013.2	3	3	-	-	-	3	3	3	1	-	2
SOLVAC0013.3	3	3	1	-	1	3	2	1	-	-	2
SOLVAC0013.4	3	3	1	-	2	3	2	2	-		2
SOLVAC0013.5	3	3	3	2	3	3	3	3	3	-	3
Average	3	3	2	1	2	3	2	2	1	0.0	2

1=weakly mapped

2= moderately mapped

3=strongly mapped



Filing of PIL in Twenty First Century
(SOLVAC003)

1. Department/ School:	School of Law (SOL)		
2. Course Name: Filing of PIL in Twenty First Century	3. Course Code	4. L-T-P	5. Credits
	SOLVAC003	4-0-0	0
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name) NA			
✓ Frequency of offering (check one): Odd <input type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus:	<input type="checkbox"/> Employability	<input type="checkbox"/> Entrepreneurship	<input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input checked="" type="checkbox"/> Experiential learning <input type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies		

Brief Syllabus: This Value-added course offered by the institute intends to provide philosophical and conceptual understanding of the Public Interest Litigation in India and abroad including the detailed legal rules concerning its substantial and procedural aspects.

In last two decades there has been enormous increase in public interests litigations both in India and in other jurisdictions, primarily because of the fact that PIL has today acquired unprecedented legitimacy and binding power and is acknowledged as a powerful weapon to combat governmental lawlessness and social oppression. The judicial messages radiated through PIL cases provide legal resources to launch struggles against domination and abuses of power.

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)

Lectures: 30	Tutorials: 0	Practical's: NA
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10. Course Outcomes (COs)

SOLVAC003.1	Students will develop knowledge and critical understanding about the public interest litigation, its genesis, evolution and detailed procedure in India and other jurisdiction.
SOLVAC003.2	Students will possess knowledge and thorough understanding of the subject matters of public interest litigations in India and other jurisdictions and will be able to distinguish the scope of PIL in India and other jurisdictions including the drafting skills and procedural know how.
SOLVAC003.3	Students will be able to analyze critically the existing legal framework concerning the Public Interest Litigation as an effective judicial remedy against domination and abuse of power.
SOLVAC003.4	Students will be able to demonstrate the ability to perform Legal Research and Problem solving.
SOLVAC003.5	Students will be able to contribute effectively in the interdisciplinary aspects of Law and Group rights. In addition to it, Students will develop requisite skills to act as an informed legal professional to participate in civic life through volunteering.

11. UNIT WISE DETAILS No. of Units: 5

Unit Number: 1 No. of Lectures: 5 Title: Public Interest Litigation: Genesis and Evolution –

Content Summary:

- ❖ Meaning object and Purpose of Public Interest Litigation-
- ❖ Evolution of Public Interest Litigation in United States of America
- ❖ Evolution of Public Interest Litigation in India

Unit Number: 2 No. of Lectures: 05 Title: Dimensions of the Public Interest Litigation –

Content Summary:

- ❖ Public Interest Litigation as a tool of Social Change
- ❖ Public interest Litigation as an effective tool in the matter of environment protection

Unit Number: 3 No. of Lectures: 10 Title: Role of Court in the Public Interest Litigation

Content Summary:

Activist approach of the Court in bonded labour and other labour matters ,Child Welfare ,Protection of prostitutes ,fallen women and their children, Care Homes ,Prevention of Corruption, Fake Encounter, Prevention of violation of human Rights – Court to remain alive ,Rape Victims, Sexual harassment of working women ,Pavement Dwellers, Role of PIL in development of Right to Information

Unit Number: 4 No. of Lectures: 05 Title: Public Interest Litigation- Issues and Challenges

Content Summary:

- ❖ Separation of powers
- ❖ Judicial overreach
- ❖ Abuse of the Public Interest Litigation and Judicial Populism : Publicity and Preventability
- ❖ Judicial role in strengthening PIL

Unit Number: 5 No. of Lectures: 05 Title: Public Interest Litigation – Procedural Dimensions -

Content Summary:

- ❖ Concept of Locus Standi
- ❖ Public Interest Litigation and Writ Jurisdiction
- ❖ Public Interest Litigation – Supreme Court Rules, 2013
- ❖ Sample draft for Public Interest Litigation

13. Title of Lab Manual (if applicable): NA

12. Instructions for students

(Write the stepwise instructions for the students)

1. Students are required to identify some good textbooks on the subject in consultation with the subject teacher.
2. Students are required to bring bare text of the Constitution of India daily.
3. Students are required to come prepared for the topics by their self-study and see how the teacher approaches the topic. Students are required to identify where they lack and take feedback from the teacher after each class as to their academic progression.
4. Students attend the lectures attentively and prepare class notes and get it checked by the subject teacher.
5. Students should make every effort to secure 60% of the marks in their subject.
6. Students should follow the project submission guidelines as per the direction of the subject teacher.

13. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes): The subject has a very close relationship with the sociology and history, where students get to learn the application of constitutional norms in real society and how the changes have evolved over a period of time.

NA

14. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16..... Peace Justice and Strong Institutions b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/> 1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>

14. Books Recommended:

Core Text Books

1. Paranjape (Dr.) N. V. 2006. Public Interest Litigation, Legal Aid and Services Lok Adalats and Para Legal Services. Allahabad: Central Law Agency.

REFERENCE BOOKS

1. Agarwal S. L. 1992. Supreme Court of India: The Wisdom of Judges. New Delhi: Prentice Hall. 3).
2. Agarwal B. R. 1996. Our Judiciary. New Delhi: National Book Trust of India.
3. Basu Amrita. 1992. Two Faces of Protest : Contrasting Modes of Women's Activism In India. Berkeley Univeristy of California Press.
4. Bhuwania Anuj, Courting the People: Public Interest Litigation in Post-Emergency, (South Asia in the Social Sciences, 2016).
5. Baviskar Amita. 1998. In the Belly of the River : Tribal conflicts over Development in the Narmada Vailley. New Delhi : Oxford University Press.
6. Becker Theodore L. 1965. Political Behavioralism and Modern Jurisprudence. Chicago : Rand Mc Nally.
7. Bernard Schwartz 1993 A History of the Supreme Court. New York Oxford University Press.

8. Cowan Thomas A. 1968. "Jurisprudence" International Encyclopedia of the social science. New York: Macmillan.
9. Crisp L. F. 1965. Australian National Government. Croydon. Victoria, Longmans Green.
10. Dhavan R. R. Sudarshan and Khurshid S. 1985, Judges and the Judicial Power. London : Sweet and Maxwell.
11. Diwan Paras and P. Diwan 1994. Children and Legal Protection, New Delhi : Deep and Deep Publisher.
12. Dreze Jean and Amartya Sen. 1995 India: Economic Development and Social Opportunity. Delhi : Clarendon Press Oxford.
13. Dreze Jean and Amartya K Sen, 1989. Hunger and Public Action. Oxford. Clarendon Press.
14. Epp Charles R. 1998. The Rights Revolution : Lawyers, Activists, and Supreme Courts in comparative perspective. Chicago: University of Chicago Press.
15. Fredman Sandra. 2008 Human Rights Transformed – Positive rights and positive duties. New Delhi : Oxford University Press.
16. Fuller Lon L. 1964. The Morality of Law. New Haven CT : Yale Univerity Press.
17. Gonsalves Lina. 1993, Women and the law, New Delhi : Lancer.
18. Haq K. 2002 Human Development in South Asia 2001 : Globalisation and Human Development. Karachi : Oxford University Press.
19. Hart H.L.A. 1968. Law Liberty and Morality. Stanford: Stanford University Press.
20. Iyer Krishna V. R. Dhavan Rajeev, Khurshid Salman and Sudarshan R. (eds.) 1985. Judges and judicial power : Essays in Honour of justice V. R. Krishna Iyer. London: Sweet and Maxwell.

21. Kapur Jagga (ed.) 1998. Supreme Court on Public Interest Litigation, Case and materials the debate over original intent in 4 volumes. New Delhi, LIPS Publication Pvt. Ltd.
22. Loughlin Martin. 1992. Public Law and Political Theory. Oxford. Clarendon Press.
23. Mahajan Gurpreet. ed. 1998. Democracy, Difference and Social Justice. Delhi: Oxford University Press.
24. Robb Peter ed. 1993. Dalit Movements and the Meaning of Labour in India. Delhi : Oxford University Press.
25. Sarkar, Lotika, 1988. National Specialised Agencies and Women's Equality: Law commission of India. New Delhi: Centre for women's Development Studies.
26. Sarkar S. K. (2002) 2006. Public Interest Litigations and Public Nuisances. Allahabad. Orient Publishing Company.
27. Sathe S. P. 2002. Judicial Activism in India: Transgressing Borders and Enforcing Limits. New Delhi : Oxford University Press.
28. Shrama S. S. (Dr.) 2006. Legal Service Public Interest litigation and para legal services. Allahabad: Central Law Agency.
29. Verma S. K. and Kusum (eds.) 2000 Fifty Years of the Supreme Court of India : Its Grasp and Reach, New Delhi : Oxford University Press.
30. Wadehara B. L. (Dr.) 2009 Public Interest litigation. A. Hand Book. New Delhi : Universal Law Publishing Co.
31. Zelliot Eleanor 1992, From Untouchable to Dalit : Essay on the Ambedkar Movement : New Delhi : Manohar.

E-Book: NA

Reference websites:

14. E-Learning Resources

1. <https://www.youtube.com/watch?v=bAKdF0LS34U>
2. https://www.youtube.com/watch?v=_n_APKAY8Hc
3. https://www.youtube.com/watch?v=r_g50NnW70k
4. <http://www.mcrgh.ac.in/PP47.pdf>
5. https://www.researchgate.net/publication/316597209_'The_concept_of_Public_Interest_Litigation_lies_at_the_root_of_judicial_activism_in_India'_Elaborate_with_suitable_examples/link/5ec4a6cea6fdcc90d685e77e/download
6. https://cbseacademic.nic.in/web_material/doc/Legal_Studies/Legal%20Studies%20Text%20Book%20Class%20XII.pdf
7. <https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf>

Online text material link:

1. <https://www.ijlmh.com/paper/role-of-judiciary-in-strengthening-public-interest-litigation/>
2. https://nhrc.nic.in/sites/default/files/SPEECH_2012_10_25.pdf
3. <https://main.sci.gov.in/judgment/judis/9643.pdf>
4. https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_081967.pdf

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Public Interest Litigation in USA and India – Comparative Discourse	Assignment	CO1, CO2 CO3, CO4, CO5
2.	Public Interest litigation and Criminal Justice Administration	Assignment	CO1, CO2 CO3, CO3, CO4, CO5
3.	Public Interest Litigation and Environmental concerns	Assignment	CO1, CO2 CO3, CO4, CO5
4.	Public interest litigation and child labour	Assignment	CO1, CO2 CO3, CO4, CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	NA	
2.	Intermediate learners	NA	
3.	Advanced Learners	NA	

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required

1.	NA	NA	NA	NA
Value Added Experiments: NA				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0) (4-0-0)	FIRST ASSIGNMENT	25	Must Secure 50% Marks Out of total Marks
		SECOND ASSIGNMENT (Research Paper)	25 (Quiz Component)	
		THIRD ASSIGNMENT	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
RESEARCH PAPER	50-70%	70-90%	>90%
Assignment	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Domain Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Professional and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOLVAC003.1	3	3	1	-	-	3	1	1	-	-	
SOLVAC003.2	3	3	-	-	-	3	3	3	1	-	2
SOLVAC003.3	3	3	1	-	1	3	2	1	-	-	2
SOLVAC003.4	3	3	1	-	2	3	2	2	-		2
SOLVAC003.5	3	3	3	2	3	3	3	3	3	-	3
Average	3	3	2	1	2	3	2	2	1	0.0	2

1=weakly mapped

2= moderately mapped

3=strongly mapped

COURSE TITLE: COURT ETIQUETTES AND MANNERISM	COURSE CODE: SOLVAC002
COURSE LEADER: Ms. Shraddha Oberoi	CONTACT DETAILS: Email:shraddha.oberoi@gdgu.org
VENUE: SCHOOL OF LAW	COURSE STRUCTURE : L T P C

OBJECTIVE OF THE COURSE:

CO1: To introduce the students with the fundamental aspects of Court Etiquettes and Mannerism and the role of ethics in legal Profession.

CO2: To familiarize the students with the code of conduct towards the court.

CO3: To teach the students the duty of a lawyer towards client and towards the profession

CO4: To give knowledge to the students about the rules of Bar council of India

CO5: To familiarize the students with the concepts of Advocate Act, 1961.

COURSE OUTCOMES:

Code	Course Outcome
CO SOLVAC002.1	Understand the importance of various concepts of Professional ethics.
CO SOLVAC002.2	Understand the importance of behaviour in court.
CO SLH 4780.3	Understand how to show the respect towards the court as an Advocate
CO SOLVAC002.4	Comprehend the various rules of conduct to be followed in legal profession.
CO SOLVAC002.5	Exhibit a high level of understanding about the maintaining of high level of dignity and integrity in legal profession.
CO SOLVAC002.6	Demonstrate the relation between Advocate and Client, Bar and Bench.

COURSE CONTENT/SYLLABUS

Unit	Syllabus	No of Hours
Unit-I	<ul style="list-style-type: none"> Historical Development of Legal Profession In India Evolution And Role of a Lawyer In Independent India Meaning & Importance of Legal Profession 	10 Hours
Unit-II	<ul style="list-style-type: none"> Lawyer's Ten Commandments Duty To the Client 	10 Hours

	<ul style="list-style-type: none"> • Duty To Opponent • Duty To Public • Duty To Self • Duty To Render Legal Aid 	
UNIT -III	a] Bench-Bar Relationship b] Professional Misconduct c] Rights and Privileges of Advocates	10 Hours

COURSE PLAN (LECTURE/TUTORIAL/PRACTICAL)

(Include the Lecture Plan as per the following table)

S. No.	Date	Lecture/Tutorial(L/T)	Topics / Sub-Topics	Course Outcome	Pre-Reading
	14 th Nov	Presentation (PPT), Questioning, Analytical process	Introduction to the subject	Acquaint the students with the relevance of subject	Please refer any text book and reference book of your choice
	15 th Nov	Presentation (PPT), Questioning, Analytical process	Historical development of Legal Profession in India	understand the History of Legal Profession	Please refer any text book and reference book of your choice
3&4	16 th Nov	Presentation (PPT), Questioning, Analytical process	Historical development of Legal Profession in India	understand the History of Legal Profession	Please refer any text book and reference book of your choice
5 & 6	18 th Nov	Presentation (PPT), Questioning, Analytical process	Historical development of Legal Profession in India	understand the History of Legal Profession	Please refer any text book and reference book of your choice
7	21 st Nov	Presentation (PPT), Questioning, Analytical process	Historical development of Legal Profession in India	understand the History of Legal Profession	Please refer any text book and reference book of your choice
8	22 nd Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the	Please refer any text book and reference book of your choice

			D] Duty to Colleagues	duty to self, explain the duty to legal aid	
9 & 10	23 rd Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
11 & 12	25 th Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
13	28 th Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
14	29 th Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent	explain the duty of client, explain the duty to opponent, explain the duty to public,	Please refer any text book and reference book of your choice

			D] Duty to Colleagues	explain the duty to self, explain the duty to legal aid	
15 & 16	30 th Nov	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
17 & 18	2 nd Dec	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
19	5 th Dec	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
20	6 th Dec	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client	explain the duty of client, explain the duty to opponent, explain the	Please refer any text book and reference book of your choice

			C] Duty to opponent D] Duty to Colleagues	duty to public, explain the duty to self, explain the duty to legal aid	
21 & 22	7 th Dec	Presentation (PPT), Questioning, Analytical process	Conflict of Interest A] Duty to court B] Duty to Client C] Duty to opponent D] Duty to Colleagues	explain the duty of client, explain the duty to opponent, explain the duty to public, explain the duty to self, explain the duty to legal aid	Please refer any text book and reference book of your choice
23 & 24	9 th Dec	Presentation (PPT), Questioning, Analytical process	Bench-Bar Relationship	rules of Bar council of India	Please refer any text book and reference book of your choice
25	12 th Dec	Presentation (PPT), Questioning, Analytical process	Bench-Bar Relationship	rules of Bar council of India	Please refer any text book and reference book of your choice
26	13 th Dec	Presentation (PPT), Questioning, Analytical process	Bench-Bar Relationship	rules of Bar council of India	Please refer any text book and reference book of your choice
27 & 28	14 th Dec	Presentation (PPT), Questioning, Analytical process	Bench-Bar Relationship	rules of Bar council of India	Please refer any text book and reference book of your choice
29 & 30	16 th Dec	Presentation (PPT), Questioning, Analytical process	Bench-Bar Relationship	rules of Bar council of India	Please refer any text book and reference book of your choice
31	19 th Dec	Presentation (PPT), Questioning, Analytical process	Rights and Privileges of Advocates	provisions of courts for punishing for their contempt	Please refer any text book and reference book of your choice

32.	20 th Dec	Presentation (PPT), Questioning, Analytical process	Rights and Privileges of Advocates	provisions of courts for punishing for their contempt	Please refer any text book and reference book of your choice
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COURSE ASSESSMENT:

Component of Evaluation	IA	EA
Weightage (%)	50	50

IA: INTERNAL ASSESSMENT; EA: EXTERNAL ASSESSMENT

RECOMMENDED BOOKS:

1. Holland Avrom Shree, Advocacy, 1994 Universal, Delhi
2. Keith Evam, The Golden Rules of Advocacy, 1994, Universal, Delhi
3. Sandeep Bhalla, Advocates Act & Professional Misconduct, Nasik Law House
4. JPS Sirohi, Professional Ethics, Lawyer's Accountability, Bench-Bar Relationship, ALA
6. The Bar Council Code of Ethics

CASE LAWS:

1. P D Khandekar v Bar Council of Maharashtra (1984) 2 SCC 556
2. M Veerabhadra Rao v Bar Tek Chand (1984) Supp SCC 571
3. Prahlad Saran Gupta v Bar Council of India (1997) 3 SCC 585
4. V P Kumaravelu v bar Council of India (1997) 4 SCC 266
5. Brajendra Nath Bhargav v Ramchandra Kaslival (1998) 9 SCC 169
6. Ramon Services Pvt. Ltd v Subhash Kapoor (2001) I SCC 119
7. Shambhu Ram Yadav v Hanumandas Khatri AIR 2001 SC 2509
8. DP Chdhav TN Mishra AIR 2001 SC 457
9. Harish Chandra Tiwari v Baiju AIR 2002 SC 548
10. Prem Surana v Additional Munsif and Judicial Magistrate AIR 2002 SC 2956
11. Rajendra V Pai v Alex Frnandes AIR 2002 SC 1808
12. In re; A an advocate AIR 1962 SC 1337
13. In re; Mr. G a Senior Advocate of SC AIR 1954 SC 557
14. In re; Lalit Mohan Das AIR 1957 SC 250
15. Sheo Narayan Jafa v Judge Allahabad H.C. AIR 1953 SC 368
16. P. J. Ratnam v d. Kanik ran AIR 1964 SC 244
17. In re; "M" an Advocate AIR 1957 SC 149

18. L.D. Jaisingham v Narain das N Punjabi (1976) 1 ACC 354
19. Jhon D' Souza v Edward Ani (1994) 2 SCC 64
20. Inre;V.C.MishraAIR1995SC2348

**Filing of PIL in Twenty First Century
(SOLVAC003)**

COURSE TITLE: Filing of PIL in Twenty First Century	COURSE CODE: SOLVAC003
COURSE LEADER: Mr. Amit Raj Agrawal	Email: amitraj.agrawal@gdgu.org Mob No.: 9810683924
SKILLS TO ATTAIN	Philosophical and conceptual understanding of the Public Interest Litigation in Indian legal system and process of filing.
TARGET AUDIENCE	All Streams
OBJECTIVES OF THE COURSE	
<p>This Value-added course offered by the institute intends to provide philosophical and conceptual understanding of the Public Interest Litigation in India and abroad including the detailed legal rules concerning its substantial and procedural aspects.</p> <p>In last two decades there has been enormous increase in public interests litigations both in India and in other jurisdictions, primarily because of the fact that PIL has today acquired unprecedented legitimacy and binding power and is acknowledged as a powerful weapon to combat governmental lawlessness and social oppression. The judicial messages radiated through PIL cases provide legal resources to launch struggles against domination and abuses of power.</p> <p>The Course is designed with following objectives</p> <ul style="list-style-type: none"> • To provide for detailed and comprehensive philosophical and historical accounts concerning the origin and growth of Public Interest Litigation in India and other jurisdictions. • To identify and recognize the subject matter of public interest litigations in India and other jurisdictions. • To provide for conceptualization and understanding of the legal rules and detailed procedures concerning filing of public interest litigation in India and other jurisdictions. • To provide for critical analysis of Public Interest litigation as an effective judicial remedy against domination and abuse of power. • To identify the problems and impediments associated with the Public Interest Litigation in India and other jurisdictions 	
CODE	COURSE OUTCOMES
SOLVAC003.1	Students will develop knowledge and critical understanding about the public interest litigation, its genesis, evolution and detailed procedure in India and other jurisdiction.

SOLVAC003.2	Students will possess knowledge and thorough understanding of the subject matters of public interests litigations in India and other jurisdictions and will be able to distinguish the scope of PIL in India and other jurisdictions including the drafting skills and procedural know how.
SOLVAC003.3	Students will be able to analyze critically the existing legal framework concerning the Public Interest Litigation as an effective judicial remedy against domination and abuse of power.
SOLVAC003.4	Students will be able to demonstrate the ability to perform Legal Research and Problem solving.
SOLVAC003.5	Students will be able to contribute effectively in the interdisciplinary aspects of Law and Group rights. In addition to it, Students will develop requisite skills to act as an informed legal professional to participate in civic life through volunteering.
COURSE MODULE/SYLLABUS	TOTAL HOURS: 30
Module –1 - Public Interest Litigation: Genesis and Evolution – 05h	
<ul style="list-style-type: none"> ❖ Meaning object and Purpose of Public Interest Litigation- ❖ Evolution of Public Interest Litigation in United States of America ❖ Evolution of Public Interest Litigation in India 	
Module –2 - Dimensions of the Public Interest Litigation – 05 h	
<ul style="list-style-type: none"> ❖ Public Interest Litigation as a tool of Social Change ❖ Public interest Litigation as an effective tool in the matter of environment protection 	
Module -3 –Role of Court in the Public Interest Litigation 10h	
<p>Activist approach of the Court in bonded labour and other labour matters ,Child Welfare ,Protection of prostitutes ,fallen women and their children, Care Homes ,Prevention of Corruption, Fake Encounter, Prevention of violation of human Rights – Court to remain alive ,Rape Victims, Sexual harassment of working women ,Pavement Dwellers, Role of PIL in development of Right to Information</p>	
Module –4 – Public Interest Litigation- Issues and Challenges - 5h	

- ❖ Separation of powers
- ❖ Judicial overreach
- ❖ Abuse of the Public Interest Litigation and Judicial Populism : Publicity and Preventability
- ❖ Judicial role in strengthening PIL

Module –5 - Public Interest Litigation – Procedural Dimensions - 05h

- ❖ Concept of Locus Standi
- ❖ Public Interest Litigation and Writ Jurisdiction
- ❖ Public Interest Litigation – Supreme Court Rules, 2013
- ❖ Sample draft for Public Interest Litigation

Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

COURSE PLAN

Module 1

Module 2

S. No.	Date	Topics / Sub- Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)

1.		Public Interest Litigation as a tool of Social Change continue	SOLVAC003.2	http://www.raijmr.com/ijr-sml/wp-content/uploads/2019/03
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S. No.	Date	Topics / Sub- Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)								
		Concept of Public Interest litigation	SOLVAC003.1	https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf https://egyankosh.ac.in/bitstream/123456789/13516/1/Unit-27.pdf								
CO-PO MAPPING MATRIX												
1.		Do mai n Kn owl edg e	T h i n k i n g A b il	P l a n n i n g A b il	L e a d e r s h i p S	Pr of es si on al Id en tit y	T he Pr of es si on al an d so	E n v i r o n m e n t a l	E t h i c a l	C o m m u n i t y	Mo der n To ol s a n d a p p r o a c h	Life lon g Lea rni ng
2.		Meaning and Nature of the Public Interest Litigation	SOLVAC003.1	https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf https://egyankosh.ac.in/bitstream/123456789/13516/1/Unit-27.pdf								
Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOLVAC003	SOLVAC003.1	3	3	1	-	-	3	1	1	1	-	-
	SOLVAC003.2	3	3	-	-	-	3	3	3	1	-	2
	SOLVAC003.3	3	3	1	-	-	3	2	2	2	-	-
3.	SOLVAC003.4	3	3	1	-	2	3	2	2	2	-	-

	SOLVAC00 3.5	3	3	3	2	3	3	3	3	https://egyankosh.ac.in/bitstream/123456789/13516/1/Unit-27.pdf	
	Average	3	3	1.2	0.3 3	1.2	3	1.8	2	0.6 0.0	1.5
										https://www.youtube.com/watch?v=UE6Aip4Da0w	
4.		Evolution of Public Interest Litigation in United States of America				SOLVAC00 3.1				https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf https://egyankosh.ac.in/bitstream/123456789/13516/1/Unit-27.pdf https://www.youtube.com/watch?v=UE6Aip4Da0w	
5.		Evolution of Public Interest Litigation in India				SOLVAC00 3.1				https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf https://egyankosh.ac.in/bitstream/123456789/13516/1/Unit-27.pdf https://www.youtube.com/watch?v=UE6Aip4Da0w	
										/IJRSML 2017 vol05 Sp.issue 12 Eng 10.pdf https://enabled.in/wp/pilas-and-social-change-in-india/	

2.		Public Interest Litigation as a tool of Social Change continue	SOLVAC003.2	http://www.raijmr.com/ijrsml/wp-content/uploads/2019/03/IJRSML_2017_vol05_Sp.issue_12_Eng_10.pdf https://enabled.in/wp/pilas-and-social-change-in-india/
3.		Public interest Litigation as an effective tool in the matter of environment protection	SOLVAC003.2	https://www.ajne.org/sites/default/files/event/7/session-materials/h.-kohli.-session-7-public-interest-litigation-justice-hima-kohli.pdf
4.		Case analysis M.C Mehta v Union of India (1987)	SOLVAC003.2	https://www.ajne.org/sites/default/files/event/7/session-materials/h.-kohli.-session-7-public-interest-litigation-justice-hima-kohli.pdf https://www.lawcian.com/post/m-c-mehta-vs-union-of-india-1987-air-1086
5.		Case analysis Vellore Citizens Welfare Forum v. Union of India (1996)	SOLVAC003.2	https://www.ajne.org/sites/default/files/event/7/session-materials/h.-kohli.-session-7-public-interest-litigation-justice-hima-kohli.pdf https://main.sci.gov.in/jonline/judis/15202.pdf

Module 3

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
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1.		Jurisdiction of the Supreme Court and High Court under Art 32 and 226 of the Constitution of India	SOLVAC003.3	https://main.sci.gov.in/pdf/Guidelines/pilguidelines.pdf http://www.mcrhrdi.gov.in/crashcourse/presentations/SG%2008%20-%20Artcile%2032%20&0226.pdf
2.		Activist approach of the Court in bonded labour and other labour matters	SOLVAC003.3	https://nhrc.nic.in/sites/default/files/SPEECH_2012_10_25.pdf https://main.sci.gov.in/judgment/judis/9643.pdf https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_081967.pdf
3.		Letter as a writ petition, Bandhua Mukti Morcha Case.	SOLVAC003.3	https://main.sci.gov.in/judgment/judis/9643.pdf
4.		Pavement Dwellers, Role of PIL in development of Right to Information	SOLVAC003.3	https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf https://main.sci.gov.in/judgment/judis/9643.pdf
5.		Protection of prostitutes ,fallen women and their children	SOLVAC003.3	https://www.ohchr.org/sites/default/files/Documents/Publications/Chapter28_MonitoringAndProtecting.pdf https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf https://www.academia.edu/29213080/LEGAL_STATUS_OF_PROSTITUTION_AND_THE_USE_OF_PUBLIC_INTEREST_LITIGATION_IN_INDIA https://www.livelaw.in/news-updates/law-student-pil-directions-ensure-dignified-life-sex-workers-allahabad-high-court-voi-state-govt-reply-208396

6.		Care Homes , Prevention of violation of human Rights – Court to remain alive ,	SOLVAC003.3	https://www.nature.com/articles/s43587-022-00283-z
7.		Role of PIL and Prevention of Corruption	SOLVAC003.3	https://vakilsearch.com/blog/effectiveness-of-public-interest-litigation-in-addressing-corruption-in-india/
8.		Role of PIL and Fake Encounter.	SOLVAC003.3	https://www.livelaw.in/news-updates/pil-alleged-fake-encounters-assam-gauhati-high-court-state-govt-details-specify-action-188681
9.		Role of PIL and Rape Victims,	SOLVAC003.3	https://timesofindia.indiatimes.com/city/ahmedabad/why-differentiate-between-rape-victims-asks-pil-in-gujarat-high-court/articleshow/88286848.cms https://wcd.nic.in/sites/default/files/Final%20Draft%20report%20BSS_0.pdf
10.		Role of PIL and Sexual harassment of working women	SOLVAC003.3	https://www.legalserviceindia.com/legal/article-433-the-role-of-judiciary-protection-for-working-women.html

Module 4

S. No.	Date	Topics / Sub- Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.		Separation of powers	SOLVAC003.4	https://www.jstor.org/stable/pdf/1277683.pdf https://www.iilsindia.com/study-material/801001_1593102801.pdf

2.		Judicial overreach	SOLVAC003.4	https://nja.gov.in/Concluded_Programmes/2021-22/P-1287_PPTs/1.Judicial%20review%20-%20Activism%20and%20overreach.pdf
3.		Judicial Populism : Publicity and Preventability	SOLVAC003.4	https://scholarship.law.umn.edu/cgi/viewcontent.cgi?article=4346&context=mlr
4.		Abuse of the Public Interest Litigation	SOLVAC003.4	https://blog.ipleaders.in/abuse-of-the-concept-of-pil-in-recent-years-with-examples-of-case-laws/
5.		Judicial role in strengthening PIL	SOLVAC003.4	https://www.ijlmh.com/paper/role-of-judiciary-in-strengthening-public-interest-litigation/

Module 5

S. No.	Date	Topics / Sub- Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.		PIL and the concept of Locus Standi	SOLVAC003.4	http://dspace.cusat.ac.in/jspui/bitstream/123456789/10995/1/Public%20Interest%20Litigation%20and%20Locus%20Standi.PDF

2.		Public Interest Litigation and Writ Jurisdiction Supreme Court	SOLVAC003.5	https://main.sci.gov.in/pdf/Guidelines/pilguidelines.pdf https://www.livelaw.in/pdf/upload/pdf_upload-380316.pdf
3.		Public Interest Litigation and Writ Jurisdiction High Court	SOLVAC003.5	https://acadpubl.eu/hub/2018-120-5/3/239.pdf
4.		The Supreme Court Rules, 2013 – and the Public Interest Litigation	SOLVAC003.5	https://main.sci.gov.in/sites/default/files/Supreme%20Court%20Rules%2C%202013.pdf
5.		Sample Draft PIL	SOLVAC003.5	https://www.lawyerscollective.org/wp-content/uploads/2017/09/Writ-Petition.pdf https://main.sci.gov.in/pdf/writ%20format.pdf

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50

Total (Internal +External Assessment)	100
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ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram

iii) Proposed Timeline

Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments (Average of three activities)			
	Quiz	15	15
	Assignment	15	15
External Assessment			
	Presentation	50	50

COURSE READINGS

Core Text Books

1. Paranjape (Dr.) N. V. 2006. Public Interest Litigation, Legal Aid and Services Lok Adalats and Para Legal Services. Allahabad: Central Law Agency.

REFERENCE BOOKS

1. Agarwal S. L. 1992. Supreme Court of India: The Wisdom of Judges. New Delhi: Prentice Hall. 3).
2. Agarwal B. R. 1996. Our Judiciary. New Delhi: National Book Trust of India.
3. Basu Amrita. 1992. Two Faces of Protest : Contrasting Modes of Women's Activism In India. Berkeley Univeristy of California Press.

4. Bhuwania Anuj, *Courting the People: Public Interest Litigation in Post-Emergency*, (South Asia in the Social Sciences, 2016).
5. Baviskar Amita. 1998. *In the Belly of the River : Tribal conflicts over Development in the Narmada Vailley*. New Delhi : Oxford University Press.
6. Becker Theodore L. 1965. *Political Behavioralism and Modern Jurisprudence*. Chicago : Rand Mc Nally.
7. Bernard Schwartz 1993 *A History of the Supreme Court*. New York Oxford University Press.
8. Cowan Thomas A. 1968. "Jurisprudence" *International Encyclopedia of the social science*. New York: Macmilan.
9. Crisp L. F. 1965. *Australian National Government*. Croydon. Victoria, Longmans Green.
10. Dhavan R. R. Sudarshan and Khurshid S. 1985, *Judges and the Judicial Power*. London : Sweet and Maxwell.
11. Diwan Paras and P. Diwan 1994. *Children and Legal Protection*, New Delhi : Deep and Deep Publisher.
12. Dreze Jean and Amartya Sen. 1995 *India: Economic Development and Social Opportunity*. Delhi : Clarendon Press Oxford.
13. Dreze Jean and Amartya K Sen, 1989. *Hunger and Public Action*. Oxford. Clarendon Press.
14. Epp Charles R. 1998. *The Rights Revolution : Lawyers, Activists, and Supreme Courts in comparative perspective*. Chicago: University of Chicago Press.
15. Fredman Sandra. 2008 *Human Rights Transformed – Positive rights and positive duties*. New Delhi : Oxford University Press.

16. Fuller Lon L. 1964. The Morality of Law. New Haven CT : Yale University Press.
17. Gonsalves Lina. 1993, Women and the law, New Delhi : Lancer.
18. Haq K. 2002 Human Development in South Asia 2001 : Globalisation and Human Development. Karachi : Oxford University Press.
19. Hart H.L.A. 1968. Law Liberty and Morality. Stanford: Stanford University Press.
20. Iyer Krishna V. R. Dhavan Rajeev, Khurshid Salman and Sudarshan R. (eds.) 1985. Judges and judicial power : Essays in Honour of justice V. R. Krishna Iyer. London: Sweet and Maxwell.
21. Kapur Jagga (ed.) 1998. Supreme Court on Public Interest Litigation, Case and materials the debate over original intent in 4 volumes. New Delhi, LIPS Publication Pvt. Ltd.
22. Loughlin Martin. 1992. Public Law and Political Theory. Oxford. Clarendon Press.
23. Mahajan Gurpreet. ed. 1998. Democracy, Difference and Social Justice. Delhi: Oxford University Press.
24. Robb Peter ed. 1993. Dalit Movements and the Meaning of Labour in India. Delhi : Oxford University Press.
25. Sarkar, Lotika, 1988. National Specialised Agencies and Women's Equality: Law commission of India. New Delhi: Centre for women's Development Studies.
26. Sarkar S. K. (2002) 2006. Public Interest Litigations and Public Nuisances. Allahabad. Orient Publishing Company.
27. Sathe S. P. 2002. Judicial Activism in India: Transgressing Borders and Enforcing Limits. New Delhi : Oxford University Press.

28. Shrama S. S. (Dr.) 2006. Legal Service Public Interest litigation and para legal services. Allahabad: Central Law Agency.
29. Verma S. K. and Kusum (eds.) 2000 Fifty Years of the Supreme Court of India : Its Grasp and Reach, New Delhi : Oxford University Press.
30. Wadehara B. L. (Dr.) 2009 Public Interest litigation. A. Hand Book. New Delhi : Universal Law Publishing Co.
31. Zelliott Eleanor 1992, From Untouchable to Dalit : Essay on the Ambedkar Movement : New Delhi : Manohar.

List of Important Cases

S.No	Case	Citation
1.	Akhil Bhartiya Soshi Karamchari Sangh v. UOI	AIR 1981 SC 298.
2.	All India Democratic Women's Association and Janwadi Mahila Samiti v. UOI	AIR 1989 SC 1280.
3.	All India Democratic Women's Association and Janwadi Mahila Samiti v. UOI	AIR 1989 SC 1280.
4.	American Public Health Association v. Veneman	349 F. Supp. 1311 (D.D.C. 1972).
5.	Bachpan Bachao Andolan v. U.O.I,	(2013) 7 SCALE 507.
6.	Baker v. Carr	369 US 186 (1962)
7.	Bandhua Mukti Morcha v.U.O.I	AIR 1984 SC 802.
8.	Centre for Public Interest Litigation v. U.O.I	2012 (3) SCC 1.
9.	Consumer Union v. American Bar Association	Civil no. 75-0105-R (E.D. Va Richmond Div.).
10.	D.K. Basu v. State of West Bengal	1997 (1) SCC 416.
11.	Daryo v. State of U.P	AIR 1961 SC 1457
12.	Delhi Domestic Working Women's Forum v. Union of India	(1995) 1 SCC 14.
13.	Dr. Upendra Baxi v. State of U.P	3 S.C.A. L.E. 1136 (1981).
14.	Environment & Consumer protection Foundation v.	UOI 2017 (16) SCC 780
15.	Francis Carolie Mullin v. Delhi Administration	AIR 1981 SC 746.

16.	Gaurav Jain v. UOI,	AIR 1990 SC 292
17.	M.H Hoskot v. State of Maharashtra	AIR 1978 SC 1548
18.	Hussainara Khaton v. State of Bihar,	AIR 1979 SC 1360
19.	I.K. Jagirdar v. State of Karnataka	AIR 1992 Karnataka 175.
20.	Indian Council for Environ-Legal Action v. UOI	AIR 1996 SC 1446.
21.	Indian Young Lawyers Association v. State of Kerala	2018 (13) SCALE 75
22.	Justice K.S. Puttaswamy (Retd.) v. UOI (2017) 10 SCC 1; WP (Civil) No. 494 of 2012.
23.	Kesavananda Bharathi v. State of Kerala	(1973) 4 SCC 225
24.	Khatri v. State of Bihar,	(1981) 1 SCC 627.
25.	Laxmi v. U.O.I	(2013) 9 SCALE 290
26.	M. C. Mehta v. U.O.I	(1991) 2 SCC 137
27.	M.C. Mehta v. State of Tamil Nadu	(2005) 1 SCALE 620.
28.	M.C. Mehta v. U.O.I	(1988) 1 SCC 471.
29.	M.C. Mehta v. U.O.I	(1991) 2 SCC 353.
30.	M.C. Mehta v. U.O.I	AIR 1987 SC 1086.
31.	M.C. Mehta v. U.O.I	AIR 1987 SC 965.
32.	M.C. Mehta v. U.O.I	AIR 1996 SC 3311.
33.	M.C. Mehta v. U.O.I	AIR 1997 SC 734.
34.	Madhu Kishwar and others v. State of Bihar	1991 (2) SCALE 148
35.	Maneka Gandhi v. U.O.I	(1978) 1 SCC 248.
36.	Minerva Mills v. U.O.I	AIR 1980 SC 1789.
37.	NALSA v. U.O.I	(2014) 5 SCC 438.
38.	National Human Rights Commission v. U.O.I	2003(9) SCALE 329.
39.	Navtej Singh Johar v. U.O.I	2018 (1) SCC 791
40.	Nilabati Behera v. State of Orissa	AIR 1993 SC 1961
41.	Olga Tellis v. State of Maharashtra	1985 (2) SCALE 5
42.	Parmanand Kataria v. U.O.I,	AIR 1989 SC 2039
43.	People's Union for Civil Liberties v. U.O.I	2007 (12) SCC 135.
44.	People's Union for Democratic Rights v. U.O.I	AIR 1982 SC 1473.
45.	Ratlam Municipality v. Vardhi Chand,	AIR 1980 SC 1622.
46.	Re: Exploitation of Children in Orphanages in the State of Tamil Nadu v. U.O.I	AIR 2017 SC 2546.

47.	Sheela Barse v. State of Maharashtra	(1983) 2 SCC 96, (1987) 4 SCC 373
48.	Sheela Barse v. U.O.I	(1993) 4 SCC 204.
49.	Sunil Batra I v. Delhi Administration	AIR 1978 SC 1675.
50.	Union Carbide Corporation v. UOI	(1989) 1 SCC 674.
51.	Upendra Baxi v. State of UP	(1983) 2 SCC 308.

Online Video Links:

1. <https://www.youtube.com/watch?v=bAKdF0LS34U>
2. <https://www.youtube.com/watch?v=nAPKAY8Hc>
3. https://www.youtube.com/watch?v=r_g50NnW70k

Online text material link:

1. <http://www.mcrgh.ac.in/PP47.pdf>
2. https://www.researchgate.net/publication/316597209_The_concept_of_Public_Interest_Litigation_lies_at_the_root_of_judicial_activism_in_India'_Elaborate_with_suitable_examples/link/5ec4a6cea6fdcc90d685e77e/download
3. https://cbseacademic.nic.in/web_material/doc/Legal_Studies/Legal%20Studies%20Text%20Book%20Class%20XII.pdf
4. <https://www.bbau.ac.in/dept/HR/TM/LL.M.203%20Unit%205.Public%20Interest%20Litigation.ePathshala.pdf>

VAC: Design Thinking

1. Department/ School:		Unitedworld Institute of Design		
2. Course Name: Design Thinking		3. Course Code VAC001	4. L-T-P 2-0-0	5. Credits 2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>	VAC <input checked="" type="checkbox"/>
7. Prerequisite(s), if any (Mention course code and name)				
8. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>				
9. Focus: <input type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge				
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/>	Experiential learning	
		<input checked="" type="checkbox"/>	Participative Learning	
		<input checked="" type="checkbox"/>	Problem solving methodologies	
11. Brief Syllabus: UNIT I : Introduction to Design Thinking UNIT II : Observing problem spaces UNIT III : Defining Opportunities UNIT IV : Ideating Potential Solutions UNIT V : Prototyping, Testing, and Feedback UNIT VI : Implementation & Communication				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures:		Tutorials: 30		Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				

Anuradha



COVAC.1	Students will be able to understand and explain the USPs and advantages of using a Design Thinking model in solving real world problems
COVAC.2	Students will learn to observe a problem space using empathetic understanding of end user needs through primary and secondary research
COVAC.3	Students will be able to define and reframe the problem statement through analysis and synthesis of their research using techniques like brainstorming, SCAMPER, etc
COVAC.4	Students will be able to use their imagination to explore potential and creative solutions to defined problems
COVAC.5	Students will be able to rapidly prototype variations of proposed concept level solution using low-fidelity techniques and available materials and conduct user testing to get feedback.
COVAC.6	Students will be able to produce a final conceptual prototype of a product or service that incorporates feedback from user testing.

13. UNIT WISE DETAILS No. of Units: 06

Unit Number: 1 No. of Lectures: Title: Introduction to Design Thinking

Content Summary:

- Understand the principles, processes, and mindsets of human-centered design and design thinking
- Identify and empathize with end-user needs through observation, interviews, and other research techniques

Unit Number: 2 No. of Lectures: Title: Observing problem spaces

Content Summary:

- Conduct primary & secondary research to empathize with users and understand their needs
- Gain a wholistic view of the problem

Unit Number: 3 No. of Lectures: Title: Defining Opportunities

Content Summary:

- Effectively frame problems from the user's perspective, defining key pain points and insights
- Synthesise and analyse the problems in order to redefine in novel ways utilizing techniques like brainstorming, SCAMPER etc

Unit Number: 4 No. of Lectures: Title: Ideating Potential Solutions

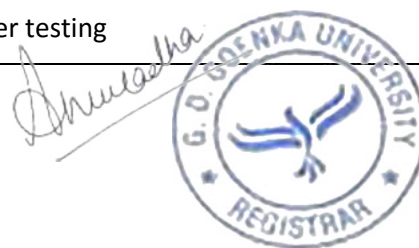
Content Summary:

- Generate creative scenarios, storyboards, sketches to the defined problems
- Collaborate in interdisciplinary teams to generate a wide range of ideas

Unit Number: 5 No. of Lectures: Title: Prototyping, Testing & Feedback

Content Summary:

- Rapidly prototype low-fidelity concepts to tangibly test ideas
- Iterate on designs through multiple cycles of prototyping and user testing



- Evaluate and test prototypes with real users to collect feedback
- Critically analyze products and experiences through a user centered lens

Unit Number: 6 No. of Lectures: Title: Implementation & Communication

Content Summary:

- Create final conceptual prototype of a product or service that incorporates feedback from user testing
- Create communication approaches to present the idea to various stakeholders

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- Before coming in the class please read about design thinking from the shared indicative and suggested reading resources.
- Please participate in critical discussions during sessions and complete your tasks provided during each session.
- All student must secure at least 50% marks in each evaluation component
- All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

Design thinking is indeed a multidisciplinary approach. It draws upon various disciplines and perspectives to solve complex problems and create innovative solutions. Design thinking emphasizes empathy, collaboration, and a user-centered approach to problem-solving. It involves the integration of different fields to achieve holistic and human-centric outcomes.

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG: 4, 5, 9, 10, 12, 14, 15

1. Weak 2. Moderate 3. High

14. Books Recommended:



Sr. No.	Author/s	Name of the Book	Publisher	Edition and Year of Publication
1.	Jeanne Liedtka and Tim Ogilvie	Designing for Growth: A Design Thinking Tool Kit for Managers	Columbia University Press	2011
2.	Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske	The Designing for Growth Field Book: A Step-by-Step Project Guide	Columbia University Press	2014
3.	Tim Brown	Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation	Harper Business	2009
4.	Don Norman	The Design of Everyday Things	Basic Books	2013

Reference Books

1. Dobelli, Rolf, "The Art of Thinking Clearly" (book)
2. Kahneman, Daniel, "Thinking Fast and Slow" (book)
3. "Design Thinking: Understanding How Designers Think and Work" by Nigel Cross
4. "Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days" by Jake Knapp, John Zeratsky, and Braden Kowitz
5. "Creative Confidence: Unleashing the Creative Potential Within Us All" by Tom Kelley and David Kelley

E-Book:

"Design Thinking: A Guide to Creative Problem Solving for Everyone" by Andrew Pressman

Reference websites:

IDEO U (<https://www.ideo.com/>)

Stanford d.school (<https://dschool.stanford.edu/>)

14. E-Learning Resources

IDEO U (<https://www.ideo.com/>)

Coursera (<https://www.coursera.org/>)

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Introduction to Design Thinking	Presentation / Jury Evaluation	CO1
2.	Observing the problem space	Presentation / Jury Evaluation	CO2
3.	Defining Problem	Presentation / Jury Evaluation	CO3
4.	Ideating Potential Solutions	Presentation / Jury Evaluation	CO4
5.	Prototyping, Testing and Feedback	Presentation / Jury Evaluation	CO5
6.	Implementation and Presentation	Presentation / Jury Evaluation	CO6

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assesment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	Additional challenges, advanced MOOC resources, skill training	Presentation, viva, feedbacks

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
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1.	NA	NA	NA	NA
Value Added Experiments: NA				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-0)	Mid semester Jury	15	Must Secure 50% Marks Out of total Marks
	(4-0-0)	End Semester Jury	75	
		Continuous Evaluation Through attendance/student teacher interaction	10	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1					2						3
COMVAC.2			3	3	2	3	3	3	3		3
COMVAC.3	3	3			2						3
COMVAC.4	3	3	3		2		3	3	3	3	3
COMVAC.5	3	3	3	3		3	3	3	3	3	3
COMVAC.5	3	3	3	3		3	3	3	3	3	3
Overall CO's (Average)	0.5	0.7	0.5	0.5	0.6	0.6	0.5	0.7	0.7	0.5	3

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Emerging Trends in Mediation Law

1. Department/ School:	School of Law (SOL)		
2. Course Name: Emerging Trends in Mediation LAW	3. Course Code	4. L-T-P	5. Credits
	VAC0019	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus:			
UNIT I Understanding Conflict and Disputes UNIT II Modes of Dispute Resolution UNIT III Process of mediation UNIT IV Conducting Effective Mediation UNIT V Code of Ethics for Mediators			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Identify and differentiate the following methods of dispute resolution: negotiation, mediation, arbitration, and litigation.	
COVAC.2	Recognize the mediator's obligations regarding impartiality, including methods for handling conflicts of interest.	
COVAC.3	Use the components of a mediation in an effective manner.	
COVAC.4	Apply essential elements for effective listening and responding, note-taking, questioning, and verbal and non-verbal communication	
COVAC.5	Identify ethical dilemmas and apply appropriate courses of action when confronted with them	
13. UNIT WISE DETAILS No. of Units: <u> 5 </u>		
Unit Number: 1 No. of Lectures: 12 Title: Understanding Conflict and Disputes		
Content Summary: Causes for conflict, Kinds of conflict, Escalation and De-escalation of conflict. Dispute as a manifestation or starting point of conflict. The role of Law and Society in ensuring settlement of disputes and effective conflict resolution.		
Unit Number: 2 No. of Lectures: 12 Title: Modes of Dispute Resolution		
Content Summary: Negotiation, Mediation, Arbitration and Adjudication: scope and relative merits. Limitations of the adversarial process and need for consensual resolution. Mediation as the preferred ADR mode.		




Unit Number: 3 No. of Lectures: 12 Title: Process of mediation

Content Summary:

Problem-defining, Problem-solving and settlement stages. Opening round, joint sessions and private caucus. Gathering information, analysing issues and interests, generating options and proposals, resolving disagreements, reaching agreement.

Unit Number: 4 No. of Lectures: 12 Title: Conducting effective mediation

Content Summary:

Summarizing the facts, understanding respective positions, discussing issues rationally, recognizing both individual and common interests, empathizing with underlying emotions and asking relevant open-ended questions.

Unit Number: 5 No. of Lectures: 12 Title: Code of Ethics for Mediators

Content Summary:

Importance of ethical conduct during Mediation. Ensuring impartiality and neutrality, no conflict of interest, dealing with power imbalance, preventing abuse, encouraging parties to reach their own solutions without any coercion or undue influence.

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):



NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
14. Books Recommended: 1. Mediation Practice & Law: The Path to Successful Dispute Resolution(Author: Sriram Panchu) 2. Mediation Training Manual of India (Authors: Mediation and Conciliation Project Committee, SupremeCourt of India). 3. Getting to Yes: How to Negotiate Agreement Without Giving In (Authors: Roger Fisher, William Ury and Bruce Patton E-Book: NA Reference websites: NA	
14. E-Learning Resources NPTEL: Animated Lab Videos: MOOC Supplemented	

Shruselha



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Confidentiality in Mediation	Presentation Project	CO1
2.	Conducting Effective Mediation	Presentation Project	CO2
3.	Traditional Mediation Practices in India	Presentation Project	CO3 and CO4
4.	Importance of Mediation	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Lifelong Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		3			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			3	3	2	2
COMVAC.5		2	1	2	1	1		3		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	3	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Emerging Trends in Mediation Law

1. Department/ School:	School of Law (SOL)		
2. Course Name: Emerging Trends in Mediation LAW	3. Course Code	4. L-T-P	5. Credits
	VAC0019	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
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Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Identify and differentiate the following methods of dispute resolution: negotiation, mediation, arbitration, and litigation.	
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COVAC.5	Identify ethical dilemmas and apply appropriate courses of action when confronted with them	
13. UNIT WISE DETAILS No. of Units: <u> 5 </u>		
Unit Number: 1 No. of Lectures: 12 Title: Understanding Conflict and Disputes		
Content Summary: Causes for conflict, Kinds of conflict, Escalation and De-escalation of conflict. Dispute as a manifestation or starting point of conflict. The role of Law and Society in ensuring settlement of disputes and effective conflict resolution.		
Unit Number: 2 No. of Lectures: 12 Title: Modes of Dispute Resolution		
Content Summary: Negotiation, Mediation, Arbitration and Adjudication: scope and relative merits. Limitations of the adversarial process and need for consensual resolution. Mediation as the preferred ADR mode.		




Unit Number: 3 No. of Lectures: 12 Title: Process of mediation

Content Summary:

Problem-defining, Problem-solving and settlement stages. Opening round, joint sessions and private caucus. Gathering information, analysing issues and interests, generating options and proposals, resolving disagreements, reaching agreement.

Unit Number: 4 No. of Lectures: 12 Title: Conducting effective mediation

Content Summary:

Summarizing the facts, understanding respective positions, discussing issues rationally, recognizing both individual and common interests, empathizing with underlying emotions and asking relevant open-ended questions.

Unit Number: 5 No. of Lectures: 12 Title: Code of Ethics for Mediators

Content Summary:

Importance of ethical conduct during Mediation. Ensuring impartiality and neutrality, no conflict of interest, dealing with power imbalance, preventing abuse, encouraging parties to reach their own solutions without any coercion or undue influence.

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):



NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....16.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
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14. Books Recommended: 1. Mediation Practice & Law: The Path to Successful Dispute Resolution(Author: Sriram Panchu) 2. Mediation Training Manual of India (Authors: Mediation and Conciliation Project Committee, SupremeCourt of India). 3. Getting to Yes: How to Negotiate Agreement Without Giving In (Authors: Roger Fisher, William Ury and Bruce Patton E-Book: NA Reference websites: NA	
14. E-Learning Resources NPTEL: Animated Lab Videos: MOOC Supplemented	



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Confidentiality in Mediation	Presentation Project	CO1
2.	Conducting Effective Mediation	Presentation Project	CO2
3.	Traditional Mediation Practices in India	Presentation Project	CO3 and CO4
4.	Importance of Mediation	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:**(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Lifelong Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		3			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			3	3	2	2
COMVAC.5		2	1	2	1	1		3		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	3	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped



**MEDICAL JURISPRUDENCE AND CRIMINAL MATTERS
(SOLVAC006)**

COURSE TITLE: Medical Jurisprudence and criminal matters	COURSE CODE: SOLVAC006
COURSE LEADER: Mr Sumit	CONTACT DETAILS: Email: sumit.agarwala@gdgu.org Mob No.: 9660112074
SKILLS TO ATTAIN	Philosophical and Conceptual understanding of the Medical Jurisprudence
TARGET AUDIENCE	All Streams
<p>The Course is designed with following objectives</p> <ul style="list-style-type: none"> • To familiarize the students with the key elements of medical jurisprudence. • To enable students to grasp the knowledge of fundamental aspects of medical jurisprudence so they can use it in practical implementation. • To acquaint the students about different jurisprudential aspects of medical examination. • To make students understand the aspects of medical procedure and its importance in Law. • To explain how the proper medical investigation helps in solving crime. • To aware about recent trend in forensic investigation. 	
CODE	COURSE OUTCOMES
	On completion of the course Students will understand
SOLVAC006.1	Identify the basic Medico-legal aspects of hospital and general practice
SOLVAC006.2	Define the Medico-legal responsibilities of a general physician while rendering community service either in a rural primary health centre or an urban health centre
SOLVAC006.3	Appreciate the physician's responsibilities in criminal matters and respect for the codes of Medical ethics
SOLVAC006.4	Describe the Medico-legal aspects and findings of post-mortem examination in cases of death due to common unnatural conditions and poisonings
SOLVAC006.5	Aware about recent development in forensic investigation
COURSE CONTENT/SYLLABUS	TOTAL HOURS: 30
<p>UNIT I: FORENSIC MEDICINE: Definition, Scope History of Forensic Medicine Need, Scope, Importance, and probative value of medical evidence in Crime Investigation</p> <p>UNIT II: FORENSIC IDENTITY: Age estimation and its medico-legal Importance Medico legal aspect of DNA fingerprinting - a brief introduction Value for evidence in crime</p>	

Medico-legal aspect of blood and blood stains

UNIT III: MEDICO-LEGAL ASPECTS

Explanation and ML Importance of Terminologies: Impotence, Sterility, Virginity, Pregnancy, Delivery, Paternity, Legitimacy, Assisted Reproductive Technique Medico Legal Aspects and PNDA Act.

Sexual Offences and perversions: Natural (Rape, Adultery and Incest), Unnatural (Sodomy, Bestiality and Buccal coitus), perversions and relevant sections of I.P.C.

Abortions, Medical Termination of pregnancy, Criminal abortions and relevant IPC sections.

UNIT IV: MEDICAL JURISPRUDENCE:

The Indian Medical Council and State Medical Council: Formation, Functions.

Rights, Privileges and Duties of Registered Medical Practitioners.

Medical Ethics and prohibition of Torture & care of Torture Victims.

Consent – Its relevance in Medical Practice & medical record maintenance.

Medical Negligence and contributory negligence, Precautionary measures and defences for Medical Practitioners against legal actions.

Consumer Protection Act relevant to medical practice.

Euthanasia – Current views and dilemmas.

Medico-legal, ethical & social problems in relation to AIDS.

CO-PO MAPPING MATRIX

		Domain Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Pharmacist and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Code	Course Outcome	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11
SOLV AC006	SOLVA C006.1	3	-	-	-	2	-	1	1	1	-	-
	SOLVA C006.2	3	2	2	-	2	-	1	1	1	1	-
	SOLVA C006.3	3	-	-	-	2	-	1	1	1	-	-
	SOLVA C006.4	3	2	-	-	2	-	-	-	1	-	-
	SOLVA C006.5	3	2	2	-	2	-	-	-	1	-	-

	Average	3	1.2	0.8	-	2	-	0.6	0.6	1	0.2	-
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Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

COURSE PLAN (LECTURE/TUTORIAL/PRACTICAL)

S. No.	Date	Lecture/ Tutorial (L/T)	Topics / Sub- Topics	Course (Learning) Outcomes	Pre-Reading
1.		L	Definition, Scope	CO 1	As per suggested Reading
2.			History of Forensic Medicine	CO 1	As per suggested Reading
3.			Need, Scope, Importance	CO 1	As per suggested Reading
4.			Need, Scope, Importance	CO 1	As per suggested Reading
5.			Age estimation and its medico-legal Importance	CO 1	As per suggested Reading
6.			Medico legal aspect of DNA fingerprinting	CO1	
7.			Value for evidence in crime	CO1	NA
8.			Medico-legal aspect of blood and blood stains	CO2	NA
9.			Explanation and ML Importance of Terminologies	CO2	NA
10.			Explanation and ML Importance of Terminologies	CO2	NA
11.			Explanation and ML Importance of Terminologies	CO2	
12.			Explanation and ML Importance of Terminologies	CO2	
13.			Medico Legal Aspects and PNDT Act.	CO2	

14.		Medico Legal Aspects and PNDT Act.	CO2	
15.		Sexual Offences and perversions	CO3	
16.		Sexual Offences and perversions	CO3	
17.		Abortions, Medical Termination of pregnancy	CO3	
18.		Abortions, Medical Termination of pregnancy	CO3	
19.		The Indian Medical Council and State Medical Council	CO3	
20.		The Indian Medical Council and State Medical Council	CO4	
21.		Rights, Privileges and Duties	CO4	
22.		Rights, Privileges and Duties	CO4	
23.		Medical Ethics and prohibition of Torture	CO4	
24.		Medical Ethics and prohibition of Torture	CO4	
25.		Consent – Its relevance in Medical Practice	CO5	
26.		Medical Negligence and contributory negligence	CO5	
27.		Consumer Protection Act relevant to medical practice	CO5	
28.		Consumer Protection Act relevant to medical practice	CO5	
29.		Euthanasia – Current views and dilemmas.	CO5	
30		Medico-legal, ethical & social problems in relation to AIDS	CO5	

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal +External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
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Anushka



96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value-Added Courses- 2021, GD Goenka University, Gurugram

iii) Proposed Timeline

Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments (Average of three activities)			
	Quiz	15	15
	Assignment	15	15
External Assessment			
	Presentation	50	50

COURSE READINGS

Core Text Books

T1: Modi's Textbook of Medical Jurisprudence and Toxicology

T2: The Essentials of Forensic Medicine & Toxicology by K.S. Narayan Reddy

Reference Books

R1: Code of medical ethics: Medical Council of India

R2: Ratanlal & Dhirajlal, The Law of Evidence

R3: Medical Law & Ethic in India – H.S. Mehta

R4: Ratanlal & Dhirajlal, The Indian Penal Code

R5: Ratanlal & Dhirajlal, The Code of Criminal procedure

Online Video Links: NA

Self-recorded Video: NA

Value Added Course
Course Name: Basics of IPR Practice

Code: SOLVAC001	Session: 2021-2022 Odd Sem.	Total No. of Hours: 30
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I. About the Course:

Development of Intellectual Property Rights (IPRs) is a recent phenomenon. It is still in a nascent stage and continuously evolving every passing day. Even the most learned legal luminaries find it difficult to solve the legal problems posed by technology. This Value-added course offered by institute, intends to spread awareness among the students about the IPR. It will help the students to face the practical challenges in IPR field.

II. Course Objectives:

With the rapidly developing technology, inventions and the increasing number of businesses, every year, protection and enforcement of intellectual property have become of utmost importance. The legal community is and will play a big role in safeguarding the rights of the creators, businesses and inventors.

The course objectives will be to -

- introduce fundamental aspects of IPRs to students who are going to play a major role in development and management of innovative projects in industries.
- disseminate knowledge on patents, copyrights, trademarks and their registration aspects;
- spread knowledge on Design, Geographical Indication (GI), and Scope of trade secrets; and
- aware about different platforms/database containing IPR literature.

III. Learning Objectives:

At the end of the course the students must showcase learning of basics of IPR. Few specific outcomes are as follows:

- Students will begin developing interest in IP Laws.
- They are able to achieve in-depth view of the fundamentals of IP law.
- They will be well verse with the historical development of IP Laws and different theories attach to it.
- They will know to identify different database which will provide them IP related literature and case studies.
- After the completion of this course, students will be well versed with current trends, policies related to IPR.
- Students will be able to understand the role IP laws and different industries, for e.g. Pharmaceuticals and Cyberspace.



- Students will be acquainted with the procedures relating to filing and registration of different kinds of IP protections.

IV. Modules:

Module – 1	INTRDUCTION TO INTELLECTUAL PROPERTY LAW	4 Hours
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- | |
|---|
| <ul style="list-style-type: none">• Introduction and the need for IPR• Evolution of IPR – Theories justifying IPR• Kinds of Intellectual Property Rights - Patent, Copyright, Trade Mark, Design, Geographical Indication, Plant Varieties and Layout Design, Genetic Resources and Traditional Knowledge, Trade Secret• IPR in India: Genesis and development• IPR in abroad - Major International Instruments concerning Intellectual Property Rights- Paris Convention, 1883, the Berne Convention, 1886, the Universal Copyright Convention, 1952, the WIPO Convention, 1967, the Patent Co-operation Treaty, 1970, the TRIPS Agreement, 1994 |
|---|

Module – 2	PATENT LAW	6 Hours
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- | |
|--|
| <ul style="list-style-type: none">• Patents - Understanding the Criteria for Patentability• Non- Patentable Subject Matter• Patent Application and Registration Process• Rights and Duties of Patentee• Patent Licensing and Assignment• Patent Litigation• Pharmaceutical Patents |
|--|

Module – 3	COPYRIGHT LAW	6 Hours
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- | |
|---|
| <ul style="list-style-type: none">• Nature and Scope of Copyright• Subject matter of copyright: original literary, dramatic, musical, artistic works; cinematograph films and sound recordings• Procedure for Copyright Registration• rights of the Copyright owners• Copyright Infringement and Practical Remedies• Copyright in Cyberspace |
|---|

Module - 4	TRADEMARK LAW	6 Hours
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- | |
|---|
| <ul style="list-style-type: none">• Concept of Trademarks• Different kinds of marks (brand names, logos, signatures, symbols, well known marks, certification marks and service marks)• Non-Registrable Trademarks• Procedure for Trademark Registration• Infringement, Remedies & Penalties• Trademark Infringement in Cyberspace |
|---|



Module – 5	OTHER FORMS OF IP Geographical Indications, Trade Secrets and Designs	4 Hours
<ul style="list-style-type: none">• Design - Design: meaning and concept of novel and original - Procedure for registration and effect of registration and how to protect your work under Designs Act• Geographical Indication (GI) - Geographical indication: meaning, and difference between GI and trademarks - Procedure for registration, effect of registration and term of protection• Trade Secrets - Scope of trade secrets and confidential information, protection of trade secrets.		

Module – 6	CURRENT CONTOUR	4 Hours
<ul style="list-style-type: none">• Technology transfer - meaning, scope and utilisation• Use of IP laws and Pandemic• India's New National IP Policy, 2016 and Govt. of India step towards promoting IPR• Trending Case laws.		

V. Pedagogical Tools:

The teaching methodology will include the traditional classroom teaching with the help of teaching aids like power point presentation and the case analysing method followed by intensive classroom discussions. Class quiz and short article writing will also be involved. In addition, IPR experts from a range of organizations will be invited to provide lectures and interact with students. The classes may be taken in any mode online/offline.

VI. Assessment:

The course is not limited to a provision-by-provision study of some statutes and associated case law alone. It is not a mere theoretical study, but all the lessons are based on the practical application of the topics dealt with in the course.

In the span of the course, Students shall be assessed over the following to understand the practical aspects of the subject.

- MCQ base exam at the end of each module.
- 3 subjective-based exercises relating to the course topics.
- Case analyses and presentation on same, followed by viva voce.
- Article on any trending topics relating to the course topics.

The students will not be awarded the certificates unless they complete all assignments as mentioned above.



VII. Certificate of Completion:

- A certificate of completion with grade will be given upon successful completion of it. Please note that it is a zero credit course.
- A minimum of 60 % attendance and overall marks obtained are mandatory to become eligible for obtaining certificate.

VIII. Who can apply:

S.No.	Student	Eligibility to Enrolment
1	Any student who is interested and is currently studying in any School/ (any programme) of the G. D. Goenka University , Gurugram.	Except first and final year students.

IX. How to apply:

Please fill this registration form to enrol for the Course:

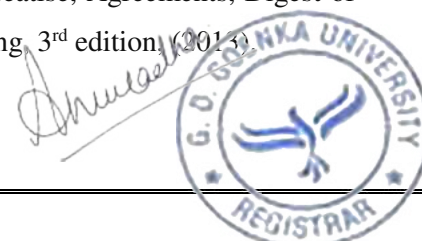
https://docs.google.com/forms/d/1GZBE91kDk_wV3ueu15VNQaQwDY-iIOcOZpkW9JKuhBI/edit

X. Opening and Closing of Course:

The classes will be commenced from 01st September 2021 and closed on 15th November 2021 for this semester.

XI. Suggested Materials:

1. A.K. Kaul & V.K.Ahuja, Law of Copyright: From Gutenberg's Invention to Internet, University of Delhi, Delhi, 2001.
2. Ananth Padmanabhan, Intellectual Property Rights Infringement and Remedies, Lexis Nexis, 2012
3. Ashwani Bansal, *Law of Trade Marks in India with introduction to Intellectual Property Laws* (Institute of Constitutional and Parliamentary Studies, New Delhi, 2009).
4. Dr. Raghbir Singh, Law Relating to Intellectual Property (A Complete Comprehensive Material on Intellectual Property Covering Acts, Rules, Conventions, Treatise, Agreements, Digest of Cases and much more) (In 3 Volumes), Universal Law Publishing, 3rd edition, (2013)



5. Intellectual Property Rights (IPRs): TRIPS Agreement & Indian Laws, New Century Publication, 1st edition, (2012).
6. Mira Sundara Rajan, Moral Rights: Principles, Practice, and New Technology, Oxford University Press, 2011
7. N.S. Gopalakrishnan & T.G. Agitha, Principles of Intellectual Property (2009), Eastern Book Company, Lucknow.
8. Neil Weinstock Netanel, Copyright's Paradox, Oxford University Press, 2008. 8. Robert A Gorman, Jane C. Ginsburg, Copyright Cases and Materials, Foundation Press, 2011
9. Paul Goldstein , International Copyright: Principles, Law, and Practice, Oxford University Press, 2012
10. S. Sivakumar & Lisa P. Lukose, Broadcasting Reproduction Right in India: Copyright and Neighbouring Right Issues, ILI, New Delhi, 2013
11. V.K. Ahuja; Intellectual Property Rights in India; New Century Publications, 1st edition, (2012).
12. W.R. Cornish, Intellectual Property, Sweet & Maxwell, London (2000)

XII. Faculty Coordinator:

<u>For information relating to course:</u>	<u>For enrolment related queries:</u>
Name: Dr. Aditi Mukherjee Chakravorty Designation: Assistant Professor of Law, GDGU E-mail Id: aditi.mukherjee@gdgu.org Chamber: Faculty Lounge 101, Block A, First Floor, GDGU	Name: Dr. Dakshita Sangwan Designation: Assistant Professor of Law, GDGU E-mail Id: dakshita.sangwan@gdgu.org Chamber: Faculty Lounge 101, Block A, First Floor, GDGU



VAC: Basics of Intellectual Property Rights (SOLVAC001)

1. Department/ School:	School of Law (SOL)		
2. Course Name: Innovation, Entrepreneurship & Sustainability	3. Course Code	4. L-T-P	5. Credits
	VAC001		
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning Problem solving methodologies	
11. Brief Syllabus: UNIT I Introduction			

UNIT II Forms of IP UNIT III Patent Law UNIT IV Other forms of IPR		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures:	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Student will be able to demonstrate understanding of basic concepts of IPR	
COVAC.2	Student will be able to differentiate between Trademarks, Trade secrets and GI of goods.	
COVAC.3	Student will be able to understand Copyrights, Patents and Industrial Designs.	
COVAC.4	Student will be able to apply intellectual property law principles (including copyright, patents, designs and trademarks) to real problems and analyse the social impact of intellectual property law and policy	
COVAC.5	Student will be able to analyze ethical and professional issues which arise in the intellectual property law context	
13. UNIT WISE DETAILS No. of Units: __4__		
Unit Number: 1 No. of Lectures: 12 Title: IPR – An Introduction		
Content Summary: Meaning and concept of intellectual Property and the need for protection – The world Intellectual property Organization (WIPO) Convention World Trade Organization (WTO) - Trade Related Intellectual Property Rights (TRIPS) Agreement of WTO		



Unit Number: 2 No. of Lectures: 12 Title: Forms of IP

Content Summary:

Major forms of IP in India , Copyrights and related rights,
Copyright registration, infringement & S. 52 of Indian Copyright Act
What is trademark, Types of trademark, Trademark registration & infringement

Unit Number: 3 No. of Lectures: 12 Title: Patent Law

Content Summary: Patent, Introduction, Cases,

Unit Number: 4 No. of Lectures: 12 Title: Other forms of IPR

Content Summary: GI, Traditional Knowledge, Trade secrets

Content Summary:

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA



16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)												
a) SDG.....3..... b) SDG.....NA.....	<table border="0"> <tr> <td>1. Weak</td> <td><input type="checkbox"/></td> <td>2. Moderate</td> <td><input checked="" type="checkbox"/></td> <td>3. High</td> <td><input type="checkbox"/></td> </tr> <tr> <td>1. Weak</td> <td><input type="checkbox"/></td> <td>2. Moderate</td> <td><input type="checkbox"/></td> <td>3. High</td> <td><input type="checkbox"/></td> </tr> </table>	1. Weak	<input type="checkbox"/>	2. Moderate	<input checked="" type="checkbox"/>	3. High	<input type="checkbox"/>	1. Weak	<input type="checkbox"/>	2. Moderate	<input type="checkbox"/>	3. High	<input type="checkbox"/>
1. Weak	<input type="checkbox"/>	2. Moderate	<input checked="" type="checkbox"/>	3. High	<input type="checkbox"/>								
1. Weak	<input type="checkbox"/>	2. Moderate	<input type="checkbox"/>	3. High	<input type="checkbox"/>								
<p>14. Books Recommended:</p> <p>Text Books</p> <ol style="list-style-type: none"> Ove Granstrand, The Economic and management of Intellectual Property, (1999) Narayanan, V. K., Managing technology and innovation for competitive advantage, first edition, Pearson education, New Delhi, (2006) Idris, K. (2003), Intellectual property: a power tool for economic growth, second edition, WIPO publication no. 888, Switzerland <p>Reference Books</p> <p>Law Relating to Intellectual Property, 2011 (Reprint)" by B L Wadehra</p> <p>E-Book: NA</p> <p>Reference websites: NA</p>													
<p>14. E-Learning Resources</p> <p>NPTEL:</p> <p>Animated Lab Videos:</p> <p>MOOC Supplemented</p>													



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Copyright registration		CO1
2.	Trademark registration		CO2
3.	Patent Registration and infringement		CO3 and CO4
4.	Other forms of IP		CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	-	-	-	3	3	3	-	-	3
COMVAC.2	3	3	-	-	-	-	3	2	-	-	3
COMVAC.3	3	3	-	-	-	-	3	2	-	-	3
COMVAC.4	3	3	2	2	2	2	3	-	-	3	2
COMVAC.5	3	3	-	-	-	-	3	3	-	-	-
Overall CO's (Average)	3	2.8	0.4	0.4	0.4	1	3	2	0	0.6	2.2

1=weakly mapped

2= moderately mapped

3=strongly mapped



Management and Globalization of Family Business (CIEVAC003)

COURSE TITLE: Management and Globalization of Family Business		COURSE CODE: CIEVAC003
COURSE LEADER: Dr. Sheetal Yadav		CONTACT DETAILS: Email: sheetal.yadav@gdgu.org Mob No.: 9873483293
SKILLS TO ATTAIN		
TARGET AUDIENCE		All Streams
This course deals with the management & Globalization of Family Business. Upon completion of this course student will be able to:		
<ol style="list-style-type: none"> 1. Critical thinking 2. Leadership 3. Motivation 		
CODE	COURSE OUTCOMES	
	On completion of the course:	
CIEVAC003.1	Students will be able to Professionalize their family business.	
CIEVAC003.2	Students are well acquainted with the importance of Human Resource and Leadership required in family business.	
CIEVAC003.3	Students are able to describe the requirements to manage family business.	
CIEVAC003.4	Students can implement the motivation skills in family business.	
CIEVAC003.5	Students can apply the knowledge of critical thinking in facing Special Challenges & Finding the Right Successor.	
COURSE CONTENT/SYLLABUS		TOTAL HOURS: 30
UNIT-I Family Business: Concept of Family Business:		10 Hours
Importance and Characteristics of Family Business, Uniqueness of Family Business- what makes the family enterprise so successful? Concept of Entrepreneur, Life cycle of Family Business- Advantages of FB, key challenges facing the family businesses in India, legal and social environment of Indian business, Social Responsiveness and Ethics.		
UNIT-II Understanding Family Business dynamics:		7 Hours
Critical thinking, Business Analysis, Problem Solving and Innovative Solutions, Organizational Conflict: Reasons, Consequences and Handling. Organisational Culture: Concept, Forming, Sustaining and Changing a Culture, OCTAPACE Model		
UNIT-III Human Resource Management		8 Hours
Introduction to Human Resource Management (Human Resource Planning and Forecasting, Employee Recruitment- Sources, Application Forms, Employee Selection- Types of Tests, Management Assessment Centres, Types of Interviews, Placement.		
UNIT-IV Leadership and the imperatives for family business:		5 Hours
Effective Communication, Usage of various forms of business communication, Leadership and Teamwork (LT): Understanding leadership roles at various levels of the organization and		

leading team, Motivation: Motivation and Goal Directed Nature of Human Behaviour, Process, Theories of Motivation, Maslow's Need Hierarchy, Herzberg's Two Factor Theory, Theory X, Y and Z.

MAPPING MATRIX

Course Code	Course Outcome	Family Business (Domain) Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Business planner y	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
		PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
CIEVAC003	CIEVAC003 .1	3	2	2	-	-	3	-	1	1	3	-
	CIEVAC003 .2	-	3	3	2	-	-	1	-	2	-	-
	CIEVAC003 .3	1	2	3	-	-	-	-	2	-	2	-
	CIEVAC003 .4	-	3	-	2	2	3	-	-	-	-	2
	CIEVAC003 .5	2	1	-	3	2	-	3	-	-	-	-
	CIEVAC003 .1	-	3	-	-	-	-	-	-	-	3	2

Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

COURSE PLAN (LECTURE/TUTORIAL/PRACTICAL)

S. No.	Date	Lecture/Tutorial (L/T)	Topics / Sub- Topics	Course (Learning) Outcomes	Pre-Reading

1.	10.11.2022	L	Importance and Characteristics of Family Business, Uniqueness of Family Business	C03	-
2.	12.11.2022	L	what makes the family enterprise so successful? Concept of Entrepreneur, Life cycle of Family Business- Advantages of FB	C01	-
3.	17.11.2022	L	key challenges facing the family businesses in India, legal and social environment of Indian business	C03	-
4.	19.11.2022	L	Social Responsiveness and Ethics.	C01	-
5.	24.11.2022	L	Critical thinking, Business Analysis, Problem Solving and Innovative Solutions, Organizational Conflict: Reasons, Consequences and Handling	C05	-
6.	26.11.2022	L	Organisational Culture: Concept, Forming, Sustaining and Changing a Culture, OCTAPACE Model	C01	-
7.	3.12.2022	L	Introduction to Human Resource Management (Human Resource Planning and Forecasting)	C02	-
8.	8.12.2022	L	Employee Recruitment- Sources, Application Forms, Employee Selection- Types of Tests	C02	-
9.	10.12.2022	L	Management Assessment Centres, Types of Interviews, Placement	C02	-
10.	15.12.2022	L	Effective Communication, Usage of various forms of business communication, Leadership and Teamwork (LT): Understanding leadership roles at various levels of the organization and leading team	C02	-
11.	17.12.2022	L	Motivation: Motivation and Goal Directed Nature of Human Behaviour, Process, Theories of Motivation, Maslow's Need Hierarchy,	C04	-

			Herzberg's Two Factor Theory, Theory X, Y and Z.		
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COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses- 2021, GD Goenka University, Gurugram

iii) Proposed Timeline

Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments (Average of three activities)			
15 December 2022	Quiz	15	15
19 December 2022	Assignment	15	15
External Assessment			
19 December 2022	Presentation	50	50

COURSE READINGS

Core Text Books

- Ernesto J. Poza and Mary S. Duagherty(2015) Family Business, Cengage Learning, New Delhi.
- Gersick, K.E., Davis, J.A., Hampton, M.M., & Lansberg, I. (1997). Generation to Generation: Life Cycles of the Family Business. Harvard Business School Press.

REFERENCE BOOKS

- Bork, Jaffe, Lane, Dashew, Heisler (1996). Working with family businesses: A guide for professionals. Jossey Bass Publishers.
- Collier, C.W. (2002). Wealth in families. Harvard University.

3. Dyer, Jr. W.G. (1986). Cultural change in family firms: Anticipating and managing business and family transitions. Jossey-Bass Publishers.
4. Fleming, Q.J. (2000). Keeping the family baggage out of the family business.
5. Vancil, R.F. (1987). Passing the baton: Managing the process of CEO succession. Harvard Business School Press.
6. Ward, J.L. (1987). Keeping the family business healthy: How to plan for continuing growth, profitability, and family leadership. San Francisco: Jossey-Bass.

Online Video Links:

Online text material link:

Self-recorded Video:

(Basics of cultivation techniques)

COURSE TITLE: Basics of cultivation techniques	COURSE CODE: SOAS VAC004
COURSE LEADER: Dr. Ravinder Nath	CONTACT DETAILS: Email: ravindra.nath@gdgu.org.in Mob No.:9005823323
SKILLS TO ATTAIN	Basics of cultivation techniques
TARGET AUDIENCE	BSc/ MSc students of SoAS/ ABM
COURSE OUTCOMES: After completion of the course, 1. The target audience will be able to produce field crops scientifically. 2. To build agri-startup through value addition, marketing, etc.	
COURSE MODULE/ SYLLABUS TOTAL 30	HOURS:
Module I: FIELD VISIT 5 Hours <i>Visiting agronomical fields crop, identification of Rabi field crops with reference to stage of crop growth, flowering and marketable stage.</i>	
Module II: FIELD PREPARATION 5 Hours <i>Identification of organic manures and chemical fertilizers, application of fertilizer before and after sowing in the field with scientific techniques. Land preparation and sowing of field crops.</i>	
Module III: IMPORTANT FIELD CROPS 5 Hours <i>Identification of important Agronomy crops at different sowing time on the basis of seasonal crops and their Production</i>	
Module IV: SOWING TYPES, METHODS AND IRRIGATION METHODS 10 hours <i>Scientific methods of seed sowing in various agronomical crops. Calculation of seed requirement for important field crops.</i>	
Module V: TOUR 5 Hours <i>Visit to Research Farm and acquaintance with different Agronomical crop intervention to develop the crop cafeteria and IFS model</i>	
TEACHING METHODOLOGY: Lecture Method, Field Work, Field visit , and Home work	

COURSE ASSESSMENT :

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
<i>Quiz</i>	<i>15</i>
<i>Assignment</i>	<i>15</i>
<i>Attendance/ Practical</i>	<i>20</i>
Total Internal Assessment	50
<i>Final Assessment</i>	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
<i>96-100</i>	<i>20</i>
<i>91-95</i>	<i>15</i>
<i>86-90</i>	<i>10</i>
<i>75-85</i>	<i>05</i>
<i>Less than 75</i>	<i>00</i>

iii) Grading of performances and Certification: *As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram*

COURSE READINGS

1. Field Crop Production in Brief. Publisher: Jain Brothers
2. Agronomy of Field Crops

Soft Skills Development for Agri-preneurs

COURSE TITLE: Soft Skills Development for Agri-preneurs	COURSE CODE: SOASVAC001																				
COURSE LEADER: Dr. Abul K Azad	CONTACT DETAILS: Email: abulazad45@gmail.com Mob No.: 9996648821																				
SKILLS TO ATTAIN	<i>Communication Skills, Stress Management, Creative thinking, decision making and leadership</i>																				
TARGET AUDIENCE	<i>All Stream</i>																				
COURSE OUTCOMES: <i>After completion of course,</i>																					
<ol style="list-style-type: none"> 1. <i>The agri-preneurs will be able to enhance their communication skills.</i> 2. <i>To build agri-preneurs capacity, clientele behaviour, motivation and decision making power.</i> 3. <i>To enhance agri-preneurs time management and stress management, leadership and decision, and critical thinking skills.</i> 																					
COURSE MODULE/ SYLLABUS	TOTAL HOURS: 30																				
<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;">Module I: Communication Skills</td> <td style="width: 30%; text-align: right;">5 Hours</td> </tr> <tr> <td colspan="2"><i>Introduction to Soft Skills for agri-preneurs, Communication process for agri-preneurs– concept, elements and their characteristics–Models and theories of communication –Barriers in communication, distortion of message.</i></td> </tr> <tr> <td>Module II: Social and Interpersonal Skills</td> <td style="text-align: right;">10 Hours</td> </tr> <tr> <td colspan="2"><i>Methods of communication for agri-prineurs, Meaning and functions, classification. Forms of communication –Oral and written communication, Non-verbal communication, Interpersonal communication, Organizational communication, Key communicators. Working with networks, crowds and movements, Empathy and compassion, Emotional/ social intelligence and influence</i></td> </tr> <tr> <td>Module III: Business management skills</td> <td style="text-align: right;">5 hours</td> </tr> <tr> <td colspan="2"><i>Presentation Skills, Body Language & Etiquettes Group Discussion & Interview Skills, Preparation of CV, Preparation of projects, evaluation of projects. SWOT analysis for agri-business, products marketing platforms, Goal Setting</i></td> </tr> <tr> <td>Module IV: Management Skills for Agri-preneur</td> <td style="text-align: right;">5 Hours</td> </tr> <tr> <td colspan="2"><i>Concept, characteristics principles of management. Time management skills, stress management, product management Creative thinking, problem solving and decision-making, Negotiation</i></td> </tr> <tr> <td colspan="2">Leadership Skills</td> </tr> <tr> <td colspan="2"> <ol style="list-style-type: none"> 1. Create and communicate your vision as a leader 2. Use different Models of Leadership to define organizational goals 3. Manage talent to improve employee performance, development and retention 4. Create a high-quality team charter that enhances team performance </td> </tr> </table>		Module I: Communication Skills	5 Hours	<i>Introduction to Soft Skills for agri-preneurs, Communication process for agri-preneurs– concept, elements and their characteristics–Models and theories of communication –Barriers in communication, distortion of message.</i>		Module II: Social and Interpersonal Skills	10 Hours	<i>Methods of communication for agri-prineurs, Meaning and functions, classification. Forms of communication –Oral and written communication, Non-verbal communication, Interpersonal communication, Organizational communication, Key communicators. Working with networks, crowds and movements, Empathy and compassion, Emotional/ social intelligence and influence</i>		Module III: Business management skills	5 hours	<i>Presentation Skills, Body Language & Etiquettes Group Discussion & Interview Skills, Preparation of CV, Preparation of projects, evaluation of projects. SWOT analysis for agri-business, products marketing platforms, Goal Setting</i>		Module IV: Management Skills for Agri-preneur	5 Hours	<i>Concept, characteristics principles of management. Time management skills, stress management, product management Creative thinking, problem solving and decision-making, Negotiation</i>		Leadership Skills		<ol style="list-style-type: none"> 1. Create and communicate your vision as a leader 2. Use different Models of Leadership to define organizational goals 3. Manage talent to improve employee performance, development and retention 4. Create a high-quality team charter that enhances team performance 	
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Module V: Information, opportunity and risk management skills 5 Hours	
<ol style="list-style-type: none"> 1. Opportunity seeking, recognition and assessment, 2. Building and managing online reputations 3. Information seeking and management 4. Coping with ambiguity, uncertainty and risk 	
TEACHING METHODOLOGY: <i>Lecture Method, Group Discussion, and Field visit</i>	
COURSE ASSESSMENT : <i>The marks allocated for internal assessment shall be awarded as per the scheme given below.</i>	
i) Assessment	
Criteria	Maximum Marks
<i>Quiz</i>	<i>15</i>
<i>Assignment</i>	<i>15</i>
<i>Attendance/ Practical</i>	<i>20</i>
Total Internal Assessment	50
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Total (Internal + External Assessment)	100
ii) Scheme for the allotment of marks for attendance	
Percentage of Attendance	Marks
<i>96-100</i>	<i>20</i>
<i>91-95</i>	<i>15</i>
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<i>75-85</i>	<i>05</i>
<i>Less than 75</i>	<i>00</i>
iii) Grading of performances and Certification: <i>As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram</i>	
COURSE READINGS	
<ol style="list-style-type: none"> 1. Philip, K. (2008). <i>Marketing Management</i>, Prentice Hall, New Delhi. 2. Nair, Suja R, <i>Consumer Behaviour in Indian Perspective</i>. 3. Ghosh, P.K. (2002) : <i>Business Policy , Strategy , Planning and Management</i> 4. Drucker , P.F. : <i>Managements, Tasks, Responsibilities, Practices</i> 	

(Strategic Development for branding Agri-products)

COURSE TITLE: 'Strategic Development for branding Agri-products'	COURSE CODE: SOASVAC002
COURSE LEADER: Dr. Arpita G Rastogi	CONTACT DETAILS: Email: arpita.rastogi@gdgu.org Mob No.: 9711255236
SKILLS TO ATTAIN	<i>Product & Branding concepts, Value-addition</i>
TARGET AUDIENCE	<i>BSc/ MSc/ PhD students of SoAS/ ABM</i>
COURSE OUTCOMES: <i>After completion of course,</i> <ol style="list-style-type: none"> <i>The students will be able to enhance role of brands, the concept of brand equity and the advantages of creating strong brands.</i> <i>To build marketing decision according to the tastes & preferences of the consumers.</i> <i>To develop a sound understanding of the important role of value addition in today's business environment.</i> 	
COURSE MODULE/ SYLLABUS	TOTAL HOURS: 35
Module I: Product Concepts <i>Product, Product Levels, Product Hierarchy, Classification of Product, Product Mix - A strategic choice. Product Mix decisions, Product Line decision - strategic decision involving adding or pruning product lines.</i>	5 Hours
Module II: Branding strategies <i>Branding, Need for Branding, Brand & related concepts: Brand Equity, Brand Life Cycle, Brand Positioning & Repositioning, Branding decisions, Family vs. individual Branding, Multiple branding, and brand extension.</i>	10 Hours
Module III: Product research- Consumer oriented research <i>Product Development, Product research, Market structure for agri-commodities, strategies adopted by middleman, a consumer focused approach to commodity chain.</i>	5 hours
Module IV: Opportunities & Challenges for agri-preneur <i>Benefits of branding, challenges in developing brands, problems with commodity- the value trap, consumer awareness for agri-products, expanding market & managing resources</i>	5 Hours
Module V: Practical knowledge <i>Study of Input market, Study of product market, Case study of value added products, Study of Retailing, trade, commodity trading, Study of organized & unorganized retail chain, Analysis of value addition in different stages of processing</i>	10 Hours
TEACHING METHODOLOGY: <i>Lecture Method, Group Discussion, and Industry/processing plant visit</i>	

COURSE ASSESSMENT :

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
<i>Quiz</i>	<i>20</i>
<i>Assignment</i>	<i>10</i>
<i>Attendance/ Practical</i>	<i>20</i>
Total Internal Assessment	50
<i>Final Assessment</i>	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
<i>96-100</i>	<i>20</i>
<i>91-95</i>	<i>15</i>
<i>86-90</i>	<i>10</i>
<i>75-85</i>	<i>05</i>
<i>Less than 75</i>	<i>00</i>

iii) Grading of performances and Certification: *As per Regulations of Value Added Courses- 2021, GD Goenka University, Gurugram*

COURSE READINGS

- 1. Ramanuj (2010), Product Management in India, PHI.*
- 2. Moorthi, Y (2010). Brand Management, SChand Publication.*
- 3. Pay, C. (2000). The role & importance of branding in Agricultural Marketing, Paper no.16, Lincoln University, New Zealand.*
- 4. Keller, K. L. (1998). Strategic Brand Management: Building, Measuring, and Managing Brand Equity. Upper Saddle River, N.J. Prentice-Hall Inc.*

(Horticulture and Entrepreneurship)

COURSE TITLE: Horticulture and Entrepreneurship	COURSE CODE: SOASVAC003
COURSE LEADER: Dr. Bulbul Ahmed	CONTACT DETAILS: Email: bulbul.ahmed@gdgu.org Mob No.: 8920295753
SKILLS TO ATTAIN	<i>Fruit and vegetable processing</i>
TARGET AUDIENCE	<i>BSc/ MSc students of SoAS/ ABM</i>
COURSE OUTCOMES: After completion of the course, <ol style="list-style-type: none"> 1. The target audience will be able to produce vegetables scientifically. 2. To build agri-startup through value addition, marketing, etc. 	
COURSE MODULE/ SYLLABUS	TOTAL HOURS: 30
Module I: FIELD VISIT <i>Visiting vegetable gardens, identification of vegetable crops with reference to stage of crop growth, flowering and marketable stage of the vegetables.</i>	5 Hours
Module II: LAND PREPARATION <i>Identification of organic manures and chemical fertilizers, Land preparation and sowing of vegetable crops.</i>	5 Hours
Module III: IMPORTANT VEGETABLES <i>Identification of important vegetable crops at different growth stages on the basis of different morphological traits</i>	5 Hours
Module IV: NURSERY PREPERATION <i>Calculation of seed requirement for important vegetable crops, Preparation of nursery beds for raising vegetable seedlings</i>	10 hours
Module V: TOUR <i>Visit to local vegetable nursery and acquaintance with different nursery management practices.</i>	5 Hours
TEACHING METHODOLOGY: <i>Lecture Method, Field Work, Field visit , and Home work</i>	

COURSE ASSESSMENT :

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance/ Practical	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram

COURSE READINGS

1. *Processing of Horticultural Crops*, ICAR, New Delhi.
2. Entrepreneurship and Skill Development in Horticultural Processing

CURRICULUM

VALUE ADDED COURSE OF

BASICS OF ARTIFICIAL INTELLIGENCE

(DURATION: 30 HOURS)

**GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-1**

Anushka



G. D. GOENKA UNIVERSITY
REGISTRAR

Basics of Artificial Intelligence

Overview of the course

Artificial Intelligence Curriculum aims at developing the learner's mind set and skills set towards artificial intelligence and how it is understood and applied. The important principle that artificial intelligence embraces is holistic inclusive and progressive development in immersive ways by problem solving, creative thinking, and critically analysing data. This will also help students to develop important skills such as debugging techniques, critical thinking, logical reasoning, and creativity.

Educational Objectives

1. Students will have a basic understanding of artificial intelligence and machine learning with the help of a wide variety of AI projects.
2. Students will understand what is AI, its applications and use cases and how it is transforming our lives.
3. Students will explain terms like Machine Learning, Deep Learning and Neural Networks.
4. Students will describe several issues and ethical concerns surrounding AI.
5. Students will articulate advice from experts about learning and starting a career in AI.

Duration of the course

30 hours

Methodology

Online/off-line lecture method

Live group discussions

Presentations

Class discussions



Evaluation Method

Viva

Presentation

Course Modules

Module 1

6 h

Artificial Intelligence (AI): Human intelligence, what is AI, impact and examples of AI, advantages of AI, applications of AI

Module 2

6 h

AI concepts and terminology and application area: Cognitive computing (perception, learning, reasoning), machine learning, deep learning, neural networks, natural language processing, perception and language cluster: search engines, computational perception.

Module 3

6 h

Artificial Intelligence Techniques: Computer vision: human vision, computer vision and its applications, self-driving cars, application of computer vision. Face recognition: face detection, method of face detection-knowledge based method, feature based method. Optical character recognition (OCR): concept of OCR, handwritten text recognition, application of text recognition. Speech recognition: how do humans learn language, how speech recognition works, how Alexa works.

Module 4

6 h

AI and Robotics: Neural computation, cognitive robotics, strategic reasoning for AI, planning techniques for robotics, mobile robot, human-AI interaction, human-robot interaction, artificial intelligence and humanity.



Module 5

6 h

Ethics in Artificial Intelligence: Issues and concerns around AI, ethical concerns and AI, AI and bias, principles for ethical AI, evolution and future of AI, future with AI, innovations in AI, impact of AI on society.



CURRICULUM

VALUE ADDED COURSE OF

LIFE SKILLS FOR YOUTH

(DURATION: 30 HOURS)

**GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-122103**

LIFE SKILLS FOR YOUTH

Overview of the course

The promise of any nation's future lies in its youth. They are the demographic strength of the country. Our education system has always prioritised to help and work for the young people across time and cultures. But the time of rapid globalization, mechanisation and information technology has challenged the education system in unsurpassed manner to find ways to protect and empower our young people with the skills that can help them to be happy, healthy and responsible adults. The Life Skills Approach is one such approach that promises to contribute to the well-being of the youth and empowers them to meet the challenges, hardships and stressful moments of life with a sense of calm. It helps in the all-round development while strengthening the capability to face problems with positive attitude. The module will help to understand various life skills and their importance in day-to-day life.

Educational Objectives:

- To familiarize students with the theoretical details of Life Skills.
- To prepare students to apply different life skills in various spheres of life.
- To enhance the ability of the learners to contribute in society using different life skills.
- To promote the spirit of responsibility and well-being among the learners.

Duration of the course

30 hours

Methodology

Online/off-line lecture method

Live group discussions

Presentations

Class discussions

Evaluation method

Viva



Presentation

COURSE MODLUES

Module 1

6 h

Life Skills: Concept, need and importance of life skills for youth, role of Life skills in the life of a youth, Difference between basic Livelihood skills and Life skills, Core life skills recommended by World Health Organisation.

Module 2

6h

Life skills for understanding self: Concept, Importance for youth, Skill of Assertiveness, Self-esteem, Self-awareness, Stress management, Intrapersonal relationship, Managing with emotions.

Module 3

6h

Life skills for knowing oneself and existing with others: Concept and Importance for youth, Role of effective communication, Interpersonal Relationship, Empathy, Conflict resolution.

Module 4

6h

Life Skills for dealing with problems: Concept, Importance for youth, Skill of Critical thinking, Creative thinking, Decision-making, Problem-solving.

Module 5

6 h

Critical life skills prescribed in National Education Policy 2020: Concept, Importance for youth, Skills of financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare.



CURRICULUM

VALUE ADDED COURSE OF

MANDALA ART

(DURATION: 30 HOURS)

GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-122103

Mandala Art

Overview of the course: Mandala is a spiritual and ritual symbol in different Asian cultures. It can be understood in two different ways: externally as a visual representation of the universe or internally as a guide for several practices that take place in many Asian traditions, including meditation. In Hinduism and Buddhism, the belief is that by entering the mandala and proceeding towards its center, you are guided through the cosmic process of transforming the universe from one of suffering into one of joy and happiness. Students will explore different color techniques, radial symmetry, and color while designing their own mandala painting. Students will reflect on the cultural uses and traditions of mandalas and, upon completion, participate in a reflective critique. Students will create art works that result from their understanding of radial symmetry found in mandala art. These art works will express the symmetry found in every mandala. They will include symbolism of self and environment.

Educational Objectives: After learning the mandala art, the students will be

- Able to apply their creativity to form different designs of Mandala art
- Able to explore a variety of patterns to create Mandala Art
- Able to understand line of symmetry, radial symmetry, and symmetrical balance.
- Able to learn the history of the mandala and be able to recognize mandala art in their own cultures.
- Able to explore a variety of color techniques

Duration of the course

30 hours

Methodology

Online/off-line Lecture method will be used to make students understand the history and basics of Mandala Art

Guided Practice

Independent Practice by Students



Live group discussions

Presentations of the Art Work done by students

Class discussions

Evaluation method

Viva

Presentation/ file work

COURSE MODLUES

Module 1

6 h

Introduction to Mandala Art

Basics and history of Mandala art, Presentation of several mandala drawings to students, the line of symmetry and noting how each mandala has included symbols and images, different images and shapes have the artists used, demonstration of line of symmetry, radial symmetry, and symmetrical balance. Sketching ideas for their mandalas on sketch paper.

Module 2

6 h

Basics of Mandala Drawing

Tracing concentric circles on paper using pencil, dividing the circles in half or in quarters to help keep designs symmetrical, drawing lightly with colored pencil, transferring their mandala sketches onto the paper for the final drawing.

Module 3

Adding patterns to Circles

6 h

Diving the circles into sectors using protector, the sectors can be as many as the need of mandala art design to be created by students. The final design should incorporate geometric and organic shapes and use repetitive patterns. The final design may extend beyond the circle template.

Module 4

6 h

Demonstration of Combining Other Images with Mandala

Combing the other drawing like landscapes, buddha and abstract drawing with mandala, moving from center to outwards by drawing symmetrical patterns, significance of colors in mandalas, corner drawing, preparing bookmarks and greeting cards using mandala



Module 5

6 h

Practice and Creativity

Meaning and concept of novel and original mandala patterns. More opportunities will be given to students to be more creative in their drawings. More practice will bring preciseness and accuracy in mandala drawing. Students may choose traditional colors or colors that are more personal to them. Practice worksheet and file work to be completed by the students.



CURRICULUM

VALUE ADDED COURSE OF

SPIRITUAL EDUCATION

(DURATION: 30 HOURS)

**GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-1**

SPIRITUAL EDUCATION

Overview of the course: The course aims to determine the impact of an elective spiritual education course for all the undergraduate and postgraduate students on the development of spiritual competencies and their impact on lives of the students. The course will provide basic knowledge of spirituality, meditation and yoga practices. Students will be motivated towards self-discovery and in developing spiritual competency to face stressful challenges of life. This intensive course aims at the holistic, integrative and assimilative growth of every student.

Educational Objectives:

The Objectives of Spiritual Education are:

- To educate students on the spiritual dimension and how it affects their lives.
- To understand and overcome problems where the cause is spiritual in nature
- To learn to live a stress-free life
- To achieve holistic development
- To achieve everlasting happiness

Duration of the course

30 hours

Methodology

Online/off-line lecture method

Live group discussions

Presentations

Class discussions

Evaluation method

Viva

Presentation



COURSE MODLUES

- Module 1** **6 h**
Spirituality and Spiritual education: Introduction and the need for Spiritual education, spiritual education in Indian context, benefits of spiritual education.
- Module 2** **6 h**
Patanjali's Yoga: The eight elements of Yoga and their detailed description
- Module 3** **6 h**
The Bhagavad Gita: The Karma theory, the triguna theory and the formation of personality
- Module 4** **6 h**
Personality Development with Yoga and Meditation: performing of asanas, meditation and pranayama for healthy living
- Module 5** **6 h**
Money and Success: Achieving material success along with spiritual growth, modern lifestyle with a peaceful personality.



CURRICULUM

**VALUE ADDED COURSE OF
VALUE AND PEACE EDUCATION
(DURATION: 30 HOURS)**

**GD GOENKA UNIVERSITY
SOHNA ROAD, GURUGRAM-1**

VALUE AND PEACE EDUCATION

Overview of the course:: This course will let students to promote a new understanding to help achieve positive and purposeful lives for themselves and their communities through engaging with values to guide and inform their behavior. This approach offers a new way of thinking about education and how children and young people can be supported to develop to become successful and happy members of society. This course focuses on acquisition of habits of healthy living and planning, preparing and participating in activities to nurture values.

Educational Objectives: The course will enable the learners to :

- explain the need and importance of value-education and education for Human Rights as a duty.
- discuss the nature of values, moral values, and moral education.
- illustrate the basis of duty-conscious ethics and morality based on a rational understanding.
- plan lessons from principles of life and converting them into moral learning.

Duration of the course: 30 hours

Methodology: Videos, Discussions, Indian Folk stories and Folklore

Online/off-line lecture method: Online/ Hybrid

Live group discussions: Yes

Presentations : Yes

Class discussions: Yes

Evaluation method: As per the BOS suggestions

Module I: Introduction to Values

Values: Concept, Nature, Types and Significance ,

Classification of Values - Intrinsic Values, Instrumental Values, Moral Values, Aesthetic Values, Economic Values, Social Values. Contemporary Values in Indian Context

,Panchakosha Theory of Values , Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Non-Violence

Module II: Strategies and Agencies of Inculcation of Values



Sources of Value Education – Autobiography and Biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc.

Techniques of Inculcating Values in Life. Ashtangayoga (Yama, Niyama, Asana, Pranayama, Prathyahara, Dhyana, Dharana, and Samadhi)

Role of Teachers in Value Education, Family , Community , Religion

Mass Media (Print and Electronic), Information and Communication Technology.

Value Education in Secondary Schools: Approaches: Integrated approach, Direct Approach, Incidental approach, Co-curricular and Extra-Curricular Activities, Resolving Value Conflicts (value crisis).

Module III: Peace Education: Concept and Scope

Meaning of Peace: Umbrella term of all positive values to build a positive personality.

Peace Education: Meaning, Nature, Concept and Objectives

Different sources of peace: Philosophical, Religious, Social, Secular and psychological

Peace in Mind: Learning Positive Lessons from Negative Experiences

Module IV: Integrating Value Education in the Present Curriculum

Integrating Peace Education in Curriculum: Subject context, subject perspectives, Teaching Methods, Co- curricular activities, Staff development, class- room management, School Management.

Practical steps to build Culture of Peace in schools: Simulations, Classroom Discussions, Book Clubs and Experience-Sharing Sessions

Role of National Human Rights Commission. Role of the Indian Constitution:

The Right of Children to Free and Compulsory Education Act, 2009 in context of Human Rights and Human Duties Article 51A



VAC: Fundamentals of Technical Writing

1. Department/ School:	School of Engineering and Sciences		
Course Name: Fundamentals of Technical Writing	2. Course Code	3. L-T-P	4. Credits
	SOESVAC009	1-0-1	2
5. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
6. Prerequisite(s), if any (Mention course code and name)			
NA			
7. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
8. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
10. Brief Syllabus:			
UNIT I Technical Writing: Introduction UNIT II Writing Process UNIT III Essentials of Academic Research writing UNIT IV Technical Tools with emphasis on chemical data interpretation and presentation			

UNIT V Bibliography and Publication ethics		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials:	Practical's: 30
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
SOESVAC009.1	Students will be able to prepare a technical document based on their research.	
SOESVAC009.2	Students will be able to properly review the literature prior to begin their research work.	
SOESVAC009.3	Students will be able to use various tools like chemdraw, Origin, Mnova in presenting data for their scientific work done.	
SOESVAC009.4	Students will be able to use Reference management tools like Zotero for preparing bibliography.	
SOESVAC009.5	Students will learn about the publishing process, impact factors of journals and publication ethics.	
12. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 6 Title: Technical Writing: Introduction		
Content Summary: Selection of topic, thesis statement, Technical Writing: Scientific and technical subjects; Literature review		
Unit Number: 2 No. of Lectures: 6 Title: Writing Process		
Content Summary: Understanding Audience/Readers, Collecting and organizing information, drafting information verbally and visually, Document development process, Technical Documentation, Producing Information.		
Unit Number: 3 No. of Lectures: 6 Title: Essentials of Academic Research writing		
Content Summary:		



Journal paper writing: Abstract for paper and poster, impact factors of journals, ISBN, ISSN, Citations, H-index, i10-index, plagiarism, academic writing, writing a proposal.

Unit Number: 4 **No. of Lectures: 6** **Title:** Technical Tools with emphasis on chemical data interpretation and presentation

Content Summary:

Chemdraw (for drawing chemical structures/elementary chemical structure optimisation), Origin (for plots), Mnova (for NMR data processing)

Unit Number: 5 **No. of Lectures: 6** **Title:** Bibliography and Publication ethics

Content Summary:

How to cite a paper, Citation styles, use of referencing tools like zotero, ethics to be followed in research and publishing

13. Title of Lab Manual (if applicable): Hands-on training on open source softwares (for proprietary softwares, older versions will be used which are free for academic purposes)

13. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

14. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

Appropriate for all students of Engineering and natural sciences

15. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....9.....

1. Weak

2. Moderate

3. High

Anuska



b) SDG.....NA.....	1. Weak	<input type="checkbox"/>	2. Moderate	<input type="checkbox"/>	3. High	<input type="checkbox"/>
<p>14. Books Recommended:</p> <p>Text Books</p> <ol style="list-style-type: none"> 1. Daniel G. Riordan, Technical Report Writing Today, 10th Edition, Wadsworth Publishing, 2013. 2. M. Frank. Writing as thinking: A guided process approach, Englewood Cliffs, Prentice Hall <p>Reference Books</p> <ol style="list-style-type: none"> 1. L. Hamp-Lyons and B. Heasley: Study Writing; A course in written English. For academic and professional purposes, Cambridge Univ. Press, 2006. 2. R. Quirk, S. Greenbaum, G. Leech and J. Svartik: A comprehensive grammar of the English language, Longman, London, 1985. <p>E-Book: NA</p> <p>Reference websites: NA</p>						
<p>14. E-Learning Resources</p> <p>Coursera: https://www.coursera.org/learn/sciwrite</p> <p>NPTEL: https://nptel.ac.in/courses/110105091</p> <p>NPTEL: https://onlinecourses.nptel.ac.in/noc20_hs56/preview</p> <p>Animated Lab Videos: NA</p>						

Shruselha



G.O. GOENKA UNIVERSITY
REGISTRAR

Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Technical Writing: Introduction	Presentation Project	CO1
2.	Writing Process	Presentation Project	CO2
3.	Essentials of Academic Research writing	Presentation Project	CO3
4.	Technical Tools with emphasis on chemical data interpretation and presentation	Practical Assignments	CO4
5.	Bibliography and Publication ethics	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Chemical Structure Drawing	Chemdraw	Unit 4	10 hours
2	Spectral Data Graph Plotting	Origin	Unit 4	10 hours
3	NMR data presentation and analysis from FID file	MNOVA	Unit 4	10 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

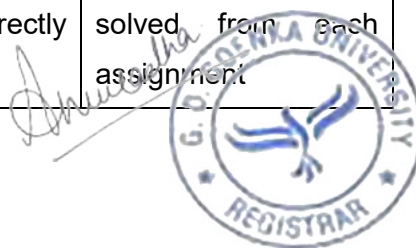
Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (1-0-1)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Practical Assignments	At least One problem correctly solved from each assignment	At least two or more problems correctly	All problems correctly solved from each assignment



		solved from each assignment	
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Scientific Knowledge	Problem analysis	Design/Development of solutions	Conduct investigations	Modern tool usage	The science graduate and society	Environment and sustainability	Ethics	Individual or team work	communication	Research Aptitude	Lifelong learning
Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	
SOESVAC009.1	3	-	-	-	2	-					-	
SOESVAC009.2	3	2		-	2	-					-	
SOESVAC009.3	3	-	-	-	2	-					-	
SOESVAC009.4	3	2	-	-	2	-	-	-			-	
SOESVAC009.5	3	2	3	3	2	-	2	-		1	-	2
Average	3	1.2	0.6	0.6	2	-	0.4			0.2	-	0.4

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Innovation, Entrepreneurship & Sustainability

1. Department/ School:	School of Management (SoM)		
2. Course Name: Innovation, Entrepreneurship & Sustainability	3. Course Code	4. L-T-P	5. Credits
	VAC002	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/>	Experiential learning
		<input checked="" type="checkbox"/>	Participative Learning
			Problem solving methodologies
11. Brief Syllabus: UNIT I Innovation and Creativity – An Introduction UNIT II Innovation Management UNIT III Entrepreneurship – Concepts and application UNIT IV Sustainability in Innovation and Entrepreneurship UNIT V Business Models			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to conduct an analysis of the current business scenario. This will lead them to reflect on opportunities on the basis of innovation and creativity.	
COVAC.2	Learners will be able to evaluate the challenges of innovation thus resulting in better idea formulation through the application of design thinking.	
COVAC.3	Students will be able to develop business models and assimilate the challenges involved in their application.	
COVAC.4	Students will be able to develop insights into marketability aspects.	
COVAC.5	Students will be able to identify and overcome the reasons for business model failure.	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 12 Title: Innovation and Creativity – An Introduction		
Content Summary: Analysing the Current Business Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation. Challenges of Innovation		
Unit Number: 2 No. of Lectures: 12 Title: Innovation Management		
Content Summary: Marketing of Innovation, Technology Innovation Process, Technological Innovation Management Planning, Technological Innovation Management Strategies		
Unit Number: 3 No. of Lectures: 12 Title: Entrepreneurship – Concepts and application		
Content Summary: What is a Business Model, Who is an Entrepreneur, Social Entrepreneurship		



Unit Number: 4 No. of Lectures: 12 Title: Sustainability in Innovation and Entrepreneurship	
Content Summary: Sustainability Innovation and Entrepreneurship, Innovation Sustainable Conditions, Innovation: Context and Pattern, SME'S strategic involvement in sustainable development	
Unit Number: 5 No. of Lectures: 12 Title: Business Models	
Content Summary: Business Models and value proposition, Business Model Failure: Reasons and Remedies, Incubators: Business Vs Technology, Managing Investor for Innovation, Future markets and Innovation needs for India.	
13. Title of Lab Manual (if applicable): NA	
14. Instructions for students (Write the step-wise instructions for the students) a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80%	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....3.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
14. Books Recommended: Text Books	



T1. Innovation and Entrepreneurship Book by Peter Drucker

T2. 8 Steps To Innovation: Going From Jugaad To Excellence- Book by Rishikesha T. Krishnan and Vinay Dabholkar

Reference Books

1. HBS series on Innovation and Entrepreneurship

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Steps of Innovation Management	Presentation Project	CO1
2.	Application of Design Thinking	Presentation Project	CO2
3.	Business model development and marketability	Presentation Project	CO3 and CO4
4.	Future market needs assessment	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

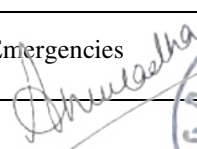

3=strongly mapped



VAC: EMERGENCY PREPAREDNESS

1. Department/ School:	School of Engineering and Sciences (SOES)		
2. Course Name: EMERGENCY PREPAREDNESS	3. Course Code	4. L-T-P	5. Credits
	SOESVAC007	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name) N/A			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus: UNIT I Hazards and Emergencies UNIT II Research Laboratory Emergencies UNIT III Preparedness in Disaster and Emergencies UNIT IV Workplace Safety programs UNIT V Healthcare in Emergency Situations			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 15	Tutorials: N/A	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	To ensure the safety and recovery of records from predictable disasters.	
COVAC.2	Understand the concept of Hazards and Emergencies.	
COVAC.3	Assess and plan for known hazards and anticipate hazards that may emerge in the future.	
COVAC.4	Learn to reduce the risk of disasters caused by human error, deliberate destruction, and building or equipment failures.	
COVAC.5	Develop a deep understanding of risk mitigation, and recovery policies.	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 3 Title: Hazards and Emergencies		
Content Summary: Chemical/Biological/Radiological (CBR) Emergencies, Aircraft Crashes, National Emergency (War, Terrorism), Hazards of nanoparticles, Laboratory hazards, risk assessment, types of infectious agents, Concept of pathogens and infections, biohazards and biological warfare, Earthquakes, Floods, Hurricanes, Landslides, Severe storms, Tornadoes, Tsunamis, Wildfires, Bomb threats, Chemical releases, and Nuclear Emergencies..		
Unit Number: 2 No. of Lectures: 3 Title: Research Laboratory Emergencies		
Content Summary: Risks in a Research Laboratory, Chemical Exposure Routes, Laboratory Emergencies: Spills and Fires, Handling the Accidental Release of Hazardous Materials, Risks during Ordering and Receiving Chemicals, Chemical Segregation, Working with Highly Toxic or Explosive Substances, Good lab practices.		
Unit Number: 3 No. of Lectures: 3 Title: Preparedness in Disaster and Emergencies		

Content Summary:

Elements of disaster management, disaster preparedness planning, disaster response, rehabilitation & reconstruction, disaster mitigation, Command and communication in emergency management, The Incident Action Plan, Phases of emergency management: mitigation, preparedness, response, and recovery, 3 C's of emergency response, Effective media communication during emergencies

Unit Number: 4 No. of Lectures: 3 Title: Workplace Safety programs

Content Summary:

Workplace Safety: Importance, Benefits, rules and regulations, Workplace Health & Safety Program, key elements of safety program; Hazard Assessment and Correction, Training and Education, Established Policies and Procedures, Accident Investigation, Measurement, Executive Management Commitment. effective realization, economic and social benefits.

Unit Number: 5 No. of Lectures: 3 Title: Healthcare in Emergency Situations

Content Summary:

Public Health Problems in Disasters, Role of healthcare professionals in disasters, disease surveillance, effective public health measures, Safety equipment - Personal Protection Equipment (PPE). Waste Handling, Preventative Measures & Disposal. Personal Preparedness, nutrition management, mental health control, and emergency health training programs.

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

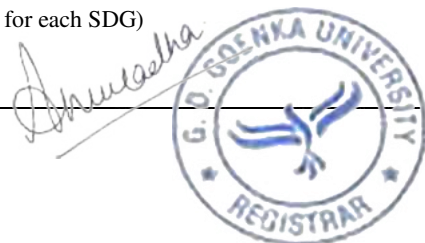
Efforts in reducing disaster risk involve many disciplines and can be seen from many perspectives, such as data, actors, modelling, and management perspective. Therefore, there is a need for an integrated approach in disaster risk reduction which brings together all available resources and data available.

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)



a) SDG.....3.....	1. Weak	<input type="checkbox"/>	2. Moderate	<input checked="" type="checkbox"/>	3. High	<input type="checkbox"/>
b) SDG.....9.....	1. Weak	<input type="checkbox"/>	2. Moderate	<input checked="" type="checkbox"/>	3. High	<input type="checkbox"/>
c) SDG.....11.....	1. Weak	<input type="checkbox"/>	2. Moderate	<input type="checkbox"/>	3. High	<input checked="" type="checkbox"/>

14. Books Recommended:

Text Books

1. Collins, L. R. (2000). Disaster Management and Preparedness (1st ed.). CRC Press.
2. Erickson, P. (1999). Emergency Response Planning for Corporate and Municipal Managers (1st ed.). Academic Press.
3. Sellwood, C., & Wapling, A. (Eds.). (2016). Health emergency preparedness and response. CABI. <https://doi.org/10.1079/9781780644554.0000>

Reference Books

1. Gabrielsen, E. M. (2013). Emergency Preparedness: A Practical Guide for Preparing Your Family. In Google Books. Horizon Publishers & Distributors, Incorporated. https://books.google.co.in/books/about/Emergency_Preparedness.html?id=o6NIIAEACAAJ&redir_esc=y

E-Book:

https://books.google.co.in/books/about/Emergency_Preparedness.html?id=o6NIIAEACAAJ&redir_esc=y

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Hazards and Emergencies	Presentation	CO1
2.	Research Laboratory Emergencies	Presentation	CO2
3.	Preparedness in Disaster and Emergencies & Workplace Safety programs	Presentation	CO3 and CO4
4.	Healthcare in Emergency Situations	Presentation	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation
3.	Advanced Learners	VAC courses, skill training	Presentation

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours

Value Added Experiments: Project Report



Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Assignment Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Assignment Report	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			



COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Innovation, Entrepreneurship & Sustainability

1. Department/ School:	School of Management (SoM)		
2. Course Name: Innovation, Entrepreneurship & Sustainability	3. Course Code	4. L-T-P	5. Credits
	VAC002	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/>	Experiential learning
		<input checked="" type="checkbox"/>	Participative Learning
			Problem solving methodologies
11. Brief Syllabus: UNIT I Innovation and Creativity – An Introduction UNIT II Innovation Management UNIT III Entrepreneurship – Concepts and application UNIT IV Sustainability in Innovation and Entrepreneurship UNIT V Business Models			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to conduct an analysis of the current business scenario. This will lead them to reflect on opportunities on the basis of innovation and creativity.	
COVAC.2	Learners will be able to evaluate the challenges of innovation thus resulting in better idea formulation through the application of design thinking.	
COVAC.3	Students will be able to develop business models and assimilate the challenges involved in their application.	
COVAC.4	Students will be able to develop insights into marketability aspects.	
COVAC.5	Students will be able to identify and overcome the reasons for business model failure.	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 12 Title: Innovation and Creativity – An Introduction		
Content Summary: Analysing the Current Business Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation. Challenges of Innovation		
Unit Number: 2 No. of Lectures: 12 Title: Innovation Management		
Content Summary: Marketing of Innovation, Technology Innovation Process, Technological Innovation Management Planning, Technological Innovation Management Strategies		
Unit Number: 3 No. of Lectures: 12 Title: Entrepreneurship – Concepts and application		
Content Summary: What is a Business Model, Who is an Entrepreneur, Social Entrepreneurship		



Unit Number: 4 No. of Lectures: 12 Title: Sustainability in Innovation and Entrepreneurship	
Content Summary: Sustainability Innovation and Entrepreneurship, Innovation Sustainable Conditions, Innovation: Context and Pattern, SME'S strategic involvement in sustainable development	
Unit Number: 5 No. of Lectures: 12 Title: Business Models	
Content Summary: Business Models and value proposition, Business Model Failure: Reasons and Remedies, Incubators: Business Vs Technology, Managing Investor for Innovation, Future markets and Innovation needs for India.	
13. Title of Lab Manual (if applicable): NA	
14. Instructions for students (Write the step-wise instructions for the students) a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80%	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....3.....	1. Weak <input type="checkbox"/> 2. Moderate <input checked="" type="checkbox"/> 3. High <input type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>
14. Books Recommended: Text Books	



T1. Innovation and Entrepreneurship Book by Peter Drucker

T2. 8 Steps To Innovation: Going From Jugaad To Excellence- Book by Rishikesha T. Krishnan and Vinay Dabholkar

Reference Books

1. HBS series on Innovation and Entrepreneurship

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Steps of Innovation Management	Presentation Project	CO1
2.	Application of Design Thinking	Presentation Project	CO2
3.	Business model development and marketability	Presentation Project	CO3 and CO4
4.	Future market needs assessment	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours
Value Added Experiments: Project Report				

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	2	2	1	2		1			
COMVAC.2		3	3	1	2				1	1	
COMVAC.3	1	3	2	2	1	1				1	2
COMVAC.4		1	2		3			1	3	2	2
COMVAC.5		2	1	2	1	1		1		1	
Overall CO's (Average)	0.8	2.2	2.0	1.4	1.8	0.8	0.0	0.6	0.8	1.0	0.8

1=weakly mapped

2= moderately mapped

3=strongly mapped



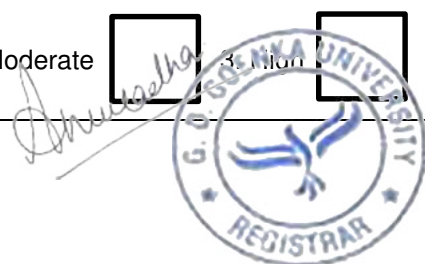
VAC: Herbs as immunity boosters

1. Department/ School:	School of Medical and Allied Sciences (SoMAS)		
2. Course Name: Herbs as immunity boosters	3. Course Code	4. L-T-P	5. Credits
	SoMASVAC011	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
SoMASVAC011 and Herbs as immunity boosters			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input checked="" type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input type="checkbox"/> Problem solving methodologies	
11. Brief Syllabus:			
UNIT I About COVID-19 – An Introduction UNIT II Management of COVID-19 UNIT III Herbal drugs used as immune boosters UNIT IV Herbal drugs used as chemical indicators			

UNIT V Herbal drugs used as a biological indicators		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to conduct an analysis of the current scenario of disease. This will lead them to reflect on opportunities on the basis of innovation and creativity.	
COVAC.2	Learners will be able to evaluate the management, challenges of innovation thus resulting in better idea formulation through the application of design thinking.	
COVAC.3	Students will be able to develop and learn some herbs as an herbal boosters and assimilate the challenges involved in their application.	
COVAC.4	Students will be able to develop insights into marketability aspects with special reference to chemicals.	
COVAC.5	Students will be able to identify and overcome the reasons with nonclinical and clinical considerations.	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1	No. of Lectures: 12	Title: About COVID-19 – An Introduction
Content Summary: Analysing the Current Scenario, Innovation and Creativity- An Introduction, Innovation in Current Environment, Types of Innovation, School of Innovation, Challenges of Innovation		
Unit Number: 2	No. of Lectures: 12	Title: Management of COVID-19
Content Summary: Marketing and Innovation of drugs, Management Process, Technological Innovation Management Planning, Technological Innovation Management Strategies		
Unit Number: 3	No. of Lectures: 12	Title: Herbal drugs used as immune boosters
Content Summary:		



What is a selection of human model, Who is applicable for drugs, Social Entrepreneurship	
Unit Number: 4 No. of Lectures: 12 Title: Herbal drugs used as chemical indicators	
Content Summary: Sustainability Innovation and Entrepreneurship of herbal drugs as chemicals, Innovation to Sustainable Considerations, Innovation: Context and used pattern of drugs, SME'S strategic involvement in sustainable development for herba, drugs	
Unit Number: 5 No. of Lectures: 12 Title: Herbal drugs used as biological indicators	
Content Summary: Biological consideration of usage of herbs, Business Model Failure: Reasons and Remedies, Incubators: Business Vs Technology, Managing Investor for Innovation, Future markets and Innovation needs for India special contest for herbal drugs.	
13. Title of Lab Manual (if applicable): NA	
14. Instructions for students (Write the step-wise instructions for the students) a) All student must secure at least 50% marks in each evaluation component b) All students must maintain the attendance at least 80%	
15. Multi-Disciplinary Approach (Please mentioned whether this course is multidisciplinary or not) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Describe (if yes): NA	
16. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....3.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/>
b) SDG.....NA.....	1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/>



14. Books Recommended:

Text Books

T1. Herbal Immunity Boosters Against COVID-19, Editors, Sachin kumar Jain, ISBN: 978-981-5079-45-6 (Online), Year of Publication: 2022, DOI:[10.2174/97898150794561220101](https://doi.org/10.2174/97898150794561220101)

T2. NATURAL AND HERBAL IMMUNE BOOSTERS: STRENGTHEN YOUR IMMUNITY Kindle Edition, by [DR SMITHA RAIKAR](#) (Author)

Reference Books

T1. Upgrade Your Immunity with Herbs: Herbal Tonics, Broths, Brews, and Elixirs to Supercharge Your Immune System by Dr. Joseph Mercola

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc23_mg116/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	About COVID-19 – An Introduction	Presentation Project	CO1
2.	Management of COVID-19	Presentation Project	CO2
3.	Herbal drugs used as immune boosters	Presentation Project	CO3
4.	Herbal drugs used as chemical indicators	Presentation Project	CO4
5.	Herbal drugs used as biological indicators	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours

Value Added Experiments: Project Report

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (2-0-0)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	3	2	2	1	3	2	2	2	1	2
COMVAC.2	3	3	3	1	2	3	2	2	2	1	2
COMVAC.3	1	3	2	2	1	3	2	2	2	1	2
COMVAC.4	-	3	2	-	3	3	2	2	2	1	2
COMVAC.5	-	3	1	2	1	3	2	2	2	1	2
Overall CO's (Average)	1.4	3.0	2.0	1.4	1.8	3	2	2	2	1.0	2

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Basics of Market Research

1. Department/ School:	School of Medical & Allied Sciences (SoMAS)		
2. Course Name: Basics of Market Research	3. Course Code	4. L-T-P	5. Credits
	SoMASVAC014	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name)			
8. Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: <input type="checkbox"/> Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning Problem solving methodologies	
11. Brief Syllabus:			
UNIT I Understanding Market Research UNIT II Market Research Applications UNIT III Basics of Research Tools			

Anuradha



UNIT IV Techniques Used for Market Research		
UNIT V Future Scope of Market Research		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to understand the consumer psychology through a research process	
COVAC.2	Learners will be able to evaluate the challenges of creating a better product for the market by understanding the research application.	
COVAC.3	Students will be able to develop research tools and overcome the challenges involved in their application.	
COVAC.4	Students will be able to identify and develop various techniques for the market research	
COVAC.5	Students will be able to understand future scope for marketability aspects.	
13. UNIT WISE DETAILS No. of Units: <u>5</u>		
Unit Number: 1	No. of Lectures: 12	Title: Understanding Market Research
Content Summary: Marketing research is involved with the linking of the manufacturers, intermediaries and the customers through information. It helps in identifying the recent trends in habits and behaviours of consumers through a research process.		
Unit Number: 2	No. of Lectures: 12	Title: Market Research Applications
Content Summary: Some of the key applications of this study are to create a better product, decide the right price, distribution system and the promotional mechanism to attract customers and make a difference within the competition.		
Unit Number: 3	No. of Lectures: 12	Title: Basics of Research Tools
Content Summary: It uses research tools in understanding the customer and segmenting the market. Some of the research tools are		



qualitative and quantitative in nature as well.

Unit Number: 4 No. of Lectures: 12 Title: Techniques Used for Market Research

Content Summary:

Some of the frequently used techniques are like focus group study, TAT, projective techniques, regression analysis, factor and cluster analysis, discriminant analysis, structural equation modelling, multidimensional scaling and conjoint analysis etc. and other multivariate techniques

Unit Number: 5 No. of Lectures: 12 Title: Future Scope of Market Research

Content Summary:

Market research is mainly focused on customer insights and satisfaction in all industry sectors

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

16. SDG Number

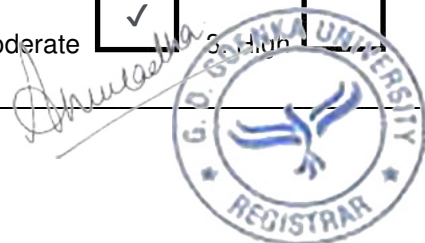
(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....3.....

1. Weak 2. Moderate 3. High



b) SDG.....NA.....

1. Weak 2. Moderate 3. High

14. Books Recommended:

Text Books

Reference Books

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.nptel.ac.in/noc22_mg70/preview

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Understanding Market Research	Presentation Project	CO1
2.	Understanding the Market Research Applications	Presentation Project	CO2
3.	Basics of Research Tools	Presentation Project	CO3
4.	Techniques Used for Market Research	Presentation Project	CO4
5.	Future Scope of Market Research	Presentation Project	CO5

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours

Value Added Experiments: Project Report

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (0-0-4)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)



Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%

Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COVAC.1	2	2	1	1	1	1		1			
COVAC.2		3	2	2	2	1			2	1	1
COVAC.3	1	3	2	2	1			1	2	2	2
COVAC.4	1	2	2	2	3			1	3	2	2
COVAC.5		2	2	2	2	1		1		1	
Overall CO's (Average)	1.3	2.4	1.8	1.8	1.8	1	0.0	0.8	1.4	1.2	1

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Intellectual Property Rights in Healthcare

1. Department/ School:	School of Medical and Allied Sciences (SoMAS)		
2. Course Name: Intellectual Property Rights in Healthcare	3. Course Code	4. L-T-P	5. Credits
	VAC005	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name) Basics of Intellectual Property Rights			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input checked="" type="checkbox"/>			
9. Focus: Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input type="checkbox"/>			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies <input checked="" type="checkbox"/>	
11. Brief Syllabus: UNIT I Intellectual Property Right – An Introduction UNIT II Patents UNIT III Copyright and related rights UNIT IV Trademarks UNIT V Design & Geographical Indication			




Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC.1	Students will be able to appreciate the concept of Intellectual Property Rights (IPR) to the professionals those are playing an important role in development & management of innovative projects in the industries.	
COVAC.2	Learners will be able to disseminate knowledge on IPR in India and abroad and registration aspects	
COVAC.3	Students will be able to explore knowledge on trademarks and copyrights and its related rights and registration aspects.	
COVAC.4	Students will be able to disseminate knowledge on design, geographical indication (GI), plant variety and layout design protection and their registration aspects	
COVAC.5	Students will be familiar with current trends in IPR and Govt. steps in fostering IPR	
13. UNIT WISE DETAILS No. of Units: __5__		
Unit Number: 1 No. of Lectures: 12 Title: Intellectual Property Right – An Introduction		
Content Summary: Introduction and the need for intellectual property right (IPR), Types of Intellectual Property Rights including Patent, Copyright, Trade Mark, Design, Geographical Indication, Plant Varieties and Layout Design, Genetic Resources and Traditional Knowledge – Trade Secret – IPR in India.		
Unit Number: 2 No. of Lectures: 12 Title: Patents		
Content Summary: Elements of Patentability Novelty, Non Obviousness (Inventive Steps), Industrial Application - Non - Patentable Subject Matter - Registration Procedure, Rights and Duties of Patentee, Assignment and licence, Restoration of lapsed Patents, Surrender and Revocation of Patents, Infringement, Remedies & Penalties – Patent office and Appellate Board.		
Unit Number: 3 No. of Lectures: 12 Title: Copyright and related rights		



Content Summary:

Nature of Copyright - Subject matter of copyright: original literary, dramatic, musical, artistic works; cinematograph films and sound recordings - Registration Procedure, Term of protection, Ownership of copyright, Assignment and licence of copyright - Infringement, Remedies & Penalties – Related Rights - Distinction between related rights and copyrights.

Unit Number: 4 No. of Lectures: 12 Title: Trademarks

Content Summary:

Concept of Trademarks - Different kinds of marks (brand names, logos, signatures, symbols, well known marks, certification marks and service marks) - Non Registrable Trademarks - Registration of Trademarks - Rights of holder and assignment and licensing of marks - Infringement, Remedies & Penalties - Trademarks registry and appellate board

Unit Number: 5 No. of Lectures: 12 Title: Design & Geographical Indication

Content Summary:

Design: Meaning and concept of novel and original - Procedure for registration, effect of registration and term of protection. Geographical Indication (GI): meaning, and difference between GI and trademarks - Procedure for registration, effect of registration and term of protection

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

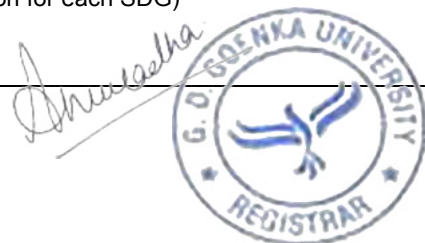
NA

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)



a) SDG.....8.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>
b) SDG.....9.....	1. Weak <input type="checkbox"/>	2. Moderate <input checked="" type="checkbox"/>	3. High <input type="checkbox"/>

14. Books Recommended:

Text Books

- T1. Watal, Jayshree (2003). Intellectual Property Rights, Oxford University Press, India.
- T2. Ramakrishna Chintakunta (2022). A Textbook of Intellectual Property Rights, Blue Hill Publications, India

Reference Books

- 1. N.K. Acharya, Text Book of Intellectual Property Rights, Asia Law House, India

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.swayam2.ac.in/cec20_hs18/preview

Udemy: <https://www.udemy.com/course/certificate-course-ipr/>

Alison: <https://alison.com/course/diploma-in-intellectual-property>

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Intellectual Property Right – An Introduction	Presentation Project	CO1
2.	Patents	Presentation Project	CO2
3.	Copyright and related rights	Presentation Project	CO3 and CO4
4.	Trademarks	Presentation Project	CO5
5.	Design & Geographical Indication	Presentation Project	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours

Value Added Experiments: Project Report

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (2-0-0)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COMVAC.1	3	2	-	-	1	2	-	0	-	1	1
COMVAC.2	2	2	-	-	2	1	-	1	-	1	1
COMVAC.3	2	2	-	-	2	1	-	1	-	1	1
COMVAC.4	2	2	-	-	2	1	-	1	-	1	1
COMVAC.5	1	2	-	-	2	1	-	0	-	1	1
Overall CO's (Average)	2.0	2.0	0.0	0.0	1.8	1.2	0.0	0.6	0.0	1.0	1.0

1=weakly mapped

2= moderately mapped

3=strongly mapped



VAC: Entrepreneurial opportunities in Healthcare

1. Department/ School:	School of Medical and Allied Sciences (SoMAS)		
2. Course Name: Entrepreneurial opportunities in Healthcare	3. Course Code	4. L-T-P	5. Credits
	SOMASVAC008	2-0-0	2
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/>	Programme Elective <input type="checkbox"/>	Open Elective <input type="checkbox"/>
	VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name) Entrepreneurialship abilities			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input checked="" type="checkbox"/>			
9. Focus: Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input type="checkbox"/>			
10. Student centric methods used for enhancing learning experiences (Tick relevant)		Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies <input checked="" type="checkbox"/>	
11. Brief Syllabus: UNIT I Introduction to Entrepreneurship UNIT II Entrepreneur Idea and Feasibility UNIT III Strategic Management Plan of Business and Entrepreneur UNIT IV E-Cell UNIT V Business opportunities in your domain			

Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 60	Tutorials:	Practical's: NA
12. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:		
COVAC008.1	Students will be able to appreciate the purpose of the course students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities	
COVAC008.2	to develop the ability of analysing and understanding business situations in which entrepreneurs act and to master the knowledge necessary to plan entrepreneurial activities	
COVAC008.3	Students will be able to analyse various aspects of entrepreneurship – especially of taking over the risk, and the specificities as well as the pattern of entrepreneurship development.	
COVAC008.4	Students will be able to contribute to their entrepreneurial and managerial potentials.	
COVAC008.5	Students will be familiar with systematically apply an entrepreneurial way of thinking that will allow them to identify and create business opportunities that may be commercialized successfully.	
13. UNIT WISE DETAILS No. of Units: <u> 5 </u>		
Unit Number: 1 No. of Lectures: 05 Title: Introduction to Entrepreneurship		
Content Summary: Role of the entrepreneur in India and around the globe; forces that are driving the growth of entrepreneurship; benefits and drawbacks of entrepreneurship; mistakes of entrepreneurship and how to avoid them; entrepreneurial failure, myths about entrepreneurs.		
Unit Number: 2 No. of Lectures: 05 Title: Entrepreneur Idea and Feasibility		
Content Summary: Creative and Design Thinking, Innovation and entrepreneurship decision process, skill gap analysis, and role models, mentors and support system, entrepreneurial success stories, Steps in the creative process; techniques for improving the creative process; protection of intellectual property involving patents, trademarks, and copyrights		



Unit Number: 3 No. of Lectures:05 Title: Strategic Management Plan of Business and Entrepreneur

Content Summary:

Importance of strategic management to a (small) business; understanding competitive advantages; steps in the strategic planning process; basic strategies: low-cost, differentiation, and focus; balanced score card in the planning process. Marketing concept, marketing process and guerrilla marketing

Unit Number: 4 No. of Lectures: 05 Title: E-Cell

Content Summary:

E-Cell: Meaning and concept of E-cells, advantages to join E-cell, significance of E-cell, various activities conducted by E-cell

Communication: Importance of communication, barriers and gateways to communication, listening to people, the power of talk, personal selling, risk taking & resilience, negotiation

Unit Number: 5 No. of Lectures: 10 Title: Business opportunities in your domain

Content Summary:

Pharma

Pharmaceutical entrepreneurship: pharmacist (retailer/wholesaler) and pharmaceutical manufacturer.

Pharmacist: Registration of pharmacist. Documents required for registration. Documents and regulatory requirements for establishment of a pharmacy store.

Pharmaceutical manufacturer: Critical factors for setting up manufacturing unit. Documents and regulatory requirements for an industrial set up and loan licensing.

BPT

Contemporary physiotherapy Business Practices – understanding popular Business model of healthcare industry.

Setting up of a Physiotherapy Establishment – translating a viable business idea into an operational unit

Establishing a revenue generation model – key factors of income expenditure equation

CVT

How to be a Successful Medical Entrepreneur: Assessment of Needs through Market Research, Networking, Choosing the right investors, balancing between social responsibility and profitability,



Constant Technological Innovation, Know your limitations, Play to your strengths

Medical Electronics: Knowledge of sphygmomanometer, pulse oximetry, thermometer, Ultrasound machine, Doppler, ECG machine, Echocardiography machine, Defibrillator, Pressure transducers, Setup for cardiac catheterization, Stents used in coronary angiography.

Radiology

Teleradiology- 3D Labs. PACS. Scanners/DICOM. Molecular Imaging. New Modalities. Interventions.

Importance of Marketing- patient referrals, determine the direct return on investment, branding and messaging.

More Active Role in Patient Care- help guide or control the patient's care trajectory, fee-for-service model.

Utilize Subspecialists- subspecialties within the specialty, including pediatric radiology, neuroradiology.

Innovate and Invest in New Technology- technology systems that run and manage the imaging departments.

Nutrition and Health

Planning & setting up of a food service unit: entrepreneurship and food service management. Menu planning: focal point of all activities in food service establishment. Food purchasing and storage, food management: records and controls. Delivery and services: goals, issues, service styles and delivery system in different setups.

Resource management: administrative Leadership, Staff Planning and Management, Personnel Functions: Work Productivity, Plant and Equipment Maintenance, Plant - Sanitation and Safety Issues in Food and Worker Safety and Security.

13. Title of Lab Manual (if applicable): NA

14. Instructions for students

(Write the step-wise instructions for the students)

- a) All student must secure at least 50% marks in each evaluation component
- b) All students must maintain the attendance at least 80%

15. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):



NA

16. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)

a) SDG.....8.....

1. Weak

2. Moderate

3. High

b) SDG.....9.....

1. Weak

2. Moderate

3. High

1. Books Recommended:

Text Books

2. T1. Ramachandran, Entrepreneurship Development, Mc Graw Hill
3. Katz, Entrepreneurship Small Business, Mc Graw Hill
4. Byrd Megginson, Small Business Management an Entrepreneur's Guidebook 7th Ed, McGrawHill

Reference Books

5. Entrepreneurship in Action, 2/E - Mary Coulter; Prentice Hall

E-Book: NA

Reference websites: NA

14. E-Learning Resources

NPTEL: https://onlinecourses.swayam2.ac.in/cec20_hs18/preview

Udemy: <https://www.udemy.com/course/certificate-course-ipr/>

- [www.indianangelnetwork.com/\[Angel Investing\]](http://www.indianangelnetwork.com/[Angel Investing])
- <https://www.shethepeople.tv/news/things-know-befo>.

Animated Lab Videos:

MOOC Supplemented



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Introduction to Entrepreneurship	Presentation Project	CO1
2.	E-Cell	Presentation Project	CO2
3.	Entrepreneur Idea and Feasibility	Presentation Project	CO3 and CO4
4.	Business opportunities in your domain	Presentation Project	CO5
5.	Strategic Management Plan of Business and Entrepreneur	Presentation Project	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Presentation Project
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Presentation Project
3.	Advanced Learners	VAC courses, skill training	Presentation Project



Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	Project	NA	NA	30 hours

Value Added Experiments: Project Report

Project (To be done as individual/in group): NA

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	VAC (L-T-P) (2-0-0)	Internal (Viva/Presentation)	50	Must Secure 50% Marks Out of total Marks
		External (Project Report)	50	

RUBRIC FOR EVALUATION:

(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation	50-70%	70-90%	>90%
External Evaluation	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COVAC008.1	2	2	2	3	1	1	-	0	2	1	1
COVAC008.2	2	-	2	2	2	1	-	1	-	1	1
COVAC008.3	2	2	1	3	1	-	-	1	-	1	1
COVAC008.4	1	2	-	2	2	1	-	1	-	1	1
COVAC008.5	3	2	3	2	1	1	-	1	2	1	1
Overall CO's (Average)	2.0	2.0	0.0	0.0	1.8	1.2	0.0	0.6	0.0	1.0	1.0

1=weakly mapped

2= moderately mapped

3=strongly mapped





SOMASVAC006: Basics of Scientific writing and publishing skills

COURSE TEMPLATE

1. Department/ School:	School of Health care and allied sciences (SOHAS)		
2. Course Name: Basics of Scientific writing and publishing skills	3. Course Code	4. L-T-P	5. Credits
	SOMASVAC006	3-1-0	4
6. Type of Course (Tick one):	Programme Core <input type="checkbox"/> Programme Elective <input type="checkbox"/> Open Elective <input type="checkbox"/> VAC <input checked="" type="checkbox"/>		
7. Prerequisite(s), if any (Mention course code and name): SOMASVAC006: Basics of Scientific writing and publishing skills <ul style="list-style-type: none"> • Student must pass Class XII with Physics, Chemistry, and Biology. • Student must know the basic concepts of scientific writing and how to search relevant information 			
8. Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
9. Focus: Employability <input checked="" type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input type="checkbox"/> Basic Knowledge <input checked="" type="checkbox"/>			
10. Student-centric methods used for enhancing learning experiences (Tick relevant)	<input type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning		




		Problem-solving methodologies <input type="checkbox"/>
<p>Brief Syllabus: The subject is designed to strengthen the basic knowledge in the field of pharmacology and to impart recent advances in the drugs used for the treatment of various diseases. Upon completion of this course the student should be able to</p> <ol style="list-style-type: none"> 1. Scientific Writing, Referencing, Publishing Practices 		
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)		
Lectures: 30	Tutorials: 0	Practical's: 0
<p>11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:</p>		
CO1	Outline a scientific paper	
CO2	Choose an appropriate journal for paper publication	
CO3	Check plagiarism and revise content of the paper	
CO4	Use bibliographical tools effectively	
CO5	Innovation , relevance and reproducibility in data	
<p>12. UNIT-WISE DETAIL: No. of units: 5</p>		
UNIT-I	No. of lectures: 10	Title: Understanding Academia
What necessary before writing a paper, the context in which the scientists are publishing, awareness of scientific community, different examples, and workflow for scientific publication; How journals work: the review process, Presentation of scientific journals, Ethical Guidelines		
UNIT-II Delimiting Your Scientific Paper	No. of lectures: 7	Title: Before Writing:



Ways to maintain focus throughout the manuscript, delimit your paper, literature review, construction of your own literature review, the research design, finding the gap.

UNIT-III

No. of lectures: 08

Title: Writing the

Paper: Things Students Need to Know

The structure of an academic paper, structure of the paper, and bibliographical tools such as Zotero, Presentation of Zotero: aggregate references, Plagiarism checking tools, online features writing abstract and reviewing abstract written by others.

UNIT-IV

No. of lectures: 05

Title: After the Writing: The Check List

Building their own checklist, removing mistakes, submission of articles, the researcher, the editor.

13. Instructions for students:

- a) Before coming to the class please revise previous lecture notes.
- b) Please refer course handbook for prereading before coming to each lecture.
- c) All students must secure at least 50% marks in each evaluation component.
- d) All students must maintain attendance of at least 80%.
- e) There are three internal components for evaluation such as assignment, open-book test and quiz and each of the students has to participate as it is mandatory for all. Otherwise, zero marks will be awarded to the student.

14. Multi-Disciplinary Approach

(Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number

(Mention SDGs number out of 17 SDGs for which this course is mapping)

SDG level of correlation

(Mention the level of correlation for each SDG)



<p>a) SDG.....3.....</p> <p>b) SDG.....4.....</p>	<p>1. Weak <input checked="" type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input type="checkbox"/></p> <p>1. Weak <input type="checkbox"/> 2. Moderate <input type="checkbox"/> 3. High <input checked="" type="checkbox"/></p>
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16. Title of Lab Manual (if applicable): NA

17. Books Recommended:

NA

18. E-Learning Resources

1. <https://www.coursera.org/learn/how-to-write-a-scientific-paper?#syllabus>

2. https://www.zotero.org/support/quick_start_guide

3. <https://www.mendeley.com/guides>

4. Zotero Tutorials -https://www.youtube.com/watch?v=BQL_7C-YqBk

<https://www.coursera.org/lecture/how-to-write-a-scientific-paper/the-structure-of-an-academic-paper-CIIwS>

Animated Lab Videos: NA

MOOC Supplemented: NA

Participative Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Selection of paper	Internal component	CO1, CO2
2.	Gathering relevant papers and literature	Assignment	CO2, CO3, CO4

Anushka


		Internal component	
3.	How to use referencing software's	Internal component	CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignments, group discussions, guest lectures	Assignment, MSE, Class test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedback

Practical Content

Sr. No.	Title of the Experiment	Software/Hardware based	Unit covered	Time Required
1.	NA	NA	NA	NA

Value-Added Experiments: NA

Project (To be done as an individual/in group): NA

Evaluation Scheme:

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment



Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

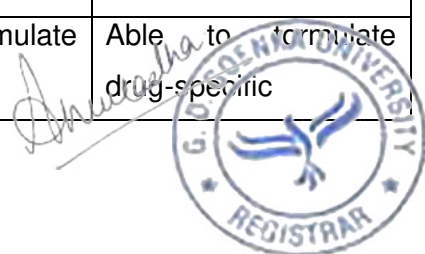
Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses-

2021, GD Goenka University, Gurugram

**RUBRIC FOR EVALUATION:
(At least 5 Criteria)**

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
1. Knowledge			
Basic knowledge of disease	Make some mistakes when presenting case-specific information on disease	Give correct information when presenting case-specific information on disease	Demonstrate in-depth information about the disease by explaining its sign, symptom and pathophysiological causes.
Knowledge of drug therapy	Make some mistakes when presenting disease-specific drug therapy	Give correct information when presenting disease-specific drug therapy.	Demonstrate in-depth information about the therapy by explaining its potential mechanism.
2. Skill			
Development of the therapeutic plan	Not able to formulate drug-specific	Able to formulate drug-specific	Able to formulate drug-specific



	therapeutic plans	therapeutic plans	therapeutic plans with dose tailoring information when required
Presentation style	Speaks at a very fast speed and is not able to answer the audience's questions	Speaks at normal speed and is able to answer the audience's questions but has no eye contact	Able to answer the audience's questions and has eye contact too. Speak with full enthusiasm.
3. Attitude			
Professional attire	Unprofessional dress without an apron	Unprofessional dress with an apron	Professional attire with an apron
Professional approach	No interest in participating and ignoring the instruction of the instructor	Interest in participation but not obeying each and every instruction.	Full dedication and enthusiasm and obeying each and every instruction

Mapping of PO's and CO's

	Pharmacy Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Pharmacist and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning	Comprehensive knowledge of pharmaceutical sciences	Start your own business in pharmaceutical research	Understand the need of research
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PSO1	PSO2	PSO3
COSOMASV AC006.1		3								2				3



CO SOMASVAC 006.2		3						2		3				
CO SOMASVAC 006.3										3				
CO SOMASVAC 006.4										3				
Overall CO's (Average)	3	0.2	0.2	0.0	0.0	0.2	0.2	0.0	0.0	0.4	0.2	3	1	2

Shruselha



G. O. GOENKA UNIVERSITY
REGISTRAR

COURSE TITLE: Basics of Personality Development: Communication and Presentation skills	COURSE CODE: SOMASVAC002
COURSE LEADER: Ms. Aarzoo	Email: aarzoo.somas@gdgu.org Mob No.: 8221865795
SKILLS TO ATTAIN	Effective Personality Development Skills and necessary Soft Skills
TARGET AUDIENCE	All Streams
OBJECTIVES OF THE COURSE Students will inculcate a wholesome personality alongside adequate formal etiquettes. Upon completion of this course student will be able to: <ol style="list-style-type: none"> 1. To develop a deeper understanding of their strengths, weaknesses, values and beliefs 2. To demonstrate constructive and effective communication. 3. To attain a better balance between competitive motivation and cooperative satisfaction to make your interactions more productive and successful. 4. To communicate effectively using the right medium. 5. To demonstrate the best body language for different cultural settings. 	
COURSE MODULE/SYLLABUS	TOTAL HOURS: 30
Module 1 Understanding ‘First Impressions’	5 Hours
Learning the art of introducing oneself	
Module 2: ‘A Speaker In The Making’	5 Hours
Understanding and practising Voice tonality, correct expressions, confident pitch, voice modulation, facial expressions, word stress, clear pronunciation and enunciation.	
Module 3: Acing the Oral Presentations and Speech	10 Hours
How to make a presentation, how to present on stage, the concept of Body Language, Dressing etiquettes, Learning appropriate Gestures.	
Module 4: Engaging In ‘Street Smart’ Basics	5 Hours
Learning about impromptu speaking, art of improvisation, ways to overcome stage fear, techniques to develop confidence in public and interpersonal communication skills	
Module 5: The Essential Language Play: How To Win The Personality Game!	5 Hours
Vocabulary building exercises, Creative writing sessions, Groups Discussions on contemporary topics, Language Games, Role-play Activities.	



		Domain Knowledge	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The professional and Society	Environment and Sustainability	Ethics	Communication	Modern Tool Usage	Life long learning
Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOMASVAC002	SOMASVAC002.1	3	2	-	-	-	3	3	-	-	3	3
	SOMASVAC002.2	3	3	-	-	-	-	3	2	-	-	3
	SOMASVAC002.3	3	3	-	-	-	-	3	2	-	-	3
	SOMASVAC002.4	3	3	2	2	2	2	3	-	-	3	2
	SOMASVAC002.5	3	3	-	-	-	-	3	3	-	-	-
	Average	3	2.8	0.4	0.4	0.4	1	3	2	0	0.6	2.2

Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

COURSE PLAN

Module 1

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.	05-04-23	Importance of Introduction	SOMASVAC002.1	https://youtu.be/JZK1MZwUyUU
0.	06-04-23	Elements of Effective Introductions	SOMASVAC002.1	https://youtu.be/V1xt7zgnuK0
0.	07-04-23	Tailoring introductions to different situations	SOMASVAC002.1	NA
0.	08-04-23	Active listening in Introductions	SOMASVAC002.1	NA
0.	09-04-23	Overcoming Introduction Anxiety	SOMASVAC002.1	NA



Module 2

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.	10-04-23	Understanding and practising Voice tonality	SOMASVAC002.2	https://youtu.be/aeyn3kLd1Y0
2.	11-04-23	correct expressions	SOMASVAC002.2	NA
3.	12-04-23	confident pitch and voice modulation	SOMASVAC002.2	https://youtube.com/shorts/kppXsU9hCkI?feature=share
4.	13-04-23	facial expression and word stress,	SOMASVAC002.2	NA
5.	14-04-23	clear pronunciation and enunciation	SOMASVAC002.2	NA

Module 3

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.	15-04-23 and 16-04-23	How to make a presentation	SOMASVAC002.3	https://youtu.be/WJe_oYa3itE
2.	17-04-23 and 18-04-23	How to present on stage	SOMASVAC002.3	NA
3.	19-04-23 and 20-04-23	The concept of Body Language	SOMASVAC002.3	https://youtu.be/3yYjYvdcCw8
4.	21-04-23 and 22-04-23	Dressing etiquettes	SOMASVAC002.3	NA
5.	23-04-23 and 24-04-23	Learning appropriate Gestures	SOMASVAC002.3	NA



Module 4

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.	25-04-23	Learning about impromptu speaking	SOMASVAC002.4	https://youtu.be/KVilJUulnjQ
2.	26-04-23	Art of improvisation	SOMASVAC002.4	NA
3.	27-04-23	Ways to overcome stage fear	SOMASVAC002.4	https://youtu.be/80UVjkcXGmA
4.	28-04-23	Techniques to develop confidence in public	SOMASVAC002.4	NA
5.	29-04-23	Interpersonal communication skills	SOMASVAC002.4	NA

Module 5

S. No.	Date	Topics / Sub-Topics	Course (Learning) Outcomes	Link of study material (text/video/presentation)
1.	30-04-23	Vocabulary building exercises	SOMASVAC002.5	NA
2.	01-05-23	Groups Discussions on contemporary topics	SOMASVAC002.5	https://youtu.be/BguYUJ7cWrs
3.	02-05-23	Creative writing sessions	SOMASVAC002.5	NA
4.	03-05-23	Language Games	SOMASVAC002.5	NA
5.	04-05-23	Role-play Activities	SOMASVAC002.5	NA



COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal +External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram

iv) Proposed Timeline

Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments (Average of three activities)			
	Quiz	15	15
	Assignment	15	15
External Assessment			
	Presentation	50	50

COURSE READINGS

<https://www.coursera.org/specializations/improve-english>

<https://www.coursera.org/specializations/effective-business-communication>

<https://www.coursera.org/learn/basic-skills-in-constructive-communication>

<https://www.coursera.org/learn/wharton-communication-skills#syllabus>



COURSE TITLE: Rational use of Medicines		COURSE CODE: SOMASVAC007
COURSE LEADER: Ms Sapna Joshi		Email: sapna.joshi@gdgu.org Mob No.: 9587201544
SKILLS TO ATTAIN		Analyse nature of problem, development of treatments
TARGET AUDIENCE		All Streams
<p>OBJECTIVES OF THE COURSE</p> <p>Upon completion of this course student will be able to:</p> <ul style="list-style-type: none"> • Explain what drugs and controlled substances are. • Describe the main elements of the International Drug Control Framework. • Recognize the diversity of national drug policies under a unique International Drug Control Framework. 		
<p>Course Outcomes (COs)</p> <p>Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:</p>		
COVAC.1	Student will be able to analyze the impact of the International Drug Control Framework on the development and implementation of national drug policies.	
COVAC.2	Student will be able to evaluate the factors that contribute to the patterns and trends of drug use across different regions and countries.	
COVAC.3	Student will be able to compare and contrast the effectiveness of different approaches for preventing and treating drug use disorders.	
COVAC.4	Student will be able to critically assess the social, economic, and ethical considerations surrounding prohibitionist drug policies and alternative approaches like decriminalization and legalization.	
COVAC.5	Student will be able to develop strategies for balancing access to controlled medicines for legitimate medical needs with mitigating the risks of addiction and misuse.	
COVAC.6	Student will be able to develop a critical analysis of drug policy reform options, considering the potential impact on public health and safety.	
COURSE MODULE/SYLLABUS		TOTAL HOURS: 30

Module 1: Understanding Drugs and the International Drug Control Framework	5 hr
<ul style="list-style-type: none"> • What do we mean by drugs? • Drugs: why are they used and controlled? • The international drug control framework 	
Module 2: Drug use Worldwide	5hr
<ul style="list-style-type: none"> • Drug use: perceptions and reality • Drug use: when do we have to worry? 	
Module 3: Addressing drug use and health: prevention, harm reduction and treatment	5hr
<ul style="list-style-type: none"> • Health policies addressing drug use: aiming for abstinence or harm reduction • Harm reduction centered health policies 	
Module 4: Questioning prohibition-based policies	5hr
<ul style="list-style-type: none"> • The negative impact of prohibition on the health of individuals and society • The negative impact of prohibition on human rights and development 	
Module 5: Access to opioids for the management of pain and to other controlled medicines	5hr
<ul style="list-style-type: none"> • The international scheduling of drugs • Barriers to access to controlled medicines 	
Module 6: The case for drug policy reform	5hr
<ul style="list-style-type: none"> • The failure of prohibitionist drug policies • Experimenting with and monitoring alternative drug policies • Getting involved in the drug reform movement 	

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Internal Assessment (Viva/Presentation)	50
External Assessment (Project report)	50
Total (Internal +External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses- 2021, GD Goenka University, Gurugram

COURSE READINGS

- 1- Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub
- 2- Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
- 3- Ahuja, Ram, (2003), Social Problems in India, Rawat Publications: Jaipur
- 4- National Household Survey of Alcohol and Drug Abuse. New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
- 5- World Drug Report 2011, United Nations Office of Drug and Crime.
- 6- World Drug Report 2010, united nations Office of Drug and Crime.
- 7- Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
- 8- The Narcotic Drugs and Psychotropic Substances Act, 1985, (New Delhi: Universal, 2012)
- 9- Raines, J. (2014). Substance Abuse: Prevalence, Genetic and Environmental Risk Factors and Prevention (Substance Abuse Assessment, Interventions and Treatment) (UK ed.). Nova Science Pub Inc.

	Innovation Aptitude	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	Impact on Society	Environment and sustainability	Ethics	Communication	Modern Methods Usage	Life-long Learning
CO Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
COVAC1	2	3	1	-	-	2	--	1	2	-	2
COVAC2	2	3	2	-	-	2	1	1	2	1	2
COVAC3	2	3	3	-	2	2	-	-	2	-	2
COVAC4	2	3	1	2	2	3	-	3	2	-	2
COVAC5	2	2	3	2	3	2	-	2	2	-	2
COVAC6	3	3	2	2	2	3	1	2	2	2	2

(Average)	2.16	2.83	2	1	1.5	2.33	0.33	1.5	2	0.5	2
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Level of Mapping/correlation

3- Indicates Highest Correlation

2- Indicates Moderate Correlation

1- Indicate-Lowest Correlation

Anushka



G. D. GOENKA UNIVERSITY
REGISTRAR

**Basics of Market Research – Product Portfolio
(SOMASVAC014)**

COURSE TITLE: Basics of market research – Product Portfolio		COURSE CODE: SOMASVAC014	
COURSE LEADER: Ms. Neha Pathak		CONTACT DETAILS: Email: neha.pathak@gdgu.org Mob No.: 8193993787	
SKILLS TO ATTAIN		Market research and Product Profiling Abilities	
TARGET AUDIENCE		All Streams	
This course deals with the basics of Market research and Product Profiling.. Upon completion of this course student will be able to:			
<ol style="list-style-type: none"> 1. Outline the Basic aspects of marketability 2. Discuss the basics tenets of product marketing strategy 3. Evaluate the core competencies of efficient product profiling 4. Analyse and create a marketable product profile 			
CODE		COURSE OUTCOMES	
		On completion of the course:	
SOMASVAC014.1		Students will learn about Market Research and its abilities to understand about basic concepts and analysis of marketing .	
SOMASVAC014.2		Students will be well acquainted about various tools required for market research and marketing strategy.	
SOMASVAC014.3		Students will get knowledge about market product and its profiling.	
SOMASVAC014.4		Students will learn the about process of product portfolio management.	
SOMASVAC014.5		Students will be able to create new product portfolio by analysing various required portfolio management tools.	
COURSE CONTENT/SYLLABUS		TOTAL HOURS: 30	
Module 1: Introduction to Market Research		06 Hours	
<ul style="list-style-type: none"> • Introduction to Market Research • Defining Research Problem • Developing Research Approach & Developing Research Design • Research Design • Qualitative Research Nature and Approaches • Review and discussion of Market research 			
Module 2: Market Research Tools and Strategies		06 Hours	
<ul style="list-style-type: none"> • Projective Technique, Case Study • Case Study, Descriptive Research Design & Research Errors 			

<ul style="list-style-type: none"> • Primary & Secondary Data, Research Error • Measurement & Scaling Comparative & Non-comparative Scaling • Qualitative Research Depth Interview, Focus Group Discussion • Review and discussion of Market Research Tools and Strategies 	
<p>Module 3: Basic Concepts of Product Profiling</p> <ul style="list-style-type: none"> • An Introduction to product Portfolio Management • Five steps for Product Portfolio • Portfolio Optimization • Portfolio management tools • Integrated Product Portfolio • Product Design And Product Portfolio 	06 Hours
<p>Module 4: Product Portfolio Design and Management</p> <ul style="list-style-type: none"> • Product Portfolio Map • Product Portfolio Individual Assignment • Product portfolio management best practices for new products • Product portfolio management for new product development • Product Portfolio Rebalancing Request • Product Portfolio for Medical Groups 	06 Hours
<p>Module 5: Product Portfolio Analysis</p> <ul style="list-style-type: none"> • Product Portfolio Management for the ICT Industry • Corporate Portfolio Analysis (BCG Matrix) • Standard Product Portfolio • Product Portfolio Management • Product Portfolio • Sample Product Portfolio 	06 Hours

CO-PO MAPPING MATRIX

		Pharmacy (Domain) Known	Thinking Abilities	Planning Abilities	Leadership Skills	Professional Identity	The Pharmacist and society	Environment and sustainability	Ethics	Communication	Modern Tool Usage	Life-long Learning
Course Code	Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
SOMASVAC014	SOMASVA C014.1	3	2	2	1	2	1	-	2	3	1	2
	SOMASVA C014.2	3	2	3	2	1	1	1	1	2	2	2
	SOMASVA C014.3	3	2	1	-	1	2	-	1	3	1	1
	SOMASVA C014.4	3	2	1	1	2	1	1	1	2	2	2
	SOMASVA C014.5	3	2	2	1	2	1	1	1	2	2	2
	Average	3	2	1.8	1	1.6	1.2	0.5	1.2	2.4	1.6	1.8

Level of Mapping/correlation

3- Indicates Highest Correlation

2-Indicates Moderate Correlation

1-Indicate-Lowest Correlation

COURSE PLAN (LECTURE/TUTORIAL/PRACTICAL)

S. No.	Date	Lecture/ Tutorial (L/T)	Topics / Sub-Topics	Course (Learning) Outcomes	Pre-Reading
1.	2/12/2024	L	Introduction to Market Research	CO1	Marketing Research by Alvin C. Burns, Ann Veeck and Ronald F. Bush ISBN13: 978-0134167404 8th Edition

2.	2/13/2024	L	Defining Research Problem	C01	NA
3.	2/14/2024	L	Developing Research Approach & Developing Research Design	C01	NA
4.	2/15/2024	L	Research Design	C02	NA
5.	2/16/2024	L	Qualitative Research Nature and Approaches	C01	NA
6.	2/17/2024	T	Review and discussion of Market research	C01	NA
7.	2/19/2024	L	Projective Technique, Case Study	C02	Business Research Methods by William G. Zikmund ISBN13: 978-1111826925 9th Edition
8.	2/20/2024	L	Case Study, Descriptive Research Design & Research Errors	C02	NA
9.	2/21/2024	L	Primary & Secondary Data, Research Error	C01	NA
10.	2/22/2024	L	Measurement	C02	NA

			& Scaling Comparative & Non- comparative Scaling		
11.	2/23/2024	L	Qualitative Research Depth Interview, Focus Group Discussion	C03	NA
12.	2/24/2024	T	Review and discussion of Market Research Tools and Strategies	C02	NA
13.	2/26/2024	L	An Introduction to product Portfolio Management	C03	Essentials of Marketing Research by Joseph F. Hair and Mary Celsi
14.	2/27/2024	L	Five steps for Product Portfolio	C03	NA
15.	2/28/2024	L	Portfolio Optimization	C02	NA
16.	2/29/2024	L	Portfolio management tools	C03	NA
17.	3/1/2024	L	Integrated Product Portfolio	C01	NA
18.	3/2/2024	L	Product Design	C04	NA

			And Product Portfolio		
19.	3/3/2024	L	Product Portfolio Map	C04	Strategic Market Management by David A. Aaker ISBN13: 978-1118582862 10th Edition
20.	3/4/2024	L	Product Portfolio Individual Assignment	C03	NA
21.	3/5/2024	L	Product portfolio management best practices for new products	C04	NA
22.	3/6/2024	L	Product portfolio management for new product development	C02	NA
23.	3/7/2024	L	Product Portfolio Rebalancing Request	C04	NA
24.	3/8/2024	L	Product Portfolio for Medical Groups	C05	NA
25.	3/9/2024	L	Product Portfolio Management for the ICT	C05	Pioneering Portfolio Management: An Unconventional Approach to Institutional Investment, Fully Revised and Updated by David

			Industry		Swensen
26.	3/11/2024	L	Corporate Portfolio Analysis (BCG Matrix)	C03	NA
27.	3/12/2024	L	Standard Product Portfolio	C01	Unconventional Success: A Fundamental Approach to Personal Investment by David F. Swensen
28.	3/13/2024	L	Product Portfolio Management	C02	NA
29.	3/14/2024	L	Product Portfolio	C05	NA
30.	3/15/2024	L	Sample Product Portfolio	C05	NA

COURSE ASSESSMENT

The marks allocated for internal assessment shall be awarded as per the scheme given below.

i) Assessment

Criteria	Maximum Marks
Quiz	15
Assignment	15
Attendance	20
Total Internal Assessment	50
Final Assessment	50
Total (Internal + External Assessment)	100

ii) Scheme for the allotment of marks for attendance

Percentage of Attendance	Marks
96-100	20
91-95	15
86-90	10
75-85	05
Less than 75	00

iii) Grading of performances and Certification: As per Regulations of Value Added Courses-2021, GD Goenka University, Gurugram

iii) Proposed Timeline

Anushka



Due Date	Type of Assessment	Max. Marks	Final Weightage
Assignments (Average of three activities)			
	Quiz	15	15
	Assignment	15	15
External Assessment			
	Presentation	50	50

COURSE READINGS

Core Text Books

- **Marketing Research by Alvin C. Burns, Ann Veeck and Ronald F. Bush**
ISBN13: 978-0134167404 8th Edition
- **Business Research Methods by William G. Zikmund** ISBN13: 978-1111826925 9th Edition
- **Essentials of Marketing Research by Joseph F. Hair and Mary Celsi**
ISBN13: 978-0078112119 4th Edition

REFERENCE BOOKS

- **Strategic Market Management by David A. Aaker** ISBN13: 978-1118582862
10th Edition
- **Pioneering Portfolio Management: An Unconventional Approach to Institutional Investment, Fully Revised and Updated** by David Swensen
- **Unconventional Success: A Fundamental Approach to Personal Investment**
by David F. Swensen

Online Video Links:

<https://www.youtube.com/watch?v=6CwquM6a6n4>

https://www.youtube.com/watch?v=sgm702M_39c

<https://www.youtube.com/watch?v=UTtrcuJ0XjI>

Online text material link:

https://ycmou.ac.in/media/publication/ycmou_book/SNP_YB_098.pdf

<http://www.fimt-ggsipu.org/study/bba206.pdf>



<https://www.geektonight.com/marketing-research-pdf/>

Self-recorded Video: NA

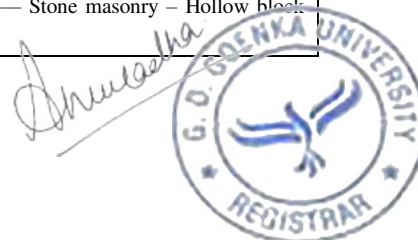
Anushka



G. D. GOENKA UNIVERSITY
REGISTRAR

CVL1405 BUILDING MATERIALS AND CONSTRUCTION TECHNOLOGY

1. Department/ School:	School of Engineering and Sciences (SoES)		
Course Name: Building materials and construction technology	3. Course Code	4. L -T- P	5. Credits
	CVL1405	3-0-2	4
Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective	Open Elective <input type="checkbox"/> VAC
Prerequisite(s), if any (Mention course code and name): NA			
Frequency of offering (check one): Odd <input type="checkbox"/> Even <input checked="" type="checkbox"/> Any Semester <input type="checkbox"/> Both Semester <input type="checkbox"/>			
Focus: <input checked="" type="checkbox"/> Employability <input type="checkbox"/> Entrepreneurship <input type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge <input type="checkbox"/>			
9. Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning Problem solving methodologies	
<p>Brief Syllabus: Concrete is one of the most vital materials used in construction. Concrete is made up of cement, coarse aggregate; fines aggregate, water and admixtures. The strength of concrete is directly depending upon the properties of these materials and their proportion in the concrete. In this course student will learn the various properties of concrete ingredients and various properties of concrete itself and their testing including non-destructive testing such as ultrasonic pulse velocity test, rebound hammer test etc. They will also learn the various mix design methods to design the concrete for different construction works.</p>			
Total lecture, Tutorial and Practical Hours for this course (Take 12 teaching weeks per semester)			
Lectures: 36	Tutorials: 0	Practicals: 0	
Course Outcomes (COs): After completion of course, student will be able to:			
COCVL1405.1	Define the suitability of materials for the building material and construction works.		
COCVL1405.2	Understand the various method of testing fresh cement and hardened concrete.		
COCVL1405.3	Apply concrete mix by various method incorporating actual site conditions.		
COCVL1405.4	Analyze the importance of various building material, concrete properties and types of concrete on sustainability		
COCVL1405.5	Evaluate the quality of the construction materials experimentally.		
COCVL1405.6	Create components of construction elements experimentally.		
11. UNIT WISE DETAILS No. of Units: <u>5</u>			
Unit Number: 1	No. of Lectures: 8	Title: Properties & Testing of Materials	
<p>Content Summary: Physical and Mechanical properties of construction materials - commonly used types of stones -Tests for stones, road aggregates and concrete aggregates, properties of sand, BIS specification for testing of aggregates –Bricks – Properties and testing methods for Bricks. ASTM classification of Cement – Properties of Cement - Testing of Cement – Field Testing – Laboratory Testing methods – Setting time of cement – soundness of cement – fineness and compressive strength of cement – Heat of Hydration.</p>			
Unit Number: 2	No. of Lectures: 7	Title: Properties of building Materials	
<p>Content Summary: Physical descriptions of asbestos sheets, GI sheets, tubes and light weight roofing materials -Timber and its Products, Bricks masonry - Principles of construction – Bonding – Reinforced brick work — Stone masonry – Hollow block masonry - Pointing - Plastering – DPC Floor and Roof Construction: Floors</p>			



Unit Number: 3	No. of Lectures: 7	Title: Properties of construction Materials
Content Summary: Fine aggregate – Properties and testing methods – Bulking of Sand – sieve analysis – fineness modulus of sand - Cement mortar – properties and uses, Chemical Admixtures- Plasticizer – super plasticizer – air entraining agents etc		
Unit Number: 4	No. of Lectures: 7	Title: Properties of concrete
Content Summary: Concrete – selection of materials for concrete - water cement ratio - Properties of fresh concrete - workability – measurement of workability –Chlorination, Carbonation and Corrosion - process of manufacture of concrete. Introduction to Self-compacting concrete, concrete with recycled aggregates, underwater concrete		
Unit Number: 5	No. of Lectures: 7	Title: Strength of concrete and Mix Design
Content Summary: Strength of concrete – gain of strength with age – testing of hardened concrete Concrete mix design – concept of mix design – Partially destructive test (Core test) – variables in proportioning – methods of mix design – ACI method – Indian Standard method.		
Instructions for students Before coming to the class please read the resources shared. All students must secure at least 40% marks in each evaluation component All students must maintain the attendance at least 75%		
Multi-Disciplinary Approach (Please mention whether this course is multidisciplinary or not) Yes No ✓ Describe (if yes):		
SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)	
a) SDG.....9..... b) SDG.....	1. Weak 2. Moderate ✓ 3. High 1. Weak 2. Moderate ✓ 3. High	
Title of Lab Manual (if applicable): NA		
16. Books Recommended: Text Books: Shetty, M.S. (2010), Concrete Technology, S. Chand & Company Ltd. ISBN-9788121900034. Rangwala, (2011), Engineering Materials, 38th edition, Charotar Publishing House Pvt. Ltd. ISBN: 978-93-80358-26-0. M.L.Gambhir, (2009), Concrete Technology, Tata McGraw Hill Education, ISBN: 978-00-701-5136-9. Reference Books: Neville. A.M. (2010) Specification of Properties of Concrete, Standard Publishers Distributors. ISBN- 9780273755807 S.K.Duggal, (2008), Building Materials, 3rd Edition, New Age International Publishers, ISBN: 978-81-224-2392-1 E-Book: Materials for Civil and Construction Engineers" by Michael S. Mamlouk, John P. Zaniewski "Building Construction Materials and Techniques" by Dr. Rangwala "Construction Materials, Methods and Techniques" by William P. Spence, Eva Kultermann "Building Materials" by S.K. Duggal "Materials Science for Engineering Students" by Traugott Fischer, Steven H. Degalla Reference websites: The Constructor (www.theconstructor.org) Construction Knowledge (www.constructionknowledge.net)		
E-Learning Resources NPTEL: NA Animated Lab Videos: NA		



Experiential Learning Component

Sr. No.	Topic	Submissions/Assessment	COs covered
1.	Understanding the importance of sustainability in building construction	Assignment to be submitted	CO1, CO4
2.	Learning about concrete, its properties and mixes.	Assignment to be submitted	CO1, CO3
3.	Developing various methodologies and understanding of materials in construction	Assignment to be submitted	CO1, CO4

Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content: NA

Sr. No.	Title of the Experiment	CO	Unit covered	Time Required
1.	Grading of fine aggregates.	CO5, CO6	Unit 3	2 hours
2.	Test for specific gravity	CO1, CO5, CO6	Unit 3, Unit 4	2 hours
3	Compacted and loose bulk density of fine aggregate	CO5, CO6	Unit 3, Unit 1	2 hours
4	Determination of impact value of coarse aggregate	CO5, CO6	Unit 3	2 hours
5	Determination of elongation index	CO1, CO5, CO6	Unit 3	2 hours
6	Determination of flakiness index	CO1, CO5, CO6	Unit 3	2 hours
7	Test for compressive strength of bricks and blocks	CO5, CO6	Unit 1	2 hours
8	Test for Compaction factor	CO5, CO6	Unit 5	2 hours



9	Test for Water absorption of bricks and blocks	CO5, CO6	Unit 3	2 hours
10	Designing different grades of Concrete	CO5, CO6	Unit 5	2 hours
Value-Added Experiments:				

Project (To be done as an individual/in the group):

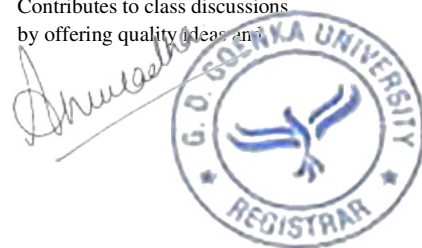
Both

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-P-C) (3-0-0-3)	Internal Evaluation Continuous Evaluation Through Practice/Assignments/File	40	Must Secure 40% Marks Out of total Marks
		End Semester examination	60	

RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Presentation	There is no clear plan for the organization of information.	Information is organized in a clear, logical way.	Effective use of facts, information and details. Design of the slides.
Group Discussion	Fails to contribute to class discussions. Expresses no	Occasionally contributes to	Contributes to class discussions by offering quality ideas and



	relevant foundational knowledge.	class discussion by offering ideas and asking questions consistently. Expresses limited foundational knowledge pertaining to class discussion.	asking appropriate questions consistently. Actively engages others in class discussions. Accurately expresses foundational knowledge about issues raised during class discussions.
Listening Skills	The student is unable to state main ideas and does nothing to help themselves do so.	The student is able to summarize every few sentences by stating main ideas if prompted by the teacher.	The student is able to summarize every few sentences by stating the main ideas.
Project/Assignment	Completely plagiarized from different sources	No plagiarized Content	No plagiarized content AND Appropriate Description Mechanisms
Surprise Test/Quiz	50-70%	70-90%	>90%
End Term Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
COCVL1405.1	-	-	2	-	-	-	2	-	2	-	2	-	2	-
COCVL1405.2	-	-	2	-	-	3	-	1	3	-	1	-	-	1
COCVL1405.3	-	2	-	2	-	3	1	2	-	2	3	2	-	-
COCVL1405.4	-	-	3	-	2	-	-	1	3	2	-	-	3	-
COCVL1405.5	-	2	-	-	-	-	1	2	-	3	2	3	-	-
COCVL1405.6	-	-	2	-	3	-	-	-	2	-	2	-	-	2

1=weakly mapped

2= moderately mapped

3=strongly mapped



CVL1801 - Mechanics for Engineers

Department/ School:		SCHOOL OF ENGINEERING AND SCIENCES		
Course Name: Mechanics for Engineers		Course Code	L-T-P	Credits
		CVL1801	3-0-0	3
Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective	Open Elective	VAC
Prerequisite(s), if any (Mention course code and name)				
Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even Any Semester Both Semester				
Focus: Employability <input checked="" type="checkbox"/> Entrepreneurship <input checked="" type="checkbox"/> Skill Development <input checked="" type="checkbox"/> Basic Knowledge <input checked="" type="checkbox"/>				
Student centric methods used for enhancing learning experiences (Tick relevant)		<input checked="" type="checkbox"/> Experiential learning <input type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies		
Brief Syllabus: Course Objectives The objective of the course is to: 1.To learn the effect of force, moment and coupling on rigid body. 2. Compute forces in member of trusses and frames. 3. Study the friction effect between two rigid body 4. Compute the properties of area. 5. Calculation of work and energy by impulse and momentum methods for particle and rigid body				
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)				
Lectures: 24		Tutorials:		Practical's:
Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed:				
COCVL1801.1	Define resultants and apply conditions of static equilibrium to plane force systems			
COCVL1801.2	Understand, Identify and quantify all forces associated with a static framework			
COCVL1801.3	Apply problems in kinematic and dynamic systems			
COCVL1801.4	Analyse the properties of area and compute the friction between rigid body			
COCVL1801.5	Create, Undertake laboratory practical and report results			
UNIT WISE DETAILS No. of Units: _____				
Unit Number: 1	No. of Lectures: 7			Title:
Statics of Particles				
Content Summary: • Basic concepts and definitions in Mechanics • Scalar and vector quantities, Units, and dimensions • Forces and moments • Equilibrium of a particle • Free body diagrams • Resultant of concurrent forces • Coplanar force systems				
Unit Number: 2	No. of Lectures: 4			Title:
Statics of rigid Bodies				
Content Summary: • Equilibrium of rigid bodies • Free body diagrams for rigid bodies • Equivalent systems of forces • Distributed forces: centroids and centre of gravity				
Unit Number: 3	No. of Lectures: 6			Title: Dynamics of
Particles and Friction				
Content Summary: • Laws of dry friction • Analysis of systems involving friction • Kinematics of particles • Newton's second law and dynamic equations • Work and energy principles • Impulse and momentum				
Unit Number: 4	No. of Lectures: 4			Title: Kinematics and Dynamics
of Rigid Bodies				
Content Summary: • Kinematics of rigid bodies • Translation and rotation • Moment of inertia and mass moment of inertia • Angular momentum and angular impulse				
Unit Number: 5	No. of Lectures: 3			Title:
Structures and Machines				
Content Summary: • Trusses and frames • Analysis of trusses • Simple machines: pulleys, levers, etc.				
13. Title of Lab Manual (if applicable):				
Books Recommended:				
Text Books –				
1) A textbook of engineering mechanics by R K Bansal by Shames, Pearson's				
2) Mechanics for Engineers. Beer, F.P. and Johnston. Tata McGraw Hill. New Delhi				
3) Engineering Mechanics. Nelson. McGraw Hill Inc.				
E-Book:				
1) "Engineering Mechanics: Statics" by J.L. Meriam and L.G. Kraige				
2) "Engineering Mechanics: Dynamics" by J.L. Meriam and L.G. Kraige				
3) "Vector Mechanics for Engineers: Statics" by Ferdinand P. Beer, E. Russell Johnston Jr., and David F. Mazurek				
4) "Vector Mechanics for Engineers: Dynamics" by Ferdinand P. Beer, E. Russell Johnston Jr., and David F. Mazurek				
5) "Mechanics of Materials" by Ferdinand P. Beer, E. Russell Johnston Jr., John T. DeWolf, and David F. Mazurek				
6) "Fundamentals of Fluid Mechanics" by Bruce R. Munson, Donald F. Young, Theodore H. Okiishi, and Wade W. Huebsch				
Reference websites:				
1. MIT OpenCourseWare				
2. Khan Academy				
3. Coursera				



E-Learning Resources NPTEL: NPTEL - Mechanics Courses Animated Lab Videos: MOOC Supplemented Project (To be done as individual/in group): both
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Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test	25%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test	45%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20%	
		Online Quiz	10%	
2	Theory+ Practical (L-T-P/L-0-P)	Minor Test	15%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test	35%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	
		Online Quiz	5%	
		Lab Work	35%	
3	Practical/Practice or for The Courses of (1-0-P) (0-0-P)	Regular Practical/Practice & Report Writing	70%	Must Secure at Least 40% Marks in Total.
		End Semester Practical/Drawing Tests Including Viva-Voce	30%	
	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	



Mapping of PO's and CO's

	Scientific Knowledge	Problem Analysis	Design / Development of Solutions	Conduct Investigations	Modern Tool Usages	The Science Graduate and Society	Environment and Sustainability	Ethics	Individual and Team Work	Communication	Research Aptitude	Life-Long Learning	Knowledge of Civil Engineering Systems	Project Development and education skills
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
COCVL1801.1	3	-	2	-	2	-	2	-	2	-	2	-	-	2
COCVL1801.2	2	-	2	-	2	3	-	1	3	-	1	-	-	-
COCVL1801.3	2	2	-	2	-	3	1	2	-	2	3	2	1	-
COCVL1801.4	3	-	3	-	2	-	-	1	3	2		-	-	3
COCVL1801.5	2	2	2	2	3	2	1	2	-	3	2	3	-	-

1=weakly mapped

2= moderately mapped

3=strongly mapped



CVL2401 Introduction to Geotechnical Engineering

1. Department/ School:	School of Engineering and Sciences (SoES)		
2. Course Name: Introduction to Geotechnical Engineering	3. Course Code	4. L -T- P	5. Credits
	CVL2401	3-0-2	4
Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/>	Programme Elective	Open Elective <input type="checkbox"/> VAC
Prerequisite(s), if any (Mention course code and name)	NA		
Frequency of offering (check one):	Odd	Even	Any Semester <input checked="" type="checkbox"/> Both Semester
Focus:	<input checked="" type="checkbox"/> Employability	Entrepreneurship	Skill Development <input type="checkbox"/> Basic Knowledge <input checked="" type="checkbox"/>
8. Student centric methods used for enhancing learning experiences (Tick relevant)	Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies		
Brief Syllabus: Basics of soil mechanics is very essential for a civil engineers, its properties can be easily understand by weight volume relations and classification of soil by index properties. Effect of water and air within the soil has given a lot of scope for research, and results compressibility and consolidation respectively. The most important parameters of soil which affects the shear strength of soil are its cohesion and friction angles. Concept of stress distribution in soils has been analysed by Boussinesq's equation, Westergaard's equation and earth pressure is also analysed for various cases.			
Total lecture, Tutorial and Practical Hours for this course (Take 12 teaching weeks per semester)			
Lectures: 36	Tutorials: 0	Practicals: 24	
Course Outcomes (COs): After completion of course, student will be able to:			
COCVL2401.1	Define engineering classification of a given soil.		
COCVL2401.2	Understand the principle of effective stress, and then calculate stresses that influence soil behaviour.		
COCVL2401.3	Apply soil deformation parameters, and calculate settlement magnitude and rate of settlement.		
COCVL2401.4	Analyze soil compaction requirements.		
COCVL2401.5	Evaluate laboratory tests, and obtain soil properties and parameters from the test observations and results.		
10. UNIT WISE DETAILS No. of Units: <u>5</u>			
Unit Number: 1	No. of Lectures: 12	Title: Weight volume relations and Index properties	
Content Summary: Distribution of soil in India, Soil - Types, 3-phase diagram, Weight-volume relations, Classification, Index properties (Atterberg's limits), Theory of compaction, Importance of geotechnical engineering.			
Unit Number: 2	No. of Lectures: 8	Title: Soil water and Permeability	
Content Summary: Soil water - Effective and neutral stresses – Flow of water through soils – Permeability – Darcy's law – Seepage and flow-nets - Quick sand conditions.			
Unit Number: 3	No. of Lectures: 7	Title: Stress distribution in soils	
Content Summary: Vertical pressure distribution- Boussinesq's equation for point load and uniformly distributed loads of different shapes– Newmark's influence chart – Westergaard's equation – Isobar diagram – Pressure bulb - Contact pressure, Earth Pressures Theories.			
Unit Number: 4	No. of Lectures: 8	Title: Compressibility, compaction and Consolidation	



3.	Calculating stress in soil for practical field.	Assignment to be submitted	CO1, CO4
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Activities for Differential learning Needs

Sr. No.	Learning Level	Activities	Assessment
1.	Slow learners	Extra classes, assignment, one to one interaction, guest lectures	Assignment, MSE, Test, viva
2.	Intermediate learners	Skill training, Journal club activities, guest lectures	Test, feedback, viva
3.	Advanced Learners	VAC courses, skill training	Presentation, viva, feedbacks

Practical Content:

Sr. No.	Title of the Experiment	CO	Unit covered	Time Required
1.	To determine moisture content of soil.	CO5	1	2 hours
2.	To determine the specific gravity of soil fraction passing 4.75 mm I.S sieve by density bottle/ Pycnometer bottle.	CO5	1	2 hours
3	To determine the grain size distribution curve for given soil sample by sieve analysis and hydrometer analysis.	CO1, CO5	2	2 hours
4	To determine the consistency limits (i.e. Liquid limit, Plastic limit & Shrinkage limit) of given soil sample.	CO5	3	2 hours
5	To determine the in-situ density of compacted soils by using core cutter & Pouring cylinder method.	CO4, CO5	3	2 hours
6	To determine the relative density of given coarse grained material.	CO5	3	2 hours
7	To determine the maximum dry density and optimum moisture content for the given soil sample.	CO5	4	2 hours
8	To determine the coefficient of permeability of given soil sample by constant head & variable head method.	CO5	5	2 hours
9	To determine unconfined compressive strength of a given soil sample.	CO5	5	2 hours
10	To determine the shearing strength of the soil using the direct shear apparatus.	CO5	4	2 hours
11	To determine shear strength of a given soil specimen using vane shear apparatus.	CO5	5	2 hours
12	To determine the shear parameters of soil by Un-drained Triaxial Test.	CO5	5	2 hours

Value-Added Experiments:



Project (To be done as an individual/in the group):

Both

Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-T-P-C) (3-0-2-4)	Internal Evaluation Continuous Evaluation Through Practice/Assignments/File	40	Must Secure 40% Marks Out of total Marks
		End Semester examination	60	

RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Presentation	There is no clear plan for the organization of information.	Information is organized in a clear, logical way.	Effective use of facts, information and details. Design of the slides.
Group Discussion	Fails to contribute to class discussions. Expresses no relevant foundational knowledge.	Occasionally contributes to class discussion by offering ideas and asking questions consistently. Expresses limited foundational knowledge pertaining to class discussion.	Contributes to class discussions by offering quality ideas and asking appropriate questions consistently. Actively engages others in class discussions. Accurately expresses foundational knowledge about issues raised during class discussions.
Listening Skills	The student is unable to state main ideas and does nothing to help themselves do so.	The student is able to summarize every few sentences by stating main ideas if prompted by the teacher.	The student is able to summarize every few sentences by stating the main ideas.



Project/Assignment	Completely plagiarized from different sources	No plagiarized Content	No plagiarized content AND Appropriate Description Mechanisms
Surprise Test/Quiz	50-70%	70-90%	>90%
End Term Evaluation (ETE)	50-70%	70-90%	>90%

Mapping of PO's and CO's

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO 1	PSO 2
COCVL2401.1	-	-	2	-	2	-	2	-	2	-	2	-	2	-
COCVL2401.2	-	-	2	-	2	3	-	1	3	-	1	-	-	-
COCVL2401.3	-	2	-	2	-	3	1	2	-	2	3	2	-	-
COCVL2401.4	-	-	3	-	2	-	-	1	3	2	-	-	-	3
COCVL2401.5	-	-	-	-	-	-	-	-	-	3	2	3	-	1

1=weakly mapped

2= moderately mapped

3=strongly mapped



CVL2803- Steel Structures

1. Department/ School: Civil Engineering/SOES							
2. Course Name: Steel Structures	<table border="1"> <tr> <td>3. Course Code</td> <td>4. L-T-P</td> <td>5. Credits</td> </tr> <tr> <td align="center">CVL2803</td> <td align="center">3-1-0</td> <td align="center">4</td> </tr> </table>	3. Course Code	4. L-T-P	5. Credits	CVL2803	3-1-0	4
3. Course Code	4. L-T-P	5. Credits					
CVL2803	3-1-0	4					
6. Type of Course (Tick one):	Programme Core <input checked="" type="checkbox"/> Programme Elective Open Elective VAC						
7. Prerequisite(s), if any (Mention course code and name) NIL							
Frequency of offering (check one): Odd <input checked="" type="checkbox"/> Even Any Semester Both Semester							
8. Focus:	Employability Entrepreneurship <input checked="" type="checkbox"/> Skill Development Basic Knowledge						
9. Student centric methods used for enhancing learning experiences (Tick relevant)	<input checked="" type="checkbox"/> Experiential learning <input checked="" type="checkbox"/> Participative Learning <input checked="" type="checkbox"/> Problem solving methodologies						
10. Brief Syllabus: This course provides the rational basis of the design of reinforced concrete members and structures through advanced understanding of the material and structural behavior, various methods for analyzing and designing the reinforced concrete structures as per IS456:2000.							
Total lecture, Tutorial and Practical Hours for this course (Take 15 teaching weeks per semester)							
Lectures: 45	Tutorials: 0 Practical's: 0						
11. Course Outcomes (COs) Possible usefulness of this course after its completion i.e., how this course will be practically useful to the students once it is completed: Students will be able to:							
COCVL2803.1	Define the behaviour and design principles of various structural steel elements in accordance to IS 800:2007. (K1, K2, K3, K4) K1- Remember; K2- Understand; K3- Apply; K4- Analyse; K5- Evaluate; K6- Create						
COCVL2803.2	Understand designing abilities for steel structures. (K1, K2, K3, K4)						
COCVL2803.3	Apply IS 800:2007 provisions to design various structural steel elements. (K3, K4)						
COCVL2803.4	Analyze primary steel structural elements and their connections. (K3, K4)						
COCVL2803.5	Evaluate simple and plated beams. (K1, K2, K3, K4)						
COCVL2803.6	Create Self-motivated inquiry. (K5)						
12. UNIT WISE DETAILS No. of Units: <u> 5 </u>							
<ul style="list-style-type: none"> Unit Number: 1 No. of Lectures: 06 Title: : Structural Steel and Design Approaches 							
Content Summary: Engineering properties and characteristics of structural steel, Types of sections, Rolling process necessity and importance. Loads and loading standards, assessment of lateral loads as per IS codes. Introduction to Plastic analysis, Methods of design – working stress, LRFD and Limit state design,							
Unit Number: 2 No. of Lectures: 09 Connections							
Content Summary: Bolted connections - Design of bolted connections subjected to direct and eccentric loadings. Welded connections - Design of welded connections subjected to direct and eccentric loadings.							
Unit Number: 3 No. of Lectures: 09 Title: Design of Tension Members							
Content Summary: Types of tension members, sectional areas, types of failure, design strength, design of tension members, lug angles and splices.							
Unit Number: 4 No. of Lectures: 09 Title: Compression Members and foundation design							
Content Summary: Types of section, section classification, column formulae, buckling classification. Design strength of simple members and struts, Design of built up and compound members including splicing, lacing and battening, Design of column bases and foundation.							
Unit Number: 5 No. of Lectures: 06 Title: Design of Flexural Members							
Content Summary: Concept of lateral restraint, laterally supported and unsupported beams, section classification, Elastic and plastic sections modulus, Determination plastic section modulus of sections, IS criteria for design, Design of simple and plated beams.							



13. Instructions for students

a) (Write the step-wise instructions for the students)
 b) Before coming in the class please read about basic physics
 c) Please read about the basics of different thermodynamic systems
 d) All student must secure at least 50% marks in each evaluation component
 e) All students must maintain the attendance at least 80%
 f) All student must submit a project either in group or single

14. Multi-Disciplinary Approach
 (Please mentioned whether this course is multidisciplinary or not)

Yes No

Describe (if yes):

NA

15. SDG Number (Mention SDGs number out of 17 SDGs for which this course is mapping)	SDG level of correlation (Mention the level of correlation for each SDG)
a) SDG.....9.....	1. Weak 2. Moderate <input checked="" type="checkbox"/> 3. High
b) SDG.....NA.....	1. Weak 2. Moderate 3. High

17. Title of Lab Manual (if applicable): NA

18. Books Recommended:

- Design of Steel Structures, N. Subramanyam, Oxford University Press, New Delhi, india, 2008
- Limit State Design of Steel Structures, S. K. Duggal, Tata McGraw Hill Education Private Limited, New Delhi, India, 2015
- Design of Steel Structures, P. Dayarathnam, Prentice Hall India, New Delhi, India, 2011 Structural Analysis by Hibbeler R.C.

Reference Books:

- IS : 800 – 2007 Code of Practice for General Construction in Steel
- . SP : 6(1) – 1964 Handbook for Structural Engineers : I. Structural Steel Sections
- Teaching Resources for Structural Steel Design – Vol. I & II, INSDAG, Kolkatta.
- Gaylord, E.H., Gaylord, N.C., and Stallmeyer, J.E., Design of Steel Structures, 3rd edition, McGraw-Hill Publications

E-Book:

- Steel Design by William T. Segui
- Steel Structures: Design and Behavior by Charles G. Salmon and John E. Johnson
- Structural Steel Design by Jack C. McCormac and Stephen F. Csernak
- Design of Steel Structures by Duggal S.K.

Reference websites:

www.aisc.org
www.steelconstruction.info

19. E-Learning Resources

NPTEL:

Animated Lab Videos:

MOOC Supplemented

Project (To be done as individual/in group):



Evaluation Scheme (Choose one)

S. No.	TYPE OF COURSE	PARTICULAR	ALLOTTED RANGE OF MARKS	PASS CRITERIA
1	Theory (L-0-0)/(L-T-0)/(L-0-P)*	Minor Test	25%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test	45%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	20%	
		Online Quiz	10%	
2	Theory+ Practical (L-T-P/L-0-P) ✓	Minor Test	15%	Must Secure 30% Marks Out of Combined Marks of Major Test Plus Minor Test with Overall 40% Marks in Total.
		Major Test	35%	
		Continuous Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	
		Online Quiz	5%	
		Lab Work	35%	
3	Practical/Practice or for The Courses of (1-0-P) (0-0-P)	Regular Practical/Practice & Report Writing	70%	Must Secure at Least 40% Marks in Total.
		End Semester Practical/Drawing Tests Including Viva-Voce	30%	
4	Project Based Course (L-T-P/L-T-0/L-0-P/L-0-0)	End Term Project	40%	Must Secure 30% Marks Out of Combined Marks of End Term Project Plus Major Test with Overall 40% Marks in Total.
		Major Test	35%	
		Class Test/ Assignment	15%	
		Class Participation Evaluation Through Class Tests/Practice/Assignments/Presentation/Quiz	10%	

RUBRIC FOR EVALUATION:
(At least 5 Criteria)

Criteria	Developing Level (1 mark)	Competent Level (2 marks)	Exemplary Level (3 marks)
Case Study	Preliminary study	Product characterization	Development strategy for new product
Market Survey	Basic survey	Comparative survey	Survey for product launch
Project	Plagiarism more than 20%	Plagiarism 10- 20%	Plagiarism less than 10%
Internal evaluation (MSE + class assignment)	50-70%	70-90%	>90%
External Evaluation (ETE)	50-70%	70-90%	>90%



Mapping of PO's and CO's

	Scientific Knowledge	Problem Analysis	Design / Development of Solutions	Conduct Investigations	Modern Tool Usages	The Science Graduate and Society	Environment and Sustainability	Ethics	Individual and Team Work	Communication	Research Aptitude	Life-Long Learning	Knowledge of Civil Engineering Systems	Project Development and education skills
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
COCVL2803.1	-	-	2	-	2	-	2	-	2	-	2	-	3	-
COCVL2803.2	-	-	2	-	2	3	-	1	3	-	1	-	-	3
COCVL2803.3	-	2	-	2	-	3	1	2	-	2	3	2	-	-
COCVL2803.4	3	-	3	-	2	-	-	1	3	2		-	-	-
COCVL2803.5	2	2	2	2	3	2	1	2	-	3	2	3	-	-
COCVL2803.6	-	-	2	-	3	-	-	-	2	-	2	-	-	1

1=weakly mapped

2= moderately mapped

3=strongly mapped



CVL3713	Construction Engineering and Management	L	T	P	C
Version1.01	Date of Approval: 10th April, 2017	3	0	0	3
Pre-requisites	--				
Co-requisites	--				

Course Objectives

- To provide a fundamental understanding of social and economic conditions within which the construction project takes place.
- To know the management techniques and project management skills and their application.
- To provide the basic knowledge of software for scheduling and controlling a project.

Course Outcomes

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

CO1. Understand the special management skills required in multidisciplinary and global construction Industry.

CO2. Integrate and apply theoretical concepts, ideas, tools and techniques to Construction practice.

CO3. Plan, schedule and control project activities using Project management software.

Catalogue Description

To ensure the safety, quality and economy of construction project, construction management is quite important. In this course students will learn about concept of management, process of planning and scheduling of the project activities, techniques and tools used in scheduling and controlling of the construction projects. They will also learn the quality and safety concerns in the construction work and labor related issues.

Course Content

Unit I: Principles of Management

7 lecture hours

Definition – Importance – Functions of Management – Relevance to government and Quasi Government departments – Private Contractors – Contracting firms – Organizational structure.

Unit II: Construction Planning and Labour Welfare

7 lecture hours

Collection of field data – Preliminary estimates – Approval and sanction of estimates – Budget provisions – Scheduling using MS project software - Relationships between management and labour – Problems – Labour legislations – Minimum Wages act – Industrial Psychology – Safety procedures in construction – MS Project Application.

Unit III: Management Techniques

9 lecture hours

Concepts of Network – Network methods CPM/PERT – Cost control – Principles – Control by graphical representation, by bill of quantities and by network analysis.

Unit IV: Project Management hours

9 lecture hours



Tendering - Arbitration - International projects – Detailed Project Reports (DPR) / Build Own Operate Transfer (BOOT) Projects / Build Operate and Transfer (BOT) – case studies.

Unit V: Accounts and Stores

7 lecture

hours

Measurements of work – Checking – Types of bills – Mode of payment – Claims – Banking settlements – Types of accounts - Cash book – Storing – Maintenance Inspection - Inventories – Transfer of surplus and accounting of shortage stores – Procedures adopted in PWD and CPWD.

Text Books

1. Jha Kumar Neeraj (2013), “Construction Project Management”, Pearson Education India. ISBN9788131732496.

Reference Books

1. Chitkara, K. K. (2010), “Construction Project Management: Planning, Scheduling and Controlling”, Tata McGraw-Hill Publishing Company Limited. ISBN 9780070680753.
2. R. L. Peurifoy and C. J. Schexnayder (2008), "Construction Planning, Equipment and Methods", Tata McGraw-Hill Publishing Company Limited. ISBN 9780073401126.

Mode of Evaluation: The subject understanding of students will be evaluated through CAT-I, II & III and Semester End Examination.

Components	MSE I	MSE II	Quiz/Assignment/Seminars etc	ESE
Weightage (%)	10	10	20	60



GMT2761	Principles of Management	L	T	P	C
Version 1.0		2	0	0	2
Pre-requisites/Exposure	-				
Co-requisites					

Course Objectives

- To describe what management is, why management is important, what managers do and how managers utilize organizational resources efficiently and effectively to achieve organizational goals.
- To distinguish among planning, organizing leading and controlling and explain how manager's ability to handle each one can affect organizational performance
- To differentiate among three levels of management and understand the responsibilities of managers at different levels in the organizational hierarchy
- To identify the roles of managers perform, the skills they need to execute those roles effectively and the way new information technology is affecting these roles and skills
- To discuss the principle challenges managers face in today's increasingly competitive global environment.

Course Outcomes

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

- Evaluate the global context for taking managerial actions of planning, organizing and controlling.
- Assess global situation, including opportunities and threats that will impact management of an organization.
- Integrate management principles into management practices.
- Assess managerial practices and choices relative to ethical principles and standards.
- Specify how the managerial tasks of planning, organizing, and controlling can be executed in a variety of circumstances.
- Determine the most effective action to take in specific situations.
- Evaluate approaches to addressing issues of diversity.

Catalog Description

Management in businesses and organizations is the function that coordinates the efforts of people to accomplish goals and objectives by using available resources efficiently and effectively. Management includes planning, organizing, staffing, leading or directing, and controlling an organization to accomplish the goal. In this course student will learn the various principles of management and various concepts of economic and financial analysis with a knowledge of customer and operations management.

Course Content

Unit I: Basic Concepts

4 lecture hours

Basic concepts of management: Definition – Essence, Functions, Roles, Level.



Functions of Management: Planning – Concept, Nature, Types, Analysis, Management by objectives; Organisation Structure – Concept, Structure, Principles, Centralization, Decentralization, Span of Management; Organizational Effectiveness.

Unit II: Management and Managerial Competencies

4 lecture hours Management and Society – Concept, External Environment, CSR, Corporate Governance, Ethical Standards.
Managerial Competencies – Communication, Motivation, Team Effectiveness, Conflict Management, Creativity, Entrepreneurship

Unit III: People Management

6 lecture

hours

People Management – Overview, Job design, Recruitment & Selection, Training & Development, and Stress Management. Leadership: Concept, Nature, Styles. Decision making: Concept, Nature, Process, Tools & techniques.

Unit IV: Economic & Financial Analysis

6 lecture hours Economic, Financial & Quantitative Analysis – Production, Markets, National Income Accounting, Financial Function & Goals, Financial Statement & Ratio Analysis.

Unit V: Customer & Operations Management

6 lecture hours Customer Management – Market Planning & Research, Marketing Mix, Advertising & Brand Management; Operations & Technology Management – Supply Chain Management, TQM & Six Sigma.

Text Books

1. Bhat A. & Kumar A. a, “Management: Principles, Processes & Practices”, Oxford university press, 2008.
2. Koontz, “Essentials for Management”, Tata McGraw Hill, 2006.

Reference Books

1. Jain, Esha. “Principles of Management”, International Book House Pvt Ltd, 2012
2. Stoner, James A. F. , “Principles of Management”, Pearson Education, 2005
3. Ghuman, “Management: Concept, practices & cases”, Tata McGraw Hill, 2010



MEC2001	Material Science & Technology	L	T	P	C
Version1.0		3	0	0	3
Pre-requisites/ Exposure	PHY1003				

Course Objectives

- The main objective of this course is to provide the basic knowledge needed to explore the discipline of materials science and engineering.
- To develop the knowledge of how the structure of materials is described technically, including crystallography, microstructure, defects, and phase diagrams
- To develop the knowledge of how the properties of materials are described technically and how material failure is analysed
- To introduce the concepts of structure-property relationships
- To develop knowledge in various class of materials and their applications

Course Outcomes

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

- understand how materials are formed and their classification based on atomic arrangement
- describe the mechanical behaviour of metallic systems and its importance
- evaluate system for fatigue failures
- Demonstrate the gained knowledge on different class of materials and their applications

Catalog Description

This introductory course combines the academic disciplines of chemistry, physics, and engineering to create a MST curriculum. The course covers the fundamentals of ceramics, glass, metals, polymers, and composites. Designed to appeal to a broad range of students, the course combines hands-on activities, demonstrations and long term student project descriptions. The basic philosophy of the course is for students to observe, experiment, record, question, seek additional information, and, through creative and insightful thinking, solve problems related to MST.

Course Content

Module I Crystal Structure

12 lecture hours

Introduction to materials science – Primary and Secondary bonding in materials- Crystalline and amorphous materials –Single crystal and polycrystalline materials – Space Lattice-Module cell – Crystal systems – Bravais Lattice- Miller indices – Closed packed structures- Principal Metallic crystal structures stacking sequence and stacking faults and crystal defects- Point, Line, Planar and volume; Volume, planar and Linear density calculations- Polymorphism and allotropy.

Module II Phase Diagrams

8 lecture hours

Basics of Solidification mechanism – Cooling curve of pure metal and alloy – Phase –Phase Diagram–Gibbs’s Phaserule–Interpretation of mass fractions using Lever’s rule–Hume



Rothery rules-Binary Iso-morphous system- Binary Eutectic alloy system (Lead-Tin System) –Binary Peritectic alloy system (Iron-Nickel System) – Invariant reactions – Iron- Iron carbide phase diagram- Slow cooling of Hypo and hyper eutectoid steels – Temperature-Time-Transformation (TTT) and Continuous Cooling Transformation (CCT) Diagrams – Effect of alloying elements in steel – types of stainless steel and cast iron.

Module III Heat Treatment

7 lecture hours

Heat Treatment – Annealing and its types, Normalizing, Hardening tempering, Aus- tempering and Mar-tempering – Microstructure observation – Surface Heat treatment processes – Carburizing, Nitriding, cyaniding, carbonitriding, flame and induction hardening.

Module IV Mechanical Properties of Materials and Testing

10

Mechanical properties of materials – Strengthening mechanism – Plastic deformation of single and poly-crystalline materials – Effect of Slip and twinning – Stress-strain curves of various ferrous and non-ferrous metals –Engineering stress strain – true stress strain relations – problems - Tensile test of ductile material – properties evaluation- Hardness measurement tests – Fracture of metals – Ductile and Brittle fracture; Fatigue – Endurance limit of ferrous and non-ferrous metals – Fatigue test ; Creep and stress rupture– mechanism of creep – stages of creep and creep test – SEM,XRD.

Module V Advanced materials and Applications

8 lecture

hours Composites – Fiber reinforced, Metal Matrix, Ceramic Matrix – properties and applications; Ceramics – Alumina, Zirconia, Silicon Carbide, Sialons, Reaction Bonded Silicon Nitride(RBSN), Glasses– properties and applications- Magnetic materials – Hard and soft magnets – Ferromagnetic Hysteresis – properties of magnetic materials – Intermetallic compounds-Polymers – thermosetting and thermoplastics – mechanical properties of polymers-Material selection procedure (two case studies)

Text Books

1. V. Raghavan. Materials Science And Engineering: A First Course 5E, ISBN 9788120324558.
2. William D. Callister , David G. Rethwisch, Fundamentals of Materials Science and Engineering: an Integrated Approach 3E : An Integrated Approach 3E ISBN 0470125373(0-470-12537-3)

Reference Books

William F. Smith and Javad Hashemi (2004), Foundations of Materials Science and Engineering 4th ed., Mc Graw Hill. ISBN-13: 978-0073529240

Mode of Evaluation:



Components	Internal			ESE
	MSE I	MSE II	Quiz / Assignment/ Seminar etc.	
Marks	10	10	20	60
Total Marks	40			60

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
CO1	Understand how materials are formed and their classification based on atomic arrangement	PO1
CO2	Describe the mechanical behaviour of metallic systems and its importance	PO1
CO3	Evaluate system for fatigue failures	PO2
CO4	Gain knowledge on different class of materials and their applications	PO1



Course Code	Course Title	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
MEC2001	Material Science & Technology	2	1										

1=addressed to small extent
2= addressed significantly
3=major part of course



MEC2704	Power Plant Engineering	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	MEC2702 Engineering Thermodynamics				
Co-requisites	--				

Course Objectives: The Objective of this course is

1. To teach students about the working of various power generation Units and steamcycles.
2. To introduce students to steam generators, combustion and firing methods in order to makethe fullest use of thermal power potentialities of thecountry.
3. To enable students understand in detail about nuclear, gas turbine, hydro and diesel power plants which play an important role in powergeneration.

LearningOutcomes: Students will be ableto

1. Understand basic power generation types and steamcycles.
2. Demonstrate the application of different types of boilers being used in various industries and theirapplicability.
3. Solve problems related to gas turbine and Rankinecycles.
4. Distinguish between various power generation Units and choose one that meetsdesired economic, environmental and socialrequirements

Catalog Description

Power Plant engineering course is concerned with the types, construction, working principles and performance of various conventional and non-conventional power plants. This course covers the design, construction, operations and performance of various components of steam, gas turbine, nuclear, hydel and diesel power plants. The course also focus on various sub components of power plants, such as steam generators, condensers, cooling towers, fuel and air handling system, super-heaters, inter-coolers, re-heaters and waste handling systems; to have a proper understanding. This course also discusses the Steam power plant in detail as 60% of total energy produced in world are generatedbythermalpowerplants.Thesyllabusalsocoversnuclearpowerplantindetailwhichisa need of currentscenario.

Course Content

Unit I Introduction to Power Plants

Power plants-Features - Components and layouts-Working principle of Steam - Hydro - Nuclear - Gas Turbine and Diesel power plants-Selection of site-Analysis of steam cycles-Rankine cycle- Reheating and Regenerative cycles



Unit II Steam Generators

Boiler classification-Types of Boiler-Fire tube and Water tube boilers-High pressure and Supercritical boilers-Positive circulation boilers-Fluidized bed boiler-Waste heat recovery boiler- Feed water heaters-Super heaters-Reheaters-Economiser-Condenser-Cooling tower-Feed water treatment-Air heaters

Unit III Combustion and Firing Methods

Coal handling and preparation-Combustion equipment and firing methods-Mechanical stokers-Pulverized coal firing systems-Cyclone furnace-Ash handling systems-Electrostatic precipitator-Fabric filter and Bag house-Forced draft and Induced draft fans-Chimney

Unit IV Nuclear and Gas Turbine Power Plants

Principles of nuclear energy-Energy from nuclear reactions-Energy from fission and fuel Burnup-Decay rates and Half-Lives-Boiling water reactor-Pressurized water reactor-Pressurized Heavy Water Reactor-Gas cooled reactor-High temperature gas cooled reactor-Pebble bed reactor-Fast breeder reactor-Liquid metal fast breeder reactor-reactor materials-Radiation shielding-Waste disposal-Gas turbine power plant-Open and closed cycles-Intercooling - Reheating and Regenerating-Combined cycle power plant

Unit V Hydro and Diesel Power Plants

Classification of Hydro-electric power plants and their applications-Selection of prime movers-Governing of turbine-Diesel power plant- Subsystems-Starting and stopping-Heat balance-Supercharging of Diesel engines

Text Books

1. P. K. Nag, "Power Plant Engineering: Steam and Nuclear", Tata McGraw-Hill Publishing Company Ltd., 2nd Edition, 2001. ISBN: 978-00-706-4815-9.

References

1. M. M. El-Wakil, "Power Plant Technology", McGraw-Hill International Editions, 1999. ISBN: 978-00-707-0244-8.
2. Black and Veatch, "Power Plant Engineering", CBS Pub and Distributors, New Delhi, 1998.
3. R. K. Rajput, "A Text Book of Power Plant Engineering", Laxmi Publications (P) Ltd, 2005. ISBN: 978-81-318-0255-7.



Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	MSE I	MSE II	Presentation/Assignment/ etc	ESE
Weightage (%)	10	10	20	60

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
C01	Understand basic power generation types and steam cycles.	P01
C02	Demonstrate the application of different types of boilers being used in various industries and their applicability.	P01
C03	Solve problems related to gas turbine and Rankine cycles.	P02
C04	Distinguish between various power generation Units and choose one that meets desired economic, environmental and social requirements	P03



Course Code	Course Title	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
		Engineering Knowledge	Problem analysis	Design/development of solutions	Conduct investigations of complex problems	Modern tool usage	The engineer and society	Environment and sustainability	Ethics	Individual or team work	Communication	Project management and finance	Life-long Learning
MEC2704	Power Plant Engineering	2	2	1									

1=addressed to small extent

2= addressed significantly

3=major part of course





Name:	
Enrolment No:	

End-Term Examination – Model Paper

Course: MEC2704- Power Plant Engineering
Semester: - 6

Programme: B.Tech.

Time: 03hrs. **Max. Marks: 60**

Instructions:
Attempt any **Four Questions** from **Section A** (each carrying 6 marks); any **Two Questions** from **Section B** (each carrying 10 marks). **Section C** is Compulsory (carrying 16 marks).

SECTION A (Attempt any Four Questions)

1.	Discuss the type of Basic Boilers thermodynamic cycles and write the short notes of process of the Rankine cycle?	[06]
2.	Write a short notes of pulverized coal handing system	[06]
3.	Briefly Explain about Gas turbine Fuels?	[06]
4.	Illustrate the construction and working principle of Pressurized Water Reactor (PWR)?	[06]
5.	Write the short note on Governing Mechanisms of Turbines?	[06]

SECTION B (Attempt any Two Questions)

6.	a) Explain the Layout of Ash handling system for thermal powerplant. b) Write the Short notes on Natural Draught with advantages and disadvantages applications?	[3+7]
7.	Draw and explain the Fast Breeder Reactor. What are the coolants are used for Fast Breeder Reactors?	[10]
8.	a) Enlist the various equipment required for a Steam PowerPlant b) Explain the working of gas turbine cycle with intercooling.	[3+7]

SECTION C is Compulsory

9.	e) Explain the construction and working principle of Diesel engine power plant? f) Explain the working of Surface condensers with its advantages and disadvantages.	[10+6]
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MEC2706	Automation in Manufacturing	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure	ELE1001				
Co-requisites	--				

Course Objectives:

1. To teach students about the Automation and Material handling system for manufacturing industry.
2. To enable the students for designing an automatic circuit for any manufacturing process.
3. To introduce modeling, optimization and simulation, as it applies to the study and analysis of manufacturing systems for decision support.

Course Outcomes: on completion of the course the student will

1. Become familiar with the different types automation and study both technological and economic issues involved in automatic manufacturing of products.
2. Develop an understanding of programmable or flexible manufacturing and its suitability for various manufacturing environments.
3. Learn about the modern techniques used for the monitoring and control of manufacturing systems

Course Content

Unit I Introduction and material handling system

Automation in Production System, Principles and Strategies of Automation, Basic Elements of an Automated System, Advanced Automation Functions, Levels of Automations, introduction to automation productivity.

Overview of Material Handling Systems- Rotary feeders, oscillating force feeder, vibratory feeder, elevator type and Centrifugal type feeders, Principles and Design Consideration, Material Transport Systems, Storage Systems.

Unit II Automated Manufacturing Systems and Control Technologies in Automation:

Classification and Overview of Manufacturing Systems, Manufacturing Cells, GT and Cellular Manufacturing, FMS, FMS and its Planning and Implementation, Flow lines & Transfer Mechanisms, Fundamentals and Analysis of Transfer Lines, product design for automatic assembly.

Industrial Control Systems, Process Industries Verses Discrete-Manufacturing Industries, Continuous Verses Discrete Control, Computer Process and its Forms. Sensors, Actuators and other Control System Components

Unit III Evaluation of automatic production and Pneumatic and hydraulic components and circuits

Product manufacturability, orientation devices- active and passive devices, parts orientation and Rocupement. Boolean algebra, pneumatic sensors and amplifiers, jet destruction devices, logic devices, schimit triggering devices, developing pneumatic circuits for automatic die casting machine.



Unit IV Modeling and Simulation for manufacturing Plant Automation:

Introduction, need for system Modeling, Building Mathematical Model of a manufacturing Plant, Modern Tools- Artificial neural networks in manufacturing automation, AI in manufacturing, Fuzzy decision and control, robots and application of robots for automation.

Text Books

1. Handbook of design, manufacturing & Automation : R.C. Dorf, John Wiley and Sons, 2006
2. Industrial Automation : W.P. David, John Wiley and Sons, 2004

References

1. Tiess Chiu Chang & Richard A. Wysk, "An Introduction to Automated Process Planning Systems", 2002
2. Viswanandham, "Performance Modeling of Automated Manufacturing Systems", PHI, 2001
3. M. P. Groover, "Automation, Production Systems and Computer Integrated Manufacturing", Pearson Education, 2010
4. Bruno Lotter, "Manufacturing assembly Handbook", 2004
5. G. H. Amber & P. S. Amber, "Anatomy of Automation", Prentice Hall, 2003.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	MSE I	MSE II	Presentation/Assignment/ etc	ESE
Weightage (%)	10	10	20	60
Mapping between COs and POs				
	Course Outcomes (COs)			Mapped Programme Outcomes
CO1	Become familiar with the different types automation and study both technological and economic issues involved in automatic manufacturing of products.			PO1,
CO2	Develop an understanding of programmable or flexible manufacturing and its suitability for various manufacturing environments.			PO1,PO2
CO3	Learn about the modern techniques used for the monitoring and control of manufacturing systems			PO3,PO5



Course Code	Course Title	PO 1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO 11	PO 12
MEC2706	Automation in manufacturing	2	1	1		2							
		Engineering Knowledge	Problem analysis	Design/development of solutions	Conduct investigations of complex	Modern tool usage	The engineer and society	Environment and sustainability	Ethics	Individual or team work	Communication	Project management and finance	Life-long Learning

1=addressed to small extent 2= addressed significantly 3=major part of course



MEC3702	Industrial Engineering and Management	L	T	P	C
Version1.0		3	0	0	3
Pre-requisites//Exposure					
Co-requisites					

Course Objectives:

The objective of this course is

1. To enable the students understand the demand forecasting techniques and costing.
2. To provide students an insight into the concepts of industrial engineering and organization.
3. To familiarize the students with principles of work-study and Ergonomics.
4. To introduce students to various aspects of plant design and materials planning.

Learning Outcomes:

Student will be able to

1. Conduct market research, demand forecasting and costing
2. Demonstrate the knowledge of designing plants and controlling production.
3. Optimize the resources of an organization and improve productivity.

Course Contents

Unit I Demand Forecasting and Elements of Cost

Macro and micro economics - Demand and supply – Factors influencing demand – Elasticity of demand – Demand forecasting – Time series - Exponential smoothing casual forecast - Delphi method – Correlation and Regression - Barometric method – Long run and Short run forecast.

Elements of cost – Determination of Material cost - Labour cost - Expenses – Types of cost – Cost of production - Overhead expenses – Problems.

Unit II Industrial Organisation

Introduction to Industrial Engineering – Concepts - History and Development of Industrial engineering – Roles of Industrial Engineer – Applications – Productivity – Factors affecting productivity – Increasing productivity of resources – Kinds of productivity measures.

Unit III Work Design

Introduction to work study – Method study – Time study – stopwatch time study - Standard data - Method Time Measurement (M-T-M) – Work sampling – Ergonomics.

Unit IV Plant Layout and Group Technology

Plant location - Factors - Plant layout - Types - Layout design process - Computerized Layout Planning



- Construction and Improvement algorithms -ALDEP - CORELAP and CRAFT.

Group technology-Problem definition - Production flow analysis - Heuristic methods of grouping by machine matrices - Flexible Manufacturing System - FMS work stations- Material handling and Storage system-Cellular Manufacturing System.

Unit V Production Planning and Control

Types of productions, Production cycle-Process planning, Forecasting, Loading, Scheduling, Dispatching, Routing- Simple problems.

Materials Planning-ABC analysis-Incoming materials control-Kanban system-Just in time.MRP systems- Master Production Schedule - Bill of Materials - MRP calculations - MRPII.

Text Books

1. Buffa E. S., "Modern Production / Operational Management", John Wiley & Sons, 2000.
2. Khanna O. P., "Industrial Engineering and Management", Khanna Publishers, 2001.

References

1. Kumar B., "Industrial Engineering", Khanna publishers, 2000.
2. Panneerselvan. R., "Engineering Economics", Prentice Hall of India Pvt Ltd., 2000.
3. Panneerselvan. R., "Production/Operations Management", Prentice Hall of India Pvt. Ltd., 2000.

Mode of Evaluation Quiz/Assignment/ Seminar/Written Examination Scheme:

Components	MSE I	MSE II	Presentation/Assignment/ etc	ESE
Weightage (%)	10	10	20	60

MSE I - First Mid Semester Examination MSE II - Second Mid Semester Examination ESE - End Semester Examination

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs	
Course Outcomes (COs)	Mapped Programme Outcomes



C01	Conduct market research, demand forecasting and costing	PO 11
C02	Demonstrate the knowledge of designing plants and controlling production.	PO2, PO6
C03	Optimize the resources of an organization and improve productivity.	PO5, PO6

		Engineering Knowledge	Problem analysis	Design/development of solutions	Conduct investigations of complex Problems	Modern tool usage	The engineer and society	Environment and sustainability	Ethics	Individual or team work	Communication	Project management and finance	Lifelong Learning
Course Code	Course Title	PO 1	PO 2	PO3	PO4	PO 5	PO 6	PO7	PO 8	PO 9	PO 10	PO 11	PO 12
MEC 3702	Industrial Engg. & mgmt.		2			1	2					3	

1=addressed to small extent

2= addressed significantly

3=major part of course



MEC3714	Advanced Machining Process	L	T	P	C
Version 1.0		3	0	0	3
Pre-requisites/Exposure					
Co-requisites	--				

Course Objectives: The objective of the course is

1. To teach the principles of material removal mechanism of advanced machining processes such as mechanical, electro-chemical and thermal.
2. To provide in depth knowledge in selection of advanced machining process to fabricate intricate and complex shapes in difficult to machine material.
3. To provide awareness of advanced finishing processes to achieve submicron/nanosurface finish.

Learning Outcome: Student will be able to

1. Identify and suggest the suitable manufacturing process for advanced materials and critical finishing.
2. Deal with sophisticated and advanced equipment such as IBM, EBM, PAM etc.,

Catalog Description

Today's stringent design requirements and difficult-to-machine materials such as tough superalloys, ceramics, and composites, have made traditional machining processes costly and obsolete. As a result, manufacturers and machine design engineers are turning to advance machining processes. These machining processes utilizes electrical, chemical and optimal sources of energy to machine the given job. Going through this subject students will get insight of various advanced machining processes and there system components, process variables and industrial applications. This is a perfect course for any one designing, researching or converting to a more advance machining process.

Course Content

Unit I Mechanical Advanced Machining Processes

Need and classification of non-traditional machining processes – Material removal in traditional and non-traditional machining processes - considerations in process selection. Ultrasonic machining – Working principle, mechanism of metal removal – Theory of Shaw,



elements of the processes, tool feed mechanism, effect of parameters, applications and numerical. Abrasive jet machining, Water jet machining and abrasive water jet machine - Basic principles, equipment's, process variables, mechanics of metal removal, MRR, application and limitations.

Unit II Electro – Chemical Processes

Principle of ECM process, chemistry of the ECM processes, Parameters of the process, determination of the metal removal rate, dynamics of ECM process, polarization, tool design, advantages and disadvantages, application, electrochemical grinding, electrochemical honing, electrochemical deburring, Application of ECM for deep hole drilling-electro stream drilling and shaped tube electrolytic machining. Chemical machining - Fundamental principle, types of chemical machining, maskants, etchants, advantages, disadvantages, applications

Unit III Electric Discharge Machining

Working principle of EDM, Power circuits for EDM-RC pulse generator and controlled pulse generator- Analysis of R-C Circuits – Mechanics of metal removal in EDM, Process parameters, selection of tool electrode and dielectric fluids, surface finish and machining accuracy, characteristics of spark eroded surface and recent development in EDM. Wire EDM – Working principle, process variables, process characteristics and applications. Electric discharge grinding and electric discharge diamond grinding - working principle, process capabilities and applications.

Unit IV Laser, Electron Beam, Ion Beam and Plasma Arc Machining

General working principle of laser beam machining – Generation of Laser, types of Lasers, process characteristics and applications.

Electron Beam Machining - Equipment for production of Electron Beam, theory of EBM, thermal and non-thermal type, process characteristics and applications.

Ion Beam Machining - Mechanism of metal removal and associated equipments, process characteristics and applications.

Plasma Arc Machining - Metal removal mechanism, process parameters, process characteristics, types of torches, applications.

Unit V Advanced Finishing Processes

Abrasive flow Machining (AFM) - working principle, AFM system, process variables, process performance and applications.

Magnetic abrasive finishing (MAF) - working principle, MAF system, material removal and surface finish, process variables and applications.

Chemomechanical polishing, working principle, material removal and surface finish and applications.



Text Books

1. V. K. Jain (2004), Advanced Machining Processes, 1st Edition, Affiliated Allied Publishers. ISBN:978-8-177-64294-0.

Reference Books

1. Hassan El-Hofy (2005), Advanced Machining Processes, 1st edition Affiliated McGraw-Hill. ISBN:978-0-071-45334-9.
2. Gary F. Benedict (1987), Nontraditional Machining Processes, 1st Edition, Affiliated CRC press. ISBN082-4-773-527.
3. M. Adithan(2008),ModernMachiningMethods,1stEdition,AffiliatedKhannaPublishers New Delhi. ISBN:978-8-174-09225-0.
4. K. P. Mishra (2006), Nonconventional Machining, Edition 1st , Affiliated Narosa Publishing House. ISBN:978-8-173-19138-1.
5. C. P Pandey and H. S. Shan (1980), Modern Machining Processes, Edition 1st,Affiliated Tata McGraw Hill Publishing Company Ltd., New Delhi.ISBN:978-0-070-96553-9.

Modes of Evaluation: Quiz/Assignment/ presentation/ extempore/ Written Examination

Examination Scheme:

Components	MSE I	MSE II	Presentation/Assignment/ etc	ESE
Weightage (%)	10	10	20	60

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and POs		
	Course Outcomes (COs)	Mapped Programme Outcomes
C01	Identify and suggest the suitable manufacturing process for advanced materials and critical finishing.	P01,P02,P05,P07
C02	Deal with sophisticated and advanced equipment such as IBM, EBM, PAM etc.	P01,P02,P04,P05



Course Code	Course Title	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	P012
MEC3714	Advanced machining Process	2	3		2	3		2					

1=addressed to small extent

2= addressed significantly, 3=major part of course



CSE4911: Business Planning & Project Management

Course description: This Course of Business Planning and Project Management aims to sensitize learners about the concept of planning in general and business planning specifically. The course would also give insights the learners about successfully managing projects.

Course Layout

Week 1 : Introduction, Nature and Limitations of Planning

Week 2 : Planning Devices & Obstacles in Planning and Techniques of Forecasting

Week 3 : Introduction and Process of Forecasting, Techniques of Forecasting

Week 4 : Difference between Forecasting and Planning, Introduction to Project Management

Week 5 : Project Management Maturity, Project Selection - Model & Types

Week 6 : Project Management and Project Manager, Organisation Structures for Project Management

Week 7 : Project Organisation and Matrix Organisation, The Nature of Negotiation, Conflict and Project Life Cycle

Week 8 : PERT and CPM, Critical Path Method & Crashing the Project, The Planning - Monitoring - Controlling Cycle

Week 9 : Fundamental Purposes of Project Control, Design of Control Systems

Week 10 : Some Essentials of an Audit, Varieties of Project Termination, Termination Process



CSE4912 : Geographic Information Systems

Course description: The proposed course provides detailed understanding about Geographic Information Systems and their applications in Civil Engineering and Earth Sciences. All aspects starting from data input to modelling would be discussed in this course. Further, in the proposed course various datasets including DEMs, their source, generation techniques, derivatives, errors and limitations would be discussed extensively. Surface Hydrologic Modelling using DEMs, modelling derivatives and their applications would also be discussed.

Course Layout

Week 1: What is Geographic Information Systems?, Essential components of GIS, Different types of vector data, Concept of topology, Demonstration through GIS software

Week 2: Raster data model and comparisons with vector, TIN data model and comparisons with raster, Non-spatial data (attributes) and their types, Vector Data Compression Techniques

Week 3: Raster Data Compression Techniques-01,02, Georeferencing, Pre- processing of spatial datasets-01

Week 4: Pre-processing of spatial datasets-02& 03
Spatial Interpolation Techniques-01 & 02
GIS Analysis- 01

Week 5: GIS Analysis-02,03,04,05
Demonstration through GIS software

Week 6: GIS Analysis-06 &07
Attributes Classification Methods
Spatial Database systems and their types-01
Demonstration through GIS software

Week 7: Spatial Database systems and their types-02
Concept of NoData in Raster, Different map projections, Concept of digital elevation model (DEM) and how it is represented
Demonstration through GIS software

Week 8: Various techniques to generate digital elevation models-1,2,& 3
Digital Elevation Models and different types of resolutions
Demonstration through GIS software

Week 9: How to assess quality of a DEM
Integration of DEMs with satellite data
Common derivatives of DEMs - Slope and aspect-01 & 02
Demonstration through GIS software

Week 10: Common derivatives of DEMs - Slope and aspect-03
DEMs derivatives-1 ,2,3 & 4

Week 11: Triangulated Irregular Network (TIN) and its derivatives
Shaded relief models and their applications
DEM based Surface Hydrologic Modelling-1 & 2
DEMs and Dam Simulation and its application in groundwater hydrology

Week 12: DEMs Sources, limitations and future of Digital Elevation Models
Applications of DEMs in Viewshed and Flood Hazard Mapping
Applications of DEMs in solar and wind energy potential estimations
Errors in GIS and key elements of maps
Limitations and Rules of GIS

