

**List of courses and syllabi
on Human Values**

1.3.1 - List of courses on Human Values

S.No	Name of the programme	Course Code	Name of the Course	Acad. Council
1	B.A History	HIS 201	Entangled Histories	14th AC
2	B.A History	HIS 102	Human Civilizations	14th AC
3	B.A History	HIS 509	Understanding Social Inequality	14th AC
4	B.Sc Psychology Hons.	PSY 304	Educational Psychology	13th AC
5	B.Sc Psychology Hons.	PSY 302	Human Resource Psychology	13th AC
6	B.Tech Computer Science and Engineering	PSY 111	Psychology For Everyday Living	20th AC
7	B.Tech Computer Science and Engineering	OEC 105	Management Lessons From Mahabharata	19th AC
8	B.Tech Computer Science and Engineering	OEC 111	Aadigyan	19th AC
9	BBA Hons.	BBA 207	Mind & Soul Training - I	20th AC
10	Master of Business Administration	MBA 106	Samaj Seva	16th AC
11	Master of Business Administration	MBA 208	Samaj Seva-II	16th AC

Entangled Histories

Course Code	HIS 201	Course Category	Core Course (CC)	L-T-P-C	4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	HISTORY	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

- Objective 1:** To address the issues of utilization of sources of the late medieval and early modern period
- Objective 2:** To comprehend the process of proto globalization and early modern knowledge networks.
- Objective 3:** To explore the complexities of the development of early imperialism and proto-colonialism.
- Objective 4:** To learn the cosmopolitan structure of the early modern period.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Describe entangled history .	2	90%	90%
Outcome 2	Discuss the role of maps, survey, and census in the formation of colonial knowledge .	2	70%	60%
Outcome 3	Examine the early modern global economic system through the lens of human values .	2	80%	70%
Outcome 4	Demonstrate the impact of European colonialism on India	2	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	P S O 1	P S O 2	P S O 3
Outcome 1			2							2		2	2	2	
Outcome 2	2	2	3	2	2			2		2		3	3	2	3

me 2																
Out co me 3			3	2	2					2			2	3	2	2
Out co me 4		2	3	3					2				3	3	2	3
Co urs e Ave rag e	2	2	3	2	2				2				3	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Perceptions of the Past	10	1	
	The frames of the past – Time as a narrator	2		1,2
	Defining the region (physical, imagined and other geographies)	2		1,2,3
	Stories from the sea, land and elsewhere (sources and methods)	2		1
	From global histories to connected histories	2		1,2,7
	Entangled histories and integrative histories	2		2,7
Unit 2	Towards a History of Exploration and Travel	14	2,3	
	Migrations and human movements in history	1		4
	Early Explorers and settlers	1		1,2,4
	Travel, Religion and Knowledge	2		1,2,3
	Travellers and travel accounts(Marco Polo, Ibn Batuta, Linschoten)	2		1,4
	Maps, globes and Telescopes (Renaissance)	2		1,2
	Enlightenment and the broadening of reason	2		2,3
	Re-visiting the Empire(The Mings and the Mughals)	2		4
	The Indian Ocean and its many histories	2	3,7	
Unit 3	Early Modernities	12	3,4	
	Ports, traders and trade routes(Mercantilism)	2		1,3,5
	States, Courts and markets	1		1,5,7
	The possibilities of maritime trade	1		1,3
	Imagining the ‘Other’	2		1
	Bioprospecting’-Medicine, Botany and empire	2		1
	Scientific Revolution and its impact	2		3
	Asia and the making of Early modern Europe	2	3	

Unit 4	Early Modern Networks	13		
	Shaping the Empire	2	2,4	2,4
	The Portuguese, the Dutch, the French and the British Trade and Early Empire building enterprises	2		2,7
	Memoirs, reports and Administrative Accounts	2		1,2
	Census and Survey	2		2,3
	Life in the early settlements	1		2
	Addressing the 'native' question- Issues of religion and caste	2		2,7
	Gender and the Empire	2		2
Unit 5	Addressing the Margins	11		
	Representing the marginalised	2	4	6
	A case of 'thugs' and 'anti-socials'	2		6
	Morality and the Empire	2		3,4
	'Proselytising'(and) the world	1		2,7
	Biomedicine and colonial world	1		5,6
	Nature and the empire	1		5
	Colonial Forestry and Green Imperialism	2		6
Total Hours			60	

Recommended Resources

- Andre Gunder Frank, *Re Orient; Global Economy in the Asian Age*, University of California Press, 1998.
- Bernard S Cohen, *Colonialism and Its Forms of Knowledge: The British in India*, Princeton University Press, 1996.
- Donald F Lach, *Asia in the Making of Europe, Volume I: The Century of Discovery, Book 1*, University of Chicago Press, 2008.
- Edward Said, *Orientalism; Western Conceptions of the Orient*, Penguin, 2006.
- Harold J Cook, *Matters of Exchange, Commerce, Medicine and Science in the Dutch Golden Age*, Yale University Press, 2007.
- Jorge Cañizares-Esguerra, *Nature, Empire, and Nation: Explorations of the History of Science in the Iberian World*, Stanford University Press, 2006
- Sanjay Subrahmanyam, *Explorations in Connected History; From the Tagus to the Ganges*, Oxford University Press, 2005

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)	
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)		
		Th	Th	Th	Th	Th	
Level 1	Remember	100%	100%	100%	100%	100%	
	Understand						
Level 2	Apply						
	Analyse						
Level 3	Evaluate						
	Create						
Total		100%	100%	100%	100%	100%	

HUMAN CIVILISATIONS

Course Code	HIS 102	Course Category	Core Course (CC)	L-T-P-C	4	0	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	HISTORY	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: to comprehend the origins of human societies.

Objective 2: To broadly understand chronology

Objective 3: To familiarize with global cultures.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Comprehend world civilizations	2	70%	60%
Outcome 2	Discuss the diversity of the past	2	70%	60%
Outcome 3	Appraise the significance of world heritage	2	70%	60%
Outcome 4	Comprehend the principles of archaeology	2	75%	65%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Life Long Learning	PSO 1	PSO 2	PSO 3
Outcome 1	3	3	3	2	2		1	3	3	2		1	1	2	2
Outcome 2	2	2	3	2	1		1	3	1	2		1	1	1	1

me 2															
Out co me 3	2	1	2	1	1		1	3	2	2		2	1	1	2
Out co me 4	3	3	2	3	1		1	3	2	3		2	2	2	2
Co urs e Ave rag e	3	2	3	2	1		1	3	3	2		3	1	2	2

Course Unitization Plan

Unit No.	Unit -Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Early Human Civilisation	12		
	What is Civilisation?	2	1,3	1,2
	Stages of Human evolution	4	3	1,3,4
	African Origins of Humanity, Sexual Dimorphism	2	3,4	1,3,4
	Development of Language and HG society	4		
Unit 2	Towards the Neolithic	12		
	Towards the Mesolithic period	2	1,2	1
	Changes in subsistence strategies based on the case studies from West Asia, Europe or Meso America	2	1,2	1
	Neolithic Period: Origins of food production	2	1,2	1
	Gender Division of Labour; Case studies of early farming settlements at Catal Hoyuk, Abu Hureya, Jericho, Syria or Jordan	2		
	Early farming societies - Neolithic religious formations	4	1,2	2
Unit-3	Bronze Age Civilizations	12		
	Discovery of metals and its impact	2	2,4	2
	Development of writing systems	2	2,4	2
	Tigris and Euphrates River valley; Cities	1		
	Urban Revolution	1	1,2	2
	Private Life in Ancient Egypt	1	2,3	2
	Minoan Civilisation of Crete – Harappan Civilisation	4		
	Origin of Chinese Civilisation	1		
Unit-4	Other Ways of Living	12		
	Nomadic Pastoralism	3	3	2,3

	Pastoral People of the Middle East	3	3	2,3
	Pastoralism in Central Asia	3	3	2,3
	Socio- political interaction of pastoral tribes with the urban centres	2	4	3
	The advent of Iron - its origin and implications.	1		
Unit-5	The Hellenic World	12		
	Ancient Greece; the emergence of polis	2	2	4
	Athens and Sparta, the Myth of Arcadia	2	2	4
	The Slave Mode of Production: Emergence of Slavery in ancient Greece	2	2	3
	Organization of production in Ancient Greece	2	2	3
	The Nature of classical urbanism	2	2	4
	Hellenistic Phase	2	2	4
Total Hours		60		

Recommended Resources

1. Amar Farooqui. Early Social Formations. Delhi: Manak Publications, 2001.
2. Bogucki, P. The Origins of Human Society. Massachusets and Oxford: Wiley Blackwell Publishers, 1999
3. Fernand Braudel, The Mediterranean in the Ancient World, Penguin, 2007.
4. R.J Wenke Pattern in Prehistory: Humankind's First Three Million Years, Oxford University Press, 2006

Other Resources

1. V. Gordon Childe, What Happened in History, 1942.

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)						End Semester Exam (50%)			
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)				Mid-2 (15%)	
		Th		Th		Th		Th		Th	
Level 1	Remember	100%		100%		100%		100%		100%	
	Understand										
Level 2	Apply										
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

Out co me 1	2		2		2			3		2		2	3	2	3
Out co me 2	2		3	3	3			3		2		2	3	3	3
Out co me 3	2		3	2	3			3		2		3	3	3	3
Out co me 4	2		2	2	2			3		2		3	2	2	2
Co urs e Av era ge	2		3	2	3			3		2		3	3	2	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	COs Addressed	References Used
Unit 1	Debate on the Origins of Caste	13		
	Defining the institution of Caste, Organising principle of caste structures and hierarchy.	2	1,2	9
	Caste as a category of historical analysis.	2		9
	Origins of Varna and Jati – Multiple Theories	2		9,14
	Varna – Jati; Interplay, Contestations and Overlaps	2		9,23
	Consolidation of Caste structures	2		9,13
	Caste as a site of patriarchy and violence	1		18
	Resistance to caste: Buddhism, bhakti movement in South India and further developments	2		14
Unit 2	Transformations and Continuities in Medieval India	9		
	Structural developments in Medieval India: Case study of Medieval Andhra Pradesh	2	1,2	4,11,15
	Bhakti as a site of Caste resistance: Kabir, Tukaram, Ramabai, Tarabai	3		1,3
	The medieval state and caste- An overview	1		8
	Intersectional reading of caste: Class, Gender and Religion	2		3
	The Praxis of Caste: The Lived Experience of Caste	1		2,20

Unit 3	UNIT III – Contesting Caste in Modern India	12		
	Social Reform Movements and the issues of Caste, class, and Gender.	2	1,3	12
	Modern conception of Law and the Caste structure	1		6,7
	Contestation and Resistance: Phule, Iyotha Thass, Periyar and Ambedkar.	2		1
	Caste and its regional trajectories: Non-Brahmin Movement in the South and Maharashtra.	2		12
	From Untouchable to Dalits	1		2,20
	Ambedkar and Gandhi’s views and debate on Caste.	2		2,22
	Dalit critique of modernity and caste.	1		2,6,17,21
	The politics of caste, gender, and sexuality.	1		1,17
Unit 4	UNIT IV: Caste in Contemporary India	11		
	Caste as cultural capital	1	4	20
	Caste, Constitution and Judiciary.	2		10,19
	Reservation: Special Provisions and Cultural Rights; the issue of Schedule Tribes.	2		6,10,19,20
	Assertion of caste identities against inequality and exclusion.	2		5,6,12,16
	Politics of plurality, regional political structures, and caste.	2		12,19
	Caste, Race and Beyond.	1		22,6
	Does Caste Matter?	1		2,10
Total Hours			45	

Recommended Resources

- Anandhi, S and Karin Kapadia, 2017, *Dalit Women: Vanguard of an Alternative Politics in India*, Taylor and Francis, 2017.
- Ambedkar, B. R., *Annihilation of Caste*, Samyak Publication, 2013.
- Chakravarti, Uma, 2003, *Gendering Caste: Through a Feminist Lens*, STREE.
- Champaklakshmi, R., “Caste and Community: Oscillating Identities in Pre Modern South India” in *Religion, Tradition and Ideology: Pre Colonial South India*, (ed.) R. Champaklakshmi, Oxford University Press, New Delhi, 2011.
- Deshpande, A, *Grammar of Caste: Economic Discrimination in Contemporary India*, OUP, 2011
- Deshpande, Satish. 2004, *Contemporary India: a sociological view*, Viking, New Delhi
- Gupta, Dipankar, *Interrogating Caste: Understanding Hierarchy & Difference in Indian society*, Penguin Books, 2000.
- Habib, Irfan, *Essays in Indian History*, Anthem Press, Chapter 5, 2002
- Jaiswal Suvira, *Caste: Origin, Functions and Dimensions of Change*, Manohar, 2019.
- Jodkha. S. Surinder, *Caste: Oxford India Short Introductions*, OUP, 2012.
- Karashima, Noboru, *Towards a New Formation: South Indian Society Under Vijaynagar Rule*, Oxford University Press, California, 1992.
- Omvedt Gail, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient BlackSwan, 2011.

- Sharma, Ram Sharan, *Sudras in Ancient India: A Social History of the Lower Order Down to Circa A D 600*, Motilal Banarsidass, Third Revised Edition, Delhi, 1990; Reprint, Delhi, 2002
- Sharma, Ram Sharan, *Rethinking India's Past*, Oxford University Press, 2009,
- Talbot, Cynthia, A revised view of 'traditional' India: Caste, status, and social mobility in medieval Andhra, *South Asia: Journal of South Asian Studies*, Volume 15, 1992 - Issue 1.
- Rao, Anupama. 2009. *The Caste Question: Dalits and the Politics of Modern India*. Permanent Black.
- Rege, Sharmila, *Against the Madness of Manu*, Navayana, 2013.
- Chakravarti, Uma, 1993, Conceptualising Brahmanical Patriarchy in Early India, *Economic & Political Weekly*
- Hassan, Zoya. 2011, *Politics of Inclusion; Castes, Minorities and Affirmative Action*, Oxford University Press, 2011.
- Guru, Gopal and Sundar Sarukkai, *Experience, Caste, and the Everyday Social*, Oxford University Press, 2019.
- *The Cracked Mirror: An Indian Debate on Experience and Theory*, OUP India, 2018.
- Guru, Gopal, *Humiliation: Claims and Context*, Oxford University Press, 2011.
- Jha, Vivekanand. "Leather Workers in Ancient and Early Medieval India." *Proceedings of the Indian History Congress*, vol. 40, 1979, pp. 99–108

Other Resources

- Hanumanthan, K. R., *Untouchability: A Historical Study Upto 1500 A.D.*, Koodal Publishers, Michigan, 1979.
- Jha, D N, *The Myth of the Holy Cow*, Verso, 2002.
- Jha, Vivekananda, Caste, Untouchability and Social Justice: Early North Indian Perspective, *Social Scientist*, Nov. - Dec., 1997, Vol. 25, No. 11/12 (Nov. - Dec., 1997).
- Roy, Kumkum, D. D., Kosambi, Questions of Caste, *Economic and Political Weekly*, Jul. 26 - Aug. 1, 2008, Vol. 43, No. 30 (Jul. 26 -Aug. 1, 2008), pp. 78-84.
- Ramakrishna, V., *Social Reform in Andhra 1848- 1919*, Vikas Publishers, 1983.
- Moosvi, Shireen. "The Medieval State and Caste." *Social Scientist*, vol. 39, no. 7/8, 2011.
- A Parasher Sen (ed.). *Subordinate and Marginal Groups in Early India*, Oxford University Press, 2004.

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)								End Semester Exam (50%)	
		CLA-1 (10%)		Mid-1 (15%)		CLA-2 (10%)		Mid-2 (15%)			
		Th	Prac	Th	Prac	Th	Prac	Th	Prac	Th	Prac
Level 1	Remember	30%		40%		40%		30%		40%	
	Understand										
Level 2	Apply	70%		60%		60%		70%		60%	
	Analyse										
Level 3	Evaluate										
	Create										
Total		100%		100%		100%		100%		100%	

PSY 304- Educational Psychology

Course Code	PSY 304	Course Category	Core Course (CC)	L-T-P-C	3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To realize the importance of behavioural and social skills in imparting education.

Objective 2: To develop and enhance the skills that will facilitate effective teaching among various groups of learners

Objective 3: To promote the skills pertaining to teaching

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course, students will be able to:	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Recognize the role of behavioral and social skills in teaching	2	80%	70%
Outcome 2	Compare teaching skills in diverse learning context	2	70%	65%
Outcome 3	Apply intervention techniques for children with special needs	3	75%	60%
Outcome 4	Illustrate pedagogical techniques for inclusive education setup	4	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CL Os	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PSO 1	PSO 2	PSO 3
Outcome 1	1				2	2		1					3		

Out co me 2	1	2	2	1		1		1			1		3	
Out co me 3		2	2	2		2		3	1	1	1	1	3	3
Out co me 4	2	2		2	2	2	2	2	2	2	2	2	1	3
Co urs e Ave rag e	2	2	2	2	2	2	2	2	2	2	2	2	2	3 3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to Educational Psychology	12		
	Nature, scope & relevance of educational psychology	4		
	Conceptual and theoretical perspectives in educational psychology	4	1	1
	Perspectives on learning: behavioristic and social learning, cognitive & humanistic perspectives, constructivism	4		
Unit 2	Diversity in Learning	12		
	Types of cognitive styles	3		
	Mnemonics, learning strategies, meta-cognitive strategies	3	2	2
	Readiness for learning and classroom achievement	3		
	Demographic factors influencing learning	3		
Unit 3	Effective Teaching and Classroom Management	12		
	The characteristics of effective teachers	4		
	Types of learners and learning methods	4	3 and 4	1
	Teaching-learning process (Using technology, interviews and observation)	4		
Unit 4	Special education and Exceptional Children	12		
	Concept and categorization of exceptionality	4	2 and 3	2

	Gifted children and educational implications	4		
	Role of teachers in dealing with children with special needs.	4		
Unit 5	Mental Health in Educational Setup	12		
	Common developmental delays and learning disability	6	2 and 4	1
	Intervention techniques for children: Play therapy and various expressive arts therapies	6		
Total Contact Hours		60		

Recommended Resources

- Santrock, John W. (2017). Educational Psychology (4th ed.). New Delhi: Tata McGraw-Hill publishing company limited.
- Mangal, S. K. (2007) Essentials of Educational Psychology. New Delhi: Prentice Hall of India.
- Ramalingam, Panch. (2016). School Psychology in Indian Context, Delhi: Sage Publications

Other Resources

- Other articles will be provided wherever relevant

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Th	Th	Th	Th	
Level 1	Remember	100%	80%	60%	50%	50%
	Understand					
Level 2	Apply		20%	40%	50%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

PSY 302 – Human Resources Psychology

Course Code	PSY 302	Course Category	Departmental Core (DC)	L-T-P-C	3	1	0	4
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Psychology	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To develop an awareness of human resources psychology.

Objective 2: To understand the evolution and applications of human resource management.

Objective 3: To understand job analysis, recruitment, and types of training.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course students will be able to:	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Demonstrate the concepts of human resource psychology	2	80%	70%
Outcome 2	Apply concepts of human resource practices, and evaluation in a given scenario	3	70%	65%
Outcome 3	Compare and contrast the theories of job dissatisfaction	4	75%	60%
Outcome 4	Apply concepts of human resource psychology in cross-national and cultural contexts	3	70%	60%

Course Articulation Matrix (CLO) to Program Learning Outcomes (PLO)

CLOs	Program Learning Outcomes (PLO)														
	Scientific and Disciplinary Knowledge	Analytical Reasoning and Problem Solving	Critical and Reflective Thinking	Scientific Reasoning and Design Thinking	Research Related Skills	Modern Tools and ICT Usage	Environment and Sustainability	Moral, Multicultural and Ethical Awareness	Individual and Teamwork Skills	Communication Skills	Leadership Readiness Skills	Self-Directed and Lifelong Learning	PLO 1	PLO 2	PLO 3
Outcome 1	1	2						1	2				3		

Out co me 2		2	2	1		1		1	1			1		3		
Out co me 3	1	2	2	2			2	2	1	1	1	2		2	2	
Out co me 4	2	2	3	2	2	2		3	2	2	2	2			3	
Co urs e Ave rag e	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	3

Course Unitization Plan

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Introduction to human resources psychology	12		
	History of HRM and HRD	4	1	1
	Major concepts in human resource management	4		
	Importance of HRM and the challenges faced	4		
Unit 2	Human resource practices	12		
	Job Analysis	6	1,2	2
	Recruitment and Selection	6		
Unit 3	Training and evaluation	12		
	Types of training	6	1,2	1
	Performance Appraisals	6		
Unit 4	International human resource management	12		
	Globalization and Cross-national organizations and its types	3	4	1
	Role of IHRM	3		
	Cultural differences	3		
	Policies and practices in the multi-national enterprises	3		
Unit 5	Retention and motivation	12	2,4	2,3

	Theories of Job dissatisfaction (Hawthorne, Maslow, Herzberg, McGregor, Carrot and stick)	6		
	Models and techniques of performance appraisal	6		
Total Contact Hours		60		

Recommended Resources

- Chadha, N.K. (2002). Human Resource Management: Issues, Case Studies & Experiential Exercises. New Delhi: Shri Sai Printographers.
- De Cenzo and Robbins, S.P. (2016). Fundamentals of human resource management (8thed). NY: Wiley.
- Muchinsky, P. (2006). Pearson Education.
- Smither, R.D. (1988). The psychology of work and human performance. NY: Harper and Row.

Learning Assessment

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)				End Semester Exam (50%)
		CLA-1 (10%)	Mid-1 (15%)	CLA-2 (10%)	Mid-2 (15%)	
		Th	Th	Th	Th	
Level 1	Remember	50%	60%	60%	70%	50%
	Understand					
Level 2	Apply	50%	40%	40%	30%	50%
	Analyse					
Level 3	Evaluate					
	Create					
Total		100%	100%	100%	100%	100%

Name of the Course: Mind and Soul Training-I

Course Code	BBA 207	Course Category	Core	L-T-P-C	0	0	2	1
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)	Mind and Soul Training-II			
Course Offering Department	Management	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To create healthy mind and youthful soul.

Objective 2: To ensure holistic development of mind and soul.

Objective 3: To be able to manage stress and attain a perfect balance in mind and soul.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	To understand psychology of mind	2	75	75
Outcome 2	To familiarize with holistic thinking and living	3	70	70
Outcome 3	To be able to manage stress and attain peace of mind	3	75	75
Outcome 4	To attain proficiency in Yoga for a healthy mind and soul	3	70	70

Course Articulation Matrix (CLO) to (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Management Knowledge	Analytical Reasoning and	Critical and Reflective	Strategic Thinking and	Modern Tools and ICT Usage	Environment and	Moral, Multicultural	Individual and Teamwork	Communication Skills	Leadership Readiness	Self-Directed and Lifelong	PSO 1	PSO 2	PSO 3
Outcome 1			2				2	2	1	2	3	2	2	1
Outcome 2			2				2			2	3	1	1	1
Outcome 3			2				2		1	3	3	1	1	1
Outcome 4			1				1	1		2	3	2	1	2
Course Average			2				2	2	1	2	3	2	1	1

Course Unitization Plan

Session No.	Session Name	Required Contact Hours	CLOs Addressed	References Used
Session 1	Concept and Definition of Psychology, Roots of Psychology, Key Perspectives in Psychology – Behavioural, Cognitive, Humanistic,	2	1	1

	Psychodynamic, Socio-cultural; States of Mind- Nature of Consciousness, Extended States of Consciousness			
Session 2	Defining Holistic Development, Importance of Holistic Development, Key Elements of Holistic Development- Cognitive, Language, Socio- Emotional, Physical; Personality, Various Personality Types, and Gain Insights into Own Personality Type.	2	2	2,3
Session 3	Emotional Intelligence, Self-Motivation and Improvement, Time Management, Stress Management	1	3	2,3
Session 4	Asanas, Pranayama, Mudras, and Bandhas; Kriyas, Meditation Technique, Yoga Therapy	10	4	4,5
Total Contact Hours		15		

Recommended Resources

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
2. Barun K Mitra. Personality Development and Soft Skills: Oxford University Press
3. Wallace and Masters. Personality Development for Life and Work: Cengage Learning
4. Yoga Philosophy of Patanjali. Swami Hariharananda Aranya, University of Calcutta Press, Calcutta
5. Raja Yoga - Swami Vivekananda - Ramakrishna Ashrama Publications

Learning Assessment (Practical) – 100% of final grade

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)
		Assignments (20%)	Record / Observation Note (10%)	Viva + Model (20%)	
Level 1	Remember	70%	60%	80%	70%
	Understand				
Level 2	Apply	30%	40%	20%	30%
	Analyse				
Level 3	Evaluate	0%	0%	0%	0%
	Create				
Total		100%	100%	100%	100%

Samaj Seva – I

Course Code	MBA 106	Course Category	CC	L-T-P-C	0	0	6	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Management	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To enable the students to learn more about the living standards and lifestyle values of villagers through ground-level observations.

Objective 2: Provide an opportunity to be part of economic development activities in villages.

Objective 3: To inculcate the service attitude in students.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Articulate the complexities of rural life	3	80%	90%
Outcome 2	Collaborate with communities and implement sustainable solutions	3	80%	90%
Outcome 3	Develop a service-oriented mindset through hands-on experiences	3	80%	90%

Course Articulation Matrix (CLO) to (PLO)

CLOs	Program Learning Outcomes (PLO)													
	Functional knowledge	Data Analysis	Usage of technology enabled business models	Scan environment for entrepreneurial opportunities	Leadership skills	Empathy	People Skills	Individual & Teamwork Skills	Negotiation skills	Critical thinking	Sustainability	PS O1 Emotional quotient & ethical behaviour	PSO2 classroom learnings to real life	PSO3 Successful Manager
Outcome 1			1	2	3		3	3		2	1	3	3	1
Outcome 2		2		2	3	3		2	3	3	3		3	
Outcome 3	1	2	1	2	3	3		2	2	2	2	3	3	1
Course Average	1	2	1	2	3	3	3	2	3	2	2	3	3	1

Course Unitization Plan – Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Activity 1			
	Ideation	6	1	
	Planning	8	2	
	Implementation	10	3	
	Reflection	6	2	
Unit 2	Activity 2			
	Ideation	6	1	
	Planning	8	2	
	Implementation	10	3	
	Reflection	6	2	
Total Contact Hours		60		

Learning Assessment (Theory) – 100% of final grade

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)	
		Review 1 (20%)	Review – II (20%)	Participation (15%)	Report (25%)	ViVa (25%)
Level 3	Evaluate	100%	100%	100%	100%	100%
	Create					
Total		100%	100%	100%	100%	

Samaj Seva – II

Course Code	MBA 208	Course Category	CC	L-T-P-C	0	0	6	3
Pre-Requisite Course(s)		Co-Requisite Course(s)		Progressive Course(s)				
Course Offering Department	Management	Professional / Licensing Standards						

Course Objectives / Course Learning Rationales (CLRs)

Objective 1: To enable the students to learn more about the living standards and lifestyle values of villagers through ground-level observations

Objective 2: Provide an opportunity to be part of economic development activities in villages.

Objective 3: To inculcate the service attitude in students.

Course Outcomes / Course Learning Outcomes (CLOs)

	At the end of the course the learner will be able to	Bloom's Level	Expected Proficiency Percentage	Expected Attainment Percentage
Outcome 1	Articulate the complexities of rural life	3	80%	90%
Outcome 2	Collaborate with communities and implement sustainable solutions	3	80%	90%
Outcome 3	Develop a service-oriented mindset through hands-on experiences	3	80%	90%

Course Articulation Matrix (CLO) to (PLO)

CLOs	Program Learning Outcomes (PLO)												PSO1	PSO2	PSO3
	Functional knowledge	Data Analysis	Usage of technology enabled business models	Scan environment for entrepreneurial opportunities	Leadership skills	Empathy	People Skills	Individual & team work Skills	Negotiation skills	Critical thinking	Sustainability	Emotional quotient & ethical behaviour			
Outcome 1			1	2	3		3	3		2	1	3	3	1	
Outcome 2		2		2	3	3		2	3	3	3		3		
Outcome 3	1	2	1	2	3	3		2	2	2	2	3	3	1	

Course Average	1	2	1	2	3	3	3	2	3	2	2	3	3	1
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Course Unitization Plan - Theory

Unit No.	Unit Name	Required Contact Hours	CLOs Addressed	References Used
Unit 1	Activity 1			
	Ideation	6	1	
	Planning	8	2	
	Implementation	10	3	
	Reflection	6	2	
Unit 2	Activity 2			
	Ideation	6	1	
	Planning	8	2	
	Implementation	10	3	
	Reflection	6	2	
Total Contact Hours		60		

Learning Assessment (Theory) – 100% of final grade

Bloom's Level of Cognitive Task		Continuous Learning Assessments (50%)			End Semester Exam (50%)	
		Review 1 (20%)	Review – II (20%)	Participation (15%)	Report (25%)	ViVa (25%)
Level 3	Evaluate	100%	100%	100%	100%	100%
	Create					
Total		100%	100%	100%	100%	