

DEPARTMENT OF POLITICAL SCIENCE

**INDIAN CONSTITUTION AND HUMAN RIGHTS**

(Compulsory Paper for all U.G. Courses)

**Chapter 1: Indian Constitutional philosophy**

- a) Features of the constitution; preamble
- b) Fundamental Rights and Fundamental Duties
- c) Directive Principles of State Policy

**Chapter 2: Union and state Legislature, Executive and judiciary**

- a) Union parliament and state Legislature: Powers and functions
- b) President, prime minister and council of ministers
- c) State Governor, Chief minister and council of ministers
- d) The Supreme Court and High Court; Powers and Functions

**Chapter 3: Concept and Development of Human Rights**

- a) Meaning Scope and Development of Human Rights.
- b) First, Second, Third and Fourth Generation Human Rights
- c) U.N. and Human Rights – UNHRC
- d) Human Rights Groups- Amnesty international & Human Rights Watch.

**Chapter 4: Human Rights in India**

- a) Protection of Human Rights Act, 1993 (NHRC and SHRC)
- b) Judicial Activism and Human Rights
- c) Women Rights, Child rights, Green Rights, Minority rights, Tribal rights and LGBT Community.

**Essential Reading**

- Bakshi, P.M. (2012). *The Constitution of India*. New Delhi: Universal Law.
- Fadia, B.L. (2013). *Indian Government and Politics*. Agra: Sahitya Bhawan.
- Ghai, K.K. (2012). *Indian Government and Politics*. Noida: Kalyani.
- Ghosh, P. (2012). *Indian Government and Politics*. New Delhi: PHI Learning.
- Avasthi, AP. (2012). *Indian Government and Politics*. Agra: Lakshmi Narain Agarwal.
- Kashyap, S. (2011). *Our Parliament*. New Delhi: National Book Trust.
- Kashyap, S.C. (2011). *Our Constitution*. New Delhi: National Book Trust.
- Saxena, R. and Singh, M.P. (2011). *Indian Politics: Constitutional Foundations and Institutional Functioning*. New Delhi: PHI Learning.
- Chakrabarty, B. and Pandey, R.K. (2008). *Indian Government and Politics*. New Delhi: Sage.
- Johari, J.C. (2004). *The Constitution of India: A politico-Legal Study*. New Delhi: Sterling.

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Ability Enhancement Compulsory Course (AECC – Environment Studies)

Unit 1 : Introduction to environmental studies

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

(2 lectures)

Unit 2 : Ecosystems

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit 3 : Natural Resources : Renewable and Non-renewable Resources

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

(8 lectures)

Unit 4 : Biodiversity and Conservation

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

(8 lectures)

Unit 5 : Environmental Pollution

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

(8 lectures)

Unit 6 : Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

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Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context. (7 lectures)

#### Unit 7 : Human Communities and the Environment

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

(6 lectures)

#### Unit 8 : Field work

- Visit to an area to document environmental assets: river/ forest/ flora/fauna, etc.
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural.
- Study of common plants, insects, birds and basic principles of identification.
- Study of simple ecosystems-pond, river, Delhi Ridge, etc.

(Equal to 5 lectures)

#### Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.
15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.

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Soft Skills ('Mrudu Kousalya') Paper

3<sup>rd</sup> Semester B.A./B.Com./B.B.M./B.H.M. from 2015-16

**SCIENCE AND SOCIETY**

2 Credits

Max. Marks: 100

Hours of Teaching: 39-42

**Objectives**

We inhabit a world today that is shaped significantly by Science and Technology(S&T). S&T has enriched our lives and proved to be beneficial in our livelihoods. At the same time, many of the products of S&T pose challenges, and in ways, even threaten the existence of societies. This course, meant for students of the humanities/commerce streams, is to provide an overview of the nature of S&T and its interaction with society. It is meant to provide a broad introduction to the most significant discoveries and inventions of modern science that have changed our lives and to bring into focus the need for developing a critical appraisal of the issues related to the connection of S&T with society.

**Notes to the Instructor(s)**

1. All the units under this syllabus may be taught by any qualified science Post-Graduate teacher. However, the units may be taught in collaboration with the concerned faculty.
2. **Unit I (A):** A brief introduction to science and the practice of the scientific method as it has come to be understood in the 20<sup>th</sup> century, with a historical outline that provides a flavor of the developments that led to modern science and the contributions of different civilizations in this direction.  
**Unit I (B):** A discussion on how the discoveries of science transform to technologies and also how technologies have enabled to ask new scientific questions with suitable examples.
3. **Unit II:** This unit explores through specific examples, the discoveries in science that have profoundly impacted civilizations. It is to provide some basic information and introduce some of the consequences of the products of these discoveries on the safety of humans.
4. **Unit III:** This unit is to explore the impact of S&T on socio-economic sphere and the lives of individuals. It will also delve into environmental issues concerned with the deployment of technologies on a large scale.

**Unit I: Introduction to Science:**

**(13 Hours)**

A. What is Science & History of Science

(4 hrs.)

- *What is Science? The revolutions in Physics - Contributions of Copernicus and Galileo; A brief history of the Renaissance in Europe; Age of Enlightenment; Industrial Revolution; Science in the 20<sup>th</sup> century.*

- *Modern Science and the Scientific Method* (2 hrs.)  
*A discussion on hypothesis, experimentation, criteria for experimentation, theorizing, and the open-ended nature of the scientific quest*
  - *Science in other Cultures* (2 hrs.)  
*A brief exploration of science and technology in pre-modern era with emphasis on India in areas of Mathematics, Metallurgical Sciences, Medicine and Health*
- B. The interdependence of Science and Technology
- *Molecular basis of disease and vaccination* (1hr.)
  - *Laser and photonics applications* (1 hr.)
  - *Microscopy and applications* (1 hr.)
- C. Science and the Public (2 hrs.)
- *Discussion on the need for an informed public in a democracy about S&T, Science policy and research funding, S&T and development*

**Unit II: Modern Science and its impact on Societies: (13 Hours)**

- *Theory of Evolution: A lecture summarizing the modern theory of evolution of species and its implications* (1 hr.)
- *Discovery of Antibiotics: What is an antibiotic and how does it work? A brief history of the discovery of antibiotics and its impact on health. Adversities due to misuse of antibiotics* (2 hrs.)
- *Soaps, Detergents, Polymers and Chemicals: Their use and abuse* (2 hrs.)
- *Atomic Energy : Introduction to fission and fusion reactions, atomic reactors and power plants; nuclear weapons; Chernobyl accident* (2 hrs.)
- *Space Sciences: History of space exploration; Sputnik and US space programme; Modern satellites, Applications in weather prediction and analysis; remote sensing with reference to Indian space programme.* (2 hrs.)
- *Genetics and human health: Introduction to gene, DNA and basis of heredity; some issues of health linked to genetics* (2 hrs.)
- *Nanotechnology, Smart materials: Introduction to nanotechnology and examples of some devices that use nanotechnology. A brief survey of smart materials* (2 hrs.)

**Unit III: Science, Life and Livelihoods: (13 Hours)**

- *India's agricultural productivity and dairy development: The Green and White Revolutions; The Gene Revolution and GM Crops* (3 hrs.)
- *Information Revolution: The impact of internet and web-based technologies* (2 hrs.)
- *Impact of high-tech devices on emotional, social and cognitive facets of humans* (2 hrs.)
- *Energy issues and renewable energy sources: solar, wind, bio-fuels* (3 hrs.)
- *Climate Change* (3 hrs.)

## Reference List

- Bala, Arun, 2008, *The Dialogue of Civilizations in the Birth of Modern Science*, New York, NY: Macmillan.
  - Biswas, Arun Kumar (Edited), 2001, *History, Science and Society in the Indian Context : A Collection of Papers*, The Asiatic Society, xv, 474 p, ISBN : 8172361033.
  - Fouad Abd-El-Khalick, 2005, *Developing Deeper Understandings of Nature of Science: The Impact of a Philosophy of Science Course on Pre-service Science Teachers' Views and Instructional Planning*, International Journal of Science Education , Vol. 27, Iss. 1.
  - Russell, B., (1985), *The Impact of Science on Society*, Psychology Press.
  - Singh, S., K. C. Garg, S. Pruthi, B. Dutt (2001) *Indicators of Indian Science and Technology*, (NISTADS), Allied Publishers.
  - Stanford Encyclopedia of Philosophy: Helen Longino's "The Social Dimensions of Scientific Knowledge" (HTML) [www.http://plato.stanford.edu/entries/scientific-knowledge-social/](http://plato.stanford.edu/entries/scientific-knowledge-social/)
  - University of California, Berkeley: Understanding Science: P. Godfrey-Smith's "The Philosophy of Science" (HTML) <http://undsci.berkeley.edu/article/philosophy>
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## Scheme of Examination

End-Semester Examination: 70 marks

Internal Assessment: 30 marks (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)

**Total: 100 marks**

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## Question Paper Pattern for End-Semester Examination

a. 40 Multiple-Choice Questions x 1 mark = 40 marks

b. 15 Multiple-Choice Questions x 2 marks = 30 marks

**Total = 70 marks**

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### 3.7 BUSINESS ETHICS

#### OBJECTIVE

The objective is to provide basic knowledge of business ethics and values and its relevance in modern context.

#### Unit 1: BUSINESS ETHICS 12 Hrs

Introduction – Meaning - Scope – Types of Ethics – Characteristics – Factors influencing Business Ethics – Importance of Business Ethics - Arguments for and against business ethics- Basics of business ethics - Corporate Social Responsibility – Issues of Management – Crisis Management

#### Unit 2: PERSONAL ETHICS 10 Hrs

Introduction – Meaning – Emotional Honesty – Virtue of humility – Promote happiness – karma yoga – proactive – flexibility and purity of mind.

#### Unit 3: ETHICS IN MANAGEMENT 12 Hrs

Introduction – Ethics in HRM – Marketing Ethics – Ethical aspects of Financial Management – Technology Ethics and Professional ethics.

#### Unit 4: ROLE OF CORPORATE CULTURE IN BUSINESS 10 Hrs

Meaning – Functions – Impact of corporate culture – cross cultural issues in ethics

#### Unit 5: CORPORATE GOVERNANCE 12 Hrs

Meaning, scope, composition of BODs, Cadbury Committee, various committees, reports on corporate governance, scope of Corporate Governance, Benefits and Limitations of Corporate Governance with living examples.

#### SKILL DEVELOPMENT

- State the arguments for and against business ethics
- Make a list of unethical aspects of finance in any organization
- List out ethical problems faced by managers
- List out issues involved in Corporate Governance.
- List out unethical aspects of Advertising

#### BOOKS FOR REFERENCE

1. Murthy CSV: Business Ethics and Corporate Governance, HPH
2. Bholanath Dutta, S.K. Podder – Corporation Governance, VBH.
3. Dr. K. Nirmala, Karunakara Readdy : Business Ethics and Corporate Governance, HPH
4. H.R.Machiraju: Corporate Governance
5. K. Venkataramana, Corporate Governance, SHBP.
6. N.M.Khandelwal : Indian Ethos and Values for Managers
7. S Prabhakaran; Business ethics and Corporate Governance
8. C.V. Baxi: Corporate Governance
9. R. R. Gaur, R. Sanghal, G. P. Bagaria; Human Values and Professional ethics
10. B O B Tricker, Corporate Governance; Principles , Policies and Practices
11. Michael, Blowfield; Corporate Responsibility
12. Andrew Crane; Business Ethics
13. Ghosh; Ethics in Management and Indian ethos.

Syllabus and Scheme for MruduKousalya at UG level  
IV Semester B.A, B.Ss, B.C.A,B.Com, BBM or BHM

No. of Credits: 2  
No. of Hours:42

Max Marks: 70  
Internal Assessment: 30

**Personality Development**

**Introduction:**

Personality Development is a development of the organized pattern of behaviours and attitudes that make a person distinctive. It is concerned with the views of others and how they realize you and what they see in you .It occurs by on -going interaction of temperament, character and environment.Erik Erikson provided an insight full description as to how personality develops based on his extensive experience. He has identified eight phases of the socialisation process of an individual. Five of them occur during infancy, childhood and adolescence. Personality Development is different from self-development which is generally perceived as same. They are related to each other.

But eastern philosophy in general and Indian spirituality in particular understands personality from a different context. Swami Vivekananda says, "Personality Development in the real sense refers to deeper level of a person".Hence, he opines that a study of personality should start from a clear grasp of nature of our mind, and how it functions. Mind has four fold functions likemanas, buddhi, chitta and ahamkara.He has identified four essential qualities for personality development. They are faith in oneself, think positive thoughts, attitude towards failures and mistakes, self-reliance& renunciation and service.

**Unit:1 18 HRS**

*Self-Awareness:* Meaning of self-awareness-Components –Improving self-awareness-Benefits of Understanding self

*Goal setting:* Meaning of goal and goal setting – Short, medium and long term goals-Importance of goal setting- Choices/selection of setting goals-Steps for goal setting –SMART goals.



*Creativity*: Meaning of Creativity - Difference with Innovation-Barriers to creativity-Steps to stimulate creativity-Understanding and importance of human values-Difference with ethics, Ideals in life – Becoming a role model

## Unit <sup>11</sup> 12 HRS

*Interpersonal Skills*–Meaning of Interpersonal skills- Need to develop Interpersonal skills- Components of Interpersonal skills- Techniques required to improve skills- Benefits of effective interpersonal skills

*Stress Management*: Meaning of stress- Factors causing stress- Positive and negative types of stress- Effects of stress on body and mind-Stress removal techniques.

## Unit: <sup>11</sup> 12 HRS

*Time Management*: What and why of Time Management – Necessity and benefits of time management – Tools of time management-How to manage time wisely

*Leadership Development*: Meaning and Importance-Types of leadership styles-Theories of leadership

### Pedagogy:

1. Activities exercises and assignments have to be given not less than 40% weightage
2. Appropriate Case studies could be used
3. You tube videos to be used effectively

### References:

1. Vikas (Life skills Manual) : Published by:Member Secretary & Executive Director,KarnatakaJnanaAayoga (Karnataka Knowledge Commission) Govt of Karnataka ,Copy Right:2010 Karnataka JnanaAayoga
2. ManikaGhosh, “Positivity -A way of Life”, Published by Orient Blackswan Pvt Ltd
3. Swami Vivekananda,“Personality Development”, Published by Ramakrishna Math And Ramakrishna Mission (December 2011)

### Eligibility for teaching:

This subject could be thought by all teachers who have undergone some training or other in the given topics.Regular trainers could also be explored

Soft Skills ('Mrudu Kousalya') Paper  
3<sup>rd</sup> Semester, B.Sc/BCA from 2015-16

**CULTURE, DIVERSITY AND SOCIETY**

2 Credits

Max. Marks: 100  
Hours of Teaching: 42

**Objectives**

- To help B.Sc. and B.C.A. students gain a better understanding and comprehension of Indian culture, diversity and society.
- To instil in the students a healthy respect for the rich diversity in Indian society and culture.
- To help them understand the problems of rural society.
- To develop in them the secular values of tolerance, communal amity and peaceful co-existence.
- To help them address the contemporary challenges before Indian society like communalism, ethnocentrism and gender discrimination.
- To remind the youth that they have a key role to play in the promotion of national integration, and in promoting the unity and integrity of the country.

**Syllabus**

**Unit-1: Understanding the Diversity of Indian Society** (12-14 Hours)

- Geographical diversity. 5 Hrs.
- Religious diversity. 3 Hrs.
- Cultural diversity. 2 Hrs.
- Unity in Diversity. 2 Hrs.

**Unit-2: Family, Caste, Village and Women in India** (12-14 Hours)

- Family as a basic institution of Indian Society; Indian family in transition. 3 Hrs.
- Social stratification and disparities; the Caste System and its evils; the predicament of the weaker sections: Scheduled Castes and Tribes; Backward Classes and Religious Minorities. 4 Hrs.
- Rural society and its problems; Rural-Urban migration. 3 Hrs.
- Gender Discrimination; Violence against women; Measures to improve the status of women. 3 Hrs.

**Unit-3: Contemporary Challenges before Indian Society****(12-14 Hours)**

- Communalism and Religious Fundamentalism. 2 Hrs.
  - Regionalism and Ethnocentrism. 2 Hrs.
  - Globalization and mono-culturalism; *McDonaldization*. 2 Hrs.
  - Child labour; Migrant labour; Bonded labour; Contract labour. 4 Hrs.
  - Mass Media and its impact on society. 2 hrs.
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**Reference List**

- Beteille, Andre, *Social Inequality*, New Delhi, OUP, 1974.
  - Bose, N.K., *Culture and Society in India*, Bombay, Asia Publishing House, 1967.
  - Deshpande, Satish, ed., *The Problem of Caste*, Orient Blackswan, 2014.
  - Dube, S.C., *Indian Village*, London, Routledge, 1955.
  - Dube, S.C., *Society in India*, New Delhi, National Book Trust, 1990.
  - Jodhka, Surinder, *Village Society*, Orient Blackswan, 2012.
  - Lannoy, Richard, *The Speaking Tree: A Study of Indian Society and Culture*, New Delhi, OUP, 1971.
  - Majumdar, D.N., *Races and Cultures of India*, Bombay, Asia Publishing House, 1958.
  - Mukherjee, D.P. *Diversities*, Delhi, People's Publishing House, 1958.
  - Satyamurty, T.V., *Region, Religion, Caste, Gender and Culture in Contemporary India*, New Delhi, OUP, 1996.
  - Srinivas, M.N., *India: Social Structure*, New Delhi, Hindustan Publishing Corporation, 1980.
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**Scheme of Examination**

End-Semester Examination:	70 marks
Internal Assessment:	<u>30 marks</u> (Test/s: 20 marks; Seminar: 5 marks; Project: 5 marks)
<b>Total:</b>	<b><u>100 marks</u></b>

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**Question Paper Pattern for End-Semester Examination**

- a. 40 Multiple-Choice Questions x 1 mark = 40 marks
  - b. 15 Multiple-Choice Questions x 2 marks = 30 marks
- Total = 70 marks**
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**Eligibility for Teaching**

The Paper shall be taught by a qualified Post-Graduate teacher from the Arts/Social Sciences/Humanities faculty, preferably from the Department of Sociology. If the Sociology teachers are available in the college, it shall be taught by them. If the Sociology teachers are not available, other faculty from the Arts/Social Sciences/Humanities can teach the paper.

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# BANKING AND FINANCE

V Semester - B.A., B.Sc, B.Sc. (FAD), BCA / 5 year Integrated Course in Biological Science

Under Mrudhu Kousalya

## Objectives:

- Objective of the course is to give in-depth knowledge of Banking and Finance to the students with practical inputs
- To prepare the students for career in Banks & other Financial Institutions

12 hrs

Module 1: Banking in India : Evolution, meaning, importance, Indigenous bankers – Functions, drawbacks, Modern banking, Commercial Banks – Functions, structure RBI – Monetary policy, meaning, instruments of monetary policy – bank rate, CRR, SLR, Repo rate, reverse repo rate.

15 hrs

## Module 2: Banking Operations:

- Deposits : Banker-Customer relations – Know your Customer (KYC) guidelines – Different Deposit Products – services rendered by Banks – Mandate and Power of attorney ; Banker's lien – right of set off – garnishee order – Income tax attachment order etc.
- Loans and advances : utility of loans and advance, Type of loans – Secured loans, unsecured loans, Demand loan, term loan, cash credit, overdraft, Student loans, Auto loans, Personal loans, Business loans, Consolidated loans.

15 hrs

Module 3: Finance : meaning of finance, functions of finance, role, importance of financial planning, shares, types of shares, debentures, types of dentures, Bonds, types of Bonds, Venture Capital, Angel investors, IPOs, Lease.

## Books Recommended –

1. Principles & Practices of Banking – By Indian Institute of Banking & Finance – Macmillan Publication.
2. Khan M Y., Indian Financial System, Tata Mc Graw Hill, Delhi
3. Tennan M L., Banking : Law and Practice in India, India Law House, New Delhi
4. Dekock : Central Banking : Crosby Lockwood Staples, London.
5. Srinivasan N P and Saravanavel, P., "Development Banking in India and Abroad" Kalyani Publications
6. Banking Technology – Indian Institute of Bankers Publication
7. Kaptan S S. & Choubey N S., " E-Indian Banking in Electronic Era", Sarup & Sons, New Delhi
8. Vasudeva, "E- Banking ", Common Wealth Publishers, New Delhi.
9. Practice of Law of Banking by H.R. Suneja
10. Banking Law and Practice by P.N. Varshney
11. Practice of Banking Advances by Bedi and Hardikar
12. Banks and Institutional Management by Vasant Desai

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# COMPUTER APPLICATION & INFORMATION TECHNOLOGY

Total No of hours :42

**Unit I:** Database definition, objective of Database, DBMS, features of DBMS, Data models, DBMS Software, creating, editing, monitoring, searching and sorting databases, creating and printing formatted reports, designing custom screen display, multiple data files, executing queries. Introduction to MS-Word, Advantage and features of word processor. Operations and applications of word processor, MS-word menus, advanced MS-word function. Introduction to MS-Excel, views of MS-Excel, features and functions of MS-Excel. Introduction to MS-Access, features of MS-Access. Functions and features of presentation package (MS-PowerPoint), views of MS-Power point. Introduction to Internet, Internet services, use of Browsers, HTML and E-mail functionality. Introduction to DTP Software Package, flash, Dream viewer, Adobe-pdf. (16 hrs)

**Unit II:** Introduction to information system- MIS, EIS, TPS, DSS, expert systems, Accounting Information system, ERP and cloud computing. Cyber crimes and cyber terrorism- Cyber crimes and the categories of crime such as Cyber frauds, Cyber thefts, Cyber stacking, Cyber Terrorism and Hacking. IT-Governance Risk and compliance – CMM (Capability Maturity Model), Control objectives for information and related technology (COBIT). (12hrs)

**Unit III :** Electronic contracting, digital signature, E-Commerce, threats in e-commerce, Encryption overview, Elements of an encryption system, secret key encryption, public key encryption, Smart-cards and its applications. E-Banking, types of Electronic fund transfer, Risk of electronic payment system. Salient features of IT Act – 2000- Definitions, Electronic record and digital signature authentication, Various authorities under IT Act and their powers, Penalties, Offences. (14hrs )

Note : No commands should be asked in the question paper.

## Reference books :

- 1) Data Base concepts by Abraham Siberschartz, Heriry F Korth ,S.Suwarshan. – Tata Mc Growhill 3<sup>rd</sup> Edition
- 2) Microsoft office professional – 2013 step by step -- Microw soft press
- 3) MS –Office reference guide , by ToonBunzel
- 4) A Management Information Systems , by 'O'Brien James --- Tata Mc Graw Hill, New Delhi.
- 5) Management information Systems by Gordan B Davis --- McGraw Hill
- 6) Information Systems Control & Audit , by Weber, --- Pearson Education, India.

Note: Model question paper will submitted later.

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## 3.9 MANAGEMENT PERSPECTIVES

### 1. GENERAL INFORMATION

No. of Credits per 3

No. of Hours per week 3

### 2. PERSPECTIVE OF THE COURSE

This course is designed to impart knowledge of the concepts, principles and functions of Management to non-management students. It further aims at enhancing the Management knowledge of non management students

### 3. COURSE OBJECTIVES AND OUTCOMES

#### OBJECTIVES

- To enable the students to gain insight into the fundamentals of Management as a discipline

#### OUTCOMES

- This course develops appreciation of management as a subject and discipline

### 4. COURSE CONTENT AND STRUCTURE

1

#### MODULE 1: INTRODUCTION TO MANAGEMENT

10 Hours

Nature of Management, Purpose, Importance & Functions.

Brief Introduction of various management functions: Planning, Organizing, Staffing, Directing, Co-Ordinating, Reporting, Budgeting

2

#### MODULE 2: MANAGEMENT OF ORGANISATIONS

8 Hours

Types of Organizations, Organization Structure

Introduction to Functional areas of Organization: Human Resource, Finance, Marketing and Production

3

#### MODULE 3: LEADERSHIP

8 Hours

Leadership v/s Management; Styles of Leaderships; Control v/s Delegation; Conditions and Principles of Delegation.

Motivation: Basic Theories of Motivation, Sources of Motivation

**MODULE 4: TOOLS OF MANAGEMENT**

**8 Hours**

**4**

Brain Storming, SWOT Analysis, Pareto Chart, Fishbone Diagram, Process Chart, Quality Circles

**MODULE 5: MANAGERIAL SKILLS**

**8 Hours**

**5**

Business Communication: Process, Methods and Barriers of Communication

Meetings: Planning, Process, Evaluation

Team work; Characteristic Features of Successful Teams; Stages of the Development of a Team; Group Discussion, Presentation Skills

**5. TEACHING/LEARNING RESOURCES**

**ESSENTIAL READINGS**

1. HenzWeihrich, Mark and,Koontz ,Management, McGraw Hill
2. Meenakshi Raman and PrakashSingh,Business Communication ,Oxford
3. Morey Stettner, Skills for New Managers, Kindle Edition.
4. McGrath. E.H, S.J, "Basic Managerial Skills for All, PHI Learning

**PS: This course is offered to other PG students by CBSMS. Whereas, MBA students have to study any one of the open electives offered by other PG Departments based on their choice.**

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## OPEN ELECTIVE

### 304: PSYCHOLOGY AND LIFE

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**Learning objective:** Psychology is one of the popular subjects having wide range of applications. However, myths and misconceptions related to individual differences are common that need to be addressed. The objective of the paper is to alleviate these and also towards application of psychological principles in understanding and enhancing self efficacy.

1. An Introduction to Psychology: Meaning, Branches of Psychology; Myths and Misconceptions of Psychology; Role of a Psychologist.
2. Psychology applied to the Social World: Interpersonal Communication- Non-verbal communication, effective communication, developing an assertive communication style; the problem of prejudice, forming impressions about others; the impact of Social Pressure.
3. Psychology applied to Education: Learning- Principles of Learning and Memory; Types of learning and Memory; Techniques to enhance learning and memory.
4. Psychology applied to the field of Work and Health: Facing an Interview; Choosing the right person to the right job, Occupational Stress- Coping; Health issues related to stress, Work-life Balance.

#### References:

- Weyne Weiten and Margaret A. Lloyd, "Psychology Applied to Modern Life- Adjustment in the 21<sup>st</sup> Century". 7<sup>th</sup> Edition, Thomson Wadsworth.
- Robert.S.Feldman, "Understanding Psychology", 6<sup>th</sup> edition.
- Atkinson and Atkinson, "Introduction to Psychology".

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## OPEN ELECTIVE COURSE (OEC)

**Teaching Hours: 3 hours per week**

**(Total 30 hours)**

**Credit: 2**

**Marks for Exam: 70**

**IA Marks: 30**

### Psychology of Health and Wellbeing

#### Course Content

**Unit 1:** Illness, Health and Wellbeing; Health continuum; models of health and illness: Medical, Bio psychosocial; Holistic Health; Health and Wellbeing.

**Unit 2:** Stress and Coping: Nature and Sources of Stress; Personal and Social Mediators of Stress; Effects of Stress on Physical and Mental Health; Coping and Stress management.

**Unit 3:** Health Management: Health enhancing behaviors: Exercise, Nutrition, Meditation, Yoga; Health compromising behaviors (alcoholism, smoking, internet addiction); Health Protective behaviors, Illness Management. 8hrs

**Unit 4:** Promoting Human Strengths and Life Enhancement: Strength: Meaning; Realizing strength; Maximizing Unrealized Strength. Weakness – Meaning, Identifying & Overcoming Weakness. Strategies to develop hope and optimism.