

The cross-cutting issues such as Gender, Environment and sustainability, Human Values and Professional Ethics etc., are given space in the syllabus designed by the university. The following courses describe these issues in their curriculum.

S.NO.	ISSUES	PROGRAM NAME	SEMESTER	COURSE CODE	NAME OF THE COURSE
1	Gender	MBA (Full Time)	Semester II	FT207C	Business Ethics and Indian Ethos in Management
2		MBA (International Business)	Semester IV	IB942	Business Ethics and Environment
3		MBA (Business Environment)	Semester IV	942	Business Ethics and Environment
4		MBA (Full Time)	Semester III	FT305H	Social Psychology
5		B.A (Economics)	I year	-	Gender Economics
6	Environment and sustainability	BBA(Foreign Trade)	Semester I	103	Business Laws
7		BBA	Semester II	BB206	Business Environment
8		BBA	Semester IV	BB402	Indian Ethos in Management
9		BBA	Semester IV	BB401	Environmental Studies
10		BA Economics	II year	-	Study of Environment
11		BA Economics	II year	-	Environmental Economics
12	Human Values & Professional Ethics	B.A Economics	II year	-	Sociology/ Psychology
13		MBA(Full time)	Semester I	FT106C	Organization Behaviour
14		MBA(Full time)	Semester I	FT107C	Business Communication
15		MBA(Full time)	Semester II	FT206C	Human Resource Management
16		MBA(Full time)	Semester II	FT207C	Business Ethics and Indian Ethos in Management
17		MBA(Fulltime)	Semester III	FT303H	Industrial relations and Legislations
18		MBA(Fulltime)	Semester III	-	Social Psychology
19		MBA(Fulltime)	Semester IV	-	Training And Development

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## **FT -207 C BUSINESS ETHICS & INDIAN ETHOS IN MANAGEMENT**

### **COURSE OBJECTIVES**

The objective of this course is to help students gain an understanding of Business Ethics and application of Indian values in managerial decision-making.

### **EXAMINATION SCHEME**

Student shall be evaluated on two components: 20 internal and 80 end semester examination.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

**Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.**

### **COURSE OUTCOMES**

After completion of the course the students should be able

- CO1. Understand the relevance of Indian Ethos for further enrichment of holistic leadership principles and practices.
- CO2. Understand application of several important concepts and frameworks for moral reasoning to complex business issues.
- CO3. Apply ethics to business, management, and decision making.
- CO4. Provide insights to participants for developing leadership that is socially, environmentally and culturally responsible.

### **COURSE CONTENTS**

#### **PART – I BUSINESS ETHICS**

##### **UNIT I**

The Nature and Purpose of Ethical Reflections: Introduction, Definition of Ethics, Moral Behaviour, Characteristics of Moral Standards, Business Ethics: Mediating between Moral Demands and Interest, Relative Autonomy of Business Morality, Studies in Business Ethics,

Role of Ethics in Business, Theory of Voluntary Mediation, Participatory Ethics, Duty ethics in the Business Environment, Theories of Virtue.

Case Study: Trade in Human Organs.

## **UNIT II**

Moral Responsibility: Introduction; Balanced Concept of Freedom, Individual Responsibility, Implications related to Modern Issues, Public Accountability and Entrepreneurial Responsibility, Moral Corporate Excellence.

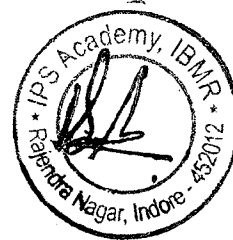
Case Study: Satyam is not really Satyam

Discussion on cases related to unethical Practices in Industry (For instance Nirav Modi, Vijay Mallaya, etc)

## **UNIT III**

Corporate Responsibility, Business Ethics and Individual Interest: Interest based Outlook, Impact of Interest on Moral Goals and Moral Principles, Utilitarian Views on Business Ethics, Enlightened Egoism.

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#### UNIT IV

Management, Culture and Ethos - Role and Significance of Ethos in Managerial Practices, Management is Culture Bound, Sources of Indian Ethos in Management: Vedas, Shastras, Smrities, Puranas, Upnishads, Ramayan, Mahabharat, Arthashastra, Ramcharitamanas, Panchatantra, Hitopadesh, Guru Granth Sahib, Teachings of Buddha and Mahaveer, the Holy Bible, the Holy Quran etc. – examples and models from the above texts, Human Behaviour – Indian Thoughts, Guna Theory, Sanskara Theory.

Case Study: The Whistleblower

Discussion on characters of Ramayana, Mahabharata Learnings and quotes of GurunanakDev , Buddha , Mahavir , Inspirational Stories from Indian Mythology.

#### UNIT V

Karma Theory, Nishkama Karma Yoga and Professionalism, Personal and Managerial Effectiveness in Indian Thoughts - Management of the Self – Management of Body, Thoughts and Emotions; Interpersonal and Group Effectiveness .

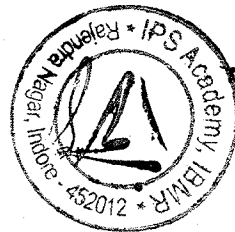
Case Study: Jet Airways.

Discussion on stories from Panchtantra, Hitopadesh .

#### UNIT VI

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Cultural Heritage of India and its relevance for Modern Management: Concept of 'Pancha - Rina' (five- fold debt) and Corporate Social Responsibility, Four – fold Life Goals (Purusharth Chatushtheya) and Business, Sanskara Values Vs. Skills – Supremacy of Values over Skills, Role Vs. Self, Work Place Spirituality.

Case Study: East India Company, Discussions on Teachings from Bhagwad Geeta .

## UNIT VII

Productive Practices and Team Motivation, Prospects of Virtues in Business Ethics and Management Theory, Models of Leadership and Motivation in Indian Thoughts, Examples from Scriptures .

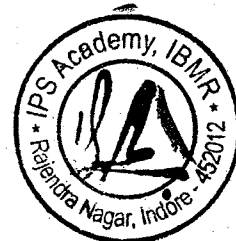
## TEXT READINGS

1. A.C Fernando, **Business Ethics: An Indian Perspective**, Pearson, Latest Edition.
2. Weiss, **Business Ethics concept & cases**, Cengage Learning, Latest Edition.
3. Velasquez, **Business Ethics, Concepts & Cases**, PHI, Latest Edition.
4. Murthy, **Business Ethics**, Himalaya Publishing House, Latest Edition
5. Al Gini, **Case Studies in Business Ethics**, Pearson Education. Latest Edition
6. Ronald D Francis , Mukti Mishra , **Business Ethics : An Indian Perspective**, The Tata McGraw Hill Companies, Latest Edition.

## SUGGESTED READINGS

1. Shashtri J.L., **Ancient Indian Traditions and Mythology** , 1st ed., Motilal Banarsidas, New Delhi, Latest Edition.
2. F. Max Muller , **Sacred Books of East** , Motilal Banarsidas, New Delhi, Latest Edition.
3. S.K. Chakraborty, **Ethics in Management-Vedantic Approach**, New Delhi, Oxford India Ltd., Latest Edition.
4. Swami Jitatananda, **Indian Ethos for Management**, Rajkot, Ramakrishna Ashrama, Latest Edition.
5. Swami Someswarananda, **Indian Wisdom for Management**, Ahmedabad, AMA. Latest Edition.
6. Swami Ranganathananda, **Universal Message of the Bhagvad Gita**, Caicuna Advaita Ashrama, Latest Edition.

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## 942: Business Ethics And Environment

**COURSE OBJECTIVE :-** To acquaint students with the practical application of the factors that affect business

- 1) Business Environment – Meaning, Nature and scope of Business Environment, Nature of Business in 21<sup>st</sup> century, and Components of Business Environment.
- 2) Economic Environment - Nature & Structure of Indian Economy, Economic Reforms 1991 – Trend, Growth and present status, Economic Policies: - Industrial, Monetary & Fiscal Policies and foreign policy; Recent Developments in Business Environment of India, SWOT Analysis of Indian Economy.
- 3) International Business Environment:- Globalization- Meaning, scope, phases, indicators; WTO & GATT, Sub Prime Crisis, International Financial Markets and Indian Business, Capital account Convertibility, global capital flow paradox, Forex Reserve Management and its impact on Indian Business. Foreign Investment. Case Studies.
- 4) Ethics & Environment – Ethics & Business – Its issues, arguments, Moral responsibility and blame, Ethical principles in business – Utilitarianism (weighing social cost and benefits), Rights and duties, Justice and fairness, The ethics of care. Case Studies.
- 5) Corporate Governance: Meaning, Nature and components of corporate governance, Role of corporate governance in the growth of business. Case Studies.

### Text Books:-

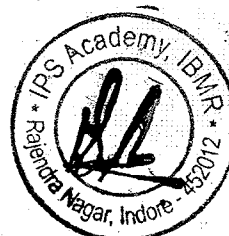
- 1) Francis Cherullinum- Business Environment, Himalaya Publishing House, New Delhi
- 2) K. Aswathappa – Essentials of Business Environment, Himalaya Publishing House, New Delhi
- 3) Mishra & Puri – Economic Environment in India, Himalaya Publishing House, New Delhi
- 4) Justin Paul:- Business Environment – Text & Cases, McGraw Hill Companies, New Delhi
- 5) Raj Agrawal - Business Environment, Excel Books, New Delhi
- 6) Manuel G. Velasquez - Business Ethics, Concepts and cases, Pearson Education, 6<sup>th</sup> edition.

*Note: At least five Cases should be discussed in the class.*

### Extra Readings:-

- 1) Dutt & Sundaram – Indian Economy, S. Chand & Co. New Delhi
- 2) I.J. Ahluwalia & I.M.D. Little – India's Economic Reforms and Development, Oxford University Press, New Delhi.
- 3) E- Journals & Database: - EBSCO, INDIASTAT.COM, EIU.COM, CAPITAL LINE.COM

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## **FT-305H SOCIAL PSYCHOLOGY**

### **COURSE OBJECTIVES**

The objective of the Social Psychology Course is to impart knowledge of the basic concepts and modern trends in Social Psychology, to foster interest in Social Psychology as a field of study and research and to make the students aware of the applications of the various concepts in Social Psychology in the Indian context.

### **EXAMINATION SCHEME**

Student shall be evaluated on two components: 20 internal and 80 end semester examination.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

**Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.**

### **COURSE OUTCOMES**

After completion of the course the students should be able to:

CO1. Initiate understanding of Human Behaviour Concepts at work place .

CO2. Enhance creative application of Social Psyche Fundamentals to analyze work efficiency of employees.

CO3. Help realize significance of Non Verbal Communication in organization.

CO4. Educate and make young minds realize the significance of safety management in organization.

### **COURSE CONTENTS**

#### **UNIT I**

##### **The Field of Social Psychology:**

- a) Social Psychology: what it is and what it does?
- b) Social Psychology: its cutting edge
- c) A brief look at history: the origins and early development of Social Psychology

#### **UNIT II**

##### **Social Cognition:**

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- a) Schemas: Mental Frameworks for Organizing and Using Social Information
- b) Potential Sources of Error in Social Cognition

### **UNIT III**

#### **Social Perception:**

- a) Nonverbal Communication: The unspoken Language of Expressions Gazes and Gestures
- b) Attribution: Understanding the Causes of others Behaviour
- c) Impression Formation and Impression Management

### **UNIT IV**

#### **Attitude Formation:**

- a) How Attitudes Develop
- b) When and why do Attitudes influence behaviour?
- c) How do attitudes guide behaviour?
- d) The Fine Art of Persuasion: how Attitudes are changed'?
- e) Resisting Persuasion attempts
- f) Cognitive Dissonance: What it is and how we manage it?

### **UNIT V**

#### **The Self:**

- a) Personal and Social Identity
- b) Self Esteem
- c) Self Presentation and Self Regulation

### **UNIT VI**

#### **Social Influence:**

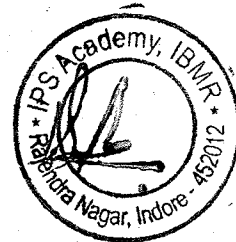
- a) Conformity: Group Influence in Action
- b) Compliance: To Ask – Sometimes - Is to Receive
- c) Symbolic social influence: how we are influenced by others even when they are not there
- d) Obedience to Authority
- e) The Prevention and Control of Violence: Some Useful Techniques

### **UNIT VII**

#### **Employment testing:**

- a) Testing Abilities
- b) Testing Personality
- c) Testing Skills & Achievement
- d) Interview Techniques

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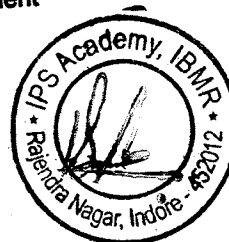
## TEXT READINGS

1. Baron, R. A., Branscombe, N. R., & Byrne, D. Bhardwaj, G, Latest Edition .
2. Social Psychology. New Delhi: Pearson Education, Indian subcontinent adaptation, Latest Edition .

## SUGGESTED READINGS

1. Aronson, E., Wilson, T. D., & Akert, R. M. Social Psychology, New Jersey: Pearson Education prentice Hall , Latest Edition .
2. Baumeister, R. F., & Bushman, B. J. Social Psychology and Human Nature. International student edition, Thomson Wadsworth USA, Latest Edition .
3. Delamater, J. D., & Myers, D. J. Social Psychology, Thomson Wadsworth International student edition, USA , Latest Edition .
4. Franzoi, S. L. Social Psychology, New York McGraw Hill co, Latest Edition .
5. Kenrick, D. T., Newberg, S. L., & Cialdini, R. B. Social Psychology: Goals in Interacton. Pearson Education Allyn and Bacon, Boston, Latest Edition .
6. Taylor, S. E., Peplau, L. A., & Sears, D. O. Social Psychology, New Delhi: Pearson Education, Latest Edition .

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# BA Honors Economics First Year

## Gender Economics

### Unit:1

Application of theories of capability and human capital for studying gender and education; Significance of Women's education; Gender gaps in educational achievements; Gender Policies: History and Programmes for promoting women's education. Life cycle approach to gender specific health needs; Reproductive Rights.

### Unit: 2

Women's Labor Force Participation: Historical and Current Trends, Sectorial composition of women work participation in India, Women labor force in organized and unorganized Sector, Introduction to Labor Supply Analysis, Labor Market Inequalities among women: Rural-Urban, Male-Female, Gender discrimination in quality of employment and wages, The Gender Gap in Earnings: Competing Theories.

### Unit: 3

Socioeconomic status of women, Issues of women employment in India, employment trends in India, employment and Earnings Policies: Economics of Gender, Women in business: entrepreneurial development in India, The Economics of Marriage, Fertility and Family in India.

### Unit: 4

Assessment of Gender Indicators, Gender Ratio in India, The Feminization of Poverty, The Demographic Transition, Gender Impacts, Women's Work and Earnings in Developing Countries, *Women's Role in Economic Development*.

### Unit: 5

Gender and the SDGs. Measuring Gender Gaps: HDI, GDI, GGI, GEM...Overview of Gender Auditing and Gender Budgeting, Social Security among women in India, Women Empowerment in India. Government programmes and schemes for women empowerment, The Role of International Organizations (ILO, UNDP, WEF, etc.) in Gender Policy.

### Books

1. Anupama (2007), 'Gender discrimination in quality of employment and wages in unorganized manufacturing sector of India', *Indian Journal of Labour Economics*, 50(4), pp.1007-1119
2. Arputhamurthy, S. (1990), *Women Work and Discrimination*, New Delhi: Ashish Publishing House.
3. Bosarup Ester, (1970) *Women's Role in Economic Development*, George Allen and Unwin, London
4. Devasia Leelamma (1994) *Empowering Women for Sustainable Development*, Ashish Publishing House, New Delhi
5. Eswaran, M. (2014), *Why Gender Matters in Economics*, Princeton University Press.
6. Jacobsen, J. (2007), *The Economics of Gender*, Wiley-Blackwell.
7. Jose, S. (2008), 'Paid employment and female autonomy in India: issues and evidence', *Indian Journal of Labour Economics*, 51(3), pp.397-408.
8. Mazumdar, I. and N. Neetha (2011), 'Gender dimensions: employment trends in India 1993-94 to 2009-10', *Economic and Political Weekly*, 46(43), pp.118-126
9. Neetha, N (2006), 'Invisibility continues? Social security and unpaid women workers' *Economic and Political Weekly*, 41(32) pp. 3497-3498.

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## 103: BUSINESS LAWS

(Marks:100, Internal-30, External-70)

### Course Objective

The objective of this course is to give basic knowledge of important business and economic laws applicable to Indian business houses so that decisions are taken in the legal framework. Course

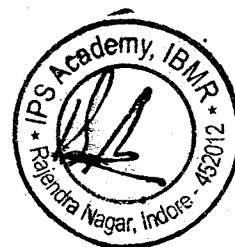
### Contents

1. (a) The Sale of Goods Act  
(b) The Indian Contract Act  
(c) Law of Agency
2. The Companies Act: Formation. Share Capital. Resolutions. Appointment and Remuneration of directors.
3. (a) The Monopolies and Restrictive Trade Practices Act.  
(b) The Foreign Exchange Regulation Act.
4. The Negotiable Instrument Act.
5. The Partnership Act.

### Books

1. Kapoor, N.D. (1995). Elements of Business and Economic Laws. New Delhi, Sultan Chand and Sons.
2. Sen, A.K. and Mitra, J.K. (1996). **Commercial Law Including Company Law and industrial Law**. Calcutta, The World Press Private Limited.
3. Kapoor, N.D. (1993). **Elements of Company Law**. New Delhi, Sultan Chand and Sons.
4. Shukla, M. C. (1994). **Merchantile Law**. New Delhi, Sultan Chand and Sons.  
Kuchhal.M.C. (1995). **Business Law**. New Delhi. Vikas Publishing House Pvt. Ltd.

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## **BB-206 BUSINESS ENVIRONMENT**

### **COURSE OBJECTIVE**

The course aims to expose the students to various environment factors related to the business, to develop the skill required to take better business decision at right time also to acquaint students with the issues of domestic and global environment in which business has to operate.

### **EXAMINATION SCHEME**

Student shall be evaluated on two components: 30 internal and 70 end semester examinations. There will be 30 marks for internal evaluation having two components each of 15 marks. First component will consist of two written test of 15 marks each. Best one out of two will be considered. Second component will be based on assignment/presentation/quiz/class participation/Live Projects/Lab/Case studies, etc. which will carry 15 marks.

The end semester examination carrying 70 marks will have two sections A and B. Section A worth 52 marks will have six theory questions out of which students will be required to attempt any four questions. Section B will carry 18 marks containing one or more cases/Application Based Question.

**Note: Relevant Case Studies to be discussed in the class.**

### **COURSE OUTCOMES**

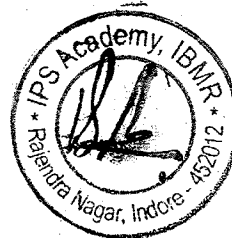
After the completion of the course the students should be able to:

- CO1. Enable the understanding of business and environment as one and separate entities.
- CO2. Learn about different theories, approach style, modes of entry, various government initiatives and International bodies for Practical implication in the Indian context.
- CO3. Have an in depth knowledge of economic policies, and changes made to them and reforms since independence.
- CO4. Integrate business environment principles and strategies into business practices (domestic and international) for growth and sustainability of economic environment

### **COURSE CONTENTS**

#### **UNIT I**

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**Business Environment:** Meaning, Factors affecting the business environment , Internal and External environment, Micro and Macro environment.

## UNIT II

**Types of Environment:** Economic Environment - nature of economy, structure of economy, Economic policies and economic conditions . Political Environment, government and legal environment, technological environment, demographic environment and economic role of the government of India

## UNIT III

**Social Environment:** Business and Culture, Culture and Organizational Behavior, Corporate Social Responsibility (CSR), need for social responsibility of business, social responsibility of business in India.

## UNIT IV

**Indian Economy:** India as a developing and emerging economy, Economic Systems – Capitalist, Socialist and Mixed economy. Public, Private, Joint and Cooperative sectors .

**Economic Policy:** Introduction, Industrial Policy 1952 & 1956. The crisis of June 1991 and New Economic Policy 1991 (NEP), Liberalization, Privatization and Globalization, NEP effect on Globalization, Positive and negative effects of NEP, Regulation of Foreign Investment and collaboration, Roles of FDI & FPI .

## UNIT V

**WTO, Trade Blocs and India:** Introduction, Level of Economic Integration/Trade Blocs, Effects of Economic Integration, Major Regional Trade Blocs, Commodity Agreement, WTO, WTO and India.

## SUGGESTED READINGS

- Shaikh : Business Environment, Pearsons, New Delhi, latest edition.
- Sundaram & Black : Business Environment, PHI, New Delhi, latest edition.
- Ashwathappa : Essentials of Business Environment, HPH, Mumbai, latest edition.
- Jain & Verma : Business Environment, Sahitya Bhavan, Agra, latest edition.
- Cartwright : Mastering Business Environment, Pill grave Macmillan, New Delhi, latest edition.
- Misra & Puri : Economic Environment of Business, HPH, Mumbai, latest edition.
- Adhikari : Economic Environment of Business, Sultan Chand & Sons, New Delhi, latest edition.

- Dhar P.K. : Business Environment, Kalyani Publishers, New Delhi, latest edition.
- Das Gupta A. & Sengupta N.K.: Govt. and Business, Vikas Publishing House, New Delhi, latest edition.
- William C. Fredrick : Business & Society, McGraw Hill, New York, latest edition.

### **BB-401 ENVIRONMENTAL STUDIES**

#### **COURSE OBJECTIVE**

The objective of this course is to develop and enhance environmental literacy in the students and enable them to develop and foster critical thinking skills in relation to environmental problems.

#### **EXAMINATION SCHEME**

Student shall be evaluated on two components: 30 internal and 70 end semester examinations. There will be 30 marks for internal evaluation having two components each of 15 marks. First component will consist of two written test of 15 marks each. Best one out of two will be considered. Second component will be based on assignment/presentation/quiz/class participation/Live Projects/Lab/Case studies, etc. which will carry 15 marks.

The end semester examination carrying 70 marks will have two sections A and B. Section A worth 52 marks will have six theory questions out of which students will be required to attempt any four questions. Section B will carry 18 marks containing one or more cases/Application Based Question.

**Note: Relevant Practical Cases (at least two per unit) shall be discussed compulsorily.**

#### **COURSE OUTCOMES**

After the completion of the course the students should be able to:

- CO1. Understand core concepts and methods from ecological and physical sciences and their application in analyzing environmental issues and problem-solving.
- CO2. Apply systems concepts and methodologies to analyze and understand interactions between economic, social and environmental processes so as to ensure sustainable development.
- CO3. Understand the transnational character of environmental issues and problems and ways of addressing them including various environmental protection laws and interactions across local to global scales.
- CO4. Reflect critically about their roles and identities as citizens, consumers and environmental actors in a complex, interconnected world.

#### **COURSE CONTENTS**

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### **UNIT I: Introduction to Environmental Studies and Ecosystems**

Scope and importance, Concept of sustainability and sustainable development. Multidisciplinary nature of environmental studies; components of environment – atmosphere, hydrosphere, lithosphere, biosphere. Structure and function of an ecosystem; Energy flow in the Ecosystem; food web and ecological succession. Case studies of the different ecosystem.

### **UNIT II: 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).

Heating of Earth and circulation of air; air mass formation and precipitation.

Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

### **UNIT III: 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.

### **UNIT IV: Environmental Pollution, Policies & Practices**

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.

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

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), The Chemical Weapons Convention (CWC).

Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

### **UNIT V: Human Communities and the Environment**

Human population growth: Impacts on environment, human health and welfare.

Carbon Footprint

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).

#### **• Field Work**

Visit to a local area to document environmental assets river/ forest/grassland/ hill/mountain.

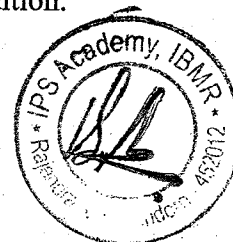
Visit to a local polluted site – Urban / Rural / Industrial / Agricultural.

Study of common plants, insects, birds and basic principles of identification.

Study of simple ecosystems-pond, river, Delhi ridge, etc.

### **SUGGESTED READINGS**

- Textbook for Environmental Studies, Erach Bharucha, UGC-New Delhi and Bharati Vidhyapeeth Institute of Environment Education and Research, Pune.
- Basu, M. and Xavier, S., Fundamentals of Environmental Studies, Cambridge University Press, Latest edition.
- Perspectives in Environmental Studies, Anubha Kaushik and C.P.Kaushik, New Age International Publishers.
- Mitra, A. K and Chakraborty, R., Introduction to Environmental Studies, Book Syndicate, Latest Edition.
- Enger, E. and Smith, B., Environmental Science: A Study of Interrelationships, Publisher: McGraw-Hill Higher Education; Latest Edition.
- Basu, R.N, Environment, University of Calcutta, Latest edition.
- Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
- Gadgil, M., & Guha, R. 1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
- Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
- Gleick, P. H. 1993. Water in Crisis. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
- Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates, Latest edition.



- Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. Science, 339: 36-37.
- McCully, P. 1996. Rivers no more: the environmental effects of dams (pp. 29-64). Zed Books.
- McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
- Odum, E.P., Odum, H.T. & Andrews, J. 1971. Fundamentals of Ecology. Philadelphia: Saunders.
- Pepper, I.L., Gerba, C.P. & Brusseau, M.L. Environmental and Pollution Science, Academic Press, Latest edition.

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## **BB-402 INDIAN ETHOS IN MANAGEMENT**

### **COURSE OBJECTIVE**

The objective of the course is to create a mindset of value system among the students who are the future managers. Business ethics make the students open to inherent ethical principles of business. Also, the students will be exposed to ethical problems and issues in various situations.

### **EXAMINATION SCHEME**

Student shall be evaluated on two components: 30 internal and 70 end semester examinations. There will be 30 marks for internal evaluation having two components each of 15 marks. First component will consist of two written test of 15 marks each. Best one out of two will be considered. Second component will be based on assignment/presentation/quiz/class participation/Live Projects/Lab/Case studies, etc. which will carry 15 marks.

The end semester examination carrying 70 marks will have two sections A and B. Section A worth 52 marks will have six theory questions out of which students will be required to attempt any four questions. Section B will carry 18 marks containing one or more cases/Application Based Question.

**Note: Relevant Case Studies to be discussed in the class.**

### **COURSE OUTCOMES**

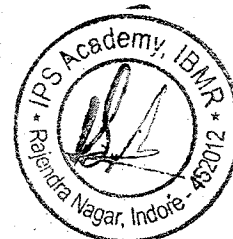
After the completion of the course the students should be able to:

- CO1. Understand concept of Business ethics along with its relevance to managerial decision making.
- CO2. Apply several important concepts and theories of ethics to resolve complex ethical issues in different business areas.
- CO3. Develop an understanding of Indian Ethos and its universal applicability in human behavior and management practices or further enrichment of holistic leadership principles and practices.
- CO4. Gain insights for developing leadership that is socially, environmentally and culturally responsible

### **COURSE CONTENTS**

#### **UNIT I**

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**Indian Ethos:** Meaning and relevance of Indian Ethos, Salient features of Indian Ethos, Basic Principles Of Indian Ethos in Management, Role of Indian Ethos in managerial practices.

## **UNIT II**

**Management Lessons from Scriptures:** Management lessons from Vedas, Puranas, Upnishads, Ramayan, Mahabharata, Bhagwad Gita, the holy Bible, the holy Quran and Kautilya's Arthashastra and other Indian Scriptures.

## **UNIT III**

**Indian thoughts: Leadership, Motivation and Human Behaviour:** Models of leadership in Indian thoughts, leadership lessons from scriptures, models of motivation in Indian thoughts, motivation lessons from scriptures, Indian thought on human behavior, Guna Theory, Karma theory, Nishkama Karmayoga and professionalism.

## **UNIT IV**

**Values:** Meaning and characteristics of values, values and behavior, Values for Indian managers, Relevance of value based management in Indian and Global business environment. Secular vs. spiritual values in management

## **UNIT V**

**Introduction to Business Ethics:** Definition and importance of business ethics, studies in Business Ethics, Role of Ethics in Business, factors influencing business ethics, Theory of Voluntary Mediation, Participatory Ethics, Business Ethics and Individual Interest, Utilitarian Views on Business Ethics, Enlightened Egoism, Duty ethics in the Business Environment.

## **SUGGESTED READINGS**

- Chakraborty, S.K., Foundation of Managerial Work- Contributions from Indian Thought, HPH, latest edition
- Drucker, P., Managing in Turbulent Times, Pan books, London, latest edition.
- Kumar, S. and Uberoi, N.K., Managing Secularism in the New Millennium, Excel Books, latest edition.
- Griffith, B., The marriage of east and west, Colling, latest edition
- Gandhi, M.K., The story of my experiment with Truth, Navjivan Publishing House, Ahmedabad, latest edition
- Chakraborty, S.K., Ethics in Management: Vedantic Perspectives, Oxford University Press, Delhi, latest edition.
- Trevino and Nelson, Managing Business Ethics, John Wiley and Sons, latest edition.
- Vasishth, N. & Rajput, N., Business Ethics and values, Taxmann Publications Pvt. Ltd. Latest edition.

Institution deals with cross cutting issues related to Environment and Sustainability, Human values and Professional Ethics into the Curriculum. Academy integrates human values, professional ethics, environment consciousness through various curricula and extra-curricular activities. The assimilation leads to create awareness in the students about environmental awareness and professional ethics.

## **Human values and professional ethics**

### **Curricular**

At the T.Y.B.B.A. (Sixth Semester) level, Human values and professional ethics are part of syllabus namely Indian Ethos in Management as follows

#### **T.Y.B.B.A. Indian Ethos in Management**

**Unit-I:** Business Ethics: Introduction, Business Ethics and Management, Business Ethics and Moral Obligations; Corporate Social Responsibility; Corporate Governance; Report of the Kumar Mangalam Birla Committee on Corporate Governance; Role of Media in Ensuring Corporate Governance; Environmental Concerns and Corporations.

**Unit-II:** Ethical Issues related with Advertisement and Marketing; Secular versus Spiritual Values in Management, Work Ethics, Stress at Workplace.

**Unit-III:** Relevance of Values in Management; Gandhian Approach in Management and Trusteeship; Social Values and Political Environment

**Unit-IV:** Indian Ethos: Values and Ethics; Requisites for Ethics Globally

**Unit-V:** A Holistic Management System; Management in Indian Perspective

**Unit-VI:** Social values and business: impact on society on different issues and business participation in cultural affairs, democracy judiciary machinery

At the F.Y.M.B.A. (Second Semester) Level, certain topics Human values and professional ethics are incorporated in the syllabus as follows

#### **F.Y.M.B.A Business Ethics and Management by Indian Values**

### **PART – I BUSINESS ETHICS**

**Unit-I:** The Nature and Purpose of Ethical Reflections: Introduction, Definition of Ethics, Moral Behaviour, and Characteristics of Moral Standards.

**Unit-II:** Business Ethics: Mediating between Moral Demands and Interest, Relative Autonomy of Business Morality, Studies in Business Ethics, Role of Ethics in Business, Theory of Voluntary Mediation, Participatory Ethics.



**Unit-III:** Moral Responsibility: Introduction; Balanced Concept of Freedom, Individual Responsibility, Implications related to Modern Issues, Public Accountability and Entrepreneurial Responsibility, Moral Corporate Excellence, Corporate Responsibility.

**Unit-IV:** Business Ethics and Individual Interest: Interest based Outlook, Impact of Interest on Moral Goals and Moral Principles, Utilitarian Views on Business Ethics, Enlightened Egoism.

**Unit-V:** Duty ethics in the Business Environment.

**Unit-VI:** Theories of Virtue: Productive Practices and Team Motivation, Prospects of Virtues in Business Ethics and Management Theory.

## **PART - II MANAGEMENT BY INDIAN VALUES**

**Unit-I:** Management, Culture and Ethos - Role and Significance of Ethos in Managerial Practices, Management is Culture Bound.

**Unit-II:** Sources of Indian Ethos in Management: Vedas, Shastras, Smrities, Puranas, Upnishads, Ramayan, Mahabharat, Arthashastra, Ramcharitamanas, Panchatantra, Hitopadesh, Guru Granth Sahib, Teachings of Buddha and Mahaveer, the Holy Bible, the Holy Quran etc. – examples and models from the above texts.

**Unit-III:** Models of Leadership and Motivation in Indian Thoughts, Examples from Scriptures.

**Unit-IV:** Human Behaviour – Indian Thoughts, Guna Theory, Sanskara Theory.

**Unit-V:** Karma Theory, Nishkama Karma Yoga and Professionalism.

**Unit-VI:** Personal and Managerial Effectiveness in Indian Thoughts - Management of the Self – Management of Body, Thoughts and Emotions; Interpersonal and Group Effectiveness.

**Unit-VII:** Cultural Heritage of India and its relevance for Modern Management:

Concept of 'Pancha - Rina' (five- fold debt) and Corporate Social Responsibility, Four – fold Life Goals (Purusharth Chatushteya) and Business, Sanskara Values Vs. Skills – Supremacy of Values over Skills, Role Vs. Self.

**Unit-VIII:** Work Place Spirituality.

At the F.Y.B.Com. (Honours) level, certain topics Human values and professional ethics are incorporated in the syllabus as follows

F.Y.B.Com. (Honours) Business Ethics

**Unit-I:** Ethics in Management; Principles of Management

### **Environment and Sustainability**

#### **Curricular**

At the S.Y.B.C.A. (Fourth Semester) level, certain topics related to environment and sustainability are part of syllabus namely Environment Awareness as follows

**Unit-I:** Environment meaning, structure & type of environment, components of environment and society environment and resources. Man environment relationship, approach to study, interaction with environment (historical to present day).

**Unit-II:** Environment Degradation: Meaning of degradation, types of degradation, process of degradation, cause of degradation, religious & philosophical factors of deforestation agricultural development & degradation population growth & degradation, urbanization & degradation, modern technology & degradation.

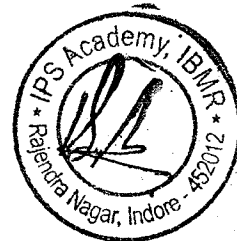
**Unit-III:** Ecology: Definition of ecology & ecosystem. Types of ecosystem, components of ecosystem, functions of ecosystem, productivity & stability of ecosystems Environmental disasters: meaning & concepts, types of hazard & disaster, man induced & natural hazards, global warming, ozone depletion, greenhouse effect & other major environmental problem, biodiversity.

**Unit-IV:** Environmental Pollution: Air, water, solid, noise pollution Meaning, definition, source, types, adverse effects & methods of control

**Unit-V:** Environmental Planning & Management: Concepts, aspects and Approaches, resources management, ecological Mgt. Biosphere Reserves, Management of wild life. Environmental Regulation and Rules: Vision of environment by Govt. of India, Environmental Policy, waste disposal rules and laws and legislation enacted by Parliament for environmental protection.

At BA, B.Com, BCA and BSc S.Y. level, certain topics related to environment and sustainability are part of syllabus namely Environmental Studies as follows

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Department of Higher Education, Govt. Of M.P.  
Under Graduate year wise syllabus  
As recommended by Central Board of Studies and Approved by the  
Governor of M.P.  
With Effect from : 2020-2021

Class- B.A./ B.com./ B.Sc. (Home Science) 2 Year  
Subject – Foundation course  
Session – 2020-2021

Unit -1 Study of Environment and Ecology

- (a) Definition and Importance.
- (b) Public participation and public awareness.
- (c) Ecology – Introduction
- (d) Ecosystem – Concepts, components , structure & function , energy flow chain food web, ecological pyramids and types.

Units – 2 Environmental Pollution and population

- (a) Air, Water , noise , heat and nuclear pollution- definition, causes, effect and prevention of pollution.
- (b) Population growth, disparities between countries.
- (c) Population explosion, family welfare programme.
- (d) Environment and human health.
- (e) Cleanliness and disposal of domestic waste.

Unit 3- Natural resources, problems and conservation

- (a) Water resources
- (b) Forest resources
- (c) Land resources
- (d) Food resources
- (e) Energy resources

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Unit 4- Bio Diversity and its protection

- (a) Introduction – Genetic. Species and ecosystem diversity.
- (b) Value Of Bio –diversity – consumable use: Productive use social Moral and Aesthetic Values.
- (c) India as a nation of mega bio-diversity centre bio – diversity at national and local levels
- (d) Threats to bio- Diversity- loss of habitat , poaching of wildlife, man and wildlife conflicts.

Units 5- Disaster Management and Environmental laws

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- (a) Disaster Management - Food earthquake, cyclones and landslides
- (b) Conservation of Laws for air and water pollution
- (c) Wildlife conservation laws.
- (d) Role of information technology in protecting environment and health.

Marks distribution for paper setters: for regular student for private students

Section A: Objective type -  $\frac{1}{2} \times 5 = 2.5$   $1 \times 5 = 5$

Section B: Short Answer Type  $1.5 \times 5 = 7.5$   $2 \times 5 = 10$

Section C: Long Answer Type  $3 \times 5 = 15$   $3 \times 5 = 15$

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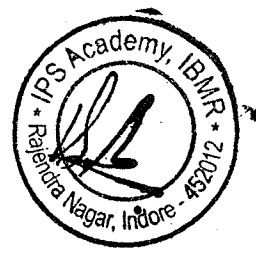
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# ENVIRONMENTAL ECONOMICS : Theory and Application

The course designed on economic causes of environmental problems. Basically, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. Economic implications of environmental policy are also addressed as well as valuation of environmental quality, quantification of environmental damages, tools for evaluation of environmental projects such as cost-benefit analysis and environmental impact assessments.

## Course Outline

**Unit 1.** Introduction What is environmental economics?; Inter-linkage between economy and environment; Environmental quality as a public good; Serious environmental problems of developing countries: Air pollution, Water pollution, Deforestation

**Unit 2.** The Theory of Externalities and solution. Market failure in the presence of externalities; property rights and the Coase theorem.

**Unit 3.** Valuation of Environment 38 Concepts: Use value, Option value and bequest value; Willingness to pay and Willingness to accept compensation; Travel cost method, Hedonic Price method and Contingent Valuation method.

**Unit 4.** Measuring the Benefits of Environmental Improvements Non-Market values and measurement methods;

**Unit 5.** Sustainable Development Concepts; measurement- Pigouvian tax-subsidy measures; Command and Control method

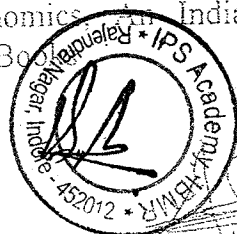
## Text Books:

Charles Kolstad, Intermediate Environmental Economics, Oxford University Press, 2nd edition, 2010.

Maureen L. Cropper and Wallace E. Oates, 1992, —Environmental Economics: A Survey, Journal of Economic Literature, Volume 3

Nick Hanley, J.F. Shogren and Ben White, Environmental Economics, In Theory and Practice, Macmillan India, Delhi, 1999

R.N. Bhattacharya (ed), Environmental Economics, Indian Perspective, Oxford University Press, New Delhi. Reference Book



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# Sociology

Sociology is the study of social relations, social stratification, social interaction,, etc. Broadly, It is degree course is the study of society.

## Course Outline

Unit1: Sociology: Nature, Scope and Significance; Relationship with History, Economics, Political Science, Anthropology and Psychology

Unit2 Basic Concepts: Society, Community, Association, Social Structure, Status & Role, Norms and Values

Unit 3 Social Groups & Processes: Definition, Nature and Type  
Secondary & Reference Group; Processes- Co-op  
Accommodation. **BA HONORS ELL**

Unit 4 Social Institutions: Marriage, Family, Kinship and Religion; Their Functions and Features. Social Stratification: Concept and Bases; Forms- Caste, Class, Power & Gender

Unit 5 Introduction to Rural Sociology: Origin, Nature, Subject Matter and Importance. Rural Social Structure: Caste and Class in Rural Set Up, Inter Caste Relation with reference to Jajmani System; Rural Family and Changing the pattern

Text Book.

Haralambos, M.- (1998) Sociology : Themes and Perspectives , OUP, New Delhi

Jayaram , N. - (1998) Introductory Sociology , Macmillan India Mukherjee ,

R. - (1998) Systematic Sociology , Sage Oommen , T.K. & Venugopal , C.N. - (1993) Sociology , Estern Book Co.

Dube , S.C. - (1992) Understanding change : Anthropological Sociological Perspectives, Vikash Publication House, New Delhi.

Smelser, N.J. - (1993) Sociology, Prentice Hall of India Pvt. Ltd. New Delhi

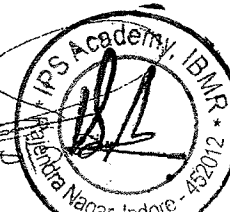
Giddens Anthony - (2009) Sociology, Polity Press, London Beteille, Andre - (2002) Sociology Essays on Approach and methods, OUP , New Delhi

Gupta Dipankar (Ed.)- Social Stratification, OUP

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# PSYCHOLOGY

This course aims at developing an understanding of the growing discipline of psychology and promoting skill based education. . The course intends to enable students in developing skills and competencies needed for meeting the challenges and needs of the real world effectively. Hence this syllabus is created keeping in mind the changing nature of the society, educational institutions and the workplace and inculcate the required competencies in the students to understand and respond to the same efficiently and effectively.

## Course Outline

**Unit 1: Introduction:** What is psychology? Perspectives on behaviour; Methods of psychology; Subfields of psychology; Psychology in modern India

**Unit 2: Perception:** Perceptual processing, Role of attention in perception, Perceptual organization, Perceptual sets, Perceptual constancies, Depth perception, Illusions.

**Unit 3: Learning and Motivation:** Principles and applications of Classical conditioning, Operant conditioning, and Observational learning; Cognitive influences on learning; Perspectives on motivation, Types of motivation, Motivational conflicts

**Unit 4: Memory:** Models of memory: Levels of processing, Parallel distributed processing, Information processing; Reconstructive nature of memory; Forgetting; Improving memory.

**Unit 5. Personality:** Nature of personality; Biopsychosocial foundations of personality; Culture, gender and personality; Perspectives on personality: Psychodynamic (Freud), humanistic (Maslow) and social (Bandura)

## Text Books

Baron, R. & Misra, G. (2013). *Psychology*. New Delhi: Pearson.

Chadha, N.K. & Seth, S. (2014). *The Psychological Realm: An Introduction*. New Delhi: Pinnacle Learning.

Ciccarelli, S. K., & Meyer, G. E. (2010). *Psychology: South Asian Edition*. New Delhi: Pearson Education.

Passer, M.W. & Smith, R.E. (2010). *Psychology: The science of mind and behaviour*. New Delhi: Tata McGraw-Hill



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## FT-106C ORGANIZATION BEHAVIOUR

### COURSE OBJECTIVES

The Objective of this course is to help students to understand human behaviour in organizations so that they improve their managerial effectiveness.

### EXAMINATION SCHEME

Student shall be evaluated on two components: 20 internal and 80 end semester examinations.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks. The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.

### COURSE OUTCOMES

After the completion of the course the students should be able to:

- CO1. Demonstrate an understanding of key terms, theories' concepts and practices within the field of OB.
- CO2. Demonstrate competence in development and problem solving in the area of management.
- CO3. Analyze the key issues related to administrating the human elements such as Perception, Learning, Motivation, Leadership, Team Building and others.
- CO4. Know the meaning of terminology and tools used in managing employees effectively

### COURSE CONTENTS

#### UNIT I

Foundations of Individual Behaviour: The organization and the individual. Personality Determinants and Attributes. Attitudes. Learning and Learning Theories. Perception. OB models



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## UNIT II

**Motivation:** Definition and concept, theories of motivation- Maslow's Hierarchy of Needs, Herzberg's Two Factor theory, ERG theory, Vroom's Expectancy theory, Equity theory, Reinforcement theory and Behaviour Modification

## UNIT III

**Foundations of Group Behaviour and Conflict Management and Negotiation:** Defining and Classifying Groups, stages of group development, Group Structure, Group Processes, Group Dynamics, Group v/s Team, Team Effectiveness. Group and Intergroup Relations Transitions in Conflict Thought, Functional versus Dysfunctional Conflict, Conflict Process, Conflict Management Techniques, Negotiation Process, Bargaining Strategies

## UNIT IV

**Emotional Intelligence and Leadership :** Nature and Significance of leadership, leadership in different cultures, leadership theories and Styles: Trait theories, Behavioural theories-- Ohio State Studies, Michigan Studies, and Managerial Grid. Contingency theories-- Fiedler's Model, Hersey and Blanchard's Situational theory, Path Goal theory, Recent Development in Leadership Theory.

Emotional intelligence: Framework of Emotional Intelligence, EI implications for an individual and managerial effectiveness.

## UNIT V

**Organizational Culture and Organizational Change:** Concept, Relationship of Culture with organizational behaviour, Levels of organizational culture, Analyzing, managing and changing organizational culture, Implications for managers at national and global level. Forces for Change, Resistance to Change, Approaches to managing organizational change

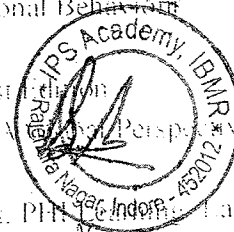
## UNIT VI

**Time Management and Stress Management:** Stress, Work Stress and its Management. Concept of Time Management, Barriers to Effective Time Management, Tools and Techniques for Effective Time Management.

## TEXT READINGS

1. Stephen P. Robbins, Timothy A Judge, Seema Sanghi "Organizational Behaviour" Pearson Education, Latest Edition
2. Nelson, Organisational Behaviour, Cengage Learning, India, Latest Edition
3. R. S. Dwivedi, "Human Relations and Organizational Behaviour" Macmillan Latest Edition.
4. Jerald Greenberg and Robert A Baron, Behaviour in Organisations, PHI, Latest Edition.

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Academic year 2019-20

5. Hitt, Millar, Colella, Organizational Behaviour A Strategic Approach, Wiley India, Latest Edition.

### SUGGESTED READINGS

1. Fred Luthans, "Organizational Behaviour", New York, McGraw Hill, Latest Edition.
2. Udai Pareek, Understanding Organizational Behavior, Oxford Higher Education, Latest Edition.
3. John W. Newstrom and Keith Davis, "Organizational Behaviour: Human Behaviour at Work" New Delhi, Tata McGraw Hill, Latest Edition.
4. Jai B P Sinha, Culture and Organizational Behaviour, Sage Publication, Latest Edition.
5. Kavita Singh Organizational Behaviour Text and Cases, New Delhi, Pearson Education, Latest Edition.
6. M.N. Mishra, Organizational Behaviour, Vikas Publishing House, Reprint, Latest Edition.



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## FT-107 C BUSINESS COMMUNICATION

### COURSE OBJECTIVES

The objective of the course is

1. To create awareness and sensitize management students towards the significance of effective communication skills and its role in business
2. To acquire the basics of Business Communication
3. To hone up different skills of effective communication viz. listening, speaking, reading and writing of management students
4. To sensitize the students towards the imperative need for developing interpersonal and group communication and enable them to overcome to certain extent the challenges in effective communication with different stakeholders
5. To evaluate their skills on a comprehensive parameters of listening, speaking and writing

### EXAMINATION SCHEME

Student shall be evaluated on two components 20 internal and 80 end semester examinations.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

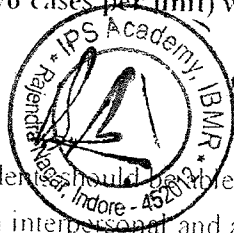
The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.

### COURSE OUTCOMES

After the completion of the course the student should be able to

- CO 1. To effectively communicate at both interpersonal and at organizational levels, with all the stakeholders of the organization
- CO 2. To converse effectively in the basic formats and styles of business writing so that he/she will be thoroughly prepared to take part in real-world business situations
- CO 3. To respond appropriately in a confident and concise style (oral and written) in a given situation
- CO 4. To identify and apply effective usage of the requisite skill in a given business set-up



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## COURSE CONTENTS

### UNIT I

**Basics of Communication:** Define Communication and its objectives in a business set up, Distinguish between Business Communication and General Communication; Principles of Effective Communication; Process of Communication explained through various Models and its examples, Importance of Feedback and critique; Barriers to effective communication

### UNIT II

**Communication Networks:** Channels of Communication: Formal - Upward, Downward, Lateral; Informal - Grapevine, Advantages and Disadvantages of grapevine; Comparing Formal and Informal Channels in various situations; Verbal Communication: significance of choice of words and style of communication, significance of language as an essential tool for communication; Non-Verbal Communication: Importance of non-verbal communication, Kinesics, Proxemics, Paralanguage; Cultural differences in Non-Verbal Behavior

### UNIT III

**Factors affecting Communication:** Barriers to Effective Communication and ways to overcome them; Listening: Importance of Listening, Types of Listening, activities to develop listening Skills; Barriers to Listening and overcoming them, workshop on Understanding the relevance and effectiveness of communication through Transactional Analysis (Activity-based)

### UNIT IV

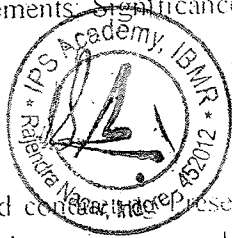
**Business Writing:** Basic patterns of business letters: Cover letters, Applications, Sales and Credit letters, etc.; Directness in good news and neutral situations; Indirectness in bad news and persuasive messages; E-mails, Memos and Circulars; Writing Reports and Proposals.

### UNIT V

**Resume Writing :** Types of resumes viz. Chronological, Functional/ Skill-based, Combination and Targeted; Understanding the advantages and disadvantages of the same; tailoring the content to suit the requirements; Significance of writing resumes for internship and recruitment purposes; (Handout based)

### UNIT VI

**Presentation Skills:** Preparing for and conducting presentations; Designing and delivering online Presentations; Interviewing and being interviewed, Group Discussions, Speeches and Public Speaking; Situation specific role plays as relevant to the discipline (Assignment based)



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## UNIT VII

**Reading Comprehension:** Understanding the significance of reading and comprehension; Understanding the value of significant reading to develop the ability to comprehension and critical insight; Developing language proficiency and enhance vocabulary and grammar (Handout based)

## TEXT READINGS

1. Penrose, Business Communication for Managers, Latest edition, Cengage Learning, India
2. P.D. Chaturvedi, Business Communication Concepts Cases & Applications, Latest edition, Pearson Education.
3. Raymond V. Lesiker, Business Communication – Connecting in a Digital World, McGraw Hill Education, Latest edition, New Delhi.
4. Debashish & Das, Business Communication, PHI, , Latest edition.
5. Courtland L. Bovee Business Communication Today, Latest edition.
6. Agarwal Rohini, Business Communication Organization and Management, New Delhi Taxmann Publication, Latest edition.

## SUGGESTED READINGS

1. Asha Kaul, Business Communication, Latest edition, PHI Learning
2. Courtland L. Bovee, Techniques of Writing Business Letters, Memos and Reports, Jaico Publishing House, Latest edition.
3. Krizan, Effective Business Communication , Latest edition, Cengage Learning, India
4. Madhukar, Business Communication, Vikas Publishing House, Latest edition.
5. Sushil Bahl, Business Communication Today, Response Books, Reprint , Latest edition.
6. Meenakshi Raman & Prakash Singh Business Communication, Oxford Higher Education Latest edition



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## FT-206C HUMAN RESOURCE MANAGEMENT

### COURSE OBJECTIVES

The objective of this course is to help the students develop an understanding of the dimensions of the management of human resources, with particular reference to HRM policies and practices.

### EXAMINATION SCHEME

Student shall be evaluated on two components: 20 internal and 80 end semester examination. There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

**Note:** Relevant Case Studies (at least two cases per unit) will be discussed by the Faculty compulsorily.

### COURSE OUTCOMES

After completion of the course the students should be able to :

- CO1. Demonstrate an understanding of key terms, theories/ concepts and practices within the field of HRM.
- CO2. Demonstrate competence in development and problem solving in the area of HR management.
- CO3. Analyze the key issues related to administrating the human elements such as Acquisition, Compensation, Appraisal, Career planning, Training Global Challenges.
- CO4. Describe the meaning of terminology and tools used in managing employees effectively.

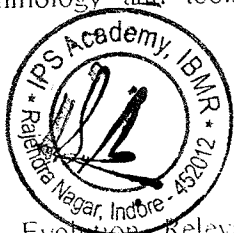
### COURSE CONTENTS

#### UNIT I

**HRM Concept:** Definition, Concept, Evolution, Relevance of HRM, Human Resource Functions, HRM in current Scenario, Human Resource Policies.

#### UNIT II

**Human Resource Acquisition Process:** Job Analysis- Job Specification, Job Analysis Methods, Human Resource Planning, Concept and Process of HRD, Human Resource Information System, Steps of HRIS, Recruitment, Sources of recruitment, E-recruitment, Selection, Stages in selection process, Placement and Induction.



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### UNIT III

**Human Resource Training and Development:** Orientation, Training and Development Process and Methods, Need Assessment, Training Evaluation, Approaches and Types of Evaluation Instruments, Developing Effective Training Programmes.

### UNIT IV

**Appraising and Improving Performance:** Basic Concepts, Objectives and Process of Performance Appraisal Systems, Performance versus Potential Appraisal, Types of Appraisal Systems, New Trends in Performance Appraisal Systems, Planning and Career Planning.

### UNIT V

**Maintenance of Human Resources:** Job Evaluation, Incentive and Reward System, Objectives and Major Phases of Compensation Management.

### UNIT VI

**International HRM: HR in Comparative Perspective ,Challenges faced by HR Global Managers:** Cross National Variations in Acquisition, Recruitment, Performance Appraisal, Training & Development, Reward Structure, and Labour Management, etc

### TEXT READINGS

1. Bohlander, Human Resource Management, 14<sup>th</sup> edition Cengage Learning, India, Latest Edition.
2. Dessler, Verkey, Human Resource Management, Pearson Education, Latest Edition.
3. Monir H. Tayeb, International Human Resource Management, Oxford, Latest Edition.
4. Pataik, Human Resource Management, PHI, Latest Edition
5. Subba Rao, International Human Resource Management, Himalaya Publishing House.

### SUGGESTED READINGS

1. Tony Edwards, Chrisrees, International Human Resource Management, Pearson Education, Latest Edition.
2. K. Asawathapa International Human Resource Management . TMH, Latest Edition.
3. Jeffery Mello, Human Resource Management, Cengage Learning, India, Latest Edition.
4. SubbaRao, Essential of HRM and Industrial Relation, Himalaya Pub House, Latest Edition
5. Methis& Jackson Human Resource Management, Cengage Learning, Latest Edition.
6. Dowling, International Human Resource Management Cengage Learning, India, Latest Edition



*Sangeeta*  
*[Signature]*

## FT -207 C BUSINESS ETHICS & INDIAN ETHOS IN MANAGEMENT

### COURSE OBJECTIVES

The objective of this course is to help students gain an understanding of Business Ethics and application of Indian values in managerial decision-making

### EXAMINATION SCHEME

Student shall be evaluated on two components: 20 internal and 80 end semester examination.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.

### COURSE OUTCOMES

After completion of the course the students should be able

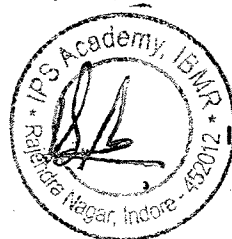
- CO1. Understand the relevance of Indian Ethos for further enrichment of holistic leadership principles and practices.
- CO2 Understand application of several important concepts and frameworks for moral reasoning to complex business issues.
- CO3 Apply ethics to business, management, and decision making.
- CO4 Provide insights to participants for developing leadership that is socially, environmentally and culturally responsible

### COURSE CONTENTS

#### PART – I BUSINESS ETHICS

##### UNIT I

The Nature and Purpose of Ethical Reflections Introduction. Definition of Ethics. Moral Behaviour. Characteristics of Moral Standards. Business Ethics Mediating between Moral Demands and Interest. Relative Autonomy of Business Morality. Studies in Business Ethics. Role of Ethics in Business. Theory of Voluntary Mediation. Participatory Ethics. Duty ethics in the Business Environment. Theories of Virtue  
Case Study: Trade in Human Organs



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## UNIT II

Moral Responsibility: Introduction; Balanced Concept of Freedom, Individual Responsibility, Implications related to Modern Issues, Public Accountability and Entrepreneurial Responsibility, Moral Corporate Excellence.

Case Study: Satyam is not really Satyam

Discussion on cases related to unethical Practices in Industry (For instance Nirav Modi, Vijay Mallaya, etc)

## UNIT III

Corporate Responsibility, Business Ethics and Individual Interest: Interest based Outlook, Impact of Interest on Moral Goals and Moral Principles, Utilitarian Views on Business Ethics, Enlightened Egoism.

## PART - II INDIAN ETHOS IN MANAGEMENT

### UNIT IV

Management, Culture and Ethos - Role and Significance of Ethos in Managerial Practices, Management is Culture Bound, Sources of Indian Ethos in Management: Vedas, Shastras, Smritis, Puranas, Upnishads, Ramayan, Mahabharat, Arthashastra, Ramcharitamanas, Panchatantra, Hitopadesh, Guru Granth Sahib, Teachings of Buddha and Mahaveer, the Holy Bible, the Holy Quran etc. - examples and models from the above texts, Human Behaviour - Indian Thoughts, Guna Theory, Sanskara Theory.

Case Study: The Whistleblower

Discussion on characters of Ramayana, Mahabharata Learnings and quotes of Gurunanak Dev, Buddha, Mahavir, Inspirational Stories from Indian Mythology.

### UNIT V

Karma Theory, Nishkama Karma Yoga and Professionalism, Personal and Managerial Effectiveness in Indian Thoughts - Management of the Self - Management of Body, Thoughts and Emotions; Interpersonal and Group Effectiveness.

Case Study: Jet Airways.

Discussion on stories from Panchtantra, Hitopadesh.



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### UNIT VI

Cultural Heritage of India and its relevance to Modern Management: Concept of 'Pancha - Rina' (five- fold debt) and Corporate Social Responsibility, Four - fold Life Goals (Purusharth Chatushtheya) and Business. Sanskara Values Vs. Skills - Supremacy of Values over Skills. Role Vs. Self, Work Place Spirituality

Case Study: East India Company. Discussions on Teachings from Bhagwad Geeta

### UNIT VII

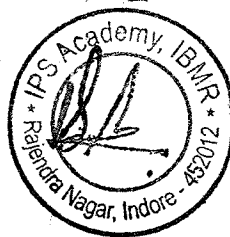
Productive Practices and Team Motivation, Prospects of Virtues in Business Ethics and Management Theory, Models of Leadership and Motivation in Indian Thoughts, Examples from Scriptures.

### TEXT READINGS

1. A.C Fernando, **Business Ethics: An Indian Perspective**, Pearson, Latest Edition.
2. Weiss, **Business Ethics concept & cases**, Cengage Learning, Latest Edition.
3. Velasquez, **Business Ethics, Concepts & Cases**, PHI, Latest Edition.
4. Murthy, **Business Ethics**, Himalaya Publishing House, Latest Edition
5. Al Gini, **Case Studies in Business Ethics**, Pearson Education, Latest Edition
6. Ronald D Francis, Mukti Mishra, **Business Ethics : An Indian Perspective**, The Tata McGraw Hill Companies, Latest Edition.

### SUGGESTED READINGS

1. Shashtri J.L., **Ancient Indian Traditions and Mythology**, 1st ed., Motilal Banarsidas, New Delhi, Latest Edition.
2. F. Max Muller, **Sacred Books of East**, Motilal Banarsidas, New Delhi, Latest Edition.
3. S.K. Chakraborty, **Ethics in Management-Vedantic Approach**, New Delhi, Oxford India Ltd., Latest Edition.
4. Swami Jitatananda, **Indian Ethos for Management**, Rajkot, Ramakrishna Ashrama, Latest Edition
5. Swami Someswarananda, **Indian Wisdom for Management**, Ahmedabad, AMA, Latest Edition.
6. Swami Ranganathananda, **Universal Message of the Bhagvad Gita**, Calcutta, Advaita Ashrama, Latest Edition.



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## FT-303H INDUSTRIAL RELATIONS AND LEGISLATIONS

### COURSE OBJECTIVES

Industrial Relations play an important role in organizations. Organisational efficiency and performance are intricately interlinked with industrial relations. This course will expose students to the conceptual and practical aspects of industrial relations at the macro and micro levels.

### EXAMINATION SCHEME

Student shall be evaluated on two components: 20 internal and 80 end semester examination.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

**Note:** Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.

### COURSE OUTCOMES

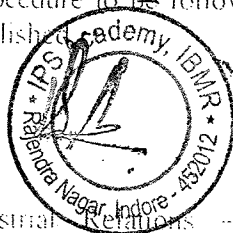
After completion of the course the students should be able to

- CO1 Acquaint with industrial relations framework in our country
- CO2 Know the importance of the maintenance of industrial peace and efforts to reduce the incidence of strike and lockout
- CO3 Critically examine the provisions in the various industrial Disputes Act, for the prevention and settlement of industrial disputes
- CO4 Learn underlying the disciplinary enquiry for misconduct are to understood in view of acquaint misconduct and procedure to be followed before imposing punishment for misconduct alleged and established

### COURSE CONTENT

#### UNIT-I

**Introduction:** Overview of Industrial Relations - Historical perspective and post independence period. Scope, objectives, importance and factors affecting IR and its participants; Approaches to Industrial relations, Code of Discipline, Government policies relating to labor, ILO and its influence on Legal Enactments in India



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## UNIT-II

**Collective Bargaining & Negotiation:** Collective Bargaining: Concept, essential conditions for the success of collective bargaining, functions, importance, process, and prerequisites for collective bargaining, implementation and administration of agreements. Negotiations-Types of Negotiations-Problem solving attitude, Techniques of negotiation, negotiation process, essential skills for negotiation, Workers Participation in Management

## UNIT-III

**Trade Union:** Trade Unions: Meaning, Trade Union Movement in India, The role of the Trade Unions in Modern Industrial Society of India, functions of Trade Unions, objectives and importance of Trade Unions, The Trade Union Act, 1926, Procedure for registration of Trade Union, Grounds for the withdrawal and cancellation of registration, Union Structure, Rights and Responsibilities, Penalties for offences of trade unions, Difference between a Registered and a Recognised Trade Union, Problems of Trade Unions, Future Trends of Trade Union Movement in India.

## UNIT-IV

**Grievance procedure and Discipline management :** Grievance – Overview, sources, approaches to grievance machinery, Grievance procedures, and model grievance procedure Discipline - Causes of Indiscipline - Maintenance of discipline. Principles of Natural Justice, Judicial approach to discipline, Domestic enquiries, Disciplinary procedures, approaches to manage discipline in Industry, Principles of Hot stove rule.

## UNIT-V

**Industrial Conflicts:** Industrial conflict Perspectives, Nature of conflicts and its manifestations causes and types of Industrial conflicts, Prevention of Industrial conflicts, Industrial disputes act of 1947, Settlement Machinery of Industrial disputes Paradigm shift from industrial relations to employee relations Shift in focus, difference, employee relations management at work, culture and employee relations, future of employee relations

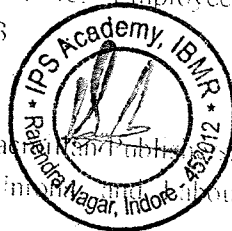
## UNIT-VI

### Industrial Legislation

Factories Act, 1948, Maternity Benefit Act, 1961, Contract Labour Act, 1970, Child Labour (Prohibition & Regulation) Act, 1986, Industrial Employment Act, 1946, Industrial Employment (Standing orders) Act, 1946, Employees' State Insurance (ESI) Act, 1948, Employee Compensation Act, 2013

## TEXT READINGS

1. Sen - Industrial Relation in India, Macmillan and Co. Pvt. Ltd., Latest Edition
2. Sinha-Industrial Relations, Trade Union and Labour Legislation, Pearson, Latest Edition
3. B D Singh, Industrial Relations and Labour Laws, Excel Books, Latest Edition
4. Monappa, Arun - Industrial Relations, TMH, Latest Edition
5. Taxmann's, Labour Laws, Taxmann, Latest Edition



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## FT-404H TRAINING AND DEVELOPMENT

### COURSE OBJECTIVES

The course aims at exposing the learner to the concept and practice of training and development in the modern organisational setting through the pedagogy of case discussions and recent experiences. In the context of global competition, Organisations are committing more resources, in the forms of both time and money towards training that enables employees to continuously update and develop their competencies. The present course is designed to study the concepts and processes of training and development (T&D).

### EXAMINATION SCHEME

Student shall be evaluated on two components: 20 internal and 80 end semester examination.

There will be 20 marks for internal evaluation, three internal evaluations will be conducted out of which two will be written test and third will be assignment/ presentation/quiz/ class participation. Best two out of 3 evaluations will be considered as internal marks.

The semester examination carrying 80 marks will have two sections A and B. Section A worth 60 marks will have six theory questions out of which students will be required to attempt any four questions. Section B carrying 20 marks will contain one or more cases (or cases/practical)

Note: Relevant Case Studies (at least two cases per unit) will be discussed compulsorily.

### COURSE OUTCOMES

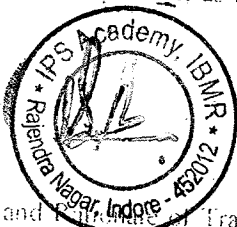
After completion of the course the students should be able

- CO1. To enable students understand the concepts, principles and process of training and development
- CO2. To develop an understanding of how to assess training needs and design training programmes in an Organisational setting
- CO3. To familiarize students with the levels, tools and techniques involved in evaluation of training effectiveness
- CO4. The endeavour is also to provide, as far as possible, hands - on learning experience related to training

### COURSE CONTENTS

#### UNIT I

Introduction: Concepts and Functions of Training and Development, overview of training and development systems, organizing training department, training and development policies.



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linking training and development to company's strategy; Requisites of Effective Training :  
Role of External agencies in Training and Development.

**UNIT II**

**Training Needs Assessment:** Meaning and purpose, Training Needs Assessment at different levels, its approaches and output of Training Needs Assessment, methods used in need assessment along with Learning outcomes and learning curve.

**UNIT III**

**Training and Development Methodologies:** Overview of Training Methodologies- Logic and Process of Learning; Principles of Learning; Individual differences in learning, learning process, learning management system; Criteria for Method Selection; Skills of an Effective Trainer and Trainers' Roles; Use of Audio-Visual Aids in training; Computer Aided Instructions- Distance Learning, Open Learning, E- Learning; Technologies Convergence and Multimedia Environment.

Development Techniques for enhancing decision-making and interpersonal skills, Case-study, in-basket exercise, special projects, multiple management Programme Learning, Action learning, Syndicate Work, Games, Action Maze, Role Play; Demonstration and Practice Monitoring; Coaching; Self Diagnostic Skills, Experience Learning, Discovery Learning, Brain Storming, Counselling, Position Rotation, Team Building, and Sensitivity Training.

**UNIT IV**

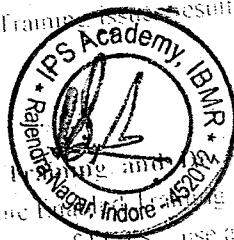
**Designing Training and Development Programs:** Organisation of Training and Development programs and modules: Training design, kinds of training and development programs- competence based and role based training, orientation and socialization: diversity training, choice of training and development methods. Preparation of trainers; developing training materials: E-learning environment. Flexible learning modules: Training process outsourcing

**UNIT V**

**Evaluation of Training and Development:** Evaluation Designs, Evaluation planning and Problems in evaluation: data collection, different evaluation frameworks, Problems of Measurement and Evaluation: Costing of training, measuring costs and benefits of training program, obtaining feedback of trainees. Methods of evaluating effectiveness of Training Efforts, Parameters of evaluation for Trainer, Trainee and training outcomes. Model of Training Effectiveness. Training issues resulting from the external environment and internal needs of the company

**UNIT VI**

**Emerging Trends in Training and Development:** Communication, team training and sigma training, Electronic Learning Systems-Concept, types, benefits and challenges, concerns in implementation of E-Learning, use and its up scalability; and follow up activities



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Academic year 2019-20  
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**UNIT VII**

Training worldwide, Training and development initiatives of some selected companies from private and public sectors and MNCs.

**TEXT READINGS**

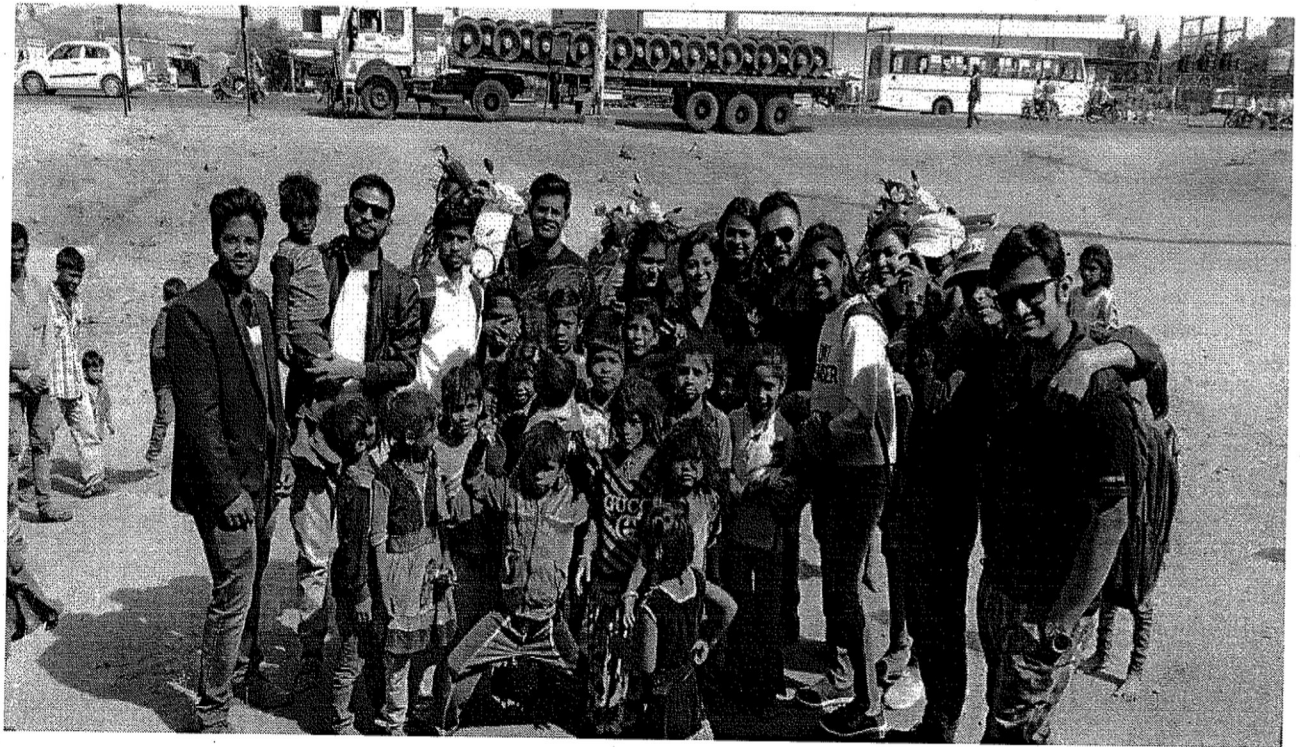
1. Prior, John, Handbook of Training and Development, Jaico Publishing House, Bombay, Latest Edition.
2. Trvelove, Steve, Handbook of Training and Development, Blackwell Business, Latest Edition.
3. Warren, M.W. Training for Results, Massachusetts, Addison-Wesley, Limited Edition.
4. Craig, Robert L., Training and Development Handbook, McGraw Hill, Limited Edition.
5. Garner, James, Training Interventions in Job Skill Development, Addison-Wesley, Limited Edition.
6. Rolf, P., and Udai Pareek, Training for Development, Sage Publications Pvt. Ltd, Limited Edition
7. Michalak, Donald, and Edwin G. Yager, Making the Training Process Work, Writers Club Press, Limited Edition
8. Jack J. Phillips, Hand book of Training Evaluation and Measurement Methods, Routledge Limited Edition.
9. Dayal, Ishwar, Management Training in Organisations, Prentice Hall, Limited Edition

*A. S. Patel* *Sangeetha* *Al* *divi* *Pr* *Anant* *di* *Sh*

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Various CSR Activities are conducted throughout the year to make students realize the concept of Ethics and value system. Some of such activities include: Muskan, Joy of Giving initiative, a frequent visit to old age homes, orphanages and government hospitals, etc., Also students are encouraged to participate in NSS Camp activities, extracurricular activities like Theme Based Nukaad- Natak, Role Play or Flash mobs that creates social awareness among youth.



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## जरूरतमंदों को बांटी उपयोगी सामग्री



**सिटी रिपोर्टर** | आईपीएस एकेडमी के एनएसएस विभाग ने वृद्ध, असहाय, निःशक्त, दिव्यांगों के आश्रम और झुग्गी-झोपड़ी में जरूरत की सामग्री वितरित की। विभाग प्रमुख नेहा शर्मा ने बताया कि साल का अंत एक अच्छे काम से करना चाहते थे इसलिए स्वार्थ भरे जीवन में निस्वार्थ का एक पल पहल की। हमारे घरों में ऐसी बहुत सी अनुपयोगी वस्तुएं होती हैं। ऐसी ही वस्तुओं को इकट्ठा कर हमने यह सामग्री जरूरतमंदों को वितरित की। श्रीधर, यशो, अन्वेषा, सुव्रत, विशाल, नेहा, अर्पित, यश ने इसमें हिस्सा लिया। यह पहल शहर के अलग-अलग इलाकों में की जाएगी।

Dainik Bhaskar, Jan , 2, 2020, Page No. 16 (CB)

## विशेष | IPS के स्टूडेंट्स वर्ल्ड-डे ऑफ सोशल जस्टिस के तहत सांवेर में प्रस्तुति देने गए थे सोशल जस्टिस पर नाटक देखने गांव की सरपंच को लेने पहुंचे तो सास बोली- हमारी बहुएं घर के बाहर नहीं जातीं

सिटी रिपोर्टर - इंदौर

महिलाओं के प्रति समाज का दोगलापन अपने बीभत्स रूप में तब सामने आया जब इंदौर से आईपीएस एकेडमी के ये स्टूडेंट्स सोशल जस्टिस और बालिका शिक्षा पर आधारित एक नुककड़ नाटक खेलने सांवेर के पास एक गांव पहुंचे। ये गांव सरपंच को उनके घर इसलिए लेने गए ताकि सरपंच भी समाज में फैली असमानताओं और महिलाओं के प्रति समाज के दोगलेपन के विरोध पर आधारित उनका यह नुककड़ नाटक देखें। युवाओं ने गांव की सरपंच से उनके साथ चलने का आग्रह किया तो सरपंच की सास ने इन्कार कर दिया।

वे बोलीं- हमारे घर की बहुएं घर की दरवाजा नहीं लगाती। हालांकि ग्रुप में शामिल लड़कियों के बार-बार आग्रह करने पर वे मान गईं और सरपंच यह प्रस्तुति देखने आईं, लेकिन स्टूडेंट्स ने बताया कि वे भावुक हो गईं और उन्होंने हमसे कहा - हमारे गांव में आज भी लड़कियों को ज्यादा पढ़ने-लिखने की, मर्जी से आने जाने की इजाजत नहीं है। लड़कियों के कुछ नियम कायदे बनाए गए हैं और उन्हें वो कायदे मानना ही पड़ते हैं। कलाकारों ने बताया कि उन्हें देख गांववाले भी हैरान थे कि वे कैसे आ गईं।



इस नुककड़ नाटक की टीम में शामिल नेहा शर्मा ने बताया कि हमारे लिए यह आखिरी खोल देने वाला क्षण था। शहर में रहकर हमें जरा भी अंदाजा नहीं था कि यहाँ महिलाओं का जीवन कैसा है। उन्हें छोटी-छोटी बातों के लिए भी इजाजत लेना पड़ती है। सामाजिक भेदभाव की जो बातें हमें सरपंच ने बताईं वही बात हमें गांव की कुछ लड़कियों ने भी कही। हम सामाजिक असमानता पर नाटक खेलने गए थे लेकिन जो बातें हमें इस गांव में पत लगीं उससे यह अंदाजा लगा कि आज के दौर में भी गहरी जड़ें जमाए बैठी इस समस्या से निपटने के लिए और बड़े प्रयास करने की जरूरत है।

### पति की ज़िद के आगे वो हारी नहीं, बेटी को अफसर बनाया कजरी ने

नाटक गांव की एक लड़की कजरी के इर्द गिर्द घुमा गया जो पढ़ाई करना चाहती है। आठवीं में टॉप आने की बात जब वह पिता को बताती है तो वे कहते हैं कि तेरी शादी करवाना है। वह मां से मित्रता करती है लेकिन पिता के आगे वह भी बेवस है। अंततः उसकी शादी करा दी जाती है और उसका पति छोटी-छोटी बातों के लिए उसे प्रताड़ित करता है। कजरी एक बेटी को जन्म देती है जो आठवीं कक्षा में टॉप करती है। वह आगे पढ़ना चाहती है लेकिन उसके पिता भी नहीं चाहते कि वह आगे पढ़े। कजरी बेटी को लेकर भाग जाती है, उसे पढ़ाती है और अफसर बनाती है।



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## ज्यों ने किया दिवाली सेलिब्रेशन,

प्रोजेक्ट मुरकान के तहत मनाया दिवाली महोत्सव



ज्यों ने दिवाली के त्योहार को मनाया। उन्होंने लाल, पीले और नीले रंग के दीये जलाए। यह कार्यक्रम प्रोजेक्ट मुरकान के तहत मनाया गया।

चलित, अकरलपंड और खलिबा स्थान की कोरि



## स्पेशल किड्स के साथ डांस और मस्ती

आईपीएस एकेडमी, एनएसएस इंडियन प्रोटेक्ट मुरकान का आयोजन

आईपीएस में सिल्वर जुबली ईयर के अंतर्गत प्रोजेक्ट मुरकान का आयोजन

आईपीएस एकेडमी, एनएसएस इंडियन प्रोटेक्ट मुरकान का आयोजन। यह कार्यक्रम प्रोजेक्ट मुरकान के तहत मनाया गया।

आईपीएस में सिल्वर जुबली ईयर के अंतर्गत प्रोजेक्ट मुरकान का आयोजन। यह कार्यक्रम प्रोजेक्ट मुरकान के तहत मनाया गया।

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## स्पेशल किड्स के साथ डांस और मस्ती की

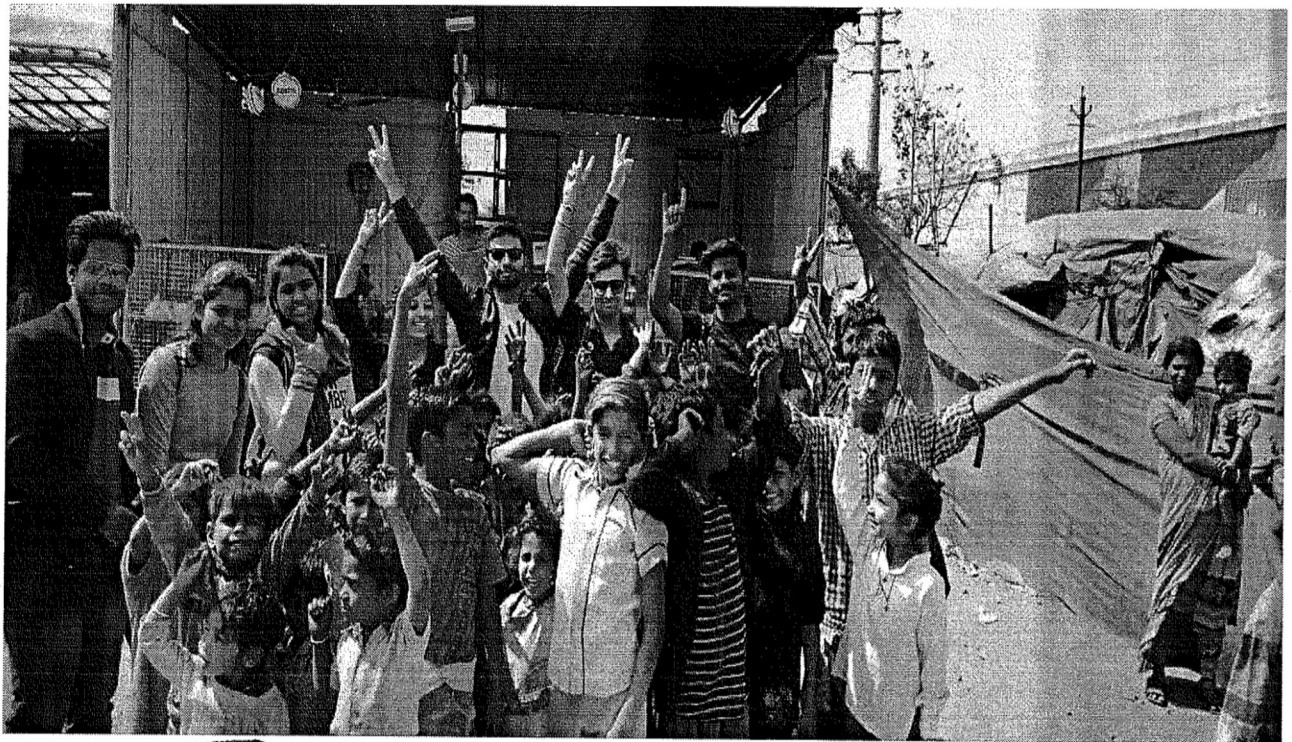
आईपीएस एकेडमी में सिल्वर जुबली ईयर सेलिब्रेशन  
रविश रिपोर्टर ■ इंदौर

ई एक्टिविटीज के बीच शाल किड्स ने सिल्वर जुबली ईयर सेलिब्रेशन का आयोजन किया। यह कार्यक्रम प्रोजेक्ट मुरकान के तहत मनाया गया।

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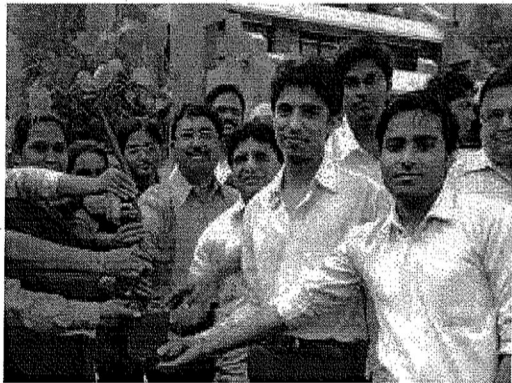


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## Extracurricular Activities:

Apart from the regular syllabus, academy and institutes has adopted various innovative practices and extracurricular activities to create environment awareness, its protection and others

**Regular plantation of trees:** it is to be done by the students of various institution belongs to academy to create awareness for greenery and to make a little effort to save environment



**Campaign for creating green and clean campus:** students promotes greenery and took green initiatives.

## आईपीएस एकेडमी के छात्रों ने स्टूडेंट्स जे लैब में वैसास किए दो प्रोजेक्ट्स, लगाई प्रदर्शनी शहर के स्टूडेंट्स ने बनाए ईकोफ्रेंडली डिजर्ट, बाम और मॉस्किटो कॉइल, ग्रामीणों को देंगे इसकी ट्रेनिंग

आईपीएस एकेडमी के छात्रों ने शहर के स्टूडेंट्स को जागरूक करने के लिए दो प्रोजेक्ट्स किए हैं। एक प्रोजेक्ट में छात्रों ने बाम और मॉस्किटो कॉइल बनाई हैं, जो कि ग्रामीणों को देकर इसकी ट्रेनिंग देंगे। दूसरे प्रोजेक्ट में छात्रों ने ईकोफ्रेंडली डिजर्ट बनाई है, जो कि शहर के स्टूडेंट्स को देकर इसकी ट्रेनिंग देंगे।



आईपीएस एकेडमी के छात्रों ने शहर के स्टूडेंट्स को जागरूक करने के लिए दो प्रोजेक्ट्स किए हैं। एक प्रोजेक्ट में छात्रों ने बाम और मॉस्किटो कॉइल बनाई हैं, जो कि ग्रामीणों को देकर इसकी ट्रेनिंग देंगे। दूसरे प्रोजेक्ट में छात्रों ने ईकोफ्रेंडली डिजर्ट बनाई है, जो कि शहर के स्टूडेंट्स को देकर इसकी ट्रेनिंग देंगे।

## स्वच्छता सर्वे में स्टूडेंट्स मिले ग्रामीणों से ग्रामीणों को किया जागरूक

रॉय रिपोर्ट © इंदौर  
सो.नं. 9685625277

राष्ट्रीय सेवा योजना विभाग द्वारा ग्राम हरसोसा का ग्रामीण प्रमर्श के तहत स्वच्छ भारत अभियान, स्वास्थ्य एवं स्वच्छता, शिक्षा पर सबका अधिकार, स्कूल बाले इन तथा मौलिक अधिकारों जैसे विषयों पर 50 से ज्यादा छात्रों द्वारा रा.से.नो. विभागाध्यक्ष जे.एस. राणा एवं स्टूडेंट्स अधिकारी सित सिंगर के नेतृत्व में संवैधानिकता गता। सर्वे में सासकोन प्राथमिक, माध्यमिक, उच्चतर माध्यमिक स्कूलों के विद्यार्थियों से रूपरु होकर फर्दाई सम्यथित विषयों में उनकी रुचि, स्वास्थ्य, समग्र आदि विषयों के ऊपर उन्हें जागरूक किया गया। इसके साथ ही सस्की स्कूलों के प्रचारों, रेड



सर्वे कार्यक्रम के दौरान ग्रामीणों को जागरूक करते स्टूडेंट्स।

मास्टर्स से मिलकर सम्यथित समस्याओं एवं निवारण पर अध्ययन किया गया। साथ ही प्रमर्श के दौरान ग्रामीणों को समस्व एवं सुविधाओं पर भी सर्वे किया गया, जिसमें स्टूडेंट्स ने प्रस्तावों के आधार रिपोर्ट बनाई।



## केमिस्ट्री के छात्रों ने बनाए नेचुरल प्रोडक्ट आईपीएस एकेडमी में प्रदर्शनी का आयोजन

आईपीएस एकेडमी के छात्रों ने शहर के स्टूडेंट्स को जागरूक करने के लिए दो प्रोजेक्ट्स किए हैं। एक प्रोजेक्ट में छात्रों ने बाम और मॉस्किटो कॉइल बनाई हैं, जो कि ग्रामीणों को देकर इसकी ट्रेनिंग देंगे। दूसरे प्रोजेक्ट में छात्रों ने ईकोफ्रेंडली डिजर्ट बनाई है, जो कि शहर के स्टूडेंट्स को देकर इसकी ट्रेनिंग देंगे।

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**Plastic recycling plant:** Plastic recycling plant has been installed to recycle the waste plastic

# पटाखे-मिठाई मिले तो खिल उठे बच्चों के चेहरे

आईपीएस अकादमी का दीपावली मिलन समारोह

इंदौर ● इस दीपकोत्सव को यादगार बनाने के लिए हर कोई अपने स्तर पर प्रयास कर रहा है। आईपीएस अकादमी द्वारा दीपावली मिलन समारोह जरूरतमंद बच्चों के साथ मनाया गया। इस दौरान बच्चों को डिजाइनर दीये बनाने का प्रशिक्षण दिया। संस्थान के मैनेजमेंट सदस्य आर्किटेक्ट शान चौधरी ने इन बच्चों को फुलझंडी, पटाखे, मिठाई, फल की टोकरियां वितरित की तो बच्चों को चेहरे खिल उठे। चौधरी ने बताया कि समाज के प्रति उत्तरदायित्व के निर्वहन और जरूरतमंद बच्चों के चेहरे पर मुस्कराहट ला सके, यही हमारा उद्देश्य है। आईपीएस द्वारा चलाए जाने वाले विभिन्न कार्यक्रमों में प्रतिवर्ष लगभग 300 बच्चों को



प्रशिक्षित किया जाता है। कार्यक्रम में 145 मेधावी विद्यार्थियों को पुरस्कृत भी किया गया। आयोजन आईपीएस के आईसीएसआर के विद्यार्थी वालंटियर अदिति, भावेश, लवीना, गौरव, अनामिका, प्राजक्ता, शक्तिश, अभिनंदन के सहयोग से आयोजित किया गया।

बच्चों को रातियाँ और स्कूल बैग बांटे

रं

अवधे  
पेंटिंग  
एजी

इंदौर ●  
कला प  
चित्रकार  
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रचनात्म  
चित्रों क  
की शाम  
शुरू हुई  
की पेंटि  
विशाल

अवधेश  
प्रयोगशी  
संयोजन  
समकाल  
नजर अ  
अव  
शुरूआत  
थी और  
समय त  
अब वो





तुमस डे के मौके पर .....

## पेडमैन मूवी से प्रेरणा लेकर बांटे सेनेटरी नेपकीन



### आईपीएस एकेडमी के कार्यक्रम में पेडमैन की बाल कलाकारा वषिका भी आई

इन्दौर। तुमस डे के मौके पर पेडमैन मूवी से प्रेरणा लेकर आई पी एस एकेडमी में महिलाओं के लिए सेनेटरी नेपकिस बांटे गए। कार्यक्रम के दौरान पेडमैन मूवी में किरदार निभा चुकी बाल कलाकार वषिका धर्मा थीं।



इस कार्यक्रम को शासकीय योजनाओं से जोड़ने की भी योजना है। आईपीएस के निष्पत्ति बर्तनों में पड़ रही बालिकाओं को आईपीएस की योजना आई सी एस आर



प्रारंभ में एकेडमी की डायरेक्टर श्रीमती संगीता चौधरी ने दीप प्रज्ज्वलित कर कार्यक्रम का शुभारंभ किया। उन्होंने बताया कि सेनेटरी पेड के जरिये घृणी में

किरदार निभा चुकी वषिका धर्मा को भी इस कार्यक्रम में आमंत्रित किया। निःशुल्क पेड को श्री जय राज सिंह राणा के प्रयास से जो 7 फ़ीट ग्री कंपनी ने दिए हैं। जिन्हें आसपास की बस्तियों में भी निःशुल्क बांटा

जकाया। इस दौरान आय सी एस केपस की डॉ. श्रीमती आर्य ने महिलाओं का स्वास्थ्य प्रशिक्षण किया और पेड के इस्तेमाल और स्वच्छता को बनाये रखने के लिए विभिन्न उपाय भी बताये। भविष्य में

खाल मित्र के जरिये उनकी रुचि के विषयों में प्रशिक्षण भी दिया जाता है जिससे आईपीएस के व्यवसाईक पाठ्यक्रमों के विद्यार्थी सहयोग देते हैं श्रीमती अलका सक्सेना ने बताया।

## स्पेशल किड्स के साथ डांस और मस्ती की

### आईपीएस एकेडमी में सिल्वर जुबली ईयर सेलिब्रेशन दबंग रिपोर्टर ■ इंदौर

कई एक्टिविटीज के बीच स्पेशल किड्स ने सिल्वर जुबली उत्सव को अपनी मुस्कान से स्पेशल बनाया। यह नजारा रहा सोमवार को आईपीएस एकेडमी का, जहाँ आईसीएसआर-एनएसएस आईपीएस एकेडमी द्वारा सिल्वर जुबली ईयर के अंतर्गत प्रोजेक्ट मुस्कान का आयोजन किया गया। मनुवृद्धि केंद्र से विशेष बच्चों को



आमंत्रित किया गया। डॉ. गितेंद्र छाबड़ा व अन्य स्टाफ भी शामिल हुए।

आईसीएसआर एनएसएस डिपार्टमेंट हेड नेहा शर्मा द्वारा आयोजित कार्यक्रम में

मैनेजमेंट द्वारा बच्चों को गिफ्ट डिस्ट्रीब्यूशन राजेश चौधरी, रवि सक्सेना, दिलीप अवस्थी ने किया। आगामी दिनों में आईपीएस एकेडमी में प्रोजेक्ट अम्बस और ज्ञान विस्तार भी लांच किए जाएंगे, जिसके अंतर्गत आने वाले सालों में जो जल की समस्या बढ़ रही है उसका निवारण देंगे और ज्ञान विस्तार में बस्ती के बच्चों के लिए प्री क्लासेस लगाई जाएंगी। एक बुक बैंक बनाया जाएगा जहाँ बच्चों के लिए किताबों की सुविधा दी जाएगी। सिल्वर जुबली ईयर में आईसीएसआर-एनएसएस डिपार्टमेंट कई महत्वपूर्ण और नए कदम जो समाज में बदलाव लाएंगे उठाने का प्रयास करेगा।

# विशेष बच्चों ने किया दिवाली सेलिब्रेशन, खेले गेम्स

आईपीएस एकेडमी में प्रोजेक्ट मुस्कान के तहत मनाया दिवाली महोत्सव



## CELEBRATION

सिटी रिपोर्टर . डेवर

आईपीएस एकेडमी के 25 साल पूरे होने पर मिल्कर जुबली सेलिब्रेशन किया जा रहा है। 2 से 7 नवंबर तक चलने वाले इस सेलिब्रेशन

में कई एक्टिविटीज की जाएंगी। सोमवार को आईपीएस/एनएसएस, आईपीएस एकेडमी की ओर से प्रोजेक्ट मुस्कान के तहत विशेष बच्चों के साथ दिवाली महोत्सव मनाया गया। इसमें मनुवृद्ध केंद्र के विशेष बच्चों ने डान्स, सिंगिंग, गेम्स सहित कई एक्टिविटीज में हिस्सा लिया। कार्यक्रम में डॉ. गितेंद्र छावड़ा

व अन्य स्टाफ ने भी अपनी उपस्थिति दर्ज करवाई। विशेष बच्चों ने उत्सव को अपनी मुस्कान से स्पेशल बनाया। कार्यक्रम के आखिर में मैनेजमेंट टीम राजेश चौधरी, रवि सक्सेना और दिलीप अक्स्थी ने बच्चों को तोहफे दिए। इस मौके पर सभी फैकल्टी व स्टूडेंट्स मौजूद रहे।



वंचित, जरूरतमंद और विशेष बच्चों के चेहरों पर खुशियां लाने की कोशिश है प्रोजेक्ट मुस्कान

आईपीएस/एनएसएस डिपार्टमेंट हेड नेहा शर्मा ने कहा कि मुस्कान एक ऐसा प्रोजेक्ट है जिसमें हम स्पेशल किड्स और बस्ती के बच्चों के साथ दीपावली सेलिब्रेशन करते हैं। वे सभी मायूस बच्चे जो शारीरिक रूप से स्वस्थ नहीं हैं या जिनकी आर्थिक स्थिति ठीक नहीं है, वे इस लोहार की खुशी से वंचित न रह जाएं। हमारा प्रयास है कि हम इन बच्चों के साथ खुशी के कुछ

फल बिता सकें। उन्होंने बताया कि 5 व 6 नवंबर को आईपीएस एकेडमी में प्रोजेक्ट अम्भस व ज्ञान विस्तार लॉन्च किया जाएगा। इसमें अम्भस के तहत आने वाली में जल की बढ़ती समस्या का निवारण बताएंगे वहीं ज्ञान विस्तार में बस्ती के बच्चों के लिए फ्री टयूशन क्लासेस लगाई जाएगी। साथ ही एक बूक बैंक बनाया जाएगा बच्चों के लिए जरूरी किताबें भी रखी जाएंगी।





## आईपीएस अकादमी में कोविड टीकाकरण सम्पन्न



इन्दौर। कोरोना के बढ़ते हुए मामलों को मद्देनजर रखते हुए, आईपीएस अकादमी द्वारा एक अनूठी पहल की गयी, जिसमें अकादमी के अध्यापकों सहित, चतुर्थ वर्ग के कर्मचारियों को टीकाकरण करवाया गया। सरकार के साथ मिल कर वैक्सिनेशन ड्राइव करने वाली यह, मध्यप्रदेश की पहली निजी संस्था है।

इस ड्राइव के अंतर्गत करीबन 180 लोगों का टीकाकरण किया गया। यह कार्य इंडेक्स मेडिकल कॉलेज व हॉस्पिटल, की अनुभवी डॉक्टरों की टीम के सहयोग से किया गया। संस्था की ओर से करीबन 120 चतुर्थ वर्ग के कर्मचारियों, व उनके परिवारों को निशुल्क टीका लगवाया गया, टीके का खर्च स्वयं संस्था वहन कर रही है। और सभी लोगों को आगे बढ़ कर टीका लगवाने का कार्य रासेयो विभाग द्वारा किया जा रहा है।

आईपीएस अकादमी के प्रेसिडेंट, आर्किटेक्ट श्री अचल चौधरी का मानना है की, अकादमी में कार्यरत सभी व्यक्ति एक परिवार की तरह हैं, और परिवार की सुरक्षा करना हमारा दायित्व है। इसीलिए हम हर प्रकार से अपने सदस्यों का ध्यान रखते हैं, लॉक डाउन से लगा कर अभी तक अकादमी ने विभिन्न सुविधाएं प्रदान करि है।

अकादमी विगत 26 वर्षों से शहर के विकास में सहयोगी है , और यहाँ पर कार्यरत कई सदस्य करीबन 20 वर्षों से ज्यादा समय से अपनी सेवाएं प्रदान कर रहे हैं। अकादमी आगे भी ऐसे सामाजिक कार्य सतत करती रहेगी। रजिस्ट्रार श्री रवि सक्सेना, एच आर डायरेक्टर श्री अरुण मोगरे, सीएसआर हेड नेहा शर्मा और रासेयो टीम द्वारा इस अभियान को सफलता पूर्वक किया गया



# कार्यशाला में सिखाया बैग बनाना



कार्यशाला में बैग बनाना सिखाती विशेषज्ञ। ● सौजन्य

**इंदौर (नईदुनिया प्रतिनिधि)।** शहर के एक निजी शैक्षणिक संस्थान के फैशन टेक्नोलाजी विभाग ने बैग मेकिंग पर आनलाइन कार्यशाला आयोजित की। प्रो. मीना वर्मा ने कम लागत व कम समय में तैयार होने वाले बैग की जानकारी दी। उन्होंने पिंच वाटम बैग, सेल्फ स्टैंड वाटम बैग, ओरेगेनी टोट बैग, पोटली बैग व शॉपिंग बैग बनाना बताया।

फैशन टेक्नोलाजी विभाग की

निदेशक पूनम वोहरा ने कहा कि पेपर व कपड़े के बैग पर्यावरण को स्वच्छ रखने में मददगार होंगे। इस कार्य से लघु उद्योग भी शुरू किया जा सकता है। ऐसे काम आसानी से महिलाएं घर पर ही कर सकती हैं और पैसा अर्जित कर सकती हैं। प्राचार्य प्रीति सर्वा ने भी विचार व्यक्त किए। कार्यशाला का संचालन प्रो. प्रिया तिवारी ने किया। प्रो. रूपाली मिश्रा ने आभार माना।