

## **17.3.10 b – Progress against SDG10 –**

- (i) Anti-discrimination committees
- (ii) Admission Procedure for International Students
- (iii) Course on Human Values & Ethics



University Grants Commission  
35, Feroze Shah Road  
New Delhi-110001

F.1-7/2011(SCT)

The Registrar,  
B.S. Abdur Rahman Institute of Science and Technology  
Seethakathi Estate  
G.S.T.Road, Vandalur, Chennai  
Tamilnadu-600 048



04 June, 2018

05 JUN 2018

**Sub:- Prevention Caste Based Discrimination –reg.**

Sir/Madam,

As you are aware the University Grants Commission is continuously monitoring the Prevention of Caste based discrimination in Higher Educational Institutions. Further, the University Grants Commission has issued letters dated 19.07.2011 , 02.07.2013 , 01.03.2016, 05.9.2016 and 15.5.2017 to request you to take the following action:

- i. The Officials/faculty members should desist from any act of discrimination against SC/ST students on grounds of their social origin.
- ii. The University/Institute/College may develop a page on their website for lodging such complaints of caste discrimination by SC/ST students and also place a complaint register in the Registrar/Principal Office for the purpose. If any such incident comes to the notice of the authorities, action should be taken against the erring official/faculty members promptly.
- iii. The university and colleges should ensure that no official/faculty members indulge in any kind of discrimination against any community or category of students.
- iv. The University constituted a Committee to look into the discriminating complaints received from the SCs/STs /OBC students/Teachers and non-teaching staff.

You are also requested to advise the officials/faculty members of your university/Institute that they should be more sensitive while dealing with above such incidents of caste discrimination, and send Action Taken Report to UGC in the prescribed format during the year 2017-18 (copy enclosed – overleaf ) and also on the email: [sctsection@gmail.com](mailto:sctsection@gmail.com).

The above instructions may also be circulated to all the constituent and affiliated colleges of your university for follow-up action please.

Yours faithfully,

*Madhu*

(Madhu Mehra)  
Under Secretary

## Action Taken Report of Universities/Institutions to Prevent Caste Based Discrimination (2017-18)

Name of the University-

Category	(A) Information of the University						(B) Consolidated Information of the Colleges			
	Website address for lodging complaints of caste based discrimination by SC/ST/OBC Students /Teachers /Non-Teaching Staff *	Number of complaints received during the year 2017-18	Out of the total complaints received, number of complaints settled	Whether any suicidal type of action reported in the complaint (Number)	Action taken in case incident comes to the notice of the authorities against official/faculty	Whether the University has the Affiliated/A ttached Colleges (Yes/No)	Mode of solving the Colleges problems	Number of complaints received & solved during the year 2017-18	Whether any suicidal type of action reported in the complaint (the complaint (Number)	
SC										
ST										
OBC										

#Note: University is requested to compile the consolidated information of the colleges also.

\*If Website is not maintained, give the reason.

Registrar

### **Prevention Caste Based Discrimination**

In case of incident of caste discrimination faced by any student, he/she may contact office of Dean student affairs immediately or mail at **dean\_student@crescent.education**

### **Committee To Prevent Caste Based Discrimination**

1. Dr. Karthikeyan Ramalingam, Dean Student Affairs – dean\_student@crescent.education
2. Dr Vasanthi P., Dean School of Infrastructure – dean.infrastructure@crescent.education
3. Dr MVV Prasad, Dean Pharmacy
4. Dr P K Jawahar, HoD EIE
5. Mr Abdur Rahman, Asst Professor Mech
6. Ms Anitha, Asst Prof EIE
7. Mr Ravinder, Asst Prof Maths

### **Mechanism to report Caste Discrimination**

Any student, faculty or staff members who feels aggrieved due to caste discrimination in any form can approach the above mentioned committee immediately in person or e mail the grievances.

A time bound immediate action shall be taken on the grievance.

Identity of complainant shall be kept confidential.

Appropriate action will be initiated against the defaulter.

### OBC Committee Members

1.	Dr. D.Sharmila Shankar – Professor / Dept. of CSE	Convenor
2.	Dr. Haja Nazeer Ahmed – Asso. Prof. / Dept. of Pharmacy	Member
3.	Dr. A.Bernick Raj – Asst. Prof.(Sel. Gr.) / Dept. of Maths	Member
4.	Dr. S.Pakkir Mohideen – Assoc. Prof. / Dept. of MCA	Member
5.	Dr. E.Priyanka – Asst. Prof. / Dept. of Law	Member

### Minority Committee Members

1.	Dr.I. B. Shameem Banu – Professor / Dept. Physics	Convenor
2.	Dr. Y. Ismail – Asso. Prof. / Dept. of Pharmacy	Member
3.	Dr. Khalid Waheed – Asst. Prof. / Dept. of Islamic Studies	Member
4.	Dr.P. D. Jeyakumar – Assoc. Prof. / Dept. of Mechanical	Member
5.	Dr.Rathika Meganathan – Asst. Prof. / Dept. of SSS & H	Member

### SC/ST Committee Members

1.	Dr. S. Panboli – Assoc. Prof. / Dept. of MBA	Convenor
2.	Dr. N. Prakash – Assoc. Prof. / Dept. of IT	Member
3.	Dr. Vasimalai – Asst. Prof. (Sr. Gr.) / Dept. of Chemistry	Member
4.	Dr. C. Srinivasan – Asst. Prof. / Dept. of Commerce	Member
5.	Ar. Rajkumar J – Assoc. Prof. / Dept. of Arch	Member

### CENTRE FOR INTERNATIONAL RELATIONS (CIR)

The Centre for International Relations is the fulcrum of Crescent in bilateral research and academic programmes bringing together different overseas Institutions/ Universities to facilitate knowledge sharing. The centre coordinates exchange of faculty members and students, organizing international joint conferences or seminars, conducting foreign language learning programmes and collaborations with the overseas Institutions/ Universities through Memorandum of Understanding (MoU). Currently, Crescent has connected with more than 20 overseas Institutions/ Universities through MoU thereby strengthening the institute in building relationship in global arena.

CIR is dedicated in merging research and academics, which facilitates exchange of faculty members and students on short-term or long-term visits with the partnering Institutions/ Universities.

The office of the Centre for International Relations coordinates the enrolment of Foreign Nationals, Non-Resident Indians, People of Indian Origin and Children of

Indian Workers in Gulf Countries for undergraduate, post-graduate and Ph.D programmes in B S Abdur Rahman Crescent Institute of Science and Technology.

The centre creates a platform to enable students and faculty members to learn foreign languages for the betterment of their future.

### Fee Structure – International Students

S.No.	Programmes		Tuition Fee(USD) per Semester	Amenities & Service Fee (USD) (one-time payment)
1.	B.Tech. (4 Years)	Average percentage of Marks in Physics, Chemistry & Maths in qualifying Exam		500
		80% and above (Merit Scholarship of 2000 USD per Semester)	1000	
		60% to 79% (Merit Scholarship of 1500 USD per Semester)	1500	
		Below 60%	3000	
S.No.	Programme		Tuition Fee(USD) per Semester	Amenities & Service Fee (USD) (one-time payment)
1.	B.Des.(4 years)	Average percentage of Marks in qualifying Exam		500
		80% and above (Merit Scholarship of 1500 USD per Semester)	1000	

		60% to 79% (Merit Scholarship of 1000 USD per Semester)	1500	
		Below 60%	2500	
S.No.	Programme		Tuition Fee(USD) per Semester	Amenities & Service Fee (USD) (one-time payment)
1.	M.Tech.(2 years)	CGPA in UG Programme		500
		8.0 and above (Merit Scholarship of 750 USD per Semester)	750	
		Below 8.0	1500	
S.No.	Programme		Tuition Fee(USD) per Semester	Amenities & Service Fee (USD) (one-time payment)
1.	MCA	CGPA in UG Programme		500
		8.0 and above (Merit Scholarship of 750 USD per Semester)	750	
		Below 8.0	1500	



S.No.	Programmes	Tuition Fee (USD) per Semester	Amenities & Service Fee (USD) (one-time payment)
1	B.Pharm. (4 years)	1500	500
2	B.Sc. (3 years)	1000	500
3	BCA (3 years)	1000	500
4	B.Com. (Hons) – 3 years	1250	500
5	B.Com. General & B.Com Accounts and Finance (3 years)	1000	500
6	BBA (3 years)	1000	500
7	BA English – Hons (3 years)	1000	500
8	BA – Islamic Studies (3 years)	500	500
9	MBA (2 years)	2000	500
10	M.Sc. (2 years)	750	500
11	M.Com. (2 years)	750	500
12	M.Arch. (2 years)	1000	500
13	M.A. Islamic Studies (2 years)	500	500
<b>Hostel Fee Per Year (USD)</b>			

Non A/C – Four Sharing	USD 1400
A/C – Four Sharing	USD 2000
A/C – Three Sharing	USD 2100
A/C – Twin Sharing	USD 2200
International Hostel A/C – Twin Sharing	USD 2700
Caution Deposit (Refundable)	USD 100

## **Documents Required for International Admissions**

### **1. VISA**

All the International students will require a student visa endorsed by this Institution for joining full-time courses. No other endorsement is acceptable. The visa should be valid for the prescribed duration of the course.

A visa is required for International students. Persons of Indian Origin (PIO), Overseas Citizen of India (OCI) who possess either OCI (Overseas Indian Citizenship) or PIO card do not require Indian Visa. OCI and PIO card gives them the freedom to visit India without a visa. OCI and PIO cards are a multi-purpose lifelong visa for visiting India. However, those PIOs who do not have PIO or OCI card have to apply for the student visa.

2. International Candidates should produce the following:

- (i) Proof of age
- (ii) Proof of nationality
- (iii) 12th Grade mark sheet
- (iv) Photograph

3. Application form with all details furnished.

4. Photocopies of the following

- (I) International bank account passbook (front page photocopy)
- (II) Passport copy of student.

5. Equivalence Certificate issued by the Association of Indian Universities (AIU)

6. Certificates of Educational Qualifications

10th Std/12th Std/Degree/Transfer Certificate / Migration Certificate (as applicable to specific programme).

7. Medical Fitness Certificate

8. Undertaking Duly Countersigned By Parent/Guardian.

### **Admission, Transfer and Change of Course**

Admission to various programs will be subject to verification of facts as in the original certificates /documents of the candidates. Management reserves the right to cancel admission if any discrepancy is noted, even at a later point any time after the admission. Such a decision will be final and binding on the candidate.

Admission offered to a candidate who has been provisionally admitted to a programme will stand cancelled if he/she does not submit the relevant documents in original pertaining to admission (such as Mark Sheet, Transfer Certificate, Migration Certificate and Conduct Certificate, etc.) to the concerned Admissions Officer before the stipulated date. An International student who has been granted admission to a particular Programme shall not be allowed to change the Programme subsequently.

It is the responsibility of the candidates to ascertain whether they possess the requisite qualification for admission. If the candidates furnish mark sheets of the qualifying examination only in grades, the minimum marks pertaining to the grade obtained in the course will be taken into consideration while determining the marks in the subjects.

### **Centre for International Relations (CIR) Contact:**

Takhellambam Rocky Devi  
Director in Charge, Centre for International Relations

Mobile: +91 98844 99088

Email: [directorcir@crescent.education](mailto:directorcir@crescent.education)

## **Courses on Human Values and Professional Ethics offered by the Institution**

- Sociology, Ethics And Human Values
- Engineering Ethics
- Leadership & CEO Training
- Confidence Building And Behavioral Skills
- Career Building and People Skills
- Principles of Sociology
- Human Right Law and Practice
- Professional Ethics and Professional Accounting System
- Law for Engineers
- Environmental Studies

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<b>SSB1182</b>	<b>SOCIOLOGY, ETHICS AND HUMAN VALUES</b>	<b>L T P C</b>
		<b>3 0 0 3</b>

**OBJECTIVES:**

- To describe the fundamental and basic concepts of Sociology.
- To illustrate how society evolved in India with changes in social strata.
- To explain the importance of groups, teams in industrial spheres.
- To develop the knowledge of social impact of economic liberalization and technology.
- To state some basic concepts on ethics, values and human rights.
- To develop social responsibility & human professional ethics.
- To recognize and determine the role of engineers in the economic and social development of the society.

**MODULE I FUNDAMENTALS OF SOCIOLOGY 8**

Sociology - definition, evolution, scope- Basic concepts-Social Process-Sociological theories, Social Institutions – family, economic, politics, religion, education, culture, Social Stratification , Socialization & Social Control.

**MODULE II SOCIOLOGY IN INDIAN CONTEXT 7**

Development in India– Caste & Classes – Women and Society – impact of social laws, Social Change in contemporary India – Secularism and Communalism – Social Exclusion and Inclusion.

**MODULE III INDUSTRIAL SOCIOLOGY 7**

Definition and perspectives – Industry in India – Social groups in industry – Behavior pattern, Group Dynamics – team, enhancing group behaviour. Industrial Organization - formal and informal organizations, Line and staff organizations - functions.

**MODULE IV INDUSTRIAL – SOCIETY INTERFACE 8**

Perspectives – Social responsibilities – Sociological effect on industrialization – urbanization, child labour, psychological impact, Impact of technology, Modernization – Globalization – challenges, Role of engineers.

**MODULE V ETHICS AND HUMAN VALUES**

**8**

Ethics and values – Organizational values – personal worth, ethical behavior, Professional ethics-professional rights and responsibilities, Whistle blowing, International ethics, Corruption.

**MODULE VI ENGINEERS AND SOCIETY**

**8**

Quality of life and society – engineer in economic development, Technology development – invention, innovation and diffusion, Appropriate Technology– Engineer’s contribution, Ecology and environment –Sustainable development– Role of engineers.

**Total Hours: 45**

**REFERENCES:**

1. Samir Das Gupta and Paulomi Saha, An Introduction to Sociology, Pearson, Delhi, 2012.
2. Narender Singh, Industrial Sociology, Tata McGraw Hill Education Pvt. Ltd., New Delhi, 2012.
3. Vidya Bhushan and D.R. Sachdeva, Fundamentals of Sociology, Pearson, Delhi, 2012.
4. Deshpande, Satish, Contemporary India : A Sociological view, Viking (2002)
5. Thopar, Romila, Early India, Penguin (2003).
6. Mike Martin and Roland Schinzinger, Ethics in Engineering, McGraw Hill, New York, 1996.
7. Haralambos, Heald R.M, Sociology Themes and Perspectives, Oxford, New Delhi-92
8. Ram Ahuja, Social Problems in India,Rawat Publications ,New Delhi

**OUTCOMES:**

On successful completion of this course,

- Students will have exposure to the fundamentals and the basic concepts of Sociology.
- Students will have gained knowledge about the reality of the society.

<b>CECX37</b>	<b>ENGINEERING ETHICS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

1. To enable the students to identify the core values that shapes the ethical behavior of an engineer.
2. To enable the students to utilize opportunities to explore one's own values in ethical issues.
3. To make the students aware of ethical concerns and conflicts.
4. To enhance familiarity with codes of conduct and increase the ability to recognize and resolve ethical dilemmas.

**MODULE I ENGINEERING ETHICS 8**

Senses of 'Engineering Ethics' – Variety of moral issues – Types of inquiry – Moral dilemmas – Moral Autonomy – Kohlberg's theory – Gilligan's theory – Consensus and Controversy – Professions and Professionalism – Professional Ideals and Virtues – Uses of Ethical Theories.

**MODULE II ENGINEERING AS SOCIAL EXPERIMENTATION 8**

Engineering as Experimentation – Engineers as responsible Experimenters – Research Ethics - Codes of Ethics – Industrial Standards - A Balanced Outlook on Law – The Challenger Case Study.

**MODULE III ENGINEER'S RESPONSIBILITY FOR SAFETY 8**

Safety and Risk – Assessment of Safety and Risk – Risk Analysis – Reducing Risk – The Government Regulator's Approach to Risk - Case Studies Chernobyl and Bhopal disasters.

**MODULE IV ETHICAL RESPONSIBILITIES 7**

Collegiality and Loyalty – Respect for Authority – Collective Bargaining – Confidentiality – Conflicts of Interest – Occupational Crime

**MODULE V ETHICAL RIGHTS 6**

Professional Rights – Employee Rights – Intellectual Property Rights (IPR) – Discrimination

**MODULE VI GLOBAL ISSUES****8**

Multinational Corporations – Business Ethics - Environmental Ethics–ethics of technology– Engineers as Managers – Consulting Engineers – Engineers as Expert Witnesses and Advisors – Honesty – Moral Leadership – Sample Code of Conduct.

**Total Hours : 45****TEXT BOOKS:**

1. Mike W. Martin, Roland Schinzinger, “Ethics in Engineering”, Mc graw Higher Ed, 2017.
2. M. Govindan, S. Natarajan, V.S. Senthil Kumar, “Engineering Ethics”, PHI Learning, 2009.
3. Charles E. Harris, Michael S. Pritchard and Michael J. Rabins, “Engineering Ethics Concepts and Cases”, Thompson Learning, Belmont, CA, 2000.

**REFERENCES:**

- 1 John R. Boatright, “Ethics and the Conduct of Business”, Pearson Education, 2003.
- 2 Edmund G. Seebauer and Robert L. Barry, “Fundamentals of Ethics for Scientists and Engineers”, Oxford University Press, New York, 2001.
- 3 Bajaj, P.S., and Raj Agrawal, “Business Ethics – An Indian Perspective”, Biztantra, New Delhi, 2004.
- 4 David Ermann and Michele S. Shauf, “Computers, Ethics and Society”, Oxford University Press, New York, 2003.

**OUTCOMES:**

At the end of the course, the students will be able to

- identify the core values that shape the ethical behavior of an engineer.
- explain the concepts of ethical concerns and Standards.
- handle ethical dilemmas in a better way.
- maintain loyalty confidentiality, responsibility and avoiding the areas where conflicts of interests arise.
- demonstrate the knowledge of ethical laws and intellectual rights.
- describe the ethical implications of emerging technologies.



<b>SSCXO2</b>	<b>PRINCIPLES OF SOCIOLOGY.</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>

**OBJECTIVES:**

- To acquaint the students with Concepts and perspectives of Sociology
- To explain the reflection of society in Individuals and vice versa
- To describe the hierarchical arrangement of individuals and groups in society
- To explicate the dimensions, forms and factors of Social Change.
- To examine the context, impact and agencies of Globalization

**MODULE I THE FOUNDATIONAL CANON 8**

Sociology-Definition, scope and importance; Major theoretical perspectives- Functionalism, Conflict Theorising and Interactionism; Elements of social formation- Society, Community, Groups and Association; Associative Social Process- Co-operation, Accommodation and Assimilation; Dissociative Social Process- Competition and Conflict.

**MODULE II INDIVIDUAL AND SOCIETY 7**

Culture-definition, characteristics, functions, types, cultural lag and civilization, Socialization – definition, process, stages, agencies and anticipatory socialization; Social Control- definition, characteristics, importance, types & agencies.

**MODULE III SOCIAL INEQUALITY AND STRATIFICATION 7**

Concepts- inequality, hierarchy, differentiation, Social Exclusion, and Social Stratification. Forms of Social Stratification- Caste, Class and Estate. Gender and Social Stratification- sex and gender, patriarchy, factors perpetuating gender stratification; Globalization and gender inequality

**MODULE IV SOCIAL CHANGE AND GLOBALIZATION 8**

Social Change-definition, nature, direction; Forms- evolution, development, progress and transformation; Factors of social change- demography, economy, technology, polity and culture. Globalization- definition, characteristics, historical and social context and Impact, agencies of globalization- IGOs, INGOs, Nation-State, MNEs and Media

**L – 30; T – 0; Total Hours –30**

**TEXTBOOKS:**

1. Giddens A. 1989. "Sociology" Cambridge: Polity Press.
2. Heald Haralambos, R.M(2014). "Sociology Themes and Perspectives", Oxford, New Delhi-92
3. Bhushan Vidya and D.R. Sachdeva (2012). "Fundamental of Sociology", Pearson, Delhi.

**REFERENCES:**

1. Das Gupta, Samir and Paulomi Saha (2012), "An Introduction to Sociology", Pearson, Delhi
2. Bottomore, T.B. 1972. *Sociology- A Guide to Literature and Problems*, New Delhi,

**OUTCOMES:**

On successful completion of this course,

- Students will have exposure to the fundamentals tenets of Sociology.
- Students will be trained to understand social reality with a sociological perspective.
- Students will be oriented to constructively analyze human interactions, social relationship and social issues
- Students will gain exposure to the dynamics of human society with special reference to the contemporary trends of globalization.

**SEMESTER V****MSC 3181****LEADERSHIP & CEO TRAINING****L T P C****3 0 0 3****OBJECTIVES:**

The course aims at

- Bringing about positive transformation in students' attitude.
- Building unique leadership competencies that would ensure successful transition of students across all career stages.
- Sensitizing students to identify their strengths & weakness and training them to deal with it
- Assisting students in enhancing their expressive ability and inducing a high level of self confidence to manage both business and emotions
- Training students to become more adaptable and flexible to changing business environment

**MODULE I Introduction to Leadership****12**

Leadership concept - meaning, definitions, importance of leadership, leadership traits. Leadership functions- general functions, listening, observing, managing and decision making. Components of leadership - leaders, followers and situation. Leadership theories – Trait theory, Skills theory, Style theory, Situational theory, Transformational theory, Transactional theory, Path Goal Theory and LMX. Assessing emotional intelligence and exploring the capabilities and inherent traits through psychometric tests - Multi factor leadership questionnaire and personal reflections

**MODULE II Leadership Style and Communication****08**

Leadership styles-visionary, Coaching, Affiliative, Democratic, Pacesetter, Commanding, Transformational, Transactional. Autocratic, Participative, Laissez-Faire Leader versus Managers. Leadership communication - Rationale, tactic, assertive, formal, informal, communication in crisis- leadership and negotiations, Leadership Presentations-convincing and impressive style

**MODULE III Leadership Roles****08**

**Facets of leadership- Leader as an individual** – personality and leadership, values, attitudes and ethics of a leader. **Leader as a relationship builder-**empowering people to meet higher order needs, initiating organization wide motivational programs, involvement with all stakeholders- focusing on organization growth. **Leader as an inspirer-** motivation and leadership, recognizing and appreciating contributions, empowering others to lead **Leader as an innovator** –

leader's role in shaping culture and values in an organization. **Leader as a Liaison-  
Leader as team player**

#### **MODULE IV Leadership Challenges and Strategies**

**09**

Challenges in leadership: Perception of organization culture and values, interpreting the power dynamics in the organization, establishing work life balance. Bad leadership – Reasons and impact.-Case Study of Marissa Mayer-Yahoo.Inc Organizational transformation through efficient leaders-Case study of Apple Inc. Blue Ocean Leadership-Steps to Blue ocean Leadership-Four Pillars of Blue Ocean leadership-Blue Ocean leadership grid

#### **MODULE V Leadership and CEO Training**

**08**

**Leader as a CEO:** Traits of a successful CEO, Key responsibilities of a CEO, the path to be a CEO ,Training on Board Room Discussions, Meeting the CEO –Live sessions with industry CEO's. Requirements of Leadership: - Cognitive skills, Interpersonal skills, Business skills, Strategic skills. Role of Emotional Intelligence in taking up key-positions in the organization.

#### **Teaching Pedagogy:**

**Nurturing** – Based on the identified strengths and weaknesses, training will be given to enhance the strengths and overcome the weakness.

**Assessment** - Continuous evaluation will be effected through group discussions, oratory assignments and situational enactments. Pre-and post-training assessment through peer reviews and faculty feedback.

**Sustained development** – Training will be imparted for self-development and monitoring of leadership skills to ensure sustained applicability of the skills learnt.

**Total Hours: 45**

#### **REFERENCES:**

1. Andrew J DuBrin. "Leadership: Research Findings, Practice, and Skills", 8<sup>th</sup> Edition, South-Western College Pub, 2015.
2. Yukl G , "Leadership in Organisations", 8<sup>th</sup> Edition, Pearson Education, 2013.
3. Richard L Daft , "Leadership", 5<sup>th</sup> Edition, South Western Cengage Learning 2012.
4. Stephen P. Robbins and Timothy A. Judge. "Organizational Behaviour", 15<sup>th</sup> Edition, New Delhi: Pearson, 2013.

5. Fred Luthans, "Organizational Behavior, An Evidence Based Approach", 12<sup>th</sup> Edition, New Delhi: McGraw Hill Education, 2013.
6. Emotional Intelligence, Why it can matter no more than IQ by Daniel Goleman (include a book) Publisher: Bloomsbury Publishing India Private Limited; Latest edition (2017)
7. Primal Leadership: Unleashing the Power of Emotional Intelligence by Prof Daniel Goleman , Richard Boyatzis and McKee ,Harvard Business Review Press

### **Recommended Readings:**

1. Jim Collins, (2001). "Good To Great: Why Some Companies Make the Leap...And Others Don't", Random House Publishers India Pvt.Ltd, New Delhi
2. George, B. with Sims, P. True North: Discover Your Authentic Leadership, The Times Group Books; First edition (1 October 2015)
3. Kim, W. C., & Mauborgne, R. A. (2014). Blue ocean strategy, expanded edition: How to create uncontested market space and make the competition irrelevant. Harvard business review Press.
4. Leadership Wisdom by Robin Sharma Jaico Publishing House;

### **OUTCOMES**

The students will be able to

- Explore through self-introspection one's own leadership style, their strength and weakness
- Gain self confidence to lead a team in the organization
- Realize the role of leadership in making or breaking of an organization
- Acquire the practice of self introspection and development of leadership competencies thorough continuous efforts
- Manage their own emotions as well as other resulting in successful relationship building with all stakeholders

**ENB2282**

**CONFIDENCE BUILDING AND  
BEHAVIORAL SKILLS**

**L T P C  
0 0 2 1**

**OBJECTIVE:**

To enable the students to develop communication skills for verbal communication in the work place.

**TOPICS OUTLINE:**

This course is practical oriented one and exercises will be given to the students group users /individually depending upon the aspect considered. The following aspect will form the broad outline content of the syllabi. The exercises will be designed by the faculty member and coordinated by the overall course coordinator.

**LAB ACTIVITIES:**

- “ Introduction: Soft skills definition, examples
- “ Verbal communication: Case study, communication and discussion
- “ Prepared speech
- “ Impromptu speech
- “ Debate: Case studies - Attitude and Behavior: role play and exploration
- “ Ability to ask for help - communication and teamwork
- “ Manners and etiquette
- “ Organization and Planning
- “ Time keeping
- “ Conduct in workplace
- “ Conscientiousness
- “ Work output
- “ Professionalism
- “ Motivation
- “ Ownership of tasks
- “ Adaptability/flexibility

**ASSESSMENT:**

The assessment will be continuous and portfolio based. The students must produce the record of the work done through the course of the semester in the individual classes. The portfolio may consist of a) the individual task outline and activities, b) worked out activities c) Pre-designed sheets which maybe provided by the Faculty member. The portfolio will be used by the Faculty member for assessment. The course coordinator in consultation with the course committee shall decide at the beginning of the semester, the number of exercises, method of assessment of each and the weightage for the end semester assessment.

**OUTCOMES:**

The students should be able to:

- “ develop verbal communication skills.
- “ debate with other students confidently
- “ communicate effectively their ideas.

**OBJECTIVE:**

- “ To prepare the students for building their competencies and career building skills.

**COURSE OUTLINE:**

This course is practical oriented one and exercises will be given to the students group users /individually depending upon the aspect considered. The following aspect will form the broad outline content of the syllabi. The exercises will be designed by the faculty member and coordinated by the overall course coordinator.

**LAB ACTIVITIES:**

- “ Preparation for the placement
- “ Group discussions: Do"s and Don"ts - handling of Group discussions - What evaluators look for.
- “ Interview - awareness of facing questions - Do"s and Don"ts of personal interview.
- “ Selection of appropriate field vis-à-vis personality / interest.
- “ Preparation of Resume-Objectives, profiles vis-à-vis companies requirement.
- “ Enabling students to prepare for different procedures / levels to enter into any company - books / websites to help for further preparation.
- “ Technical interview - how to prepare and face it.
- “ Workplace skills
- “ Presentation skills
- “ Oral presentations
- “ Technical presentations
- “ Business presentations
- “ Technical writing
- “ Interpersonal relationships - with colleagues - clients - understanding one"s own behavior - perception by others.



**ASSESSMENT:**

As the course is practical one, it will be assessed using a portfolio based assessment. The students must in consultation with the Faculty member, plan a portfolio of evidence for the above mentioned activities. The students must develop a résumé or résumés that promote own ability to meet specific job requirements and plan their portfolio in a format appropriate to industry they wish to target. The case studies will contain direct observation of the candidate developing career plans, résumés and skills portfolio, reflect written or oral questioning to assess knowledge and problem-solving activities to assess ability to align career aspirations with realistic career goals. The course coordinator in consultation with the course committee will decide the number of exercises and mark to be awarded for each beside the weightage for the end semester assessment.

**OUTCOMES:**

The course will help the students to

- “ Develop team work skills
- “ Take part effectively in various selection procedures followed by the recruiters.

**OBJECTIVES:**

- To describe the Indian Constitution and Governance of our country.
- To explain human rights, local and International and redressal mechanism.
- To discuss the important aspects of corporate laws.
- To state the importance of industrial and labour laws of our country.
- To present the laws on contracts and arbitration.
- To state the importance of laws related to intellectual property.

**MODULE I INDIAN CONSTITUTION**

**7**

Constitution – meaning and history – making of constitution – salient features, Preamble, Citizenship, Fundamental rights, Fundamental duties, Equality and social justice, Directive principles, Constitutional amendments.

**MODULE II GOVERNANCE AND POWERS VESTED**

**7**

Union executive, Legislature – Union – State and union territories, Union and state relations, powers vested with parliament and state legislature, emergency provisions - People’s Representations Act – Election Commission – Election for parliament and state legislature, Judiciary.

**MODULE III HUMAN RIGHTS**

**7**

Human rights – meaning and significance, International law on human rights, Covenant on civil and political rights; Covenant on Economic, social and cultural rights – protocol, UN mechanism and agencies, watch on human rights and enforcement – role of judiciary and commission, Right to information Act 2005 – evolution – concept – practice.

**MODULE IV CORPORATE AND LABOUR LAWS**

**7**

Corporate laws – meaning and scope – laws relating to companies, Companies Act 1956 – collaboration agreement for Technology transfer, Corporate liability – Civil and criminal – Industrial employment (standing orders) Act 1946, Industrial Disputes Act, 1947, Workmen’s Compensation Act 1923, The Factories Act, 1948 – Industry related other specific laws.

**MODULE V CONTRACTS AND ARBITRATION.**

**9**

Types of contract – standard form of contracts - General principles under Indian Contract Act, 1872 – protection against exploitation – judicial approach to contracts, Arbitration and conciliation – meaning, scope and types, model law, judicial intervention, International commercial arbitration – arbitration agreement, arbitration tribunal – powers and jurisdiction, enforcement and revision, Geneva Convention, Awards, Confidentiality.

**MODULE VI LAWS RELATED TO IPR**

**8**

IPR – meaning and scope, International Convention – Berne and Parrys Conventions, International organization – WIPO – TRIPS, Major Indian IPR Acts – Copyright laws, Patent and Design Act, Trademarks Act, Trade Secret Act, Geographical Indicator, Securing of International patents.

**Total Hours: 45**

**REFERENCES:**

1. Jain M.P, Indian Constitutional Law, Wadhwa & Co., (2005)
2. Subhash G. & Kashyap, Our Constitution : An introduction to India's Constitution and Constitutional Law, National Book Trust, 3<sup>rd</sup> edn., India (2001)
3. Agarwal H.D., International Law and Human Rights, Central Law Publications, (2008).
4. Meena Rao, Fundamental Concepts in Law of Contract, 3<sup>rd</sup> edn., Professional offset, (2006).
5. Ramappa, Intellectual Property Rights Law in India, Asia Law House (2010)
6. Avtar Singh, Company Law, Eastern Book Co., (2007).
7. Rustamji R.F., Introduction to the Law of Industrial Disputes, Asia Publishing House.
8. Acts : Right to Information Act, Industrial Employees (standing order) Act, Factories Act, Workmen Compensate Act.

**OUTCOMES:**

On successful completion of the course

- Students will be able to apply the basic concepts of Indian Constitution, Governance and power in their real life situation.

**B.Tech. Civil Engineering**

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- Students will have developed knowledge in judiciary, human rights, cultural, social and political rights.
- Students will have synthesized knowledge about the corporate and labour laws, contracts, arbitration and laws related to Intellectual Property Rights.

***Books Recommended:***

- (1) O.P. Tiwari : The Arbitration and Conciliation Act (2nd Edition): Allahabad Law Agency.
- (2) Johar's : Commentary on Arbitration and Conciliation Act, 1996: Kamal Law House.
- (3) Acharya N.K.: Asia Law House, Hyderabad.
- (4) Tripathi S.C.: Central Law Agency, Allahabad.
- (5) Avatar Singh: Arbitration and Conciliation, Eastern Law Book House, Lucknow.
- (6) Murthy KKSR: Gogia Law Agency, Hyderabad.
- (7) P.C. Rao Alternate Dispute Resolution 2001 Ed. Universal Book Traders, New Delhi.
- (8) S.D. Sing: Alternate Dispute Resolution 2001 Ed. Universal Book Traders, New Delhi.

***Reference Books***

**Paper-V: PROFESSIONAL ETHICS AND PROFESSIONAL ACCOUNTING SYSTEM**

(PT-II)

(Professional Ethics, Accountancy for Lawyers and Bar-Bench Relations)

**Objectives:**

The object of this course is to familiarize the student about ethics to be followed in Legal Profession. Bar and the Bench are equally important in justice dispensing system and certain Do's and Don'ts were prescribed. The student will study as many as 50 selected decisions of the Bar Council of India on professional ethics. The paper is divided into four modules.

**Module-I:** Law and Legal profession - Development of Legal profession in India, Right to practice a right or privilege ? - Constitutional guarantee under Article 19(g) and its scope.

**Module - 2:** Regulation governing enrolment and practice - Practice of Law -Whether a business ?, Solicitors firm - Whether an industry , Elements if Advocacy

**Module-III:** Ethics, Seven lamps of advocacy, Advocates duties towards Public, Clients, Court, towards other advocates and Legal Aid, Bar Council of Ethics

**Module - IV:** Disciplinary proceedings , Professional misconduct -disqualifications , Functions of Bar Council of India/State Bar Council in dealing with the Disciplinary proceedings, Disciplinary Committee

Disqualifications and removal from rolls

\* 50 selected opinions of the Disciplinary Committees of Bar Councils and 10 major judgements of the Supreme Court on the subject to be covered.

**Module -V:** Bar-Bench relations. Accountancy of Lawyers: Nature and functions of accounting, important branches of accounting.

Accounting and Law, Use of knowledge of accountancy in Legal Disputes especially arising out of Law of Contracts, Tax Law, etc., Accountancy in Lawyers office/firm. Basic financial statements, -Income & Loss account, -Balance sheet- Interpretation thereof, - Feature of Balance sheet Standard Costing.

There shall be a University written examination on this paper for 80 marks and viva voce examination carrying 20 marks. The viva voce board shall be as mentioned under VIII. The candidate shall get a minimum 1/3rd of marks allocated for each component and 40% on the aggregate.

***Books Recommended:***

- 1 Myneni S.R.: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation.
- 2 Gupta S.P.: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation.
- 3 KailashRai: Professional Ethics, Accountancy for Lawyers and Bench-Bar Relation.
- 4 Siroh: Professional Ethics, Central Law Publications, Allahabad.
- 5 RamachandraJha: Selected Judgements on Professional Ethics published by Bar Council of India Trust.
- 6 Dr. G.B. Reddy: Practical Advocacy of Law, Gogia Law Agency. Hyd.The Contempt of Law and Practice
  
- 6 The Bar Council Code of Ethics
- 7 50 Selected Opinions of the Disciplinary Committees of Bar Councils and 10 Major Judgments of the Supreme Court on the subject
- 8 Examination rules of the university shall include assessment through case-study, viva, and periodical problem solution besides the written tests.

***Reference Books***

**Paper-VI: SEMINAR & CLINICAL LEGAL EDUCATION**

**Objectives:** This subject on Seminar and Clinical Legal Education aims at assigning a specific topic to each student and observe the issues relating to topic and also assess clinically working of particular enactment relating to topic.

In the Seminar, student will be given a specific topic relating to particular Act. The student will assess working of the provisions of Act pertaining to his topic. He will identify problem relating to working of the provisions and lacunas in it. Also observe case laws developed in this topic. Also assess clinically circumstances leading to modification of existing provisions. Finally, student will make presentation in the class over the exposition he made.

### (Honors Elective Paper-III)

**Objectives:** Objectives of this paper is, to know the functioning of administrative machinery in India- to know the meaning of administrative action- to observe Discriminative justices in India  
□to verify, - How this administrative Action and Discriminative in India.

**Module – I:** Introduction: Meaning of Administrative action and its Development, Meaning of Discriminative justices and Development of administrative law and Administrative action in India.

**Module – II:** Administrative Discussion

Legal provisions relating to Administrative action in India. Different kinds of Administrative action and administrative Discriminations In India .

**Module – III:** Discriminative Justice ; Necessity of Discrimination justice, ; what is meant by Discrimination justice, ; when it is called Discriminative justice, ; What are the principals relative to Discriminative justice.

**Module – IV:** National justice principals and Administrative action.

Audi ortum partum, (Here the otherside) - no person should be judge of his own case. Exceptions to principals of national justice.

**Module - V:** Role of the codes in interpreting principals of Administrative action and administrative Discretions and also Discriminative justices □Discriminations of court in UK and other countries.

#### ***Books Recommended:***

1. Administrative law - Jain and Jain
2. Administrative law - U P D Kesari
3. Administrative law - Jai JaiUpadhaya
4. Administrative law - I P Massey.

### **Paper-II: HUMAN RIGHT LAW AND PRACTICE**

#### **(Honors Elective Paper-IV)**

**Objectives:** To observe importance of human rights-identified various human rights, to observe the relating the human rights in India- to know the importance of Human Rights Commission I India.

**Module-I:** Human Rights-Origin and Development: General-Origin and Development □The middle ages - The Magna Carta - Bill of Rights □Petition of right □The social contract theory □American Revolution □The French Revolution □Opposition to the concept of natural rights □Universalization of human rights □The Atlantic Charter □Nature, Meaning and Concept of Human rights- Philosophical approach □Pragmatic approach □Classification of Human Rights □The right to Self determination □The right to Peace □Independent □Right to Information □The Right to Peace- Interdependence of the three categories of Human rights.

**Module-II:** The United Nations and Human Rights:United Nations Chapter based Institutions-Certain for Human Rights United Nations Specialized agencies □Origin and preparation of international bill of Human Rights □Adoption of the international Covenants on Human Rights and Protocols thereto- Universal Declaration of Human Rights □International Covenant on Economic , Social and Cultural Rights □Instrumentality of enforcement of the covenants.

**Module-III:** Civil and Political Rights □International Instruments □Part-III of the Constitution of India

- A. The Rights to life , Liberty and security of person.
- B. Abolition of slavery and life practice.
- C. Protection against torture and other forms of cruelty inhuman or degrading treatment or punishment .
- D. Protection against arbitrary arrest and detention
- E. Freedom of thoughts,Conscience and Religion or Belief Provisions of the United Nations Instructions.
- F. Freedom of association including trade union rights
- G. The rights of everyone to take part in the Government of his country □ Right to Vote- Right to contest election □Election Commission □Representation of the People's Act □Elections to Localself-Government .
- H. Human Rights in the administration of Justices.
- I. The rights of everyone to leave any country including his own and return to his country.

**Module-IV:** Social , Economic And Cultural Rights □International Instruments

- A. Rights to work □ Provisions on ILO Instruments International Covenants □ The declaration of elimination of discrimination against women.
- B. Right to education- UNESCO- Conventions- Educational rights of Women and children .
- C. Right to health □WHO-Global strategy-Health and women and children □Vulnerable groups □ International Instruments □ World Medical Association □ Declaration of Helsinki - CIOMS; Proposed International Guidelines for Bio-Medical research involving human subjects □Council of Europe; Recommendations NO; R[90] 3 Concerning Medical Research on human beings .
- D. Right to culture □ Declaration of the Principles of cultural co-operation- UNESCO Recommendations.
- E. Right of family □Fractured societies.



F. Human Rights and Vulnerable Groups

- A. Rights of Women □Objective equality □UN Development Fund for Women □ World Conferences on Women □Nairobi strategy.
- B. Rights of the child -1959 Declaration □UN Children's Fund □ UNICEF- Convention of right of the child □Right against exploitation □1990 Declaration.
- C. Rights of the Disabled persons □Mentally retarded persons □Aged persons etc..
- D. Rights of Minorities- National , Ethnic ,Religious, Linguistic etc..

**Module-V: Enforcement of Human Rights □Adjudication and Enforcement**

- A. How and by whom are human rights violation identified □By whom and how are human rights cases judged [1] Global level [2] Regional level [Un; Africa] and [3] Country level .
- B. By whom and how are decisions and judgements about human rights enforced □National sovereignty ; The Ultimate issue.
- C. Inter □state complaint □mechanism and individual complaint mechanism .
- D. European Court of Human Rights □Jurisdiction □Procedure etc..
- E. Human Rights Act, 1993 □ National Human Rights Commission □ India □ Powers, Functions, Officers, Staff etc..

Book for Reference;

- 1. Gransten - Human Rights Today
- 2. GaliusEsejoifer - Protection of Human Rights under the Law
- 3. John Locke - Civil Government
- 4. Richtel - Natural Rights
- 5. Raphael D.D.McMillan □Human Rights old and new
- 6. R. Dworkin - Taking rights seriously
- 7. Dr.U. Chandra - Human Rights , Allahabad law agency Publications
- 8. Paras Diwan - Human Rights and Law , Universal Publications.

Statutory Material with Amendments

- 1. The Human Rights Act,1993.
- 2. Human Rights [Amendment ] Act, 2006.

**Paper-III: WOMEN AND CRIMINAL LAW**

**(Honors Elective Paper-V)**

**Module-I:Introduction:** Root causes of violence against women □Religion, patriarchy, marriage institution and changing cultural values; Perpetuation of violence: Social evils □Prostitution, Sati, child marriages, female feticide and infanticide, witchcraft, incest; International norms relating to protection of women and children against violence: CEDAW, UNIFEM Declaration on the Elimination of Violence Against Women, 1993.

*Protection under IPC:* Protective provisions under IPC: Definition of rape (Sec.375); Criminal Law Amendment Act, 1983 □ Incorporation of new sections 376(A-D); Landmark cases:

**GEC 1212 ENVIRONMENTAL STUDIES****L T P C****2 0 0 2****OBJECTIVES**

To make the student conversant with the

- various natural resources, availability, utilisation and its current scenario
- different ecosystems, energy transfer, values, threats and conservation of biodiversity
- levels of different pollutants and its impact and the causes and effects of natural disasters
- impacts of human population, impact assessment, human rights and environmental acts and sustainable development

**MODULE I NATURAL RESOURCES****8**

Land resources: land degradation, soil erosion and desertification - Forest resources: use and over-exploitation, deforestation - Water resources: use and over-utilisation of surface and ground water, conflicts over water (inter-state and international), dams (benefits and problems), water conservation (rainwater harvesting and watershed management) - Mineral resources: use and exploitation, environmental effects of extracting and using mineral resources, mining - Food resources: world food problems, changes in land use by agriculture and overgrazing, modern agriculture and its effects, fertilizer and pesticide problems, water logging and salinity - Energy resources: increasing energy needs, renewable and non-renewable, use of alternate energy sources.

**MODULE II ECOSYSTEM AND BIODIVERSITY****8**

**Ecosystem-** energy flow in the ecosystem - food chains, food webs and ecological pyramids - characteristics, structure and function of (a) Terrestrial ecosystems (forest, grassland, desert) and (b) Aquatic fresh water ecosystems (pond, lake, river) (c) Aquatic salt water ecosystems (ocean, estuary) - ecological succession.

**Biodiversity** - genetic, species and ecosystem diversity – hot-spots of biodiversity – biogeographic classification of India - endangered, endemic, extinct and invasive species of India - red data book - values of biodiversity: consumptive, productive, social, ethical, aesthetic and option values - threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts - conservation of biodiversity: in-situ and ex-situ conservation of biodiversity

### **MODULE III ENVIRONMENTAL POLLUTION AND NATURAL DISASTER 8**

Definition, cause, effects and control measures of (a) air pollution (b) water pollution (c) soil pollution (d) marine pollution (e) noise pollution (f) thermal pollution (g) nuclear hazards - ill-effects of fireworks and upkeep of clean environment - solid waste management: types (urban, industrial, biomedical and electronic wastes), collection, processing and disposal (incineration, composting and land-fill) - natural disaster and management: flood, cyclone, drought, landslide, avalanche, volcanic eruptions, earthquake and tsunami.

### **MODULE IV HUMAN POPULATION, HEALTH AND SOCIAL ISSUES 6**

Population and population growth, population variation among nations, population explosion, family welfare programme.

Human health: air-borne, water borne diseases, infectious diseases, risks due to chemicals in food and environment.

Sustainable development - environmental legislation and laws: water act, air act, wildlife protection act, forest conservation act, environment protection act - environmental impact assessment, steps in EIA - human rights - women and child welfare.

#### **Case studies related to current situation**

**L:30 periods**

**Total: 30 periods**

**TEXT BOOKS**

1. Erach Bharucha, Textbook for Environmental Studies For Undergraduate Courses of all Branches of Higher Education for University Grants Commission, Orient Blackswan Pvt Ltd, Hyderabad, India, 2013.
2. Benny Joseph, Environmental Studies, Tata McGraw-Hill Education, India, 2009.
3. Ravikrishnan A, Environmental Science and Engineering, Sri Krishna Publications, Tamil Nadu, India, 2015.
4. Raman Sivakumar, Introduction to Environmental Science and Engineering, McGraw Hill Education, India, 2009.
5. Venugopala Rao P, Principles of Environmental Science and Engineering, Prentice Hall India Learning Private Limited; India, 2006.
6. Anubha Kaushik and Kaushik C.P., Environmental Science and Engineering, New Age International Pvt Ltd., New Delhi, India, 2009.

**REFERENCES**

1. Masters G.M., Introduction to Environmental Engineering and Science, Prentice Hall, New Delhi, 1997.
2. Henry J.G. and Heike G.W., Environmental Science and Engineering, Prentice Hall International Inc., New Jersey, 1996.
3. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. Boston, USA, 2016.

**OUTCOMES**

The student will be able to

- predict the scenario of various natural resources and suggest remedies to curb the exploitation of these resources.
- identify food chain and web and its role in various ecosystems, assess the impacts on biodiversity and provide solutions to conserve it.
- analyse the impacts of pollutants in the environment and propose suitable method to alleviate the pollutants and the natural disasters.
- assess on the impact of human population and the health related issues and the ethics to be followed for sustainable life.