

Sample Skill Development Courses at CMRU

In this category, we have provided four sample courses from our list of all courses. Please find them below.

GPSDR1021: Skill Development Courses.PDF

9FDES2081: Fashion Theory & Design

9CDES2031: Packaging Design - Elements of Graphics

9CDES1021: Visual Identity Design I

The details of the syllabus and other information you can find in the following pages.





CMR UNIVERSITY

Private University Established in Karnataka State by Act No. 45 of 2013

Common Core Curriculum

Scheme of Teaching and Evaluation (STE)

Batch: 2023-2026

School of Management

BBA (General) / BBA (Business Analytics) / BBA (Digital Marketing)

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Credit Structure

Sl. No	Category	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	Total	% of Total Credits
1	Common Core	6	6	5	5	6		28	22
2	Foundation Courses (Fundamental/ Intermediate/ Advanced)	11	16	15	9	9	2	62	48
3	Internships						5	5	4
4	Capstone Project / Dissertation						6	6	5
5	Electives - Specialization				6	6	3	15	12
6	Interdisciplinary		3	3	3	3		12	9
	Total	17	25	23	23	24	16	128	100

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**Common Core Curriculum
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Program Structure

LEGEND	
UGC	
CC	Core Course
AECC	Ability Enhancement Compulsory Course
SEC	Skill Enhancement Course
GE	General Elective
DSE	Discipline Specific Elective
CMRU	
FC	Fundamental Course
IC	Intermediate Course
AC	Advanced Course
IDE	Interdisciplinary Elective
Common Core Courses	
PS	Preparing for Success
KSC	Knowing Self & Community
CS	Contributing to Society
AECC	Ability Enhancement Compulsory Course
SEC	Skill Enhancement Course

COURSE CODE DESCRIPTION:

aXXXXbccd:

a - School Code Number

1 - School of Education (SOE)

2 - School of Architecture (SOA)

3 - School of Economics & Commerce (SOEC)

4 - School of Engineering & Technology (SOET)

5 - School of Legal Studies (SOLS)

6 - School of Management (SOM)

7 - School of Social Sciences & Humanities (SOSSH)

8 - School of Science Studies (SOSS)

9 - School of Design (SOD)

C - Department of Common Core Curriculum (DCCC)

XXXX - Discipline Code

b - Level Number

cc - Course Number

d - Syllabus Version Number

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COMMON CORE DISCIPLINE CODE:

DISCIPLINE	CODE
Contributing to Society - Ability Enhancement Compulsory Course	CSAE
Knowing Self & Community - Ability Enhancement Compulsory Course - Arts & Philosophy	KSAA
Knowing Self & Community - Ability Enhancement Compulsory Course - Me, My Country & My World	KSAM
Preparing for Success - Ability Enhancement Compulsory Course - Design Thinking	PSAD
Preparing for Success - Ability Enhancement Compulsory Course	PSAE
Preparing for Success - Ability Enhancement Compulsory Course - Language	PSAL
Preparing for Success - Skill Enhancement Course	PSSE
Preparing for Success - Skill Enhancement Course - Foreign Language	PSSF
Preparing for Success - Skill Enhancement Course -	PSSN

CREDIT DISTRIBUTION:

L-T-P-C :

L - Lecture credits
T - Tutorial credits
P - Practical credits
C - Credit (Total)

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**Common Core Curriculum
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I Semester**

Course Code	Course	CMR U Categor ory	CM R U Subca tegrory	UGC Categor ory	School/ Dept.	Conta ct Hours /Week	Credit Distrib ution L-T-P C
Common Core							
CPSAL1031/ CPSAL1041/ CPSAL1051	Hindi/ Kannada/ English	PS	-	AECC	DCCC	4	4-0-0-4
CPSAL1022	Oral and Written Communication - 1	PS	-	AECC	DCCC	2	2-0-0-2
GCSCD1011	Community Service - I	CS	-	-	DCCC	1	0-0-1-1
TOTAL						7	7
<p>Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **</p> <p>Career Preparedness Courses: GPSDR1051: Know Myself - I</p>							

**Common Core Curriculum
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II Semester

Course Code	Course	CMR U Category	CMRU Subcategory	UGC Category	School/ Dept.	Contact Hours /Week	Credit Distribution L-T-P C
Common Core							
CPSAL2022	Oral and Written Communication - 2	PS	-	AECC	DCCC	2	2-0-0-2
CPSAD1011	Design Thinking	PS	-	AECC	DCCC	1	1-0-0-1
CKSAM1051	Indian Constitution	KSC	-	AECC	DCCC	2	2-0-0-2
CPSAE1041	Mathematics for Everyday Life	PS	-	AECC	DCCC	1	1-0-0-1
GCSCD1021	Community Service - II	CS	-	-	DCCC	1	0-0-1-1
TOTAL						7	7
<p>Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **</p> <p>Career Preparedness Courses: GPSDR1031: Explore Career Options in the Current Landscape GPSDR1021: Explore 21st Century Skills GPSDR1071: Understand the Industry/Sector GPSDR1061: Map Career Goals GPSDR1041: Growth Mindset GPSDR1011: Develop Habits for Lifelong Learning GPSDR1991: Reflective Paper - I GPSBA1051: Prepare for Aptitude Tests - I</p>							



III Semester

Course Code	Course	CMRU Category	CMRU Subcategory	UGC Category	School / Dept.	Contact Hours /Week	Credit Distribution L-T-P C
Common Core							
CKSAM1011	Critical Inquiry	KSC	-	AECC	DCCC	1	1-0-0-1
CCSAE1011	Disaster Management	CS	-	AECC	DCCC	2	2-0-0-2
GCSCD1031	Community Service - III	CS	-	-	DCCC	1	0-0-1-1
TOTAL						4	4
Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **							
Career Preparedness Courses: GPSBD1171: Career Essentials GPSBA1061: Prepare for Aptitude Tests - II							

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IV Semester

Course Code	Course	CMR U Categor y	CMRU Subcate gory	UGC Categor y	School / Dept.	Conta ct Hours /Week	Credit Distrib ution L-T-P C
Common Core							
CKSAM1021	Environment and Sustainability	KSC	-	AECC	DCCC	2	2-0-0-2
CKSAA1031	Arts & Philosophy:	KSC	-	AECC	DCCC	1	1-0-0-1
TOTAL						3	3
<p>Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **</p> <p>Career Preparedness Courses: GPSBD1181: Career Effectiveness GPSBA1071: Prepare for Aptitude Tests - III GPSBE1011: Entrepreneurship Track GPSBH1011: Higher-Ed Track GPSBR1011: Research Track</p>							

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V Semester

Course Code	Course	CMR U Category	CMR U Subcategory	UGC Category	School / Dept.	Contact Hours /Week	Credit Distribution L-T-P C
Common Core							
CKSAM1031	Ethics & Values	KSC	-	AECC	DCCC	2	2-0-0-2
TOTAL						2	2
Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **							
Career Preparedness Courses: GPSDL1051: Strategies for Self-management							

VI Semester

Course Code	Course	CMRU Category	CMRU Subcategory	UGC Category	School/ Dept.	Contact Hours / Week	Credit Distribution L-T-P C
Common Core (Non-Credit) - Graduate Requirement: Career Preparedness Courses * + Community Service **							
Career Preparedness Courses: -							
Community Service: GCSCD1111: Reflective Conclave Presentation							

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COMMON CORE - ARTS AND PHILOSOPHY COURSES:

Course Code	Course Name
CKSAA1011	History, Theory and Ideas of Western Philosophy
CKSAA1021	Ideas and Practices of India's Folk Arts and Crafts
CKSAA1031	Introduction to Philosophical Thought
CKSAA1041	India's Classical Performing Arts

COMMON CORE - SKILL ENHANCEMENT COURSES (SEC):

Course Code	Course Name	Semester
CPSSF1011	Foreign Language-French L1	Odd
CPSSF2011	Foreign Language-French L2	Even
CPSSF3011	Foreign Language-French L3	Odd
CPSSF1021	Foreign Language-German L1	Odd
CPSSF2021	Foreign Language-German L2	Even
CPSSF3021	Foreign Language-German L3	Odd
CPSSF1031	Foreign Language-Korean L1	Odd
CPSSF2031	Foreign Language-Korean L2	Even
CPSSF3031	Foreign Language-Korean L3	Odd
CPSSF1041	Foreign Language-Spanish L1	Odd
CPSSF2041	Foreign Language-Spanish L2	Even
CPSSF3041	Foreign Language-Spanish L3	Odd
CPSSN1011	NCC S -1	Odd
CPSSN1021	NCC S -2	Even
CPSSN1031	NCC S -3	Odd



CPSSN1041	NCC S -4	Odd
CPSSE1011	Problem Solving through Programming	Odd/Even
CPSSE1021	Project Management Fundamentals	Odd/Even
CPSSE1031	Qualitative Research	Odd/Even
CPSSE1041	Quantitative Research	Odd/Even

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COMMON CORE (NON-CREDIT): GRADUATE

REQUIREMENT * Career Preparedness: Discover-Build-Deliver

(DBD) Modules

Career Preparedness Courses	Semester	Career Preparedness Courses	Semester
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Discover - Know Myself - I	I	Career Effectiveness	IV
Discover - Explore Career Options in the Current Landscape	II		
Discover - Explore 21st Century Skills	II		
Discover - Understand the Industry/sector	II		
Discover - Map Career Goals	II		
Discover - Growth Mindset	II		
Discover - Develop Habits for Lifelong Learning	II	Strategies for Self management	V
Discover - Reflective Paper - I	II		
Career Essentials	III		
		Deliver - Placement / Final Internship	VI
Build (common) - Prepare for aptitude tests (only training)			II - IV

****Community Service**

Mandatory Community Service	Semester
Social Impact Leadership Summit	I Semester
Community Service Activities	I to III Semester
Reflective Conclave	VI Semester
Total hours of Community Service : 45 hours (15 hours per Semester)	



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FIRST SEMESTER SYLLABUS



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CPSAL1051 : English		
A. Course Framework		
Credits: L-T-P-C: 4-0-0-4		Syllabus Version: 1.0
Contact Hours / Week: 4	Total Contact Hours: 60	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		



- O1: To develop language skills (LSRW)
O2: To develop Literary sensibilities
O3: To explore the history of ideas and contemporize

Course Outcomes: On successful completion of the course, Students will be able to,

- O1: Develop Critical Thinking skills
O2: To Ideate , map arguments and creatively integrate ideas in the English Language O3: Construct meaningful sentences, while using the English language in context. O4: Build on language skills to improve their proficiency levels.

B. Syllabus

Module:1:
Hours: 10

Prose

- 1) The Verger - Somerset Maugham
- 2) When Pirzada Came to Dine – Jhumpa Lahiri

Module:2:
Hours: 15

Poetry

- 1) A River– AK Ramanujan
- 2) Our Casuarina Tree– Toru Dutt
- 3) I Can Write the Saddest Lines Tonight- Pablo Neruda
- 4) My Last Duchess – Robert Browning

Module:3:
Hours: 15

Language in Context

- 1) Mini Sagas
- 2) Review of a Newspaper Article
- 3) Writing Blogs
- 4) Narrative writing
- 5) Passages for comment

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Module:4:
Hours: 20

Extensive Reading



To Kill a Mockingbird- Harper Lee (Novel)*

C. References

To Kill a Mockingbird-movie
<https://www.pbs.org/video/to-kill-a-mockingbird-1962-Infoaz/>
 The Poetry of Pablo Neruda- Pablo Neruda
<https://www.litcharts.com/poetry/pablo-neruda/tonight-i-can-write-the-saddest-lines>
 Somerset Maugham poems
<https://www.slideshare.net/ManshiYadav/the-verger-by-somerset-maugham>
 Robert Browning poems
<https://poetryarchive.org/poet/robert-browning/>
https://www.cambridge.org/download_file/stream_inline/1009762 • PDF file
<https://essaypro.com/blog/article-review>
www.skillshare.com/blog/5-examples-of-narrative-writing/
<https://prezi.com/r1yeadfjme8x/paper-1-passages-for-comment/>
<https://blog.essaybasics.com/how-to-write-an-article-review>

D. Mode of Assessment

CIE: IAT / CCE & SEE

E. Scheme of Evaluation

Lang: HEK	IAT					CCE				CI E	SEE		Total
	IA T 1	IAT -1 Scal ed Do wn	IA T 2	IAT -2 Scal ed Do wn	Tot al IA T (B+ D)	CC E-1	CC E-2	CC E-3	To tal CC E (F to H)	CI E (IA T+ CC E) (E +D)	SE E	SE E Scal ed Do wn	Gr and Tot al (J+ L)
Column Identif ier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	20	10	10	10	30	50	10 0	50	100

F. Semester End Examination (SEE)

Section	No of Questions	No of Questions to be attempted	Marks/ Question	Total Marks for the Section	Revised Blooms Taxonomy
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A	7	5	3	15	L1, L2
B	7	5	8	40	L2, L2
C	4	3	15	45	L1, L2, L3

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CPSAL1022 - Oral and Written Communication-1		
A. Course Framework		
Credits: L-T-P-C:2-0-0-2		Syllabus Version: 2.0
Contact Hours / Week-2	Total Contact Hours: 30	Level: 100
Prerequisite: (If applicable)	Basic English Communication	
Course Learning Objectives:		
<p>CLO1: To trace the difference in the pronunciation of British and American accent. CLO2: To train students in accuracy-oriented aspects of Spoken English in professional context. CLO3: To enhance extensive reading skills. CLO4: To impart proper strategies in writing effective Business Correspondence.</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		
<p>CO1: Identify the Speech sounds and accent of British English and American English. (L1) CO2: Express themselves in different professional setting. (L2) CO3: Use the different methods and classifications of reading. (L3) CO4: Draft letters, E-mails using appropriate tone and structure. (L3) CO5: Summarize Books, Articles, and Films based on reading/listening texts. (L4)</p>		
B. Contents:		
Module: 1	Hours-5	
Listening Speech Sounds and Lectures [Focus: Listening and Speaking]		
<p>1. Speech Sounds -Phonetics (Basic sounds Consonants, Vowel, and Diphthongs)-to get neutralized accent. 2.Listening –Types of Listening-Difference between Listening and Hearing-Methods of Listening- Listening to Lectures/ Videos/Talks [TED Talks] Students can get a clear understanding between the accents of British, American and Indian etc.</p>		



Module: 2	Hours-5
Focus on Speaking in Different Contexts/Situations	
1. Greeting and Introducing self / Talking about self - (Formal and Informal in different contexts where students can introduce and describe themselves) 2. Introducing others -Formal and Informal ways of introducing friends, colleagues, and peers. 3. Questioning and answering using -Be-verbs, Modal Auxiliaries, Wh. questions, and Auxiliary Questions.	
Module: 3	Hours-8
Focus on Reading comprehension Passages	
1. Methods in reading, (Scanning, skimming, and in-depth reading). 2. Analyzing Reading Comprehension Passages using the techniques of Clarifying, Questioning, Explaining, Retrieving, Summarizing and Sequencing, Predicting etc.	

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Module: 4	Hours-7
Focus on Letter/ E-mail Writing	
1. Drafting formal and informal letters/ Email for different academic situations and in work place. a) Leave Application (b) Accepting and Declining invitation (c) Enquiry Letter (d) Complaint Letter (e) Apology Letter. 2. Usage of different tones frequently used in letters (Forceful, Passive, Personal, Impersonal)	
Module: 5	Hours-5
Reviewing and presenting- [Focus on Oral Presentation Skills]	
1. Rules for oral presentations 2. Reviews on Book/News Paper article/Film. 3. Summarize and discuss. 4. Critical review of the reader.	
C. References:	



1. A Text book on English Phonetics for Indian students by T. Balasubramanyian.
2. Dale Carnegie & Dorothy Carnegie. (1977). *The Quick and Easy Way to Effective Speaking*. Simon and Schuster.
3. Norman Lewis. (2009). *Word Power Made Easy*. Goyal Publishers.
4. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014.
5. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2nd Edition, 2018.
6. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational.
7. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012.
8. Robert W Bly Webster's New World Letter Writing Handbook. Wiley Publishing, Inc.
9. Chapman Rebecca. English for Emails. Oxford University Press.

Web References:

www.esl-lab.com

www.englishmedialab.com

www.englishinteractive.net

D. Mode of Assessment

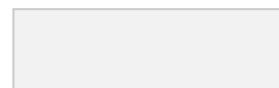
IAT/CCE&SEE

E. Scheme of Evaluation

1. Continuous Internal Evaluation (CIE): 25 Marks

Components	Average of 2 IATs	CCE	Total Marks
Max Marks	10	15	25

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2. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No. of Questions	No. of Questions to be attempted	Marks/Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3



C	3	2	10	20	L3, L4
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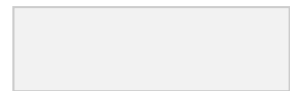
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SECOND SEMESTER SYLLABUS



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CPSAL2022: Oral and Written Communication-2		
A. Course Framework		
Credits: L-T-P-C:2-0-0-2		Syllabus Version: 2.0
Contact Hours / Week-2	Total Contact Hours: 30	Level: 200
	(If applicable) Oral and Written Communication-1	
Course Learning Objectives:		



CLO1: To train students in accuracy-oriented aspects of Spoken English in professional context.
 CLO2: To Formulate simple, flawless sentences and paragraphs by employing the elements of writing.
 CLO3: To enhance extensive reading skills.
 CLO4: To impart learners' hands-on tips to achieve face to face and on-line communication.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Discover the usage of digital sources to exhibit their oratory skills.
 (L1) CO2: Explain the academic and business reports in meaningful writing. (L2) CO3: Prepare and interpret academic project proposals. (L3)
 CO4: Distinguish the dimensions of reading comprehension passages. (L4)
 CO5: Infer team building and leadership skills while speaking in a group. (L4)

B. Contents:

Module: 1

Hours-5

Focus on Speaking

1. Term Power Point Presentation –Steps involved in giving PPT.
2. Demonstrating the chosen topic through PPT.

Module: 2

Hours-8

Focus on Writing Reports and Agenda

1. Definition of a Report-Importance-Functions-Types-Formats-components.
2. Drafting Academic Statement of Purpose-Importance-Objective (To seek admissions for higher degree in Universities of India/Abroad)
3. Designing Notice-Agenda for a meeting-Minutes of Meeting.

Module: 3

Hours-5

Project Proposal [Focus on Writing]

1. Definition of Academic Project Proposal-Importance-Content
2. Outlining the Abstract-Referencing.

Module: 4

Hours-5

Focus on Reading comprehension Passages Advanced

1. Dimensions of Reading.
2. Transferring information from Pictorial to Descriptive and Descriptive to Pictorial.

Module: 5

Hours-7



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Focus on Discussion (Group Discussion)
<p>1. Definition of a GD-Phases in conducting-Types-Methods followed by the participants Types of Topics discussed in GD-Selection Aspects-Dos' and Don'ts. 2. G.D. (Activity).</p>
C. References:
<p>1. A Text book on English Phonetics for Indian students by T. Balasubramanyian. 2. Dale Carnegie & Dorothy Carnegie. (1977). <i>The Quick and Easy Way to Effective Speaking</i>. Simon and Schuster. 3. Norman Lewis. (2009). <i>Word Power Made Easy</i>. Goyal Publishers. 4. Bailey, Stephen. Academic writing: A handbook for international students. Routledge, 2014. 5. Chase, Becky Tarver. Pathways: Listening, Speaking and Critical Thinking. Heinley ELT; 2nd Edition, 2018. 6. Skillful Level 2 Reading & Writing Student's Book Pack (B1) Macmillan Educational. 7. Hewings, Martin. Cambridge Academic English (B2). CUP, 2012. 8. Robert W Bly Webster's New World Letter Writing Handbook. Wiley Publishing, Inc. 9. Chapman Rebecca. English for Emails. Oxford University Press.</p> <p>Web References: www.esl-lab.com www.englishmedialab.com www.englishinteractive.net</p>

D. Mode of Assessment
IAT/CCE&SEE
E. Scheme of Evaluation

1. Continuous Internal Evaluation (CIE):25 Marks

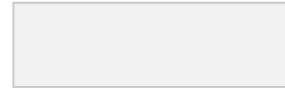
Components	Average of 2 IATs	CCE	Total Marks
Max Marks	10	15	25

2. Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)



Section	No. of Questions	No. of Questions to be attempted	Marks/Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

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CPSAD1011: Design Thinking DTP		
A. Course Framework		
Credits: L-T-P-C: 0-0-1-1		Syllabus Version: 1.0
Contact Hours / Week: 15	Total Contact Hours: 15	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
O1: To introduce students to the basics of design thinking. O2: To introduce students to principles and processes of Design Research. O3: To introduce students to the basics of Concept Development. O4: To equip students with techniques in innovative thinking and brainstorming.		
Course Outcomes: On successful completion of the course, Students will be able to,		
O1: Apply teamwork towards building a solution. (Level 3) O2: Apply basic Design Research (Level 3) O3: Apply brainstorming as a way of innovative thinking. (Level 3) CO4: Understand story-telling in Design Thinking. (Level 2)		
B. Syllabus		
Day 1: Introduction Hours: 6		



Step 1 of Day 1

Part 1: Introduction to Design Thinking

In Class:

Warm Up/Ice Breakers

A world of multiple truths. How design thinking engages with people?

‘I intend to’ Exercise.

Tackling inhibitions and creating a free space for students amongst themselves and with the tutor.

Part 2: Introduction to Design Challenge.

Discussion on the Design Challenge: How might we create solutions to address Bangalore’s water crisis?

In Class:

Problem Definition Exercise.

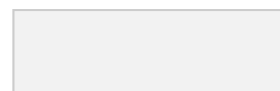
‘Ask a million questions’ exercise.

Team Formation

Creative Expression of Problem Statement.

Expressing the problem creatively. Exploring media and methods. Developing concepts from creative expression. Art, Photography.

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Common Core Curriculum School of Management

Step 2 of Day 1

Part 1:

Introduction to Design Research

Developing research questions. Developing research plans. Making observations. What to look for? Setting priorities. Innovative documenting techniques. Tools of presenting design research.

Surveying Tools and Data Collection

Part 2:

Understanding the context - Role playing and ‘Thinking Hats’ exercise Download and Group exercise in class.

Stakeholder Analysis

Day 2: Ideate, Create, Iterate | Hours: 6



Step 3 and Step 4 of Day 2

The power of Empathy in Problem Solving

Organizing and analyzing data through empathy maps, ecosystem maps. 'Extremes and Mainstreams' Exercise

Understanding user personas.

Step 5 and Step 6 of Day 2

Students ideate concept solutions. Discuss and Brainstorm with tutor and peers. Students brainstorm ideas and plot it on Ways to Grow Framework.

Step 7 of Day 2

Iterate (and re-iterate)

Students create a series of transformations of the original concept. Discuss the process.

Day 3: Prototype. Test | Hours: 3

Step 8 of Day 3

Test and Learn

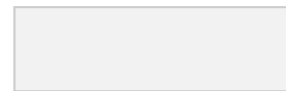
Students take feedback from Stakeholders and present it in class.

What is the story of your solution? Storytelling Exercise

C. References

- Brown, T., & Katz, B. (2009). Change by design: how design thinking transforms organizations and inspires innovation. [New York]: Harper Business
- Lockwood, T. (2009). Design thinking: Integrating innovation, customer experience and brand value.
- Norman, D. A. (2013). The design of everyday things. MIT Press.
- Creative Mornings, by S.Vishwanath (Documentary)
- Abstract the Art of Design (Documentary)

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D. Mode of Assessment:

CIE : IAT / CCE (Project Notebook + Final Presentation)



Exercises

Day 1: Understand, Analyze, Empathize

Student groups submit their Project Notebook Containing

- (i) Creative Expression of Problem Statement + How Might We Statement
- (ii) Primary Research Methodology

Assessment Criteria:

- Demonstration of the student's ability to understand one aspect of the thematic and follow it.
- Demonstration of student ability to apply a range of media and methods in developing concepts.
- Clarity of thought.

Day 2: Ideate

Students present

- (i) a questionnaire and data from interviews.
- (ii) empathy maps and mind maps
- (iii) concept

Assessment Criteria:

- Demonstration of the student's ability to understand problems from the lens of others.
- Demonstration of the student's ability to apply graphical tools to synthesize the data from interviews.
- Demonstration of the student's ability to think and clearly express concepts.

Day 3: Test & Learn

Students develop a prototype and present it to the tutor and their peers. Assessment Criteria:

- Demonstration of the student's ability to carry a clear chain of thought from concept to prototype.
- Rigor and presentation of the design process.
- Student's ability to incorporate feedback into the final solution.

Assignments/ Deliverables:

50 Marks

IAT Quiz 1

Weightage: 25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

- (i) What is Design Thinking and steps involved
- (ii) Basics of Design Research

IAT Quiz 2

Weightage: 25 Marks reduced to 10

Multiple Choice Questions covering basic concepts introduced:

- (i) Analysis of Design Research
- (ii) Basics of Prototyping, Testing and Feedback

Average of both IATs (out of 10) to be considered in final grading.



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Regular documentation of the Design Process from Day1 to 3 (CCE 1- 3)

Weightage:30 Marks

Assessment Criteria:

- Documentation of Design Thinking process.
- Punctuality.
- Demonstration of progress between steps.

Students test the prototype and present the final result to an invited jury (CCE4)

Weightage: 10 Marks

Assessment Criteria:

- Rigor and representation of the design process.
- Progress from Day 2 – incorporation of feedback from testing.

E. Scheme of Evaluation

DTP / DTPA (As GR)	IAT					CCE					CI E	SE E	Total
	IA T 1	IAT -1 Scal ed Do wn	IA T 2	IAT -2 Scal ed Do wn	Avera ge IAT [(B+D)/2]	CC E-1	CC E-2	CC E-3	CCE-4 (Practi cal)	Tot al CC E (F to I)	CI E (E+ J)	SE E	Gra nd Tot al (K + L)
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	25	10	25	10	10	10	10	10	10	40	50	NA	50

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CKSAM1051: Indian Democracy, Participation & Social Change



A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		Syllabus Version: 1.0
Contact Hours / Week: 2	Total Contact Hours: 30	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>01: To establish a sense of responsibility to uphold the freedoms of this diverse, secular country</p> <p>02: To create curiosity to explore India's rich history.</p> <p>03: To create a desire to contribute to the country in small and big ways. 04: To gain an appreciation for the workings of the world's largest democracy. 05: To build the habit of researching and articulating their points of view. 06: To imagine hypothetical and alternate histories and presents to enable deeper understanding of the impact of history and democracy.</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		
<p>01: Study a particular event in Indian history and trace the impact that can be felt to the present day.</p> <p>02: Understand the impact of the way a democracy is structured.</p> <p>03: Understand the freedoms that a citizen of India has, and what those mean in daily life. 04: Understand the duties of an Indian citizen and how they translate to daily life. 05: Gain an understanding of the workings of the government in their residential locality. 06: Trace the impact of a single vote from their area of residence to the national scale. 07: Understand the Indian democratic process and their role in it. 08: Identify ways in which they can contribute to the progress of the country.</p>		
B. Syllabus		
Module:1: From Princely States to One Country		
Hours: 6		
<p>Gaining independence - The complexity of integration - Partition - Student discussion: Factors of Complexity - The continued impact</p>		
Module:2: World's Largest Democracy		
Hours: 5		



History of the right to vote in India - 2019 national election - Two houses of parliament - Student discussion: Roots of Democracy

Module:3: Global Systems of Democracy

Hours: 5

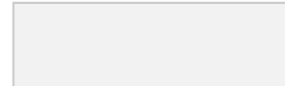
Direct and Representative Democracies - Structure of a democracy - Student discussion: Re-imagining India's Democracy

Module:4: Local Democracy

Hours: 5

State government - Your vote

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Module:5: Rights, Duties and Personal Responsibility

Hours: 4

Constitutional rights - Constitutional duties - Translating into action

Final - Contributing to Social Change

Hours: 5

Social issue of choice: Research into context and opportunities for personal contribution

C. References

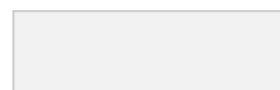


1. The Story of the Integration of the Indian States - V.P. Menon (1956)
2. The Road to India's Partition - Haimanti Roy; The Conversation (2018)
3. Karnataka Information Election System
4. Mocomi - Indian Freedom Struggle
5. Mocomi - Indian Independence: 1947
6. Animated Lessons - The Princely States of India
7. TRT World: India-Pakistan partition explained
8. Garvita Sethi: From Lahore to New Delhi - Curfew, Gunshots and Run for Life - 1947 Partition Stories
9. Brut - Does everyone have a right to vote? Dhruv finds out
10. Indian Express Online: Facts about the First Election in Independent India
11. Rajya Sabha tv: History of elections in India
12. Vox: How India runs the world's biggest election
13. Global News: India Lok Sabha election 2019: How the world's largest democracy votes
14. Eclectic: Indian parliament explained in 5 minutes
15. Scroll.in: How is a Rajya Sabha MP elected?
16. MinuteVideos: Democracy
17. United 4 Social Change: Representative vs. Direct Democracy
18. SWI: Switzerland's direct democracy
19. The School of Life: Why Socrates Hated Democracy
20. ThinkNovus: Voting Systems - Best in the World
21. CGP Grey: The Problems with First Past the Post
22. CGP Grey: The Alternative Vote
23. CGP Grey: Mixed-Member Proportional Representation Explained
24. CNBC International: How do German elections work?
25. Amit Sengupta: How State Government Works
26. Exambin: Fundamental rights in the Indian Constitution
27. Exambin: Fundamental Duties of Indian Citizen

D. Mode of Assessment

CIE : IAT/CCE &SEE

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E. Scheme of Evaluation

IC/DP

	IAT	IAT	Average	Total	CI	SEE	Total
	-1	-2					
IA	IA	ge	CC	CC	CC	T + SE	Tot
Evalua	Scal	Scal					
	T	T	IAT		E		ed
tion	ed	ed	E-1	E-2	E-3	CC	al
	1	2	[(B+D		(F		Do

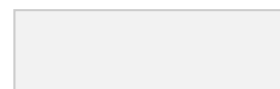


Do	Do	E)	(J+
) / 2]	to	wn
wn	wn	(E	L)
		H)	+ I)
Column	A B C D E F G H I J K L M	Identifi	
er >			
Max.			
Marks	20 10 20 10 10 5 5 5 15 25 50	25 50	

Semester End Examination (SEE) Scheme: 50 Marks (Scaled down to 25 Marks)

Section	No of Questions	No of Questions to be attempted	Marks / Question	Total Marks for the Section	Revised Bloom's Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3
C	3	2	10	20	L3, L4

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**Common Core Curriculum
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CPSAE1041: Mathematics for Everyday Life		
A. Course Framework		
Credits: L-T-P-C: 1-0-0-1		Syllabus Version: 1.0
Contact Hours / Week: 1	Total Contact Hours: 15	Level: 100
Prerequisite: (If applicable)	NA	



Course Learning Objectives:

- O1: To develop their number crunching skills, which would be useful for their day-to-day life.
O2: To improve their problem-solving skills at the basic level.
O3: To make use of the knowledge gained and get a comfort level with numbers.

Course Outcomes: On successful completion of the course, Students will be able to,

- O1: Understand the rules of fractions, decimals, and square roots. [Level-1] O2: Understand the concepts involved in the number system. [Level-1]
O3: Understand how to use percentages in calculations. [Level-1]
O4: Understand the advantage of compounding returns in personal investments. [Level-1] O5: Understand how to compare figures while reading and interpreting data, using ratios. [Level-1]

B. Syllabus**Module:1: Hours: 2**

Fractions, Decimal, Square root

- 1) Understanding the meaning of fractions
- 2) Types of fractions – proper fraction, improper fraction and mixed fraction
- 3) Comparison of fraction-converting fraction into decimal and making equal denominator
- 4) Arranging fractions in ascending order and descending order
- 5) Addition and subtraction of fractions
- 6) Finding square root of any number - Shortcut method
- 7) Finding square of two digits numbers - Shortcut method

Module:2: Hours: 2

Fundamentals of Number System

- 1) Classification of numbers- real, imaginary, rational, irrational, integers, fractions, natural, whole, even, odd, prime.
- 2) Divisibility rules
- 3) Understanding practical aspects of LCM (Least Common Multiple) & HCF (Highest Common factor)
- 4) Finding LCM & HCF of positive integers and fractions

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Percentages and its application [Execution the concepts in Excel]

- 1) Understanding the meaning of percentage and its applications
- 2) Understanding the terms involved in profit & loss- market price, discount, selling price, cost price
- 3) Understanding the terms involved in simple interest and compound interest principal, rate of interest, amount, compounded half yearly, compounded yearly, compounded quarterly
- 4) Differentiate simple interest and compound interest by various examples
- 5) Calculating percentage, profit & loss in Excel.
- 6) Calculating simple interest yearly, half yearly and quarterly in Excel
- 7) Calculating compound interest, compounded yearly, half yearly and quarterly in Excel

Module:4: Hours: 2

Mean, Median and Mode [Execution the concepts in Excel]

- 1) Understanding the terms mean, median, mode and weighted average
- 2) Difference between mean and median
- 3) Calculating mean, median, mode and weighted average in Excel

Module:5: Hours: 2

Ratios and Proportions [Execution the concepts in Excel]

- 1) Understanding the terms “RATIO” and “PROPORTION”
- 2) Calculating ratio and proportion of two or more quantities in Excel
- 3) Converting ratio with fraction, into ratio with whole number

C. References

1. Nivadita Gupta. (2020). *Basic Mathematics*. Kalyani Publishers.
2. G.N. Tiwari & Neha Dimri. (2002). *Fundamentals of Basic Mathematical Tools*. Notion Press, Inc.
3. Jerry Ortner. (2014). *Basic Fundamentals of Math*. Author House.

D. Mode of Assessment

CIE : IAT / CIE

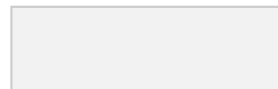
E. Scheme of Evaluation

MED	IAT					CCE				CIE	SE E	Total
Evalu ati on	IA T-1	IAT 1	IA T-2	IAT 2	Tota l IAT (B+ D)	CC E-1	CC E-2	CC E-3	Tot al CC E (F to	CIE (IA T + CC E) (E	SE E	Gran d Total (J + K)
		Scale d Dow n		Scale d Dow n								



									H)	+ I)		
Column Identifier >	A	B	C	D	E	F	G	H	I	J	K	L
Max. Marks	20	10	20	10	20	10	10	10	30	50	NA	50

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**Common Core Curriculum
School of Management**

GPSDR1031 : Explore Career Options in Current Landscape (ECO-Job)		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 1 Hour	Total Contact Hours: 1	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>O1: To create an awareness about ‘inner self O2: Explore the various job options both Private and Government Jobs, relevant pathways, and career growth perspectives. O3: Introduction to Industries, Sectors, and Job Descriptions O4: Importance of Skills Development Program and information about the platforms to acquire those skills O5: Information about various competitive exams and the job selection process O6: Knowledge about the skills required to pursue their preferred job options O7: Learn about the ways to channel their strengths in pursuing their academics successfully\</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		



O1: To evaluate their strength, personality traits, and career preferences O2: To select a career aligned with their interest, abilities, and personality traits O3: To compare and analyze the plethora of job options (Government and Private) O4: Understand the general best practices in the job application process (Example LinkedIn) O5: Shortlist the Career Options and pathways based on Industries, Sectors, and mapped Job Roles preferences. O6: Compare and demonstrate the impact of how digital reputation can affect their careers in professional life. O7: To motivate and encourage the students to create goals in their life O8: To address the doubts and queries of the students.

B. Syllabus

Module: 1

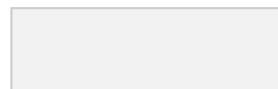
Hours: 1.5

- 1) Understand the importance of the landscape of Career Options
- 2) Introduction to Industries, Sectors and Job Options: Private and Government
- 3) Understand the concepts of Job Selection Process, Competitive Exams, Ideal Resume/Cover letter, Digital Platforms (LinkedIn), Job and Internship Portals (Naukri/ Indeed, Internshala)
- 4) Challenges and ways to channelize their potentials in a more effective ways
- 5) Learn about the Skills Development Programs mapped with the Job Roles

C. References

1. <https://nasscom.in/>
2. <https://linkingsky.com/>
3. <https://nscindia.org/>

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D. Mode of Assessment

CIE : IAT/CCE

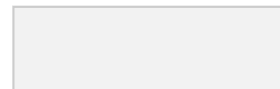
E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE	CIE	SEE	Total



Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

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**Common Core Curriculum
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GPSDR1021 : Explore 21st Century Skills		
A. Course Framework		
Credits: L-T-P-C: NA- (Graduate Requirement) (GR)		Syllabus Version: 1.0
Contact Hours / Week: 4	Total Contact Hours: 4	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>1: To illustrate the importance of 21st century skills. 2: To outline and help the students understand areas where and how these skills are relevant. 3: To discover these 21st century skills through various practices, examples and activities. 4: To build confidence in young adults utilizing this knowledge in their transition from Campus to the Corporate world.</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		
<p>1: Understand the concepts and interpret 21st century skills in their lives more consciously [Level-1]. 2: Demonstrate their own understanding of 21st century skills critically, to identify their areas of strengths and weaknesses, and work on them systematically [Level-1]. 3: Relate the knowledge shared on the 21st century skills to build upon and become well rounded corporate professionals [Level-1].</p>		
B. Syllabus		
Module: 1 Know the 21st Century Skills		
Hours: 2		



- 1) Understand what are 21st century skills and competences, and how they can be applied across various spheres of professional life
- 2) Understanding Empathy: Being human in the age of machines and AI
- 3) Introduction to collaboration and collaborative team work: Dealing with remote teams

Module: 2 Skills to Excel at workplaces

Hours: 2

- 1) Introduction to Root Cause Analysis (RCA) for productivity and leadership.
- 2) Introduction to Research Skills: How to gather, interpret and present data
- 3) Introduction to global awareness and cultural sensitivity in the workplace

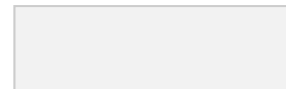
C. References

1. James Bellanca & Ron Brandt (Editors). (2010). *21st Century Skills: Rethinking How Students Learn*. Solution Tree.
2. Bernie Trilling & Charles Fadel. (2009). *21st Century Skills: Learning for life in our times*. Jossey-Bass. A Wiley Imprint.
3. Microsoft (2017). *Road to 21st Century Competence*.

D. Mode of Assessment

IAT/CCE & CIE

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E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

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GPSDR1071: Session Design Template

The grey font comments in the table are meant to guide the facilitator while filling in each of the rows in the template. Please delete this when creating your session.

Schedule

	Title of session: Understand Industry/Sector (UIS)
--	---



Overview: The session is conducted based on 4 Career Pathways (Job Pathway, Higher Education Pathway, Research Pathway, and Entrepreneurship Pathway). At the end of this session, the participants should be able to understand and shortlist their career preferences. 2 Guest lecture/Industry Talks were organised on each 4 Career Pathways. Organise relevant industry talks (minimum 2) for each category which will continue every semester that will help students understand the: a) Perspectives on the current and future industry landscape and b) Skills required to succeed in their chosen career pathway

Job Pathway:

To connect with Industry experts, learn and explore the career options in the current landscape

Skills required to succeed in their chosen career pathway

Explore the career opportunities in various Industries/Sectors

Higher Education Pathway:

Understand the benefits of Higher Education Programs

Explore the various Post Graduation Programs and career opportunities both National and International

Learn about the admission process, entrance exams, and colleges/institutes

Connect with the Industry Experts for get the sense of reality and hands-on learning experience

Activity-based learning experience

Research Pathway:

Understanding the basic concepts in Research and the benefit of it

Career Opportunities in the Research field

Skills required to conduct Research

Explore the areas to conduct the Research

Connect with the Industry Experts for get the sense of reality and hands-on learning experience

Activity-based learning experience

Entrepreneurship Pathway:

Understanding the basic concepts of Entrepreneurship, benefits, and challenges Explore the opportunities and define success in Entrepreneurship

Introduction to idea incubation and conceptualization of the idea

Skills required to be successful as an Entrepreneur

Learning about Business Models Fundamentals

Connect with the Industry Experts for get the sense of reality and hands-on learning experience

Activity-based learning experience

Learn how to prepare themselves for their preferred career pathways.

Familiarize them with the challenges and opportunities that prevail in each of the pathways.



Mode of session: Online
Duration: 4:00 Hours
Time / Date of session: As per Timetable for all schools

Facilitator(s) Profile	
Name: Speakers/Guest lecturers	
Designation: NA	
School / Department : NA	
Email: neha.d@cmr.edu.in	

Participants Profile	
Role: Students of UG and PG Programs at CMR University	
Number of participants: As per timetable	
School / Department: All applicable schools as per timetable	
Learning Area: Offline/Online	

Stage 1: What is learning?

<p>Learning Outcomes (LO)</p> <ol style="list-style-type: none"> 1. By the end of the session the participants will be able to: 2. Learn how to prepare themselves for their preferred career pathways. 3. To build professional networking with the Industry experts 4. To get a hand-on learning experience 5. Evaluate, understand and analyze the topic and essence of it 6. Apply the learnings from guest lecture into their practical life 7. To be more competent and focused in thriving their Goals 8. To be updated about all the upcoming growth and development in the professional world 9. To learn about the challenges and methods to overcome those challenges 10. To be aware of the programs or courses which are in demand 11. Analyze and evaluate their career choices 12. Drive deep into their inner self and be self-motivated and persuasive
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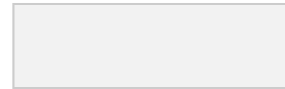


	Prerequisites: N/A
--	---------------------------

	Pre-work: N/A
--	----------------------

	Resources: PPT with embedded images and videos Course handouts Feedback forms Attendance forms
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Stage 2: Measurement of Learning

Assessments <ul style="list-style-type: none"> ● NA
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Stage 3: Session Planning

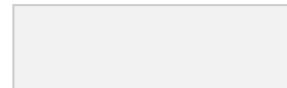
Instructional Strategies <ul style="list-style-type: none"> ● Instructor Led Training Program ● Interactive probing questions ● Classroom activities and feedback
--

Time	Task	Summary	Material needed	Instructional Tools
At the start of the session	Opening (Mandatory)	Open the session	PPT	PPT
	Session Agenda (Mandatory)	Explore Career Options in	N/A	PPT



		Current Landscape		
	Other Tasks	As follows	N/A	PPT
10 minutes	1. Greeting and introduce the speaker for the day		PPT	PPT, Video
5 minutes	1. Understand the agenda of the session		PPT	PPT with embedded images
5 minutes	2. Introduce students to the topic (Video Screening)		PPT, Images	PPT with embedded images
30 minutes	3. Detail information on each of given topic for the day		PPT, Images, Student Handout	PPT with embedded images
10 minutes	4. Q &A Attendance		PPT	PPT with embedded images and examples
	Post-Session Assessment (Mandatory)			Google Evaluation forms

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Checklist for facilitators:



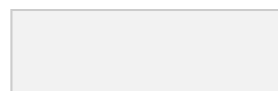
Please check for the following before rolling out your session to the audience ✓ PPT

- ✓ Resources. i.e. working links
- ✓ PDI Review and/or reporting manager review
- ✓ Uploading of all documents on the PDI repository
- ✓ Outlining roles/ responsibilities with Co-Facilitator of session with audience/ participants

Please ensure that you enable time for the following

- ✓ Provide adequate breaks with clear instructions and expectations
- ✓ Be respectful and sensitive to gender, age, language of each participant ✓ Acknowledge, address participants questions or misconceptions
- ✓ Acknowledge participants' suggestions and affirmations
- ✓ Summarize the day's proceedings before the session ends
- ✓ Administer and collect participants' feedback and attendance
- ✓ Sharing resources used during the session with the participants

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GPSDR1061 : Map Your Career Goals		
A.Course Framework		
Credits: L-T-P-C: NA- Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 4	Total Contact Hours: 4	Level: 100
Prerequisite: (If applicable)	Students are expected to have undergone: (i) Know Myself, (ii) Explore Career options in the current landscape, (iii) Understanding Industry/Sector	
Course Learning Objectives:		
O1: To create an awareness on the process of goals and goal setting – for personal and professional development O2: To get insights about the various tracks to pursue after their graduation: jobs, research, entrepreneurship, and higher education O3: To get insights into mapping the career goals using tools like self-analysis, goal setting, wheel of life O4: To understand and apply the concepts of SMART-ER goals		
Course Outcomes: On successful completion of the course, Students will be able to,		



O1: Understand the concept and the importance of goal setting [Level-1] O2: Identify, compare and relate their own areas of strengths and weaknesses with respect to goal setting, defining and working on the goals systematically [Level-2] O3: To gain clarity on creating SMART goals: immediate term, short-term and long-term [Level-2] O4: To design a clear career goal in their chosen career pathway (1 of 4 tracks) and submit it for evaluation and feedback [Level-3]

B.Syllabus

Module: 1 Introduction to Goals, Self-Analysis

Hours: 2

- 1) Difference between job & career; various types of jobs and job options available including the difference between job role, industry and sector.
- 2) The process of career mapping using tools like: self-analysis, goal setting, wheel of life
- 3) Types of goals: immediate term, short-term, and long-term

Module: 2 Plan Career Goals : Methods, Tips, Guidelines

Hours: 2

- 1) The relevance and importance of SMART-ER goals: Specific, Measurable, Achievable, Realistic, Timely, Evaluative, and Revisited.
- 2) Planning backward goal setting: moving backwards.
- 3) Identifying hurdles and devising plans to handle the hurdles
- 4) Creating a goal template: documenting clear goals, action plans, and handling hurdles

C.References

D.Mode of Assessment

CIE:IAT/CCE

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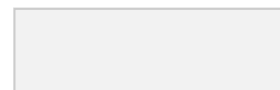
E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE)	SEE	Grand Total (D + E)



				(A + C)		
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

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**Common Core Curriculum
School of Management**

GPSDR1041 : Growth Mindset		
A. Course Framework		
Credits: L-T-P-C: NA - Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 4	Total Contact Hours: 4	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>1: To create an awareness on the importance of growth mindset. 2: To develop and understand the mindset and how it can affect professional success and growth. 3: To demonstrate the knowledge on growth mindset through various practices. 4: To build confidence in young adults to help them in their transition from Campus to the Corporate world.</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		
<p>1: Understand the concepts and understanding of mindsets in their daily lives – personally and professionally [Level-1]. 2: Compare their own areas of strengths and weaknesses with respect their mindset, and work on them systematically [Level-1]. 3: Demonstrate the knowledge of mindsets and improve their own mindsets to become well rounded corporate professionals [Level-1].</p>		
B. Syllabus		
Module: 1 Key concepts of Mindset		
Hours: 2		
<p>1) Introduction to Growth Mindset: Fixed and Growth Mindset 2) Why and how mindsets are important for personal and professional success 3) Understanding where and how mindsets originate</p>		
Module: 2 Growth Mindset habits and practices		



Hours: 2

- 1) How to deal with failures, setbacks, criticisms, and challenges?
- 2) Guidelines and practices for developing a growth mindset: Habits to establish and sustain a healthy lifestyle (physical and psychological)
- 3) Best practices for nurturing growth mindset

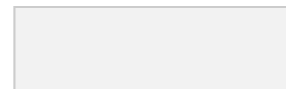
C. References

1. Dr Carol Dweck. (2007). *Mindset: The New Psychology of Success*. Random House New York
2. Tony Robbins (1993). *Awaken the Giant Within*. Robbins Research International
3. Robin Sharma (2018). *The 5 AM Club*. Jaico Publishing House

D. Mode of Assessment

IAT/CCE/CIE & SEE

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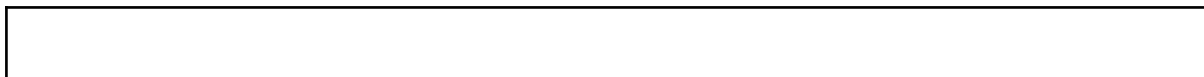


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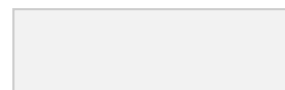
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School of Management**

E. Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50



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GPSDR1011 : Develop Habits for Lifelong Learning		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 4	Total Contact Hours: 4	Level: 100



Prerequisite: (If applicable)	NA
Course Learning Objectives:	
<p>O1: To create an awareness on the significance of lifelong learning. O2: To choose the right habits and enhance their learning skills. O3: To develop the habit of lifelong learning through various practices, tools, and processes. O4: To evaluate the knowledge in building their own confidence to help them in their transition from the Campus to the Corporate world.</p>	
Course Outcomes: On successful completion of the course, Students will be able to,	
<p>O1: Understand the concepts for developing lifelong learning habits [Level-1]. O2: Understand how they can enhance their own passions and work on them systematically [Level-1]. O3: Demonstrate their own potential in applying the knowledge of lifelong learning to become well rounded corporate professionals [Level-1].</p>	
B. Syllabus	
Module: 1 Introduction to Lifelong learning Habits	
Hours: 2	
<ol style="list-style-type: none"> 1) Understand the importance of lifelong learning 2) Developing and cultivating habits for lifelong learning: Seeking new experiences, developing a passion, embracing change 3) Introduction to different Learning Styles : Visual, Auditory, Kinesthetic, Reading/Writing 	
Module: 2 Best Practices to build lifelong habits	
Hours:2	
<ol style="list-style-type: none"> 1) Introduction to 7 Habits of Highly Effective People applied to Lifelong Learning. 2) Usage of tools like: Time Management, setting SMART goals, staying motivated 3) Overview of the concept “Ikigai” -The Japanese concept to find Purpose of Life 	
C. References	
<ol style="list-style-type: none"> 1. Michael Osborne, Muir Houston & Nuala Toman (Editors). (2007). <i>The Pedagogy of Lifelong Learning</i>. Routledge (Taylor & Francis Group). 2. Stephen R Covey (1989). <i>The 7 Habits of Highly Effective People</i>. Free Press (USA) 	
D. Mode of Assessment	
CIE:IAT/CCE	



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E.Scheme of Evaluation

GR Courses (Others)	IAT	CCE		CIE	SEE	Total
Evaluation	IAT	CCE-1	Total CCE (B)	CIE (IAT + CCE) (A + C)	SEE	Grand Total (D + E)
Column Identifier >	A	B	C	D	E	F
Max. Marks	NA	50	50	50	NA	50

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GPSBA1051 : Preparing for Aptitude Tests [UG-1/3]		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 2	Total Contact Hours: 30	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
O1: To build competence in aptitude skills (Quantitative, Logical Reasoning and Verbal Ability). O2: To improve upon the aptitude skills of the students to ace such tests in future. O3: To develop problem solving abilities essential for employment. O4: To support students' transition from Campus to the Corporate environment.		
Course Outcomes: On successful completion of the course, Students will be able to,		



O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

O2: Apply the concepts of percentages, exponents, ratio, proportions and averages for computing simple, compound interests and to calculate class /set relationship.

O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret its specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1:

Hours: 5

Calculation Techniques

- 1) Multiplication techniques- Base method, Vedic multiplication and Complementary multiplication.
- 2) Subtraction from 100/1000/10000
- 3) Multiplication of a number with a series of 9s
- 4) Multiplication of a number from 11 to 19 and by 111
- 5) Computing squares, square roots, cube, and cube roots
- 6) Fraction comparison
- 7) Percentage calculation (Percentage-Fraction equivalence method)
- 8) Approximation

Module:2:

Hours: 5

Number System

- 1) Classification of numbers
- 2) Problems based on understanding of divisibility rules
- 3) Problems in LCM and HCF of natural numbers and fractions
- 4) Understanding Multiples and factors of numbers
- 5) Power Cycle concept
- 6) Remainder theorem and its application

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Module:3:

Hours: 5



Percentage and its Applications, Ratio, Proportion, Variation & Partnership

- 1) Calculation of percentage and fraction equivalence
- 2) Percentage change or percentage increment and decrement
- 3) Problems based on Profit, Loss and Discount
- 4) Problems based on Simple Interest and Compound Interest
- 5) Understanding ratios
- 6) Problems based on compounding of ratios
- 7) Comparison of ratios
- 8) Applications based on equal ratios
- 9) Concepts & problems involving direct, inverse and joint variation
- 10) Problems based on distribution of profits in a partnership

Module:4:

Hours: 10

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

- 1) Understanding the difference between Linear Arrangement and Circular Arrangement
- 2) Problems based on Linear Arrangement, Circular Arrangement and Square Arrangement
- 3) To find shortest distance between points using Pythagoras
- 4) To create a schematic diagram based on description
- 5) Short puzzles based on direction sense
- 6) Puzzles based on shadow concept
- 7) Types of representation of data
- 8) Interpreting various graphs like line, pie, bar, table etc.

Module:5:

Hours: 5

Tenses and Articles, Vocabulary

- 1) Understanding the role of tenses in English grammar
- 2) 16 tenses in the English language
- 3) Understanding the formula of all tenses
- 4) Awareness of rules related to Articles
- 5) Importance of having a strong vocabulary
- 6) Understanding the meaning of roots, to derive the meaning of words
- 7) Knowing the simple ways to improve the vocabulary

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C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition*. S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE : IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
		CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)			
Evaluation	IAT	CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	50

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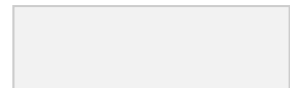
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Third Semester



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[CKSAM1011] - Critical Inquiry (CIY)		
A. Course Framework		
Credits: L-T-P-C: 1-0-0-1		Syllabus Version: 2.0
Contact Hours / Week: 1	Total Contact Hours: 15	
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		



CLO1: To enable students to examine their own ways of thinking.
CLO2: To create curiosity to interrogate the origins of one's own thoughts and beliefs. CLO3: To develop appreciation for the diversity and richness of varied perspectives. CLO4: To foster responsibility to act and think with clarity in an increasingly interconnected but uncertain world.
CLO5: To enable the feeling of wonder at the complex nature of knowledge and its impact on our lives.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand the connection between beliefs and action. (L2)
CO2: Recognize the impact of presumptions on daily life. (L2)
CO3: Recognize that access to the same information can lead to varied interpretations. (L2)
CO4: Examine the value of diverse perspectives. (L4)
CO5: Investigate into the origins and sources of their beliefs. (L6)

B. Syllabus

Module: 1 Tracing the Origin of a Belief Hours: 3

- Tracing the origin of a belief - Documenting findings

Module: 2 Knowledge and Belief Hours: 3

- How beliefs are formed
- How information is interpreted
- Interrogating our own beliefs

Module: 3 Analyzing Logical Arguments Hours: 3

- Logical Structure
- Analyzing arguments
- Constructing arguments

Module: 4 Exploring Multiple Perspectives Hours: 3

- Gap between perception and reality
- Diversity of perspectives

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C. References



1. Science as Falsification - Karl Popper (1963)
2. The Paradox of Karl Popper - John Horgan; Scientific American (2018)
3. The Fifth Discipline: The Art and Practice of the Learning Organization - Chris Argyris and Peter Senge
4. [The Meaning of Knowledge - Crash Course Philosophy](#)
5. [Scientists really aren't the best champions of climate science - Vox](#)
6. [Why humans are so bad at thinking about climate change - Vox](#)
7. [Where do superstitions come from? - Ted-Ed](#)
8. [Can You Solve This? - Veritasium](#)
9. [Confirmation Bias - McCombs School of Business](#)
10. [Ladder of Inference - Global Warriors](#)
11. [Rethinking thinking by Trevor Maber - Ted-Ed](#)
12. [Don't Memorise - Introduction to Inductive and Deductive Reasoning](#)
13. [Wireless Philosophy - Critical Thinking Fundamentals: Truth and Validity](#)
14. Snack Attack (2012); directed by Andrew Cadelago
15. [The danger of a single story - Chimamanda Ngozi Adichie - TED](#)
16. [How to write a strong thesis statement - Scribbr](#)

D. Mode of Assessment

Continuous Internal Evaluation (CIE)

E. Scheme of Evaluation (Total Marks: 50)

IAT - 1 IAT - 2 ^{CCE-1 CCE-2} Total 10 10 15 15 50

IAT Question Paper Pattern [Time: 1 Hour; Total Marks: 10]

Section	Total Number of questions in section	Questions to be attempted by student	Marks per question	Total Marks for Section
A	3	2	2	4
B	2	1	6	6
Total	5	3		10



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CCSAE1011: Disaster Management**A. Course Framework**

Credits: L-T-P -C: 2 – 0 – 0 - 2		Syllabus Version : 1
Contact Hours/Week: 2	Total Contact Hours: 30	Level : 100
Prerequisite : (If applicable)	NA	
<p>Course Learning Objectives: O1: To provide basic conceptual understanding of disasters and terminologies used in disaster management. O2: To sensitize students on the causes and consequences of various types of disasters. O3: To demonstrate the ability to face the challenges posed by disasters and to build skills to respond to disasters. O4: To analyse the disaster management plans in India.</p>		
<p>Course Outcomes: On successful completion of the course, students will be able to, O1: Distinguish the various types of disasters and its impact. (L2) O2: Examine the causes and effects of various disasters. (L3) O3: Prepare and analyse plans for disaster mitigation and response. (L3,L4) CO4: Develop self-awareness and skills in evaluating disaster management plans in India. (L4)</p>		

B. Syllabus

Module – 1: Introduction to Disaster and Disaster Management	6 hours
Concepts and definitions of disaster; The history of Disaster; Characteristics of Disaster, Consequences of Disaster; Relationship between Disaster and development; disaster management and disaster management cycle.	
Module – 2: Types of Disasters and Risk Management	10 hours



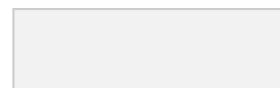
Geological disasters: Earthquakes- landslides- tsunami-volcanic-eruptions mining;
 Hydro-meteorological disasters: floods-cyclones-lightning-thunder-storms-hailstorms, avalanches- droughts- cold and heat waves;
 Biological disasters: epidemics- pest attacks- forest fire;
 Technological disasters- chemical-industrial- radiological- nuclear;
 Manmade disasters: building collapse- rural and urban fire- road –rail - sea and aviation accidents- terrorism;
 Urban disasters: Cities at risks - Reasons of urban disasters - Impact of urban Disaster
 Emerging risks of disasters; Significance of Risk assessment, Risk management and Risk analysis; Risk mapping- Zonation and Micro zonation.

Module – 3: Pre & Post Disaster Management

8 hours

Pre Disaster Management – Disaster Preparedness: Concept and Nature ; Disaster Preparedness Plan; Mitigation of disasters;
 Disaster Risk Reduction - Early warning system - Capacity Building of medical team - Awareness during disaster – Evacuation

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Post Disaster Management: Response (search and rescue – emergency operation center – incident command system)– Recovery (Relief, Restore and Rehabilitation) – Development; Damage and needs assessment; Psychological Response and Management (Trauma, Stress, Rumor and Panic)
 Role of IT in Disaster Preparedness; Role of Engineers on Disaster Management.

Case study I: “What the world can learn from Odisha, India’s most disaster-ready state Super Cyclone 1999” – Pre disaster management

Case study II: “International Cooperation in a Post-disaster Scenario: A Case Study from Gujarat, India”

Module – 4: Disaster Management Policy and Institution

6 hours

Disaster profile of India – Mega disasters of India and lessons learnt; Disaster Management Act 2005 – Institutional and financial mechanism; National policy on disaster management, National guidelines and plans on disaster management; Role of government , NGO, National and International agencies for Disaster Management

C. References:

- Sulphey, M.M, Disaster Management, PHI learning private limited.



- Saravana Kumar N, Disaster Management, Himalaya Publishing House.
- Dr. Mrinalini Pandey, Disaster Management, Wiley India Pvt. Ltd.
- Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.
- Jagbir Singh, Disaster Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.

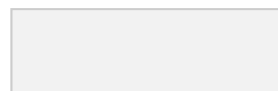
D.Mode of Assessment

CIE : IAT/CCE & SSE

E.Scheme of Evaluation

DIM	IAT					CCE				CI E	SEE		Tota l
Eval uat ion	IA T-1	IAT -1 Scal ed Dow n	IA T-2	IAT -2 Scal ed Dow n	Avera ge IAT [(B+D)2]	CC E-1	CC E-2	CC E-3	Tot al CC E (F to H)	CI E (IA T + CC E) (E + D)	SE E	SEE Scal ed Dow n	Gra nd Tota l (J + L)
Column Identifi er >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	25	50

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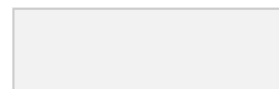
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E. Semester End Examination (SEE)

Section	No of Questions	No of Questions to be attempted	Mark s/ Questi on	Total Marks for the Section	Revised Blooms Taxonomy
A	5	4	3	12	L1, L2
B	5	3	6	18	L3,L4
C	3	2	10	20	L4,L5





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Career Essentials GPSBD1171		
A. Course Framework		
Credits: L-T-P-C: GR		Syllabus Version: 1.0
Contact Hours / Week: 2 hours per week	Total Contact Hours: 15 hours	Level: 100
Prerequisite:(If applicable)	NIL	
Course Learning Objectives:		
<p>CL01: To evaluate personal strengths, weaknesses, and interests to develop a resume to secure an internship and a job.</p> <p>CL02: To develop social and emotional intelligence to manage relationships effectively. CL03: To analyse the impact of digital footprints on personal and professional life. CL04: To demonstrate empathy and collaboration in team settings. CL05: To apply effective body language techniques to enhance communication skills.</p>		
Course Outcomes: On successful completion of the course, Students will be able to:		
<p>CO1: Assess personal strengths, weaknesses, and interests to construct a viable career plan. (L5)</p> <p>CO2: Analyse the importance of social and emotional intelligence to facilitate successful relationships. (L4)</p> <p>CO3: Understand the implications of digital footprints on personal and professional life. (L2)</p> <p>CO4: Construct a professional resume and customise it for various job applications / internship applications. (L3)</p> <p>CO5: Build awareness on thoughtfulness, develop honesty, discipline and decisiveness. (L3)</p>		
B. Syllabus		
Module:1: Create a Resume Hours: 2 hours		



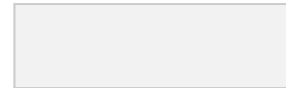
1. Building the right kind of resume.
2. Understanding the various sections in a resume and their significance.
3. Importance of Keywords, strong Action verbs and optimising them for each job application for an impressive resume.
4. Content versus formatting in a Resume.
5. Prioritising information presented in a Resume, to make the strengths and achievements of the candidate stand out, editing and proofreading a resume mercilessly, to reduce the fluff, and understanding what is 'less is more in a Resume'

Module:2 : Prepare for Internship part A

(PFI a) Hours: 7 hours

1. Differences between self-awareness, self-esteem, and self-image
2. The 4 facts of Johari window
3. SWOT Analysis, a useful way to self-evaluation
4. Tools and techniques to plan and schedule time
5. Time wasters and Time Thieves
6. Understanding the Time Management Matrix
7. Applying the Ivy Lee Method in Time Management

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8. Positive attitude and the subconscious mind
9. Concepts of Conditioning and Triggering in creation of beliefs
10. Erasing negative thought processes and negative beliefs
11. Role of communication in interpersonal skills
12. Positive and negative strokes in communication
13. How being a good listener, appreciating and applauding, can do wonders in relationships
14. Non-verbal communication, and how it can express more than words
15. Understanding the unconscious expression, the feeling of the moment
16. Conveying negative or positive impressions through body language

Module: 3 - Develop Social and Emotional Intelligence Hours: 2 hours

1. Introduction to developing social and emotional intelligence and their impact on personal and professional success
2. Concepts of emotional and social intelligence: understanding emotions, emotional hijacking, the emotional brain, roots of empathy, Daniel Goleman's theories
3. How to enhance Emotional Intelligence /quotient.
4. Activities to understand self: how does EQ affect one's performance in the professional world; Know Thyself



Module: 4 - Empathy Elicitation and Collaboration

(EEC) Hours: 2 hours

1. Stimulating Work
2. Determination
3. Courage
4. Thoughtfulness
5. Strategic planning
6. Inspiration
7. Honesty
8. Expertise
9. Discipline
10. Decisiveness

Module: 5 - Understand your Digital Footprints

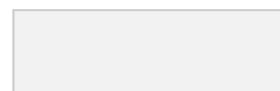
(UDF) Hours: 2 hours

1. Understanding the importance of the landscape of professional digital social media and digital footprints
2. Introduction to Netiquette: General best practices, Dos and Don'ts.
3. Digital Identity/ Social media presence and its role in Recruitment and employment.
4. How to create an impressive LinkedIn and Facebook profile for professional networking purposes

C. References

1. Elizabeth Diamond. (2010). *7 Mindsets to Master Self Awareness*. Authorhouse.
2. Brian Tracy. (2001). *Eat That Frog*. Berret-Koehler.
3. Heidi Grant Halvorson. (2011). *9 things successful people do differently*. Harvard Business Review Press.
4. Norman Vincent Peale. (1952). *The Power of Positive Thinking*. Prentice Hall.
5. Stephen R Covey. (1989). *The 7 Habits of Highly Effective People*. Free Press.
6. Dale Carnegie. (1936). *How to Win Friends & Influence People*. Simon & Schuster.

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7. Allan & Barbara Pease. (2004). *The Definitive Book of Body Language*. Harper. 8.
- Daniel Goleman. (2009). *Emotional Intelligence: Why it can matter more than IQ*. HarperCollins
9. Travis Bradbury & Jean Greaves (2007). *Emotional Intelligence 2.0*. TalentSmart, CA USA
10. Adele B. Lynn & Janelle R. Lynn (2009). *The Emotional Intelligence Activity Kit*. Amacom, USA
11. Bob Bellhouse, Andrew Fuller, Glenda Johnson & Neil Taylor (2005). *Managing The Difficult Emotions*. Paul Chapman Publishing, UK
12. Lisa McGrimmon. (2015). *The Resume Writing Guide*. Create Space Publishing

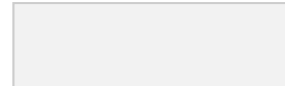
D. Mode of Assessment : Continuous Internal Evaluation (CIE)

E. Scheme of Evaluation Components: CIE

Max Marks: 50

New Soft Skills	CIE (2 sets of MCQ's for 25 each)		Remarks
Evaluation	CIE-1	CIE-2	Grand Total (A+B)
Column Identifier >	A	B	C
Max. Marks	25	25	50

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GPSBA1061 : Preparing for Aptitude Tests [UG-2/3]		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 2	Total Contact Hours: 30	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>O1: To build competence in aptitude skills (Quantitative, Logical Reasoning and Verbal Ability).</p> <p>O2: To improve upon the aptitude skills of the students to ace such tests in future.</p> <p>O3: To develop problem solving abilities essential for employment.</p> <p>O4: To support students' transition from Campus to the Corporate environment.</p>		



Course Outcomes: On successful completion of the course, Students will be able to,

O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

O2: Apply the concepts of percentages, exponents, ratio, proportions and averages for computing simple, compound interests and to calculate class /set relationship.

O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret its specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1:

Hours: 5

Calculation Techniques

- 1) Multiplication techniques- Base method, Vedic multiplication and Complementary multiplication.
- 2) Subtraction from 100/1000/10000
- 3) Multiplication of a number with a series of 9s
- 4) Multiplication of a number from 11 to 19 and by 111
- 5) Computing squares, square roots, cube, and cube roots
- 6) Fraction comparison
- 7) Percentage calculation (Percentage-Fraction equivalence method)
- 8) Approximation

Module:2:

Hours: 5

Number System

- 1) Classification of numbers
- 2) Problems based on understanding of divisibility rules
- 3) Problems in LCM and HCF of natural numbers and fractions
- 4) Understanding Multiples and factors of numbers
- 5) Power Cycle concept
- 6) Remainder theorem and its application

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Module:3:

Hours: 5



Percentage and its Applications, Ratio, Proportion, Variation & Partnership

- 1) Calculation of percentage and fraction equivalence
- 2) Percentage change or percentage increment and decrement
- 3) Problems based on Profit, Loss and Discount
- 4) Problems based on Simple Interest and Compound Interest
- 5) Understanding ratios
- 6) Problems based on compounding of ratios
- 7) Comparison of ratios
- 8) Applications based on equal ratios
- 9) Concepts & problems involving direct, inverse and joint variation
- 10) Problems based on distribution of profits in a partnership

Module:4:

Hours: 10

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

- 1) Understanding the difference between Linear Arrangement and Circular Arrangement
- 2) Problems based on Linear Arrangement, Circular Arrangement and Square Arrangement
- 3) To find shortest distance between points using Pythagoras
- 4) To create a schematic diagram based on description
- 5) Short puzzles based on direction sense
- 6) Puzzles based on shadow concept
- 7) Types of representation of data
- 8) Interpreting various graphs like line, pie, bar, table etc.

Module:5:

Hours: 5

Tenses and Articles, Vocabulary

- 1) Understanding the role of tenses in English grammar
- 2) 16 tenses in the English language
- 3) Understanding the formula of all tenses
- 4) Awareness of rules related to Articles
- 5) Importance of having a strong vocabulary
- 6) Understanding the meaning of roots, to derive the meaning of words
- 7) Knowing the simple ways to improve the vocabulary

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C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition*. S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE : IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
		CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)			
Evaluation	IAT	CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	50

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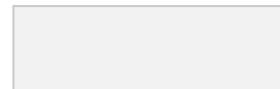
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Fourth Semester



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CKSAM1021: ENVIRONMENT AND SUSTAINABILITY

A. Course Framework

Credits: L-T-P -C: 2 – 0 – 0 - 2		Syllabus Version :1.0
Contact Hours/Week: 2	Total Contact Hours: 30	Level : 100
Prerequisite : (If applicable)	NA	



Course Learning Objectives:

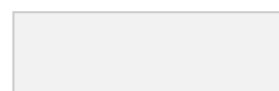
- O1:** To thorough understanding and appreciation of balance environment and ecosystem. **O2:** To develop understanding of business contribution to global sustainable development agenda.
- O3:** To critically judge the need of required business intervention for contribution to sustainable development agenda.
- O4:** To independently develop and assess the impact of energy management on climate change in a given business context.

Course Outcomes: On successful completion of the course, students will be able to, O1:

- O1:** Know challenges and emerging issues in global sustainability.
- O2:** Understand the initiatives taken by different councils for sustainable development. **O3:** Analyse the different approaches to optimize the climatic impact by energy management of a business decision/ actions.
- O4:** Apply different approaches and role in sustainable development.

B. Syllabus:	No. of Hours
Module 1: Environment & Sustainability: Introduction	5
Environment: Introduction; Ecosystem: Concept- functions; Balance of nature, pressure of life supporting system, Natural resources. Sustainability Development: Concept- India's sustainable development priorities; Basic sustainability theory – triple bottom line (TBL), Human growth and development, Behavioral changes v. technological solutions, Green Economy.	
Module 2: Environmental Management	7
Environmental Management: Definition; Corporate environmental indicators, Objective of the industry, Instruments: Legal- Technological-Managerial; EMS Certification, Managerial system, Industrial safety Practices: Disaster Management- Risk Assessment Analysis; Environmental issues in developing countries, carbon foot printing.	
Module 3: Environmental laws and waste Management	8
Environmental Issues, International conventions on environment, Related acts: Forest Protection Act, 1980 - Biological Diversity Act, 2002- Wild Life Conservation Act- The Water Act, 1974- The Air Act, 1981- The Environmental Protection Act, 1986. Waste Management: Municipal Solid Waste- Biomedical Waste Management - e waste; Management of hazardous waste.	

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Module 4: Energy Management: Global climatic changes	6
Energy management: Introduction- catalyst- general principles- planning; Energy analysis, Economies for efficient energy uses, Renewable sources of energy. Climatic Change: History-Factors; Ozone layer depletion, Green House Effect, Climatic control policies (Kyoto Protocol 1997), effects on glaciers receding.	
Module 5: Human Systems and their Impacts, Reporting Tools	4
Change in materials used & critical materials, Energy and fossil fuel consumption, Buildings, Food systems, Transportation, Businesses and service organisations. ISO, Systems engineering – material flow analysis; lean six sigma, Environmental Product Declarations, Life Cycle Assessment.	

C. Reference Books:

1. Madhab Chandra Dash, 'Concepts of Environmental Management for Sustainable Development' I.K. International Publishing House Private Ltd.,
2. Craig B Smith & Kelly E Parmentor, 'Energy management Principles- Application, Benefits & savings', Elsevier, 2nd Edition, 2015
3. Robert Brinkman, 'Introduction to Sustainability', Wiley Blackwell. 4. Roy Kartik C., 'Sustainable Economic Development and Environment', Atlantic Publishers & Distributors Pvt Ltd.
5. Blewitt John, 'Understanding Sustainable Development', Taylor and Francis Ltd 6. Margeret Robertson, 'Sustainability Principles and Practices', Routledge Publications.

D. Scheme of Evaluations:

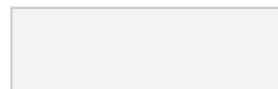
EAS/ EVP	IAT					CCE				CI E	SEE		Tota l
	IA T-1	IAT -1 Scal ed Dow n	IA T-2	IAT -2 Scal ed Dow n	Avera ge IAT [(B+D)2]	CC E-1	CC E-2	CC E-3	Tot al CC E (F to H)	CI E (IA T + CC E) (E + I)	SE E	SEE Scal ed Dow n	Gra nd Tota l (J + L)
Column Identifi er >	A	B	C	D	E	F	G	H	I	J	K	L	M
Max. Marks	20	10	20	10	10	5	5	5	15	25	50	25	50

E. Semester End Evaluation (SEE) Scheme



Section	Number of questions	Number of questions to be attempted	Marks/ Questions	Total Marks for the Section	Bloom's (Modified) Taxonomy Level
A	5	4	3	12	L1, L2
B	5	3	6	18	L2, L3, L4
C	3	2	10	20	L3, L4

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GPSBD1181: Career Effectiveness		
A. Course Framework		
Credits: L-T-P-C: GR		Syllabus Version: 1.0
Contact Hours / Week: 2 hours per week	Total Contact Hours: 15 hours	Level: 100
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		
<p>CL01: To apply effective strategies to enhance career readiness, including preparing for case studies, interviews, and group discussions.</p> <p>CL02: To develop and demonstrate effective presentation skills, grooming, and professional attire for corporate settings.</p> <p>CL03: To understand and apply corporate etiquette and professional conduct in various business environments.</p> <p>CL04: To develop and practise leadership skills and effective team management techniques including temperance and self-control.</p>		
Course Outcomes: On successful completion of the course, Students will be able to:		
<p>CO1: Demonstrate proficiency in analysing case studies, preparing for interviews, and actively participating in group discussions. (L3)</p> <p>CO2: Exhibit professional presentation skills and apply appropriate grooming and dress code in corporate settings. (L3)</p> <p>CO3: Practise corporate etiquette and display professional behaviour in diverse business situations. (L3)</p> <p>CO4: Develop leadership skills and effectively manage teams through hands-on experience and experiential learning with application of temperance and self-control.</p>		



(L3)

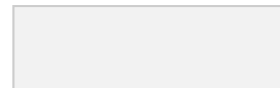
B. Syllabus

Module:1: Prepare for Case Studies (PCS) Hours: 2 hours

For students of SOM/ SOEC/ SOET/ SOA/ SOD

1. Read and understand the case study thoroughly.
2. Identify the key issues and problems faced by the organisation in the case study. 3. Analyse the company's internal and external environment, including its strengths, weaknesses, opportunities, and threats (SWOT analysis).
4. Determine the company's strategic position and evaluate its competitive advantage.
5. Identify the company's target market and understand its customers' needs, wants, and preferences.
6. Analyse the company's marketing mix, including its product, price, promotion, and place (4Ps).
7. Evaluate the company's financial performance, including its revenue, profitability, and return on investment (ROI).
8. Consider the company's ethical, social, and environmental responsibilities. 9. Develop alternative solutions to the problems identified and evaluate the pros and cons of each.
10. Recommend a course of action based on your analysis and provide a rationale for your decision.

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For Students of SOSHH

1. Read the case study thoroughly, making notes of important information and details.
2. Identify the presenting problem or issue and any contributing factors. 3. Consider the client's/ situations background, including their personal/ situational history, family history, and cultural background.
4. Analyse the client's behaviour, thoughts, and emotions, and consider any patterns or themes that emerge.
5. Consider the client's goals and expectations for therapy.
6. Evaluate the possibility of a therapist's approach to treatment and consider alternative approaches.
7. Analyse the effectiveness of the treatment and identify any areas for improvement.
8. Consider the ethical implications of the case and identify any ethical issues that arise. 9. Consider any potential biases that may impact the analysis.
10. Develop a potential plan for ongoing treatment and identify any potential challenges or obstacles that may arise.

Module:2 : Prepare for Interviews and GDs (PID)



Hours: 6 hours

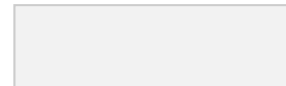
1. Qualities that the interviewer looks for in a candidate while conducting Personal Interviews
2. How to prepare an effective self-introduction for Interviews - Elevator Pitch
3. How to crack Behavioural Interviews: STAR Method
4. Common interview questions and how to answer them
5. Importance of Body language , gestures and voice modulation while attending interviews.
6. Different types of Group Discussions that are normally conducted to assess the candidates
7. Mock sessions of Personal Interviews and Group Discussions (with feedback and points to improve)

Module: 3 : Preparing For Internship (PFI) (b)

Hours: 5 hours

1. Aspects of Presentation skills: Content preparation, Design, Voice modulation, Body language, Stage presence.
2. Corporate Etiquette : Etiquette and mannerisms to be followed in various scenarios like Workspace, Meetings, Email / Telephone/ Remote working, Networking
3. How grooming and power dressing make an impact not only in landing a job, but also for growing in one's career.
4. Dress code in the Corporate / Business world for both men and women.
5. Various Signs and symptoms of stress.
6. Ways to manage Stress effectively
7. Leadership and team management: Effective leadership styles, managing conflicts, negotiations etc
8. Importance of giving and receiving feedback.
9. Different strategies to give feedback
10. Receiving and responding to negative feedback.

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Module: 4 : Temperance and Self-control (TSC)

Hours: 2 hours



1. Talk about several examples where Temperance and Self-control can be established.

- (1) Paying attention in class
- (2) Double checking work
- (3) Tuning into what the teacher is saying
- (4) Being patient when a family member does something which could be annoying
- (5) Finishing your work on time
- (6) Being forgiving when somebody does something you don't like
- (7) Giving others a chance to talk during discussions
- (8) Not watching media/tv at the same time as doing studies
- (9) Saying "Excuse me"
- (10) Doing work as early as possible

2. Summarise Temperance and Self Control:

3. Looking at the big picture, knowing the perils of Inadequate sleep, relaxation - process and benefits, changing your perception about will power, forgive yourself and move forward.

C. References

1. Anand Ganguly. (2002). *Group Discussion for Admissions & Jobs*. Pustak Mahal.
2. Ron Fry. (2000). *101 Great Answers to the Toughest Interview Questions*. Delmar Cengage Learning
3. Allan & Barbara Pease. (2004). *The Definitive Book of Body Language*. Harper.
4. Carmine Gallo. (2009). *The Presentation Secrets of Steve Jobs*. McGraw-Hill Education
5. Sue Fox. (2011). *Business Etiquette for Dummies*. John Wiley & Sons.
6. De McKeever. (2018). *How to Dress for Business*. Independently Published.
7. John T Molloy. (1977). *The Woman's Dress for Success Book*. New Win Pub.
8. Heidi Grant Halvorson. (2011). *9 things successful people do differently*. Harvard Business Review Press.
9. John C. Maxwell. (2007). *The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You*. HarperCollins.
10. Amit Sood, M.D. (Author), Chris Sorensen (Reader). (First Edition 2013). *The Mayo Clinic Guide to Stress-Free Living (Audio Book)*. Da Capo Lifelong Books
11. Duckworth, A. L., & Seligman, M. E. P. (2017). The science and practice of self control. *Perspectives on Psychological Science*, 12(5), 715-718.
12. Hofmann, W., Schmeichel, B. J., & Baddeley, A. D. (2012). Executive functions and self-regulation. *Trends in Cognitive Sciences*, 16(3), 174-180.
13. Baumeister, R. F., & Heatherton, T. F. (1996). Self-regulation failure: An overview. *Psychological Inquiry*, 7(1), 1-15.
14. Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality*, 72(2), 271-324.

Mode of Assessment :

D. Continuous Internal Evaluation (CIE)



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E. Scheme of Evaluation Components: CIE (CCE)			
New Soft Skills	CCE (2 sets of MCQ's for 25 each)		Remarks
Evaluation	CCE-1	CCE 2	Grand Total (A+B)
Column Identifier >	A	B	C
Max. Marks	25	25	50

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GPSBA1071 : Preparing for Aptitude Tests [UG-3/3]		
A. Course Framework		
Credits: L-T-P-C: NA – Graduate Requirement (GR)		Syllabus Version: 1.0
Contact Hours / Week: 2	Total Contact Hours: 30	Level: 100
Prerequisite: (If applicable)	NA	
Course Learning Objectives:		
<p>O1: To build competence in aptitude skills (Quantitative, Logical Reasoning and Verbal Ability).</p> <p>O2: To improve upon the aptitude skills of the students to ace such tests in future.</p> <p>O3: To develop problem solving abilities essential for employment.</p> <p>O4: To support students' transition from Campus to the Corporate environment.</p>		
Course Outcomes: On successful completion of the course, Students will be able to,		



O1: Determine the calculation techniques for quick calculations and manipulation of numbers.

O2: Apply the concepts of percentages, exponents, ratio, proportions and averages for computing simple, compound interests and to calculate class /set relationship.

O3: Solve problems of various arrangements (Circular and Linear).

O4: Analyze the different graphs and interpret its specific components by solving problems.

O5: Improve their grasp of English grammar to understand problems relating to verbal ability.

B. Syllabus

Module:1:

Hours: 5

Calculation Techniques

- 1) Multiplication techniques- Base method, Vedic multiplication and Complementary multiplication.
- 2) Subtraction from 100/1000/10000
- 3) Multiplication of a number with a series of 9s
- 4) Multiplication of a number from 11 to 19 and by 111
- 5) Computing squares, square roots, cube, and cube roots
- 6) Fraction comparison
- 7) Percentage calculation (Percentage-Fraction equivalence method)
- 8) Approximation

Module:2:

Hours: 5

Number System

- 1) Classification of numbers
- 2) Problems based on understanding of divisibility rules
- 3) Problems in LCM and HCF of natural numbers and fractions
- 4) Understanding Multiples and factors of numbers
- 5) Power Cycle concept
- 6) Remainder theorem and its application

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Module:3:

Hours: 5



Percentage and its Applications, Ratio, Proportion, Variation & Partnership

- 1) Calculation of percentage and fraction equivalence
- 2) Percentage change or percentage increment and decrement
- 3) Problems based on Profit, Loss and Discount
- 4) Problems based on Simple Interest and Compound Interest
- 5) Understanding ratios
- 6) Problems based on compounding of ratios
- 7) Comparison of ratios
- 8) Applications based on equal ratios
- 9) Concepts & problems involving direct, inverse and joint variation
- 10) Problems based on distribution of profits in a partnership

Module:4:

Hours: 10

Logical Reasoning- Seating Arrangements, Direction Sense and Data Interpretations

- 1) Understanding the difference between Linear Arrangement and Circular Arrangement
- 2) Problems based on Linear Arrangement, Circular Arrangement and Square Arrangement
- 3) To find shortest distance between points using Pythagoras
- 4) To create a schematic diagram based on description
- 5) Short puzzles based on direction sense
- 6) Puzzles based on shadow concept
- 7) Types of representation of data
- 8) Interpreting various graphs like line, pie, bar, table etc.

Module:5:

Hours: 5

Tenses and Articles, Vocabulary

- 1) Understanding the role of tenses in English grammar
- 2) 16 tenses in the English language
- 3) Understanding the formula of all tenses
- 4) Awareness of rules related to Articles
- 5) Importance of having a strong vocabulary
- 6) Understanding the meaning of roots, to derive the meaning of words
- 7) Knowing the simple ways to improve the vocabulary

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C. References

1. Guha, A. (2016). *Quantitative Aptitude for Competitive Examination*. Tata McGraw-Hill.
2. Wren & Martin. (2017). *High School Grammar and Composition*. S-Chand Publishing.
3. Gupta, A.K. (2016). *Logical and Analytical Reasoning*. Ramesh Publishing House.
4. Aggarwal, R.S. (2017). *Quantitative Aptitude for Competitive Examination*. S Chand Publishing.
5. Arun Sharma & Meenakshi Upadhyay. (2011). *How to Prepare for Verbal Ability and Reading Comprehension*. McGraw Hill

D. Mode of Assessment

CIE : IAT/CCE

E. Scheme of Evaluation

GR Courses (PAT / PATL)	IAT	CCE						CIE	SEE	Total
		CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)			
Evaluation	IAT	CCE 1	CCE 2	CCE 3	CCE 4	CCE 5	Total CCE (B to F)	CIE (IAT + CCE) (A + G)	SEE	Grand Total (H + I)
Column Identifier >	A	B	C	D	E	F	G	H	I	J
Max. Marks	NA	10	10	10	10	10	50	50	NA	50

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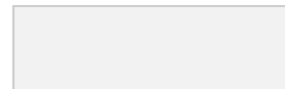
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Fifth Semester



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**Common Core Curriculum
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[CKSAM1031] Ethics and Values		
A. Course Framework		
Credits: L-T-P-C: 2-0-0-2		Syllabus Version: 1.0
Contact Hours / Week: 2	Total Contact Hours: 30	
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		



CLO1: To enable an appreciation for varied approaches toward complex ethical questions.. CLO2: To establish self-knowledge and contribution to society as values that can guide personal action.
CLO3: To establish that right and wrong is not always clearly defined.
CLO4: To create an ethical framework for decision-making in their personal and professional lives.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Explain the history of the philosophical study of ethics (L2)
CO2: Apply abstract ethical concepts in their own lives (L3)
CO3: Develop frameworks of personal ethical responsibilities (L6)

B. Syllabus

Module: 1 History of Ethics Hours: 5

- Outline of the history of Ethical Inquiry across the world

Module: 2 How we judge right and wrong Hours: 5

- Personal Moral Responsibility
- Processes of Moral Reasoning

Module: 3 Modern Ethical concepts and frameworks Hours: 7

- Understanding concepts and frameworks in modern ethics
- Ethical Egoism, Altruism, Deontology, Consequentialism

Module: 4 Law and Ethics Hours: 6

- Understanding the relationship between laws and ethics

Module: 5 Ethical Dilemmas Hours: 7

- Learning how to create an ethical framework by applying abstract concepts to issues in daily life.
- Ethical dilemmas – Speluncean Explorers, The Trolley Problem

C. References

1. An Introduction to Ethics, William Lillie, Jyoti Enterprises, 2020

D. Mode of Assessment

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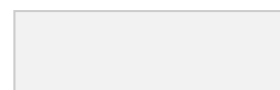
E. Scheme of Evaluation (Total Marks: 50)

IAT 1	IAT 2	CCE 1 (Group Work)	CCE 2 (Presentation)	CCE 3 (Class Participation)	Total
10	10	10	10	10	50

IAT Question Paper Pattern [Time: 1 Hour; Total Marks: 10]

Section	Total Number of questions in section	Questions to be attempted by student	Marks per question	Total Marks for Section
A	3	2	2	4
B	2	1	6	6
Total	5	3		10

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GPSDL1051: Strategies for Self-Management		
A. Course Framework		
Credits: L-T-P-C: GR		Syllabus Version: 1.0
Contact Hours / Week: 2 hours a week.	Total Contact Hours: 15	Level: 100
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		
<p>CLO1: To be able to set clear goals, define what he/she wants to achieve and establish a plan to reach their goals.</p> <p>CLO2: To be able to develop good habits and understanding finance: Incorporate positive behaviours into our daily routine to improve productivity and overall well-being.</p> <p>CLO3: To be able to continuously learn and grow, stay curious and open to learning new skills and approaches to improve self-management abilities.</p>		



Course Outcomes: On successful completion of the course, Students will be able to,

CO1. Set clear goals, Improve their ability to define specific, achievable goals. (L3) CO2. Develop good habits and their understanding of finance, Increase their understanding of the benefits of positive habits on productivity and well-being, and Improve their ability to establish and maintain healthy habits (L3)

CO3. Continuously learn and grow and Increase their motivation to learn and grow personally and professionally, Improve their ability to identify and pursue opportunities for growth and development. (L6)

Module: Build your resume and cover letter

Hours: 2

1. The goal is to be able to build a professional resume
2. Keep your resume and cover letter concise
3. Customize the cover letter and make it relevant to the company that they are applying for.
4. Use specific examples and achievements to demonstrate one's skills and experience.

Module: Establish your Personal Brand (EYB)

Hours: 2

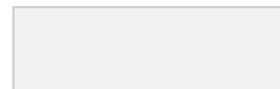
1. Introduction to personal branding and its significance
2. Understand the need and the roadmap to establish one's personal brand
3. Identifying one's own strengths – and use it to help build a personal brand on social media.
4. Learning to leverage your LinkedIn profile as your personal brand

Module: Develop Financial Literacy (DFL)

Hours: 2

1. Making a Budget
2. The Art of savings and investment
3. Managing spending and borrowing money
4. How to read the Economic times.

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Module: Manage your Personal and Professional Growth (MPG).

Hours: 2



1. Concepts of personal integrity and responsibility
2. Enhancing personal and professional learnings: sources and self-investment
3. Understanding to leverage the learnings on personal and professional growth and development
4. To analyse how their own individual personal and professional growth was managed for overall success (Take examples from Global leaders)

Module: Prudence and Effective Decision Making (PDM)

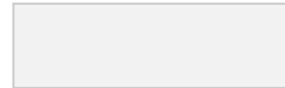
Hours: 7

1. **Take Counsel** - Taking counsel carefully from one's self and others - Failure to deliberate is rashness, which leads to impulsive and ineffective decision-making and confuses activity and action. Prudence is about truth: the truth of what is, what is right and what must be done. Awareness and acceptance of our own moral values. Our Organisations values and mission statement. The quality of deliberation, authentically discussing with objectivity. Prudence demands openness to the whole truth of the situation, including our long-held beliefs, prejudices, and agendas.
2. **Judge Soundly**: Objectively weighing all the evidence. Judgment separates the relevant from the irrelevant and applies it to the issue at hand. Failure to make a judgment is called indecision. Procrastination, perfectionism, and fear of failure are common indecision traps. Prudence lies in the readiness to sacrifice today's gain for tomorrow's greater reward. Being guided by optimism, new possibilities, and hope. Stewardship ought to be the attitude expressed with an attitude of realism, not scarcity or greed.
3. **Action**: The power of action and how to act effectively. Resoluteness, Failure to carry out what we believe to be the proper decision is irresoluteness. How to avoid the 'swinging back and forth like a pendulum mentality. To ponder: Thinking about an issue without arriving at a practical result does no one any good, but making a decision and then impulsively altering course can create a lack of clarity about direction and values that damages the firm even more.

C. References:

1. "Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones" by James Clear
2. "The Power of Habit: Why We Do What We Do in Life and Business" by Charles Duhigg
3. "The One Thing: The Surprisingly Simple Truth Behind Extraordinary Results" by Gary Keller and Jay Papasan
4. "Getting Things Done: The Art of Stress-Free Productivity" by David Allen
5. "The Total Money Makeover: A Proven Plan for Financial Fitness" by Dave Ramsey
6. "Your Money or Your Life: 9 Steps to Transforming Your Relationship with Money and Achieving Financial Independence" by Vicki Robin and Joe Dominguez
7. "The Simple Path to Wealth: Your Road Map to Financial Independence and a Rich, Free Life" by JL Collins
8. "Smart Women Finish Rich: 9 Steps to Achieving Financial Security and Funding Your Dreams" by David Bach
9. "The Millionaire Next Door: The Surprising Secrets of America's Wealthy" by Thomas J. Stanley and William D. Danko.

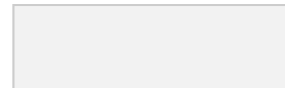




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Mode of Assessment			
D. Continuous Internal Evaluation (CIE)			
E. Scheme of Evaluation			
Components: CIE (CCE)			
New Soft Skills	CCE (2 sets of MCQ's for 25 each)		Remarks
Evaluation	CCE-1	CCE-2	Grand Total (A+B)
Column Identifier >	A	B	C
Max. Marks	25	25	50



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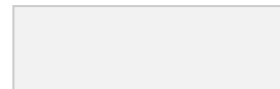
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Arts & Philosophy



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[CKSAA1031] - Introduction to Philosophical Thought (IPT)		
A. Course Framework		
Credits: L-T-P-C: 1-0-0-1		Syllabus Version: 2.0
Contact Hours / Week: 1	Total Contact Hours: 15	
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		



CLO1: To enable students to examine and expand their own ways of thinking.
CLO2: To provide the students the ability to write and speak clearly, attending to details.
CLO3: To enhance the students problem-solving capacities.
CLO4: To foster responsibility to act and think more deeply about various aspects in our daily life.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Recognize the importance of rationally deducing a question or a problem.(L2) CO2: Examine various philosophical ideologies. (L4)
CO3: Develop their own philosophy of life (L6)

B. Syllabus

Module: 1 Philosophy and its Origins Hours: 4

- In this module we look at what exactly is philosophy and its origins.

Module: 2 Knowledge Hours: 4

- How do we understand the concept of knowledge? Introduction to Plato's definition of Knowledge as Justified True Belief
- What is Truth? How do we understand truth? Three major theories of truth in Western Philosophy – Correspondence, Coherence, and Pragmatic. Jain idea of truth and knowledge as multiple and manifold - Anekantavada. Which of these theories appeals to you? What theory of truth would you propose we follow?
- What is Justification? What modes of justification do we depend on when we seek knowledge? Introduction and discussion on Externalism vs. Internalism.

Module: 3 Justice, Morality, and Laws Hours: 4

- What is Justice? What is Morality? What are the differences, if any, between Justice and Morality?
- Understanding the concept of laws
- To analyse laws and whether it needs to be obeyed
- Who has the authority to make laws? Reflection on the power and moral authority of the State

Module: 4 Philosophy and Media Hours: 3

- How does media representation of Philosophy affect our understanding of Philosophy?
- What are the underlying philosophical assumptions that underpin media/entertainment properties that we enjoy? How does that inform our perspectives on the world around us and our personal philosophies?



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C. References
<p>a. The Story of Philosophy, Will Durant b. A New History of Western Philosophy, Anthony John Patrick Kenny c. What Does It All Mean? A Very Short Introduction to Philosophy, Thomas Nagel d. Before the Law, Franz Kafka e. Online references: i. School of life – Western Philosophy (https://www.youtube.com/watch?v=SWIUKJIMge4&list=PLwxNMb28XmpeypJMHfNbJ4RAfKrtmAN3P)</p>
D. Mode of Assessment
Continuous Internal Evaluation (CIE)
E. Scheme of Evaluation (Total Marks: 50)

1. Continuous Internal Evaluation (CIE) [Total: 50 Marks]

IAT 1	IAT 2	CCE 1 (Group Work)	CCE 2 (Class Participation)	TOTAL
10	10	15	15	50

IAT Question Paper Pattern [Time: 1 Hour; Total Marks: 10]

Section	Total Number of questions in section	Questions to be attempted by student	Marks per question	Total Marks for Section
A	3	2	2	4
B	2	1	6	6
Total	5	3		10



[CKSAA1051] - Introduction to the History and Theories of Knowledge [IHK]		
A. Course Framework		
Credits: L-T-P-C: 1-0-0-1		Syllabus Version: 1.0
Contact Hours / Week: 1	Total Contact Hours: 15	
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		
CLO1: Understanding the importance of knowledge production in democratic societies CLO2: Participating democratically in processes of knowledge production CLO3: Creating frameworks for defining categories such as truth, validity, reliability		
Course Outcomes: On successful completion of the course, students will be able to,		
CO1: Understand Indian and Western theories of Knowledge. (L2) CO2: Distinguish between Indian and Western theories of Knowledge (L4) CO3: Critique systems of knowledge production (L5)		
B. Syllabus		
Module: 1 Defining Knowledge Hours: 2		
<ul style="list-style-type: none"> ● How do we define Knowledge? ● Definitions of Knowledge in Western and Indian Philosophy : Justified True Belief/Prama 		
Module: 2 Knowledge as Prama Hours: 3		
<ul style="list-style-type: none"> ● Indian Philosophical definition of Knowledge ● Sources of Knowledge in Indian Philosophy : Pramana 		
Module: 3 Knowledge as Justified True Belief Hours: 3		
<ul style="list-style-type: none"> ● Plato's definition of Knowledge ● Modern and Post-modern philosophy and Knowledge: Theories of Truth, Knowledge and Power, Truth as a property of language 		
Module: 4 Knowledge in the age of AI Hours: 7		
<ul style="list-style-type: none"> ● Language models and Knowledge ● Knowledge beyond the knower ● Knowledge in the modern age: fake news, post-truth 		



C. References

- a. Epistemology: A Contemporary Guide to the Theories of Knowledge, Robert Audi, 2010
b. Indian Epistemology and Metaphysics, Joerg Tuske, Bloomsbury, 2019 c.
Critical Survey of Indian Philosophy, Chandradhar Sharma, Motilal Banarsidas, 2016

D. Mode of Assessment

Continuous Internal Evaluation (CIE)

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E. Scheme of Evaluation (Total Marks: 50)

IAT - 1 IAT - 2 CCE-1
CCE-2
Total
(Group Work)
(Class Participation)
10 10 15 15 50

IAT Question Paper Pattern [Time: 1 Hour; Total Marks: 10]

Section	Total Number of questions in section	Questions to be attempted by student	Marks per question	Total Marks for Section
A	3	2	2	4
B	2	1	6	6
Total	5	3		10

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[CKSAA1061] - Introduction to Indian Aesthetics [IIA]



A. Course Framework		
Credits: L-T-P-C: 1-0-0-1		Syllabus Version: 1.0
Contact Hours / Week: 1	Total Contact Hours: 15	
Prerequisite: (If applicable)	NIL	
Course Learning Objectives:		
CLO1: To create awareness of Indian theories of Aesthetics CLO2: To reframe contemporary standards of beauty to be more just and equitable CLO3: To critique the socio-historical processes by which beauty is standardized in society		
Course Outcomes: On successful completion of the course, students will be able to,		
CO1: Explain the foundational concepts in Indian Aesthetics (L2) CO2: Compare Indian and Western theories of Aesthetics.(L4) CO3: Critique Indian Aesthetic theories.(L5) CO4: Assess the importance of Aesthetic values in contemporary art on the basis of Indian Aesthetic theories (L5)		
B. Syllabus		
Module: 1 What is Beauty? Hours: 3		
<ul style="list-style-type: none"> ● What is Beauty? – Definitions of Beauty ● Subjective versus Objective Beauty ● What makes something Beautiful? 		
Module: 2 Foundations of Indian Aesthetics Hours: 3		
<ul style="list-style-type: none"> ● Historical overview of the development and study of Indian Aesthetics ● The Artist and the Philosopher – The interdisciplinary nature of Indian Aesthetics 		
Module: 3 Three cores of Indian Aesthetics Hours: 3		
<ul style="list-style-type: none"> ● Overview of Rasashastra ● Overview of Natyashastra ● Overview of Alankarashastra ● Counterparts to Natyashastra – Tolkappiyam 		
Module: 4 Natyashastra Hours: 3		
<ul style="list-style-type: none"> ● Bharata's Natyashastra as a seminal work in Indian Poetics ● Natyashastra and Kavyashastra ● The conceptualisation of <i>Rasa</i> 		
Module: 5 Indian Aesthetics in the Modern World Hours: 3		



- Overview of Aristotle's Poetics
- Comparative study of Indian Aesthetics
- *Rasa* – The evolution of Art and the place of *Rasa* in art appreciation in the modern age

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9FDES2081 - FASHION THEORY & DESIGN

A. Course Framework

Credits: L-T-P-C: 1-1-2-4

SyllabusVersion: V1.0

Contact Hours / Week: 6

Level: 200

Prerequisite/Corequisite: (If applicable)

- NA

Course Learning Objectives:

- CLO1: To provide an overview of fashion & skills to create and present fashion drawings
 CLO2: To make students familiarize with essential terminology and theories
 CLO3: To explain consumer segmentation, regulatory bodies and professionals, their roles in defining markets.
 CLO4: To widen the students' exposure to the scope of fashion art
 CLO5: To develop rendering skills in handling art media and rendering various fabric texture
 CLO6: To learn and develop digital Illustration skills

Course Outcomes: On successful completion of the course, Students will be able to,

- CO1: Students will understand the fundamental aspects of fashion, terminology and theories related to fashion
 CO2: Explain the process of fashion diffusion across the consumer segments, regulatory bodies and fashion profession
 CO3: To improve fluency in expressing fashion concepts ideas through illustration
 CO4: To widen the horizon of tools that may used to develop and present work
 CO5: To gain confidence and build a sense of comfort in the use of drawing and presentation

PO: PO1 / PO2 / PO3 / PO4 / PO5

PSO: PSO1 / PSO2 / PSO3 / PSO4 / PSO5

B. Syllabus

Module:1: Understanding Fashion

Hours: 15

- Introduction and definition
- Factors influencing fashion - Dominating, Influence of celebrities, economic, psychology, social, cultural, political & personalities, geographical, historical, technological advancements
- Key concepts and terminology - art design & craft, trend, collection, style, couture and pret a Porter, avant garde, mass fashion, knock-offs and limited fashion, classic and fads
- movement and direction of fashion - fashion forecasting, pendulum swing, fashion cycle, cycle with cycle, interrupted cycle, recurring cycle.
- Theories of fashion movements - trickle- down, trickle-up, trickle-across.
- Consumer segmentation, Trade in fashion
- Fashion regulatory bodies in India - ministry of textile, advisory boards, export promotion councils
- Role of fashion professionals - fashion designer, fashion technologist and fashion merchandiser.

Module:2: DRAWING GARMENT DETAILING AND FLATS

Hours: 15

- Drawing garment detailing - pocketc, collars, cuffs, sleeves, plackets, yokes, necklines
- Drawing Flats - dresses, shirts, pants, skirts, coats, blouses

Module:3: DIGITAL ILLUSTRATION - PHOTOSHOP

Hours: 30

- Making block figure and fleshing out with the basic drawing tools (Photoshop)
- Creating patterns and using the same for fabric rendering (Photoshop)

Module:4: DIGITAL ILLUSTRATION - ILLUSTRATOR

Hours: 30



- Drawing Flats - dresses, shirts, pants, skirts, jackets, blouses / tops, lingerie, T-shirts.
- Creating a spec sheet, measurements chart, detail drawing / illustration for specified clothing - casual wear, formal wear, active wear, party wear.
- Creating a collection - theme board, colour board, client board, design board, spec sheet.

1) References

- Fashion Theory: An Introduction - Malcolm Barnard
- INSIDE FASHION DESIGN - Sharon Lee Tate - Pearson Education India
- Technical Drawing for Fashion Design- Portuguese Edition, Pepin Press; Multilingual edition, 2011
- Fashion rendering with color – Bina Abling
- Fashion Illustration now – Thames & Hudson
- Encyclopedia of Fashion details – Patrick John Ireland

2) Mode of Assessment

- Practical Assignments

3) Scheme of Evaluation

CIE

1. Continuous Internal Assessment (CIE) : 100 marks (Scaled down to 50 Marks)

Components	Assignments	Total Marks (Average of Assignments)
Max. Marks	100	100

F. CO-PO-PSO Mapping

CO-PO-PSO-Mapping										
CO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
1	*	*	*	*	*	*	*		*	*
2	*		*	*			*	*	*	*
3	*	*	*		*	*		*	*	*
4	*	*	*		*	*	*		*	*
5	*		*	*	*	*	*		*	*



9CDES2031 - Packaging Design - Elements of Graphics

A. Course Framework

Credits: L-T-P-C:0-0-3-3

SyllabusVersion: V1.0

Contact Hours / Week: 6

Level: 200

Prerequisite/Corequisite: (If applicable)

NA

Course Learning Objectives:

CL01: To understand traditional and digital mediums of illustration using for FMCG products

CL02: To understand the effective use of illustration

CL03: To achieve different technique of Traditional and Digital Illustration

CL04: To Create Illustration for FMCG Product

CL05: To understand the use of typography in Packaging Design.

CL06: To Create Typographic Design for Packaging design.

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Apply the techniques of Illustration.

CO2: Create Illustration for FMCG products. .

CO3: Convert traditional illustration to Digital medium.

CO4: To Design Logo and taglines and copy of Packaging Design using typography using digital Software (adobe Illustrator)

CO5: To Understand the effective use of typography in a packaging design

CO6: To learn mandatory information for packaging design.

CO7: To Understand the Layout and communication of Contents of Packaging design.

CO8: To create Layout using digital software (Adobe Illustrator)

PO: PO1/PO2/PO3/PO4/PO5

PSO: PSO1/ PSO2/ PSO3//PSO4/PSO5

B. Syllabus

Module 1: Illustration - Traditional Exploration

Hours: 30

- Introduction to effective use of Illustration
- Research on traditional illustration and techniques
- Exploration of traditional illustration techniques
- Exploration of traditional mediums, paper and platform

Module 2: Illustration - Digital Exploration

Hours: 30

- Introduction to digital Illustration



- Exploration of digital tools and platform (adobe Photoshop , Adobe Illustrator)
- Implementation of illustration both digital and print outcome

Module 3: Typography II

Hours: 30

- Research on Typeface for Packaging Design
- Exploration of Various Typeface and character
- Creation of Logo and tagline and body copy
- Ideation process
- Digital Design - Logo, Tagline and body copy(Adobe Illustrator)

1) References

- Thinking with type - Ellen Lupto
 - Why fonts matter- Sarah Hyndman
 - Typography Sketchbooks - Steven Heller
 - Advanced Typography - Richard Hunt
 - Fifty years of Illustration - Author : Lawrence zeegen, Caroline Roberts
 - The Picture book : Contemporary Illustration - Augus Hyland
 - Thinking visually for Illustrators - Mark Wigan
 - An Illustrated Life : Drawing inspiration from the private sketchbook of artists, Illustrators and designers by Danny Gregory
 - Picture this : How pictures work by Molly Bang

2) Mode of Assessment

Project & Assessment

3) Scheme of Evaluation
Only CIE

1. Continuous Internal Assessment (CIE) : 100 marks (Scaled down to 50 Marks)

Components	Assignments	Mini Project	Total Marks (Average of Assignments and Mini Project)
Max. Marks	100	100	100



F. CO-PO-PSO Mapping

CO-PO-PSO Mapping										
CO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
1	*	*	*	*	*	*	*	*	*	*
2	*		*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4			*	*	*	*	*	*	*	*
5	*		*	*	*	*		*	*	*
6	*		*	*	*	*	*	*	*	*
7	*		*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*



9CDES1021 - Visual Identity Design I

A. Course Framework

Credits: L-T-P-C: 2-2-1-5

SyllabusVersion: V1.0

Contact Hours / Week: 6

Level: 100

Prerequisite/Corequisite: (If applicable)

- NA

Course Learning Objectives:

CL01: To understand how information is encoded in a sign and how it is decoded by the viewer.

CL02: To understand the meaning of signs and/or symbols are context specific.

CL03: Examine your own creative work so far, and share with peers to receive feedback

CL04: Make a presentation about yourself, using images, video, typography, sound

CL05: Introduction to persona research forms

CL06: Individual definition of each student's strengths, by writing a short SOP

Course Outcomes: On successful completion of the course, Students will be able to,

CO1: Understand meaning of symbols and how to design them

CO2: Understand various research methods and mechanisms of Persona Definition and apply the same to themselves

CO3: Design a logo for themselves based on self-analysis

PO: PO1 / PO2/ PO3 / PO4 / PO5

PSO: PSO1 / PSO2/ PSO3 / PSO4/ PSO5

B. Syllabus

Module 1: Semiotics Hours: 30

- Historical Overview of Signs and Symbols
- Cultural Contexts of Signs and Symbols
- Process of Realistic Visual Representation to Symbolic Visual Representation

Module 2: Persona Definition Hours: 30

- Mind-Mapping Process
- Persona Research and Keywords Definition
- SOP Construction
- Visual Representation of Persona Keywords

Module 3: Logo Design Hours: 30

- Symbol to Logo Design Process
- Adobe Illustrator Workshop

1) References



<ul style="list-style-type: none"> - Signs and Symbols: An Illustrated Guide to Their Origins and Meanings Hardcover - "Now, Discover Your Strengths" - Don Clifton, Gallup - The Industrial Design Reference & Specification Book: Everything Industrial Designers Need to Know Every Day by Dan Cuffaro, Isaac Zaksenberg - Identity Designed : The definitive guide to Visual Branding by David Airey 2019 - Fashion Design, process, innovation & practice - Kathryn Mckelvey and Janine Munslow - A JOHN WILEY & SONS, Ltd, Publication
2) Mode of Assessment
<ul style="list-style-type: none"> • Practical Assignments • Mini Project
3) Scheme of Evaluation Only CIE

1. Continuous Internal Assessment (CIE): 100 marks (Scaled down to 50 Marks)

Components	Assignments	Mini Project	Total Marks (Average of Assignments and Mini Project)
Max. Marks	100	100	100

F. CO-PO-PSO Mapping

CO-PO-PSO Mapping										
CO	PO					PSO				
	1	2	3	4	5	1	2	3	4	5
1	*	*	*			*	*	*	*	*
2	*	*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*

