

Sr. No.	Programme	Name of Course	Course ID
1	Diploma in Yoga	Yoga & Cultural Synthesis	243/YOG/VA301
2	B.A./B.Sc. (Mathematics)(Single Major)	History of Mathematics	240/MAT/VA301
3	B.A. with major in Political Science	Gandhian Values & Ethics	240/PS/VA301
3	B.A Psychology	Western Psychology	240/PSY/VA/301
4	B.A. English (Single Major and Multidisciplinary)	Short Stories and Values	240/ENG/VA301
5	B.A. Sociology (Multidisciplinary)	Environmental Education	240/SOC/VA301
6	B.Sc. Animation & Multimedia	Understanding Indian Values Through Animation	240/ANI/VA301
7	M.com Integrated 3rd Sem	Business Etiquettes (BL)	242/COMI/VA301
8	MBA Integrated (3rd semester)	Corporate Etiquettes	242/MBAI/VA301
9	M.A. (Integrated) Journalism & Mass Communication	Advertising: Values and Cultural Shock	242/JMC/VA301

243/YOG/VA301

**Value added course
Yoga and Cultural Synthesis**

Course Code:	Credits:2
TI: 15 TE: 35	PI: 0 PE: 0

Instruction for External Examination: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 11 marks and from the entire syllabus (can be either subjective or objective). Section B will be in choice from two question from each unit. The student will be required to attempt one question from each unit, these question in section B will be of 12 marks.

Objective:

This course explores the practice of yoga through its historical development and cultural adaptations. Students will examine how yoga has evolved across different cultural contexts and how these transformations reflect broader cultural exchanges.

Outcome:

- To understand the historical roots and philosophical foundations of yoga.
- To analyze the cultural adaptations and global spread of yoga.
- To explore the impact of yoga on and by various cultural contexts.

Unit 1: Historical Foundations and Cultural Evolution of Yoga

- 1.1 Origins and Philosophy of Yoga
- 1.2 Classical Yoga Texts and Practices
- 1.3 Yoga's Initial Western Encounters & Cultural Synthesis and Globalization
- 1.4 Yoga in Modern Contexts, Yoga in the Digital Age

Unit-2 Practical Applications and Cultural Reflections

- 2.1 Practical Yoga Applications
- 2.2 Yoga for Society
- 2.3 Yoga for World Peace
- 2.4 Modern Yoga Movements and Cultural Development

Suggested Books

The Cultural Politics of Yoga" by Rachel Dwyer
 Yoga and Its Discontents: A Critical Examination" by William J. Broad
 The Yoga Sutras of Patanjali" – Swami Satchidananda
 The Heart of Yoga: Developing a Personal Practice" – T.K.V. Desikachar
 The Subtle Body: The Story of Yoga in America" – Stefanie Syman
 Yoga Body: The Origins of Modern Posture Practice" – Mark Singleton

240/MAT/VA301

Session: 2025-26

Part A – Introduction

Subject	Mathematics		
Semester	III		
Name of the Course	History of Mathematics		
Course Code	VAC-3		
Course ID			
Course Type: (CC/MIC/ MDC/ /VOC/AEC/VA C/SEC)	VAC		
Course Learning Outcomes(CLOs)	After completing this course, the learner will be able to: <ol style="list-style-type: none"> 1. Understand the Evolution of Mathematical Thought. 2. Recognize Contributions from Diverse Civilizations. 3. Identify the Work of Major Mathematicians. 4. Develop Historical Thinking and Analytical Skills. 5. Appreciate the Philosophy and Nature of Mathematics. 		
Credits	Theory	Practical	Total
	2	-	2
Contact Hours	2	-	2
Internal Assessment Marks	15	-	15
End Term Assessment Marks	35	-	35
Examination Time	2 Hours	2 Hours	50
Part B - Course Content			
Instructions for Paper- Setter Note: The examiner will set 9 questions asking two questions from each unit and one compulsory question by taking Course Learning Outcomes (CLOs) into consideration. The compulsory question (Question No. 1) will contain 5 parts covering entire syllabus. The examinee will be required to attempt 5 questions, selecting one question from each unit and the compulsory question.			

Archer Mary

Unit	Topic	Contact Hours
I	Introduction to the History of Mathematics: Importance and scope of the history of mathematics, Relationship between mathematics and civilization, Chronological overview of mathematical development	7
II	Mathematics in Ancient Civilizations: Egyptian Mathematics : Numeration system, Geometry in land measurement, Practical applications (e.g., pyramids, calendar) Vedic and Indian Mathematics: Sulba Sutras and geometry, Contributions of Aryabhata, Brahmagupta, Bhaskara, Decimal number system and concept of zero	8
III	Indian Mathematicians in the Modern Era: Srinivasa Ramanujan: Number theory and infinite series, Contributions of modern Indian mathematicians in algebra, number theory, and applied mathematics	7
IV	Philosophy and Nature of Mathematics: Mathematics: A discovery or invention, Role of abstraction and proof in mathematics, Mathematics and its interdisciplinary nature (connection with science, art, and philosophy)	8

Suggested Evaluation Methods

Internal Assessment: > Theory 15 <ul style="list-style-type: none"> • Class Participation: 5 • Seminar/presentation/assignment/quiz/class test etc.: 5 • Mid-Term Exam: 5 	End Term Examination:- > Theory 35 <ul style="list-style-type: none"> • Written Examination
--	--

Part C-Learning Resources

Recommended Books:

1. C. B. Boyer & U. C. Merzbach (1991), *A History of Mathematics*. John Wiley & Sons, New York, USA.
2. D. M. Burton (2010), *History of Mathematics*. McGraw-Hill Education, New York, USA.
3. K. Plofker (2009), *Mathematics in India*. Princeton University Press, Princeton, USA.
4. B. Datta & A.N. Singh (2001), *A History of Hindu Mathematics*, Motilal Banarsidass, Delhi, India.
5. E.T. Bell (1937), *Men of Mathematics*. Simon & Schuster, New York, USA.

Apkhu
Maths

6. S.R. Ranganathan (1967), *Ramanujan: The Man and the Mathematician*. Indian Mathematical Society.
7. G. H. Jain (1992), *Great Indian Mathematicians: Their Lives and Works*, Bhartiya Vidya Bhavan, Mumbai, India.

Arsham Marfan

240/PS/VA301

**Value Added Course
Undergraduate Programme (Political Science)
Semester III**

VAC 3 Gandhian Values and Ethics

VAC-3 Gandhian Values and Ethics(Credit-02)	Maximum Marks:50
Course ID:	Theory Marks: 35
Semester: III	Theory Internal Assessment: 15
	Examination Time: 2 Hrs.

Course Outcome: After completing this course, the learner will be able to;

- Understand Gandhi's idea of non-violence.
- Learn the meaning and use of Truth in society and politics.
- Know what Swaraj means and why it matters.
- Understand how Satyagraha works as a peaceful way to bring change.

Note:

1. Five Questions will be set in all and students will be required to attempt 3 questions.
2. Question No. 1 will be compulsory and will consist of 5 short answer type questions of 3 marks spread over the entire syllabus (3x5=15 marks).
3. For the remaining four questions, students will attempt 1 out of 2 questions from each of the two units (10 marks each).

Unit I

Gandhian Concept of Non- Violence and Truth.

Unit II

Swaraj and Satyagraha.

Suggested Readings:

1. **Gandhi, M. K.** (1993). *The collected works of Mahatma Gandhi* (Vols. 1-100). Ahmedabad: Navajivan Publishing House.
2. **Gandhi, M. K.** (1996). *Hind Swaraj and other writings*. Cambridge University Press.
3. **Tharoor, S.** (2008). *The elephant, the tiger, and the cell phone: Reflections on India in the 21st century*. New York: Arcade Publishing.
4. **Kumar, R.** (2005). *Gandhi and the contemporary world*. New Delhi: Sage Publications.
5. **Nair, V. P.** (2010). *Gandhian non-violence and contemporary conflict resolution*. New Delhi: Sarup & Sons.
6. **Gandhi, M. K.** (2012). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
7. **Patel, K.** (2013). *Gandhi: A life*. New York: Viking Press.
8. **Iyer, R. (Ed.)** (2010). *The moral and political philosophy of Mahatma Gandhi*. New Delhi: Oxford University Press.

9. **Chatterjee, P.** (2004). *The nation and its fragments: Colonial and postcolonial histories*. Princeton University Press.
10. **Fischer, L.** (1950). *The life of Mahatma Gandhi*. New York: Harper & Row.
11. **Chakrabarty, B.** (2013). *Gandhi's Thought in Practice*. Kolkata: Orient Blackswan.
12. **Kumar, A.** (2009). *The Concept of Swaraj in Gandhi's thought*. New Delhi: New Age International.
13. **Parekh, B.** (1997). *Gandhi: A very short introduction*. Oxford: Oxford University Press.

VOC1 Western Psychology**Maximum Marks: 100****Theory Examination: 35****Theory Internal Assessment: 15****Practical Examination: 35****Practical Internal Assessment: 15****Course Outcomes:**

- Students will gain knowledge of various basic concepts and scope of Western Psychology.
- Students will gain knowledge of emerging branches of Western Psychology.
- Students will understand the difference between Western and Eastern Psychology
- Students will be able to analyze human behavior through major theories of Western Psychology

Note:

- a) Candidates would be required to attempt four questions in all.
- b) Question No. 1 would be compulsory. It shall be based on the entire syllabus and would contain 5 short answer type questions of one mark each.
- c) There would be two questions (10 marks each) from each of the three units. Candidates would attempt one Question from each unit.

Unit1

Nature, Goals and Scope of Western Psychology, Development and emerging branches of Western Psychology, Difference between Western and Eastern Psychology

Unit 2

Learning: Thorndike's trial and error learning, Tolman's latent learning and Kohler's Insight Learning theory

Memory: Atkinson and Shiffrin's Multistore Model, Craik and Lockhart's Level of Processing Theory, Baddeley and Hitch's Working Memory Model

Unit 3

Personality: Freud's Psychoanalytical theory, Maslow's Need Hierarchy theory, Big five factors theory

Intelligence: Cattell's theory of Fluid and Crystallized intelligence, Guilford's structure of Intellect theory, Sternberg's Triarchic theory of Intelligence

Practical:

Perform any three practicals based on above units.

Do at least one of the following:

- Movie/Documentary screening
- Survey
- Report writing using computer (Search engine, PPT, assessment etc)

References

- Baron, R.A. (1995). **Psychology: The essential science**. New York: Allyn & Bacon.
- Eysenck, M.W. (2009) **Fundamentals of Psychology**. New York: Psychology Press.
- Lefton, L.A. (1985). **Psychology**. Boston: Allyn & Baron.
- Nevid, J.S.(2009). **Psychology: Concepts and Applications**, 3 Edn. Belmontca, USA: Wadsworth Cengage Learning.
- Passer, M.W. & Smith, R.E. (2007) **Psychology: The Science of Mind and Behaviour**, 3rd Edn. New York: McGraw-Hill.
- Smith, EE, Nolen-Hoeksema, S., Fredrickson,B., Loftus, G.R. (2006) **Alkinson'sHilgard Introduction to Psychology**. Singapur, Thompson Wordsworth.
- Wade, C. (2005) **Psychology**, 8th Edn. New York: Prentice Hall.
- Weiten, W. (2008) **Psychology. Themes and Variations**, 7th Edn. Belmont, CA, USA: Thomson Cengage Learning.
- Zimbardo, P.G., & Weber, A.L (1997). **Psychology**. New York: Harper Collins College Publishers

240/ENG/VA301

Semester 3

COURSE CODE- VAC-3

Short Stories and Values

Maximum marks: 50

Theory: 35

Internal Assessment: 15

Course Objectives:-

CO	Description
CO-1	Analyze the Representation of Human Values in Short Stories
CO-2	Examine the Influence of cultural and social contexts on values.
CO-3	Apply critical thinking and interpretive skills to analyze the moral and ethical questions raised in the selected short stories.
CO-4	Relate the themes and values in the short stories to broader ethical and philosophical questions.

Course Outcomes:-

CO	Description
CO-1	Discuss how the prescribed stories illustrate concepts such as love, sacrifice, compassion, and moral dilemmas.
CO-2	Analyze how societal expectations and norms are reflected and critiqued through the characters and plots.
CO-3	Evaluate the characters decisions and actions, and discuss their implications on personal and societal values.
CO-4	Reflect on how these stories can inform their own understanding of human values and ethical behavior.

Unit I

O' Henry

The Gift of the Magi

Gabriel Garcia Marquez

A Very Old Man with Enormous Wings

Unit II

Guy de Maupassant

The Necklace

Kate Chopin

The Story of an Hour

Scheme of Examination

Students will attempt 3 questions(selecting atleast one from each text) out of five, carrying 5 marks each. (3*5=15)

Students will attempt one essay type question (with internal choice) from Unit 1. 10 marks

Students will attempt one essay type question (with internal choice) from *Unit 2* . 10 marks

Semester-III
Course Code-VAC-3
Course Title- Environmental Education

Credit-2
 Maximum Marks -50
 Theory - 35
 Internal Assessment - 15
 Time - 2 hours

The students will be required to attempt three questions in all. Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answer should be in 100-200 words. The students are required to attempt five short answer type questions out of 8, i.e., $5 \times 3 = 15$ marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each, i.e., $2 \times 10 = 20$ marks thus making it the total weight age to 35 marks. Two questions to be attempted. One from each unit.

Course Outcomes:

- To understand the concept and significance of environmental education.
- To explore human-environment interactions and the impact of societal activities.

UNIT - I

Environment and its Concepts: Environment education; concept and importance of environment education; Government Environmental policies, Environment and Society – their inter-relations

UNIT - II

Environmental Issues: Impact of industrialization and urbanization on environment Sustainable Development, Pollution control.

References :

Baviskar. Amita (1995), In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.

Desh Bandhu and Garg, R.K. (eds) (1986), Social Forestry and Tribal Development, Dehradun: Natraj Publishers.

Dubey, S.M and Murdia, Ratno (ed) (1980), Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.

Gadgil, Madhav & Ram Chandra. Guha (1996), Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.

Ghai, Dharam (ed) (1994), Development and Environment: Sustaining People and Nature. UNRISD: Blackwell Publication.

Giddens, Anthony (1996), Global Problems and Ecological Crisis", 2nd edition New York: W.W. Norton and Co.

Guha, Ramechandra (1995), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya. OUP: Delhi.

Kanwar, J.S (ed) (1988) Water Management: The key to Developing Agriculture, New Delhi.Agricole.

Katyal, Jimmy and M.Satake(1989), Environmental Pollution, New Delhi: Anmol Publications.

Krishna, Sumi (1996), Environmental Politics: People's lives and Development Choices, New Delhi:Sage Publications.

Mehta S.R. (ed)(1997), Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.

Schnaiberg, Allan (1980), The Environment, New York: OUP.

Shiva, Vandana (1988), Staying Alive: Women, Ecology and the Environment, London Zed Books.

Shiva. Vandana (1991) Ecology and the Politics of Survival: Conflicts over Natural Resources in India. New Delhi: Sage Publications.

Singh, Gian (1991), Environmental Deterioration in India: Causes and Control, New Delhi: Agricole.

UNDP, (1987), Sustainable Development : World commission On Environment and Development, Our Common Future Brutland Report, OUP: New Delhi.

240/ANI/VA301

Value Added Course from the department for pool of the Courses in the University

(All the departments will offer value added course for semester 3 for the students of same or different departments. In the first year, students will study (i) Human Values and Ethics and (ii) Environmental Studies as value added course)

Semester-4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-3	Understanding Indian Values Through Animation	240/ANI/VA301	0	0	4	0	0	2	2	15	35	00	00	50

Name of Subject: Understanding Indian values through animation	Maximum Theory marks: 50 (15+ 35)
240/ANI/VA301	Maximum Practical Marks: 00

This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 13 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit; these questions will be of 11 marks each. The students will be required to attempt one question from each unit.

Objectives: To explore the representation and integration of Indian values through animated media, focusing on how animation can effectively communicate cultural narratives and ethical principles.

Course Outcomes:

1. Understand the significance of Indian values and cultural narratives. Analyze how animation can be used to depict and promote Indian values.
2. Develop skills in creating animation that reflects Indian cultural and ethical values. Evaluate the impact of animated media on cultural education and value dissemination.



COURSE CONTENTS:

Unit 1: Introduction
1.1 Defining Key Indian Values
1.2 Cultural Context of Indian Values
1.3 Representation of Indian Values in Popular Animation
1.4 Techniques of Integrating Cultural Traits in Animation
Unit 2: Animation Techniques for Value Integration
2.1 Storytelling Narratives that Reflect Indian Values
2.2 Visual Representation of Culture: Symbols, Colour, and Aesthetic
2.3 Crafting Meaningful and Respectful Conversations
2.4 Screening and Case Studies of Animated Works Depicting Indian Values

Suggested Readings:

- "Animation in India: History, Trends and Texts" by Anjali Monteiro and K.P. Jayasankar
- "Indian Animation Industry: Pathways to Success" by Rahul Swain



242/COMI/VA301

242/COMI/VA301

Name of Subject: Business Etiquettes	Maximum Theory Marks: 50 (35+ 15)
Course Code:243MCVAC7	Time Allowed: 2hours
Credits 2	Value Added Courses (VAC)

Instructions for Paper Setter: The question paper shall be divided into two sections. **Section 'A'** shall comprise seven short answer type questions from the whole of the syllabus carrying one marks each, which shall be compulsory. The answer to each question should not exceed 50 words normally. **Section 'B'** shall comprise 8 questions (2 questions from each unit). **All the questions need to be mapped with Course Outcomes (COs) and need to be specified in the question paper against each question.** The students will be required to attempt four questions by selecting one question from each unit. All questions will carry equal marks.

Course Outcomes: - After completing the course students will be able to:

CO1: Understand the significance of professional conduct and proper business etiquette in the workplace.

CO2: Apply effective written communication manners and telephone etiquette in a business environment.

CO3: Analyze the cultural differences and their impact on business etiquette in international settings.

CO4: Evaluate the effectiveness of various strategies for dealing with difficult people in a professional setting.

COURSE CONTENTS:

Unit 1: Workshop Etiquette – Office protocol and etiquette, professional conduct, use of courteous phrases in the workplace, proper way to make introduction, business dress, grooming	10 Lectures
Unit 2: Communication Etiquette – Written communication manners, listening skills, body language, voice tone and eye contact, telephone etiquette, e-mail, voice mail etiquette, ways to deal with difficult people, extending, accepting and declining invitations	10 Lectures

Unit 3: Business Meetings and Dining Etiquette – Attending business functions, etiquette in meetings, business socialization, organizing social events for business, dining manners, banquet etiquette	10 Lectures
Unit 4: Global Manners – Importance of awareness of international customs, cultural taboos and practices, traveling etiquette, business etiquette in USA, Europe, Africa, Middle East, Latin America	10 Lectures

SUGGESTED READINGS:

1. Chaney, Lillian Hunt & Jeanethe Martin, The Essential Guide to Business Etiquette, Praeger, London
2. Fox, Sue, Business Etiquette for Dummies, Wiley Publishing Inc.
3. Dresser, Norine, Multicultural Manners, John Wiley & Sons Inc.
4. Langford, Beverly Y., The Etiquette Edge, AMACOM

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 30 marks. A teacher has a choice to change these components as per the need except for the mid-term exam. All the questions of mid-term Exams need to be mapped with Course Outcomes (COs) and need to be specified in the question paper against each question.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1: Class Participation(CP) And Individual Assessment	5
2	Assessment 2: Mid-Term Exam (MTE)	5
3	Assessment 3: Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	5
	Internal Assessment (IA) (1+2+3)	15 (30%)
	End-Term Examination (EE)	35 (70%)
Total Marks (IA+EE)		50

Mapping Matrix of Course: 243MCVAC7

CO-PO & CO-PSO Matrix for the Course 243MCVAC7 Business Etiquettes:

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2
CO1	2	2	2	3	2	1	3	2	1
CO2	3	2	2	2	2	1	3	2	2
CO3	2	3	3	3	2	1	2	3	2
CO4	3	3	2	2	3	1	2	2	2
Average	2.5	2.5	2.25	2.5	2.25	1	2.5	2.25	1.75

242/MBAT/VA301

Name of Subject: Corporate Etiquettes	Maximum Theory Marks: 50(35+ 15)
Course Code:	Time Allowed: 2 Hrs
Credits 2	Value Added Course

Course Description: This course introduces students to the essential principles of corporate etiquette and professional behavior. It covers effective communication, workplace manners, networking, and digital conduct. Emphasis is placed on personal branding and cross-cultural sensitivity. Practical exercises and case studies help students apply etiquette in real business scenarios. By course end, students will be prepared to navigate professional environments with confidence and decorum.

Instructions for Paper Setter: The question paper shall be divided into two sections. **Section 'A'** shall comprise seven short answer type questions from the whole of the syllabus carrying one marks each, which shall be compulsory. The answer to each question should not exceed 100 words normally. **Section 'B' shall comprise 8 questions (2 questions from each unit). All the questions need to be mapped with Course Outcomes (COs) and need to be specified in the question paper against each question.** The students will be required to attempt four questions by selecting one question from each unit. All questions will carry equal marks.

Course Outcomes:-After completing the course, students will be able to:

CO1: Recall the fundamentals and evolution of corporate etiquette in the workplace.

CO2: Understand the principles and practices of professional behavior and business communication.

CO3: Apply etiquette norms in various business scenarios, including meetings, networking, and digital communication.

CO4: Evaluate the impact of professional etiquette on organizational culture, personal branding, and workplace relationships.

COURSE CONTENTS:

Unit 1: Definition and importance of corporate etiquette; Evolution of workplace manners and professional conduct; Role of etiquette in personal branding and organizational image; Key principles: respect, punctuality, and integrity; Overview of global etiquette differences	5 Lectures
Unit 2: Verbal and non-verbal communication in business; Email and telephone etiquette Business writing: memos, reports, and professional correspondence; Meeting etiquette: preparation, participation, and follow-up; Presentation skills and etiquette	5 Lectures
Unit 3: Dress code and grooming standards; Office behavior: cubicle manners, shared spaces, and confidentiality; Networking etiquette: introductions, exchanging business cards, and small talk; Dining and hospitality etiquette: business meals, invitations, and hosting; Handling difficult situations and conflict with professionalism	5 Lectures
Unit 4: Social media conduct and digital footprint management; Virtual meeting etiquette: video calls, webinars, and remote collaboration; Cross-cultural sensitivity: understanding and adapting to global business norms; Ethics and etiquette in the digital age; etiquette blunders and best practices	5 Lectures

SUGGESTED READINGS:

1. Forni, P.M., Choosing Civility: The Twenty-Five Rules of Considerate Conduct
2. Barbara Pachter, The Essentials of Business Etiquette

[Signature]
Chairperson
Department of Management
Gurugram University
Gurugram

3. Jeanne Nelson & Susan RoAne, How to Work a Room
4. Emily Post, The Etiquette Advantage in Business
5. Judith Bowman, Don't Take the Last Donut: New Rules of Business Etiquette

Instructions for Internal Examiner: The internal assessment should be spread evenly throughout the semester and must include at least 3 independent components including a mid-term exam. Below are the suggested components for 30 marks. A teacher has a choice to change these components as per the need except for the mid-term exam. All the questions of mid-term Exams need to be mapped with Course Outcomes (COs) and need to be specified in the question paper against each question.

S. No.	Course Assessment Components	Marks/Weightage (%)
1	Assessment 1 : Class Participation(CP) And Individual Assessment	5
2	Assessment 2: Mid-Term Exam (MTE)	5
3	Assessment 3: Case Analysis / Presentation (CAP)/ Group Project (GP) / Role Play / Live Projects/ Simulation / Worksheet Assessment	5
	Internal Assessment (IA) (1+2+3)	15 (33%)
	End-Term Examination (EE)	35 (67%)
Total Marks (IA+EE)		50

Mapping Matrix of Course: Corporate Etiquettes

Table 1: CO-PO & CO-PSO Matrix for the Course: Corporate Etiquettes

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	3	1	2	1	3	3	3	1	2
CO2	3	3	1	2	2	3	3	3	2	3
CO3	2	3	1	1	2	3	3	3	2	2
CO4	2	3	1	2	1	3	3	3	1	3
Average	2.5	3	1	1.75	1.5	3	3	3	1.5	2.5


 Chairperson
 Department of Management
 Gurugram University
 Gurugram

242/JMC/VA301

**MA Integrated (JMC)
SEMESTER - 3**

Name of Subject: Advertising: Values and Cultural Shock		Maximum Theory marks: 50 (15+35)
Subject Code: VAC-03	Course ID: 242/JMC/VA-303	

Instructions for paper setter: This question paper shall be divided in two sections. Examiner is requested to set section A as compulsory question containing 13 marks and from the entire syllabus (can be either objective or subjective). Section B will be in choice from two of the questions from each unit; these questions will be of 11 marks each. The students will be required to attempt one question from each unit.

Objective: The objective of this course is to explore the role of advertising in shaping societal values and addressing cultural shock. It aims to analyze how advertising campaigns reflect and influence cultural norms, values, and perceptions while fostering value education among students.

Course Outcomes:

1. Students will gain an understanding of how advertising reflects cultural values, diversity, and ethical considerations.
2. They will develop skills in navigating cultural shock in advertising, promoting cultural sensitivity, and leveraging advertising for positive social change across diverse cultural contexts.

COURSE CONTENTS:

Unit 1: Advertising and Cultural Values
1.1 Overview of Advertising as a Cultural Mirror
1.2 Cultural Diversity and Representation in Advertising
1.3 Ethics and Responsibility in Advertising
1.4 Influence of Advertising
Unit 2: Advertising and Cultural Shock
2.1 Understanding Cultural Shock in Advertising
2.2 Cultural Sensitivity and Social Responsibility in Advertising
2.3 Advertising for Positive Social Change
2.4 Cross-cultural Advertising

Suggested Readings

1. Sandage C H, Fryburger Vernon Advertising Theory and Practice: A.I.T.B.S. & Rotzoll Kim Publishers & Distributors, Delhi
2. Mohan Mahender Advertising Management: Concepts & Cases; Tata McGraw Hill Publishers
3. Ogilvy David Ogilvy on Advertising; Prion Books Ltd.

[Signature]