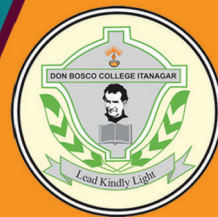


2022-23  
*Handbook*



*Recognized by UGC under 2 (f) & 12 (B)  
Permanently Affiliated to  
Rajiv Gandhi University*



**DON BOSCO COLLEGE**  
JOLLANG, ITANAGAR, ARUNACHAL PRADESH

## **OUR VISION**

**Excelling to Empower**

**OUR MISSION**  
**Integral formation of academic excellence  
and human commitment**

- CORE VALUES**
- \*To follow the preventive system of Education of Don Bosco  
(Reason, Religion and Loving kindness)**
  - \*To promote human values of integrity,  
concern & personl morality**
  - \*To promote harmony and synergy in Unity  
(In the Pluri-cultural context of Arunachal Pradesh)**
  - \*To Experience the Spiritual  
as one's meaning & centre of existence**

**OUR PRAYER**  
**Lead Kindly Light**





# **Don Bosco College**

**Post Box - 191, Jollang - Itanagar**

**Arunachal Pradesh - 791 111**

**Phone: 9366933653/8258827072 (Office)**

**Mobile : +91 7642035958 (Principal)**

**Email : [dbcitanagar@gmail.com](mailto:dbcitanagar@gmail.com)**

**website: [www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in)**

# **Handbook 2022-2023**

**Recognized by UGC under 2 (f) & 12 (B)**

**Permanently Affiliated to Rajiv Gandhi University**

**Rono Hills, Doimukh - 791 112**

**Itanagar, Arunachal Pradesh**



## **PREAMBLE: THE SALESIANS OF DON BOSCO**

Don Bosco Society, variously known as 'The Salesians of Don Bosco', 'The Don Bosco Educational Society', etc., was founded by St. John Bosco (1815-1888), an eminent educationist in Italy. It is a Religious Order of the Catholic Church. The society has over 32,000 members working in about 132 countries. Through a global network of educational and social service organizations, which include 14 universities, 81 institutions of higher education and thousands of schools and social development centres, it caters to the less privileged and marginalized sections of the society.

In view of its reach and expertise in the field of education, currently catering to over nine million young people the world over, the Society enjoys consultancy status at the United Nations Organization (UNO).

## **DON BOSCO IN INDIA**

In India, the Salesians of Don Bosco began their mission way back in 1906, with a trade school and a hostel for poor children at Thanjavur, Tamil Nadu. The society today has over 5000 members (Fathers, Sisters and Brothers). Its services are offered through 1 University (Don Bosco University, Guwahati), 28 colleges, 3 Engineering colleges, over 100 technical schools (Formal and Non-Formal), and a large network of high schools and scores of job and agricultural training centres, spread across the country, covering the entire spectrum of social development. The society is also involved in literacy centres, shelters for street children and rehabilitation and relief operations. The Government of India has recognized the Salesians of Don Bosco as the largest non-governmental provider of technical education in the country.

## **DON BOSCO COLLEGE, ITANAGAR**

Don Bosco College, Itanagar (Jollang) is an educational institution of the Catholic Church, belonging to and managed by the Salesians of Don Bosco Educational Society (registered under the Societies Registration Act of 1890: No.50 SR/ITA/4034). It was started on 16<sup>th</sup> August 2002.

The college is named after St. John Bosco (1815 – 1888) popularly known as Don Bosco – Father and Friend of Youth. He was a Catholic priest and a prominent educationist engaged in the welfare of youngsters.

Don Bosco College, Itanagar aims at imparting quality higher education to the youth of Arunachal Pradesh. It intends to contextualize education so that the Arunachal youth can grow up with love for one's culture and maintain the good customs and traditions of their state.

The Motto of the college is "Lead Kindly Light". Don Bosco College intends to guide the youth of Arunachal Pradesh to be loyal citizens and God fearing men and women who will give leadership to their society as good and honest Politicians, Bureaucrats, Businessmen, Judges, Lawyers, Teachers, Artists, Environmentalists, Social Workers, etc.

The college strives to impart quality education, uphold moral values and maintain strict discipline. It offers traditional courses in Arts and Commerce streams and professional course in Bachelor of Social Work (BSW). We intend to launch vocational and professional courses in the future that would go a long way in developing skilled personnel in the state of Arunachal Pradesh as well as create avenues for self-employment.

## **OUR VISION AND CULTURE**

Guided by the religious and educational philosophy of St. John Bosco, the college envisions the following:

- Provide easier access to higher education to the underprivileged
  - Nurtures excellence and fosters commitment in youth care and education
  - Equip society's next-generation leaders to be competent, dedicated and committed to excellence, equity and peace building
  - Contribute to Arunachal Pradesh through promoting human resources
  - Offer opportunities for interaction between various socio-cultural and religious groups and their constituents
  - Harness resources and commitment in favour of solidarity, equity, development and peace.
- Teaching, for us here at the college, is a lifetime commitment, a passion, a vocation and a profession, rather than a job. Striving for excellence is our way of life. Our motto tells it all: "Lead Kindly Light".





### COLLEGE EMBLEM AND MOTTO

The thrust of the college emblem is spreading wisdom through learning. The lit lamp and the open book are indicative of this mission. Our endeavour is not merely spreading knowledge but imparting true wisdom that leads to holistic development of the individual and the progress of humanity. It is to be realized through the vision and the educative system of Don Bosco. Thus, the picture of Don Bosco is placed at the center. The overall shape of the cross speaks for the salvation of all. Thus, true wisdom begins with self-sacrifice. The quill of the Hornbill (State bird of Arunachal Pradesh) placed on either side of the emblem stands for unity and integrity among the various tribes, which will be achieved by receiving the light of true wisdom. Along with it, the institution seeks to preserve the culture and tradition of the tribes – the wisdom of the ancients. The motto “Lead Kindly Light” is a plea to the Divine to lead us on the path of true knowledge and progress.



### LOCATION

The college is situated in a spacious campus at Jollang, four kilometers away from Itanagar capital complex. It is an ideal location for studies and is approachable both from Itanagar and Naharlagun.

### THE MANAGEMENT

Don Bosco College, Itanagar is the first private degree college in the state of Arunachal Pradesh. It has the credit of being the first private college that is permanently affiliated to Rajiv Gandhi University.

The Management of the college is with the Salesians of Don Bosco, Province of Dimapur. The Provincial who is the Superior of the Salesians of Don Bosco, Dimapur Province of Northeast India along with his council is the Governing Body of the college and the final authority for all policy matters pertaining to the college. The Provincial, the President of the Governing Body constitutes the Managing Committee of the college as per the rules and directives of the Salesian Society and in keeping with the norms and requirements of the University.

### AUTHORITIES

- Patron** : Very Rev. Fr. Angel Fernandez Artime SDB,  
Rector Major, Sede Centrale Salesiana,  
Via Marsala, 42, 00185 Rome
- Chairman** : Provincial, Salesians of Don Bosco  
Dimapur, Nagaland
- Rector & Administrator** : Fr. Chemparathy Jose (CC) SDB
- Principal** : Dr. (Fr.) Jose George SDB
- Vice-Principal/Warden** : Fr. Phuvito Emmanuel SDB

### DON BOSCO AND HIS SYSTEM OF EDUCATION

Saint John Bosco, popularly known as Don Bosco (Italian for Father Bosco) was born at Becchi, in Piedmont, Italy on August 16, 1815. From a very young age, he felt that he had been called to work for the poor boys of that era when Europe was under the grip of the Industrial Revolution. Many young people who came to the cities to study or in search of work fell an easy prey to the many social evils of the time. After being ordained a priest of the Catholic Church in 1841, Don Bosco came to the rescue of these poor youth with his novel method of education through total dedication and personal involvement in their lives and problems.

To ensure that this total dedication to their cause be manifested in his actions, he based his education on the three great principles of reason, fear of God and loving kindness. He dedicated his life, as a caring father,



and doing everything possible for their welfare. Don Bosco was attuned to the needs of his society. He did not visualize education in isolation from the community within whose parameters it functioned. Vocational guidance, vocational training, job placement and follow-up were as integral to Don Bosco's scheme of things as they are in modern education.

The system of education that emerged from these principles of Don Bosco is popularly known as the Preventive System that is based on the three pillars: Reason, Religion and Loving Kindness. This is the system that will be used in Don Bosco College, Itanagar. Joseph Zoppi, the Swiss educationist said, "If there ever existed a method of education adapted to inspire confidence and love, it is the method of Don Bosco". The system aspires to create a generation of young men and women steeped not only in sound knowledge-based education but also in strong value-based education for life.

<b>LIST OF STAFF IN DON BOSCO COLLEGE, Jollang, Itanagar - 791 111, A.P. (2022-23)</b>			
<b>Rector &amp; Administrator</b>		Fr. Chemparathy Jose SDB	
<b>Principal</b>		Dr. (Fr.) Jose George SDB	
<b>Vice Principal ( Academic)/Warden</b>		Fr. Phuvito Emmanuel SDB	
<b>Vice Principal (Student Affairs)</b>		Sr. Suneetha Devasi PHJC	
<b>TEACHING STAFF</b>			
<b>Department of English</b>		<b>Department of Commerce</b>	
Dr. (Fr.) Jose George	M.A., B.Ed., Ph.D	Mr. Arun K. Sharma	M.Com, SLET, Pursuing Ph.D
Fr. Phuvito Emmanuel	M.A., NET, Pursuing Ph.D	Dr. Raju Goyary	M.Com, NET, Ph.D
Mr. Luhish Lushai	M.A., NET	Ms. Laxmi Rai	M.Com, M.Phil, Pursuing Ph.D
Mr. Daikho Athishu	M.A., NET	Ms. Jasmine Kimsing	M.B.A, NET, Pursuing Ph.D
Mr. Samsom Mossang	M.A., NET	Mr. Ravi Mihu	M.Com, M.Phil, NET, Pursuing Ph.D
Sr. Suneetha Devasi	M.A., BEd. M.Phil	Mr. Tenzing Norbu	M.Com, M.Phil, NET, SLET, Pursuing Ph.D
Sr. Rebecca Hajwary	M.A.	<b>Department of Sociology</b>	
Dr. Ratul Mahela	M.A., NET, Ph.D	Mr. Pouluanthai Phaomei	M.A., NET
Dr. Nasi Koje	M.A., M.Phil, Ph.D	Dr. Lalgin Chongloi	M.A., Ph.D, NET
Sr. Margaret kanga	M.A	Dr. Tailyang Sirah	M.A., Ph.D, NET
Ms. Binnya Matey	M.A., NET, B.Ed, M.Ed	Sr. Kaini Ashuli Roslyn	M.A.
<b>Department of History</b>		Fr. Amil Kujur	M.A. B.Ed, Pursuing Ph.D
Mr. Shivumso Chikro	M.A, M.Phil, SLET	<b>Department of Political Science</b>	
Dr. Dusu Sambyo	M.A, B.ED, Ph.D	Mr. Ayu Poupu	M.A
Mr. A.C Ram Ramganing	M.A, NET	Ms. Nabam Yassum	M.A., NET
Ms. Mudang Tuniya	M.A, NET, SLET	Dr. Namsidimbo Zeliang	M.A., M.Phil, Ph.D, NET
Fr. Josekutty Thomas	M.A, M.Phil, M.Ed Pursuing Ph.D	Dr. Noarem Sumanta Singh	M.A., NET, Ph.D



Department of Economics		Department of Social Work (BSW)	
Dr. Prafulla Rajbanshi	MA, NET, Ph.D	Mr. Francis Hasdak	MSW, NET
Mr. John Nongsiej	M.A., NET	Mr. Telesphore Topno	MSW
Dr. Tagam Dabi	M.A., SLET, Ph.D	Dr. Dominic Leo Thaikho	MSW, NET, JRF, Ph.D
Ms. Bomrik Gadi	M.A., B.Ed, NET	Ms. Menuka Kadu	MSW, NET, Pursuing Ph.D
Department of Publication			
Fr. Josekutty Thomas	M.A, M.Phil, M.Ed Pursuing Ph.D		
<b>SUPPORTING STAFF</b>			
<b>Librarian</b>		Mr. Sur Chandra Singha	MLISc, M.Phil, NET
<b>Asst. Librarian &amp; Skill Training</b>		Mr. Sandip Bose	MTTM, BHMCT, CHT
<b>Asst. Librarian</b>		Mr. M. Peter	M.COM
<b>Clerk</b>		Mr. Bimal Minj	
<b>Office Asst. &amp; Computer Instructor</b>		Mr. Ashun Saul Golmei	
<b>Office Assistant (Cashier)</b>		Ms. Neizonuo Suokhrie	
<b>Office Assistant (Technician)</b>		Mr. Scaria L.A	
<b>Office Assistant (Accountant)</b>		Mr. Angelus Ngiimei	
<b>Peon</b>		Mr. Zarius Barla	

<b>COUNSELLORS</b>			
Name	Qualification	Contact	Days Available in the College
Fr. Chemparathy Jose (Head of Counselling Dept.)	Licentiate in Accompaniment	7640960052	Every Wednesday & Thursday
Dr. Dominic Leo Thaikho (Co-ordinator)	Ph.D from TISS Mumbai	8451819056	Every Day
Kamil Horo	Licentiate in Spiritual Accompaniment, Universita Pontificia Salesiana (UPS), Rome	7640991624	Every Monday
Nepuni Rose Mary Adaphro	Diploma in Spirituality, Pontificia Facolta Di Scienze Dell'Educazione, Auxilium - Rome	9366393737	Every Wednesday
Pauline Mary Vedamuthu	Diploma in Transformational, Pastoral & Community Leadership & Psycho-Spiritual Growth Facilitation (3 Years Course) St. Anselm's Institute, Kent, England	9362566875	Every Friday
These Counsellors are also available on call on other days. Students are requested to make use of this facility.			



<b>MEDICAL TEAM</b>			
Officer on call	Name	Designation/ Qualification	Residential Address
Medical Doctor on Call	Dr. R. Rina Ronya Susngi	Senior Medical Practitioner, Jollang, Papum Pare District, A.P.	Jollang, Itanagar, AP
Nurse on call	Mrs. R. Embellish	GNM from Saphari School of Nursing, Tirupati AP	Jollang, Itanagar, AP
Nurse on call	Sr. Alluppillil Teresa	Rapsbun School of Nursing, Shillong	Jollang, Itanagar, AP

**DON BOSCO WELFARE COMMITTEE MEMBERS**

The Welfare Committee Members assist the College Management in solving problems of serious disciplinary matters involving Parents/Guardians or students. The following are the members:

<b>S.N.</b>	<b>Welfare Committee Members</b>	
1	Mr. Vishal P. Nabam	Chairman
2	Mr. Tarh Miri Stephen	Vice Chairman
3	Mr. Taw Tebin	General Secretary
4	Mr. Taba Niglo	Asst. Gen. Secretary

**DON BOSCO WELFARE COMMITTEE MEMBERS**

<b>S.N.</b>	<b>Welfare Committee Members</b>	
5	Mr. Michael Kamki	6 Mr. Nabam Pekhi
7	Mr. Giogi Ganga	8 Mr. Likha Rainia
9	Mr. Kime Aya	10 Mr. Mallo Tata
11	Mr. Lingko Maji	12 Mr. Tanyang Laling
13	Mr. Michi Chalho	14 Mr. Tassar Mohan
15	Mr. Nangbia Tedi	16 Ms. Taru Siga
17	Mr. Tassar Tallo	18 Mr. Yarum Tari
19	Mr. Tungam Mania	20 Mr. Yumlam Achung
21	Mr. Yumlam Kaha	22 Mr. Yumlam Tana
23	Mrs. Bengia Cecilia	24 Mrs. Lingko Kaku
25	Mrs. Nangbia Anju	26 Mrs. Tarh Peomey
27	Mrs. Tassar Yassum	28 Mr. Dobum Pisa
29	Mr. Duyu Tacho	



**I. THREE YEAR DEGREE COURSES****CHOICE BASED CREDIT SYSTEM (CBCS)**

RGU has introduced Choice Based Credit System (CBCS) for Under Graduate Courses from Academic Session 2021-22. CBCS will function as per Learning Outcomes based Curriculum Framework (LOCF) chocked out by RGU.

**COURSE STRUCTURE:**

- 1.1** The syllabi drafted for each program shall be as per the UGC guidelines for LOCF based approach, wherever available, with an aim to equip the students with knowledge, skill, values and attitude.
- 1.2** The minimum and the maximum credit requirement of credits for the Undergraduate Course shall be 148 and 160 respectively.

**1.3 The programs shall include:****1.3.1 Core Courses:**

A course which shall compulsorily be studied by a candidate as a core requirement is referred as a Core course (CC). There shall be 14 papers under Core course of 6 credits each.

- 1.3.2** Elective Courses: Generally, a course which shall be chosen from a pool of courses and which shall be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/ subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course which shall include:

- A. Discipline Specific Elective Courses: Elective Courses offered under the main discipline/ subject of study are referred to as Discipline Specific Elective Course (DSE). The students will choose 2 papers each in 5<sup>th</sup> and 6<sup>th</sup> Semester.
- B. Generic Elective Courses: An elective course of interdisciplinary nature chosen from an allied discipline/subject with an intention to provide exposure beyond the discipline of choice is referred as Generic Elective Course (GEC). A core course of a particular discipline/ subject may be offered as GE to the students of allied discipline/subject and vice versa.
- C. Ability Enhancement Courses: Ability Enhancement Courses shall be of two types and both mandatory for all disciplines.
- i) Ability Enhancement Compulsory Courses (AECC): English & Environmental Studies.
- ii) Skill Enhancement Course (SEC): Students of Arts and Commerce disciplines shall select 2 SEC, one each in III and IV Semesters.

**1.3.3 Course Structure for Arts Discipline**

Semster	Core Course	Elective Course				Semster wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		22
II	CC 3, CC 4		GEC 2	AECC 2		22
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	28
IV	CC 8, CC 9, CC 10		GEC 4		SEC 2	28
V	CC 11, CC 12					24
VI	CC 13, CC 14					24
Total Minimum Credits	84	24	24	8	8	148

**1.3.4 Course Structure for Commerce Discipline**

Semster	Core Course	Elective Course				Semster wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2, CC 3		GEC 1	AECC 1		22
II	CC 4, CC 5, CC 6		GEC 2	AECC 2		22
III	CC 7, CC 8		GEC 3		SEC 1	28
IV	CC 9, CC 10		GEC 4		SEC 2	28
V	CC 11, CC 12					24
VI	CC 13, CC 14					24
Total Minimum Credits	84	24	24	8	8	148

**1.4 Accumulation of Additional Credits:** Students may pursue courses for additional 12 credits on their own from a pool of courses of 2/4 credits each as prescribed by the University under "Additional SEC" for accumulating extra credit to achieve the maximum permissible limit of 160 credits. Students may take one additional course in each semester from the 2<sup>nd</sup> semester onwards. These courses may be offered to the students by the college provided facilities are available.

**1.5 Preparation of Results:** Credit score earned by a student out of the mandatory 148 credits shall be included in the student's overall score tally for preparation of his/her final result and rank in the university examination. Additional credits earned by him / her shall be reflected separately in the transcript.

In order to qualify in the examination, a student has to secure a minimum of 35% marks in each course and also the End semester examinations of each course with a minimum aggregate of 40% marks in order to be declared qualified in the examination of the respective semester.

**Conversion of percentage to Grades and Grade Points:** The following formula shall be used to convert marks (%) into letter grades

% of Marks	Grade Point	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A++ (Excellent)
75-84	8	A+ (Very Good)
65-74	7	A (Good)
55-64	6	B+ (Above Average)
45-54	5	B (Average)
35-44	4	C (PASS)
34 and Less	0	D (Fail)
Absent	0	Ab (Absent)

A student obtaining Grade D shall be considered failed and shall be required to reappear in the examination, as provided in the ordinance(s) of the university.

For non-credit courses 'Satisfactory' or "Unsatisfactory" shall be indicated instead of the letter grade and this shall not be counted for the computation of SGPA/CGPA.



### A) BACHELOR OF ARTS (B.A.) 1<sup>ST</sup> SEMESTER

At the time of application/admission to DBC a candidate is expected to choose any one of the Core Course/Honours. Unlike the old system, CBCS requires the candidate to start with the Honours from 1<sup>st</sup> Semester.

#### Core Course/Honours (Choose any one)

a) English b) Political Science c) Economics d) Sociology e) History

Students will choose General Elective Course (GEC) after admission process is completed for 1<sup>st</sup> Semester to avoid confusion

### B) BACHELOR OF ARTS (B.A.) 3<sup>RD</sup> & 5<sup>TH</sup> SEMESTER

3<sup>rd</sup> and 5<sup>th</sup> Semester will continue with the existing system. Honours available to them are a) English b) Political Science c) Economics d) Sociology e) History

### C) BACHELOR OF COMMERCE (B.COM) 1<sup>ST</sup> SEMESTER

Though the 1<sup>st</sup> Semester students will follow the CBCS in their curriculum, they will not start with Honours in 1<sup>st</sup> Semester. They will choose the Honours only when they reach 5<sup>th</sup> Semester.

Students will choose General Elective Course (GEC) after admission process is completed for 1<sup>st</sup> Semester to avoid confusion.

### D) BACHELOR OF COMMERCE (B.COM) 3<sup>RD</sup> & 5<sup>TH</sup> SEMESTER

B.Com 3<sup>rd</sup> and 5<sup>th</sup> Semester will continue with the existing system. Honours available to them are: a) Accounting b) Marketing and Management c) Human Resource Management.

### E) PROFESSIONAL COURSES

#### 1. BACHELOR OF SOCIAL WORK (BSW) 1<sup>ST</sup> SEMESTER

Being a professional course seat is limited to 36 students only. Students will follow the CBCS curriculum and complete the Graduation under the Department of Social Work.

Students will choose General Elective Course (GEC) after admission process is completed for 1<sup>st</sup> Semester to avoid confusion.

#### 2. BACHELOR OF SOCIAL WORK (BSW) 3<sup>RD</sup> & 5<sup>TH</sup> SEMESTER

B.Com 3<sup>rd</sup> and 5<sup>th</sup> Semester will continue with the existing system.

3. BACHELOR OF MASS COMMUNICATION (BMC) - Hope to start in future, it is subject to approval from RGU. Seat is limited to 40 Students only.

### II. MEDIUM OF INSTRUCTION AND EXAMINATION: ENGLISH

### III. PROCEDURE AND REQUIREMENT FOR ADMISSION TO B.A., B.COM & BSW 1<sup>ST</sup> SEMESTER

Admission to B.A., B.Com., and BSW first year programmes are allowed by the principal on the recommendation of the management during the period notified by the college. The admission remains provisional till the university issues the confirmation of admission and registration of students.

#### Online Submission of Application Form:

1. Don Bosco College Itanagar will accept only online application.
2. Online Application will be available soon after the declaration of the Cl XII CBSE result in the college website: [www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in)
3. Online filling up of forms with required certificates and mark sheets are to be completed on or before the dates notified by the college in the Website.
4. Application will not be accepted after the submission date is over.
5. One should read carefully the prospectus before filling up the form and follow the instructions given therein.
6. All required documents must be scanned and uploaded.
7. Kindly use a valid phone number and email ID.



**Visit the DBC Website regularly for information regarding:**

1. Dates to fulfill various requirements
2. List of selected Candidates and the procedure for paying admission fees.
3. College Re-opening date etc.

**IV. ELIGIBILITY & ADMISSION:**

1. Admission is granted strictly on merit, subject to availability.
2. A minimum of 50% marks is required to apply for admission. For students from CBSE, the marks of Hindi, Geography and Physical Education are not calculated in the percentage (Reason- subjects not offered in the college)
3. At the time of submitting the Online Application Form, the candidate will give three choices for Core Course/Honours: **i)** Choice 1 - 1<sup>st</sup> preference for Honours **ii)** Choice 2 - 2<sup>nd</sup> preference for Honours **iii)** Choice 3 - 3<sup>rd</sup> preference for Honours.
4. Seats are limited for each Honours Paper and hence, based on the merit, scrutiny of application form and interview, candidates will be selected. When the seats are full for a particular subject, the second and the third choices will be considered subject to availability.
5. List of selected students will be declared on College Website ([www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in))/College Notice Board and via SMS.
6. Decision of the Admission Committee will be final.

**Documents to be uploaded:**

1. Scanned image of Class X original Mark-sheet issued by CBSE or other Boards.
2. Scanned image of Class XII original Mark-sheet or mark statement obtained from CBSE website or websites of other Boards.
3. Scanned image of ST/SC Certificate if applicable.
4. Scanned image of original Gap Certificate or Break Certificate in the form of 'Affidavit' if there is break in studies.
5. Scanned image of Transfer Certificate (TC) and Character Certificate from the Institution last attended (Can be submitted later if not available)

**Counselling of Selected Students:**

- a. Counselling of Selected Students will be held in the College Campus
- b. Offline/physical Counselling of student along with Parent/Guardian will precede the admission of the student to the college
- c. After the Counselling, the selected student will complete the admission process by paying the 1st Instalment in the College Cash Counter.
- d. Admission of the selected student may be cancelled during the Counselling if any fraudulent activity is discovered.

**Documents to be submitted to College at the time of Counselling:**

- a. Printed copy of the Application Form submitted Online to DBC
- b. Attested photocopy of Class X Mark Sheet
- c. Attested photocopy of Class XII Mark Sheet
- d. Attested photocopy of Class XII Admit Card
- e. Attested photocopy of Cast/Tribe Certificate

**The Original of all the above documents are to be produced during Counselling for verification.**

**Original Documents to be submitted to Clerk's office before 31<sup>st</sup> August 2022 for RGU Registration**

- Original Class X Mark Sheet & Pass Certificate, along with one photocopy of the same
- Original Class XII Mark Sheet, along with one photocopy of the same
- Original Transfer Certificate
- Original Character Certificate from the Head of the Institution last attended
- Original Migration Certificate (for those who are not of CBSE)
- Original CBSE Migration Certificate of those coming from other States



**Physical verification of original documents will be done after the classes begin. Admission taken with false/fake documents will lead to automatic cancellation of admission & fees paid will not be reimbursed and legal proceedings may be initiated against such a candidate.**

**V. IMPORTANT INFORMATION WITH REGARD TO NEW ADMISSION:**

1. Visit DBC Website [www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in) for online application and information.
2. At the time of submitting the Online Application Form, the candidate will give three choices for Core Course/Honours: i) Choice 1 - 1<sup>st</sup> preference for Honours. ii) Choice 2 - 2<sup>nd</sup> preference for Honours. iii) Choice 3 - 3<sup>rd</sup> preference for Honours.
3. Seats are limited for each Honours Paper and hence, based on the merit, scrutiny of application form and interview, candidates will be selected. When the seats are full for a particular subject, the second and the third choices will be considered subject to availability.
4. A candidate can apply for admission with Internet marksheet issued by CBSE or other Boards. However, discrepancy in Internet marksheet and original marksheet will lead to automatic cancellation of admission.
5. Forms will be issued online, in first preference, to students who have secured a minimum of 50% in Class XII (Aggregate without counting Hindi, Geography and Physical Education).
6. Those with tattoos and unkempt hairdo should trim the hair and make oneself neat and tidy or else should not apply.
7. Those with tattoos and unkempt hairdo should trim the hair and make oneself neat and tidy or else should not apply.
8. Scrutiny of application will be done after the submission of forms. The selected students will be called for Personal Counselling along with parent/guardian. The dates of the Counselling will be notified. Failure to report for Counselling on the date specified with parents/guardian will render the candidate not eligible for admission.
9. List of Selected students will be declared on College Website ([www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in))/College Notice Board and via SMS.
10. The Names of Students who may need to appear for the Qualifying Test will also be notified online. The date of the test will be notified along with it. The failure to attend the Qualifying Test will automatically lead to the cancellation of the application.
11. Against vacancies, Admissions will be opened to students who have secured less than 50% but above 40% in the Class XII examination. Dates for Qualifying Test will be notified.

**VI. ADMISSION TO UPPER LEVEL SEMESTERS : B.A/B.COM./BSW 3<sup>rd</sup> & 5<sup>th</sup> SEM.**

1. All Re-Admissions will be done Online. Visit DBC Website [www.dbcitanagar.ac.in](http://www.dbcitanagar.ac.in) for online Re-Admission and information.
2. Admission to B.A./B.Com./BSW 3<sup>rd</sup> and 5<sup>th</sup> Semesters should be completed on or before 5<sup>th</sup> August 2022.

**Documents Required:**

- a. Attested Copy of Mark sheets of previous Exams passed
- b. Attested Copy of University Registration card
- c. One copy of recent passport size photograph in College Uniform

**To be Noted:-**

1. *When the students reach the 5th semester in B.A/B.Com they will have to opt for any of the Elective Papers as Major Subject. They will do 4 Papers in 5<sup>th</sup> Semester and 4 papers in 6<sup>th</sup> Semester.*
1. *At the end of the 6<sup>th</sup> semester examination, a student will be declared Honours in the particular subject if he/she qualifies.*
2. *Any Student failing in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> or 6<sup>th</sup> Semester will have to repeat the Semester (Attend classes, give the Internal Tests and qualify for the Semester Examination).*



**VII. IMPORTANT DATES TO BE NOTED**

- Last Date of Admission for B.A/B.Com/BSW 1<sup>st</sup> Semester will be notified on the college Website. Admission may be allowed after due date with late fine.
- Re-opening of the college for the new academic year will be on 8<sup>th</sup> August 2022. Kindly follow the College Website.

**VIII. FEES STRUCTURE** (There is no change in College Fees for the Academic year 2021-22)**University Fees:**For B.A/B.Com/BSW 1<sup>st</sup> sem. Rs. 700/- (Registration, Enrollment fees etc.)

Rs. 100/- (Migration Fee)

For B.A/B.Com 3<sup>rd</sup> & 5<sup>th</sup> Sem Rs. 450/- (Enrollment, Continuation fees etc.)

College Fees for B.A./B.Com./BSW I, III & V Semester students: For the session of 2022-23						
College fees is revised for 1 <sup>st</sup> Year Students of 2022-23. Last revision of College fees was done in 2018 and hence the new revision comes after 4 years. This fee structure will be continued for these students for their three years of stay in the college.						
Course	Actual Total College Fees for 1 Year	Rs.1500/- (Blazer) Rs. 300/- (T-Shirt)	RGU Reg & Enrol Fees	1 <sup>st</sup> Installment (Admission time)	2 <sup>nd</sup> Installment (By 30 <sup>th</sup> Sept. 2022)	3 <sup>rd</sup> Installment (By 30 <sup>th</sup> Oct. 2022)
B.A. 1 <sup>st</sup> Sem	Rs.38,400/-	Rs. 1500/- Rs. 300 /-	Rs. 700/-	Rs. 30,900/-	Rs. 5,000/-	Rs. 5,000/-
B.Com. 1 <sup>st</sup> Sem.	Rs.39,000/-	Rs. 1500/- Rs. 300 /-	Rs. 700/-	Rs. 31,500/-	Rs. 5,000/-	Rs. 5,000/-
BSW 1 <sup>st</sup> Sem.	Rs. 39,600/-	Rs. 1500/- Rs. 300 /-	Rs. 700/-	Rs. 32,100/-	Rs. 5,000/-	Rs. 5,000/-
There is no change in the fee structure of 2 <sup>nd</sup> & 3 <sup>rd</sup> Year Students of 2022-23. These students will continue with the old fees for their three years of stay in the college. RGU has increased the Continuation and Enrolment fees by Rs. 150/-						
Course	Actual Total College Fees for 1 Year	Rs. 300/- (T-Shirt)	RGU CONT & Enrol Fees	1 <sup>st</sup> Installment (Admission time)	2 <sup>nd</sup> Installment (By 30 <sup>th</sup> Sept. 2022)	3 <sup>rd</sup> Installment (By 30 <sup>th</sup> Oct. 2022)
B.A. 3 <sup>rd</sup> & 5 <sup>th</sup> Sem.	Rs. 29,000/-	Rs. 300/-	Rs. 450/-	Rs. 19,750/-	Rs. 5,000/	Rs. 5,000/-
B.Com. 3 <sup>rd</sup> & 5 <sup>th</sup> Sem.	Rs. 29,600/-	Rs. 300/-	Rs. 450/-	Rs. 20,350/-	Rs. 5,000/	Rs. 5,000/-
BSW 3 <sup>rd</sup> & 5 <sup>th</sup> Sem.	Rs. 32,600/-	Rs. 300/-	Rs. 450/-	Rs. 23,350/-	Rs. 5,000/-	Rs. 5,000/-

\* Once the Admission is done, only 60% of the amount given will be refunded on the produce of original receipt only, if the Admission is cancelled before the commencement of classes. No produce of Receipt, no refund. No Refund of fees thereafter.

\* No reimbursement of College Fees if a student fails in any Semester Examination.

\* College Governing Body reserves the right to revise the college fees annually as per the circumstances.

**College Fee breakup for New Admission & Old Admission to B.A./B.Com/BSW:**

Sl. No.	Breakup Heads	1 <sup>st</sup> Year	2 <sup>nd</sup> & 3 <sup>rd</sup> Year
1	New Admission Fee	Rs. 8,000.00	-----
2	Re-Admission Fee : 3 <sup>rd</sup> & 5 <sup>th</sup> Semester	-----	Rs. 4,000.00
3	Development Fee	Rs. 2,000.00	Rs. 2,000.00
4	Building Fund	Rs. 3,000.00	-----
5	Co-curricular Activities	Rs. 500.00	Rs. 500.00
6	Tests/Examination Fee	Rs. 500.00	Rs. 500.00
7	Library Fee	Rs. 600.00	Rs. 600.00
8	Identity Card	Rs. 100.00	Rs. 100.00
9	Magazine Fee	Rs. 200.00	Rs. 200.00
10	Tuition Fee for B.A./B.Com. 1 <sup>st</sup> Year (Rs. 1,900x12)	Rs. 22,800.00	-----
11	Tuition Fee for B.A./B.Com. 2 <sup>nd</sup> & 3 <sup>rd</sup> Year (Rs. 1,700x12)	-----	Rs. 20,400.00
12	Tuition Fee for BSW (Rs. 2,000 x 12)	Rs. 24,000.00	Rs. 24,000.00
13	B.Com Extra Course Fee	Rs. 600.00	Rs. 600.00
14	Certificate Course & Seminars	Rs. 200.00	Rs. 200.00
15	Social Functions(Freshers' Meet, College Functions, Teachers Day, Farewell etc.)	Rs. 500.00	Rs. 500.00
16	Rajiv Gandhi University Fees (RGU Registration/Continuation and Enrollment Fees)	Rs. 700.00	Rs. 450.00
17	College Blazer	Rs. 1500.00	-----
18	College T-Shirt	Rs. 300.00	Rs. 300.00

**NB:- Students coming from other boards with migration have to pay Rs. 100 extra to RGU as eligibility fee.**

**Total to be paid by a new student:-**

B.A. 1 <sup>st</sup> Semesters	: Rs. 38,400 + Blazer & T.shirt 1800 + RGU 700 = <b>Rs. 40,900</b>
B.Com. 1 <sup>st</sup> Sem. (600 more)	: Rs. 39,000 + Blazer & T.shirt 1800 + RGU 700 = <b>Rs. 41,500</b>
BSW 1 <sup>st</sup> Semesters	: Rs. 39,600 + Blazer & T.shirt 1800 + RGU 700 = <b>Rs. 42,100</b>

**Total to be paid by an old student**

B.A. 3 <sup>rd</sup> & 5 <sup>th</sup> Semesters	: Rs. 29,000 + Blazer & T.shirt 300 + RGU 450 = <b>Rs. 29,750</b>
B.Com. 3 <sup>rd</sup> & 5 <sup>th</sup> Sem (600 more)	: Rs. 29,600 + Blazer & T.shirt 300 + RGU 450 = <b>Rs. 30,350</b>
BSW 3 <sup>rd</sup> & 5 <sup>th</sup> Semester	: Rs. 32,600 + Blazer & T.shirt 300 + RGU 450 = <b>Rs. 33,350</b>

**IX. College Bus: One Time Full Payment**

College has bus service for the convenience of the day scholars.

**The old students should book the bus in advance at the end of a semester for the next semester with a payment of Rs. 500/-.**

During the new admission the vacant seats will be available to the new students. After all the seats are full, those interested for standing may do the booking. The fee is the same for all. Each student will get a Bus Card either for sitting or standing, and this must be carried whenever the bus is boarded. The bus will run as per the college timing and on the route specified. No extra trip will be made. **Any withdrawal of Bus Card will lose 50% of the Bus Fee.** Those not opting for bus service are not allowed to travel by the college bus and if found, they will be fined heavily on each and every occasion.



The college bus will not be available for picnics and other activities.

Don Bosco College Bus Service		
Bus	Route	Per Semester
No. 1	Zero point – Bank Tinali – Secretariat – Petrol Pump – F-Sector - Mithun Gate	Rs. 6000/-
No. 2	Chimpu - Gohpur Tinali - Chandra Nagar - D.N. College Tinali - Vivek Vihar – Ganga	Rs. 6000/-
No. 3	Naharlagun Police Point - Mithun Gate	Rs. 7000/-

*NB: The loss of **BUS CARD** is to be reported to the Principal and the application for a new card is to be given with a payment of Rs. 50/-.*

## X. University Examinations

### 1. Eligibility for University Examination

Only those students of the college who had attended a minimum of 75% of lectures delivered and passed all the Internal Tests are eligible for the University examination. The names of such students will be notified on the notice board for filling up of the University forms. No Fees shall be refunded in case a student fails to qualify for University Examination.

### 2. Documents required for filling-up of Examination Form

- 2 (two) recent passport size photographs in college uniform
- Attested photocopies of University registration card and Mark sheets of all the previous examinations passed
- Fee clearance certificate
- Examination fee (rate to be notified)

### 3. Admit Card

The admit card is issued to the students who qualify for the examination as and when they are issued by RGU before the commencement of the University examination. Admit Card is issued to students who clear all the dues to the college and have obtained clearance certificate from the library.

## XI. INTERNAL ASSESSMENTS

Under the Semester System, students will have Internal Assessments done in each semester. This is compulsory and a student failing to secure a minimum of 8 marks for each subject or absence for the same will find himself/herself debarred automatically from the End Semester Examination.

Exam form may not be issued to students who have not cleared internal assessment.

## XII. ATTENDANCE

- 75% attendance at classes is compulsory.
- Parents' call will be done for the students with less than 75% attendance.
- Students' attendance sheet will be displayed on the notice board at the end of the month.
- Students' absence from classes will require a letter from the parents/guardian stating reasons for the inability to attend the classes.
- Any student who continuously absents from the classes for 15 days, without any prior information, will have his/her name removed from the college register. In case, the student wants to continue his/her classes, he/she has to take admission like a fresh student.

## XIII. PROHIBITION OF RAGGING

As per the directives of Honourable Supreme Court, ragging in the college campus is strictly prohibited and those found indulging in it will be expelled/rusticated from the institution as per the college rules. Antiragging undertaking will be done by all the students.



#### XIV. DON BOSCO COLLEGE UNIFORM

To maintain the unique features of the college and to uphold the traditional values of Arunachal Pradesh, Don Bosco College has its own uniform. It comprises of black coat, black trousers and cream shirt (full sleeves) for boys as well as girls. No jeans are allowed for uniform even if black. The uniform is compulsory and the students are expected to wear black trouser and cream shirt on every **MONDAY** and **THURSDAY** and other important days as and when notified. **NO UNIFORM-NO ATTENDANCE IS THE POLICY.** The college T. Shirt is a necessary part of the college uniform to be worn on **TUESDAY** and **FRIDAY**. It is compulsory for all.

#### XV. DRESS CODE

Students are to come to college decently and neatly dressed. Boys are to wear full length trousers and full or short sleeved shirts. Girls are to wear full length trousers (short pants are strictly prohibited)/salwar-kameez/ galle/ skirts and full or half sleeved shirts/blouses. Caps, cargo, track suits/jerseys/sleeveless shirts/shorts or see-through tops are strictly not allowed. T-Shirts with objectionable graffiti are not permitted in the college.

#### XVI. GRASSROOT LEVEL RESEARCH (GLR)

As a special feature of the college, there is a Grassroot Level Research programme. Young students will be initiated to the methodology of research in the grass root level. Under this programme of study, various villages in and around the college will be covered for research into the socio-economic and cultural life of the people.

#### XVII. SCHOLARSHIPS / AWARDS

##### 1. **DBC Scholarship:**

Don Bosco Scholarship/endowments have been instituted by the college for the students who excel in the University examinations every year. Students obtaining more than 60% marks (in every subject) in the University examination will be awarded scholarship as determined by the College Authority from time to time.

##### 2. **RANK HOLDERS AWARD:**

The college grants cash award and citation to the Rank Holders in the Final Examination of the University. Their names are also entered in the HALL of FAME.

##### 3. **Best Student Award:**

There will be a BEST STUDENT Award for every department after the RGU result. The highest scoring student in aggregate for the particular subject will receive a Cash Award and Citation.

##### 4. **APST Stipend:**

Department of Higher & Technical Education, Govt. of Arunachal Pradesh, offers stipend to all the eligible tribal students of the State. The amount is around Rs. 17,000/- annually. It varies according to the marks in the previous exam.

Stipend is given to the students belonging to the Scheduled Tribes of Arunachal Pradesh (APST), strictly in accordance with the Government's decisions communicated from time to time for this purpose. The interested students (APST) are to apply for stipend in prescribed forms online as per the dates notified. The sanctioning of stipend is entirely the responsibility of the Directorate of Higher and Technical Education.

##### 5. **Ishan-Uday Scholarship:**

University Grants Commission (UGC) offers this scholarship and it is around Rs. 64,800/- annually for complete course duration based on merit. This scholarship is awarded to meritorious students with domicile in Northeast.

#### XVIII. CO-CURRICULAR AND EXTENSION SERVICES

1. **BEACON (BOSCO EXTENSION AND COMMUNITY NETWORK):** Bosco Extension and Community Network or BEACON is the parent body under which all the extension activities of the college happen.



BEACON is guided by the principle of 'service to humanity first' through social engagements by all the stakeholders of DBC.

2. **NSS:** The National Service Scheme is a voluntary organization of college students under the Union Ministry of Human Resource Development to inculcate social consciousness and a sense of responsibility, discipline and dignity of labour among youth. The college unit of the NSS is vibrant with activities and takes up a number of adult education and health-education programmes, and Special Camps under the guidance of the Programme Officer.
3. **NATIONAL CADET CROPS (NCC):** NCC or National Cadet Corps is a voluntary organization of the College students under the Union Ministry of Defence, it has three different wings which are Army, Air force and Navy. The newly created NCC Army Unit (1<sup>st</sup> APBn) of our College will help students to be more disciplined and grow in the feeling of patriotism. NCC curriculum includes Army Training, Drill and Parades, Weapons handling etc. NCC gives opportunity to the students to make their Career in defense and Paramilitary Force, Government job and many others. The unit is guided by the C.T.O (Care Taker Officer) and A.N.O (Associate NCC Officer) commissioned by Honourable President of India.
4. **JESUS YOUTH:** JESUS YOUTH of the college will try to inculcate religious values, faith experience, knowledge about Jesus and his teaching. Any Catholic student can be a member of this, however, others may be admitted on request. They have adopted the Govt. Primary School, Jollang.
5. **BOSCO YOUTH CARE:** This is an Animation Cell for Extension Service. The Cell will take care of YOUTH by instilling in the members the spirituality of Don Bosco to make them men and women of good personality and upright citizens. Any student can be a member.
6. **SALESIAN YOUTH MOVEMENT:** This Movement intends to train Bosconians after the heart of Don Bosco to love humanity and to reach out to those who are needy and abandoned.
7. **CLUBS AND GROUP ACTIVITIES:** The college encourages the formation of student clubs under the guidance of the teaching staff. All the clubs are given a notice board each to exhibit their skills and talents.
  - a. **LITERARY CLUB:** This club encourages and promotes literature related activities such as debates, seminars, workshops, etc. Club members maintain a noticeboard on a regular basis under the title "Enkindler".
  - b. **CULTURAL CLUB:** This club keeps alive the culture and tradition of our State and our country by organizing various competitions such as singing, dancing, music, food fest etc.
  - c. **ART CLUB:** Budding artists of our college form themselves into this club and look after all the decorations and stage settings for various programmes of the College. Various competitions are organised by this club in the course of the academic year to promote and encourage talents.
  - d. **SPORTS CLUB:** Games and Sports club search, expose and develop talents in games and sports. Under the guidance of teaching staff this club organises tournaments such as Basketball, Volleyball, Football, Badminton and other sports events.
  - e. **RED RIBBON CLUB** intends to promote voluntary blood donation and awareness programmes related to HIV/AIDS and substance abuse.
  - f. **BOSCONIAN CHOIR & PROCLAIMERS:** Bosconian Choir has been formed to propagate good music and offer opportunities to the students to develop their singing talent. The members of the Bosconian Proclaimers proclaim the Word of God during the college assembly and other functions of the college.
  - G. **GOOD SAMARITAN CLUB:** Good Samaritan Club intends to organize monthly outreach programmes to help needy people in the locality. This club gives an opportunity to the students to appreciate the service rendered by people, to get a feel of the life of people on the street and to be socially responsible.
  - H. **MEDIA CLUB:** Media Club intends to train the students to handle Print and Visual Media through first hand experience. Media Club engages students who exhibit interest and talent





in photography, filming, music and dance. Students are given the opportunity to develop their skills through training programs such as video editing, short film projects, photography courses, exhibitions, field trips and competitions. The focus of the club is also career and professional development in the digital industry.

- I. **ECO CLUB:** Eco Club aims at empowering students to participate and take up meaningful environmental activities and projects. It is a forum through which students can reach out to influence and engage neighbourhood communities to promote sound environmental behaviour. They organize tree plantation programmes, awareness programmes such as quiz, essay, painting competitions, rallies etc., regarding various environmental issues and educate each other about re-use of waste material & preparation of products out of waste.
- J. **BOOK CLUB:** Book Club is a reading group, usually consisting of a number of people who read and talk about books based on a topic or an agreed-upon reading list. Here at DBC, Book Club consists of likeminded students who have great passion for reading books and who assist the Librarian to upgrade and update the library. The members organize various programmes to create reading habit among the students and to encourage them to use the library facilities.
- K. **DON BOSCO GREEN ALLIANCE:** Don Bosco Green Alliance is an international movement of young people from the Salesian Family institutions, who contribute to global environmental action, thought and policy. It's mission is to create an environment that is safe and caring for all life on the planet, while building up a new generation of environmentally committed citizens and leaders.
- L. **IT CLUB:** IT Club is basically formed to enhance skill level of student other than regular curriculum and give benefits to student who wants to do more activity with their talent in the field of computer technology & networking. Through the club, students are able to improve skills like learning new technologies and networking with group members and the presenters that visit.

#### XIX. LIBRARY

Library remains open on all working days during the College hours only. The library guidelines are as follows:

1. Library remains open on all working days during the college hours only. The library guidelines are as follows:
2. The college library is open for borrowing. The students will select the books they want and give to the Librarian / Asst. Librarian along with the Library Card for entry.
3. Books shall be issued only after presenting the Library Card.
4. Only two books shall be issued at a time.
5. Books taken from the library are to be returned within 7 days. Failure to return would incur a late fine Rs. 50/- (fifty) per day.
6. In case of loss or damage to the book, double the price of the book shall be claimed from the person concerned.
7. Unauthorized lifting of books from the library is a serious offence and stringent action will be taken on such persons.
8. Reading materials (Magazines, Newspapers, Periodicals) in the library should not be taken for personal use.
9. Silence should be maintained in the library.  
No chatting, and eating of snacks in the library..

**XX. CERTIFICATE COURSES:**

The following Certificate courses will be made available in the college besides the normal Academic Programmes;

1. Introduction to Creative Writing - Fiction, Short Story, Poetry & Drama (Dept. English)
2. Basic of Human Rights (Dept. Pol. Science )
3. Study of Arunachal (Dept. Sociology)
4. Introduction to Archaeology (Dept. History)
5. Introduction to Basic Statistics and Business Mathematics (Dept. Economics)
6. Sales and Marketing (Dept. Commerce)

**XXI. BASHS (BOSCO'S ACADEMY FOR SOFT & HARD SKILLS)**

Soft skills, also called people skills, are the mix of social and interpersonal skills, character traits, and professional attitudes that all jobs require. Teamwork, patience, time management, communication, are just a few examples. Hard skills refer to the job-related knowledge and abilities that employees need to perform their job duties effectively like speed typing, using PowerPoint or Excel etc. Bosco's Academy for Soft & Hard Skills is formed in DBC to take care of requirement needed to prepare our students to face the job market. DBC offers the following courses:

1. Basic Course in Computer
2. Certificate Course in Computer
3. Spoken English Course
4. Personality Development and Dramatic Skills
5. Sales and Marketing
6. Food and Beverages (Hospitality)

**These courses are open to all those who are interested.**

**XXII. CELEBRATIONS-PLUS IN DBC**

Freshers' Day	Annual Retreat - Spiritual Festival
Graduation cum Felicitation Day	Bosco Basketball and Volleyball Tournaments
Teachers' Day	Theatrical Extravaganza
College Week	Feast of Don Bosco
Cultural Day cum Food Fest	Workshops, Symposiums and Seminars
Pre-Christmas	Social Works and Outreach Programmes

**XXIII. STUDENT SUPPORT SERVICES****1. Mentoring**

All the students of the college will be divided into groups of 45 each or more and assigned to a lecturer who will act as a mentor to the group. The mentors will follow up the students of his/her group in every possible way for guidance and motivation, monitoring attendance, assessing performance in assignments/tests, etc. A student is expected to meet the Mentor three times in a Semester:

1. At the beginning of the Semester
2. After 1<sup>st</sup> Internal Test
3. After 2<sup>nd</sup> Internal Test. Refer to Mentoring Manual for further details.



**2. Counseling Cell**

The college has a counseling cell. Counsellors are available from time to time for students to seek help.

**3. Career Guidance and Placement Cell**

The Purpose of this department is to help students to identify their career goals and opportunities. This Cell conducts guest lectures, career guidance programmes and displays various information regarding career possibilities and placements on the notice board.

**4. Anti-Ragging Cell**

In accordance with UGC regulations, ragging in all forms is a criminal offence banned in DBC. Any violation in this regard will invite serious censures as deemed fit by the College Authority. Anti-ragging Cell is a vigilance body that prevents any misfortunes. The decision of the Cell shall be final and binding.

**5. Anti- Ragging Squad**

The college has constituted an 'anti-ragging squad' comprising of faculty members and selected non-teaching staff who are responsible for discipline and compliance. Ragging incidences reported if any, will be investigated and strict disciplinary action will be taken. The college is committed to zero tolerance for ragging. As per the directions of the Honourable Supreme Court of India, the University Grants Commission has enforced a regulation to curb the menace of ragging in higher educational institutions u/s 26 (1) of UGC Act, 1956.

**6. Emergency Preparedness Cell**

Northeast being a region prone to natural calamities needs special care for emergency preparedness. This Cell prepares the emergency team of the College and conducts periodically drill and other awareness programmes with the help of NDRF.

**7. Grievance Redressal Cell**

The college provides a Grievance Redressal Cell where genuine grievances can be addressed. A committee of faculty members is appointed to address the issues. Any Bosconian with genuine grievance may approach the Cell or drop a note in the Suggestion Box placed for the same.

**8. Women Cell and Sexual Harassment Prevention Cell/ Internal Complaint Cell**

Internal complaint cell is a body envisioned to receive complaints on sexual harassment at the workplace from an aggrieved woman, as well as inquire into and give recommendation to the employer on the action required pursuant to its inquiry of such complaint made. A team of Lady Faculty Members have been constituted for the purpose. They will look into matters concerning the welfare of the girl students and Lady Staff and address any issue of sexual harassment (direct or indirect).

**9. Health Care**

An infirmary with basic medical facilities is available in the college. First Aid will be available in the college. Any serious medical requirement will be directed to the general hospital usually at R.K Mission Hospital

**10. Discipline and Vigilance Committee**

This Committee oversees the maintenance of discipline, cleanliness in the college, the adherence to the dress code by students and the inculcation of a work and study atmosphere with regards to punctuality, cordiality, respect, etiquette and the presence of a healthy atmosphere within the college by taking stringent action against the use of tobacco and other harmful substances.

**11. Committee for ST/SC**

This committee is formed as per the Provisions laid down by the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989, Act No. 33 OF 1989, dated 11/09/1989) & the Notification No. GSR – 316 (E) by Ministry of Welfare, New Delhi dated 31/03/1995 and as per the UGC Directives to be adhered and followed by the Educational Institute in this regard. It's a watchdog to implement,



monitor and evaluate continuously the Reservation Policy in the Institute; to ensure the Prevention of Atrocities (as defined within the meaning of this Act) on the SC, ST Staff, Faculty and Students.

**12. Minority Cell**

This cell aims to ensure provisions for an environment where all such students feel safe and secure; to facilitate financial support to students from minority communities from governmental agencies and other sources; to be aware of the minority students regarding various scholarships program of state and central Government; to ensure protection and reservation as provided in the constitution of India and to encourage enrolling in career orientation programs that would empower and equip them with the necessary skills to choose career options

**13. Students Affairs**

Office is responsible for the development and implementation of various programs and services that focus on the non-academic aspects of the student's life in the College, such as the acquisition of values and skills for lifelong learning. Typically, student affairs office emphasizes student learning and development by providing tutors, mentors, and career services.

**14. Alumni Association**

Alumni Association of DBC helps the passed-out students to be in constant contact with the College and to inspire and motivate the current students. They make every effort to give back to society what they have received.

**15. Admission Committee**

Admission Committee helps the students to clarify all the doubts related to admission. This committee also engages in counselling new students to enable them to chose right subjects for their study in the college.

**16. Academic Cell**

Academic Cell consists of all the HODs, Principal, Vice Principals and IQAC Coordinators. This is a forum where all the academic related matters are addressed. Students have the freedom to make known their concerns and suggestions for the improvement of academic life of the college.

**17. Students' Welfare Body**

The Students' Welfare Body is formed by the students of Don Bosco College. This body is formed by the students on the basis of yearly elections, where the contesting members bearing strong influential characters and leadership qualities are elected by the students of each class as their Captains. Each class elects a boy's captain and a girl's captain. All the Captains together form the Students' Welfare Body.

**18. Student Council**

The college has a Student Council elected from the Students' Welfare Body. The Council consists of members such as, the president, the general secretary, and leaders of several other sub-committees, who take care of various disciplines of work that are entrusted to them. Student Council plays an active role in organizing various activities in the college. Student Council functions as a strong agent in bridging the gap between the professors and the students. They work in close collaboration with the teachers and the management. The members will assist the Management in the smooth running of the college and bring to the notice of the concerned authority suggestions of the students for their welfare.

**XXIV. INTERNAL QUALITY ASSURANCE CELL (IQAC)**

The IQAC is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the college. Since quality enhancement is a continuous process, the IQAC becomes a part of the institution's system and works towards realization of the goals of quality enhancement and sustenance. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the overall performance of the institution.



## XXV. CERTIFICATES/DUPLICATES

Applications for certificates, viz., **Transfer, Bonafide, Provisional degree certificate, Character, course, age**, etc., as well as duplicate documents must be made to the Principal on the prescribed form available from the Office. Incomplete Applications will not be processed.

**Transfer Certificate** will not be issued, if there are any dues to be cleared by the student. *The processing fee of Rs. 100/- will be charged for the issue of certificates or duplicate documents.*

## XXVI. COLLEGE CANTEEN

The college has a well furnished canteen for the convenience of staff and students. Canteen can accommodate upto 100 people at a time. It caters to the taste of the students and faculty by providing varieties of food items - South Indian, North Indian, Chinese and Local dishes.

## XXII. HOSTEL FACILITIES

DBC has two hostels for the students who are coming from far flung areas of Arunachal Pradesh, one for boys and one for girls. Bosco Boys Hostel is situated in the college campus. Auxilium College Girls Hostel belongs to DBC but managed by the Salesian Sisters.

## XXIII. WORKING HOURS OF THE COLLEGE

The college office functions six days a week between 09.30 am and 03.30 pm. Classes are conducted from 9.30 am to 3.00 pm on all days. Second and third Saturdays will be holidays.

## XXIX. COLLEGE HOLIDAYS

Holidays will be outlined in the College Handbook and any change will be informed from time to time.

## XXX. GENERAL RULES OF DISCIPLINE AND CAMPUS CULTURE

**“Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.”**

1. Dress and appearance of students must be in good taste. We expect all the students to groom their hair properly. Boys with long unkempt hair and unbecoming hairdo will not be tolerated in the college.
2. Uniform is black coat, black trousers and cream shirt (full sleeves) for boys as well as girls. No jeans are allowed for uniform even if black. The uniform is compulsory and the students are expected to wear uniform on every Monday, Tuesday, Thursday and Friday and other important days as and when notified. No uniform - no attendance is the normal policy unless permitted by the Principal on consideration. College T-Shirt is to be worn as part of the uniform on **TUESDAY** and **FRIDAY**. Black trouser and cream shirt to be worn on **MONDAY** and **THURSDAY**.
3. Students are to come to college decently and neatly dressed. Boys are to wear full length trousers and full or half sleeved shirts (No short pants at all). Girls are to wear full length trousers (short pants are strictly prohibited)/salwar-kameez/galle/skirts and full or half sleeved shirts/blouses, caps, cargo, track suits/jerseys/sleeveless shirts/shorts or see-through tops) are strictly not allowed.
4. All bonafide students of the college must carry their college Identity Card with them and they will have to produce the same on demand by Principal/College authority/teacher. Loss of Identity Card should be reported to the Principal and an application for new one can be made with the required fine of Rs. 100/- to the office.
5. Every student is required to attend all lectures/tutorials/practicals except for a good reason for which due leave should be obtained from the Principal beforehand and any absence due to emergency should be informed by responsible persons (parents or guardians) and the students should inform the matter in person at the earliest on rejoining the college. Students not having enough percentage of attendance will not be forwarded for the receipt of stipend.
6. Parents' call will be done for the students with less than 75% attendance.
7. Students who have less than 75% of attendance are to pay a security deposit of Rs. 2,500/-, at the beginning of each semester. Security Fee is refundable at the end of a semester with a deduction





as per the percentage of attendance from August to December and January to April. The mode of deduction is the percentage of attendance deducted from 75%. (For eg.: A student securing 70 to 74% attendance will incur a deduction of 10% of the amount deposited.) A student securing 75% and above at the end of the semester will get full refund. No plea for consideration will be entertained.

8. Leave applied is not an excuse for condoning a want in attendance. Leave is only an information of an absence for a lawful reason and may be considered as per the need by the Principal. The Principal alone (in his absence, the Vice Principal) will decide the gravity of the situation in the application of leave and grant or refuse the same. Leave must be signed by parents/guardians.
9. A student who is absent consecutively for a period of 15 days or more without written permission from the Principal will have his/her name removed from the Registers. Such student will have to get readmitted if he/she desires to rejoin the classes.
10. The student alone is totally responsible for the absence in the Internal Tests. The college will forward his/her name as absent, which may debar the particular student from the University Examinations. Exam form may not be issued to students who have not cleared internal assessment.
11. Attendance in all Semester Internal Tests is compulsory. In case, one fails to appear for them, he/she may not be eligible for RGU Final Examination.
12. Students are expected to read the Notice Board every day. Ignorance of any notification will not be accepted as an excuse for not performing a required activity.
13. Students shall maintain silence in classrooms and shall not loiter in the corridors or speak loudly near classrooms, library and office rooms.
14. Strict disciplinary actions will be taken against students who are found in compromising situation outside class hours in the classroom or in the Campus. Students are expected to vacate classrooms after the class is over.
15. College premises must be kept clean. Disciplinary action will be taken against any student who causes damage to college property or defaces the walls of classrooms, desks, chairs and toilets. There should not be any writing, drawing, painting, etc. on the desks and walls. Desks and chairs must not be taken outside the classrooms. The loss or destruction of building, furniture and equipment of the college will be chargeable individually or collectively.
16. Misconduct or misbehavior of any kind towards a teacher, or an employee of the college will be viewed seriously and the college authority will take appropriate action against such students. Violence in any form is unacceptable in Don Bosco's Educational System.
17. Misconduct or misbehavior by any parent or guardian or relation or any person in support of a student towards the Principal or any member of the Authorities, Staff (Teaching or non-teaching), or employee of the college will invite a dismissal of the son/daughter/ward on whose account the offence is done.
18. The college authority will strictly punish misconduct or misbehavior of any kind at the time of meetings or during examinations/curricular or extra-curricular activities.
19. Smoking, drinking and use of drugs in any form (use of tobacco, tiranga, etc) are strictly prohibited in the college. Chewing pan or smoking cigarettes, spitting etc., within the college campus will invite a fine of Rs. 500/-. Anyone indulging in them repeatedly can invite dismissal after a serious warning.
20. Ragging and eve-teasing are serious faults. Students involved in any of the mentioned activities would be suitably punished even with expulsion from the college.
21. Students in the college, without the permission of the Principal, cannot form any society or association nor shall any person be invited to address a meeting in the college without the prior permission of the Principal.
22. Prior permission from the Principal is to be obtained for displaying or distributing any notice or poster.



23. There shall be no money raised for any purpose without the permission of the Principal. Besides, the students will circulate no books, pamphlets or papers, nor tickets for any programme to be sold within the premises. No promotional sales are allowed in the college campus.
24. Apart from the programmes listed in the college calendar, the college does not encourage functions and programmes (like picnics, Freshers' Meet, etc. other than organized by the college), conducted independently by different groups. No functions of such kinds are permitted within the campus.
25. The use of cell phones/mobile phones in the lecture halls, examination halls and during the common functions of the college as well as in the academic area is strictly prohibited. Playing and listening music and viewing pictures on the mobile phones are strictly forbidden within the college building. If found indulging in any of these above mentioned activities, a fine of Rs. 500/- will be levied for the first time and second time the mobile phone will be taken away for good.
26. A student suffering from contagious/dangerous sickness that could affect others should disclose the matter to the College Authority for necessary precaution. Similarly, those who are suffering from serious sickness, addiction, psychological issues, depression and mental instability, should inform the College Authority for better understanding and care.
27. All the students are highly encouraged to attend all the functions of the college.
28. Absence during College Week without the written permission from the Principal will be treated as a serious lapse of discipline and hence a fine of Rs. 100/- per day may be imposed on the absentees as decided by the College Authorities.
29. Any student failing in B.A/B.Com/BSW 1<sup>st</sup> semester will not be re-admitted to Don Bosco College.
30. College Governing Body reserves the right to revise the college fees annually as per the circumstances.

**The college authorities are in no way responsible for any indiscipline/misbehaviour of students outside the college campus.**

<b>JULY 2022</b>		
<b>Date</b>	<b>Day</b>	<b>Events</b>
20	WED	<b>HOLIDAY</b>
21	THUR	<b>HOLIDAY</b>
22	FRI	<b>HOLIDAY</b>
23	SAT	<b>HOLIDAY</b>
24	<b>SUN</b>	
25	MON	<b>HOLIDAY</b>
26	TUE	<b>HOLIDAY</b>
27	WED	<b>HOLIDAY</b>
28	THUR	<b>HOLIDAY/ WORLD HEPATITIS DAY (HEALTH CELL)</b>
29	FRI	<b>RE-OPENING OF THE COLLEGE FOR THE NEW ACADEMIC YEAR 2022-23</b>
30	SAT	
31	<b>SUN</b>	
		<b>Class Days: 0</b>



AUGUST 2022		
Date	Day	Events
1	MON	NAAC Works
2	TUE	NAAC Works
3	WED	NAAC Works
4	THUR	NAAC Works
5	FRI	NAAC Works
6	SAT	NAAC Works/ Hiroshima Day (Department of History; Pol Sci)
7	<b>SUN</b>	<b>Holiday</b> /International Friendship Day (Cultural Club)/ Enrollment Drive (NCC)
8	MON	<b>College Re-opens for Class</b> / World Senior Citizen's Day (Health Cell)
9	TUE	Class/ Quit India Day, Nagasaki Day (Department of History; Pol Sci)
10	WED	Class/ Har Ghar Tiranga Campaign (NSS)
11	THUR	Class
12	FRI	Class/ Nasha Mukht Bharat
13	SAT	<b>Holiday-Second Saturday</b>
14	<b>SUN</b>	
15	<b>MON</b>	<b>Indian Independence Day (NCC; NSS)</b>
16	TUE	<b>Class/Birthday of Don Bosco/DBC Foundation Day</b>
17	WED	Class
18	THUR	Class/ International Day of the World's Indigenous Peoples (Cultural Club)
19	FRI	Class/ Photography Day (Media Club) / World Humanitarian Day (Cultural Club)
20	SAT	<b>Holiday - Third Saturday/ Sadbhabna Diwas (NCC)</b>
21	<b>SUN</b>	
22	MON	Class
23	TUE	Class
24	WED	Class
25	THUR	Class
26	FRI	Class/ Women's Equality Day
27	SAT	Class
28	<b>SUN</b>	
29	MON	Class / National Sports Day (Sports Club)
30	TUE	Class
31	WED	Class
		<b>Class Days: 16</b>



SEPTEMBER 2022		
Date	Day	Events
1	THUR	Class
2	FRI	Class/ Coconut Day (Eco Club)
3	SAT	Class
4	<b>SUN</b>	
5	MON	<b>Teachers' Day</b> / International Day of Charity (Good Samaritan Club)
6	TUE	Class
7	WED	Class
8	THUR	Class/ International Literacy Day (Literary Club)/ Initiation Day (NCC)
9	FRI	<b>Freshers' Day</b>
10	SAT	<b>Holiday-Second Saturday</b>
11	<b>SUN</b>	
12	MON	Class
<b>13</b>	TUE	Class
14	WED	Class
15	THUR	Class / International Day of Democracy (Pol Sci)
16	FRI	Class / World Ozone Day (Eco club)
17	SAT	<b>Holiday: Third Saturday</b>
18	<b>SUN</b>	
19	MON	Class
<b>20</b>	TUE	Class/Art with Recycled Items-Art Club/ National IT professional day
21	WED	Class/Alzheimer's Day; (Healthcare, Hygiene Cell); Day for Peace & Non-Violence
22	THUR	Class/ Rose Day (Welfare for Cancer Patients) (Health & Red Ribbon)
23	FRI	Class/ Division and Allotment of Mentor-Mentee
24	SAT	Class/ World River Day (Eco club)/ NSS Day
25	<b>SUN</b>	
26	MON	<b>FIRST INTERNAL ASSESSMENT</b> / Day of the Deaf (Health & Red Ribbon)/ World Contraception Day
<b>27</b>	TUE	<b>FIRST INTERNAL ASSESSMENT</b> / World Tourism Day (Eco club)
28	WED	<b>FIRST INTERNAL ASSESSMENT</b> / World Rabies Day (Health & Red Ribbon)
29	THUR	Class / World Heart Day (Health & Red Ribbon)
30	FRI	Class/ Initiation Day (NSS)
		<b>Class Days: 20</b>



## OCTOBER 2022

Date	Day	Events
1	SAT	Class/International Day for the Elderly (Samaritan Club) National Blood Donation Day
2	SUN	<b>Gandhi Jayanti: Social Work for all (Organised by Student Council, NSS, NCC and JESUS Youth)/ - International Non-Violence Day (Pol Sci)</b>
3	MON	<b>Dussehra-Puja Holiday/ - World Habitat Day (Eco club)</b>
4	TUE	<b>Dussehra-Puja Holiday/ World Animal Welfare Day (Eco club)</b>
5	WED	<b>Dussehra-Puja Holiday</b>
6	THU	Class
7	FRI	Class/ National Poetry Day/ First meeting and counseling of Mentee with Mentor
8	SAT	<b>Holiday-Second Saturday/ - Indian Air Force Day (NSS, NCC) /Orientation (JYM)</b>
9	SUN	
10	MON	Class/ World Mental Health Day (Health & Red Ribbon)/ Digital India Mission
11	TUE	Class/ National Girl Child Day/ Welcoming the Freshers of Jesus Youth Movement
12	WED	Class/ First Submission of Mentoring Manual to the Mentoring Cell
13	THU	Class/ World Sight Day (Health & Red Ribbon)/ UN International Day for Natural Disaster Reduction (Emergency Preparedness Cell)
14	FRI	Class/ Traditional Cosplay Competition
15	SAT	<b>Holiday: Third Saturday/ World Students Day (Students' Council)</b>
16	SUN	<b>Holiday /World Food Day (Economics Dept)</b>
17	MON	Class
18	TUE	Class
19	WED	Class
20	THU	Class
21	FRI	Class
22	SAT	Class/ World ozone day
23	SUN	
24	MON	<b>SECOND INTERNAL ASSESSMENT/ World Development Information Day (IT Cell)</b>
25	TUE	<b>SECOND INTERNAL ASSESSMENT/ International Artist Day/ Birth of Pablo Picasso</b>
26	WED	<b>SECOND INTERNAL ASSESSMENT/ World rivers day</b>
27	THUR	Class
28	FRI	Class
29	SAT	Class
30	SUN	<b>Holiday /World Thrift Day (Economics Dept)</b>
31	MON	Class/ John Keat's Day /Jericho Prayer (JYM)/ Beti Bachao Beti Padoo

Class Days: 18



NOVEMBER 2022		
Date	Day	Events
1	TUE	Class
2	WED	Class/ To organize workshop on Mental Health
3	THUR	Class
4	FRI	Class
5	SAT	Class/ World Tsunami Day (Eco Club)
6	<b>SUN</b>	
7	MON	Class/ National Cancer Awareness Day (Health & Red Ribbon)/ Fit India Mission
8	TUE	Class
9	WED	Class/ Legal Services Day (Pol Sci)
10	THUR	Class
11	FRI	Class
12	SAT	<b>Holiday-Second Saturday</b>
13	<b>SUN</b>	
14	MON	Class / Diabetes Day (Health & Red Ribbon)
15	TUE	Class
16	WED	Class
17	THUR	Class/ National Epilepsy Day (Health & Red Ribbon)
18	FRI	Class
19	SAT	<b>HOLIDAY - Third Saturday</b> /World Toilet Day (Health care & Swachha Bharat Abhiyan)/ Final Submission of Mentoring Manual to the Mentoring Cell
20	<b>SUN</b>	
21	MON	Class/ World Television Day (Media Club)
22	TUE	Class/ Mary Ann Evans Day
23	WED	Class
24	THUR	Class
25	FRI	Class
26	SAT	Class
27	<b>SUN</b>	Outreach Programme (JYM)
28	MON	Class
29	TUE	Pre-Christmas Celebrations
30	WED	Study Leave/ Computer Security Day
		<b>Class Days: 22</b>





## DECEMBER 2022

Date	Day	Events
1	THUR	Study Leave/World AIDS Day (Healthcare & Red Ribbon)
2	FRI	Study Leave/ National Pollution Control (Eco Club)/ Disaster Demo (NCC)
3	SAT	Study Leave/World Day of the Handicapped (PWD)
4	SUN	<b>Holiday</b> /Indian Navy Day (NCC)/ Pre- Christmas Celebration (JYM)
5	MON	Semester Exams
6	TUE	Semester Exams
7	WED	Semester Exams /Indian Armed Forces Flag Day (NSS)
8	THUR	Semester Exams
9	FRI	Semester Exams/ John Milton's Day
10	SAT	Semester Exams /Human Rights Day (Pol Sci)
11	SUN	International Mountain Day (Eco Club)
12	MON	Semester Exams
13	TUE	Semester Exams
14	WED	Semester Exams /World Energy Conservation Day (Eco Club)
15	THUR	Semester Exams
16	FRI	Semester Exams /Vijay Diwas (NCC)
17	SAT	Semester Exams
18	SUN	Minorities Rights Day(India) (Pol Sci)
19	MON	Semester Exams
20	TUE	Semester Exams
21	WED	Semester Exams
22	THUR	Semester Exams /National Mathematics Day (Dept. of Economics and Commerce)
23	FRI	Semester Exams
24	SAT	National Consumers Day (Dept. of Economics and Commerce)
25	SUN	<b>CHRISTMAS</b>
26	MON	Winter Break
27	TUE	Winter Break
28	WED	Winter Break
29	THUR	Winter Break
30	FRI	Winter Break
31	SAT	Winter Break
		<b>Class Days:0</b>



## JANUARY 2023

Date	Day	Events
1	SUN	NEW YEAR DAY
2	MON	Winter Break
3	TUE	Winter Break
4	WED	Winter Break/ World Braille Day (Red Ribbon)
5	THUR	Winter Break
6	FRI	Winter Break
7	SAT	Winter Break
8	SUN	
9	MON	Winter Break
10	TUE	Winter Break/ World Hindi Day (Cultural Club)
11	WED	Winter Break
12	THUR	Winter Break/ National Youth Day (Bosco Youth)
13	FRI	Winter Break
14	SAT	Winter Break
15	SUN	Winter Break /Army Day (NCC)
16	MON	Winter Break
17	TUE	Winter Break
18	WED	Winter Break
19	THUR	Winter Break
20	FRI	Winter Break
21	SAT	Winter Break
22	SUN	
23	MON	College Re-opens/National Voters Day (Pol Sci) / Parakram Diwas (NCC)
24	TUE	Class /National Girl Child Day (Women's cell)
25	WED	Class / Robert Burn's Day
26	THUR	<b>Holiday/India's Republic Day/International Customs day (NCC, NSS)</b>
27	FRI	Class/International Day of Commemoration in Memory of the Victims of the Holocaust (Jesus Yoth)
28	SAT	Class
29	SUN	
30	MON	Class/ <b>Martyrs' Day (NCC, NSS)</b>
31	TUE	<b>Holiday: Feast of St. John Bosco</b>
		<b>Class Days: 05</b>



FEBRUARY 2023		
Date	Day	Events
1	WED	Class
2	THUR	Class/ World Wetland Day
3	FRI	Class
4	SAT	Class/ World Cancer Day (Red Ribbon)
5	<b>SUN</b>	
6	MON	Class/ International Day of Zero Tolerance to Female Genital Mutilation (Women's cell)
7	TUE	Class/ Safer Internet Day (IT Cell)
8	WED	Class
9	THUR	Class
10	FRI	Class
11	SAT	<b>Holiday - Second Saturday</b> / International Day of Women and Girls in Science (Women's cell)
12	<b>SUN</b>	<b>Holiday</b> /National Productivity Day (Economics Dept)
13	MON	Class
14	TUE	Class/Cartooning Competition - Art Club
15	WED	Class/ World Computer Day
16	THUR	Class
17	FRI	Class
18	SAT	<b>Holiday - Third Saturday</b>
19	<b>SUN</b>	
20	MON	Class /World Day of Social Justice (Social Work)
21	TUE	Class/ International Mother Language Day (English Dept)
22	WED	Class/World Thinking day (English Dept)
23	THUR	Class/ Arunachali Writers' Day
24	FRI	Class/ Central Excise Day (Economics Dept)
25	SAT	Class
26	<b>SUN</b>	<b>Holiday/Nyokum (Local Nyishi Festival)</b>
27	MON	Class
28	TUE	Class
		<b>Class Days: 22</b>



MARCH 2023		
Date	Day	Events
1	WED	Class/ Zero Discrimination Day (Pol Sci); World Civil Defence Day (NCC)
2	THUR	<b>FIRST INTERNAL ASSESSMENT</b>
3	FRI	<b>FIRST INTERNAL ASSESSMENT</b> /World Wildlife Day (Eco Club); National Defence Day (NCC)
4	SAT	<b>FIRST INTERNAL ASSESSMENT</b> /National Security Day (NCC)
5	SUN	
6	MON	Class/Birth of Michaelangelo
7	TUE	Class
8	WED	Class /International Women's Day (Women's cell + Internal Complaint Cell); World Kidney Day (Red Ribbon)
9	THUR	Class
10	FRI	Class
11	SAT	<b>Holiday - Second Saturday/ Basketball tournament/Indian Writers' Day</b>
12	SUN	<b>Holiday / Basketball tournament /Commonwealth Day (Pol Sci)</b>
13	MON	Class/ No Smoking Day (Second Wednesday in March) (Discipline Committee)
14	TUE	Class
15	WED	Class / World Disabled Day (Health Cell); World Consumer Rights Day (Commerce Dept)
16	THUR	Class
17	FRI	Class/ <b>Annual Spiritual Retreat (JYM)</b>
18	SAT	<b>Holiday - Third Saturday/ Annual Spiritual Retreat (JYM)/ Ordinance Day (NCC)</b>
19	SUN	<b>Holiday /Annual Spiritual Retreat (JYM)</b>
20	MON	Class/International Day of Happiness (Red Ribbon); World Sparrow day (Eco Club)
21	TUE	Class/World Down Syndrome Day (Good Samaritan Club); World Forestry Day (Eco Club); World Poetry Day (Eng Dept)
22	WED	Class/ World Water Day (Eco Club)
23	THUR	Class/ World Meteorological Day (Eco Club)/ International day of actions for rivers
24	FRI	Class/ World TB Day (Health Cell)
25	SAT	<b>Class/ MODERN TRADITIONAL DANCE COMPETITION</b>
26	SUN	
27	MON	Class/ World Theatre Day (Eng Dept)/ World Cinema Day
28	TUE	Class/ <b>Fancy Dress Competition - Art Club</b>
29	WED	Class
30	THUR	Class
31	FRI	Class/ Birth of Vincent Van Gogh
		<b>Class Days: 22</b>



APRIL 2023		
Date	Day	Events
1	SAT	Class
2	SUN	<b>Holiday</b> / World Autism Awareness Day (Health Cell)
3	MON	Class
4	TUE	<b>SECOND INTERNAL ASSESSMENT</b>
5	WED	<b>SECOND INTERNAL ASSESSMENT</b>
6	THUR	<b>SECOND INTERNAL ASSESSMENT</b>
7	FRI	<b>GOOD FRIDAY</b> / World Health Day (Health Cell)
8	SAT	<b>HOLY SATURDAY</b>
9	SUN	<b>EASTER SUNDAY</b>
10	MON	Class
11	TUE	Class/National Safe Motherhood Day (Women's cell)/ National technology day
12	WED	Class
13	THUR	Class
14	FRI	Class
15	SAT	<b>Holiday - Third Saturday</b> / World Arts Day/ Birth of Leonardo Da Vinci
16	SUN	
17	MON	Class/ World Haemophilia Day (Health Cell)/ World telecommunication day
18	TUE	Class/ – World Heritage Day (Cultural Club)
19	WED	Class/ World Liver Day (Health Cell)
20	THUR	Class
21	FRI	Class/ National endangered species day
22	SAT	Class/World Earth Day (Art Club)/ Reconstitution of Core Team (JYM)
23	SUN	<b>Holiday</b> / World Book and Copyright Day (Book Club)/ Shakespearan Day
24	MON	Class/ National Panchayati Day (Pol Sci)
25	TUE	Class/ World Malaria Day (Health Cell)
26	WED	Class
27	THUR	Class
28	FRI	Class/ World Veterinary Day; World Day for Safety and Health at Work (Eco Club)
29	SAT	Class/ International Dance Day (Cultural Club)
30	SUN	<b>Holiday</b> / Ayushman Bharat Diwas (UBA)/ Ayushman Bharat Diwas (NCC)
		<b>Class Days: 19</b>



MAY 2023		
Date	Day	Events
1	MON	<b>Class/Workers' Day (International Labour Day) (Pol Sci);</b>
2	TUE	Class/ World Asthma Day (Health Cell)
3	WED	Class/ World Press Freedom Day (Media Club)
4	THUR	Class/ International Firefighters Day (NCC, NSS)
5	FRI	Class
6	SAT	Class
7	<b>SUN</b>	<b>Holiday/World Athletics Day (Sports Club)</b>
8	MON	Class /World Red Cross Day (Health Cell)
9	TUE	<b>FAREWELL FOR THE FINAL SEMESTER STUDENTS</b>
10	WED	Study Leave
11	THUR	Study Leave /National Technology Day (IT cell)/ Birth of Salvador Dali
12	FRI	Study Leave /International Nurses Day (Health Cell)
13	SAT	Study Leave
14	<b>SUN</b>	<b>Mother's Day (Women's Cell)</b>
15	MON	Semester Exams
16	TUE	Semester Exams
17	WED	Semester Exams /World Telecommunication Day (IT cell); World Hypertension Day (Health Cell)
18	THUR	Semester Exams /World AIDS Vaccine Day (Health Cell)
19	FRI	Semester Exams
20	SAT	Semester Exams
21	<b>SUN</b>	<b>Holiday/ World Day for Cultural Diversity/ Anti Terrorism Day (NCC)</b>
22	MON	Semester Exams /International Day for Biological Diversity (Eco Club)
23	TUE	Semester Exams
24	WED	Semester Exams / Commonwealth Day (Pol Sci)
25	THUR	Semester Exams
26	FRI	Semester Exams
27	SAT	Semester Exams
28	<b>SUN</b>	
29	MON	Semester Exams
30	TUE	Semester Exams/ Farewell Day (NCC)
31	WED	Anti-tobacco Day (Health Cell)
		<b>Class Days: 07</b>





JUNE 2023		
Date	Day	Events
1	THUR	Semester Exams /World Milk Day (Health Cell)
2	FRI	Semester Exams
3	SAT	World Bicycle Day (Eco Club)
4	SUN	International Day of Innocent Children Victims of Aggression (Women's Cell)
5	MON	World Environment Day (Eco Club)
8	THUR	World Ocean Day (Eco Club)
12	MON	Anti-Child Labour Day (Women's Cell)
14	WED	World Blood Donor Day (Red Ribbon Club)
18	SUN	<b>Holiday/ Fathers Day (Women's Cell)</b>
20	TUE	World Refugee Day (Pol Sci)
21	WED	International Day of Yoga (Health Cell)
26	MON	International Day against Drug Abuse and Illicit Trafficking (Health Cell)

JULY 2023		
Date	Day	Events
24	MON	<b>College Re-opens</b>
25	TUE	Class
26	WED	Class
27	THUR	Class
28	FRI	<b>Class /World nature conservation day</b>

*\* The dates of the various events in the calendar are subject to change according to requirements. Students are expected to see the information on the notice board.*



**SYLLABI**  
**(RAJIV GANDHI UNIVERSITY)**  
**BACHELOR OF ARTS (B.A.) SEMESTER SYSTEM**

**DEPARTMENT OF ENGLISH**

**Course Structure of Undergraduate Programme in English**

<b>Semester-I</b> (CBCS)	<b>Core Course</b> ENG-C-111 : Indian Classical Literature ENG-C-112 : European Classical Literature <b>General Elective Course (GEC):</b> ENG-G-114 : Academic Writing and Composition
<b>Ability Enhancement Compulsory Course (AECC)</b>	ENG-A-111 : English for Communication (Common for B.A./B.Com./BSW)
<b>Semester - II</b> (CBCS)	<b>Core Course</b> ENG-C-121 : Indian Writing in English ENG-C-122 : British Poetry and Drama: 14 <sup>th</sup> to 17 <sup>th</sup> Centuries <b>Ability Enhancement Compulsory Course (AECC)</b> EVS-A-121 : Environmental Studies <b>General Elective Course (GEC)</b> ENG-G-124 : Media and Communication Skills
<b>Semester - III</b> (CBCS)	<b>Core Course</b> ENG-C-211 : American Literature ENG-C-212 : Popular Literature ENG-C-213 : British Poetry and Drama: 17 <sup>th</sup> and 18 <sup>th</sup> Centuries ENG-S-214a : English Language Teaching ENG-S-214b : Soft Skills ENG-G-215 : Language and Linguistics
<b>Semester - IV</b> (CBCS)	<b>Core Course</b> ENG-C-221 : British Literature: 18 <sup>th</sup> Century ENG-C-222 : British Romantic Literature ENG-C-223 : British Literature: 19 <sup>th</sup> Century ENG-S-224a : Translation Studies ENG-S-224b : Creative Writing ENG-G-225 : Language, Literature and Culture
<b>Semester- V</b>	BENG - 505 (M) : History of English Literature BENG - 506 (M) : English Poetry from the Elizabethan to the Augustan Age BENG - 507 (M) : Reading Drama BENG - 508 (M) : Reading Fiction & Non-Fiction
<b>Semester - VI</b>	BENG - 609 (M) : Poetry from the Romantic to the Modern Age BENG - 610 (M) : Literary Criticism
<b>Out of the following two pairs of Optional Papers one from each block should be opted for study</b>	
<b>(Block - I)</b>	BENG - 611(M) A : Indian Writing in English BENG - 611(M) B : Literature from Indian Languages in Translation
<b>(Block - II)</b>	BENG - 612 (M) A : American Literature BENG - 612 (M) B : Linguistics and ELT



Courses of Study for B.A English (Honours)						
Year	B.A (1 <sup>st</sup> semester)	Internal	End Sem.	B.A (2 <sup>nd</sup> semester)	Internal	End Sem.
1 <sup>st</sup> Year	ENG-A-111	20	80	EVS-A-121	20	80
	ENG-C-111	20	80	ENG-C- 121	20	80
	ENG-C-112	20	80	ENG-C- 122	20	80
	ENG-G-114	20	80	ENG-G-124	20	80
2 <sup>nd</sup> Year	B.A (3 <sup>rd</sup> semester)	Internal	End Sem.	B. A (4 <sup>th</sup> semester)	Internal	End Sem.
	ENG-C-211	20	80	ENG-C-221	20	80
	ENG-C-212	20	80	ENG-C-222	20	80
	ENG-C-213	20	80	ENG-C-223	20	80
	ENG-S-214a	20	80	ENG-S-224a	20	80
	ENG-S-214a	20	80	ENG-S-224b	20	80
	ENG-G-215	20	80	ENG-G-225	20	80
3 <sup>rd</sup> Year	B.A (5 <sup>th</sup> semester)	Internal	End Sem.	B.A (6 <sup>th</sup> semester)	Internal	End Sem.
	BENG - 505 (M)	20	80	BENG - 609 (M)	20	80
	BENG - 506 (M)	20	80	BENG - 610 (M)	20	80
	BENG - 507 (M)	20	80	Out of the following two pairs of Optional Papers, one from each block should be opted for study		
	BENG - 508 (M)	20	80			
				BENG - 611 (M) A	20	80
				BENG - 611 (M) B	20	80
				BENG - 612 (M) A	20	80
				BENG - 612 (M) B	20	80



**B.A FIRST SEMESTER  
ENG-C-111: INDIAN CLASSICAL LITERATURE**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
- to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
- to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
- to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature Course Level Learning

**Course Level Learning Outcomes:**

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

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principle genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

**Course Content:**

**Module A:** Excerpts From The Ramayana (Aranya Kanda (The Book of Forest Trek- Chapter- 8,19,20)

**Module B:** Excerpts From The Mahabharata (Sub Chapters: Swayamvara Parva And Vaivahika Parva From “ Adiparva” )

Or

Ilango Adigal, Silappadikaram

**Module C:** Bharatamuni’s Natyashastra (Chapter 1 on The Origin of Drama)

**Module D:** Banabhatta, Kadambari

**Module E:** Kalidas, Shakuntala

**Suggested Topics for Background Reading and Class Presentation:**

Short Selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

**Suggested Readings:**

Bharata, Natyashastra, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, ‘Dharma and Moksa’, in Roy W. Perrett, ed., Indian Philosophy, vol.V, Theory of Value: A Collection of Readings (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, History of Sanskrit Literature. Oxford: OUP, 1920.

A.K. Warder, Indian Kavya Literature, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Maharishi Valmiki’s “Aranyakanda” (The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by C. Rajagopalachari. Edited by Jay Mazo, American Gita society.

Veda Vyasa. “Adi Parva” The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva & Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.

Kalidas, Shakuntala. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.



**B.A FIRST SEMESTER  
ENG-C-112: EUROPEAN CLASSICAL LITERATURE**

**Course Level Learning Objectives:**

**The course will seek to achieve the following objectives:**

- to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
- to make students appreciate the classical literary traditions of Europe from the beginning till the 5<sup>th</sup> century AD
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of classics
- to make students learn about human and literary values of classical period and apply them for various practical purposes in life

**Course Level Learning Outcomes:**

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

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5<sup>th</sup> century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

**Module A:** Homer: Selections from the Illiad (Book 1: lines 1-100)

**Module B:** Sophocles, Antigone or Oedipus Rex

**Module C:** Virgil, Selections from the Aeneid (Book 1: 1-104)

OR

Dante, selections from The Divine Comedy (Paradise:canto 1)

**Module D:** Horace, Satires 1:4

**Module E:** Plautus: ([www.perseus.tufts.edu](http://www.perseus.tufts.edu)) Act -I from(Menaechmi-The Twin Brothers)

**Suggested Readings:**

Homer, The Illiad. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.

Sophocles, Oedipus the King. Tr. Robert Fagles in Sophocles: The Three Theban Plays. Harmondsworth: Penguin, 1984.

Richard Rutherford, Classical Literature: A Concise History. Oxford: Blackwell Publishing, 2005.

Alighiedri, Dante. Divine comedy. Trans. H.F. Cary.

[www.guthenberg.org](http://www.guthenberg.org)

Virgil. Aencid. Trans. H.R. FAirclough.

[www.theoi.com/text/Virgil/Aeneid2.html](http://www.theoi.com/text/Virgil/Aeneid2.html)

Nomer, The Illiad. Trans.Ian Johnston.

[www.johnstoniatexts.X10host.com](http://www.johnstoniatexts.X10host.com)

Sophocles. Antigone



**B.A FIRST SEMESTER  
ENG-G-114 : ACADEMIC WRITING AND COMPOSITION**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students use simple and acceptable English to convey their ideas in English in writing
- to make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- to make students understand and explain a diagram or a graph, chart, table etc
- to make students write a review of a book or a movie
- to make students write a report on academic or cultural events held in a college or university for a journal or a newspaper

**Course Learning Outcomes:**

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

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing–e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper.

**Module A:** Introduction to the Writing Process Introduction to the Conventions of Academic Writing.

**Module B:** Writing in one’s own words: Summarizing and paraphrasing study skills including note making, note taking, information transfer, reviewing etc.

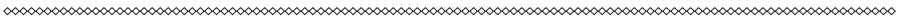
**Module C:** Structuring an argument: Introduction, Interjection and conclusion critical thinking: Syntheses, Analyses, And Evaluation.

**Module D:** Remedial Grammar.

**Module E:** Citing Resources; Editing, Book and Media Review Suggested Topics for background reading and class presentation Summarizing and paraphrasing, Note Making, note taking, information transfer, reviewing Citing Resources; Book and Media Review.

**Suggested Readings:**

- Liz Hamp-Lyons and Ben Heasley, study writing: A Course in writing Skills for Academic purposes (Cambridge: Cup, 2006).
- Renu Gupta, A Course in Academic Writing (New Delhi: Orient Blackswan, 2010).
- Ilona Leki, Academic writing: exploring processes and strategies (New York: Cup, 2<sup>nd</sup> Edn, 1998).
- Gerald Graff And Cathy Birkenstein, They Say/I Say: The Moves That Matter In Academicwriting (New York: Norton, 2009).
- Eastwood, John. (2005) Oxford Practice Grammar. Oxford, Oup Wallace, Michael. (2004). study skills. Cambridge, Cup



**B.A FIRST SEMESTEM  
ENG-A-111 ENGLISH FOR COMMUNICATION**

**Course Level Learning Objectives**

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity





### Course Learning Outcomes:

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

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing (150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) writing

### Module – I: Poetry

William Shakespeare – All The World is a Stage.  
William Wordsworth – I Wondered Lonely as a Cloud.  
Ralph Waldo Emerson – The Mountain and the Squirrel.  
Emily Dickinson – Success is Counted Sweetest.  
Robert Frost - Stopping by Woods on a Snowy Evening.  
Rabindranath Tagore – Where the Mind is without Fear.  
A.K.Meherotra – Songs of the Ganga.

### Module – II: Short Stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.  
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace  
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf  
Manoj Das – The Submerged Valley.

### Module – III: One- Act Plays And Short Fiction

- A. Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal Eugene Lonesco – The Lesson /August Strandberg – Miss Jullie Fritz Karinthy– Refund
- B. Harper Lee – To kill a Mocking Bird. Or R. K. Narayan – Vendor of Sweets.

### Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals, adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

### Module – V: Composition Practice

- A. Comprehension, Précis Writing, Paragraph Writing (150 Words), Reviewing Movies and Books, Letter Writing – Personal, Official, Demi-Official, Business, Public Speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings And Academic) Writing.
- B. Communication Practice – Introducing yourself, introducing people to others, meeting people, exchanging greetings, taking Leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in emergency, e-mails writing, explaining a graph, chart, table etc.

### Suggested Topics for background reading and Class presentation:

Short selections from the works prescribed in Modules I, II and III – reading , re-telling, roleplaying, explaining with reference to contemporary social experiences Practical writing work on Modules IV and V.

### Suggested Reading:

1. For reading the texts available sources of texts and help of the web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A Course in English Grammar, Orient Longman
5. Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. Macmillan India Ltd.



**B.A SECOND SEMESTER**  
**ENG-C- 121: INDIAN WRITING IN ENGLISH**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students appreciate the growth and development of various genres of IWE from colonial times till the present
- to make students engage with Indian literary texts from perspectives of colonialism/postcolonialism, regionalism, and nationalism
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of IWE and critically appreciate the creative use of the English language in IWE

**Course Level Learning Outcomes:**

**At the end of the course students will be able to:**

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

**Module A: Fiction**

R.K. Narayan, *Swami and Friends*  
Amitav Ghosh, *Shadow Lines*

**Module B: Poetry**

H.L.V. Derozio 'Freedom to the Slave',  
• 'The Orphan Girl', 'To India – My Native Land'  
Kamala Das, 'Introduction',  
• 'My Grandmother's House'  
Nissim Ezekiel, 'Enterprise'/'Goodbye Party to Miss Pushpa TS',  
• 'The Night of the Scorpion'

**Module C: Poetry**

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'  
Eunice de Souza, 'De Souza Prabhu'

**Module D: Short Fiction**

Mulk Raj Anand 'Two Lady Rams'  
Rohinton Mistry 'Swimming Lesson'  
Shashi Deshpande 'The Intrusion'

**Module E: Drama**

Mahesh Dattani, *Dance Like a Man/ Tara*  
Suggested Topics for Background Reading and Class Presentation  
Indian English  
Indian English Literature and its Readership  
Themes and Contexts of the Indian English Novel, The Aesthetics of Indian English Poetry, Modernism in Indian English Literature, The Nation and Indian English Literature

**Suggested Readings**

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.  
Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.  
Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.  
Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2<sup>nd</sup> edn, 2005) pp.1–10.



B.A SECOND SEMESTER

ENG-C-122: BRITISH POETRY AND DRAMA: 14<sup>th</sup> TO 17<sup>th</sup> CENTURIES

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14<sup>th</sup> to 17<sup>th</sup> centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

Course Level Learning Outcomes:

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

- understand the tradition of English literature from 14<sup>th</sup> to 17<sup>th</sup> centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time

Course Content:

Module A: Geoffrey Chaucer-The Wife of Bath’s Prologue

Edmund Spenser Selections from Amoretti:

- Sonnet LXVII ‘Like as a huntsman...’
- Sonnet LVII ‘Sweet warrior...’
- Sonnet LXXV ‘One day I wrote her name...’

Module B: John Donne ‘The Sunne Rising’,

- ‘Batter My Heart’
- ‘Valediction: Forbidding Mourning’

Module C: Christopher Marlowe-Doctor Faustus

Module D: William Shakespeare-Macbeth

Module E: William Shakespeare-Twelfth Night

Suggested Topics for Background Reading and Class Presentation

- Renaissance Humanism The Stage, Court and City
- Religious and Political Thought Ideas of Love and Marriage
- The Writer in Society

Suggested Readings:

- Pico Della Mirandola, excerpts from the Oration on the Dignity of Man, in The Portable Renaissance Reader, ed. James Bruce Ross and Mary Martin McLaughlin (New York:Penguin Books, 1953) pp. 476–9.
- John Calvin, ‘Predestination and Free Will’, in The Portable Renaissance Reader,ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books,1953) pp. 704–11.
- Baldassare Castiglione, ‘Longing for Beauty’ and ‘Invocation of Love’, in Book 4 of The Courtier, ‘Love and Beauty’, tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.
- Philip Sidney, An Apology for Poetry, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.



B.A SECOND SEMESTER

ENG-G-124 : MEDIA AND COMMUNICATION SKILLS

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students communicate information clearly and effectively in all kinds of environment and contexts



- to prepare students for effective media writing, reviews, reports, programmes and discussions
- to make students familiar with the new media, its techniques, practices of social media and hypermedia
- to make students aware of career opportunities in print and electronic media Course

**Level Learning Outcomes:**

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

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

**Course Content:**

**Module A 1. Introduction to Mass Communication**

1. Mass Communication and Globalization
2. Forms of Mass Communication

**Topics for Student Presentations:**

- a. Case studies on current issues Indian journalism
- b. Performing street plays
- c. Writing pamphlets and posters, etc.

**Module B: Advertisement**

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

**Topics for Student Presentations:**

- a. Creating an advertisement/visualization,
- b. Enacting an advertisement in a group,
- c. Creating jingles and taglines

**Module C 3: Media Writing**

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

**Topics for Student Presentations:**

- a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
- b. Writing news reports/book reviews/film reviews/TV program reviews/interviews
- c. Editing articles
- d. Writing an editorial on a topical subject

**Module D 4: Introduction to Social Media**

1. Types of Social Media
2. The Impact of Social Media

**Module E: Introduction to Cyber Media**

Suggested Topics for Background Reading and Class Presentation

As given in the Modules above

**Suggested Readings:**

- Bel, B. et al. Media and Mediation. New Delhi: Sage, 2005.  
Bernet, John R, Mass Communication, an Introduction. New Jersey: Prantice Hall, 1989.  
Stanley J. Baran and Davis, Mass Communication Theory: Foundations, Ferment andFuture.



Boston: Wadsworth Cengage Learning, 2012.

John Fiske, Introduction to Communication Studies. London: Routledge, 1982.

Katherine Miller, Communication theories: Perspectives, Processes and Contexts. New York:

Mc Graw Hill, 2004.

Michael Ruffner and Michael Burgoon, Interpersonal Communication. New York & London: Holt, Rinehart and Winston 1981.

Kevin Williams, Understanding Media Theory. London & New York: Bloomsbury, 2015. V.S. Gupta, Communication and Development. New Delhi: Concept Publication, 2000.



**B.A SECOND SEMESTER**  
**EVS-A-121: ENVIRONMENTAL STUDIES**  
**(GEO AECC1- ENVIRONMENTAL STUDIES)**

**Objective:**

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

**3. Learning Outcome:**

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level. To develop basic skill of solving environmental problem at local level.

**Course Content:**

**Unit- I: Introduction to Environmental Studies**

- I. Development of Environmental Studies.
- II. Meaning of environment.
- III. Concept of Environment iv. Scope of Environmental Studies

**Unit- II: Understanding the Environment**

- I. Biosphere. II. Ecosystem. III. Habitat. IV. Cultural Landscape

**Unit- III: Environmental Hazards**

- I. Natural Hazards. II. Flood, Drought, Cyclone & Earthquake, Landslide. III. Man Made Hazards.
- IV. Deforestation

**Unit- IV: Environmental conservation**

- I. Awareness about the importance of Environment. II. Monitoring. III. Conservation.
- IV. Sustainable Development

**Unit- V: Environmental Hazards in Arunachal Pradesh**

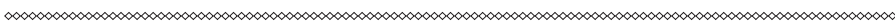
- I. Deforestation. II. Landslides. III. Flood. IV. Earthquake. V. Cloud burst

**Reference:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p.
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p



9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M)  
Magazine (R) Reference (TB) Textbook



**B.A THIRD SEMESTER**  
**ENG-C-211: AMERICAN LITERATURE**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

1. To make students understand the depth and diversity of American literature, with reference to the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
2. To make students critically engage with the complex nature of American society against the background of Puritanism, Unitarianism, Transcendentalism, etc. and that of the growth of anti- or non-Christian sensibilities
3. To make students relate the African American experience in America (both antebellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
4. To make students understand the American mind from global and Indian perspectives and situate the American in the contemporary world.

**Course Level Learning Outcomes:**

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

- Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17<sup>th</sup> century to 21<sup>st</sup> century)
- Understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- Appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- Critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- Critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities.





- Explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- Relate the African American experience in America (both ante-bellum and postbellum) to issues of exclusion in societies relevant to their learning experience
- Analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

**Contents:**

**Unit- A: Fiction.**

Mark Twain: Huck Finn/ Hemingway: The Old Man and the Sea, Toni Morrison: The Bluest Eye/Alice Walker: The Color Purple/ F Scott Fitzgerald: The Great Gatsby.

**Unit- B: Drama**

Arthur Miller: All My Sons/ August Wilson: Fences  
Tennessee Williams: The Glass Menagerie.

**Unit -C: Short Fiction and personal narrative**

Edgar Allan Poe 'The Purloined Letter'  
Booker T Washington: Selection from Up from Slavery (Chap. 1 and 2)/ Maya Angelou:  
Selections from I Know Why the Caged Bird Sings (chaps 15 and 16)  
William Faulkner 'Dry September'.

**Unit -D: Poetry**

Anne Bradstreet 'The Prologue'  
Walt Whitman Selections from Song of Myself (Sections 1 to 5)  
'O Captain, My Captain'  
Emily Dickinson: Any two poems ['Because I could not stop for Death' or 'This was a Poet' or 'I heard a fly buzz'].

**Unit -E: Poetry**

Robert Frost: Two Poems 'Once by the Pacific'/ Mending Wall\*  
Langston Hughes: 'The Negro\* Speaks of Rivers' or Maya Angelou: 'Still\* I Rise'  
Alexie Sherman Alexie 'Crow\* Testament', 'Evolution\*'.  
The Questions of Form in American Poetry

**Suggested Topics for Background Reading and Class Presentation:**

The American Myths of Genesis/ The American Dream/ The American Adam American Romance and the American Novel  
Is Huck Finn the Prototypical American Novel?  
Multicultural Literature of the United States; Folklore and the American Novel Race and Gender in American Literature. War and American Fiction.  
Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions  
Social Realism and the American Novel  
The Questions of Form in American Poetry

**Suggested Readings:**

Hector St John Crevecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66-105.  
Frederick Douglass, A Narrative of the life of Frederick Douglass (Harmondsworth: Penguin, 1982) chaps. 1-7, pp. 47-87.  
Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in Walden (Oxford: OUP, 1997) chap. 12.  
Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).  
Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29-39.



**B.A THIRD SEMESTER  
ENG-C-212 : POPULAR LITERATURE**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students understand the early history of print culture in England
- To make students relate high and low culture, canonical and non-canonical literature with reference to various genre fiction and best sellers, and genres of non-literary fiction
- To make students use various methods of literary analysis to interpret popular literature as specifically belonging to its time
- To make students develop taste and skills for pursuing research in popular literature and culture.

**Course Level Learning Outcomes:**

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

- Trace the early history of print culture in England and the emergence of genre fiction and best sellers
- Engage with debates on high and low culture, canonical and non-canonical literature, articulate the characteristics of various genres of non-literary fiction
- Investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- Demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature.

**Contents:**

**Unit -A: Children's Literature :** Lewis Carroll, Through the Looking Glass

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

**Unit -B: Detective Fiction :** Agatha Christie: The Murder of Roger Ackroyd

**Unit -C: Romance/Chick Lit :** Daphne du Maurier, Rebecca Or Anuja Chauhan, The Zoya Factor

**Unit -D: Graphic Fiction :** Vishwajyoti Ghosh, This Side That Side: Restorying Partition

**Unit -E: Science Fiction :** Isaac Asimov, "Nightfall"

**Suggested Topics for Background Reading and Class Presentation:**

Coming of Age

The Canonical and the Popular

Ethics and Education in Children's Literature Sense and Nonsense

The Graphic Novel

The Popular and the Market

**Suggested Readings:**

Leslie Fiedler, 'Towards a Definition of Popular Literature', in Super Culture: American Popular Culture and Europe, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol. 45, 1978, Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in Popular Fiction and Social Change, ed. Christopher Pawling.

Tzevetan Todorov, 'The Typology of Detective Fiction', in The Poetics of Prose

Darco Suvin, 'On Teaching SF Critically', in Positions and Presuppositions in Science Fiction

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in Reading the Romance: Women, Patriarchy, and Popular Literature.

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', The New Yorker, 20 June 1945.

Hillary Chute, "Comics as Literature? Reading Graphic Narrative", PMLA 123 (2)



### B.A THIRD SEMESTER

#### ENG-C-213 : BRITISH POETRY AND DRAMA: 17<sup>th</sup> AND 18<sup>th</sup> CENTURIES

##### Course Level Learning Objectives:

- To make students understand the difference between the Comedy of Manners and Mock-Heroic poetry
- To make students appreciate the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- To make students interpret literature with reference to ideas of Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- To make students develop taste and skills for pursuing research in the British Poetry and Drama of the 17<sup>th</sup> And 18<sup>th</sup> Centuries.

##### Course Level Learning Outcomes:

At the end of the courses students will be able to:

- Identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17<sup>th</sup> and 18<sup>th</sup> centuries
- Examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- Show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- Analyze literary devices forms and techniques in order to appreciate and interpret the texts

##### Contents:

**Unit -A:** John Milton Paradise Lost: Book 1.

**Unit -B:** John Webster: The Duchess of Malfi.

**Unit -C :** Aphra Behn: The Rover

**Unit -D:** Alexander Pope: The Rape of the Lock

**Unit -E:** Scholarly discussion on:

- (a) Changing Images of the Human Being in the Literature of the Period
- (b) Women in the 17<sup>th</sup> Century.

##### Suggested Topics for Background Reading and Class Presentation:

The Holy Bible, Genesis, chaps. 1–4, The Gospel according to St. Luke, chaps. 1–7 and 22–4.

Niccolo Machiavelli, The Prince, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from The Leviathan, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in The Norton Anthology of English Literature, vol. 1, 9<sup>th</sup> edn, ed. Stephen Greenblatt (New York: Norton 2012) pp. 1767–8.



### B.A THIRD SEMESTER

#### ENG-S-214a : ENGLISH LANGUAGE TEACHING

##### Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- To make students grasp the strategies used by a teacher to teach language
- To make students understand the syllabus, its structure and development
- To make students understand different types of tests used in a language class
- To make students understand use of technology for learning language



**Course Level Learning Outcomes:**

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

- Identify and classify strategies used by a teacher to teach language
- Demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use
- Articulate the reasons for different types of tests the teacher administers
- Demonstrate the ways in which technology can be used for learning language.

**Contents:**

**Unit -A:** Knowing the learner (Syllabus structure; identifying the learner)

Structures of English language (Grammatical syllabuses and their contents)

**Unit -B:** Methods of teaching English language and literature

**Unit -C:** Materials for language teaching (Structure of a textbook and its relation to the syllabus)

**Unit -D:** Assessing language skills (tests and their purposes)

**Unit -E:** Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

**Suggested Discussion, Presentation:**

Thinking and activities/Practicals associated with all the Modules

**Suggested Reading:**

Penny Ur, A Course in Language Teaching: Practice and Theory (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow,

Teaching English as a Second or Foreign Language (Delhi: Cengage Learning, 4<sup>th</sup> edn, 2014).

Adrian Doff, Teach English: A Training Course For Teachers (Teacher’s Workbook)(Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, Spoken English: A Manual of Speech and Phonetics(NewDelhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, Teaching of English (New Delhi: CUP, 2nd edn, 2009).



**B.A THIRD SEMESTER  
ENG-S-214b : SOFT SKILLS**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students grasp the skills of effective communication
- To make students take responsibility to undertake and complete a work with leadership
- To make students Work in groups either as members or leaders
- To make students develop critical thinking and problem-solving skills.

**Course Level Learning Outcomes:**

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

- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Be aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
- Be flexible to the needs of others
- Negotiate with others to solve problems (conflict resolution) Cope with pressure and yet produce results



**Contents:**

**Unit -A:** Effective Communication strategies, Self-esteem and confidence building strategies.

**Unit -B:** Awareness of the surroundings and using the resources to the best advantage for promoting self-learning, Lateral thinking.

**Unit -C:** Emotional Intelligence, Adaptability

**Unit -D:** Teamwork, **Leadership**

**Unit -E:** Problem solving

**Suggested Discussion, Presentation:**

Thinking and activities/Practicals associated with all the Modules

**Suggested Readings:**

Mohanraj, Jayashree, (2015). Skill Sutras: Modern Communication and Ancient Wisdom. Bangalore, Prism Books.

Raamesh, Gopaldaswamy. (2010). The ACE of Soft Skills. New Delhi, Pearson.

Mitra, K Barun. (2012). Personality Development and Soft Skills. New Delhi, OUP.



**B.A THIRD SEMESTER  
ENG-G-215 : LANGUAGE AND LINGUISTICS**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students grasp the structure and various parts of the language
- To make students understand dialects and language and factors governing the relationship thereof
- To make students appreciate various functions that a language performs
- To make students recognize that language acquisition and learning can take place without the fear of making errors.

**Course Level Learning Outcomes**

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

- Recognize/understand the structure and various parts of the language
- Understand the existence of language in the form of different dialects based on a set of established factors
- Identify the various functions a language performs and the roles assigned to it
- Understand that all languages behave alike and develop a tolerance for other languages
- Understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

**Contents:**

**Unit -A: Language:**

language and communication; language varieties: standard and non- standard language; language change. (From Mesthrie, Rajend and Rakesh M Bhatt. 2008. World Englishes: The study of newlinguistic varieties. Cambridge: Cambridge University Press.)

**Unit -B: Structuralism:**

Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication)

Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.)

(Saussure, Ferdinand de. 1966. Course in general linguistics. New York: McGraw Hill 'Introduction' Chapter 3)



**Unit -C: Phonology (Akmajjian, A, R.A. Demers and R, M. Garnish, Linguistics:**

An Introduction to language and Communication, 2<sup>nd</sup> ed.; From kin, V., and R. Rodman, An Introduction to Language, 2<sup>nd</sup> ed. ( New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

**Unit -D: Morphology (Akmajjian, A, R.A. Demers and R, M. Garnish, Linguistics:**

An Introduction to language and Communication, 2<sup>nd</sup> ed.; From kin, V., and R. Rodman, An Introduction to Language, 2<sup>nd</sup> ed. (New York: Holt, Rinehart and Winston, 1974) Chapters 3, 6 and 7.

**Unit -E: Syntax and semantics:**

Categories and constituents phrase structure; maxims of conversation. (Akmajjian, A., R. A. Demers and R, M Harnish, Linguistics: An Introduction to Language and Communication, 2<sup>nd</sup> ed. (Cambridge, Mass.; MIT Press, 1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.)

**Suggested Topics for Background Reading and Class Presentation:**

features of animal communication shared in language used for human communication sounds production: diagrams and charts word formation exercises sentences and meaning – solving ambiguity

**Suggested Readings:**

Selinker, L (1975) An Introduction to Linguistics, London, Longman Fromkin and Rodman. (1975) Human and Animal Communication. London, Pergamon.

Syal, Puspinder et.al. (2009). An Introduction to Linguistics: Language, Grammar and Semantics, New Delhi, PHI Mohanraj, Jayashree. (2014) Let’s Hear them Speak, New Delhi, Sage.



**B.A FOURTH SEMESTER  
ENG-C-221 : BRITISH LITERATURE: 18<sup>th</sup> CENTURY**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students understand the background against which development of Restoration Comedy and anti-sentimental drama took place
- To make students appreciate the formal variations of Classicism
- To make students recognize the value of satire in the eighteenth century literature
- To make students critically evaluate the literature of the neo-classical period.

**Course Level Learning Outcomes:**

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

- explain and analyze the rise of the critical mind
- Trace the development of Restoration Comedy and anti-sentimental drama
- Examine and analyze the form and function of satire in the eighteenth century appreciate and analyze the formal variations of Classicism
- Map the relationship between the formal and the political in the literature of the neoclassical period

**Contents:**

**Unit -A:** William Congreve: The Way of the World.

**Unit -B:** Jonathan Swift: Gulliver’s Travels (Books III and IV).

**Unit -C:** Samuel Johnson ‘London’ \* Thomas Grey ‘Elegy Written in a Country \*Churchyard’.

**Unit -D:** Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman.

**Unit -E:** Scholarly discussion on: (a) The self-conscious Art Form, (b) The Enlightenment and Neoclassicism.

**Suggested Topics for Background Reading and Class Presentation:**

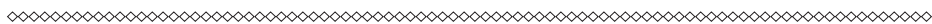
- The Enlightenment and Neoclassicism Restoration Comedy
- The Country and the City
- The Novel and the Periodical Press The Self-Conscious Art Form

**Suggested Readings**

Jeremy Collier, *A Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8<sup>th</sup> edn (New York: Norton, 2006) pp. 2693–4, 2774–7.



**B.A FOURTH SEMESTER**  
**ENG-G-222 : BRITISH ROMANTIC LITERATURE**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students understand the concepts associated with Romanticism and Classicism
- To make students appreciate the German and French influences on the Romantic period in English literature in social, philosophical, intellectual terms
- To make students appreciate the canonical and representative poems and prose of the writers of the Romantic period
- To make students relate Romantic literary texts to other forms of expression such as painting etc.

**Course Level Learning Outcomes:**

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

- Understand Romanticism as a concept in relation to ancillary concepts like Classicism
- Understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- Analyze and understand the main characteristics of Romanticism
- Appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- Develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- Appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity.
- Relate Romantic literary texts to other forms of expression such as painting, for instance.

**Contents:**

**Unit -A:** William Blake 'The Lamb','The Chimney Sweeper' (from *The Songs of Innocence and The Songs of Experience*)

'The Tyger' (*The Songs of Experience*)

'Introduction' to *The Songs of Innocence*

Robert Burns 'A Bard's Epitaph', 'Scot's Wha Hae'.

**Unit -B:** William Wordsworth 'Tintern Abbey' ,Ode: Intimations of Immortality'; Samuel Taylor Coleridge 'Kubla Khan', 'Dejection: An Ode'.

**Unit -C:** Lord George Gordon Noel Byron 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, verses 178–86 (lines 1594–674)

Percy Bysshe Shelley 'Ode to the West Wind', 'Ozymandias','Hymn to Intellectual Beauty'

John Keats 'Ode to a Nightingale', 'To Autumn', 'On First Looking into Chapman's Homer'

**Unit -D:** Mary Shelley *Frankenstein*.

**Unit -E:** Scholarly discussion on: (a) Reason and Imagination, (b) Literature and Revolution





**Suggested Topics for Background Reading and Class Presentation:**

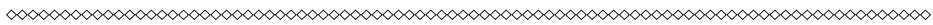
- Reason and Imagination Conceptions of Nature
- Literature and Revolution
- The Gothic
- The Romantic Lyric

**Suggested Readings:**

William Wordsworth, 'Preface to Lyrical Ballads', in Romantic Prose and Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.

John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in Romantic Prose and Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.

Jean-Jacques Rousseau, 'Preface' to Emile or Education, tr. Allan Bloom (Harmondsworth: Penguin, 1991).  
Samuel Taylor Coleridge, Biographia Literaria, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.



**B.A FOURTH SEMESTER  
ENG-G-223 : BRITISH LITERATURE: 19<sup>th</sup> CENTURY**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students understand the socio-economic-political contexts that inform the literature of the 19<sup>th</sup> Century
- To make students understand the conflict between self and society in different literary genres of the period
- To make students appreciate the role of the expansion of Colonialism and Capitalism in the rise of the novel
- To make students understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- To make students relate similar settings in India in proper appreciation of literary representations in the British literature of the 19<sup>th</sup> Century.

**Course Level Learning Outcomes:**

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

- Identify and analyze the socio-economic-political contexts that inform the literature of the period
- Comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- Understand the conflict between self and society in different literary genres of the period
- Link the rise of the novel to the expansion of Colonialism and Capitalism
- Understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- Link the changes in the English countryside to changes brought about in similar settings in India.

**Contents:**

**Unit -A:** Jane Austen Pride and Prejudice.

**Unit -B:** Charlotte Bronte Jane Eyre.

**Unit -C :** Charles Dickens Hard Times.

**Unit -D:** Alfred Tennyson 'The Lady of Shalott', 'Ulysses',  
'The Defence\* of Lucknow'.



**Unit -E:** Robert Browning 'My Last Duchess', 'The Last Ride Together\*',  
'Fra Lippo Lippi'  
Christina Rossetti 'The Goblin\* Market'

**Suggested Topics for Background Reading and Class Presentation:**

Utilitarianism

Colonialism and nineteenth century literature The Death of the Village

The 19<sup>th</sup> Century Novel Marriage and Sexuality The Writer and Society Faith and Doubt

The Dramatic Monologue

**Suggested Readings:**

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in A Reader in Marxist Philosophy, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186-8, 190-1, 199-201.

Charles Darwin, 'Natural Selection and Sexual Selection', in The Descent of Man in The Norton Anthology of English Literature, 8<sup>th</sup> edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545-9.

John Stuart Mill, The Subjection of Women in Norton Anthology of English Literature, 8<sup>th</sup> edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061-9.



**B.A FOURTH SEMESTER  
ENG-G-224a : TRANSLATION STUDIES**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students grasp the process of translation
- To make students grasp the skills of effective translation
- To make students undertake and complete practical translation assignments
- To make students work on translated works to compare and evaluate finished translation.

**Course Level Learning Outcomes:**

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

- Critically appreciate the process of translation
- Engage with various theoretical positions on Translation think about the politics of translation
- Assess, compare, and review translations translate literary and non-literary texts.

**Contents:**

**Unit -A:**Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Different Types / modes of translation.

**Unit -B:** Different approaches to translation from fidelity to transcreation Functional/ communicative translation

Technical /Official translation as opposed to literary translation Audio-visual translation.

**Unit - C:** Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

**Unit - D:** Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels.

This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

**Unit -E:** Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual.

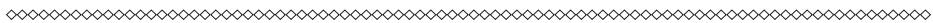


**Suggested Topics for Class Presentation/Suggested Discussion, Presentation:**

- Thinking and activities/Practicals associated with all the Modules
- Translation and Culture Translation and Gender Translation and Caste Idioms, and Dialects in Translation
- Understanding the aims of translation Evaluation of Translation

**Suggested Readings:**

- Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000.
- Andre Lefevere, *Translation/History/Culture: A Sourcebook*, London: Routledge, 1992.
- Harish Trivedi and Susan Bassnett, *Introduction to Postcolonial Translation: Theory and Practice* (London: Routledge, 1999)
- Avadhesh Kumar Singh, "Translation Studies in the 21<sup>st</sup> Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45.
- Susan Bassnett, *Translation Studies*, London: Routledge, 1998.



**B.A FOURTH SEMESTER  
ENG-G-224b : CREATIVE WRITING**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students grasp the difference between academic/non creative and creative writing
- To make students grasp various figures of speech, language codes and language registers so that they can both, identify as well as use these for creative writing
- To make students understand various genres such as fiction, poetry, drama and newspaper writing
- To make students edit and proofread writing such that it is ready to get into print.

**Course Level Learning Outcomes:**

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

- Recognize creativity in writing and discern the difference between academic/non creative and creative writing
- Develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- Develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- Distinguish between these as well as look at the sub divisions within each genre (such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- Process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print..

**Contents:**

**Unit -A:** What is Creative Writing?

**Unit -B:** The Art and Craft of Writing

**Unit -C:** Modes of creative Writing

**Unit -D:** Writing for the Media

**Unit -E:** Preparing for Publication

**Suggested Discussion, Presentation:**

Thinking and activities/Practicals associated with all the Modules

**Suggested Readings:**

- Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.
- Morley, David (2007). *The Cambridge Introduction to Creative Writing*. Cambridge, New York.



**B.A FOURTH SEMESTER  
ENG-G-225 : LANGUAGE, LITERATURE AND CULTURE**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students grasp the beauty of expression in literature
- To make students understand the use of language in literature
- To make students appreciate literature for its role in transmitting culture.

**Course Level Learning Outcomes:**

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

- See literature as a fine form of expression.
- Use literature for analysis to understand the use of language.
- See language as a major source of transmitting culture
- Show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- Show how cultures and languages are interrelated especially through their presentation of differences

**Contents:**

(Portions related to the aspects given in the Modules here will be done from An Anthology of Writings on Diversities in India ,a course book prepared by the Delhi University for UG students. Appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.)

**Unit -A:** literature as a fine form of expression.

**Unit -B:** literature for analysis to understand the use of language.

**Unit -C:** language as a major source of transmitting culture.

**Unit -D:** the understanding of literature in the form of extrapolation (seeing the relevance of a story, poem, play etc. in students' own lives).

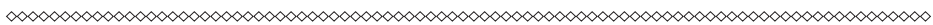
**Unit -E:** how cultures and languages are interrelated especially through their presentation of differences.

**Suggested Topics for Background Reading and Class Presentation:**

Related aspects as given in the Modules here and done from An Anthology of Writings on Diversities in India and appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.

**Suggested Readings:**

An Anthology of Writings on Diversities in India ,a course book prepared by the Delhi University for UG students.



**B.A FIFTH SEMESTER  
BENG - 505 (M): HISTORY OF ENGLISH LITERATURE**

**Objectives:**

1. To familiarise the students with the different trends and movements of English Literature which will help them in the proper understanding of the texts prescribed.
2. To enable students to develop critical sense.

**Plan of Examination:**

1. Students will be required to answer five questions: one each with an alternative from Unit – A to Unit - E carrying equal marks.

**Contents:**

**Unit - A** The Age of Chaucer, Renaissance in England, Pre-Shakespearean Drama, Elizabethan and Jacobean Age



**Unit -B:** 17<sup>th</sup> century Poetry before Restoration, Restoration Drama and Poetry

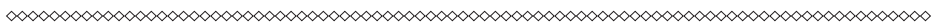
**Unit -C:** Neo-classical Literature, The Periodical Essays, The Rise of the English Novel

**Unit -D:** Romantic Period, Victorian Poetry, Pre-Raphaelite Poetry, Victorian Novel

**Unit -E:** Modernist Poetry, Modernist and Post-Modernist Fiction, Modernist Drama, Modernism and Post-Modernism

**Suggested Readings:**

1. Albert Edward, History of English Literature, Oxford University Press.
2. Daichess David, A Critical History of English Literature Vol. I - IV, New Delhi, Allied Publishers.
3. Legouis Emile & Cazamian Louis, History of English Literature, Delhi, Macmillan India Ltd.
4. Long William J., A History of English Literature.
5. S. Crompton & Ricket, History of English Literature.
6. Evans Ifor, A Short History of English Literature, Penguin Books.
7. Hudson W.H., An Outline History of English Literature, B.I. Publications.
8. Legouis Emile, A Short History of English Literature.



**B.A FIFTH SEMESTER**

**BENG - 506 (M): ENGLISH POETRY FROM THE ELIZABETHAN TO THE AUGUSTANAGE**

**Objectives:**

1. To introduce the learners to English poets and poetry from the Elizabethans to the Augustans by exposing them to the variety of forms and themes.

**Plan of Examination:**

1. Students will be required to explain, with reference to the context, any two out of the four passages from the starred units only. (2 x 8 = 16 )
2. Students will be required to answer four questions: one each with an alternative from Unit – B to Unit - E carrying equal marks.

**Contents:**

**Unit -A:** Explanation from the starred poems from Units B,C,D & E

**Unit -B:** Edmund Spenser- Amoretti (Sonnet no. 75)

- Philip Sidney -from Astrophel & Stella
- William Shakespeare- Sonnets (29 & 130)

**Unit -C:** John Donne - The Flea

- George Herbert - Virtue
- Marvell - To His Coy Mistress

**Unit -D:** John Milton - Book 1 (first three stanza; of man's first disobedience....reigning holds the Tyranny of Heav'n)

- John Dryden - A Song for St. Cecilia's Day

**Unit -E:** Alexander Pope - Essay on Man

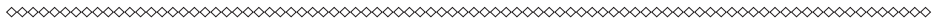
- William Copper- The Negro's Complaint
- Samuel Johnson - from "London" (1<sup>st</sup> three stanza lines-1-30)
- Thomas Gray - Hymn to Adversity

**Recommended Readings:**

1. The Winged Word, Ed. David Green.
2. History of English Literature, Edward Albert, New Delhi, OUP.
3. A Critical History of English Poetry, H.J.C Grierson & J.C. Smith, Surjeet Publications Delhi (2012)
4. Humanism and Poetry in the early Tudor Period, H.A. Mason (1959).
5. Metaphysical Lyrics and Poems of the Seventeenth Century, H.J.C. Grierson.



6. Cross-currents in English Literature of the Seventeenth Century, H.J.C. Grierson.
7. The Eighteen Century Background - Basil Willey.
8. Hellen Gardener : The Metaphysical Poets, OUP
9. The Metaphysical Poets - J.B. Leishman.
10. The Harmonious Vision - Studies in Milton's Poetry - D.C. Allen.
11. The English Religious Lyric in Middle Ages - R. Woolf (1968).
12. The Augustan Satire - Ian Jack (1952).



**B.A FIFTH SEMESTER**  
**BENG - 507 (M): READING DRAMA**

**Objectives:**

1. To enable students to have a firm understanding of the English drama with help of the prescribed texts.
2. To ensure adequate knowledge of the social, historical and cultural background of the plays.
3. To enable the students to relate the study of the texts to a wider cultural context.

**Plan of Examination:**

1. Students will be required to explain with reference to the context any two out of the four passages from Hamlet and Look Back in Anger with an internal choice from each.  
(2 x 8 = 16)
2. They will be required to answer four essay type questions, one each from unit B to E out of total eight essay type questions (on elements of drama and the prescribed texts) with an internal choice in every unit.  
(4 x 16 = 64)

**Contents:**

**Unit -A:** Explanations from Henry IV (I) and Pygmalion

**Unit -B:** William Shakespeare : Henry IV (I)

**Unit -C:** Christopher Marlowe : Doctor Faustus

**Unit -D:** R.B. Sheridan :The Rivals

**Unit -E:** G.B. Shaw : Pygmalion

**Recommended Books:**

1. William Shakespeare: Henry IV (I)
2. Christopher Marlow: Doctor Faustus
3. R.B. Sheridan : The Rivals
4. G.B. Shaw : Pygmalion
5. Allardyce Nicoll, British Drama, Cambridge.
6. Bonamy Dobree, Restoration Comedy 1660 - 1720, Greenwood Press.
7. Marjorie Boulton, The Anatomy of Drama, Routledge.
8. Raymond Williams, Drama in Performance, Penguin.
9. ...., "Introduction", Drama from Ibsen to Eliot, Penguin.
10. G. Wilson Knight: The Wheel of Fire
11. Routledge: Interpretations of Shakespearian Tragedy
12. Cleanth Brooks, Understanding Drama, Stearns Press.



**B.A FIFTH SEMESTER**

**BENG - 508 (M): READING FICTION & NON-FICTION**

**Objectives:**

1. To enable the students to gain appreciable familiarity with nove/ as a dominant genre in the eighteenth century and the late nineteenth century and with new experimentations in modern times by exposing them to some representative literary texts of the said periods.
2. To enable them to relate the study of the texts to wider cultural contexts through at acquaintance with social, historical and cultural conditions of the periods under Study.
3. To enable the students to make sense of the emergence of the essay as a form: of literature in the seventeenth century and its growth in the Romantic period.

**Plan of Examination:**

1. The students will be required to answer on four of the forms of fiction from Unit A. (4X4 =16)
2. The students will be required to answer on four of the forms of fiction from Unit A. (4X4 =16)
3. One essay type question from Essays prescribed in Unit - E. (16 marks)

**Contents:**

**Unit -A:** Forms of fiction

Picaresque, Bildungsroman, Realism In Fiction, Naturalism and Fiction, Epistolary, Historical, Gothic, Detective, Science, Stream f Consciousness, Metafiction, Diasporic Fiction.

**Fictions:**

**Unit -B:** Charles Dickens : Oliver Twist

**Unit -C:** Virginia Woolf : To the Lighthouse

**Unit -D:** George Orwell : The Animal Farm

**Unit -E: Essays:**

Francis Bacon : Of Truth, of Friendship, of Studies

Charles Lamb : My Relations

William Hazlitt : The Indian Jugglers' (from Table-Talk :Essays on Men and Manners ESSAY IX. )

**Prescribed Reading:**

1. Charles Dickens : Oliver Twist.
2. Virginia Woolf : To the Lighthouse.
3. George Orwell : The Animal Farm.
4. Francis Bacon : Bacon's Essays. CULT: Calcutta.
5. M.H. Abrams : A glossary of literary terms, Cengage Lcarning India Pvt. Lid..11<sup>th</sup> edition (2015).
6. Charles Lamb : Essays of Elia. Surjeet publications
7. William Hazlitt : Table-Talk : Essays on Men and Manners(<https://www.readcentral.com/chapters/William-Hazlitt/Table-Talk-Essays-on-Menand-Manners/010>)
8. Ian Watt : Rise of the Novel. Penguin
9. Walter Allen : The English Novel. Penguin
10. P. Lubbock : The Craft of Fiction. B.II. publications
11. E.M. Forster : Aspects of the Novel, Penguin
12. Arnold Kettle : Introduction to the English Novel (Vol. 1& 2.)



**B.A SIXTH SEMESTER**

**BENG - 609 (M): POETRY FROM THE ROMANTIC TO THE MODERN AGE**

**Objectives:**

1. To enable the students to have a general order of acquaintance of the English poetic tradition from the age of Romanticism to the Modern times.
2. To make them appreciate the characteristics of the Romantic poetry, Victorian poetry and modern poetry.





**Plan of Examination:**

1. Students will be required to explain with reference to the context two passages from the starred poems. (2 x 8 = 16)
2. They will be required to answer four essay type questions (out of eight essay type 2 questions), one each from Units B,C,D and E with an internal choice in every unit. (4 x 16 = 64)

**Contents:**

**Unit -A:** The students will have to explain two passages with refernce to the context starred poems given below.

**Unit -B:** William Wordsworth -Prelude fom Book I & Three Years She Grew (from :The Winged Word, Ed.David Greene)

- \*ST. Coleridge - Kubla Khan
- P.B. Shelley - Ozymandias of Egypt
- John Keats - Ode To Autumn

**Unit - C** Alfred, Lord Tennyson - Crossing The Bar  
- Robert Browning - A Grammarian's funeral  
- G.M.Hopkins - Pied Beauty

**Unit - D** W.B. Yeats - The Lake Isle of Innisfree  
- T.S.Eliot - Love Song of J. Alfred Prufrock  
- Dylan Thomas - A Poem in October

**Unit - E** Sylvia Plath - Mirror  
- Philip Larkin - Toads  
- Seamus Heaney - Death of a Naturalist

**Recommended Books:**

1. David Green (Ed.): The Winged Word, Macmillan.
2. M.H Abrahams: The Mirror And The Lamp: romantic thecry and the critical tradition, OUP 1953.
3. Rene Welleke: A history of modern criticism, Yale University Press, 1980.
4. Rene Welleke: Concepts of Criticism, Yale University Press, 1963.



**B.A SIXTH SEMESTER  
BENG - 610 (M): LITERARY CRITICISM**

**Objectives:**

1. To enable the students to acquire proper acquaintance with the running critical traditions in the Western literary context.
2. To enable students to apply the critical cannons to appreciate literary texts.

**Plan of Examination:**

The students will be required to answer five essays type questions, one from each unit with an internal choice in every unit. (5x 16 = 80)

**Contents:**

**Unit -A:** Familiarity with basics of classical criticism (Plato's Philosopher King; Aristotle's idea of tragedy, tragic hero and plot; Longinus' On the Sublime

**Unit -B:** Sydney : apology for poetry (Section: Poetry and Morality)

**Unit -C:** Wordsworth : Preface to Lyrical Ballads (Section: Poetic Diction) Coleridge - Biographia Literaria (Chapter -XIV)

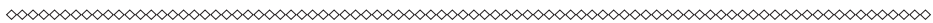
**Unit -D:** T.S. Eliot : Function of Criticism  
M. Schorer : Technique as Discovery

**Unit -E:** Roland Barthes : From Work to Textt  
Elaine Showalter : Towards a Feminist Poetics



**Recommended Books:**

1. S. Ramaswamy and V.S. Sethuraman(Ed.): The English critical tradition, Vol. I & I, Macmillian, 1986.
2. A Das and J.M Mohanty (Ed.) : L iterary Criticism: A Reading, OUP,
3. D.J. Enright and Ernst de Chickera (Ed.) : English Critical Texts,OUP, 1985.
4. Esther Siyem et al (Ed.) : NEHU Anthology of Select Literary Criticism, Orient Blackswan
5. M. S. Nagarajan : English Literary Criticism and theory, Orient Longman, 2006
6. Peter Barry : Beginning Theory, Viva Books Pvt. Ltd., 2008
7. Patricia Waugh: Literary Theory and Criticism : an Oxford guide, OUP, 2005
8. J. Cuddon : A Dictionary of Literary terms and Literary theory, 5 Edition, 2012
9. J. W. H. Atkins : Literary Criticism in Antiquity - 2 Vols. CUP, 1934
10. Allan H. Gilbert : Literary Criticism: Plato to Dryden, Detroit, Wayne State University Press, 1962
11. Gay Wilson Allen and Harry Hayden Clark: Literary Criticism-Pope to Croce, Wayne State University Press. 1962
12. Wimsatt and Brooks : Literary Criticism: A short History, OUP, 1964.



**B.A SIXTH SEMESTER  
(BLOCK-I)  
BENG - 611 (M) A: INDIAN WRITING IN ENGLISH**

**Objectives:**

1. To introduce the learners to the rich tradition of Indian Writing in English in different ages.
2. To acquaint them with the various influences in different ages of Indian writingn English.

**Plan of Examination:**

1. The students will have to explain two out of three stanzas set from thee poems included in Unit -B.  
(2x8=16)
2. The students will have to answer four out of eight questions with internal choice from Units B to E.  
(4x16=64)

**Contents:**

**Unit - A** Explantions from the poems prescribed in Unit B

**Unit - B Poetry**

- Jayant Mahapatra - Hunger
- Nissim Ezekiel - Night of The Scorpion
- A.K. Ramanujan - Prayers to Lord Murugan (I,I1, IU)
- Kamala Das - Introduction
- Mamang Dai - "Remembrance" (from River Poems)

**Unit -C: Novel** : Amitav Ghosh - The Shadow Lines

**Unit -D: Novel** : Arundhati Roy - God of Small Things

**Unit -E: Drama** : Mahesh Dattani - Seven Steps Around The Fire

**Recommended Books:**

1. V.K. Gokak (Ed.): The Golden Treasury Of Indo-Anglian Poetry, Sahitya Akademi, Delhi.
2. Vilash Sarang(Ed.): Indian Englih Poetry Since 1950: An Anthology, Disha Books, V-95.
3. K.R. Srinivasa Iyengar: Indian Writing In English, New Delhi, Sterling Publishers, 1987.
4. M.K. Naik : A History of Indian English Literature, New Delhi: Sahitya Akademi, 1981.
5. M.K.Naik & Syamala A. Narayan, Indian English literature : 1980-2000, New Delhi :Pencraft.
6. Amitav Ghosh The Shadow Lines.
7. Arundhati Roy: God of Small Things.
8. Mahesh Dattani: Seven Steps Around The Fire.
9. Mamang Dai: River Poems ,Writers Workshop, Calcutta.



**B.A SIXTH SEMESTER  
(BLOCK-I)**

**BENG - 611 (M) B: LITERATURE FROM INDIAN LANGUAGES IN TRANSLATION**

**Objectives:**

1. To enable students to critically appreciate texts translated from Indian language literatures into English by exposure to some representative texts.
2. To enable them to develop a proper perspective to appreciate the composite nature of various literatures of India.

**Plan of Examination:**

1. Five essay type questions on matters of understanding of the content of the texts. They will be required to answer one from each unit from A to E, on the prescribed text with an internal choice in every unit. (5 x 16=80)

**Contents:**

**Unit -A:** 1. M.K. Gandhi - Both the parts My Experiments with Truth (First Three Chapters)  
2. Nirad C. Chowdhury - Autobiography of An Unknown Indian (Chapters: I & III)

**Unit -B:** Rabindranath Tagore - Gitanjali

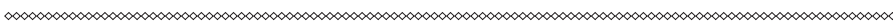
**Unit -C:** Gopinath Mohanty - Paraja

**Unit -D:** Indira Goswami - The Blue-Necked God

**Unit -E:** Mohan Rakesh - One Day in the Season of Rain

**Recommended Books:**

1. M.K. Gandhi: My Experiments with Truth, Navodaya Trust.
2. Nirad C Chowdhury: Autobiography of An Unknown Indian.
3. R.N. Tagore-Gitanjali, Penguin India.
4. Gopinath Mohanty: Paraja,OUP.
5. 5Indira Goswami ( Momooni Raisom Gowami) The Bhue Necked God, Jubaan Publishers.
6. Mohan Rakesh: One Day in The Season of Rain.



**B.A SIXTH SEMESTER  
(BLOCK-II)**

**BENG - 612 (M) A: AMERICAN LITERATURE**

**Objectives:**

1. To enable students to develop critical response to American literature through an in-depth study of some of its representative authors and texts.
2. To enable them to develop a proper perspective to pursue the course or development of American literature since the 17<sup>th</sup> century to the modern period.

**Plan of Examination:**

1. The studentsS will have to explain two out of four stanzas set from the poems included in unit B and C with an internal choice from each unit. (2 x 8 = 16)
2. They will be required to answer four essay type questions, one each from unit B and E out of eight essay type questions with an internal choice in every unit. (4 x 16 = 64)

**Contents:**

**Unit -A: Explanations from the poems prescribed in Unit B and C**

**Unit -B: Poems**

- Edgar Allan Poe : The Raven

- Walt Whitman : The Song of Myself (No. 1), O Captain! My Captain!



**Unit -C: Poems**

- Emily Dickinson: I'm Nobody, Who are You; Because I could not stop for Death; I heard a Fly Buzz
- Robert Frost - Mending Wall; Once By the Pacific

**Unit -D: Fiction** - Hemingway - The Old Man and the Sea

**Unit -E: Play** - August Wilson - Fences.

**Recommended Books:**

1. William Fisher (Ed.): American literature of the nineteenth century, S.Chand & Company Ltd.
2. Egbert Oliver: American literature 1890-1965, S. Chand & Company Ltd.
3. Ernest Hemingway : The Old Man and the Sea.
4. August Wilson : Fences.
5. K. Inder Nath : the landcape of absence, Emily Dickinson's poetry. New haven, Connecticut, 1974.
6. P.C. Kar & D. Ramarkrishna : The American Classics Revisited, Recent Studies of American literature, Hyderabad, American studies research centre, 1985.
7. Harold Bloom : Modern American Drama, New York. Chelsea house publishers 2005.



**B.A SIXTH SEMESTER  
(BLOCK-II)  
BENG - 612 (M) B: LINGUISTICS**

**Objectives:**

1. To acquaint the students with the basic knowledge of Linguistics.
2. To acquaint the students with the goals and scope of Linguistics, Branches of Linguistics, Socio-Linguistics, Phonetics, Morphology and Syntax.

**Plan of Examination:**

1. Questions will be set with internal choice(s). Each unit will carry 16 marks.

**Contents:**

**Unit - A** Linguistics: Definitions and Scope.

- Language: Nature and varieties, Language as a system of Communication; Components of human language.
- Branches of Linguistics: Descriptive Linguistics, Historical Linguistics, Psycho-Linguistics.

**Unit - B** Socio-Linguistics, Language Varieties, Dialect, Pidgin, Creole, Register.

**Unit - C** Phonetics and Phonology, Organs of Speech, Mechanism of Speech Productions, Classification of Vowels and Consonants, Phone, Phoneme, Allophone, Phonemic Transcription (RP).

**Unit - D** Morphology: Morpheme, Morph, Allomorph, Study of word, Structure, Inflexions and derivations.

**Unit - E** Syntax and Grammar, Syntactic devices, IC Analysis and Transformations.

**Prescribed Readings:**

1. Balasubramaniam, T.A., Text Book of Indian Phonetics, Macmillan.
2. Verma & Krishnaswamy, Modern Linguistics, OUP.
3. Balasubramaniam, T., English Phonetics for Indian Students - A workbook, Macmillan.

**Suggested Reading:**

1. Robinson, R.H., General Linguistics - An Introductory Survey, Longmans (1964).
2. Hockett, C.F, A Course in Modern Linguistics, Oxford and I.B.H. 1958 Publishing Company.
3. Gleason, H.A., An Introduction to Descriptive Linguistics, Holt (1966).
4. Bloomfield, L. Language.





**SYLLABI (RAJIV GANDHI UNIVERSITY)  
BACHELOR OF ARTS (B.A.) SEMESTER SYSTEM  
DEPARTMENT OF ECONOMICS**

**Semester-I**  
(CBCS)

**Core Course:**

ECO-C-111 : Microeconomics-I  
ECO-C-112 : Macroeconomics-I

**General Elective Course (GEC):**

ECO-G-114 : Economic Theory

**Ability Enhancement Compulsory Course (AECC-1):**

ENG-A-111 : English For Communication

**Semester - II**  
(CBCS)

**Core Course:**

ECO-C-121 : Microeconomics-II  
ECO-C-122 : Macroeconomics-II

**Ability Enhancement Compulsory Course (AECC):**

EVS-A-123 : Environmental Studies

**General Elective Course (GEC):**

ECO-G-124 : Issues in Economic Development

**Semester - III**  
(CBCS)

**Core Course:**

ECO-C-211 : Mathematical Methods for Economics-I  
ECO-C-212 : Development Economics  
ECO-C-213 : Indian Economy

**Skill Enhancement Course (SEC)-1: Any one from the following:**

ECO-S-214a : Tourism Economics  
ECO-S-214b : Entrepreneurship Development

**General Elective Course (GEC):**

ECO-G-215 : Public Finance

**Semester - IV**  
(CBCS)

**Core Course:**

ECO-C-221 : Mathematical Methods for Economics-II  
ECO-C-222 : International Economics  
ECO-C-223 : Public Economics

**Skill Enhancement Course (SEC)-2: Any one from the following:**

ECO-S-224a : Introduction to Data Analysis  
ECO-S-224b : Computer Applications

**General Elective Course (GEC):**

ECO-G-225 : Issues of Indian Economy

**Major Subject Papers**

**Semester- V**

BECO - 505 : Micro Economic Theory  
BECO - 506 : Macro Economic Theory  
BECO - 507 : International Economics  
BECO - 508 : Basic Mathematics and Statistics

**Semester - VI**

BECO - 609 : Monetary Economics and Financial Institutions  
BECO - 610 : Development Economics  
BECO - 611 : History of Economic Thought  
BECO - 612 : Issues of Indian Economy

**Courses of Study for B.A Economics (Honours)**

<b>Year</b>	<b>B.A (1<sup>st</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (2<sup>nd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
<b>1<sup>st</sup> Year</b>	ECO-A-111	20	80	EVS-A-121	20	80
	ECO-C-111	20	80	ECO-C-121	20	80
	ECO-C-112	20	80	ECO-C-122	20	80
	ECO-G-114	20	80	ECO-G-124	20	80
<b>2<sup>nd</sup> Year</b>	<b>B.A (3<sup>rd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B. A (4<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
	ECO-C-211	20	80	ECO-C-221	20	80
	ECO-C-212	20	80	ECO-C-222	20	80
	ECO-C-213	20	80	ECO-C-223	20	80
	ECO-S-214a	20	80	ECO-S-224a	20	80
	ECO-S-214a	20	80	ECO-S-224b	20	80
	ECO-G-215	20	80	ECO-G-225	20	80
<b>3<sup>rd</sup> Year</b>	<b>B.A (5<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (6<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
	BECO - 505	20	80	BECO - 509	20	80
	BECO - 506	20	80	BECO - 510	20	80
	BECO - 507	20	80	BECO - 511	20	80
	BECO - 508	20	80	BECO - 512	20	80



**B.A FIRST SEMESTER  
ECO-C-111: MICROECONOMICS-I**

**Course Objective:**

This course has been designed to impart knowledge of the basic concepts of microeconomics to the learners.

**Course Outcome:**

1. The learners will learn about economic problems of choice, concept of opportunity cost and the economic problems of developing countries.
2. The learners will also know about the concept of utility, demand and supply analysis.
3. They will acquire knowledge about the theories of production, concept of cost and revenue.
4. The learners will have a better understanding of the various forms of market in an economy.

**Module I: Economics and Its Subject Matter**

Unlimited wants, resource scarcity, choice, opportunity cost; economic problems of a developing country: low income, unutilized resources, low level of technology and of human and physical capital, poverty and inequality in the distribution of Income.

**Module II: Demand and Supply Analysis**

Concept of Utility, marginal and total utility, law of diminishing marginal utility, utility maximization; Demand curve and its shifts; Elasticity of demand; Supply curve and its shifts; Elasticity of supply.

**Module III: Theory of Production**

Production function, Total, average and marginal product of inputs; returns to a factor and returns to scale, short-run total, average and marginal cost curves; total, average and marginal revenue; profit maximizing output and cost minimization

**Module IV: Cost and Revenue**

Cost Function: Short and Long run, least cost input combination, expansion path, relationship between short run average and marginal cost; Total, average and marginal revenue; Relationship between AR and MR and elasticity, price determination.

**Module V: Market Structure**

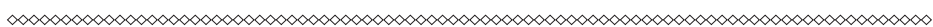
Perfect competition: its features and limitations; imperfect competition: price determination under monopoly and monopolistic competitions; features of duopoly and oligopoly.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Koutsoyiannis, A., Modern Micro Economics, ELBS with Macmillan, Hong Kong
2. Domnick Salvatore., Principles of Micro Economics, Oxford, New Delhi.
3. Gregory Mankiw, N., Principles of Macro Economics, CENGAGE Learning, Australia.
4. Salvatore, D. Microeconomics Theory and Applications, Oxford University press,
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. Microeconomics, Pearson Education
6. Sen, Anidhya, Micro-economic Theory, Oxford University Press, Delhi.
7. Ahuja H.L. Principles of Micro Economics, S. Chand Limited, Delhi
8. Shapiro, Edward, Macro Economics Analysis, Galgotia Publication, New Delhi, 1987
9. The CORE Team (2017): The Economy: Economics for a Changing World, Oxford, UK (<https://www.core-econ.org/the-economy/>)



**B.A FIRST SEMESTER  
ECO-C-112: MACROECONOMICS-I**

**Course Objective:**

This course has been designed to impart knowledge with regard to the various concepts of national income and the theories of macroeconomics to the learners.





**Course Outcome:**

1. The learners will acquire the knowledge about the different concepts of national income and its estimation.
2. They will have a clear idea about the working of the Keynesian economics and its difference with the classical economics.
3. The learners will be appraised as to how the monetary and the real sector of the economy reach the equilibrium simultaneously.
4. They will also be able to analyse the theories of investment.

**Module I: Determination of National Income**

Different concepts of National Income: GDP, GNP, NDP, NNP, per capita income; Personal income; disposable personal Income; Measurement of National Income, and its problems; national income and welfare.

**Module II: Classical Economic Theory**

Classical macro concept and its implications, Say's law of market; classical production function, determination of wage rate: nominal and real; price level, Keynesian critique of classical concept of aggregate macroeconomic variable.

**Module III: Keynesian Theory of Income and Employment**

Theory of Effective Demand; Determination of Income and output; Underemployment Equilibrium; consumption and saving functions and their characteristics; Investment multiplier and its derivation; evaluation of Keynesian theory.

**Module IV: Keynesian and Classical Synthesis**

Interaction of the Real and Monetary sectors of the economy; the money market equilibrium and derivation of LM curve; Commodity Market Equilibrium and derivation of IS curve; Equilibrium Level of Income and Interest rate, shifts in IS and LM curves; slope of IS and LM curves and relative effectiveness of monetary and fiscal policies.

**Module V: Investment**

Autonomous and induced Investment, Keynesian theory of investment: marginal efficiency of capital and rate of interest, Acceleration principle; interaction between multiplier and accelerator.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**Recommended Readings:**

1. Ackley, G. Macro Economics: Theory and Policy, Macmillan, 1978.
2. Dornbush, R and S. Fischer - Macro Economics, Mc Graw Hill, New York
3. Gupta, S. B. Monetary Economics, S. Chand & Co. Ltd. Delhi, 1990.
4. Rana and Verma, Macro-Economic Analysis, Vushal Publications, 2000.
5. Dwivedi, D. N. Macroeconomics, Tata McGraw Hill Pvt. Ltd., (Latest edition).
6. Mankiw, N. Gregory, Macro Economics (Fourth Edition), Worth Publishers.
7. Ellor D'Souza, Macroeconomics, Pearson Education,
8. Allen, R. G. D. Macro Economics Theory, St. Martin Press, 1967.
9. Shapiro, Edward Macro Economics Analysis, Galgotia Publication, New Delhi, 1987
10. Branson, William H. Macro-Economic Theory and Policy, New Delhi universal Boom Stall
11. Sarkel, Jaydev, Macro Economic Theory, Book Syndicate, Kolkata
12. Mankiw, N. Gregory Macroeconomics, Worth Publications, Macmillan, New York, 2020(10<sup>th</sup> edition).



**B.A FIRST SEMESTER  
ELECTIVE (GE) COURSE-1  
ECO-G-114: ECONOMIC THEORY**

**Course Objective:**

This course has been designed to impart the knowledge with regard to the concepts of microeconomics. It will deal with the economic problems, production possibility curve, opportunity cost, demand and supply analysis, production, cost and revenue as well as market structure.

**Course Outcome:**

1. The learners will gain knowledge about the different concepts of microeconomics.
2. The learners will also learn about the concept of utility, elasticity of demand and supply.
3. They will also understand about the production function analysis and about firm's equilibrium.
4. The learners will learn about the cost and revenue of a firm and the various forms of market.

**Module I: Introduction**

Definitions of economics, nature and scope of economics, micro and macroeconomics, fundamentals economic problems, production possibility curve and opportunity cost, economic problems of a developing country: low savings, low level of technology, scarcity of human and physical capital, poverty and inequality.

**Module II: Demand and Supply**

Concept of Utility, marginal and total utility, law of diminishing marginal utility, utility maximization; demand and its determinants, law of demand, elasticity of demand: price, income and cross; law of supply and elasticity of supply.

**Module III: Production Analysis**

Production function, isoquants and its characteristics, equilibrium of a firm, total, average and marginal product of inputs, returns to a factor and returns to scale  
Cost Function: Short and Long-run relationship between short-run average and marginal cost; Total, average and marginal revenue; revenue; relationship between AR and MR.

**Module IV: Market Structure**

Perfect competition: its features and limitations, equilibrium of a firm; imperfect competition: Features of monopoly and monopolistic competitions; discriminating monopoly; features of duopoly and oligopoly.

**Module V: National Income**

Nature, scope and limitations of macroeconomics; Concepts of national income: GDP, GNP, NNP, personal income, disposable income and per capita income; Estimation of national income: Final product method, value added method, Income method and expenditure method; problems of estimating national income in developing countries; national income and welfare.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**Recommended Readings:**

1. Koutsoyiannis, A., Modern Micro Economics, ELBS with Macmillan, Hong Kong
2. Domnick Salvatore., Principles of Micro Economics, Oxford, New Delhi.
3. Gregory Mankiw, N., Principles of Macro Economics, CENGAGE Learning, Australia.
4. Salvatore, D. Microeconomics Theory and Applications, Oxford University press,
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. Microeconomics, Pearson Education
6. Sen, Anidhya, Micro-economic Theory, Oxford University Press, Delhi.
7. Ahuja H.L. Principles of Micro Economics, S. Chand Limited, Delhi
8. Shapiro, Edward, Macro Economics Analysis, Galgotia Publication, New Delhi, 1987



**B.A FIRST SEMESTER  
ENG-A-111 ENGLISH FOR COMMUNICATION**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- To make students understand basic rules of Grammar
- To make students use the rules of Grammar for various composition exercises
- To make students appreciate rules of Grammar as used for model in various literary compositions
- To make students enjoy and appreciate literary pieces
- To expose students to literary pieces to develop their creativity

**Course Learning Outcomes:**

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

- Convey their ideas in English using simple and acceptable English in writing
- Understand Fundamentals of Grammar
- Describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- Write a précis writing, paragraph writing (150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) writing

**Module – I: Poetry**

William Shakespeare – All The World is a Stage.  
William Wordsworth – I Wondered Lonely as a Cloud.  
Ralph Waldo Emerson – The Mountain and the Squirrel.  
Emily Dickinson – Success is Counted Sweetest.  
Robert Frost - Stopping by Woods on a Snowy Evening.  
Rabindranath Tagore – Where the Mind is without Fear.  
A.K.Meherotra – Songs of the Ganga.

**Module – II: Short Stories**

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.  
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace  
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf  
Manoj Das – The Submerged Valley.

**Module – III: One- Act Plays And Short Fiction**

- A. Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal Eugene Lonesco – The Lesson /August Strandberg – Miss Jullie  
Fritz Karinthy– Refund
- B. (B)Harper Lee – To kill a Mocking Bird.  
or  
R. K. Narayan – Vendor of Sweets.

**Module - IV: Fundamentals of Grammar**

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals, adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

**Module - V: Composition Practice**

- A. Comprehension, Précis Writing, Paragraph Writing (150 Words), Reviewing Movies and Books, Letter Writing – Personal, Official, Demi-Official, Business, Public Speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings And Academic) Writing.
- B. Communication Practice – Introducing yourself, introducing people to others, meeting people, exchanging greetings, taking Leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in emergency, e-mails writing, explaining a graph, chart, table etc.

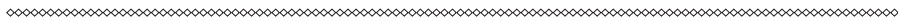


**Suggested Topics for background reading and Class presentation:**

Short selections from the works prescribed in Modules I, II and III – reading , re-telling, roleplaying, explaining with reference to contemporary social experiences Practical writing work on Modules IV and V.

**Suggested Reading:**

1. For reading the texts available sources of texts and help of the web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A Course in English Grammar, Orient Longman
5. Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. Macmillan India Ltd.



**B.A SECOND SEMESTER  
ECO-C-121: MICROECONOMICS-II**

**Course Objective:**

This course has been designed to impart the knowledge with regard to the concepts and theories of advance microeconomics to the learners.

**Course Outcome:**

1. The learners will learn about the consumer’s behaviour in terms of cardinal and ordinal utility, budget line and consumer’s equilibrium.
2. The learners will also learn about the firm’s equilibrium and Cobb-Douglas production function.
3. They will acquire knowledge with regard to the theories of cost and pricing.
4. The learners will have a better understanding of the various forms of market and price determination.

**Module -I: Consumer Behaviour**

Cardinal and ordinal utility; budget line, indifference curves and its characteristics; marginal rate of substitution (MRS), utility maximisation; derivation of demand, income and price effects, Income effect, decomposition of price effect into income and substitution effects, normal and inferior goods.

**Module -II: Production Economics**

Isoquants and its properties, Equilibrium of a firm, Marginal Rate of Technical Substitution (MRTS); Elasticity of factor substitution, Ridge Lines, Returns to Scale; Cobb Douglas Production function and its properties.

**Module -III: Cost and Pricing**

Cost function, cost minimizing input choices, properties of cost function, economies of Scale, learning Curve, Hall and Hitch-Ful cost pricing, Bain’s Limit Pricing model, Sylos Labini’s Limit Pricing, Baumol’s theory, Marris’ model; Behavioural model: Williamson, Cyert and March.

Module IV: Imperfect Competition

Price determination under monopoly and monopolistic competition, price discriminating Monopolist, Degree of monopoly; Oligopoly: Cartel and Price leadership, Kinked demand curve model.

**Module -V: Theories of Distribution**

Marginal Productivity Theory and its limitations, Euler’s Theorem; Bargaining theory of wages, Loanable fund theory of Interest Innovation theory of profit, Ricardian theory of rent.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

**Recommended Readings:**

1. Koutsoyiannis, A., Modern Micro Economics, ELBS with Macmillan, Hong Kong
2. Domnick Salvatore., Principles of Micro Economics, Oxford, New Delhi.
3. Gregory Mankiw, N., Principles of Macro Economics, CENGAGE Learning, Australia.
4. Salvatore, D. Microeconomics Theory and Applications, Oxford University press,
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. Microeconomics, Pearson Education
6. Ahuja H.L. Advanced Economic Theory, S. Chand Limited, Delhi



**B.A SECOND SEMESTER  
ECO-C-122: MACROECONOMICS-II**

**Course Objective:**

This course has been designed to impart to the students the knowledge with regard to the basic concepts of money and the principles of banking. It also deals with the role of fiscal and monetary policies and the various theories of international trade.

**Course Outcome:**

1. The learner will have a clear knowledge about the demand for and supply of money.
2. They will understand about the functioning of commercial banks and central banking.
3. It will help the learners to understand the different economic policies instrumental for economic growth and stabilisation.
4. The learners will learn about the different concepts of inflation and unemployment, and its relationship with economic growth.

**Module -I: Demand and Supply of Money**

Barter economy and money economy, functions of money; money and price level: quantity theory (Cambridge and Fisherian versions); evaluation of quantity theory of money; Classical demand for money and Keynesian liquidity theory; money supply and its components: currency and bank deposits.

**Module -II: Banking**

Principles of Commercial banking, Central Banking; RBI and its functions; Functions of NABARD.

**Module -III: Inflation**

Inflation and its causes, demand pull and cost push; inflationary gap; effects of inflation on production and distribution, instruments to control inflation.

**Module -IV: Unemployment and Inflation**

Meaning of unemployment, types of unemployment; Voluntary and involuntary unemployment, Trade-off between unemployment and inflation, Philips curve and its limitations; stagflation; Natural rate of unemployment and long run Phillips curve.

**Module -V: Economic Policy**

**Monetary Policy:** Meaning and scope of monetary policy, Instruments of monetary policy, limitations and effectiveness of monetary policy. Fiscal policies: Meaning and scope of fiscal policy, fiscal instruments and target variables, fiscal policies and macroeconomic goals, limitations of fiscal policies.

**Module -VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**Recommended Readings:**

1. Ackley, G. Macro Economics: Theory and Policy, Macmillan, 1978.
2. Dornbush, R and S. Fischer - Macro Economics, Mc Graw Hill, New York
3. Gupta, S. B. Monetary Economics, S. Chand & Co. Ltd. Delhi, 1990.
4. Rana and Verma, Macro-Economic Analysis, Vushal Publications, 2000.
5. Dwivedi, D. N. Macroeconomics, Tata McGraw Hill Pvt. Ltd., (Latest edition).
6. Mankiw, N. Gregory, Macro Economics (Fourth Edition), Worth Publishers.
7. Ellor D'Souza, Macroeconomics, Pearson Education,
8. Allen, R. G. D. Macro Economics Theory, St. Martin Press, 1967.
9. Shapiro, Edward Macro Economics Analysis, Galgotia Publication, New Delhi, 1987
10. Branson, William H. Macro-Economic Theory and Policy, New Delhi Universal Book Stall
11. Sarkel, Jaydev, Macro Economic Theory, Book Syndicate, Kolkata
12. R R Paul, Money Banking and International Trade, Kalyani Publishers, 2015.



**B.A SECOND SEMESTER  
ECO-G-124: ISSUES IN ECONOMIC DEVELOPMENT**

**Course Objective:**

This course has been designed to impart knowledge to the learners about the various issues related to economic development, human development, poverty and inequality. It also deals with the issues related to environment, climate change and sustainable development. Further, it aims to impart some basic knowledge about international trade.

**Course Outcome:**

1. The learners will have knowledge about the concepts of economic and human development.
2. The learners will learn about the issues related to poverty and the linkages between inequality and economic growth.
3. They will acquire a better understanding about linkages between environment, climate change and sustainable development.
4. The learner will also have a clear idea about the basic concepts of international trade.

**Module 1: Economic Development**

Economic Growth and Economic Development: Concept and Measurement; Human Development Approach: HDI; Development as Freedom; Structural Features of a Developing Economy: Demographic Characteristics, Occupational Structure, Institutional Features, International Trade.

**Module 2: Poverty**

**Poverty:** Definition and Measurement Issues, Poverty: Empirical Issues- Global Trends and India; Multi-dimensional Poverty; Key Drivers of Poverty; Poverty Reduction Policies.

**Module 3: Inequality and Development**

Inequality and Economic Growth: Inverted-U Hypothesis; Inequality, Income Distribution and Growth: Empirical Evidence-Picketty; Inequality and Redistributive Policies.

**Module 4: Environment, Climate Change and Sustainable Development**

Economic Role of the Environment; Market Failure; Sustainable Development: Concept and Measurement; Climate Change: Key Processes and Implications for Development, Mitigation and Adaptation Strategies; Sustainable Development Goals (SDGs): Overview.

**Module 5: International Trade and Development**

Gains from Trade; Import Substitution Policy, Export Promotion, Trade Liberalization, Globalisation and Development

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**Recommended Readings:**

1. Ray, Debraj. Development Economics. Oxford University Press, Delhi. 2011.
2. Peet, Richard, and Elaine Hartwick. Theories of development: Contentions, arguments, alternatives. Rawat Publications, Jaipur, 2015.
3. Hanley N, J.F. Shogern and Ben White, Environmental Economics in Theory and Practice, Macmillan, 1997.
4. Cypher, J. M., & Dietz, J. L. (2008). The process of economic development. Routledge.
5. Meier, Gerald M., Leading Issues in Economic Development. Oxford University Press New York, 2000.



**B.A SECOND SEMESTER  
EVS-A-121: ENVIRONMENTAL STUDIES  
(GEO AECC1- ENVIRONMENTAL STUDIES)**

**Objective:**

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.





**Learning Outcome:**

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

**Course Content:**

**Module 1: Introduction to Environmental Studies**

- i. Development of Environmental Studies. ii. Meaning of environment.
- iii. Concept of Environment iv. Scope of Environmental Studies

**Module 2: Understanding the Environment**

- i. Biosphere. ii. Ecosystem. iii. Habitat. iv. Cultural Landscape

**Module 3: Environmental Hazards**

- i. Natural Hazards. ii. Flood, Drought, Cyclone & Earthquake, Landslide.
- iii. Man Made Hazards. iv. Deforestation

**Module 4: Environmental conservation**

- i. Awareness about the importance of Environment. ii. Monitoring. iii. Conservation.
- iv. Sustainable Development

**Module 5: Environmental Hazards in Arunachal Pradesh**

- i. Deforestation. ii. Landslides. iii. Flood. iv. Earthquake. v. Cloud burst

**Reference:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380013, India, Email: mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196 p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Weston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M) Magazine (R) Reference (TB) Textbook.





**B.A THIRD SEMESTER  
ECO-C-211: MATHEMATICAL METHODS FOR ECONOMICS-I**

**Objective:**

To impart the knowledge of mathematical tools in economics to the learners and to equip them with quantitative techniques, as the use of mathematical methods in economics is increasing over the years.

**Learning Outcome:**

1. The learners will learn about the concepts of sets, Venn diagram and the different forms of functions.
2. They will also learn about factorisation, quadratic equations, permutation and combination and binomial theorem.
3. The learners will gain knowledge of coordinate geometry and its application in economics.
4. They will also acquire knowledge of elementary trigonometry and about the limit of a function.

**Course Content:**

**Module I: Sets and Functions**

Elements of a set, null and universal sets, cardinality of sets, union and intersection of sets, Venn diagram, De Morgan's law, Cartesian products of sets; relation and functions; different forms of function- constant, identity, linear, non-linear; homogenous and non-homogenous functions.

**Module II: Algebra**

Natural numbers, integers, rational, irrational, real and complex numbers; graphical presentation of numbers, factorization, first Binomial Theorem.

**Module III: Coordinate Geometry**

Coordinates of a point in two-dimensional space, length of a line between two points, coordinates of the mid-point of a line joining two points; slope and intercept, equation of a straight line, applications of linear equations in economics.

**Module IV: Elementary Trigonometry**

Measurement of angles: sexagesimal, centesimal and circular measures; proof that radius is a constant angle; trigonometric ratio for angles: sin, cos, tan, cot, sec and cosec; relations between trigonometric ratios of an acute angle, prove of  $\sin 2\theta + \cos 2\theta = 1$ ,  $\sec 2\theta = 1 + \tan 2\theta$ ,  $\operatorname{cosec} 2\theta = 1 + \cot 2\theta$ .

**Module V: Limit and Continuity of Function**

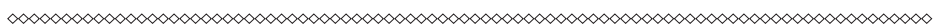
Limit - definition, derivative and geometric interpretation; Right hand side and left hand side limits; continuity of a function.

**Module VI: Assignment and Practice**

The students should be given an assignment/practice on any topic from the above modules.

**RECOMMENDED BOOKS:**

1. Allen, R.G.D., Mathematical Analysis for Economics, Macmillan, 1976.
2. Allen, R.G.D., Mathematical Analysis for Economics, A.I.T. B. S Publishers & Distributors, Delhi - 51
3. Chiang, A.C., Fundamental Methods of Mathematical Economics, McGraw Hill, Kogakusha, New Delhi, 1974.
4. Mehta and Madnani, Mathematics for Economists, S.Chand and Sons, New Delhi, Reprint 1997.
5. Loney, S.L., Plane Trigonometry, part I, Delhi: S. Chand and Company, 1954.



**B.A THIRD SEMESTER  
ECO-C-212 : DEVELOPMENT ECONOMICS**

**Objective:**

This course has been designed to impart to the learners the knowledge of various concepts of development and theories of underdevelopment and economic development.

**Learning Outcome:**

1. The learners will gain knowledge about the concept of economic development, human development index and poverty.



2. The learners will also learn about the theories of underdevelopment and understand the causes of underdevelopment in developing countries.
3. The learners will study the various theories of development and gain knowledge about the ways to promote economic development in developing countries.
4. The learner will learn about the factors propelling growth and the need for technical change in economic development. They will also learn about the various techniques of economic planning.

**Course Content:**

**Module I: Basic Concepts**

Economic growth and economic development, problems in measurement of economic development, human development and construction of human development index (HDI), poverty and its measurement: head count ratio, income gap and Sen's index; determinants and obstacles to economic development.

**Module II: Theories of Underdevelopment**

Nurkse's theory of Vicious circles of poverty and its critique, Nelson's low level equilibrium trap, Leibenstein critical minimum effort theory, Myrdal's theory of cumulative causation.

**Module III: Theories of Economic Development**

Balanced vs. unbalanced growth, Rosenstein-Rodan's big push theory, Hirschman's strategy of unbalanced growth, Lewis model, Schumpeterian model; theory of demographic transition, human capital formation and its limitations.

**Module IV: Harrod Domar Model and Technical Change**

Harrod and Domar models, Harrod's razor-edge growth path, similarities and differences between Harrod and Domar; Technical change: neutral and non-neutral; embodied and disembodied technical change.

**Module V: Economic Planning**

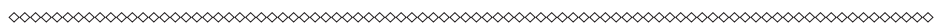
Economic planning, its types - perspective planning and indicative planning, need for planning in developing countries, technique of planning - Mahalanobis two-sector model; shadow price of labour in developing countries; Cost-benefit analysis of projects.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED BOOKS:**

1. Higgins, B., Economic Development, W.W. Norton, New York.
2. Meier, G., Leading Issues in Economic Development, Oxford University Press, New Delhi (Second edition).
3. Thirlwall, A.P., Growth and Development, Macmillan, London.
4. Ray, D., Development Economics, Oxford University Press, New Delhi.
5. Todaro, M.P., Economic Development, Longman, London.
6. Mishra, S.K. and V.K. Puri, Economic Development and Planning, Himalayan Publishing House, Mumbai.
7. Sarkel, J., Growth Economics, Book Syndicate Private Limited, Kolkata.
8. Ghatak, S., Development Economics, Macmillan, New York.
9. Cypher, J. M., & Dietz, J. L. (2008). The process of economic development, Routledge, London.



**B.A THIRD SEMESTER  
ECO-C-213 : INDIAN ECONOMY**

**Objective:**

This course has been designed to impart to the learners the knowledge about the basic features, growth, performance and challenges being faced by the Indian Economy.

**Learning Outcome:**

1. The learners will understand about the basic features of the Indian economy.
2. The learners will also learn about the concept of poverty and its measurement, the concept of unemployment as well as the planning process of India.



3. They will have a better understanding about the status and the role of I and Industry in the economic development of the nation dian agriculture
4. The learners will also acquire knowledge about the economy of Arunachal Pradesh.

**Course Content:**

**Module I: Structure of Indian Economy**

Basic Features of Indian economy: Trend and Composition of National Income and Per Capita Income, Occupational Distribution, Basic Demographic features: size-growth and composition, Major Issues of development.

**Module II: Poverty and Unemployment and Planning Process**

Poverty – Concept – trends – causes – consequences; Unemployment – types –trends causes and consequences – Poverty Alleviation and Employment generation Programmes in India, India Five year Plans: 12<sup>th</sup> Five Year plan.

**Module III: Indian Agriculture**

Nature and importance – Trends in agricultural production and Productivity –Factors determining productivity – Land Reforms – Green Revolution – Rural Credit – Micro Finance – Marketing and Pricing policy – Crop Insurance –Agricultural infrastructure and Food Security.

**Module IV: Economy of Arunachal Pradesh**

Basic features of Arunachal Economy, Trends in Population Growth, population Density, Sex Ratio, Trends, features and growth of Literacy rate in Arunachal Pradesh.

**Module V: Employment, Agriculture, Industry and Urbanisation in Arunachal Pradesh**

Workforce Structure, Trends in Work Participation Rate of Arunachal Pradesh, Status of Agriculture, Jhum cultivation in the State; its impacts, diversification of agriculture in Arunachal Pradesh, Status of Industry in Arunachal Pradesh; small scale and cottage industry, level of Urbanisation in Arunachal Pradesh.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Mishra, S.K. & V.K. Puri, Indian Economy, Himalayan Publishing (latest edition) House, Mumbai
2. Dutta, R. and K.P.M. Sundaram – Indian Economy, S. Chand, New Delhi (latest edition).
3. Uma Kapila (2015), Indian Economy: Performance and Policy, Academic Foundation, New Delhi.
4. Mitra, A. (1997) Internal Migration and Economic Development in Hills, Omson, New Delhi.
5. Roy, N.C. and P.K. Kuri (2001) Land Reforms in Arunachal Pradesh, Classical Publishing House, New Delhi.
6. Mishra, K. Deepak and Vandana Upadhyay (2017) (Ed.), Rethinking Economic Development in North Delhi. East India: The Emerging Dynamics, Rutledge, London/New
7. Upadhyay, Vandana (2012), 'The Employment-Unemployment Situation in Arunachal Pradesh: Implications for Policy', Indian Journal of Regional Science, Volume 45, No. 1, PP. 24-32.
8. Nayak, S. K, Nochi, L. and Lama, M., Hill Economies and Sustainable Development in India: Emerging Realities, Concept Publishing House, New Delhi.
9. Government of India (2016), Basic Statistics of North Easter Region (2015), North East Council Secretariat Shillong, Meghalaya.
10. Government of Arunachal Pradesh (2006), Arunachal Pradesh Human Development Report 2005, Itanagar.
11. Planning Commission (2009), Arunachal Pradesh Development Report 2008, Government of India, Academic Foundation, New Delhi.



**B.A THIRD SEMESTER  
SKILL ENHANCEMENT COURSE (SEC)-1  
ECO-S-214a : TOURISM ECONOMICS**

**Objective:**

The present course has been designed to impart basic skills and knowledge of tourism economics to the students, as tourism is fast emerging as one of the major economic sector in the country.

**Learning Outcome:**

1. The learners will gain knowledge about the concept, types and forms of tourism and also know about the growth of tourism both in India and the North East India.
2. The learners will understand the demand and supply of tourism, tourist products and their features as well as tourism capacity analysis.
3. The learners will acquire the skills related to tourism marketing, promotion strategies and also about SWOT analysis.
4. The learners will gain skills to measure the economic, environmental and social impacts of tourism.

**Module I: Introduction**

Definitions of tourism, Types and forms of tourism: adventure tourism, medical tourism, cultural tourism, Ethnic tourism, religious tourism, rural tourism; moral v/s mass tourism, concept of sustainable tourism and ecotourism, trend and growth in tourist arrivals in India and North-East India.

**Module II: Tourism Demand and Supply**

Tourism demand and its types, factors affecting demand for tourism, indicators of effective demand for tourism: travel propensity, gross travel propensity, net travel propensity, travel frequency, country potential generation index (CPGI).

Tourism supply, tourist products: attraction, accessibility, destination amenities, ancillary services; features of tourist products, Butler's model of tourism and tourism carrying capacity.

**Module III: Tourism Marketing and Promotion**

Concept of marketing, tourism marketing strategy, vertical and horizontal integration and tourism promotion, promotional events advertising, publicity and selling, Role of media in tourism promotion, Strength Weakness Opportunities and Threats (SWOT) analysis.

**Module IV: Impact of Tourism and Tourism Policy**

Positive and negative effects of tourism, economic benefits of tourism and its determinants, tourism multipliers, satellite tourism accounts, impacts of tourism on environment, social impacts of tourism, tourism policy in India.

**RECOMMENDED READINGS:**

1. Kamra, Krishna K., Economics of Tourism- Pricing, Impacts and Forecasting, Kanishka Publishers, Distributors, New Delhi, 2004.
2. Ryan, Chris, Recreational Tourism-Demand and Impacts, Viva Books Pvt. Ltd., New Delhi, 2006.
3. Tisdell, C. A. (ed.), Handbook of Tourism Economics, World Scientific Publications, Singapore, 2013.
4. Mitra, Amitava and Kunal Chattopadhyay, Environment and Nature-Based Tourism – An Endeavour at Sustainability, Kanishka Publishers, New Delhi, 2003.
5. Lama, M., Ecotourism in North East India, Anshah Publishing House, New Delhi, 2014.
6. Sharma, Shaloo, Indian Tourism Today-Policies and Programmes, ABD Publishers, Jaipur, 2019.
7. Kumar, Surinder, Economic Impact of Travel and Tourism, Sonali Publications, New Delhi, 2017.
8. Chawla, Romila, Tourism Marketing and Communications, Arise Publishers and Distributors, New Delhi, 2006.
9. Girish, Revathy, Ecotourism of India, Dominant Publishers and Distributors, New Delhi, 2016.



## B.A THIRD SEMESTER ECO-S-214b : ENTREPRENEURSHIP DEVELOPMENT

### Objective:

This course has been designed to impart to the learners the knowledge related to the importance of entrepreneurship. Further, it aims to enhance their understanding with regard to entrepreneurial skills and competencies which are necessary for the creation of new ventures.

### Learning Outcome:

1. The learners will learn about the concepts of entrepreneur and entrepreneurship.
2. They will also gain knowledge about the procedure for establishing of a new enterprise.
3. The learners would also learn about the various licensing and partnership acts and about the tax laws.
4. The learners will acquire a better understanding about the different institutional support and services available in India for the entrepreneurs.

### Module I: Entrepreneur and Entrepreneurship

Entrepreneur: Definition, characteristics of entrepreneur, entrepreneur and manager, functions of entrepreneurs and types of entrepreneurs; Entrepreneurship: concept, role of entrepreneurship in economic development, factors affecting entrepreneurial growth, entrepreneurial motivation, entrepreneurial competencies and entrepreneurial mobility.

### Module II: Establishing an Enterprise

Project identification and selection; project formulation; project appraisal: concept and method of project appraisal; financing enterprise; ownership structure: types of ownership and selection of an appropriate form of ownership.

### Module III: Registration and Licensing

Objectives of licensing; Industrial Licensing Act, 1951: objectives, scopes and provisions of the act; Factories Act, 1948; Partnership Act, 1932; companies Act, 1956. Income tax, and goods and service tax (GST).

### Module IV: Institutional Support to entrepreneurs

Institutional Finance to entrepreneurs: Industrial Finance Corporation of India, Unit trust of India, industrial development banks of India, Small Industries Development Bank of India and MUDRA bank. Institutional support to industries: National Small Industries Corporation Industries Development Corporation, Small Scale Industries Board, State Limited, Small Small Industries Development Corporations, Small Industries Service Institutes, District industrial centers and industrial estate; Made in India and Startup India.

### RECOMMENDED READINGS:

1. Janakiram, B. and M. Rizwana (2011): Entrepreneurship Development: Text & cases, Excel Books publication.
2. Janakiram, B., P.V. Raveendra and V.K. Srirama (2010): Role and Challenges of Entrepreneurship Development, Excel Books publication.
3. Khanka, S. S. (2008): Entrepreneurial Development, S. Chand.
4. Kumar, S. A., S. C. Poornima, Mini K. Abraham, K. Jayashree (2003): Entrepreneurship Development, New Age International Publishers.
5. Lakhanpal, Ajay (1990): Entrepreneurial Development: An Institution Commonwealth Publishers. I Approach, Commonwealth Publishers
6. Ramachandran, K. (2010): Entrepreneurship Development: Indian Cases on Change Agents, Tata McGraw Hill.
7. Tiwari, Sanjay and Anshuja Tiwari (2007): Entrepreneurship Development in India, Sarup and Sons, New Delhi.



**B.A THIRD SEMESTER  
GENERAL ELECTIVE COURSE (GEC)  
ECO-S-215 : PUBLIC FINANCE**

**Objective:**

This course has been designed to impart knowledge with regard to the various concepts and theories of public finance to the learners.

**Learning Outcome:**

1. The learners will gain knowledge about public goods and merit goods and government intervention.
2. The learners will learn about the importance of public expenditure, its effects and about the various theories of public expenditure.
3. The learners will also understand about the sources of public revenue and public budget.
4. The learners will acquire knowledge about the role of fiscal policy in maintaining economic stability.

**Module I: Introduction**

Meaning and Scope of Public Finance; public and private finance; principles of maximum social advantage; public goods and its characteristics, private goods, merit goods; market failure and government intervention.

**Module II: Public Expenditure**

Meaning and Importance; classification of public expenditure, Wagner's law of increasing State activities; Canons of Public Expenditure; Effects of Public Expenditure on distribution of income.

**Module III: Public Revenue**

Production and Sources of Public revenue: tax and non-tax; goods and services tax (GST); Canons of Taxation; Principles of Taxation: ability to pay and benefit approaches of taxation; proportional, progressive and regressive tax; impact and incidence of Tax; effects of Taxation on production.

**Module IV: Budget and Public Debt**

Budget: Revenue and capital budget; incremental and zero-based budget; revenue deficit; fiscal deficit and primary deficit; Public debt: meaning, Sources and effects of public debt, methods of redemption of debt.

**Module V: Inflation and Economic Policies**

Inflation: meaning, types and causes of inflation; effects of inflation; measures to control inflation: Fiscal policy and its instruments, compensatory fiscal policy, monetary policy and its instruments.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Musgrave, R.A and P.B. Musgrave, Public Finance in Theory and Practice, McGraw- Hill Book Company.
2. Buchanan, J.M., The Public Finances, Richard D Irwin, Homewood, 1970.
3. Dalton, H., Principles of Public Finance, Allied Publishers, New Delhi, 1997.
4. Atkinson, A.B. and J.E. Stiglitz, Lectures on Public Economics, Tata McGraw Hill, New York.
5. Choudhry, R.K., Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi.
6. Jha, R., Modern Public Economics, Routledge, London, 2009.
7. Mishra, B., Economics of Public Finance, Macmillan India Limited, New Delhi.
8. Gupta, J.R., Public Economics in India, Atlantic Publications, 2007.
9. Rana and Verma, Macroeconomic Analysis, Vishal Publication, 2014
10. Dwivedi, D. N., Macroeconomics, Tata Mc Graw Hill Pvt. Ltd., (Latest edition)





**B.A FOURTH SEMESTER  
ECO-C-221: MATHEMATICAL METHODS FOR ECONOMICS-II**

**Objective:**

This course has been designed to impart the students about the knowledge of application of mathematical tools in economics.

**Learning Outcome:**

1. The learners will learn about the concepts of vector, matrix and its properties.
2. They will also learn about the basic rules of differentiation along with total and partial differentiation.
3. The learners will gain knowledge with regard to the application of differential calculus in economics.
4. They will also acquire knowledge about the basic rules of integral calculus and its application.

**Module I: Vector and Matrix**

Scalar and vector, length of a vector, multiplication of a vector by a scalar, scalar product of two vectors; matrix- types; matrix operation - addition, subtraction and multiplication; transpose of a matrix; determinants and its properties; minor and cofactor; rank of a matrix; adjoin of a matrix.

**Module II: Differential Calculus**

Basic rules of differentiation; differentiation of exponential, logarithmic and trigonometric functions; partial and total differentiation; optimization in case of single explanatory variable.

**Module III: Application of Differential Calculus**

Elasticity of demand and supply function, derivation of marginal function, interrelationships among total, marginal and average functions, minimization of cost and maximization of revenue and profit.

**Module IV: Integral Calculus**

Definition, indefinite integral, basic rules of integration, integration by substitution and by parts; definite integral- geometric interpretation, properties and calculation.

**Module V: Application of Integral Calculus.**

Application of indefinite integration - Derivation of the total function from marginal function (total revenue, total cost, saving function, consumption function); Application of definite integration - derivation of consumer's surplus and producer's surplus.

**Module VI: Assignment and Practice**

The students should be given an assignment/practice on any topic from the above modules.

**RECOMMENDED READINGS:**

1. Allen, R.G.D., Mathematical Analysis for Economics, Macmillan, 1976.
2. Allen, R.G.D., Mathematical Analysis for Economics, A.I.T. B. S Publishers & Distributors, Delhi - 51
3. Chiang, A.C., Fundamental Methods of Mathematical Economics, McGraw Hill, Kogakusha, New Delhi, 1974.
4. Mehta and Madnani, Mathematics for Economists, S. Chand and Sons, New Delhi, Reprint 1997.



**B.A FOURTH SEMESTER  
ECO-C-222: INTERNATIONAL ECONOMICS**

**Objective:**

This course has been designed to impart knowledge of basic concepts and theories of international economics to the learners.

**Learning Outcome:**

1. The learners will gain knowledge about the causes of international trade and the concepts of terms of trade.
2. The learners will also learn about the methods of trade restrictions and the role of economic integration in trade promotion.





3. They will gain knowledge about the working of foreign exchange market and foreign exchange rate determination.
4. The learners will also acquire knowledge about the balance of payments and methods to correct BOP disequilibrium as well as about the role of IMF.

**Module I: Factor Endowment Theory and Terms of Trade**

Absolute and comparative cost advantage theories, Heckscher-Ohlin Theory and Leontief’s Paradox; Terms of trade, different concepts of terms of trade; gains from trade.

**Module II: Theory of Commercial Policy**

Arguments for and against Protection, methods of Trade Restrictions, Tariff and Non-Tariff trade barriers; dumping, export subsidy and Countervailing duties; Economic Integration: EU, ASEAN, SAPTA; evolution of WTO.

**Module III: Foreign Exchange Market**

Exchange rate determination: fixed and flexible exchange rate, gold standard (Mint Parity), Purchasing Power Parity, Floating exchange rate, Components of Indian foreign exchange reserve.

**Module IV: Balance of Payments**

Balance of trade and balance of payments, different accounts of balance of ayments (BOP), Deficit and Surplus in current and capital account of BOP; measures to remove deficit in current account.

**Module V: International Monetary and Financial System**

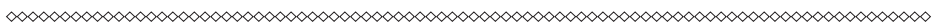
Gold Standard, Bretton Woods agreements, IMF, Policy coordination with floating exchange rates, Optimum currency area theory, Single currency and economic integration (Economic and Monetary Union), problems in international banking, international capital markets, Problems of international finance for developing countries.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Salvatore, Dominick, International Economics, Weily India New Delhi.
2. Kindleberger, C.P. International Economics, Homewood, 1963
3. Sodersten, Bo and Geoffrey Reed, International Economics, Macmillan, 1999
4. Cherunilam, Francis, International Economics, Tata Mc Graw Hill
5. Mannur, H.G. International Economics, Vikas Publishing House Pvt. Ltd, Delhi
6. Ray, P.K. and K.B. Kundu, International Economics, Kolkata: Naba Bharat Publishers.



**B.A FOURTH SEMESTER  
ECO-C-223: PUBLIC ECONOMICS**

**Objective:**

This course has been designed to impart knowledge to the learners about the concept of public goods and theories of public expenditure, taxation, public budget as well as the role of fiscal policy.

**Learning Outcome:**

1. The learners will gain knowledge about the concept of public goods and merit goods and problems related to the provisioning of public goods.
2. The learners will also learn about the theories and importance of public expenditure and its effects.
3. The learners will know about the sources of public revenue and gain skills to analyse the public budget.
4. The learners will also understand about the fiscal policy and its role in maintaining economic stability.

**Module I: Public finance**

Meaning and Scope of Public Finance; public and private Finance; principles of maximum social advantage; public goods, private goods; merit goods; free-ridership and problems of provisioning of public goods



**Module II: Public Expenditure**

Meaning and Importance; reasons of growth of Public Expenditure: Wagner’s Hypothesis; Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.

**Module III: Public Revenue**

Sources of Public revenue: Taxes and non-Tax, Classification of Taxes, Canons of Taxation; Principles of Taxation: Ability to pay and benefit approaches of taxation; Impact and Incidence of Tax; effects of Taxation on production.

**Module IV: Budget and Public Debt**

Budget: Revenue, capital and their components; Revenue Deficit; Fiscal Deficit, Primary Deficit; Meaning and Sources of Public debt, Effects of public debt, Redemption of debt.

**Module V: Fiscal Policy**

Fiscal policy and its instruments, compensatory fiscal policy, balanced budget multiplier, Effectiveness of fiscal policy, Deficit financing: advantages and disadvantages.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Musgrave, R.A., The Theory of Public Finance, McGraw Hill, Kogakhusa, Tokyo, 1959.
2. Musgrave, R.A and P.B. Musgrave, Public Finance in Theory and Practice, McGraw- Hill Book Company.
3. Buchanan, J.M., The Public Finances, Richard D Irwin, Homewood, 1970.
4. Dalton, H., Principles of Public Finance, Allied Publishers, New Delhi.
5. Atkinson, A.B. and J.E. Stiglitz, Lectures on Public Economics, Tata McGraw Hill, New York.
6. Choudhry, R.K., Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi.
7. Jha, R., Modern Public Economics, Routledge, London.
8. Mishra, B., Economics of Public Finance, Macmillan India Limited, New Delhi.
9. Gupta, J.R., Public Economics in India, Atlantic Publications, 2007.



**B.A FOURTH SEMESTER  
Skill Enhancement Course (SEC)-2  
ECO-C-224a: INTRODUCTION TO DATA ANALYSIS**

**Objective:**

The course introduces the learners to collection, presentation and analysis of data. It also discusses how data can be summarized and analysed for drawing statistical inferences.

**Learning Outcome:**

1. The learners will be introduced to important data sources that are available and will be trained in the use of the statistical software.
2. The learners would also learn about the types of sampling design and also be able to identify the different sources of data for their research.
3. The learners would be able to analyse and do some simple analysis after collection of data and would be in a position to interpret the results.
4. The learners would learn how to do the testing of Hypothesis by using suitable statistical techniques.

**Module I: Sources and Collection of Data**

Data source – Primary and Secondary, Methods of collection of Primary data, Various types of Secondary data for empirical verification, Sources of Secondary data, Precautio Secondary data

**Module II: Sample Design**

Sample Design – Population Census verses sample survey, Principal steps in sample survey, Types of sampling – Simple random, Systematic and Stratified sampling, Implication of Sample Design, Steps and Characteristics of Good Sample Design, Criteria of selecting a sampling procedure; sampling problems: heterogeneity of the universe, Stratification of the universe.



**Module III: Processing and Analysis of Data using Statistical software**

Analysis of Data using Excel and SPSS; Creation of Graphs, Tables, Bar and Pie Diagram, Arithmetic Mean, Median and Mode, Standard Deviation, Measures of Dispersion, Simple Regression analysis

**Module IV: Hypothesis Testing**

Meaning of Null Hypothesis, Basic Concept concerning the testing of hypothesis, Procedure of Hypothesis Testing, Types of Errors in Hypothesis Testing; two tailed and one-tailed.

**RECOMMENDED READINGS:**

1. Outhwaite, William & Stephen P Turner (ed.). The Sage Handbook of Social Science Methodology, London: Sage, 2007.
2. Guthrie, Gerard, Basic Research Methods: An Entry to Social Science Research, London: Sage, 2010
3. Ghosh, B N. Scientific Methods and Social Science Research, New Delhi, 1987.
4. Johnston, J. Econometric Methods, New Delhi: McGraw – Hill (latest edition).
5. Kumar Ranjit, Research Methodology: A Step-by-Step Guide for Beginners, Delhi: Pearson, 2007 (2nd edition).
6. Krishnaswamy, O.R. Methodology of Research in Social Sciences, Himalaya Publishing House, 1993.
7. Wilkinson and Bhandarkar, Methodology and Techniques of Social Research, Himalaya Publishing House.
8. Kothari R.C., Research Methodology, Methods and Techniques, New Age International Publishers, IInd revised edition, reprint 2008.



**B.A FOURTH SEMESTER**

**ECO-C-224b: INTRODUCTION TO COMPUTER APPLICATION**

**Objective:**

This course has been designed to impart to the learners the basic knowledge of computer application and use of computer in data preparation, data entry, data analysis and use of internet.

**Learning Outcome:**

1. The learners will learn about the components of computer application, namely creation of file, folder, saving of files, installation of software and printing of documents.
2. The learner will acquire knowledge about the features of MS Office and creation of documents.
3. The learners will also learn about the internet, google account, google drive, google, form, google classroom and google meet.
4. They will acquire skills in application of MS Office, data analysis and presentation.

**Module I: Basics of Computer Application**

Components of a computer; hardware and software; file and folder; saving, copying and pasting of file; recycle bin; steps in installation of software; steps in printing.

**Module II: MS Office**

MS Word-creating a new document, size and style of front, inserting table and diagram, page margin and layout, saving a file in different formats; Excel-data entry, graphs, diagrams, calculating mean, median, mode and standard deviation; PPT-creating a new ppt, inserting table, graph, diagram, date, time, header, footer and page number, designing, inserting hyperlink, audio and video clips.

**Module III: Internet and Google Account**

Internet; E-mail; Opening a Google account; Google drive; Google form; Google document; Google classroom; Google meet.

**Module IV: Computer Application (Practical)**

Preparation of bio-data in MS word; data entry in excel and calculation of descriptive statistics; preparation of PPT and its presentation; Software installation; Creation of Google classroom; Meeting using Google meet.



**RECOMMENDED READINGS:**

1. Goel, Anita. Computer Fundamentals Publisher: Pearson. 2010
2. Rajaraman, V. and Niharika Adabala. Fundamentals of Computers. PHI. 2014
3. Johnson, Steve. Microsoft Office 2010 on Demand. Pearson. 2011



**B.A FOURTH SEMESTER  
GENERIC ELECTIVE (GE) COURSE-4  
ECO-C-225: ISSUES OF INDIAN ECONOMY**

**Objective:**

This course has been designed to impart knowledge about the basic features and issues related to the various sectors of the Indian Economy and also acquaint the learners about the policies and programs for economic and social development.

**Learning Outcome:**

1. The learners will understand about the basic features and problems of Indian economy.
2. The learners will also learn about the status of Indian Agriculture and the problems associated with this sector.
3. They will acquire knowledge about the status of Indian Industry and its role in the economic development.
4. The learners will have a better understanding, of the rationale for introducing economic reforms in India

**Module I: Basic features of Indian Economy**

Nature of Indian Economy, demographic features and age and sex composition of population, Problems of Poverty, Unemployment and Inflation.

**Module II: Indian Agriculture**

Issues in Agriculture sector in India, land reforms, Green Revolution and agriculture policies of India, Food Security-Public Distribution System, and Diversification of Agriculture- Contract Farming.

**Module III: Industry**

Industrial Development in India, Industrial Policy of India, Large Scale, small scale and cottage industries, Performance of Public sector enterprises in India, service sector in India.

**Module IV: Economic Reforms**

Rationale for Economic Reforms, Macroeconomic Reforms, Impact of Reforms, Fiscal Adjustment and Stabilisation, Impact of reforms in Indian Economy

**Module V: WTO and Indian Economy**

The Uruguay Round of Negotiations, Globalisation and its impact on Indian Economy, Impact of WTO on Indian Economy, WTO, Subsidies and Agriculture.

**Module VI: Report Writing and Presentation**

The students should write a report on the topic assigned to them by the Department and make a presentation.

**RECOMMENDED READINGS:**

1. Misra, S. K. & Puri, V. K. Indian Economy, Himalaya Publishing House, Delhi.
2. Dutt, R. & Sundaram, K. P. M. Indian Economy, S. Chand & Co. Delhi.
3. Kapila, U. India Economy since Independence, Academic Foundation, New Delhi.
4. Banik Nilanjan, The Indian economy-A Macro-Economic Perspective, Sage India, 2015.
5. Government of India, Economic Survey of India (various years), Ministry of Finance, New Delhi
6. Government of India, Handbook of Statistics of Indian Economy, Reserve Bank of India.
7. Sachs, J. D., Varshney, A, & Bajpai, N., India in the Era of Economic Reforms, Oxford University Press, New Delhi, 1999.
8. Uma Kapila, Indian Economy: Performance and Policy, Academic Foundation, New Delhi, 2015.
9. Dreze, Jean, and Amartya Sen. An
10. Princeton University Press, 2013.



**B.A FIFTH SEMESTER  
BECO-505: MICRO ECONOMIC THEORY**

**Unit -I: Consumer Behaviour**

Cardinal and Ordinal Utility; Indifference Curves - Characteristics, MRS; Budget Line and its characteristics, Utility Maximisation, derivation of demand function, Changes in income and Price; Income effect, and resolution of price effect into income and substitution effect; Normal and Inferior (Giffen) Goods.

**Unit -II: Price Determination**

Market demand and supply, equilibrium; adjustment to changes in demand and supply, static and comparative static analysis; Elasticity of demand: price, income and cross, Elasticity of supply: factors affecting elasticity of demand and supply.

**Unit -III: Production, Cost and Revenue**

Production function: AP and MP, Isoquants, MRTS; Ridge Lines, Returns to Scale; Cobb Douglas Production function, its characteristics. Cost Function - Short run and Long run, Least cost input combination, Expansion path, relationship between short run average and Marginal cost; Revenue: TR, AR, MR; Elasticity, AR and MR.

**Unit -IV: Market Structure**

Perfect Competition, Monopoly, Monopolistic competition, discriminating Monopolist; Oligopoly: price leadership, collusive oligopoly, duopoly, Cournot model, Kinked demand curve.

**Unit -V: Distribution**

Marginal Productivity Theory, Euler's Theorem, wage: bargaining theory, Loanable fund theory of Interest, innovation theory of profit.

**RECOMMENDED BOOKS:**

1. Koutsoyiannis, A., *Modern Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
4. Salvatore, D., *Microeconomics Theory and Applications*, Oxford University press.
5. Pindyck, R. S. Rubinfeld, D.L. & Mehta, P.L. *Micro economics*, Pearson Education.
6. Ahuja, H.L., *Advanced Economic Theory*, S. Chand Limited, Delhi, 2006.



**B.A FIFTH SEMESTER  
BECO-506: MACRO ECONOMIC THEORY**

**Unit -I: Determination of National Income and Employment:** Different Concepts of National Income: GOP, GNP, NDP, NNP, per capita income; Personal income, Disposable personal Income; Measurement of National Income, and its problems. Classical Model of employment, output, price Level and interest rate determination; Critical evolution of Classical System.

**Unit -II: Keynesian Theory of Income and Employment:** Theory of Effective Demand, Determination of Income and output; Under-employment Equilibrium; Wage Rigidity, Liquidity Preference Theory of Interest; Consumption Function and its characteristics; Saving Function; Investment Multiplier; evaluation of Keynesian System.

**Unit -III: Keynes - Classical Synthesis:** Interaction of the Real and Monetary sectors of the economy; the money market equilibrium and derivation of LM curve; Commodity Market Equilibrium and derivation of IS curve; Equilibrium Level of Income and Interest rate, shifts in IS and LM curves; slope of IS LM curves and relative effectiveness of monetary and fiscal policies.

**Unit -IV: Determination of Investment:** Keynesian Theory of Investment: Marginal Efficiency of Capital; Determination of Investment.

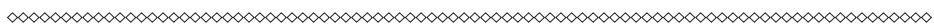
Acceleration Principle: Autonomous and induced Investment, interaction between multiplier and accelerator.



**Unit - V: Phillips Curve and Macro-Economic Policy:** Phillips Curve: Trade-off between unemployment and Inflation; stagflation and vertical Phillips curve; monetary and fiscal policies to remove stagflation, inflation, and promote growth.

**RECOMMENDED BOOKS:**

1. Ackley, G., *Macro Economics: Theory and Policy*, Macmillan, 1978.
2. Dombush, R and S.Fischer, *Macro Economics*, Mc Graw Hill, New York.
3. Gupta, S. B., *Monetary Economics*, S.Chand & Co. Ltd., Delhi, 1990.
4. Vaish, M. C., *Monetary Theory*, Vikas Publishing House, New Delhi.
5. Allen, R. G. D., *Macro Economic Theory*, St. Martin Press, 1967.
6. Shapiro, Edward, *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987.
7. Branson, William H., *Macro-Economic Theory and Policy*, New Delhi, Universal Book Stall.
8. Sarkel, Jaydev, *Macro Economic Theory*, Book Syndicate, Kolkata.
9. D'Souza, Errol, *Macro Economics*, Tata McGraw Hill, Oxford.



**B.A FIFTH SEMESTER  
BECO-507: INTERNATIONAL ECONOMICS**

**Unit -I: Classical Theory**

Mercantilism on international trade, its limitations; Adam Smith's model, its shortcomings; Ricardian model of comparative cost and opportunity cost model of Haberler.

**Unit -II: Factor endowment theory and terms of trade**

Heckscher-Ohlin Theory and Leontief Paradox; Terms of trade, different concepts of terms of trade, and gains from trade.

**Unit -III: Theory of Commercial Policy**

Arguments for and against Protection - Methods of Trade Restriction: Tariff and Non Tariff trade barriers - Dumping, export subsidy and Countervailing duties - Economic, Integration: EU, ASEAN, SAPTA, Evolution of WTO.

**Unit -IV: Foreign Exchange**

Exchange rate determination: gold standard (Mint Parity), Purchasing Power Parity, Floating exchange rate, Fixed and Flexible Exchange rate, depreciation and devaluation of exchange rate, Components of foreign exchange reserve with reference to India.

**Unit -V: Balance of Payments**

Balance of Trade, Balance of Payments (BOP) - It's different accounts; Equilibrium and disequilibrium in BOP - measurement of magnitude of disequilibrium - Measures to correct BOP disequilibrium, IMF: its functions.

**RECOMMENDED BOOKS:**

1. Salvatore, Dominick, *International Economics*, Wiley India, New Delhi.
2. Kindleberger, C.P., *International Economics*, Homewood, 1963.
3. Sodersten, Bo and Geoffrey Reed, *International Economics*, Macmillan, 1999.
4. Cherunilam, Francis, *International Economics*, Tata McGraw Hill.
5. Mannur, H.G., *International Economics*, Vikas Publishing House Pvt. Ltd., Delhi.
6. D'Souza, Errol, *Macro Economics*, Pearson Education 2008 (For BOP in India).
7. Ray, P.K. and K.B. Kundu, *International Economics*, Kolkata, Naba Bharat Publishers.
8. Allen, R.G.D. *Macro Economic Theory*, St. Martins Press, 1967.





**B.A FIFTH SEMESTER**  
**BECO - 508: BASIC MATHEMATICS AND STATISTICS**

- Unit -I: Sets and Co-ordinate Geometry:** Venn diagram, De Morgan's Laws, cardinality of sets, difference of sets, Cartesian Products of sets, Relations, different forms of functions: homogeneous and non homogeneous functions and their graphs - limit and continuity of functions. Co-ordinate Geometry-coordinates of a point in two dimensional space, length of a line between two points, coordinates of the mid-point of a line joining two points, equation of a straight line (slope-intercepts form, intercepts form only), slope of the line, applications of linear equations in economics.
- Unit -II: Calculus and its Economic Applications:** Derivatives, geometric interpretation; basic rules of differentiation, partial and total differentiation, applications of derivatives - elasticity of demand, derivation of marginal function, inter-relationships among total, marginal and average functions, application to consumer's and producer's equilibrium; Integration, its basic rules.
- Unit -III: Central tendency and Dispersion:** Measures of central tendency - Arithmetic mean, Geometric mean, Harmonic mean, Median and Mode; Measures of dispersion - Range, Mean deviation, Quartile deviation, Standard deviation and coefficient of variation (both grouped and ungrouped data).
- Unit -IV: Correlation, regression and Index Number:** Coefficient of correlation and its properties; Spearman's rank correlation (non-tied case), regression: method of least squares, properties of regression coefficients; Index numbers: its purposes, problems in its construction; Laspeyres', Paasche's and Fisher's indices; Fixed and chain bases, cost of living indices.
- Unit -V: Probability:** Statistical and  $\alpha$ -priori probability, addition theorem of probability, conditional probability: random variable, its probability distribution, expected value and variance; binomial probability distribution and its properties.

**RECOMMENDED BOOKS:**

1. Allen, R.G.D., *Mathematical Analysis for Economics*, Macmillan, 1976.
2. Allen, R.G.D., *Mathematical Analysis for Economics*, A.I.T.B.S. Publishers & Distributors, Delhi.
3. Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, Kogakusha, New Delhi, 1974.
4. Mehta and Madnani, *Mathematics for Economists*, S. Chand and Sons, New Delhi, Reprint 1997.
5. Gupta, S. C., *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi, 1993.
6. Goon, A.M., M.K. Gupta and B.S. Dasgupta, *Fundamentals of Statistics*, Vol. I and Vol.II, The World Press Limited, Calcutta, 1996.
7. Gupta, S.P., *Statistics*, S. Chand, New Delhi, 1997.



**B.A SIXTH SEMESTER**

**BECO-609: MONETARY ECONOMICS AND FINANCIAL INSTITUTIONS**

- Unit -I: Money supply**  
Measures of money supply: M1, M2, M3, M4; endogenous concept of money supply and its historical background; (the banking school in England, real bills doctrine and law of reflux); exogenous concept of money supply: its historical background; (the currency school in England and its doctrine); Reserve money (high-powered money): sources of change in reserve money; bank deposits; relation between reserve money and money supply.
- Unit -II: Money demand**  
Classical money demand function, Friedman's restatement of quantity theory of money; relation between money demand and demand for different financial assets especially bonds and shares (equities).
- Unit -III: Money Market**  
Money Market: Commercial banks: its principles and functions; credit and deposit creation; control of commercial banking; the central bank and its functions; RBI's policy on control of commercial banking and money market.





**Unit -IV: Capital Market and Financial Institutions in India**

Primary and Secondary capital markets; Specialised financial institutions and their regulatory bodies in India: RRB, LIC, SEBI and IRDA.

**Unit -V: Macroeconomic Policy**

Macroeconomic policy in an open economy: problems of internal and external balance: expenditure changing and expenditure switching policies, instruments - targets rule: Mundell-Fleming Model: IS, LM, BP curves: sterilised and non-sterilised interventions, Fiscal and Monetary policy under fixed and floating exchange rates.

**RECOMMENDED BOOKS:**

1. Blaug, Mark, *Economic Theory in Retrospect*, New Delhi, Vikas Publishing House, 1982.
2. Gupta, S B., *Monetary Planning in India*, Oxford University Press (latest edition).
3. Gupta, S.B., *Monetary Economics, Institutions and Policy*, S. Chand & Co. New Delhi, 1995.
4. Ackley, G., *Macro Economics, Theory and Policy*, Macmillian, 1978.
5. Mueller, M. G. (ed.), *Readings in Macroeconomics*, Surjeet Publications, Delhi, 1978.



**B.A SIXTH SEMESTER  
BECO-610: DEVELOPMENT ECONOMICS**

**Unit -I: Basic Concepts**

Economic growth and economic development, measurement of economic development, determinants and obstacles to economic development, human development and construction of human development index (HDI), poverty and its measurements (head count ratio, income gap and Sen's index).

**Unit -II: Theories of Economic Development**

Balanced vs. Unbalanced growth, Hirschman's strategy of unbalanced growth, Rosenstein-Rodan's big push theory, Lewis and Schumpeterian models.

**Unit -III: Harrod Domar Model and Technical Change**

Harrod and Domar models - Harrod's razor-edge growth path, similarities and differences between Harrod and Domar; Technical change - neutral and non-neutral technical change; embodied and disembodied technical change.

**Unit - IV: Population and Development**

Population growth and its impact on development, theory of demographic transition; human capital: its components, human capital formation and its limitations.

**Unit -V: Economic Planning**

Economic planning, its types - perspective planning and indicative planning, need for planning in developing countries, technique of planning - Mahalanobis two-sector model; Cost-benefit analysis - its uses and limitations, concept of shadow price - shadow price of labour in developing countries.

**RECOMMENDED BOOKS:**

1. Higgins, S., *Economic Development*, W.W. Norton, New York.
2. Meier, G., *Leading Issues in Economic Development*, Oxford University Press, New Delhi (Second edition).
3. Thirlwall, A.P., *Growth and Development*, Macmillan, London.
4. Ray, D., *Development Economics*, Oxford University Press, New Delhi.
5. Todaro, M.P., *Economic Development*, Longman, London.
6. Mishra, S.K. and V.K. Puri, *Economic Development and Planning*, Himalayan Publishing House, Mumbai.
7. Sarkel, J., *Growth Economics*, Book Syndicate Private Limited, Kolkata.
8. Ghatak, S., *Development Economics*, Macmillan, New York.



**B.A SIXTH SEMESTER**

**BECO-611: HISTORY OF ECONOMIC THOUGHT**

**Unit -I: Mercantilism, Physiocracy and Adam Smith**

Mercantilism: Basic Principles of Mercantilism, balance of trade under mercantilism, evaluation of Mercantilism; Physiocracy: Tableau Economique of Quesnay, concept of Natural Order, produit net, Taxation and Trade; Smith's labour theory of value, division of labour and economic growth.

**Unit -II: Ricardo, Malthus and J.B. Say**

Ricardian theory of value and rent, implication of Ricardian theory of rent; Malthusian Theory of Population and its evaluation - Ricardo & Malthus debate on Glut; Say's Law of Market.

**Unit -III: Socialism and Karl Marx**

Robert Owen and Proudon, their evaluation; Karl Marx: labour theory of value, surplus value, its origin, rate of surplus value, falling rate of profit, concentration of capital and crisis in capitalism, and its collapse.

**Unit -IV: The Marginal School**

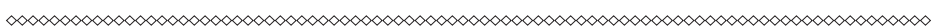
Leon Walras' general equilibrium: assumptions, analysis and evaluation – Marshallian theory of value and time elements, concepts of costs and representative firms.

**Unit - V: Indian Economic Thought**

Kautilya's Economics - Arthashastra; Modern Indian economic thought: Dada Bhay Naoroji (Drain Theory); Ranade, Gokhle, Mahatma Gandhi, (Khadi and cottage industries; evaluation of Gandhian Model).

**RECOMMENDED BOOKS:**

1. Guide, C. & C. Rist, *A History of Economic Doctrine*.
2. Blaug, M., *Economic Theory in Retrospect*, Vikas Publishing House, Delhi.
3. Roll, Eric, *A History of Economic Thought*, Faber and Faber, London and Rupa, Delhi.
4. Paul, R.R., *History of Economic Thought*, Kalyani Publications.
5. Honey, Lewis H. (1979), *History of Economic Thought*, Surjeet Publications, Delhi.
6. Hajela, T.N., *History of Economic Thought*, Shiva Lal Agarwala, 1972.
7. Bhatia, H. L., *History of Economic Thought*, Vikas Publishing House, Delhi, 2009.
8. Vohra, Munish, *History of Economic Thought*, Anmol Publications, Delhi, 2006.



**B.A SIXTH SEMESTER**

**BECO-612: ISSUES OF INDIAN ECONOMY**

**Unit -I: Pre-independence Indian Economy**

Land Tenure in British India: permanent settlement, Mahalwari, and Ryotwari systems, Decay of the Indian industries during Company rule; Beginning of modern infrastructure and industry: railways, telegraphs, different industries and spread of higher education.

**Unit -II: Basic Features of Indian Economy**

Trend and Composition of National Income and Per Capita income, Occupational Distribution, basic Demographic features, Increasing importance of the Tertiary sector: Trend and composition of the Tertiary Sector; Unemployment Problem; Poverty - absolute and relative; Poverty alleviation programmes.

**Unit -III: Basic Issues in Agriculture**

Overview of Indian agriculture since Independence; Role of Agriculture in Economic development: barriers to Agricultural growth; Land Reforms in India - Rationale, measures and Impact; Green Revolution and Indian Agricultural Growth; Food Security and Public Distribution System; Agricultural price policy.



**Unit -IV: Basic Issues in Industry**

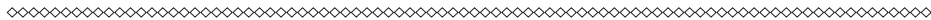
An overview of India's industrial progress since Independence; Achievements and failures of the industrial Sector; Industrial Policy during the post reform period, performance of Public sector undertakings and policy of disinvestment.

**Unit -V: Economic Reforms and Planning**

Features of Economic Planning in India: Major Objectives, Strategy of Indian Planning, Regional disparities - Indicators, causes, extent and policy measures; Economic Reforms since 1991 - Liberalisation, Privatisation and Globalisation.

**RECOMMENDED BOOKS:**

1. Misra, S. K. & Puri, V. K., *Indian Economy*, Himalaya Publishing House, Delhi.
2. Dutt, R. & Sundaram, K. P. M., *Indian Economy*, S. Chand & Co., Delhi.
3. Kapila, U., *Indian Economy since Independence*, Academic Foundation, New Delhi.
4. Dutt, Amlan, *An Introduction to India's Economic Development since the Nineteenth century*, Popular Prakashan, Mumbai.





**SEMESTER SYSTEM**  
**DEPARTMENT OF HISTORY**  
**COURSE STRUCTURE OF UNDERGRADUATE PROGRAMME IN HISTORY**

**COURSE STRUCTURE:****Semester – I Core Course**

- HIS-C-111 : The Idea of Bharat  
HIS-C-112 : History of World Civilization

**General Elective Course (GEC): Any one from the following:**

- HIS-G-114a : Delhi Ancient  
HIS-G-114b : Environmental Issues in India

**Ability Enhancement Compulsory Course (AECC):**

- ENG-A-111 : English for Communication

**Semester – II Core Course**

- HIS-C-121 : History of India: Earliest time to 550 CE  
HIS-C-122 : History of Europe: 13<sup>th</sup> Century to 1789

**General Elective Course (GEC): Any one from the following:**

- HIS-G-124a : Delhi: Medieval  
HIS-G-124b : History of North East India (1824 to 1947)

**Ability Enhancement Compulsory Course (AECC):**

- EVS-A-121 : Environmental Studies

**Semester – III Core Course:**

(CBCS)

- HIS-C-211 : History of India (550 C.E. - 1200 C.E)  
HIS-C-212 : History of Europe (1789-1919)  
HIS-C-213 : History of India (1206-1707)

**Skill Enhancement Course (SEC): Any one from the following:**

- HIS-S-214a : Understanding Heritage  
HIS-S-214b : Archives and Museums

**General Elective Course (GEC): Any one from the following:**

- HIS-G-125a : Delhi: Modern  
HIS-G-125b : Making Contemporary India

**Semester – IV Core Course**

(CBCS)

- HIS-C-221 : History of Modern World (1919-1945)  
HIS-C-222 : History of India (1707-1857)  
HIS-C-223 : National Movements (1857-1947)

**Skill Enhancement Course (SEC): Any one from the following:**

- HIS-S-224a : Art Appreciation: An Introduction to Indian Art  
HIS-S-224b : Understanding Popular Culture of India

**General Elective Course (GEC):**

- HIS-G-225 : Issues in Contemporary World

**Major Subject Papers****Semester – V**

- BHIS- 505 : History of Indian National Movements (1857-1947)  
BHIS - 506 : History of Northeast India (1824-1947)  
BHIS - 507 : History of Europe (1453-1789)

**Optional : (Out of the following, one paper will be offered)**

- BHIS – 521 : Social and Economic History of India  
(1757-1947)                      **Or**  
BHIS – 522 : Gender in History

**Semester - VI**

- BHIS - 609 : History of Arunachal Pradesh  
 BHIS - 610 : History of Modern Europe (1789-1945 CE)  
 BHIS - 611 : History of USA (1776-1945)  
 Optional : (Out of the following, one paper will be offered)  
 BHIS - 621 : India Since Independence  
**Or** BHIS - 622 : Historiography  
 BHIS - 623 : History of China, Japan and South East Asia  
 (upto 1500)

<b>Courses of Study for B.A History (Honours)</b>						
<b>Year</b>	<b>B.A (1<sup>st</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (2<sup>nd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
<b>1<sup>st</sup> Year</b>	HIS-A-111	20	80	EVS-A-121	20	80
	HIS-C-111	20	80	HIS-C-121	20	80
	HIS-C-112	20	80	HIS-C-122	20	80
	HIS-G-114	20	80	HIS-G-124b	20	80
	<b>B.A (3<sup>rd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (4<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
<b>2<sup>nd</sup> Year</b>	HIS-C-211	20	80	HIS-C-221	20	80
	HIS-C-212	20	80	HIS-C-222	20	80
	HIS-C-213	20	80	HIS-C-223	20	80
	HIS-S-214a	20	80	HIS-S-224a	20	80
	HIS-S-214b	20	80	HIS-S-224b	20	80
	HIS-G-215	20	80	HIS-G-225	20	80
	<b>B.A (5<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (6<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
<b>3<sup>rd</sup> Year</b>	BHIS - 505	20	80	BHIS - 609	20	80
	BHI - 506	20	80	BHIS - 610	20	80
	BHIS - 507	20	80	BHIS - 611	20	80
	<b>Optional : (Out of the following, one paper will be offered)</b>					
	BHIS - 521	20	80	BHIS - 621	20	80
	BHIS - 522	20	80	BHIS - 622	20	80
				BHIS - 623	20	80



**B.A FIRST SEMESTER  
HIS-C-111: IDEA OF BHARAT**

**Learning Outcome:**

Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

**UNIT -I: Concept of Bharatvarsha**

- I. Understanding of Bharatvarsha
- II. Eternity of synonyms Bharat
- III. Indian concept of time and space
- IV. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

**Unit -II: Indian Knowledge Tradition, Art and Culture**

- I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc
- II. Salient features of Indian Art & Culture
- III. Indian educational system
- IV. The ethics of Indian valor

**Unit - III: Dharma, Philosophy and Vasudhaiva Kutumbakam**

- I. Indian perception of Dharma and Darshan
- II. The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world
- III. Polity and governance
- IV. The concept of Janpada & Gram Swarajya

**Unit -IV: Science, Environment and Medical science**

- I. Science and Technology in Ancient India
- II. Environmental conservation: Indian View
- III. Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy
- IV. Indian numeral system and Mathematics

**Unit -V: PIndian economic traditions**

- I. I. Indian economic thoughts
- II. Concept of land, forest and agriculture
- III. Industry, inland trade commerce
- IV. Maritime Trade

**Suggested Readings:**

1. A.I Basham: The Wonder that was India, Rupa, Delhi 1994.
2. A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944.
3. Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014.
4. Dharampal: The Beautiful Tree, Other India press, Delhi 1995.
5. Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York,1996.
6. G. Arrhenius: Evolution for space.
7. Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999.
8. Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London.
9. Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol).
10. Zekuthial Ginshurg: New light on our Numerals.
11. R.K Mookherjee: The Fundamental Unity of India.



**B.A FIRST SEMESTER**  
**HIS-C-112 HISTORY OF WORLD CIVILIZATION**  
**(Earliest times to Early Medieval Times)**

**Learning Outcome:**

Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

**UNIT -I: History of Early World Civilization**

- I. Egyptian Civilization, Political development, Art, Architecture and Religion.
- II. Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education.
- III. Chinese Civilization: Polity, Society, Science and Technology.
- IV. Persian Civilization: Political, Social and Economic condition..

**Unit -II: Classical Greece**

- I. Homer Age: Evolution of classical Greece
- II. Athens, Sparta
- III. Greece with Persian war and the Peloponnesian war
- IV. The Periclean Age in Greece, growth of state and society, development of Science, Art and Philosophy

**Unit -III: Roman Empire**

- I. Origin of Rome
- II. Rise and Evolution: Roman Republic and Roman law
- III. Expansion of Rome
- IV. Imperial Age in Rome

**Unit -IV: Rise of Christianity and Islam**

- I. Rise, establishment and growth of Christianity
- II. The Barbarian invasion and the fall of western empire
- III. Birth and expansion of Islam and its impact
- IV. The Arab civilization and its contribution

**Unit - V: Early Medieval Europe**

- I. Crusades and their impact on Europe
- II. Rise and growth of European Feudalism and its decline
- III. Commercialism and its impact
- IV. Religion and Society in Pre – Medieval Europe

**Suggested Readings:**

1. Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988.
2. Childe, V.G.: What happened in History, Penguin Pub, 1967.
3. Durrant Will: an age of Faith, 1950, reprint 1980.
4. Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
5. Frankfort Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
6. Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
7. Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
8. Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
9. Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
10. Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
11. Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
12. Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005.





**B.A FIRST SEMESTER  
HIS-G-114a DELHI ANCIENT**

**Learning Outcome:**

This paper will give students knowledge about the historical evolution of Delhi. They will get aware of significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period.

**UNIT -I:** Stone Age Sites in Delhi area.

**UNIT -II: Pre-historic early historical period settlements:** Later Harrappan remains in Bhorgarh and Mandoli.

**UNIT -III: Archaeology & Legends:** The Purana Qila excavations and the Mahabharata Legends, Painted Grey Ware sites.

**UNIT -IV: The early historical period:** The Ashokan rock edict at Srinivaspuri, Bahapur.

**UNIT -V: Remains of the 4<sup>th</sup>-6<sup>th</sup> centuries:** The Mehrauli Iron Pillar.

**UNIT -VI: The Early medieval period:** Lal Kot & Anayeur.

**UNIT -VII: The Medieval & Modern history of ancient remains:** The Ashokan Pillar, Delhi-Meerut & Delhi-Topra Pillars & the worship of ancient images in modern village shrines.

**Suggested Readings:**

- A.K.Grover & P.L. Balhiwal, "River migration and the floods-A study of Yamuna River through remote sensing" Man & Environment, 9 (1985) PP151-153,
- A.K.Sharma. Prehistoric Delhi & Its Neighbourhood, New Delhi, 1993.
- Upeinder Singh, Ancient Delhi, New Delhi, 1999, PP 1-20.
- BR. Mani: Delhi: The thresh hold of the Orient, Studies in Archaeological Excavations, New Delhi, 1997,
- R.C Thakran," Protohistoric archaeological remains in the Union Territory of Delhi", Proceedings of the Indian History Congress, Calcutta Session, 199 800-806.
- Indian Archaeology: A Review, 1954-55, PP 13-14,1969-70, PP4-6: 1970-71, PP8-11.
- MC. Joshi & B.M. Pande, "A newly discovered Inscription of Ashoka at Bahapur Delhi" Journal of the Royal Asiatic Society of Great Britain & Ireland. 1967, parts 3-4.
- M.C. Joshi ed. King Chandra & the Mehrauli Pillar, Merrut, 1989.
- B.R. Mani, Excavations at Lalkot, 1991 & further eaplorations in Delhi, 1991, Puratava. No.2, 1991-2, pp 75-77. Y.D. Sharma, Delhi and its neighbourhood, New Delhi, ASI 1990. pp1-2, 8-11. 51.



**B.A FIRST SEMESTER  
HIS-G-114b ENVIRONMENTAL ISSUES IN INDIA**

**Learning Outcome:**

It prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. Also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

**UNIT -I: Environment Issues:** Introduction and Importance.

- I. Factors and multidisciplinary Nature of the studies of environmental issues
- II. Scope and importance of the study of Environmental Issues: Environmental Education in present day context.
- III. Understanding of Environment and Environmental issues.
- IV. Environment and Man: Importance of Environment.



**UNIT -II: Earth, Ecology, Culture and Environment.**

- I. The three realms of Earth: Lithosphere, Hydrosphere, Atmosphere
- II. Eco-pathway in Ecosystem
- III. Geography of India
- IV. Manmade and Natural Resources

**UNIT -III: Indian Environmental Tradition and Colonial Intervention.**

- I. Environmental communication and public awareness in Indian Culture: historical perspective.
- II. British Colonialism: Technological Development, Industrial Development and it's impact on land use, agriculture, forest.
- III. Colonial policies, Acts and resistance of peasants.
- IV. Colonial Inheritance and development and deprivation in free India: Dams, Mines, Hydro Project, Electric Project.

**UNIT -IV: Environmental Ethics and Movements.**

- I. Social issues and environment: Concept of sustainability
- II. Concept of Environmental Ethics and Ethical Theories
- III. Environmental regulation and policies in India
- IV. Current Environmental issues and emergence of environmental movement in India: Chipko movement, Narmada Bachao movement, Silent Valley in Kerela, Mining, River Protection and water disposal Group.
- V. Women and Environment.

**UNIT -V: Global Environmental Concern and its impact on India.**

- I. Global Environmental Problems: Climate Change, Ozone layer Depletion, Global Warming, Nuclear Disaster.
- II. Global Awareness and Emergence of environmental management protection Act, International Agreement and conventions.
- III. Introduction to Environmental Planning, India's Action Plan and rehabilitation policies in India.
- IV. Concept of Disaster Management and its emergence and growth in India.

**Suggested Readings:**

- A. Roseneranz, S. Divan and M.I. Noble : Environmental law and Policy in india: cases, material and statutes, Oxford University Press, 2002
- Agrawal Anil, edited: The State of India's Environment, The Second citizen Report, Delhi, 1985
- Arnold David and Ramchandra Guha Ed. : Nature, Culture and Imperialism: Essay on Environmental History of South Asia, New Delhi, 1995
- Baviskar Amita edited: Contested Grounds: essays on nature, Culture and Power, New Delhi, 2008
- Kiran B. Chhokar: Understanding Environment, Sage Publication, 2004.
- Pankaj Jain: Dharma & Ecology in Hindu CommUNITies, Ashgate 2011
- Rangarajan Mahesh edited: Environmental issues in India, Pearson, New Delhi, 2006
- S.P Misra ed. Essential Environmental Studies, Ane Books, New Delhi, 2008
- Vandana Shiva: Staying Alive, Women, Ecology and Development, London, 1989
- World Commission on Environment and Devlopment 1987, Our common future, Oxford University press, U.S.A
- Worster ed. : The End of Earth: Perspective of Modern Environmental History, NewYork, 1988.



**B.A FIRST SEMESTER  
ENG-A-111 ENGLISH FOR COMMUNICATION**

**Course Level Learning Objectives:**

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

**Course Learning Outcomes**

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

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc, write a review of a book or a movie
- write a précis writing, paragraph writing (150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) writing

**Module – I: Poetry**

William Shakespeare – All The World is a Stage.  
William Wordsworth – I Wondered Lonely as a Cloud.  
Ralph Waldo Emerson – The Mountain and the Squirrel.  
Emily Dickinson – Success is Counted Sweetest.  
Robert Frost - Stopping by Woods on a Snowy Evening.  
Rabindranath Tagore – Where the Mind is without Fear.  
A.K.Meherotra – Songs of the Ganga.

**Module – II: Short Stories**

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.  
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace  
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf  
Manoj Das – The Submerged Valley.

**Module – III: One- Act Plays And Short Fiction**

- I. Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal Eugene Lonesco – The Lesson /August Strandberg – Miss Jullie Fritz Karinthy– Refund
- II. Harper Lee – To kill a Mocking Bird. Or R. K. Narayan – Vendor of Sweets.

**Module – IV: Fundamentals of Grammar**

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals, adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

**Module – V: Composition Practice**

- I. Comprehension, Précis Writing, Paragraph Writing (150 Words), Reviewing Movies and Books, Letter Writing – Personal, Official, Demi-Official, Business, Public Speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings And Academic) Writing.
- II. Communication Practice – Introducing yourself, introducing people to others, meeting people, exchanging greetings, taking Leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in emergency, e-mails writing, explaining a graph, chart, table etc.

**Suggested Topics for background reading and Class presentation:**

Short selections from the works prescribed in Modules I,II and III – reading , re-telling, roleplaying, explaining with reference to contemporary social experiences Practical writing work on Modules IV and V.



**Suggested Reading:**

1. For reading the texts available sources of texts and help of the web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A Course in English Grammar, Orient Longman
5. Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. Macmillan



**B.A SECOND SEMESTER  
HIS-C-121 HISTORY OF INDIA  
FROM EARLIEST TIMES TO 550 C.E**

**Learning Outcome:**

As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India.

**Unit – I: Sources, Historiography and Prehistoric India**

- I. Sources and Historiographical trends of ancient Indian History up to 550 C.E.
- II. A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures.
- III. The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
- IV. Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

**Unit – II: Aryan Civilization**

- I. Original home of Aryans, Myths of Aryan Invasion: Various theories,.
- II. Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy.
- III. Vedic Religion and Philosophy.
- IV. Epic literature and Culture: Problem of Dating and Historicity of Epics.

**Unit – III: India from Sixth Century BCE to Mauryan Age**

- I. Sources.
- II. India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- III. Religious systems in 6th century BCE, Buddhism and Jainism.
- IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.

**Unit – IV: Post Mauryan Age**

- I. Sources.
- II. Reorganization of Republic in Post Mauryan Age.
- III. Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
- IV. Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

**Unit – V: Imperial Guptas**

- I. Sources. II. Imperial Guptas and their Contemporaries.
- II. Gupta Administration.
- III. Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

**Books Recommended:**

1. Agarwal, D.P: The Archaeology of India, 1985.
2. Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987.
3. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
4. Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial UNITY.



5. Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
6. Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee.
7. Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age.
8. Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974.
9. Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
10. Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, kitab Ghar publication, New Delhi, 2007.
11. Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
12. Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002.



**B.A SECOND SEMESTER**  
**HIS-C-122 HISTORY OF EUROPE FROM 13<sup>th</sup> CENTURY TO 1789**

**Learning Outcome:**

To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its after Maths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

**Unit -I: Prelude and Renaissance Years**

- I. Political, Social and Religious Structure of Europe in 13<sup>th</sup> Century and fall of Constantinople.
- II. Renaissance: Role of City states spread of Humanism, Renaissance Art and Architecture.
- III. Theocracy: Reformation and counter Reformation, Religious Warfare: The Thirty Years War, Edict of Nantes.
- IV. Voyages, Exploration, Rise of Mercantilism and Colonialism.

**Unit -II: Age of Absolutism**

- I. Predominance of Spain and France.
- II. British Expansions & Shift of Economic Balance from Mediterranean to Atlantic.
- III. Conflict in Germany and expansion of Russia.
- IV. Emergence of Nation-State system.

**Unit -III: Transition from Feudalism to Capitalism**

- I. Structure of Feudalism in Europe.
- II. Post Feudal State and Transition to Capitalism.
- III. Transition from Feudalism to Capitalism- The Debate.
- IV. Nature of the New State.

**Unit -IV: Scientific Revolution and Enlightenment**

- I. The Scientific Revolution.
- II. Foundations of Enlightenment.
- III. Glorious Revolution and Growth of Parliamentary System in England.
- IV. Road to Industrial Revolution.

**Unit -V: French Revolution**

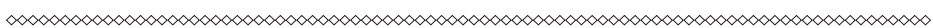
- I. Ancient Regime of France.
- II. Growth of New Philosophy.
- III. French Society in 18th Century.
- IV. Road to Revolution.

**Suggestes Readings:**

1. Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd.
2. Anderson, M.S.: Europe in the 18<sup>th</sup> Century.
3. Andrews Stuart: Eighteenth century Europe.



4. Butterfield: H. The Origins of Modern Europe.
5. Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700.
6. Elton G.R: Reformation in Europe.
7. Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode.
8. Hale J.R.: Renaissance Europe.
9. Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500- 1830), London, Macmillan
10. Hazen C.D (1937): A History of Europe in Modern times, Henry Holt and company.
11. Hilton Rodney: Transition from Feudalism to Capitalism.
12. Kriedte Peter: Peasants, Landlords and merchant capitalist.
13. Miskimm Harry: The Economy of Later renaissance.
14. Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
15. Rice F.: The Foundations of Early Modern Europe.
16. Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715.
17. Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons.
18. The Cambridge: Economic History of Europe Vol I to IV.



**B.A SECOND SEMESTER  
HIS-G-124a DELHI: MEDIEVAL**

**Learning Outcome:**

Students will acquire knowledge of the medieval history of cities of Delhi which is associated with the Sultanate & the Mughals with the Sufis, the Courtiers and the people who resided here. It discusses the connection with the artisanate, the commercial groups and the brokers, the bazaar and their hinterlands that created a glittering emporium & a culture of urbanity that seized the imagination of the people of age.

**Unit -I: An account of many Cities.**

**Unit II: Delhi as Imperial Camp & City.**

**Unit -III: Delhi as Economic Centre.**

**Unit -IV: Delhi as Social & Cultural Centre.**

**Suggested Readings:**

- R.E Fry kenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Delhi, OUP, 1986 (Relevant Chapters)
- Burton Page, Delhi: "History, Monuments "IN Encyclopedia of Islam, Second Edition, 1956, PP, 255-66
- Ebba Koch, "The Delhi of the Mughals prior to Shajahanabad as reflected in the pattern of Imperial visits" IN Ebba Koch, Ed Mughal Art &Imperial Ideology, Delhi, OUP, 2001.
- Mohd Habib," Introduction to Elliot & Dowson's History of India, Vol.- 11, in Khaliq Nizami, Ed, Politics & Society during the Early Mughal Period, Collected Works of Irfan Habib, PPH, 1974,PP, 80-84
- Sunil Kumar, "Qutab & Modern Memory" in Sunil Kumar, Ed, The Present in Delhi's Past,Delhi, The Three Essays Press, 2002, PP1-6
- Francois Bernier, Travels in the Mughal Empire, AD, 1656-68, Delhi, OUP,1989,
- Shama Mitra Chenoy, Shahjahanabad: A City of Delhi: 1638- 1857,Delhi, 1998.



**B.A SECOND SEMESTER  
HIS-G-124b HISTORY OF NORTH EAST INDIA (1826-1947)**

**Learning Outcome:**

The course will enable Students to know about the various facets of the history of north-east India since the coming of the British in Assam to the period of India's independence.



**Unit -I: Rise of British Power.**

- I. First Anglo-Burmese War
- II. Treaty of Yandaboo
- III. Administration and Report: David Scott and Robinson

**Unit II: Expansion and Consolidation.**

- I. Khasi II. Cachar III. Jaintia

**Unit -III: Colonial Policies Towards North Eastern Hills.**

- I. Early Relations with Frontier Tribes: Northern Frontier, Lushai Hills, Naga Hills
- II. Inner Line, Outer Line & Mc Mahon Line
- III. Administrative Developments prior to Independence

**Unit -IV: Freedom Struggle.**

- I. Revolt of 1857
- II. Agrarian Movements
- III. Disobedience Movement
- IV. Quit India Movement

**Unit -V: Impact of Colonial Rule.**

- I. Society II. Economy III. Polity

**Suggested Readings:**

- 1. Gait E.A : History of Assam.
- 2. Bose M.L : British Policy in North East Frontier Agency.
- 3. Bhuyan S.K : Anglo-Assamese Relations.
- 4. Barpujari H.K : Problem of the Hills Tribes of h East Frontier (3 vols).
- 5. Baruah S.L : A Comprehensive History of Assam.
- 6. Mackenzie A :-The North East Frontier of India.
- 7. Hamilton A : In Abor Juigles.
- 8. Dutta, S. (ed) : Studies in History, Economy and Culture of Arunachal Pradesh.
- 9. Panda. S. : Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh.
- 10. Verma. Rajesh : History of North East India (Modern Period).



**B.A SECOND SEMESTER  
EVs-A-121: ENVIRONMENTAL STUDIES  
(GEO AECC1- ENVIRONMENTAL STUDIES)**

**Objective:**

- 1. To know the basic components of environment and functioning of ecosystem.
- 2. To know the common environmental problems, causes and consequences and solutions.

**Learning Outcome:**

- 1. To develop a sense of responsibility and attitude towards conservation of environment.
- 2. To develop basic skill of solving environmental problem at local level.

**Course Content**

**Unit- I: Introduction to Environmental Studies**

- I. Development of Environmental Studies. II. Meaning of environment.
- III. Concept of Environment IV. Scope of Environmental Studies

**Unit- II: Understanding the Environment**

- I Biosphere. II. Ecosystem. III. Habitat. IV. Cultural Landscape

**Unit- III: Environmental Hazards**

- I. Natural Hazards. II. Flood, Drought, Cyclone & Earthquake, Landslide. III. Man Made Hazards.
- IV. Deforestation





**Unit- IV: Environmental conservation**

- I. Awareness about the importance of Environment. II. Monitoring. III. Conservation.
- IV. Sustainable Development

**Unit- V: Environmental Hazards in Arunachal Pradesh**

- I. Deforestation. II. Landslides. III. Flood. IV. Earthquake. V. Cloud burst

**Reference:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection & Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB) Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M) Magazine (R) Reference (TB) Textbookay (R).



**B.A THIRD SEMESTER**

**HIS-C-211 : HISTORY OF INDIA (550 C.E.-1200 C.E.)**

**Learning outcome:**

Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

**Unit -I: Emergence of New Powers and Age of Decentralization**

- I. Decline of Gupta Power
- II. Huna Invasion and its impact
- III. Pushyabhuti Dynasty and Kanyakubja; State, Society and Culture in period of Harsh.
- IV. Origin of Rajput: Various theories.



**Unit -II: Decentralization and Emergence of Regional Power**

- I. North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Shahi and Nepal and their political and cultural achievements.
- II. Central India: Maukharies, Pratihars, Gahadwals, Chahman, Chandela, Kalchhari, Parmara and their Political and cultural achievements.
- III. South Western India: Chalukya and Solanki and their political and cultural achievements.
- IV. North Eastern India: Pal, Sen of Bengal; Dynasties of Kaling and Other Region; Dynasty of Kamroop and their political and cultural achievements.

**Unit -III: Regional Powers of South and Deccan**

- I. Chalukyas of Vatapiapur; Origin History, Art and Architecture.
- II. Rashtrakutas of Manyakhet: History, Foreign Policy, Religion, Art and Architecture.
- III. Cholas of Kanchi : History, Administration, Art and Architecture.
- IV. Other Religious Powers: Pallava, Pandya, Chera, Kaktiya, Gang, Kadamba and Sinhal (Sri Lanka)

**Unit -IV: Decline of Rajputs**

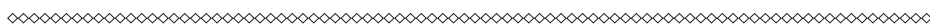
- I. Tripartite Struggle
- II. Fall of Rajput Power
- III. Establishment of Muslim Rule
- IV. Muslim Rule in Delhi and Impact of Muslim Rule on India.

**Unit -V: Culture of Pre Medieval India**

- I. Disintegration of Political Power
- II. Society and Religion in Pre Medieval India
- III. Fine Arts in Pre Medieval India: Architecture, Sculpture, Paintings.
- IV. Emergence and Spread of Bhakti movement in India.

**Suggested Readings:**

1. Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
2. Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
3. Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
4. Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
5. Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
6. Raychaudhary, H.C.: Political History of Ancient India.
7. Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of
8. Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth
9. Academy.
10. Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
11. Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
12. Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
13. Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
14. Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
15. Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.



**B.A THIRD SEMESTER**

**HIS-C-212 : HISTORY OF EUROPE- 1789-1919**

**Learning outcome:**

The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.



**Unit -I: Rise of New nationalism in Europe**

- I. Revolutionary Transition in France: 1789-1804
- II. Counter Revolution in France: Age of Napoleon and spread of French
- III. Downfall of Napoleon and Age of Reactionism, Congress of Vienna.
- IV. Restoration of Old Order and Revolutions: 1815- 1848.

**Unit -II: Rise of New nations**

- I. Repression of Liberalism in Central Europe, Spain, Portugal & Russia.
- II. Unification of Germany under Prussia.
- III. Unification of Italy.
- IV. Russia & Problems of Eastern Nationalities.

**Unit -III: Capitalist Industrialization & Socio Economic Transformation**

- I. Process of Capitalist development in Industry & Agriculture: Case studies of Britain, France, Germany and Russia.
- II. New Social Classes: Bourgeoisie, Proletariat and Peasantry.
- III. The New Capitalism & growth of Socialism.
- IV. International Competition: Imperialism.

**Unit -IV: International Relations: New Era & the Concept of Balance of Power**

- I. Germany: Balance of Power- Congress of Berlin, Creation of Alliance
- II. The Crumbling Ottoman Empire : Rise of New Nationalist
- III. Third French Republic: its Problems and Foreign affairs, creation of Entente and Britain from Moderation to militancy.
- IV. Communism in Russia: The Bolshevik Revolution.

**Unit -V: Road to First World War and New World Order**

- I. Imperialist disputes and clashes
- II. Circumstances leading to First World War
- III. Break-up of European monopoly (intervention of USA & Japan)
- IV. Peace Conference of Paris & New world Order.

**Suggested Readings:**

1. Aldrich, Robert Greater France: A history of French Overseas Expansion
2. Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
3. Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp
4. Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
5. Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
6. Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
7. Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
8. Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
9. Crawley, C.W Ed. The New Cambridge Modern History, Vol. 14: Atlas (1972)
10. Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
11. Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
12. Gooch, G.P History of modern Europe 1878-1919 (1923)
13. Grab, Alexander Napoleon and the Transformation of Europe (2003)
14. Grant & Temperley: Europe in the Nineteenth and twentieth century's.
15. Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
16. Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
17. Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)



18. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
19. Ketelbey, C.D.M A history of Modern Times (English or Hindi)
20. Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history.



**B.A THIRD SEMESTER**  
**HIS-C-213 : HISTORY OF INDIA (1206-1707)**

**Learning outcome:**

Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

**Unit -I: Medieval India**

- I. Important sources of Medieval Indian History
- II. Early Turks, Khaljis, and Tughlaqs, Invasion of Timur
- III. Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir
- IV. Vijaynagar Empire

**Unit -II: Afghans and Mughals**

- I. Afghan Rule: Lodis and Surs
- II. India on the Eve of Babur's Invasion
- III. Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
- IV. Expansion of the Mughal Empire, Administration

**Unit -III: Aurangzeb, Shivaji and Other Powers**

- I. Resistance of Mewar and Marwar
- II. Rise of Marathas under Shivaji
- III. Maratha Administration, Concept of Hindu Pad Padshahi
- IV. Resistance of Sikhs, Jats and Bundelas

**Unit -IV: Society and Economy**

- I. Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
- II. Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.
- III. Condition of Agriculture and Industry.
- IV. Development of Trade and Commerce.

**Unit -V: Religion and Culture**

- I. Bhakti movement
- II. Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir
- III. Development of Literature
- IV. Development of Architecture and Painting

**Suggested Readings:**

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017



- B.N.S Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- G.H. Ojha: Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad : Medieval India (English or Hindi version) 4<sup>th</sup> ed., Digitized 2006
- J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
- K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N Acharya: The History of Medieval Assam from 13<sup>th</sup> to 17<sup>th</sup> centuries, Omsons Publications, 2003
- R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974



**B.A THIRD SEMESTER**  
**SKILL ENHANCEMENT COURSE (SEC )**  
**HIS-S-124a : UNDERSTANDING HERITAGE**

**Learning outcome:**

Students will get to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

**Unit -I: Defining Heritage:**

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

**Unit -II: Evolution of Heritage Legislation and the Institutional framework:**

Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

**Unit -III: Challenges facing Tangible and Intangible Heritage:**

Development, antiquity smuggling, conflict (to be examined through specific case studies)



#### Unit -IV: Heritage and Travel:

Viewing Heritage Sites, The relationship between cultural heritages, and 55 landscape and travel recent trends.

#### Suggested Readings

- David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History, Cambridge, 2010 Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Rutledge, 2001
- Lahiri, N. Marshaling the Past - Ancient India and its Modern Histories. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions). New Delhi: INTACH, 1999.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites ([www.unesco.org](http://www.unesco.org); [www.asi.nic.in](http://www.asi.nic.in))
- Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2006 Chainani, S. 2007. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007



**B.A THIRD SEMESTER**  
**SKILL ENHANCEMENT COURSE (SEC)**  
**HIS-S-124b : ARCHIVES AND MUSEUMS**

#### Learning outcome:

Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

#### Unit -I:

1. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.
2. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

#### Unit -II:

1. Types of Archives.
2. History of Archives.
3. History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

#### Unit -III:

1. Definition of Museum.
2. Aim, Function, History of Museum.
3. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

#### Unit -IV:

1. Types of Museum and Emergence of New Museums and allied institutions.
2. Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure.

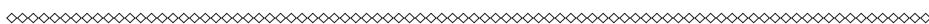
#### Unit - V:

1. Museum, Archives and Society: Exhibitions, Public Relation.
2. Education and Communication through Outreach activities.
3. Make a Project with visit and access to Museum and Archives in nearby place.



**Suggested readings:**

- Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
- Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in Colonial India, New York, 2004.
- Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
- Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.
- Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
- Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
- Basu, Purnendu; Records and Archives, What are they, National Archive of India, 1960, Vol II, No. 29.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
- Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- Grace Morely: Museum Today, Uni. of Baroda, 1981.
- Abhilekh Patal Web Portal.
- Archivavia, Research Journal.
- The Indian Archives, Journal.



**B.A THIRD SEMESTER  
GENERAL ELECTIVE COURSE (GEC):  
HIS-G-215a : DELHI: MODERN**

**Learning outcome:**

The paper is designed to develop a thorough understanding among the students of the transformation that had taken place in Delhi during and after the period of India's independence.

**Unit - I: From the battle of Parpatganj to the Revolution of 1857: An overview.**

**Unit -II: Literary Culture of Delhi.**

**Unit -III: The Revolution of 1857 & its aftermath in the life of Delhi of 1857: An overview.**

**Unit -IV: The making of New Delhi.**

**Unit -V: National movement in Delhi.**

**Unit -VI: Delhi: Partition & after math.**

**UNIT -VII: Violence, Dislocation and Expansion.**

**Suggested Readings:**

- Pavan Verma, Ghalib, the Man, His Times, Penguin, 1989.
- Frykenbergh, ed Delhi through the Ages: Essays in urban history, culture & society, Delhi, OUB, 1996. Narayani Gupta, Delhi between the Empires.
- Urvashi Butalia, The Other side of Silence.





**B.A THIRD SEMESTER  
GENERAL ELECTIVE COURSE (GEC):  
HIS-G-215b : MAKING OF CONTEMPORARY INDIA**

**Learning outcome:**

Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s.

**Unit - I: Emergence of Republic**

1. Government of India Act, 1935.
2. Indian Constitution of 1950 and significant amendments up to 2000 A.D.
3. Reorganization of States in 1956/Linguistic and regional strains.
4. Legacy of Partition with special reference to the problem of rehabilitation of refugees.

**Unit -II: Indian Democracy in Work**

1. Democratic experiment in India/role of political parties.
2. Growth of civic society.
3. Caste and Regional Electoral Politics and changing Party System.
4. Threats to Indian democracy.

**Unit -III: Indian Democracy in Progress**

1. An assessment of India's foreign policy - Non-alignment, Panchsheel, SAARC.
2. New trends and achievements in the field of literature and arts: Painting, theatre, dance, music, films, Media, Cultural Trends.
3. Movements and Legislation.
4. Globalization and its impact on India.

**Unit -IV: Economy, Society in New India**

1. Study of agrarian reforms, Bhudan movement and green revolution.
2. Beginnings of planned economy - an appraisal of five year plans.
3. Industrialization - policies, progress and problems.
4. Liberalization of Indian economy post 1990.

**Unit -V: New India**

1. Progress in Science and Technology. Revolution in Information Technology.
2. Educational Policies.
3. The Women Question.
4. New Institutions.

**Suggested Readings:**

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
- Mukerjee: CommUNITY Development of India, Bombay, 1961.
- K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
- Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
- Morris Jones, W.H.: Government and Politics of India, London, 1964.
- H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
- C.H. Philips (ed.): Transfer of power
- Paul Brass: The Politics of India since Independence, The Cambridge,History of India, Vol. IV-1, U.K. 1976.
- R.P. Dutt: India Today, 1949.
- Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
- B.K.Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.
- Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.



- Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
- Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
- Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
- Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007
- Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999
- Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
- Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
- Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge: Cambridge University Press, 2007.
- Sunil Khilnani : The Idea of India, Penguin Books, New Delhi, 2004.



### B.A FOURTH SEMESTER

### HIS-C-221 : HISTORY OF MODERN WORLD (1919-1945)

#### Learning outcome:

This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United Nations.

#### Unit -I: 1919 A New World Order

1. Formation of the League of Nations: Organizations, Achievements & Failures
2. Formation of ICJ & ILO
3. New Imperialism: Mandate System
4. Democracies between the wars

#### Unit -II: Rise of Totalitarianism

1. Failure of Weimar Republic & Rise of Nazism in Germany
2. Factors leading to Growth of Fascism in Italy and concept of corporate state
3. Rise of Totalitarianism in Russia & Stalin
4. Rise of Militarism in Japan

#### Unit -III: Anti Imperialist Movements between the Great Wars

1. Arab uprisings
2. Nationalist Movement in China: Role of Dr. Sun Yat-Sen
3. Anti Imperialist Movement in Indo-China
4. Anti Imperialist Movement in Egypt

#### Unit -IV: Crisis on Capitalism

1. Rise and Role of trusts in USA
2. The progressive Movement & Trust Busting in USA
3. Crisis on Capitalism : 1929
4. F.D Roosevelt & Policy of New Deal

#### Unit -V: Quest for security and road to Second World War

1. French search for security
2. International Issues leading to Second World War
3. Formation of U.N.O its Organization
4. A New Bi-Polar world.



**Suggested Readings**

- Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500- present New York, Harper Collins 2001
- Bennis F. Lee : Europe Since 1914
- Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
- Carsten. F.L (1982) : The Rise of Fascism University of California Press
- Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
- Contemporary History of the World by Edwin Augustus Grosvenor
- Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
- Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
- Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt’s Foreign Policies. 1933-1945 Rowman & Little field
- Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
- Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
- FP Walters: A History of the League of Nations (oxford 1965)
- Gaddis John Lewis (1972) The UNITED States and the Origins of the Cold War, 1941- 1947 Columbia University Press
- Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
- Henry Kitchell Webster : Early European History
- Jules Michelet, Mary Charlotte, Mair Simpson: A summary of Modern History



**B.A FOURTH SEMESTER  
HIS-C-222 : HISTORY OF INDIA (1707-1857)**

**Learning outcome:**

The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They’ll also acquire knowledge about the freedom struggle.

**Unit -I: Downfall of Mughals and Maratha**

**Power**

1. Disintegration of Mughal Power: Main Political Trends
2. Expansion of Maratha Kingdom under Peshwas and Maratha confederacy
3. Administration and Socio- Economic condition under Marathas
4. Causes of the Downfall of Maratha power

**Unit -II: Indian States**

1. Rise of Punjab under Ranjit Singh: Conquests and Administration
2. Rise of Bengal and Awadh in the 18<sup>th</sup> Century
3. Rise of Hyderabad and Mysore in the 18<sup>th</sup> Century
4. Political conditions in South India: Cochin & Travancore

**Unit -III: Expansion of East India Company’s Rule**

1. Arrival of European companies: Rivalry for Control
2. Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects
3. Territorial Expansion of east India Company 170- 1813 (From ring fence to Subordinate isolation)
4. Territorial Expansion of East India Company 1813-1856



**Unit - IV: Administration of East India Company**

1. Economic Policies- Agriculture, Trade, Banking, Land revenue
2. Administrative Apparatus under East India Company
3. Theories of Cultural Ascendancy: Utilitarianism, Evangelicals and White Men Burden Theory
4. Response of Indian Society and beginning of Cultural Resistance

**Unit - V: Resistance to Colonial Power**

1. Peasant Revolts in the 19th Century: Deccan, Indigo Pabna
2. Tribal Revolts: Bhil, Kol, Santhal, Gond and others
3. First War of Independence: Causes, Nature
4. Main Leaders and People's resistance in 1857 and Geographical Areas

**Suggested Readings:**

- A.C Banerjee : The New History of modern India (1707-1947)
- B.D. Basu : Rise and Fall of Christian Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India
- Desai A.R: India's Path of Development
- Desai, A.R. : Social Background of Indian Nationalism
- Dodwell : A Sketch of the History of India
- Dutta, K.K : Social History of Modern India
- Freedenberg, R.E : Land Control and Social Structure in India
- I. Prasad & Subedar: History of Modern India (English or Hindi)
- J.N Farquhar : Modern Religious Movements in India
- J.N. Sarkar : Mughal Economy
- Kesvan Veluthat : Political Structure of Early Medieval South India
- M. Athar Ali : Mughal Nobility under Aurangzeb
- Mishra, B.B : Administrative History of modern India
- Nobora Karashima : South Indian History and Society
- P.J. Marshall : The Eighteenth century in Indian History
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt : India Today
- R.P. Tripathi : The Rise and Fall of Mughal Empire
- Ramsay Muir: The making of British India
- Sarkar Sumit : Modern India
- Singh, G.N : Constitutional Development of India
- Stein Burton : The Making of Agrarian Policy in british India, 1770-1900
- Stewart Gordon : The Marathas 1600-1818
- Sumit Sarkar: Modern India 1885-1947
- Thomas Metealf : Ideologies of the Raj
- Thompson & Garret : Rise and Fulfillment of British Rule in India

**B.A FOURTH SEMESTER  
HIS-C-223 : NATIONAL MOVEMENTS (1857-1947)****Learning outcome:**

The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

**UNIT -I: First War of Independence and Rise of Mass Nationalism**

1. Circumstances leading to First War of Independence, Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.
2. Theories pertaining to Nationalism & Nation state
3. Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism.
4. Two ideas of Early Nationalist : Issue of Classes vs. Masses

**UNIT -II: From Swadeshi to Home Rule**

1. Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.
2. Idea & formation of Muslim league: Demands and Early Programs
3. First World War: Lucknow Pact, Home Rule Movement
4. Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue.

**UNIT -III: Mass Movements of Congress & Alternative Ideologies**

1. Non Cooperation, Regional variations and Swarajists
2. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
3. Simon Commission, Nehru Report and Civil Disobedience Movement
4. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.

**UNIT -IV: Rise of Peasant Workers, Tribals 's & Linguistic Organizations**

1. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.
2. Rise of Industrial Worker Class, its issues and Formation of Trade Unions.
3. Colonial Policies & Tribal Issues (1857- 1947)
4. Rise and Challenges of Linguistic Identities.

**UNIT -V: Road to Partition & Independence**

1. Challenges of Communalism (1942- 1947)
2. Role of INA, INA Trials & RIN Mutiny
3. Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission
4. -- Mountbatten plan, Circumstances leading to Partition & Independence

**Suggested Reading:**

- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- D. Agraw: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit



- Tara Chand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- Gerard Delanty & Krishna Kumar, Nations & Nationalism



## B.A FOURTH SEMESTER

### SKILL ENHANCEMENT COURSE (SEC):

#### HIS-S-224a : ART APPRECIATION: AN INTRODUCTION TO INDIAN ART

##### Learning outcome:

Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art as a medium of cultural expression.

##### UNIT -I: Definition, Concept and Categorization of Art

1. Definition, Concept and Categorization of Art.
2. The Theory of Rasa and Bhava in India Art.
3. Visual Elements of Indian Art: Color, Form, Space, Symbols, Texture etc.
4. Prehistoric and Prehistoric Art: Rock Painting, Harappan Art and Craft.

##### UNIT -II: Understanding of Architecture

1. Understanding of the Features of India Architecture: Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas
2. Indus Valley town planning: Rock cut Architecture, Major Styles of Temple
3. Mughal Architecture: Tomb, Places, Garden, Chhtris.
4. Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur; British Council, Delhi; Capital complex, Chandigarh; The Light box restroom, Mumbai.

##### UNIT -III: Understanding of Indian Sculpture

1. Types of Sculpture based on media: Stone, Clay, Metal
2. Stone Sculpture: From Prehistoric to modern times: Ancient Sculpture and Terracotta's; Shunga, Mathura, Gandhar: Medieval: Chalukya, pallav, Chola, Orissa; Modern Indian Sculpture: Well Known Marble and Ceramics Sculpture and some Modern Maestra of Indian Sculpture.
3. Metal Sculpture: Indus metal Figure, Gupta Metal Sculpture, pala and Chola Bronze, Modern Bronze and Metal icons and well Known Artist.
4. Iconographic Classification and Identification of Buddhist, Other Sculpture.
5. Wall Relief sculpture: History and Types

##### UNIT -IV Understanding of Indian Painting

1. Cave Painting: Prehistoric Rock Painting, Ajanta, Alora and Bagh.
2. Major Styles of Paintings: Mughal, Rajasthani, Deccan, Pehari, Modern, Company
3. Early illustrated Manuscripts
4. Mural Tradition of Paintings
5. Major School and Artist in Modern Times

##### UNIT -V: Project

1. Write up about any local art heritage site and prepare a report about its History, Art, Feature and Condition.
2. Viva-Voce.



**Suggested Readings:**

- Agarwal V.S: Indian Art, Varanasi, 1965
- Archer W.G: Indian Painting for the British, 1770-1880. Oxford University
- Beach M.C :Rajput painting for the British, 1770-1880. Oxford University Press.
- Brown P: Indian Painting under Mughals, 1550 A.D. to 1750 A.D.
- Chandra Moti: Studies in Early Indian Painting, Asia Pub. Home
- Coomarswamy A.K: Transformation of nature in Art, Dover Pub. 1956, Reprint 1995
- Fergusson, J: History of Indian and Eastern Architecture, Delhi 1999.
- Goswamy B.N Essence of Indian Art, Asian Art Museum of San Francisco, 1986
- Kramrisch Stella: Indian Sculpture, Ancient, Classic and Medieval, Motilal Banarasi
- Majumdar R.C Edited: History and Culture of Indian People (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan, Bombay
- R.S Gupta: Iconography of Hindu, Buddhist and Jain, Advent Book, New Delhi, 1980
- Rowland, B: Art and Architecture of India, Harmondsworth, 1970
- Saraswati S.K: A survey of Indian Sculpture, Calcutta, 1957
- Sivarammurti. C Indian painting, Delhi 1970



**B.A FOURTH SEMESTER**

**SKILL ENHANCEMENT COURSE (SEC):**

**HIS-S-224b : UNDERSTANDING POPULAR CULTURE OF INDIA**

**Learning outcome:**

This paper provides students opportunity to explore various aspect of Indian cultural heritage and cultural diversity in a historical perspective that speak of numerous cultural practices that have evolved over centuries.

**UNIT -I: Introduction**

1. Meaning, Usage and Definitions
2. Perspectives and Approaches to the study of Popular Culture
3. Western Classical Views on Popular Culture

**UNIT -II: Performed expressions**

1. The audio-visual: Cinema and Television, Theatre, Documentary Films
2. Nautanki
3. Music: Folk, Classical and Contemporary IV Dance: Folk, Classical and Contemporary

**UNIT -III: Visual expressions**

1. Folk Art and Crafts
2. Contemporary Art and Calendar Art
3. Digital Art and Photography
4. Architecture
5. Textile and Ornaments

**UNIT IV Fairs, Festivals and Tirthas**

1. Fairs and Festivals: Cultural, Seasonal, Religious and Regional
2. Popular Ritualistic Practices
3. Pilgrimage and Tirthas
4. Regional Variations: Folk Elements and their Contemporary Adaptations





**UNIT -V: Popular Culture in a Globalized World**

1. Impact of the Internet and Mass media
2. Language and Literature
3. Cuisine
4. Textile and Ornaments

**Suggested Reading:**

- Vinay Lal, Ashis Nandy: Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, Oxford University Press, 2006.
- K. Moti Gokulsing and Wimal Dissanayake (Editor): Popular Culture in a Globalised India 1<sup>st</sup> Edition Routledge, 2008.
- Romila Thapar: Indian Cultures as Heritage: Contemporary Pasts, Aleph, 2018.
- J.Chakkittammal: Television and Popular Culture in India-A study of the Mahabharat
- Shalu Sharma: Introduction to India: Culture and Traditions of India, India Guide Book Kindle Edition
- S.P.Sharma, Seema Gupta: Fairs & Festivals of India (REP), Pustak Mahal, New Delhi, 2006.



**B.A FOURTH SEMESTER  
GENERAL ELECTIVE COURSE (GEC):  
HIS-G-225 : ISSUES IN CONTEMPORARY WORLD**

**Learning outcome:**

This paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

**UNIT -I: Colonialism and Nationalism:**

A Synoptic view; Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States

**UNIT -II: Perspectives on Development and Underdevelopment:**

Globalization-- a long view

**UNIT -III: Social Movements in the North and the South:**

Ecological, Feminist, Human Rights issues

**UNIT -IV: Modernity and Cultural Transformation:**

Emerging trends in Culture, Media and Consumption

**Suggested Readings:**

- E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York: Vintage, 1996 Carter V. Findley and John Rothay, Twentieth-Century World.
- Boston: Houghton-Mifflin, 5<sup>th</sup> ed. 2003 Norman Lowe, Mastering Modern World History, and London: Palgrave Macmillan, 1997.
- Mark Mazower, The Balkans: A Short History [especially chap. 4], New York: Modern Library, 2000: paperback, 2002 Basil Davidson,
- Modern Africa: A Social and Political History, 3<sup>rd</sup> edn. London / New Jersey: Addison – Wesley, 1995
- I Rigoberta Menchu, An India Woman in Guatemala [Memoir of 1992 Nobel Peace Prize Winner, London: Verso. 1987 {Hindi translation available}
- Jonathan Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution, 1895 – 1980, Penguin, 1982.



**B.A FIFTH SEMESTER**

**BHIS - 505: HISTORY OF INDIAN NATIONAL MOVEMENT (1857-1947)**

**Objective:** The paper intends to give an idea of various phases of the National Movement in India leading to Independence.

**Unit -I: Resistance to British Rule**

- a) Popular Resistance : Indigo rebellion, Santhal Rebellion
- b) Revolt of 1857. c) Aftermath of 1857: Impact & Queen's Proclamation

**Unit -II: Indian National Movement**

- a) Indian National Congress and other organisations
- b) Moderates, Extremists and Revolutionaries
- c) Rise of Communalism: Muslim League, Hindu Mahasabha

**Unit -III: Indian National Movement**

- a) Policies and Achievement of Moderate and Extreme groups
- b) Swadeshi Movement and Revolutionaries. c) Muslim League

**Unit -IV: Gandhi Era and Mass Movement**

- a) Emergency of Gandhi: Lucknow Session, Champaran & Ahmedabad
- b) Khilafat, Non-Cooperation & Civil Disobedience Movement
- c) August Offer & Cripps Mission

**Unit -V: Toward Independence and Partition**

- a) Quit India Movement & Indian National Army (INA)
- b) Cabinet Mission & Mountbatten Plan
- c) Partition & Independence

**Books Recommended:**

1. Tara Chand : History of Freedom Movement in India, vols. I-IV.
2. R.C. Mazumdar : History of Freedom Movement in India, vols. I-III.
3. R.P. Dutta : India Today.
4. S.R. Mehrotra : The Emergence of Indian National Congress.
5. A.R. Desai : Social Background of Indian Nationalism.
6. D.A. Low (Ed.) : Congress and the Raj.
7. Judith M. Brown : Gandhi's Rise to Power, 1915-1922.
8. Bipan Chandra : Nationalism and Colonialism in India.
9. Bipan Chandra, K.N. Panikkar, Aditya Mukherjee, Mridula Mukherjee: India's Struggle for Independence.
10. S.B. Chaudhury : Civil Disturbances under British Rule (1757-1857).
11. S.N. Sen : Eighteen Fifty Seven.
12. R.C. Mazumdar : History of British Paramountcy and Indian Renaissance.
13. Metcalf & Metcalfe : A Concise History of Modern India.
14. Nehru. J.L. : Discovery of India.
15. Burton Stein : A History of India.



**B.A FIFTH SEMESTER**

**BHIS - 506: HISTORY OF NORTH EAST INDIA (1824-1947)**

**Objective:** The aim of this course is to provide basic knowledge of the Political and Historical events of the people of Northeast India from the advent of the British to the Independence of India.

**Unit - I: Rise of British Power**

- a) First Anglo-Burmese War
- b) Treaty of Yandaboo
- c) Administrative Reforms: David Scott and Robinson



**Unit - II: Expansion and Consolidation**

- a) Khasi
- b) Cachar
- c) Jaintia

**Unit - III: Colonial Policy towards Northeastern Hills**

- a) Early relation with Frontier Tribes: Northern Frontier, Lushai Hills, Naga Hills.
- b) Inner Line, Outer Line & Mc Mahon Line
- c) Administrative Developments prior to Independence

**Unit - IV: Freedom Struggle**

- a) Revolt of 1857
- b) Agrarian Movements
- c) Civil Disobedience Movement
- d) Quit India Movement

**Unit - V: Impact of Colonial Rule**

- a) Society
- b) Economy
- c) Polity

**Books Recommended:**

1. Gait E.A. : History of Assam.
2. Bose M.L. : British Policy in North East Frontier Agency.
3. Bhuyan S.K. : Anglo-Assamese Relations.
4. Borpujari H.K.: Problem of the Hill Tribes of North East Frontier (III vols.).
5. Baruah S.I. : A Comprehensive History of Assam.
6. Mackenzie A. : The North East Frontier of India.
7. Hamilton A. : In Abor Jungles.
8. Dutta, S. (ed.) : Studies in the History, Economy and Culture of Arunachal Pradesh.
9. Panda. S. : Imperial Dynamics in India's Northeast Frontier  
: A Case Study of Arunachal Pradesh
10. Verma, Rajesh : History of North East India (Modern Period)



**B.A FIFTH SEMESTER**

**BHIS - 507: HISTORY OF EUROPE (1453:1789)**

**Objective:** The paper aims at providing idea of the important developments and changes occurring between 16<sup>th</sup> and 18<sup>th</sup> centuries, which are indeed bases of modern world.

**Unit - I: Rise of Modern World**

- a) Fall of Constantinople
- b) Society and Economy in late medieval Europe
- c) Feudalism - Its structure and Decline

**Unit - II: French Revolution of 1789**

- a) Role of Philosophers
- b) Reign of Terror: Jacobins and Girondins
- c) Its Significance and Impact

**Unit - III: The Glorious Revolution and its aftermath**

- a) Glorious Revolution - Cause, Results and Constitutional Significance
- b) The Reform bill of 1832
- c) Chartist Movement - Cause and Significance

**Unit - IV: Struggle for Supremacy**

- a) Thirty Years War & peace of Westphalia
- b) War of the Austrian Succession
- c) The seven years war



**Unit - V: Enlightened Despots**

- a) Fredrick II of Prussia
- b) Catherine II of Russian
- c) Joseph II of Austria

**Books Recommended:**

- 1. A.M. Craig, W.A. Graham (etc), *The Heritage of World Civilization (Second edn.)* Vol. II.
- 2. C.J.H. Hayes, *Modern Europe to 1870* (Vol. I).
- 3. H. A. L. Fisher, *A History of Europe* (Vol. I & II).
- 4. Iswari Prasad, *A History of Modern Europe* (1453 to 1789).

**Further Suggested Readings:**

- 1. J.R. Hale : Renaissance Europe, 1480-1520.
- 2. G.R. Elton : Reformation Europe, 1517-1559.
- 3. Deays Hay : Europe in the fourteenth and fifteenth centuries.
- 4. New Cambridge Modern History, Vol. I to VII (relevant chapters).
- 5. Cambridge Economic History of Europe.
- 6. R. Hillon (ed.) : Transition from Feudalism to Capitalism.
- 7. David Thompson : Europe since Napoleon
- 8. George Rude : The French Revolution: Its Causes, Its History and Its Legacy After 200 Years
- 9. Carter and Mears : A History of Britain, book IV, The Stuarts, Cromwell and The Glorious Revolution 1603 - 1714
- 10. G.M. Trevelyan O.M. : History of England



**B.A FIFTH SEMESTER**

**BHIS - 521: SOCIAL AND ECONOMIC HISTORY OF INDIA (1757-1947)**

**Unit - I: Economic Changes (1757-1857)**

- a) Mercantilism, Laissez Faire and Financial Capitalism
- b) Deindustrialization: Factors, Effects
- c) Commercialization of Agriculture

**Unit - II: Colonialism and Rise of Industrial Capitalism**

- a) Drain of Wealth
- b) Agriculture and Rural indebtedness
- c) Rise of Modern Industry: Textile

**Unit - III: Socio-Religious Reform Movements**

- a) Ram Mohan Roy
- b) Dayanand Saraswati
- c) Swami Vivekananda
- d) Sir Sayyid Ahmed Khan

**Unit - IV: Socio-Economic Movements**

- a) Labour Movements b) Trade Union Movements
- c) Dalit Movement: Jyotiba Phule Ambedkar

**Unit - V: Process of Social Change and Transformation**

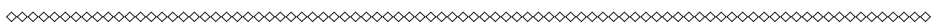
- a) Westernization b) Sanskritization c) Modernisation

**Books Recommended:**

- 1. Tara Chand : History of Freedom Movement in India, Vols. I-IV.
- 2. A.R. Desai : Social Background of Indian Nationalism.
- 3. D.R. Gadgil : The Industrial Revolution of India in Recent Times.
- 4. Bipan Chandra: Rise and growth of Economic Nationalism.



5. Bipan Chandra, K.N. Panikkar, Aditya Mukherjee, Mridula Mukherjee, et. al. India's Struggle for Independence.
6. R.C. Dutt: Economic History of India.
7. Tapan Roy Chudhury, (Eds.), The Cambridge Economic History of India, & Dharma Kumar Vol. II.
8. C.A. Bayly : The New Cambridge History: Indian Society and the making of the British Empire.
9. Kenneth W. Jones : The New Cambridge History of India, III. I-Socio-Religious Reform Movements in British India.
10. M.N. Srinivas : Social Change in Modern India.
11. Yogendra Singh : Modernisation of Indian Tradition.
12. Irfan Habib : India Economy (1857-1947).



**B.A FIFTH SEMESTER**  
**BHIS - 522: GENDER IN HISTORY**

**Unit - I:** Key Concepts: Gender, Patriarchy, Sexual division of Labour and Feminism

**Unit - II:** Development of Feminist thought in the West, Critiques of Patriarchy, Emergence of Feminist history in India

**Unit - III:** Orientalist Construction of Gender Relations in Ancient India, Courtly ladies and Medieval Honour, 19<sup>th</sup> century Legislations relating to Women

**Unit - IV:** Women, Education and Work; Women's Organization and Labour Issues

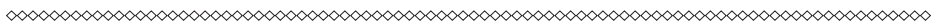
**Unit - V:** Women and Indian Nationalist Movement, Women's role in the Freedom Movement in the Northeast

**Suggested Readings:**

1. Basu, Amrita and McGrory, C. Elizabeth, eds.: The Challenge of Local Feminisms: Women's Movements in Global perspective, Kali for women, New Delhi, 1995.
2. Bhasin, Kamla and Nighat Said Khan: Some Questions on Feminism and its Relevance in South Asia, Kali for Women, New Delhi, 1986
3. Bhasin, Kamla: What is Patriarchy? Kali For Women, New Delhi, 1993.
4. Bhattacharya, Sabyasachi, J. Bara, C.R. Yagati, B.M. Sankhdher, eds.: The Development of Women's Education in India 1850-1920, Kanishka Publishers Distributors, New Delhi, 2001.
5. Chakravarti, Uma: Rewriting History, Kali for Women, New Delhi, 1998.
6. Desai, Neera and Maithreyi Krishnaraj : Women and Society in India, Ajanta Publications, Delhi, 1987.
7. Forbes, Geraldine: Women in Modern India, Foundation Books, New Delhi, 1996.
8. Gandhi, Nandita and Nandita Shah: The Issues at Stake: Theory and Practices in the Contemporary Women's Movements in India, Kali for Women, New Delhi, 1992.
9. Howe, Florence: Promises to keep: Trends in Women's Studies Worldwide. Tenth J.P. Naik Memorial Lecture, Centre for women's Development Studies (CWDS), New Delhi, 1996.
10. Krishnaraj, Maithreyi, ed., Women's Studies in India: Some perspectives, Popular Prakashan, New Delhi, 1986.
11. Kumar, Nita, ed.: Women as Subjects: South Asian Histories, Street, Kolkata, 1994.
12. Kumar, Radha: A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Kali for Women, New Delhi, 1997.
13. Liddle, Joanna and Rama Joshi: Daughters of Independence: Gender, Caste and Class in India, Zed Books, London, 1986.
14. Minault, G. (ed.): The Extended Family: Women and the Political Participation in India and Pakistan, Chanakya Publications, Delhi, 1981
15. Ray, Bharati (ed.): From the Seams of History: Essays on Indian Women, Oxford University Press, New Delhi, 1995.
16. Ray, Raka, Fields of Protest: Women's Movements in India, University of Minnesota Press, Minneapolis, 1999.
17. Roy, Kumkum (ed.): Women in Early Indian Societies, Sundeep Prakashan, New Delhi, 2001.



18. Sangari, Kumkum and Sudesh Vaid (eds.): Recasting Women: Essays in Colonial History, Kali for Women, New Delhi, 1989.
19. Thorner, Alice and Maithreyi Krishnaraj (eds.): Ideals, Images and Real lines: Women in Literature and History, Orient Longman, Hyderabad, 2000.
20. Pant, Poonam: Role of Women in Medieval Indian Politics of 1236-1627, Tarun Prakashan, 2001.



**B.A SIXTH SEMESTER**  
**BHIS - 609: HISTORY OF ARUNACHAL PRADESH**

**Objective:** This course aims to provide knowledge and information of Arunachal Pradesh, the history of society, Economy, polity and culture from the earliest period.

**Unit - I: Sources**

- a) Oral    b) Literary    c) Archaeological    d) Archival

**Unit - II: Traditional Religion and Culture**

- a) Tradinational Religion    b) Social Institution: Family, Role Women and Marriage

**Unit - III: Traditional Economy and Polity**

- a) Economy: Agriculture, Supplementary Activities & Production of Utilitarian Items.    b) Barter & Border Trade.    c) Policy : Village Council, Chieftainship & others

**Unit - IV: Relation with Ahom and British**

- a) Ahom-Tribal Relation: Posa, Duars, Kotokies, Khats  
b) Policy of Conciliation: Posa, Kotokies & Trade Fairs  
c) Policy of Confrontation: Khamti Rebellion, Anglo-Abor War

**Unit - V: Administrative Growth**

- a)Administrative Development: Act of 1945, NEFT 1912, Birth of NEFA 1954.  
b) Nehru-Elwin Policy  
c) Chinese Aggression

**Books recommended:**

1. Bose, M.L. : History of Arunachal Pradesh
2. Ashraf A.A. : Pre-Historic of Arunachal University
3. Raikar Y.A. & Chatterjee : Archaeology in Arunachal University
4. Devi, L. : Ahom Tribal relations
5. Mackenzie, A. : The North East Frontier
6. Elwin, V. : Myths of North East Frontier
7. Luthra, P.N. : Constitutional Administrative growth of North East Frontier Agency
8. Dutta, S. (ed.) : Studies in History, Economy and Culture of Arunachal Pradesh

**Suggested reading:**

1. Nyori, T. : History and Culture of the Adis
2. Mibang, T. : Social Change in Arunachal Pradesh(reference to Minyongs).
3. Showren, T.: The Nyishi of Arunachal Pradesh: An Ethnographical Study
4. Panda, S. : Imperial Dynamics of India's North East Frontier : A Case Study of Arunachal Pradesh



**B.A SIXTH SEMESTER**

**BHIS - 610: HISTORY OF MODERN EUROPE (1789-1945 CE)**

**Objective:** This paper intends to give a general outline of the historical developments in Europe during the modern period. The course begins with the French Revolution, a turning point in Modern Civilization and ends with the World War II that reshaped the continent and the world.

**Unit - I: The French Evolution and its Aftermath**

- a) Significance and Impact of French Revolution
- b) Napoleon: Rise, Reforms
- c) Downfall of Napoleon

**Unit - II: Europe after Napoleon**

- a) Congress of Vienna
- b) Concert of Europe
- c) Metternich System

**Unit - III: Progress of Nationalism**

- a) Unification of Italy
- b) Unification of Germany
- c) Eastern Question

**Unit - IV: First World War**

- a) Causes and Effects
- b) Treaty of Versailles and its Significance
- c) League of Nations – Structure, Function

**Unit - V: Europe between Two World Wars**

- a) France Search for Security.
- b) Rise of Hitler.
- c) Causes of the 2<sup>nd</sup> World War.
- d) Emergence of Russia as a world power

**Books recommended:**

1. C. D. Hazen : Europe since 1815
2. E. Lipson : Europe in the 19<sup>th</sup> and 20<sup>th</sup> centuries
3. C. J. Hayes : Modern Europe, Vol. II
4. H. A. L. Fisher : A History of Europe
5. G. P. Gooch : History of Modern Europe (1789-1919)
6. C. D. M. Ketelby : A History of Modern Europe



**B.A SIXTH SEMESTER**

**BHIS - 611: History of USA (1776-1945)**

**Objective:** The course aims to provide knowledge and awareness about the History of the United States of America.

**Unit - I: Introduction**

- a) War of Independence.
- b) George Washington.
- c) Thomas Jefferson.
- c) Monroe Doctrine

**Unit - II: Civil War and Reconstruction**

- a) Abraham.
- b) Cause of Civil War.
- c) Reconstruction

**Unit - III: Emergence of USA as Imperial power**

- a) American Imperialism in Latin America
- b) American Imperialism in Far East

**Unit - IV: The Progressive Era**

- a) Theodore Roosevelt.
- b) William Taft
- c) Woodrow Wilson: U.S entry into first World War, Wilson's 14<sup>th</sup> Points

**Unit - V: U.S between two World Wars**

- a) Great Depression.
- b) New Deal.
- c) U.S & Second World War

**Books recommended:**

1. Bailyn Barnard : The Ideological Origins of the American Revolution
2. Klingberg f.j. : The Morning of America
3. Canliff Marcus : The Nation Takes Shape





4. Fine Sidhey : Recent America
5. Edward S. Morgan: The Birth of the Republic, 1763-89 (.Y. 1959)
6. Henry Bomford Parthes: The United State of America (N.Y. 1976)
7. Robert Keny : The Pumping of America.....
8. Eric Rauchway : The great Depression and new Deal: A very short Introduction
9. Adam Smith : The Ameerica Civil War
10. R.P. Kaushik : Significance themes in American History



**B.A SIXTH SEMESTER**  
**BHIS- 621: India Since Independance**

**Unit - I: Foundations of Independanct in India**

- a) The National Movement and its Legacy
- b) The Indian Constitution: Preamble, Fundamental rights and Duties

**Unit - II: Indian Foreign Policies**

- a) Non-Aligned Movement
- b) Indo-pak Wars: 1965, 1971
- c) Sino-India Conflict -1962

**Unit - III: Economic Policies**

- a) Five year Plans
- b) Green Revolution
- c) Economic Libeeralisation

**Unit - IV: Re-organisation and Reforms**

- a) Educational Policies: Radhakriskna Commission, Kothari Commission
- b) Hindu Code Bill 1956
- c) Linguistic Re-organization of States, 1954

**Unit - V Consolidation of India as a nation and Challenges**

- a) Intergration of Tribals: Tribal Policy and Tribes of Northeast India
- b) Regionalism and Regional Inequality: Economic Imbalances

**Books recommended:**

Bipan Chandra, et al (ed) India after Inependance, New Delhi, Penguin Books.

Appadurai, Domestic Roots of Indian Policy 1947-1972, New Delhi, Oxford University Press.

Rajni Kothari, Policies in India, New Delhi, New Delhi, Orient Longam.

Joya Chatterhee, The Spoils of Partition: Bengal and India, 1947-1967, Cambridge: Cambridge Univeersity Press.

B.L. Grover, A New Look on Modern Indian History, S Chand and Company.





**B.A SIXTH SEMESTER  
BHIS- 622: Historiography**

**Objective:** The Paper aims to familiarize the students at undergraduate level with the methods of writing history and different schools of historiography.

**Unit - I: Introduction**

- a) What is History?
- b) Positivism and Relativism
- c) History and its relations with other discipline: Political Science, Philosophy
- d) Sources in History: Primary and Secondary

**Unit - II: Ancient Historiography**

- a) Greek: Thucydides
- b) Roman: Tacitus
- c) Indian : Kalhan

**Unit - III: Medieval Historiography**

- a) Christian Historiography: St Augustine
- b) Islamic Historiography: Ibn Khaldun
- c) Indian Historiography: Alberuni, Abul Fazal

**Unit - IV: Modern Historiography**

- a) Leopold von Ranke
- b) J.B. Bury
- c) Marc Bloch
- d) Eric Hobsbawm

**Unit - V: Modern Indian Historiography**

- a) Jadunath Sarkar
- b) D.D Kosambi
- c) James Mill
- d) Ranajit Guha

**Books recommended:**

1. E.H. Carr : What is History? (Penguin, 1990)
2. Keith Jenkins : Re-thinking History (Routledge, 1991)
3. E. Sreedharan : A textbook of Historiography (500 BC to AD 2000) (Orient Longman 2000)
4. Arthur Marwick: The Nature of history (Macmillan, 1989)
5. W.H Walsh : An Introduction to Philosophy of history (Humanites Press)
6. Arthur Marwick: Introduction of History (OUP 1977)
7. Kirith K. Shah & Meherjoti Sangle : Historiography: Past & Present (Rawat Publication, New Delhi. 2015)
8. R.G Collingwood : The Idea of History (OUP, 1988)
9. George Novack : Understanding History (Pathfinder Press, New York, 1972)
10. Marc Bloch : The Historian's Craft (Manchester Press, 1954)





**B.A SIXTH SEMESTER**

**BHIS - 623: History of China, Japan and South East Asia upto 1500**

**Objective:** This course aims to provide knowledge about the history of China. Japan and South East Asia.

**Unit - I: Land and People**

- a) China-Historical Background
- b) Japan-Origin
- c) Periods of Chinese History
- d) Pre-Modern Society

**Unit - II: South East Asia**

- a) Sources for the Study
- b) The Early Commercial and Cultural Contracts with India and China

**Unit - III: Political Systems**

- a) China-Origin and Dynasties in China
- b) Japan-The Hojo (1203-1333) and Ashikaga (1336-1500)

**Unit - IV: South East Asia**

- a) Rise of Sri Vijaya, Majapahit and the Khamers
- b) Fall of Indianized Kingdoms-Causes
- c) Rise of Malacca-causes

**Unit - V: Cultural Developments**

- a) China: Confucianism - Political Precepts
- b) Taoism - Philosophy
- c) Shintoism (8<sup>th</sup> & 9<sup>th</sup> cent C.E.)

**Books recommended:**

1. Hsu, Immanuel C. Y., The Rise of Modern China, Macmillan, N.D. 1994.
2. Cady, John Frank, South East Asia: Its historical Development New York, 1964.
3. Harrison, B., South East Asia: A Short History, Macmillan, New York, and St. Mortin press, 1963.
4. Hall, D. G. E., A History of South East Asia, 4th edn., MacMillan, New Delhi, 1977.
5. Sardesai, D. R., Southeast Asia: Past and Present, Harper Collins Publishers India, 1997.
6. Vinaeke, Harlod M., A History of the Far East in Modern Times, 6<sup>th</sup> edn., Kalyani, New Delhi, 1993.
7. Clyde, Paul H. and Beers, Burton F., A History of Western Impacts and Eastern Responses (1830-1970), 6<sup>th</sup> edn., Prentice Hall of India, New Delhi, 1977.
8. Chatterjee, B.R., South East Asia in Transition, Calcutta, 1964.
9. Majumdar, R.C., Hindu Colonies of the Far East, Calcutta, 1962.
10. Coedes, Georje, The Indianized States of Southeast Asia, Hawaii, 1967



**SEMESTER SYSTEM**  
**DEPARTMENT OF POLITICAL SCIENCE****Under Choice Based Credit System, UGC-Learning Outcomes based Curriculum Framework (LOCF) for (Political Science) Undergraduate Programme.****PROGRAMME STRUCTURE****Semester - I Core Courses:**

(CBCS) POL-C-112 : Understanding Politics  
POL-C-113 : Indian constitution

**Ability Enhancement Compulsory Course (AECC):**

AECC- 1ENG-A-111 : English for communication

**General Elective Course (GEC):**

GE-1POL-G-114 : Globalization and Politics

**Semester - II Core Courses:**

(CBCS) POL-C-122 : Political Theory  
POL-C-123 : Political Process in India

**Ability Enhancement Compulsory Course (AECC):**

EVS-A-121 : Environmental Studies

**General Elective Course (GEC):**

POL-G-124 : Feminism: Theory and Practice

**Semester - III Core Courses:**

(CBCS) POL-C-211 : Comparative Government and Politics  
POL-C-212 : Theories of International Relations  
POL-C-213 : Public Administration

**Skill Enhancement Course (AECC):**

POL-S-214 : Managing Elections & Election Campaign or Legislative  
OR  
Business, Research in Legislation & Legislative Support.

**General Elective Course (GEC):**

POL\_G-215 : Human Rights

**Semester - IV Core Courses:**

POL-C-221 : Public Policy  
POL-C-222 : Politics in India  
POL-C-223 : Western Political Thinkers

**Skill Enhancement Course (SEC):**

POL-S-224 : Public Policy Management or Research in Public Opinion

**General Elective Course (GEC):**

POL\_G-225 : Understanding Gandhi or Understanding Ambedkar

**Major Papers**

**Semester - V** Paper BPOL 505 : Political Thought- I  
Paper BPOL 506 : Dynamics of Indian Political System  
Paper BPOL 507 : Foreign Policy of India  
Paper BPOL 508 : Public Administration

**Semester - VI** Paper BPOL 609 : Political Thought - II  
Paper BPOL 610 : Contemporary International Relations  
Paper BPOL 611 : Political Theory-II  
Paper BPOL 612 : Government and Politics in A. P.

**Courses of Study for B.A Political Science (Honours)**

Year	B.A (1 <sup>st</sup> semester)	Internal	End Sem.	B.A (2 <sup>nd</sup> semester)	Internal	End Sem.
1 <sup>st</sup> Year	ENG-A-111	20	80	EVS-A-121	20	80
	POL-C-111	20	80	POL-C-121	20	80
	POL-C-112	20	80	POL-C-122	20	80
	POL-G-114	20	80	POL-G-124	20	80
2 <sup>nd</sup> Year	B.A (3 <sup>rd</sup> semester)	Internal	End Sem.	B.A (4 <sup>th</sup> semester)	Internal	End Sem.
	POL-C-211	20	80	POL-C-221	20	80
	POL-C-212	20	80	POL-C-222	20	80
	POL-C-213	20	80	POL-C-223	20	80
	POL-S-214	20	80	POL-S-224	20	80
	POL-G-215	20	80	POL-G-225	20	80
3 <sup>rd</sup> Year	B.A (5 <sup>th</sup> semester)	Internal	End Sem.	B.A (6 <sup>th</sup> semester)	Internal	End Sem.
	BPOL - 505	20	80	BPOL - 609	20	80
	BPOL - 506	20	80	BPOL - 610	20	80
	BPOL - 507	20	80	BPOL - 611	20	80
	BPOL - 508	20	80	BPOL - 612	20	80

**B.A FIRST SEMESTER  
POL-C-112: UNDERSTANDING POLITICS (C-1)****Course Objectives:**

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics.

**Learning Outcomes:**

- The students would be able to explain different approaches to politics and build their own understanding of politics.
- They will be able to answer why the state plays so much central place in the discourses on politics.
- They will be able to make a distinction between nation and state.
- They will come to know about different theories on nationalism.
- Students would be able to answer what are social movements and make a distinction between the old and new social movements.

**UNIT -I: Introduction to Politics**

- What is Politics?
- Different approaches to understand politics

**UNIT -II: State**

- Meaning of State
- Changing role of state in the era of Globalization

**UNIT -III: State and Nations**

- How state is different from nations?
- Concept of Nationalism

**UNIT IV: Democracy**

- Meaning
- Theories of Democracy

**UNIT V: Political Communication and Mass Media**

- Meaning of Political Communication
- Role of Mass Media

**Basic Readings:**

- Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.
- Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics*, 30(4), pp. 712-716.
- Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.
- Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory*, 6(2), pp. 219-241.
- Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon. Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis*, 20(4), pp. 439-451.
- Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press. Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.
- Newton, K., & Deth, J. (2010). The Development of the Modern State. *In Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.
- Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria*, 21, pp. 70-98.
- O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.
- Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics*, 29(1), pp. 20-24.
- Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly*, 32(14), pp. 715-721.

**B.A FIRST SEMESTER**  
**POL-C-113: INDIAN CONSTITUTION(C-2)****Course Objective:**

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them. The course has been designed to cover the journey of the map of India that emerged from partition to subsequent integration of Princely states and how the decision on key significant symbols such as national flag, National song, national anthem, etc. of the constitution was arrived at through comprehensive debates in the Constituent Assembly.

**Learning Outcomes:**

- A. Students will be able to understand the terms of partition and how princely states were integrated.
- B. They will be able to answer how princely states of Junagarh, Hyderabad, Goa, and Kashmir were integrated into India.
- C. They will come to know the importance of the preamble in the constitutional design of India.
- D. They will be able to answer how constituent assembly decided about our National flag, National song, and Anthem and how debates unfolded on National language and Minority rights in the Constitution.
- E. They will be able to answer questions pertaining to the function and role of the president, Prime minister, Governor, Chief Minister, Parliament and state legislature, and the courts in the Constitutional design of India.

**UNIT -I: India at the Time of Independence**

- Independence and integration of Indian states
- A case study of Goa, Kashmir and Hyderabad

**UNIT -II: Making of Indian Constitution and Constituent Assembly**

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

**UNIT -III: Structure of the Central and State Governments.**

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister

**UNIT -IV: Judiciary in India**

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

**UNIT -V: Centre State Relations in India**

- Legislative Relation
- Executive Relation
- Financial Relation

**Basic Readings:**

Ahmad. S.. & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian Journal of Political Science*, 67(4). pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University Press.

Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*. 35(34), pp. 3025-3036.

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**B.A FIRST SEMESTER**  
**POL-G-114: GLOBALIZATION AND POLITICS (GE-1)**

**Course Objective:**

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa. Students will come to know about the factors and forces of globalization, and how this has impacted the nation-states wherein it has triggered debates on national sovereignty, culture, and market and given rise to social movements of different shades and themes in focus.

**Learning Outcomes:** Students will be able to explain

- Meaning of globalization and how different schools have understood this.
- About the global institutional drivers of the globalization.
- How the globalization has impacted the traditional notion of sovereignty of the state.
- How globalization has impacted the domestic market and culture of societies.

**UNIT -I: Introduction to Globalization**

- Meaning of Globalization
- Debates on Globalization in India: School of Liberal. Swedshi and Marxists.

**UNIT -II: Economic and Technological Drivers of Globalization**

- World Trade Organization. World Bank, IMF
- Communication Technology

**UNIT -III: Globalization and Social Movements**

- Environmental Movement
- Human Displacement
- Peasant Movements

**UNIT -IV: Globalization and Nation-State**

- Globalization and the issues of National Security
- Notion of Citizenship in Globalizing world

**UNIT -V: Globalization, Culture and Market**

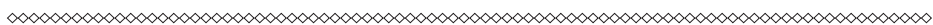
- Globalization and Domestic Market
- Globalization and its impact on Culture

**Basic Readings:**

- Agnew, J. (2009). *Globalization and Sovereignty*. Maryland: Rowman & Littlefield Publishers. Inc., pp. 1-46.
- Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.), *The Globalization of International Society*, Oxford: Oxford University Press. pp. 304-322.



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- Margaret. P. K., & Karen, A. M. (2010). Protecting the Environment. In *International Organizations: The Politics and Process of Global Governance*. (2nd edition). London: Lynne Rienner Publishers, pp. 497-534.
- Mitra. D., & Ranjan. P. (2012). The Globalization Debate and India. In Ghate, C. (Ed.), *The Oxford Handbook of the Indian Economy*. Oxford: Oxford University Press, pp. 785-809.
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- Sparks. C. (2007). *Development. Globalization and the Mass Media*. New Delhi: Sage. pp. 126-148.
- Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.
- Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell Companion to Globalization*. Oxford: Blackwell. pp. 352-366.



## B.A FIRST SEMESTER ENG-A-111 ENGLISH FOR COMMUNICATION

### Course Level Learning Objectives:

#### The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

### Course Learning Outcomes:

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

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing (150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) writing

### Module – I: Poetry

William Shakespeare – All The World is a Stage.

William Wordsworth – I Wondered Lonely as a Cloud.

Ralph Waldo Emerson – The Mountain and the Squirrel.

Emily Dickinson – Success is Counted Sweetest.



Robert Frost - Stopping by Woods on a Snowy Evening.  
Rabindranath Tagore – Where the Mind is without Fear.  
A.K.Meherotra – Songs of the Ganga.

**Module – II: Short Stories**

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.  
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace  
Anton Chekhov – The Lament/ O’ Henry – The Last Leaf  
Manoj Das – The Submerged Valley.

**Module – III: One- Act Plays And Short Fiction**

- A. Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal Eugene Lonesco  
-The Lesson /August Strandberg – Miss Jullie  
-Fritz Karinthy– Refund
- B. Harper Lee – To kill a Mocking Bird.  
Or  
R. K. Narayan – Vendor of Sweets.

**Module – IV: Fundamentals of Grammar**

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals, adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

**Module – V: Composition Practice**

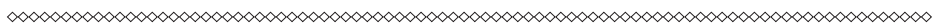
- A. Comprehension, Précis Writing, Paragraph Writing (150 Words), Reviewing Movies and Books, Letter Writing – Personal, Official, Demi-Official, Business, Public Speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings And Academic) Writing.
- B. Communication Practice – Introducing yourself, introducing people to others, meeting people, exchanging greetings, taking Leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in emergency, e-mails writing, explaining a graph, chart, table etc.

**Suggested Topics for background reading and Class presentation:**

Short selections from the works prescribed in Modules I,II and III – reading, re-telling, roleplaying, explaining with reference to contemporary social experiences Practical writing work on Modules IV and V.

**Suggested Reading:**

- 1. For reading the texts available sources of texts and help of the web source may be taken.
- 2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
- 3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
- 4. Bakshi, R. N. A Course in English Grammar, Orient Longman
- 5. Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. Macmillan



**B.A SECOND SEMESTER  
POL-C-122: ANCIENT INDIAN POLITICAL THOUGHT (C-3)**

**Course Objectives:**

This course intends to acquaint students with the vast repository of ideas and institutions produced by ancient Indian philosophers on politics and management of statecraft has been in all the great civilizations of the world. In India, academic sages and philosophers produced huge treasures of wisdom on politics, kingship, the functioning of government including the monarchy and bureaucracy. and their relationship with the people. This course module will make them understand the ideas of some prominent ancient political thinkers of India in light of the key sources like Vedas. Mahabharat, Ramayan. Puranas and some of the texts written by some individual philosophers themselves.

**Learning Outcomes:**

- A. The student will be to know about the ideas of individual sages and philosophers on politics and functioning of government.



- B. They will be able to interlink the themes on the functioning of the Monarchy and its relationship with the people taking the cue from the ideas of individual thinkers.
- C. Student will be able to explain the trajectory of ideas on key political questions and, institutions of ancient India.

**UNIT -I: Introduction to the Ancient Indian Political Thought**

- Features of Indian Political thought
- Sabha, Samiti, Janapada, Amatyas, purohita, Senapati, Mantri-(Manu and Kautilya).

**UNIT -II: The Idea of Statecraft**

- ARTHASHASTRA Of Kautilya,
- Saptang theory of Kautilya

**UNIT -III: Conception of Monarchy**

- Manu
- Kautilya

**UNIT -IV: Dealing with friends and enemy states**

- Spy system of Kautilya
- Mandal theory of Kautilya

**UNIT -V: Conception of Justice and Jurisprudence**

- Laws of Manu
- Judicial Administration in Arthashastra

**Basic Readings:**

- Altekar. A S. (1955). *State and Government in Ancient India*, Delhi: Motilal Banarasi Dass.
- Basham, A. L. (1981). *The wonder that was India*, Delhi: Rupa Paperback.
- Bhandarkar, D.R. (1929). *Some Aspects of Ancient Indian Hindu Polity*. Varanasi: Banaras Hindu University.
- Dhar. S. (1981). *Kautilya and the Arthashastra*. New Delhi: Marwah publication.
- Dutt. M. N. (2003). *Manusmriti*. New Delhi. Vedic Books.
- Ghoshal. U. N. (1959). *A History of Indian Political Ideas: the Ancient Period and the Period of Transition to Middle Ages*. Oxford University Press.
- Jayaswal, K. P. (1967). *Hindu Polity*. Bangalore: Bangalore Printing Press.
- Kosambi, D.D. (1980). *Culture and Civilization in Ancient India*. Vikas Publishing House. Delhi.
- Mazumdar, R. C. (2003). *Ancient India*. Delhi: Motilal Banarasi Dass.
- Mookerji, R. (2004). *The Fundamental Unity of India*. Orient Blackswan. Hyderabad.
- Mukherjee. B. (1976). *Kautilya's Concept of Diplomacy*. Calcutta: Minerva Associates Publications.
- Prasad, B. (1928). *The State in Ancient India: A Study in the Structure and Practical Working of Political Institutions*. Allahabad: Indian Press Limited.
- Prasad. B. (1927). *The Political Theory in Ancient India*. Allahabad: Indian Press.
- Rao. K. (2005). *Manu's ideas on administration*. *The Indian Journal of Political Science*. 66 (3), pp. 489-502.
- Roy, H. & Singh, M. P. (2017). *Indian Political Thought*. Pearson, Delhi.
- Saleatore, B. A. (1963). *Ancient Indian Political Thought and Institutions*. Bombay: Asia Publishing House.
- Sarkar, B. (1921). The Hindu Theory of the State. *Political Science Quarterly*, 36 (1). pp.79-90.



**B.A SECOND SEMESTER**  
**POL-C-123: POLITICAL THEORY (C-4)**

**Course Objective:**

The course has been designed to introduce key concepts in politics to the students to sharpen their understanding of political discourses and the ability to make the scientific enquiry into the political phenomenon and political questions. Diverse traditions and approaches have been included in the scheme of teaching to make understanding comprehensive and insightful. Contemporary debates on key concepts



like equality, freedom, democracy, citizenship and justice allow the students to understand the expanding horizons of discourses in the discipline.

**Learning outcomes:**

- A. Students will be able to learn key concepts needed to understand the political phenomenon.
- B. They will come to know about the role and functions of political theory.
- C. They will come to know how liberal and Marxist traditions look at and understand politics.
- D. They will learn what is power and how does it operate in society and politics.
- E. They will be able to explain the debates on the distributive theory of justice.
- F. They will come to understand and explain different theories and contemporary debates in democracy.

**UNIT -I: Political questions and Political theory**

- What are Political questions?
- Nature of Political theory: Normative and Empirical.

**UNIT -II: How to understand politics?**

- Liberal traditions
- Marxist traditions.

**UNIT -III: Power**

- Theories of power (Max Weber and Foucault)

**UNIT -IV: Theory of Justice**

- Notion of Justice
- Distributive Justice (John Rawls)

**UNIT -V: Equality**

- Notion of Equality
- Equality, Justice and Liberty - Correlation.

**Basic Readings:**

- Acharya, A. & Bhargava, R. (Ed.). (2008). *Political Theory: An Introduction*. Pearson: New Delhi.
- Acharya, A. (2008). Affirmative Action. In Bhargava, R & Acharya, A. (Eds.). *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.
- Bhargava, R. (2010). *What is Political Theory and Why Do We Need It?* Oxford: Oxford.
- Byrne, S. (1986). Defenders of Inequality: Milton Friedman and Robert Nozick. *Studies: An Irish Quarterly Review*, 75 (298), pp. 186-195.
- Barry, N. (1981). *An Introduction to Modern Political theory*. London: Macmillan.
- Carlisle, R. P. (2005). *The Encyclopedia of Politics: The Left and the Right*. London: Sage.
- Casal, P. & William, A. (2008) Equality. In McKinnon, C. (Ed.). *Issues in Political Theory*. New York: Oxford University Press. pp. 149-165.
- Dahl, R. A. (1957). *The concept of power*. New York: Bobbs-Merrill.
- Farrelly, C. (2004). *An Introduction to Contemporary Political Theory: A Reader*. London: Sage.
- Heywood, A. (2004). *Political Ideologies: An Introduction* (3<sup>rd</sup> ed.). London: Palgrave.
- McKinnon, C. (2008). *Issues in Political Theory*. New York: Oxford University Press.
- Miller, S. (1990). Foucault on Discourse and Power. *Theoria: A Journal of Social and Political Theory*. (76), pp. 115-125.
- Parsons, T. (1963). On the Concept of Political Power. *Proceedings of the American Philosophical Society*, 107(3), pp. 232-262.
- Rawls, J. (1971). *A Theory of Justice*. Cambridge: Harvard University Press.
- Swift, A. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press. pp. 91-132.
- Vincent, A. (2004). *The Nature of Political Theory*. New York: Oxford University, Press.



**B.A SECOND SEMESTER**  
**EVS-A-121: ENVIRONMENTAL STUDIES**  
**(GEO AECC1- ENVIRONMENTAL STUDIES)**

**Objective:**

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

**Learning Outcome:**

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

**Course Content**

**Unit -I: Introduction to Environmental Studies**

- I. Development of Environmental Studies. II. Meaning of environment.
- II. Concept of Environment iv. Scope of Environmental Studies

**Unit -II: Understanding the Environment**

- I. Biosphere. ii. Ecosystem. iii. Habitat. iv. Cultural Landscape

**Unit- III: Environmental Hazards**

- I. Natural Hazards. II. Flood, Drought, Cyclone & Earthquake, Landslide. III. Man Made Hazards.
- IV. Deforestation

**Unit- IV: Environmental conservation**

- I. Awareness about the importance of Environment. II. Monitoring. III. Conservation.
- IV. Sustainable Development

**Unit- V: Environmental Hazards in Arunachal Pradesh**

- I. Deforestation. II. Landslides. III. Flood. IV. Earthquake. V. Cloud burst

**Reference:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Weston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)





21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M) Magazine (R) Reference (TB) Textbook (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M) Magazine (R) Reference (TB) Textbook.



## B.A SECOND SEMESTER

### POL-G-124; FEMINISM: THEORY AND PRACTICE (GE2)

#### Course Objective:

This course seeks to understand the theories of feminism. core issues of the feminist movement, and feminism in contemporary India.

#### Learning Outcome

After reading this course the students will able to explain.

- A. How different schools have understood patriarchy and feminist questions differently.
- B. The origin, evolution and key issues which are at the core of the feminist movement both in Anglo-American world and India.
- C. The representation of the women in the political space of India.
- D. How the immense contribution that women make to the family are neglected in computation?

#### UNIT -I: Understanding Patriarchy

- Meaning of Patriarchy
- Theories of Feminism (Liberal. Marxist and Feminist)

#### UNIT -II: Feminism and Feminist Movement

- Origin and Phases of Feminist Movement
- Feminist Movement in India

#### UNIT -III: Feminism in contemporary India

- Patrilineal and Matrilineal practices in Indian Family
- Gender Relations in family
- Computing women works at Home

#### UNIT -IV: Women and Politics

- Women representation in Politics and Administration
- Women Representation at grass-roots level in politics

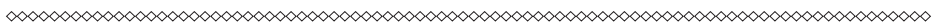
#### Unit -V: Violence and Discrimination against Women

- Sexual Harassment
- Women Trafficking
- Domestic Violence
- Deserted Women



**Basic Readings:**

- Ahmad, S., Nilofer, & Parveen, G. (2008) Women's Political Participation and Changing Pattern of Leadership in Rural Areas of .UP. *The Indian Journal of Poliactal Sctence*. 69(3). pp. 661-672.
- Bannerji, H. (2016). Patriarchy in the Era of Neoliberalism: The Case of India. *Social Scientist*, 44(3/4), pp. 3-27.
- Chapman, J. (2014). Violence against Women in Democratic India: Let's Talk Misogyny. *Social Scientist*, 42(9/10). pp. 49-61.
- Devi. D.. & Lakshmi. G. (2005). Political Lmpowerment of Women in Indian Legislature: A Study. *The didian Journal of Political Science*. 66(1). pp. 75-92.
- Ferguson, S. (1999). The Radical ideas of Mary Wollstonecraft. *Canadian Journal of Political Science / Revue Canadienne De Science Politique*, 32(3), 427-450.
- Graham. G. (1994). Liberal Vs Radical Feminism Revisited. *Journal of Applied Philosophy*, 11(2), 155-170.
- Hua, J. (2011). *Trafficking Women's Human Rights*, Minneapolis: London: University of Minnesota Press.
- Kachuck. B. (1995). Feminist Social Theories: Theme and Variations. *Sociological Bulletin*, 44(2), pp. 169-193.
- Kalpagam, U. (2000). The Women's Movement in India Today-New Agendas and Old Problems. *Feminist Studies*, 26(3). pp. 645-660.
- Khanna. M. (2009). Political Participation of Women in India. *The Indian Journal of Political Science*, 70(1). pp. 55-64.
- Kishwar. M. (1996). Women and Politics: Beyond Quotas. *Economic and Political Weekly*, 31(43), pp. 2867-2874.
- Matthews, J. (1986). Feminist History. *Labour History*. (50), pp. 147-153.
- Mazumdar, V. (1994). Women's Studies and the Women's Movement in India: An Overview. *Women's Studies Quarterly*, 22(3/4). pp. 42-34
- Sharma, G.. & Das. R. (2008). Women in Grassroots Democracy in India: NonGovernmental Organisations and Its Possibilities. *The Indian Journal of Political Science*, 69(4), pp. 815-823.
- Sheba T. (2004). Sexual Harassment at the Workplace: Emerging Problems and Debates. *Economic and Political Weekly*, 39(41), pp. 4491-4494.
- Sinopoli. R.. & Hirschmann. N. (1991). Feminism and Liberal Theory. *The American Political Science Review*. 85(1). pp. 221-233.
- Srivastava. S. (2004). Sexual Harassment of Women at Wark Place: Law and Policy. *Indian Journal of Industrial Relations*. 33). pp. 364-390.

**B.A THIRD SEMESTER****POL-C-211: COMPARATIVE GOVERNMENT AND POLITICS (C-5)****Course Objective:**

This course will enable the students to understand the functioning of governments and political systems in comparative perspectives. The political system does not operate in a vacuum. It has its own legal, economic. Socio-political and cultural ambience in which it works. This course exposes the students to concepts and approaches which can apply to understand different political regimes in terms even within the broader category of democratic regimes. However, they differ each other in many respects. This course will allow the students to understand their functioning in a Comparative perspective.

**Learning outcomes:**

- A. The students will be able to understand and apply different approaches to explain the functioning of different types of governing regimes.
- B. They will be able to compare democratic regimes and evaluate their functioning.
- C. They will be able to critically reflect on critical aspects of electoral democracy that includes functioning of parties and the relation between representation and democracy.
- D. They will be able to explain how media has changed the contours of elections and electoral democracy.

**UNIT -I: Understanding Comparative Politics**

- Meaning and Nature of comparative politics?
- Scope and Significance of comparative polities.



**UNIT II: Approaches**

- Traditional: Philosophical, Legal and institutional
- Modern: Behavioral, Post behavioral

**UNIT -III: Forms of Government**

- Parliamentary and Presidential
- Unitary and Federal

**UNIT -IV: Rule Making**

- UK and USA

**UNIT -V: Party System**

- Meaning and Typologies of the Party system
- Comparing functioning of party system: India, USA.

**Basic Readings:**

- Bowler, S. (2006) Electoral Systems. In Rhodes, R.A.W., Binder, S.A., & Rockman, B.A. (Eds.). The Oxford Handbook of Political Institutions, Oxford, pp. 577-594.
- Caramani, D. (2017), Party Systems. In Caramani, D. (Ed.), Comparative Politics, (4<sup>th</sup> ed.), Oxford: Oxford University Press, pp. 318-347.
- Choudhary, S. K. (2018). The Changing Face of Parties and Party Systems: A Study of Israel and India. London: Palgrave Macmillan, pp. 3-22.
- Chhibber, P. K. & Toreal, M. (1997). Elite Strategy, Social Cleavages, and Party Systems in a New Democracy. Comparative Political Studies, 30 (1): pp. 27-54.
- Chhibber, P. K. & Kollman, K. (2004). The Formation of National Party Systems: Federalism and Party Competition in Canada, Great Britain, India, and the United States. Princeton: Princeton University Press. pp. 9-21.
- Farrell, D. M. (2011). Electoral Systems: A Comparative Introduction, New York: Palgrave Macmillan. pp. 1-12.
- Haeue. R. & Harrop, M. (2004). Comparative Government and Politics: An Introduction. (6th ed.). New York: Palgrave Macmillan. pp. 69-85,
- Huntington, S. P. (1991). The Third Wave: Democratization in the Late 20<sup>th</sup> Century, Norman: University of Oklahoma Press, pp. 31-108.
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- Pitkin, H. F. (1967). The Concept of Representation. California: University of California Press, pp. 1-13, 209-240.
- Reeve, A., & Ware, A. (2001). Electoral Systems: A Comparative and Theoretical Introduction. pp. 1-16, 44-68,
- Thomassen, J. (2014), Representation and Accountability. In Thomassen, J. (Ed.). Elections and Democracy Representation and Accountability. Oxford: Oxford University Press, pp. 1-19. Tilly, C. (2007). Democracy. Cambridge: Cambridge University Press. pp. 25-50.



**B.A THIRD SEMESTER**  
**POL-C-212: THEORIES OF INTERNATIONAL RELATIONS (C-6)**

**Course Objective:**

The key objective of this course is to introduce the students to both the mainstream International Relations (IR) approaches such as realism (and its nexus with Classical Geopolitics) liberalism and constructivism and to critical approaches such as post colonialism and feminism.

**Learning outcomes:**

- A. Familiarization with the key concepts of the discipline of IR.
- B. Understanding of linkages between Classical Realism and Classical Geopolitics.
- C. Comprehensive understanding of the key assumptions and arguments of the mainstream IR.
- D. Appreciation of what is Global IR and why non-western perspectives are needed.
- E. Greater appreciation of the important role played by non-western countries in building post-war norms and institutions in key areas such as universal sovereignty, human rights, development and regionalism.
- F. Understanding the agency of the global south in these areas is key to countering IR's ethnocentrism and developing new concepts, theories and methods.

**UNIT -I: Understanding International Relations.**

- Meaning. Nature and Scope

**UNIT -II: Mainstream I.R Theories**

- Liberalism and Realism

**UNIT -III: Concepts in International Relations.**

- National Power
- National Interest

**UNIT -IV: World Order**

- Uni polar
- Bipolar
- Multi Polar

**UNIT -V: Balance of power and collective security system****Basic Readings:**

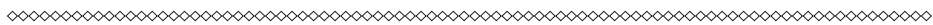
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- Burke, A., (2008). Postmodernism. In Reus-Smit, C., & Snidal, D. (Eds.). *The Oxford Handbook of IR*. Oxford: Oxford University Press.
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- Dunn, T., Kurki, M., & Smith, S. (2010). *International Relations Theories: Discipline and Diversity*. (2nd ed). Oxford: Oxford University Press.
- Dunn, T., and Schmidt, B. (2008). Realism. In Baylis, John et al. (Eds.). *The Globalization of World Politics*. (3rd ed.). Oxford: Oxford University Press.
- Dunn, T., (2008). Liberalism. In Baylis, John et al. (Eds.). *The Globalisation of World Politics: An Introduction to IR*. Oxford: Oxford University Press.
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- Hurd, I. (2008). Constructivism. In Reus-Smit, C., & Snidal, D. (Eds.). *The Oxford Handbook of International Relations*, Oxford: Oxford University Press. pp. 298-316.



Jackson, R. and Sorensen, G. (2007). Introduction to International Relations: Theories and Approaches. Oxford: Oxford University Press.

Linklater, A. (1996). Marxism. In Burchill, S., & Linklater, A. (Eds.). Theories of International Relations, New York: St. Martinis, pp. 119-144.

Smith, S., & Owens, P. (2008), Alternative Approaches to International Theory: Feminism. In Baylis. J. et al. (Eds.). The Globalisation of World Polttics: An Introduction to IR. Oxford: Oxford University Press.



**B.A THIRD SEMESTER**  
**POL-C-213: PUBLIC ADMINISTRATION (C-7)**

**Course Objective:**

This course seeks to familiarize the students with meaning, key concepts and schools of thoughts in public administration. The module deals with the structure and functioning of the organization and seeks to develop understanding in students why do we study public administration and how to make the functioning of their working far more economic and efficient which are common goals of all the organizations. Further, the dynamics of the functioning of organizations lead us to think about communication, motivation, leadership and conflict management in the organization. This course will allow the students to understand and examine how different schools have responded to these questions and what are their limitations.

**Learning outcomes:**

- A. The students will be able to make a difference between the public administration and private administration.
- B. They will be able to explain the journey of discourse in public administration in the sense that how the old public administration view was contested by the idea of new public administration and subsequently the discourse moved beyond that and started talking about New Public Management and New Public Service.

**UNIT -I: Introducing Public Administration**

- Meaning of Public Administration
- Growth of Public Administration as a discipline
- Difference between Public and Private Administration
- New Public Administration. New Public Management and New Public Service.

**UNIT -II: Organisation**

- Meaning
- Principles
- Basis

**UNIT -III: Theories of Organization**

- Scientific management: Taylor
- Human Relation: Elton Mayo
- Ecological approach: Frederick Riggs

**UNIT IV: Citizen and good governance**

- Meaning of Good Governance
- Importance of motivation

**UNIT V: Motivation in the organization**

- What is motivation?
- Theories of Motivation: Maslow and Herzberg



**Basic Readings:**

AliAhmady, G. (2016). Organisational Structure. *Procedia - Social and Behavioral Sciences*, (230). pp. 455-462.

Abulof, U. (2017). Introduction: Why We Need Maslow in the Twenty-First Century, *Society*.

Barthwal, C. (2003). E-Governance for Good Governance. *The Indian Journal of Political Science*, 64 (3/4). pp. 285-308.

Bandyopadhyay, D. (1996). Administration, Decentralization and Good Governance. *Economic and Political Weekly*, 31 (48). pp. 3109-3114.

Drucker, P. (1999). *Management challenges for the 21st century*. New York: Harper Business.

Frederickson, H. G. et al. (2015). *Decision Theory. The Public Administration Theory Primer*, Boulder, CO: Westview Press. pp. 131-164.

Frederickson, H. G. et al. (2015). *Theories of Governance. The Public Administration Theory Primer*, Boulder, CO: Westview Press. pp. 219-244.

Lambright, W., & Quinn, M. (2011). Understanding Leadership in Public Administration: The Biographical Approach. *Public Administration Review*. 71 (5), pp. 782-790.

McKinley, C. (1952). Some "Principles" of Organization. *Public Administration Review*. 12 (3). pp. 157-165.

Maslow, A. (1943). A Theory of Human Motivation. *Psychological Review*, 50 (4). pp. 370-396.

Riggs, F. W. (1961). *The Ecology of Public Administration*, London: Asia Publication.

Rodrigues, C. A. (2001). Fayol's 14 principles of management then and now: A framework for managing today's organizations effectively. *Management Decision*, 39 (10). pp. 880-889.

Salancik, G., & Pfeffer, J. (1974). The Bases and Use of Power in Organizational Decision.

Sarachek, B. (1968). Elton Mayo's Social Psychology and Human Relations. *The Academy of Management Journal*. 11 (2). pp. 189-197.

Taylor, F. W. (1911). *The Principles of Scientific Management*. New York: Harper & Brothers,

Whelan, R. (1999). *Public Administration -The State of the Discipline: A View from The Urban and Local Management Literature*. *Public Administration Quarterly*, 23 (1). pp. 46-64.

Weber, M., Hans G., & Mills, C W. (1958). *Bureaucracy. From Max Weber: Essays in Sociology*, New York: Oxford University Press. pp.196-244.

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**B.A THIRD SEMESTER  
SKILL ENHANCEMENT COURSE (AECC)  
POL-S-214: MANAGING ELECTION AND ELECTION CAMPAIGN**

**Course Objective:**

This course exposes students to a wide range of conceptual and practical issues and elements pertaining to electoral democracy in India. Elections and their nature have changed significantly with the support of social media and new technologies. Parties are using these mediums and techniques and adjusting to the new nuances emerging from it. Election management has become a crucial element of electoral democracy wherein parties use all their human and material resources at their disposal. This module exposes the students to the techniques of man and material resources to manage the elections.

**Learning Outcomes:**

- a. They will learn about how to file election nominations and the technical issues involved in it.
- b. They will be able to explain the election code of conduct including the ethics to be maintained in expenditure and elections campaign.



- c. They will be made aware of the role of new media and technology involved in election campaign.
- d. They will get to know about the required skills for media management during the elections.
- e. They will be able to answer what are debates on state funding of political parties in elections

### **Unit I: Electoral Democracy and Management of Elections:**

Electoral Democracy: A Theoretical Perspective

How Crucial is Management of Elections?

#### **Readings:**

- Lambert, P. (2000). A Decade of Electoral Democracy: Continuity, Change and Crisis in Paraguay. *Bulletin of Latin American Research*, 19 (3), pp. 379-396.
- Krouse, R., & Marcus, G. (1984). Electoral Studies and Democratic Theory Reconsidered. *Political Behavior*, 6(1), pp. 23-39.
- Varshney, A. (2007). India's Democratic Challenge. *Foreign Affairs*, 86 (2). Pp. 93-106.
- Houser, W., & (1986). The Democratic Rite: Celebration and Participation in the Indian Elections. *Asian Survey*, 26 (9), pp. 941-958.
- Yadav, Y. (1999). Electoral Politics in the Time of Change: India's Third Electoral System, 1989-99. *Economic and Political Weekly*, 34 (34/35), pp. 2393-2399.

### **Unit II: Elections and Model Code of Conducts**

- a. Model Code of Conducts: What it is?
- b. Filling Election Nominations and Election Affidavits
- c. Knowing your Candidates

#### **Readings:**

- Paul, S. (2003). Right to Information on Candidates: How Will the Voters Know? *Economic and Political Weekly*, 38(15), pp. 1449.
- Kumar, V. (2005). People's Right to Know Antecedents of Their Election Candidates: A Critique of Constitutional Strategies. *Journal of the Indian Law Institute*, 47 (2), pp.135-157.

### **Unit III: Management of Election Campaign**

- a. Traditional methods of Electoral Campaign; Poster, Pamphlets
- b. Use of New Techniques and Methods in Election Campaign
- c. Ethics in Electoral Campaign, Studies in use and abuse of communication

#### **Readings:**

- Herrnson, P. (1988). The Importance of Party Campaigning. *Policy*, 20 (4), pp. 714-719.
- West, D. (1994). Television Advertising in Election Campaigns. *Political Science Quarterly*, 109(5), pp. 789-809.
- Goldstein, K., & Freedman, P. (2002). Campaign Advertising and Voter Turnout: New Evidence for a Stimulation Effect. *The Journal of Politics*, 64 (3), pp. 721-740.
- Kahn, K., & Kenney, P. (1999). Do Negative Campaign Mobilize or Suppress Turnout? Clarifying the Relationship between Negativity and Participation. *The American Political Science Review*, 93(4), pp. 877-889.
- Rogers, L. (1949). Notes on the Language of Politics. *Political Science Quarterly*, 64 (4), pp. 481-506.

### **Unit IV: Media Management**

- a. Role of Print, Electronics and Social Media in Elections
- b. Electoral Campaign and the Issue of Fake News



**Readings:**

- Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. *Foreign Affairs*, 90(1), pp. 28-41.
- Newton, K. (1999). Mass Media Effects: Mobilization or Media Malaise? *British Journal of Political Science*, 29 (4) pp. 577-599.
- Carlisle, J., & Patton, R. (2013). Is Social Media Changing How We Understand Political Engagement? An Analysis of Facebook and the 2008 Presidential Election. *Political Research Quarterly*, 66 (4), pp. 883-895.
- Simpson, D., O'Shaughnessy, B., & Schakowsky, J. (2016). *Winning Elections in the 21<sup>st</sup> Century*. University Press of Kansas.
- Allcott, H., & Gentzkow, M. (2017). Social Media and Fake News in the 2016 Election. *The Journal of Economic Perspectives*, 32 (2), pp. 211-235.

**Unit V: Fund Management for the Party**

- a. Traditional and New Ways of Generating Funds
- b. Issue of Unaccounted Expenditure in Elections
- c. State Funding of Elections

**Readings:**

- Samuels, D. (2001). Does Money Matter? Credible Commitments and Campaign Finance in New Democracies: Theory and Evidence from Brazil. *Comparative Politics*, 34 (1), pp. 23-42.
- George, H. (1883). Money in Elections. *The North American Review*, 136 (316), pp. 201-211.
- Jain, S. (2001). State Funding of Elections and Political Parties in India. *Journal of the Indian Law Institute*, 43 (4), pp. 500-511.
- Dolly, A. (2000). State Funding of Elections: Some Posers. *Economic and Political Weekly*, 35(37), pp. 3283-3286.
- Kumar, B. V. (1999). Funding of Elections: Case for Institutionalised Financing. *Economic and Political Weekly*, 34 (28), pp. 1884-1888.
- Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. *The Journal of Policy Reform*, 3:3, pp. 229-254.

**Unit VI: Organization and Human Resource Management**

- a. Membership Drive
- b. Responsibility management
- c. Booth Management

**Readings:**

- Rosenblum, N. (2000). Political Parties as Membership Groups. *Columbia Law Review*, 100(3), pp. 813-844.
- Bowman, L., & Boynton, G. (1966). Recruitment Patterns among Local Party Officials: A Model and some Preliminary Findings in Selected Locales. *The American Political Science Review*, 60 (3), pp. 667-676.
- Part, I. The Need for Greater Party Responsibility. (1950). *The American Political Science Review*, 44 (3), pp. 15-36.
- Ackerman, B., & Ayres, I. (2006). The Secret Refund Booth. *The University of Chicago Law Review*, 73 (4), pp. 1107-1129.
- Ayres, I., & Bulow, J. (1998). The Donation Booth: Mandating Donor Anonymity to Disrupt the Market for Political Influence. *Stanford Law Review*, 50 (3), pp. 837-891.





**B.A THIRD SEMESTER**  
**POL-G-215: HUMAN RIGHTS (GE-3)**

**Course Objective:**

The purpose of the course is to build conceptual understanding in students about human rights and enable them to critically examine key issues and areas often talked about in human rights discourses.

**Learning outcomes:**

- A. The student will be able to explain the meaning of human rights and examine human rights issues in different social, political and cultural contexts.
- B. The students will be able to relate human rights with other rights of individuals.
- C. They will come to know how ideologies which seek to create hegemony: religious or political, pose threats to the human rights of individuals.
- D. Students will be able to examine and explain issues of human rights when state and its agencies apply the methods and techniques of surveillance, interrogation and counter-terrorism operations.
- E. They will come to know about the human rights of the armed forces.

**UNIT -I: Introduction to Human Rights**

- Meaning of Human Rights
- Universal Declaration of Human Rights
- Expanding Horizons of human Rights.

**UNIT -II: Ideology, Hegemony and Human Rights**

- Political Ideologies of Homogenization and the principles of Human Rights
- Religious Homogenization and Human Rights

**UNIT -III: Conflict Zones, Violence and the issues in Human Rights**

- Terrorism, Police Encounter and Human Rights
- Human Rights of the Armed forces

**UNIT IV: State and Human Rights**

- Issue of Surveillance and Censorship
- Police Custody, Torture and Human Rights

**UNIT V: Human Rights Discourse in India**

- Gender, Caste and Untouchability
- Industrialization, Displacement and Land Questions

**Basic Readings:**

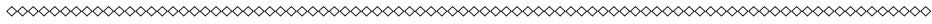
- Aggarwal, G. P. et al. (2013). *Human Rights in Changing Times*. UK: Cambridge Scholars Publishing.
- Bhandare, M. (2005). Terrorism and the Rule of Law: An Indian Perspective. *Peace Research*, 37 (1), pp. 31-35.
- D. O'Byrne. (2007). Torture. In *Human Rights: An Introduction*. Delhi: Pearson, pp. 164-197.
- Forsythe, D. (2006). Human Rights and the Military: Legal Rules. *International Studies Review*, 8 (3), pp. 504-506.
- Gready, P. (2003). The Politics of Human Rights. *Third World Quarterly*, 24 (4), pp. 745-757.
- Haragopal, G., & Jagannatham, B. (2009). Terrorism and Human Rights: Indian Experience with Repressive Laws. *Economic and Political Weekly*, 44 (28), pp. 76-85.
- Hoffman, J., & Graham, P. (2006). *'Human Rights', Introduction to Political Theory*. Delhi: Pearson, pp. 436-458.
- Keshot, A. (2009). Fundamental Rights of Indian Military Personnel. *Journal of the Indian Law Institute*, 51 (1), pp. 67-78.
- Marwah, V. (1998). Human Rights and the Role of Police. *Journal of the Indian Law Institute*, 40(1/4), pp. 138-142.
- Mitchell, N., Howard, R., & Donnelly, J. (1987). Liberalism, Human Rights, and Human Dignity. *The American Political Science Review*, 81 (3), pp. 921-927.



SAHRDC (2006). Introduction to Human Rights, Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights. In *Introducing Human Rights*. New Delhi: Oxford University Press.

Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy & Public Affairs*, 32 (4), pp. 315-356.

Sen, S. (2014). Right to Free Speech and Censorship: A jurisprudential Analysis. *Journal of the Indian Law Institute*, 56 (2), pp. 175-201.



**B.A FOURTH SEMESTER**  
**POL-C-221: PUBLIC POLICY(C-8)**

**Course Objective:**

This course provides thorough understanding of the public policy to the students. This module exposes the students to the world of kind of literatures which represent different theories and approaches to these issues. It also explains how citizen's participation is so important for effective implementation of the public policy.

**Learning outcome:**

- A. Students will be able to explain about different theories on Public Policy.
- B. They will be able to explain how to design a good public policy. ,
- C. They will be able to answer what is needed to ensure the successful implementation of public policy.
- D. They will be able to critically examine and answer questions pertaining to some of the key public policies in India in respect of food, sanitation health, education, poverty and environment.
- E. They will come to know how citizens can effectively participate in Public Policy implementation.

**UNIT -I: Introduction to Public Policy**

- Meaning of the public policy
- Theories of public policy: Elite theory. Incremental theory

**UNIT -II: Public Policy Design and Implementation**

- Policy Monitoring: tools and Techniques
- Policy Implementation, Decentralization and Local Government in public policy implementation.

**UNIT -III: Public Policy Evaluation**

- Methods and techniques of evaluation
- Agencies of Policy evaluation

**UNIT -IV: Citizen Initiative and Accountability**

- Social Audit
- RTI and Citizen Charter
- Consumer protection Act

**UNIT -V: Evaluation of Public Policy in India**

- Food Policy: Food Security Programme
- Education Policy: Sarva Siksha Abhiyan
- Environment Policy

**Basic Readings:**

- Anderson, C. (1979). The Place of Principles in Policy Analysis. *The American Political Science Review*, 73(3). pp. 711-723.
- Bandyopadhyay, D. (1996). Administration, Decentralization and Good Governance. *Economic and Political Weekly*, 31 (48). pp. 3109-3114.
- Barua, M. (2014). India's Environmental Strategy in the Global Climate Negotiations, *International Studies*. 51 (1-4). pp. 195-211.
- Gopalam, K. et al. (2015). Affordable housing: Policy and practice in India. *IIMB Management Review*, 27 (2). pp, 129-140.
- Howlett, M., Cashore. B. (2014). Conceptualizing Public Policy. In Engeli. I., Allison, C.R. (Eds.),



Comparative Policy Studies. Research Methods Series. London: Palgrave Macmillan.

- Jain, A. (2012). Good Governance and Right to Information: A Perspective. Journal of the Indian Law institute, 54 (4). pp. 506-519.
- Karuna, V. A., & Kidambi, S. (2007). Challenging Corruption with Social Audits. Economic and Political Weekly, 42 (5). pp. 345-347.
- Kitschelt, H. (1986). Four Theories of Public Policy Making and Fast Breeder Reactor Development. International Organization, 40 (1). pp. 65-104.
- Lewin, K. M. (2011). Expanding access to secondary education: Can India catch up? International Journal of Educational Development. 31 (4). pp. 382-393.
- Mead, L. M. (2013). Teaching public policy: Linking policy and politics. Journal of Public Affairs Education, (19). pp. 389-403.
- Paul, S. (2008). India's Citizen's Charters: In Search of a Champion. Economic and Political Weekly, 43(7). pp. 67-73.
- Provus, M (1971). Evaluation as Public Policy. Curriculum Theory Network (8/9). pp. 33-44. Purdon, S. et al. (2001). Research Methods for Policy Evaluation. Department for Work and Pensions. Research Working Paper No 2
- Ranjan, R. (2014). Mission Swachh Bharat: Stage is Set for Getting into Basics. Environment and Urbanization ASIA. 5 (2). pp. 269-284.
- Sandhu, A. (2014). National Food Security Act. 2013 and Food Security Outcomes in India. Vision, 18 (4). pp. 365 370.
- Ward, M. (2011). Aid to education: The case of Sarva Shiksha Abhiyan in India and the role of development partners. Journal of Education Policy. 26 (4). pp. 543-556.
- Waterman, R., & Wood, B. (1993). Policy Monitoring and Policy Analysis. Journal of Policy Analysis and Management. 12 (4). pp. 685-699.



**B.A FOURTH SEMESTER**  
**POL-C-222: POLITICS IN INDIA (C-9)**

**Course Objective:**

This course provides students a solid grounding in Indian polities where they study the extra- constitutional institutions, factors, and forces which influence the political discourses and decisions in the country.

**Learning Outcomes:**

- Students would be able to learn the key drivers of Indian politics. The students will be able to explain how caste, religion, language have influenced the identity politics in India.
- They will be able to explain the ideology. Social base and function of key political parties such as Indian National Congress and the Bhartiya Janata Party.
- They will be able to critically examine and explain the development issues in India,
- especially in the farm and industrial sectors.
- They will be able to know what ails our electoral and their public funding

**UNIT -I: Drives of Indian Politics**

- Ecology of Indian Politics: Constitutional Ecology
- Economic factors
- Regionalism
- Media and Civil Society

**UNIT -II: Parties and Party System**

- Features of Indian party System
- BJP, Indian national Congress
- Changing nature of Regional Political Parties.

**UNIT III: Electoral Politics and Indian Democracy**

- Election Commission
- Free and fair election
- Electoral Reforms

**UNIT -IV: Identity Politics**

- Caste Mobilization
- Linguistic Politics
- Demands for Statehood

**UNIT -V: Politics and Development Issues**

- Effect of Green Revolution on peasant
- Issue of Black Money
- Digital Economy

**Basic Readings:**

- Andersen, W. K. (2014). The Bharatiya Janata Party: A Victory for Narendra Modi. In Wallace. P. (Ed.). India's 2014 Elections: A Modi-led BJP Sweep. Sage.
- Austin, G. (1999). Working A Democratic Constiniion: A History of the Indian Experience. Oxtord University Press.
- Bhattacharya, D., & Susmita, G. (1998). Corruption in India and the Hidden Economy. Economic and Political Weekly. 33 (44). pp. 2795-2799,
- Bhambhri, C. (2005). Reservations and Casteism. Economic and Political Weekly. 40 (9), pp. 806-808.
- Bhargava, R. (Ed.). (1998). Secularism and Its Critics. New Dethi: OUP.
- Chandra, K. (2004). Why Ethnic Parties Succeed? Patronages and Ethnic Head Counts in India. Cambridge: Cambridge University Press.
- Chandra, K. (2016). Democratic Dynasties: State, Party and Family in Contemporary Indian Politics. Cambridge University Press.
- Hasan, Z. (2012), Congress after Indira: Policy, Power, Political Change (1984-2009). Oxford University Press.
- Jafferlot, C. (Ed). (2016). Hindu Nationalism: A Reader, (5th ed.). Permanent Black.
- Kailash, K. K. (2014). Regional Parties in the 16<sup>th</sup> Lok Sabha Elections: Who Survived and Why? Economic and Political Weekly, 49 (39). pp. 64-71.
- Kanungo, P. (2002). RSS Tryst with Politics: From Hedgewar to Sudarshan. New Delhi:
- Manohar, Katju, M. (2006). Election Commission and Functioning of Democracy. Economic and Political Weekly, 41(17). pp. 1635-1640.
- Kothari, R. (1974). The Congress System Revisited: A Decennial Review. Asian Survey. XIV (12).
- Ladejinsky, W. (1973). How Green Is the Indian Green Revolution? Economic and Political Weekly, 8 (32). pp. A133-A144.
- Nataraj, G. (2017). Demonetisation and its Impact. New Delhi: Indian Institute of Public Administration.
- Oommen, T. (1971), Green Revolution and Agrarian Conflict. Economic and Political Weekly, 6 (26), pp. A99-A103.
- Pai, S. (2000), State Politics. New Dimension: Party System Liberalization and Politics of Identity. New Delhi: Shipra.
- Paul, R. B. (1974). Language, Religion and Politics in North India. London: Oxford.
- Roy, A. N., & Mathew, G. (Eds.). (2015). Development, Decentralization and Democracy, Orient BlackSwan.
- Singh, A. P., & Murari, K. (Eds.). (2019). Constitutional Government and Democracy in India. New Delhi: Pearson.
- Shastri, Setal. (2009), Electoral Politics in Indian States. New Delhi: OUP.
- Sridharan, E. (2007). Toward state funding of elections in India? A comparative perspective on possible options. The Journal of Policy Reform. 3 (3), pp. 229-254.

**B.A FOURTH SEMESTER  
POL-C-223: WESTERN POLITICAL THINKER (C-10)****Course Objective:**

The purpose of this module is to introduce to the students some classical political thinkers from the West who shaped the ideas and key concepts of political Science in the Anglo-American tradition. Developing a 'just society' and a 'just state' has been a perennial question for all civilizations. But the answers are not alike. They are different across civilizations and times. This course examines the ideas of some of the prominent classical political thinkers beginning from Plato and ending with Mao whose response to political questions vividly influenced political thinking. The seeds of the conceptual themes which seem to be so enriched today also found expressions in older times with different accentuation and nodes. The course seeks to trace that ideas and tradition and examine them critically.

**Learning Outcomes:**

- A. The students will know the key ideas of all the political philosophers given in the course.
- B. They will be able to explain what was the ideas state according to Plato and how was it linked to his scheme of education and theory of justice.
- C. They will be able to answer how Aristotle differed from his master Plato on the conception of justice.
- D. They will be able to make a distinction among Hobbes, Locke and Rousseau on the state of nature, the law of nature and from of contract and the emergence of state from the contract.
- E. They will be able to answer how and why Machiavelli gave an overriding priority to pragmatism above ethics and values in operation of statecraft.
- F. They will be able to discern the meaning of utilitarianism and how Bentham and Mill differed from each other.
- G. Students would learn the key ideas in Marxism and will be able to answer how Lenin and Marx interpreted some of the ideas of Marx while applying Marxism in their respective countries.

**UNIT -I: Plato and Aristotle**

- Views on state

**UNIT -II: Machiavelli**

- Religion and Politics
- Republicanism

**UNIT II: Hobbes, Locke and Rousseau**

- State and Nature
- Social contract

**UNIT -IV: Bentham and J.S. Mill**

- Utilitarianism
- Liberty. Representative Government

**UNIT V: Karl Marx**

- Historical Materialism
- Class Struggle

**Basic Readings:**

- Annas, J. (1981). *An Introduction to Plato's Republic*. Clarendon Press. Oxford.
- Ashcraft, R. (1999). *Locke's Political Philosophy*. In Chappell, V. (Ed). *The Cambridge Companion to Locke*. Cambridge. Cambridge University Press. pp. 226-251.
- Barker, E. (1959). *The Political Thought of Plato and Aristotle*, New York: Dover Publications.
- Elster, J. (Ed.). (1977) *Karl Marx: A Reader*. New York: OUP.
- Hobbes, T., & Macpherson, C. B. (1968). *Leviathan*, Baltimore: Penguin Books.
- Kelly, P. (2009), J. S. Mill on Liberty. In: *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press. pp. 381-399.



- Laslett, P. (Ed.). (1960) Locke - Two Treatises” of Government. Cambridge: Cambridge University Press.
- Machiavelli, N. (1961). The Prince. Harmondsworth: Penguin. (Translated by George Bull). McClelland. J. S. (1996). A History of Western Political Thought. Routledge.
- Morrow, J. (2005) History of Western Political Thought: A Thematic Introduction. Palgrave. Mukherjee, S., & Ramaswami, S. (2004). A History of Political Thought, Delhi: Prentice Hall of India.
- Nelson, B. (2006) Western Political Thought. New Delhi: Pearson.
- Skoble, A.J., & Machan, T. (2007). Political Philosophy: Essential Selections. New Delhi: Pearson Education. pp. 124-130.
- Sabine, G. H. (1973), A History of Political Theory, New Delhi: Oxford and I.B.H. Publishing.



**B.A FOURTH SEMESTER**  
**SKILL ENHANCEMENT COURSE (AECC)**  
**POL-S-224: PUBLIC POLICY MANAGEMENT (SEC-2)**

**Course Objective:**

The purpose of paper is to provide conceptual as well as practical skills to the students to manage the public policies. They will be exposed to formulations, implementations and regulatory mechanism involved in public policy. They will be imparted skills to monitor and evaluate the working of the public policies. The course will have an interdisciplinary approach in which the students will come to know about the tools to empirically evaluate the success and failures of the policies. This course makes a solid grounding of the students in the management of public policy which requires a lot of skills in man, material and procedure monitoring and follow up actions to make the policy successful.

**Learning Outcomes:**

**The student will be able to**

- To understand the processes and complexities involved in the decision making
- Students will learn the skill of project monitoring and project evaluation
- They will have skills to manage policy implementation.

**Unit I: Introduction to Public Policy Management**

- What is Public Policy?
- Public Policy making

**Readings:**

- Hill, M. (Ed). (2014). Studying public policy: An international approach. Clifton, Bristol, UK; Chigago, IL, USA: Bristol University Press.
- Howlett, M., Cashore, B. (2014). Conceptualizing Public Policy. In Engeli I., Allison C.R. (Eds.), Comparative Policy Studies. Research Methods Series. Palgrave Macmillan, London.
- Keeney, R. L. (2004). Framing public policy decisions. International Journal of Technology Policy and Management, 4 (4), pp. 95-115.
- Knoepfel, P, Larrue, C., Varone, F., & Hill, M. (2007). Public policy analysis. Bristol: Bristol University Press.
- Maheshwari, S., & Maheshwari, S. (1987). Public Policy Making in India. The Indian Journal of Political Science, 48 (3), pp. 336-353.
- Stout, M. (2011). In Search of a Holistic Public Policy Theory Primer. Public Administration Review, 71 (2), pp. 322-326.

**Unit II: Public Policy Implementation**

- Policy Implementation and Bureaucracy
- Legal and Regulatory and shared Governance
- Special Care in implementation of Public Policy





**Readings:**

- Attewell, P., & Gerstein, D. (1979). Government Policy and Local Practice. *American Sociological Review*, 44(2), pp.311-327.
- Barthwal, C., & Sah, B. (2008). Role of Governmental Agencies in Policy Implementation. *The Indian Journal of Political Science*, 69(3), pp. 457-472
- Benjamin, B. R. (1984). *Strong Democracy*. Berkley: University of California Press.
- Hays, R. A. (1985). Perceptions of Success or Failure in Program Implementation: The 'Feedback Loop' in Public Policy Decisions. *Policy Studies Review*, 5.
- Larson, J. S. (1980). *Why Government Programs Fail: Improving Policy Implementation*. New York: Praeger.
- Lipsky, M. (1980). *Street-Level Bureaucracy: Dilemmas of the Individual in Public Services*. New York: Russell Sage Foundation.
- Regens, J., & Rycroft, R. (1986). Measuring Equity in Regulatory Policy Implementation. *Public Administration Review*, 46(5), pp. 423-431.
- Seigler, D. (2011). Renewing Democracy by Engaging Citizens in Shared Governance. *Public Administration Review*, 71(6), pp. 968-970.

**Unit III: Public Policy Monitoring**

- a. Meaning and Significance of Policy Monitoring
- b. Monitoring of Public Policies and Good Governance
- c. Approaches to Policy monitoring
- d. Limitations in Policy Monitoring

**Readings:**

- Kresnaliyska, G. (2015). Public Policies – A Modern Tool of Good Governance, *American International Journal of Contemporary Research*, (5) 5, pp. 43-47.
- Monitoring government policies: A toolkit for civil society organizations in Africa. Available at <https://www.internationalbudget.org/wp-content/uploads/Monitoring-Government-Policies.pdf>.

**Unit IV: Methods of Policy Evaluation**

- a. Some Basics in Applied Economics and Statistics
- b. Cost-Benefit Analysis
- c. Cost-Effectiveness Analysis
- d. Policy Alternative

**Readings:**

- Blum, J., Damsgaard, A., & Sullivan, P. (1980). Cost-Benefit Analysis, *Proceedings of the Academy of Political Science*, 33 (4), pp. 137-147.
- Gregory, R., & Keeney, R. (1994). Creating Policy Alternatives Using Stakeholder Values. *Management Science*, 40 (8), pp. 1035-1048.
- Hummel-Rossi, B., & Ashdown, J. (2002). The State of Cost-Benefit and Cost- Effectiveness Analyses in Education. *Review of Educational Research*, 72 (1), pp. 1-30.
- Kornhauser, L. (2000). On Justifying Cost-Benefit Analysis. *The Journal of Legal Studies*, 29 (S2), pp. 1037-1057.
- Patton, C. V., & Sawicki, D. S. (1986). The Need for simple Methods of Policy Analysis and Planning. In Patton, C. V. *Basic Methods of Policy Analysis and Planning*. Prentice-Hall.
- Schoenefeld, J., & Jordan, A. (2017). Governing policy evaluation? Towards a new typology. *Evaluation*, 23 (3), pp. 274 – 293.
- Sunstein, C. (2014). The Real World of Cost-Benefit Analysis: Thirty-Six Questions (and almost as many answers). *Columbia Law Review*, 114 (1), pp. 167-211.



**B.A THIRD SEMESTER****POL-G-225: UNDERSTANDING GANDHI OR UNDERSTANDING AMDEDKAR (GE-4)****Course Objective:**

This course teaches students the core elements of Gandhian thought and Gandhi's approach to the key issues of contemporary India which were also matter of contestations before Independence.

**Learning Outcomes:**

- A. tudents will be able to explain how Ambedkar rejected the Aryan Invasion Theory.
- B. They will come to know Ambedkar's views on Islam and partition of India.
- C. Students will be able to explain why and how Ambedkar opposed Shariate Laws and spoke in favour of the Uniform Civil code.
- D. Students will learn his view on democracy. Citizenship, freedom and justice.
- E. Students will be able to explain his views on the language question and organization of states in India.

**UNIT -I: Core of Gandhian Philosophy**

1. Truth and NonV iolence
2. Satyagrah

**UNIT -II: Machiavelli**

- Man, Machine development and Modern Human Civilization
- Gandhi's criticize of Modern civilization -Gandhi on Nation and Nationalism
- Swadeshi and Swaraj
- Nature and Environment

**UNIT II: Issues in Indian Politics**

- HinduMuslim Relation
- Untouchability and Caste Question
- Gandhi on Women

**UNIT -IV: Evaluation Gandhi**

1. Gandhi as a Political thinker
2. Contradictions in Gandhi

**UNIT -IV: Gandhi on Religion**

1. Gandhi Views on Religion and Politics
2. Religious Conversions

**Basic Readings:**

- Chandra, B. (2004). Gandhiji, Secularism and Communalism. *Social Scientist*. 32 (1/2), pp. 3-29.
- Coward. H. (2003). Gandhi. Ambedkar. and Untouchability. In Coward. H. (Ed.). *Indian Critiques of Gandhi*. New York: State University of New York Press. pp. 41-66.
- Gandhi. M. K. (1939). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Heredia. R. (1999). Interpreting Gandhi's Hind Swaraj. *Economic and Political Weekly*, 3-424 pp. 1497-1502.
- Kishwar. M. (1985). Gandhi on Women. *Economie and Political Weekly*. 20 (41). pp. 1753-1758.
- Parel. A. J. (Ed.). (2002). Introduction. In: Gandhi. freedom and Self Rule. Delhi: Vistaar Publication.
- Parel. A. J. (2008). Gandhi and the Emer. ergence of the Modern Indian Political Canon. *The Review of Politics*, 70 (1). pp. 40-63.
- Parekh. B. (1997). The Critique of Modernity. In: Gandhi: Brief Insight. Delhi: Sterling Publishing Company. pp. 63-74.
- Pathak. R. (2004). Environmental Challenges and Gandhian Solution. *The Indian Journal of Political Science*, 65 (3), pp. 367-376.
- Rao. P. (2009). Gandhi. Untouchability and the Postcolonial Predicament: A Note. *Social Scientist*, 37 (1/2). pp. 64-70.
- Srinivas. M. (1995). Gandhi's Religion. *Economic and Political Weekly*, 30 (25). pp. 1489-149.
- Tucker, W. (1931). Religious and Political Concepts of Gandhi. *Social Science*. 6 (3). pp. 294-298.
- Veeravalli, A. (2011). Swaraj and Sovereignty. *Economie and Political Weekly*, 46 (5), pp. 65-69, .



**B.A FIFTH SEMESTER**  
**BPOL-505: POLITICAL THOUGHT - I**

**Objective:** This paper studies the classical tradition in political theory with a view to understand how the great thinkers explained and analyzed political events and problems of their times and prescribed solutions.

**Course Contents:**

- Unit - I:** Plato : Justice and Communism.  
**Unit - II:** Aristotle : Slavery and Revolution.  
**Unit - III:** Hobbes, Locke and Rousseau : State of Nature and Social Contract.  
**Unit - IV:** Machiavelli : Statecraft.  
**Unit - V:** J. S. Mill : Liberty and Representative Government

**Readings:**

- Barker, E., *The Political Thought of Plato and Aristotle*, New York, Dover Publications, 1959.  
-----, *Greek Political Theory: Plato and His Predecessors*, New Delhi, B.I. Publications, 1964.  
----- *The Politics of Aristotle, translated with introduction, notes and appendix*, Oxford, Oxford University Press, 1995.  
Berki, R. N., *The History of Political Thought: A Short Introduction*, London, Dent, 1977.  
Bronowski, J. and B. Mazlish, *Western Intellectual Tradition*, Harmondsworth, Penguins, 1960.  
Coleman, J., *A History of Political Thought: From Ancient Greece to Early Christianity*, London, Blackwell, 2000.  
Hampsher-Monk, I. W., *Modern Political Thought from Hobbes to Marx*, Oxford, Basil, Blackwell, 1992.  
Klosko, G., *The Development of Plato's Thought*, London, Methuen, 1986.  
Macpherson, C.B., *The Political Theory of Possessive Individualism: Hobbes to Locke*, Oxford, Clarendon Press, 1973.  
Mulgan, R., G., *Aristotle's Political Theory: An Introduction for Students of Political Theory*, Oxford, The Clarendon Press, 1977.  
Mukherjee, S and S. Ramaswamy, *A History of Political Thought: Plato to Marx*, New Delhi, Prentice Hall, 1999.  
Plamentaz, J., *Man and Society*, 2 vols., London, Longman, 1963.  
Skinner, Q., *The Foundations of Modern Political Thought*, 2 volumes, Cambridge, Cambridge University Press, 1990.  
Thorson, T. L., *Plato: Totalitarian or Democrat*, Englewood Cliffs NJ, Prentice Hall, 1963.  
Warburton, N., J. Pike and D. Matravers, *Reading Political Philosophy: Machivelli to Mill*, London, Routledge in association with Open University, 2000.



**B.A FIFTH SEMESTER**  
**BPOL - 506: DYNAMICS OF INDIAN POLITICAL SYSTEM**

**Objective:** This course intends to familiarize the students further with some other dimensions of the working of Indian Political System.

**Course Contents:**

- Unit - I:** Centre, State Relations: Legislative, Administrative and Financial.  
**Unit - II:** Party System in India - BJP, INC, CPM and National conference.  
**Unit - III:** Election Commission of India and Electoral Reforms.  
**Unit - IV:** Judiciary Process in India: Judicial Review and Judicial Activism.  
**Unit - V:** Major Issues in Indian Politics - Regionalism, Communalism and Corruption.

**Readings:**

- Chandra, Satish, et.al., *Regionalism and National Integration*, Alekh Publisher, Jaipur, 1976.  
Duverger, M., *Political Parties*, Methun, London, 1954.  
Hardgrave, R. D., *Indian Government and Politics in Developing Nations*, Harcourt Braie, New York, 1970.



- Hidayatullah, M., *Democracy in India and Judicial Process*, Asian Publishing Company, New Delhi, 1966.  
Kashyap, S. C., *Politics of Defection: A Study of the State Politics in India*, National publication, New Delhi, 1969.  
Kashyap, S. C., *Politics of Power*, National Publication, New Delhi, 1974.  
Palombain, J. I. & M. Weiner, *Political Parties & Political Development*, Princeton University Press, Princeton, 1966.  
Part, H. G. (ed.), *Constitutional Systems in India-Continuity and Change*, Vasundra Publication, New Delhi, 1983.  
Sharma, P. K., *Federalism and Political Development*, Pragati Publication, Delhi, 1974.  
Siwach, J. R., *Crisis Control Mechanism in India*, Vishal Publisher, Kureshetra, 1984.  
Weiner, Myron, *Politics of Scarcity*, Chicago University Press, Chicago, 1962.  
Weiner, Myron, *The Indian Paradox*, Sage Publication, New Delhi, 1980.



**B.A FIFTH SEMESTER**  
**BPOL - 507: INDIAN FOREIGN POLICY**

**Objective:** This course intends to acquaint the students with the Foreign Policy of India in its contemporary perspective.

**Course Contents:**

- Unit - I:** Determinants and Principles.  
**Unit - II:** Indian Relations with USA and China.  
**Unit - III:** India and SAARC.  
**Unit - IV:** Geo-political and Economic Significance of Indian Ocean.  
**Unit - V:** India's Nuclear Policy.

**Readings:**

1. Appadorai, *Domestic Roots of India's Foreign Policy*, Oxford University Press, 1981.  
Ashok K. Behuria, *South Asia: The Quest for Regional Co-operation*, IDSA, 2009.  
A K Damodaran and US Bajpai (eds.), *Indian Foreign Policy: The Indira Gandhi years*, Radiant publishers, 1990.
2. R Nanda (ed.), *Indian Foreign Policy: The Nehru Years*, Radiant Publishers, 1990.
3. Rajamohan, *Crossing the Rubicon: The Shaping of India's New Foreign Policy*, Viking Penguin, 2003.  
David M. Malone, *Does the Elephant Dance? Contemporary Indian Foreign Policy*, Oxford University Press, 2014.  
Harsh V. Pant, *Indian Foreign Policy in a Unipolar World*, Routledge, 2009.  
J. Bandyopadhyaya, *Making of India's Foreign Policy*, Allied Publishers, 1987.  
J. N. Dixit, *India's Foreign Policy (1947-2003)*, Picus Books, 2003.  
Kanti S. Bajpai and Harsh V. Pant, *India's Foreign Policy: A Reader*, Oxford University Press, 2013.  
Kanti S. Bajpai, *India's National Security: A Reader*, Oxford University Press, 2013.  
Stephen P. Cohen, *India: Emerging Power*, Oxford University Press, 2002.  
Sumit Ganguly, *India's Foreign Policy: Retrospect and Prospect*, Oxford University Press, 2011.  
Rajiv Sikri, *Challenge and Strategy: Rethinking India's Foreign Policy*, Sage Publications, 2008.  
V. P. Dutt, *India's Foreign Policy since Independence*, NBT, 2007.  
V. P. Dutt, *India's Foreign Policy in a Changing world*, Vikas, 1999.



**B.A FIFTH SEMESTER**  
**BPOL - 508: PUBLIC ADMINISTRATION**

**Objective:** The course envisages acquainting the students with the discipline to enable them to understand and analyse the role of public administration in achieving good governance.

**Course Contents:**

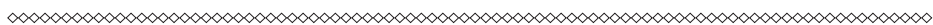
- Unit - I: Public Administration:** Nature and Significance, Public and Private Administration, and New Public Administration.



- Unit - II: Theories of Organization:** Human Relations Theory and Scientific Management Theory.  
**Unit - III: Personnel Administration:** Recruitment, Training and Promotion, and Role of Union Public Service Commission.  
**Unit - IV: Financial Administration:** Budget and Performance Budget.  
**Unit - V: Ethics in Administration and Redressal of Citizen's Grievances:** Lokpal and Lokayuktas.

**Readings:**

- Arora, R. K., *Comparative Public Administration*, New Delhi, Asia Publishing House, 1972.,  
Avasthi, A and S. R. Maheshwari, *Public Administration*, Agra, Lakshmi Narain Agarwal, 2000.  
Bhambri, C. P., *Administrators in a Changing Society, Bureaucracy and Politics in India*, Delhi, Vikas, 1971.  
Basu, Rumki, *Public Administration: Concepts and Theories*, New Delhi, Sterling Publishers, 2000.  
Bhattacharya, M., *Public Administration: Structure, Process and Behavior*, Calcutta, The World Press, 1991.  
-----, *Restructuring Public Administration: Essay in Rehabilitation*, New Delhi, Jawahar, 1999.  
Chakraborty, B., *Public Administration*, OUP, 2007.  
Dey, B. M., *Personnel Administration in India: Retrospective Issues, Prospective Thought*, New Delhi, Uppal, 1991.  
Dhubashi, P. R., *Recent Trends in Public Administration*, Delhi, Kaveri Books. 1995.  
Goel, S. L., *Advanced Public Administration*, New Delhi, Sterling, 1994.  
Golembiewski, R. T., *Public Administration as a Developing Discipline: Perspectives on Past, Present and Future*, New York, Marcel Dekker, 1977.  
Meheshwari, S. R., *Administrative Theory: An Introduction*, New Delhi, Macmillan, 1998.  
Perry, J., *Handbook of Public Administration*, San Francisco, Jossey-Bass, 1989.  
Sharma, M. P. and B. L. Sadana, *Public Administration in Theory and Practice*, Allahabad, Kitab Mahal, 2001.  
Sury, M., *Government Budgeting in India*, New Delhi, Commonwealth Publishers, 1990.  
Verma S. P. and S. N. Swaroop, *Personnel Administration*, EROPA, 1993.  
Wilson, J. Q., *Bureaucracy: What Government does and Why They Do It?* New York, Basic Books, 1989.



**B.A SIXTH SEMESTER**  
**BPOL-609: POLITICAL THOUGHT - II**

**Objective:** The course is designed to introduce the students to the contribution of the main traditions of Indian political thinking to political thought.

**Course Contents:**

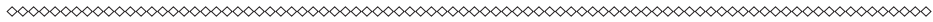
- Unit - I:** Hegel : Dialectics and State.  
**Unit - II:** Karl Marx : Historical Materialism and Class Struggle.  
**Unit - III:** Kautilya : Arthashastra and Saptanga Theory.  
**Unit - IV:** Mahatma Gandhi : Satyagraha and Ahimsa.  
**Unit - V:** B.R Ambedkar : Social Justice and Equality.

**Readings**

- A. S. Altekar, *State and Government in Ancient India*, Motilal Banashidass, Delhi, 1949.  
A. Appadorai, *Indian Political Thought of Twentieth Century* (Oxford).  
A. Appadorai, *Documents on Political Thought in Modern India*, 2001 Oxford University Press, Bombay, 1970.  
A. Appadorai, *Indian Political thinking through the Ages*, Khanna Publishers, Delhi, 1992.  
B. Parekh, *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political discourse* (Sage).  
C.M. Dhawan, *Political Philosophy of Mahatma Gandhi*.  
Crest Martyshin, *Jawaharlal Nehru and his Political View*.  
Chandra Bharill, *Social and Political Ideas of B.R. Ambedkar*.  
L. N. Rangarajan (ed.), *Kautilya - The Arthashastra*, Penguin Books, New Delhi, 1992.  
M. Shiviah, *New Humanism and Democratic Politics: A study of M. N. Roy's Theory of State*.  
O. P. Goyal, *Studies in Modern Indian Political Thought*, Kitab Mohal, Allahabad.



B. Parekh and T. Pantham (eds.), *Political Discourse: Exploration in Indian and Western Political thought*, Sage, New Delhi, 1987.  
Thomas Pantham & Kenneth L. Deutsch, *Political Thought in Modern India*, Sage, New Delhi, 1986.  
V. P. Varma, *Ancient and Medieval Indian Political Thought*, Lakshmi Narain Agarwal, Agra, 1986.  
V. P. Varma, *Modern Indian Political Thought*, 1961.



**B.A SIXTH SEMESTER**  
**BPOL - 610: CONTEMPORARY INTERNATIONAL RELATIONS**

**Objective:** This course intends to acquaint the students with the contemporary issues in International Relations.

**Course Contents:**

- Unit - I:** New World Order and Issues of Polarity.
- Unit - II:** International Political Economy: Globalisation and WTO.
- Unit - III:** Non-Aligned Movement: Origin, Role and Relevance.
- Unit - IV:** Importance of Regional Organisations: ASEAN and EU.
- Unit - V:** Global Concerns: Migration, Environment and Terrorism.

**Readings**

Amrita Narlikar, *The World Trade Organisation: A Very Short Introduction*, Oxford University Press, 2005.  
Birthe Hansen, *Unipolarity and World Politics: A Theory and its Implications*, Taylor and Francis, 2010.  
Charles Townshend, *Terrorism: A Very Short Introduction*, Oxford University Press, 2011.  
Dilip Hiro, *Empire: The Birth of a Multipolar World Order*, Nation Books, 2010.  
D. Murray and D. Brown, *Multipolarity in the 21st Century*, Routledge, 2013.  
Frances Harris, *Global Environmental Issues*, Wiley, 2004.  
John Baylis, Steve Smith and Patricia Owens (eds.), *The Globalization of World Politics*, Oxford University Press, 2013.  
John Pinders, *European Union: A Very Short Introduction*, Oxford University Press, 2013.  
John L. Seitz, *Global Issues: An Introduction*, Wiley-Blackwell, 2012.  
Joshua S. Goldstein, *International Relations*, Pearson Education, 2013.  
Khalid Koser, *International Migration: A Very Short Introduction*, Oxford University Press, 2007.  
Mark Maslin, *Global Warming: A Very Short Introduction*, Oxford University Press, 2009.  
Manfred B. Steger, *Globalisation: A Very Short Introduction*, Oxford University Press, 2013.  
M. S. Rajan, *Non-alignment and the Non-alignment Movement in the Present World Order*, Delhi, Konark, 1994.  
Paul Wilkinson, *International Relations: A very Short Introduction*, Oxford University Press, 2007.  
Ralf Emmers, *ASEAN and the Institutionalisation of East Asia*, Routledge, 2011.  
Sunil Khilnani et. al., *Non-alignment: A Foreign and Strategic Policy for India in the 21<sup>st</sup> Century*, Viking, 2013.



**B.A SIXTH SEMESTER**  
**BPOL - 611: POLITICAL THEORY -II**

**Objective:** This paper aims at providing the students with the knowledge of the basic concepts and ideological orientations of the discipline. It also acquaints students with the development of the discipline.

**Course contents:**

- Unit - I:** Concept of Ideology: Liberalism and Marxism.
- Unit - II:** Sovereignty: Its variants.
- Unit - III:** Power, Authority and Legitimacy.
- Unit - IV:** Democracy-Liberal and Marxist.





**Unit - V:** Political Culture and Political Participation.

**Readings**

- Barker, E., *Principles of Social and Political Theory*, Calcutta, Oxford University Press, 1976.  
Laski, H.J., *A Grammar of Politics*, London, Allen and Unwin, 1948.  
Dahl, R., *Modern Political Analysis*, Englewood Cliffs, N.J. Prentice Hall, 1963.  
Bhargava, R., *Political Theory*, Delhi, Pearson Longman, 2008.  
Schapiro, L. *Totalitarianism*, London: Macmillan, 1972  
Bhagwati, D., *Engaging Freedom: Some Reflections on Politics, Theory and Ideology*, Guwahati, DVS Publishers, 2009.  
O.P Gauba, *An Introduction to Political theory*, New Delhi, Macmillan, 1981.  
M. P. Jain, *Political Theory*.  
Held, David, *Political Theory and the Indian state*, London, Polity Press, 1981.  
Bhargava Raju, *What is political theory and why do we need it?* New Delhi, OUP, 2010.  
Varma S. P., *Political Theory vikas*, New Delhi.  
Ashirvatham E., *Political Theory*.  
Laski, Harold, *State in theory and Practice*.  
Thomas Panthom, *Political Theory and Social Reconstruction*, New Delhi, Sage Publication, 1995.



**B.A SIXTH SEMESTER**

**BPOL-612: GOVERNMENT AND POLITICS IN ARUNACHAL PRADESH**

**Objective:** The principal objective of this course is to enable the students to understand the political dynamics of the state of Arunachal Pradesh.

**Course Contents:**

- Unit - I** Determinant of State Politics.  
**Unit - II** Indigenous Governance System: Classification, Characteristics and Relevance.  
**Unit - III** State Formation of Arunachal Pradesh.  
**Unit - IV** Political Parties and Pressure Groups.  
**Unit - V** Local Self Governments in Arunachal Pradesh.

**Readings:**

- Bath, Nani, *Electoral Politics in Arunachal Pradesh*, Pilgrims, Varanasi, 2009.  
Gogoi, P. D., *NEFA Local Polity*, Unpublished Ph.D Thesis, Delhi University, 1971.  
Kani, Takhe, *The Advancing Apa Tanis of Arunachal Pradesh*, Takhe Omang, Itanagar, 1993.  
Pandey, B. B., et.al. (eds.), *Tribal Village Councils of Arunachal Pradesh*, Directorate of Research, Government of Arunachal Pradesh, Itanagar, 1999.  
Bose, M. L., *Historical and Constitutional Documents of North-Eastern India (1824-1975)*, Omsons Publishing Company, Delhi, 1979.  
-----, *History of Arunachal Pradesh*, Concept Publishing Company, New Delhi 1997.  
Das, Gurudas, *Tribes of Arunachal in Transition*, Vikash Publishing House, New Delhi, 1955.  
Elwin, Verrier, *A Philosophy for NEFA*, Directorate of Research, Government of Arunachal Pradesh, Shillong, 1969.  
-----, *Democracy in NEFA*, Directorate of Research, Govt. of Arunachal Pradesh, Itanagar, 1988.  
Hina, N. N., *Customary Law of Nyishi Tribe of Arunachal Pradesh*, Authors Press, New Delhi, 2012.  
Luthra, P. N., *Constitutional and Administrative Growth of the Arunachal Pradesh*, Directorate of Research, Government of Arunachal Pradesh, Itanagar, 1993.  
Mackenzie, Alexander, *The North East Frontier of India*, Mittal Publications, New Delhi, 2001.  
Mahanta, Bijan, *Administrative Development of Arunachal Pradesh, 1875-1975*, Uppal Publishing House, Delhi, 1983.  
Satapathy, B., *Dynamics of Political Process*, Omsons Publications, New Delhi, 1990.  
Singh, Chandrika, *Emergence of Arunachal Pradesh as a State*, Mittal Publications, Delhi, 1989.  
Talukdar, A. C., *Electoral Politics in Arunachal Pradesh: A Study in the General Elections*, Unpublished, 1995.  
-----, *Political Transition in the Grassroots in Tribal India*, Omsons Publications, Guwahati, 1987.



**SEMESTER SYSTEM**  
**DEPARTMENT OF SOCIOLOGY (CBCS with LOCF)**  
**Course Structure of Undergraduate Programme in Sociology**

**Course Structure:****Semester - I Core Courses**

(CBCS) SOC-C 111 : Introduction to Sociology I  
SOC-C 112 : Sociology of India I

**General Elective Course (GEC):**

SOC-G 114 : Polity & Society in India

**Ability Enhancement Compulsory Course (AECC):**

SOC-A 113 : English for Communication

**Semester - II Core Courses**

(CBCS) SOC-C-121 : Introduction to Sociology II  
SOC-C-122 : Sociology of India II

**Ability Enhancement Compulsory Course (AECC):**

SOC-A-123 : Environmental Studies

**General Elective Course (GEC):**

SOC-G- 124 : Gender Sensitization

**Semester - III Core Courses:**

(CBCS) SOC-C-211 : Political Sociology  
SOC-C-212 : Sociology of Religion  
SOC-C-213 : Sociology of Gender

**Skill Enhancement Course (SEC):**

SOC-S-214 : Theorizing Development

**General Elective Course (GEC):**

SOC-G-215 : Society and Stratification

**Semester - IV**  
(CBCS) SOC-C-221 : Economic Sociology  
SOC-C-222 : Sociology of Kinship  
SOC-C-223 : Social Stratification

**Skill Enhancement Course (SEC):**

SOC-S-224 : Ethics, Politics & Skill in Social Research

**General Elective Course (GEC):**

SOC-G-225 : Introduction to Social Research

**Major Papers**

**Semester - V** Paper BSOC 505 Rural Sociology  
Paper BSOC 506 Urban Sociology  
Paper BSOC 507 Social Change  
Paper BSOC 508 Tribal Society in India

**Semester - VI** Paper BSOC 609 Sociology of North-East India  
Paper BSOC 610 Sociology of Development  
Paper BSOC 611 Contemporary Sociological Theory  
Paper BSOC 612 Sociology of Health



**Courses of Study for B.A Sociology (Honours)**

<b>Year</b>	<b>B.A (1<sup>st</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (2<sup>nd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
<b>1<sup>st</sup> Year</b>	SOC-A-111	20	80	EVS-A-121	20	80
	SOC-C-111	20	80	SOC-C- 121	20	80
	SOC-C-112	20	80	SOC-C- 122	20	80
	SOC-G-114	20	80	SOC-G-124	20	80
<b>2<sup>nd</sup> Year</b>	<b>B.A (3<sup>rd</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B. A (4<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
	SOC-C-211	20	80	SOC-C-221	20	80
	SOC-C-212	20	80	SOC-C-222	20	80
	SOC-C-213	20	80	SOC-C-223	20	80
	SOC-S-214	20	80	SOC-S-224	20	80
	SOC-G-215	20	80	SOC-G-225	20	80
<b>3<sup>rd</sup> Year</b>	<b>B.A (5<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>	<b>B.A (6<sup>th</sup> semester)</b>	<b>Internal</b>	<b>End Sem.</b>
	BSCO - 505	20	80	BSCO - 609	20	80
	BSCO - 506	20	80	BSCO - 610	20	80
	BSCO - 507	20	80	BSCO - 611	20	80
	BSCO - 508	20	80	BSCO - 612	20	80



**B.A FIRST SEMESTER (CBCS)**  
**BSOC-C 111: INTRODUCTION TO SOCIOLOGY (Paper-I)**

**Objective:**

This course is a broad introduction to the discipline of sociology and seeks to acquaint students to a sociological way of thinking. It also intends to familiarize the students with the history and some of the fundamental concepts and concerns of the discipline. The interdisciplinary nature of the social sciences like social anthropology, history and psychology is discussed and students learn how these relate to each other while maintaining their disciplinary boundaries.

The course also provides a foundation for the other more detailed and specialized courses in sociology.

**Outcomes:**

1. The students learn to apply the sociological perspective in understanding how society shapes our individual lives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.

**Unit – 1 Sociology: Discipline and Perspective**

- 1.1 Thinking Sociologically
- 1.2 Emergence of Sociology and Social Anthropology

**Unit – 2 Sociology and Other Social Sciences****Unit – 3 Basic Concepts**

- 3.1 Individual and Group
- 3.2 Associations and Institutions
- 3.3 Culture and Society
- 3.4 Social Change

**Unit 1. Sociology: Discipline and Perspective****1.1 Thinking Sociologically**

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp. 1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'

**1.2 Emergence of Sociology and Social Anthropology**

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', pp. 13-46

**Unit 2. Sociology and Other Social Sciences**

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', pp. 65-80

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', pp. 25- 29.

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', pp. 13-30.



### Unit 3. Basic Concepts

#### 3.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. pp 83-94; Chapter 5. pp 104-115; Chapter 8, pp. 185-209.

#### 3.2 Associations and Institutions

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, pp. 210-229.

Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', pp. 71-97

#### 3.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 3, Culture, pp 70-95. Pearson. New Delhi.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) Man, Culture and Society. New York: Oxford University Press, pp. 345-368. approaches.

#### 3.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

### References: Compulsory Readings:

Beattie, J., 1966, Other Cultures, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', pp. 25- 29.

Béteille, André, 1985, Six Essays in Comparative Sociology, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Beteille, Andre, 2009, Sociology: Essays in Approach and Method, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', pp. 13-27

Bottomore, T. B. 1971, Sociology: A Guide to Problems and Literature, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', pp. 65-80

Burke, Peter, 1980, Sociology and History, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', pp. 13-30.

Firth, Raymond, 1956, Human Types, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', pp. 71-97

Garner, James Finn, 1994, Politically Correct Bedtime Stories: Modern Tales for Our Life and Times, New Jersey: John Wiley & Sons Inc., Chapters, Introduction, 'Little Red Riding Hood' & 'Rumpelstiltskin'

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. pp 83-94; Chapter 5. Pp 104-115; Chapter 8, pp. 185-209.

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, pp. 210- 229.

Johnson, Allan G. 2008, The Forest and the Trees: Sociology as Life Practice and Promise, Phila-delphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', pp. 1-36

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 2. Sociologi-cal Investigation. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 3, Culture, pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. Sociology, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.) Man, Culture and Society. New York: Oxford University Press, pp. 345-368. approaches.

Ritzer, George, 1996, Classical Sociological Theory, New York: McGraw Hill, Chapter 1, 'A His-torical Sketch of Sociological Theory- The Early Years', pp. 13-46



**B.A FIRST SEMESTER (CBCS)**  
**SOC-C-112 SOCIOLOGY OF INDIA I**

**Objectives:**

This course aims to provide an outline of the institutions and processes of Indian society through an informed interrogation of images and ideas on the Indian context. The central objective is to encourage students to view the Indian reality through a sociological lens. Also, it seeks to contribute to the development of critical and analytical thinking.

**Outcomes:**

1. The course lays the foundation of view in images and ideas of India through a sociological lens. It further investigates sociological concepts and institutions in the Indian context.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indian society.

**Unit 1: Images and Ideas of India**

- 1.1 India: Pre-Colonial and Colonial Images
- 1.2 Idea of India I: M.K. Gandhi
- 1.3 Idea of India II: B.R. Ambedkar

**Unit 2: Indian Society: Concepts and Institutions**

- 2.1. Caste: Concept and Critique
- 2.2. Agrarian Classes
- 2.3. Industry and Labour
- 2.4. Tribe: Profile and Location
- 2.5. Village: Structure and Change
- 2.6. Kinship: Principle and Pattern
- 2.7. Religion and Society

**Unit 1: Images and Ideas of India**

**1.1. India: The Colonial Image**

Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, pp. 1-28

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford University Press, pp. 136-171.

**1.2. Idea of India I: M.K. Gandhi**

Gandhi, M.K., 1938, Hind Swaraj. Ahmedabad: Navjivan Publishing House.

**1.3. Idea of India II: B.R. Ambedkar**

Ambedkar, B.R., 1971 [1936], Annihilation of Caste. Jullender: Bheem Patrika.

**Unit 2: Indian Society: Concepts and Institutions**

**2.1. Caste: Concept and Critique**

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) Social Inequality: Selected Readings. Harmondsworth: Penguin Books, pp. 265-272.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press, pp. 93-109.

**2.2. Agrarian Classes**

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press, pp. 271-275.

**2.3. Industry and Labour**

Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector", Contributions to Indian Sociology, 33 (1&2), pp.1-41.



**2.4. Tribe: Profile and Location**

Xaxa, V., 2011, Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSC- UNICEF, pp. 1-18.

**2.5. Village: Structure and Change**

Madan, V., 2002, "Introduction" in V. Madan (ed.), The Village in India. Delhi: Oxford University Press, pp. 1-26.

**2.6. Kinship: Principle and Pattern**

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press, pp.50-73.

**2.7. Religion and Society**

Srinivas, M.N. and A.M. Shah., 1968, "Hinduism", in D.L. Sills (ed.), The International Encyclo-paedia of Social Sciences, Volume 6. New York: Macmillan, pp. 358-366.

Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26, pp. 242-258.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press, pp. 320- 332.

**References: Compulsory Readings:**

Ambedkar, B.R., 1971 [1936], Annihilation of Caste. Jullender: Bheem Patrika.

Breman, J., 1999, "The Study of Industrial Labour in Post-Colonial India: The Formal Sector", Contributions to Indian Sociology, 33(1&2).

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays. Delhi: Oxford Uni-versity Press.

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), Social Strati-fication. Delhi: Oxford University Press.

Dube, S.C. 1990, Indian Society. Delhi: National Book Trust, pp. 1-28 Gandhi, M.K., 1938, Hind Swaraj. Ahmedabad: Navjivan Publishing House.

Karve, I., 1994, "The Kinship Map of India", in P. Uberoi (ed.), Family, Kinship and Marriage in India. Delhi: Oxford University Press.

Madan, V., 2002, "Introduction" in V. Madan (ed.), The Village in India. Delhi: Oxford University Press.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), Social Stratifica-tion. Delhi: Oxford University Press.

Momin, A.R., 1977, "The Indo Islamic Tradition", Sociological Bulletin, 26. 8

Srinivas, M.N. and A.M. Shah., 1968, "Hinduism", in D.L. Sills (ed.), The International Encyclopaedia of Social Sciences, Volume 6. New York: Macmillan.

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.), Social Inequality: Selected Readings. Harmondsworth: Penguin Books.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), Religion in India. Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (Occasional Paper, No. 2). Calcutta: CSSSC- UNICEF.





**B.A FIRST SEMESTER (CBCS)**  
**SOC-G-114 POLITY AND SOCIETY IN INDIA**

**Objectives:**

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

**Learning Outcomes:**

1. Understand the interplay of society and polity
2. To understand the formation of socio-political identities and its impact on society at large

**Unit 1: On Studying Politics and Society in India**

**Unit 2: Themes in Politics and Society in India**

- 2.1 Political Economy
- 2.2 Political Identities
- 2.3 Political Processes

**Unit 3: Protest and Resistance in Indian Politics**

**Unit 1. On Studying Politics and Society in India**

Chatterjee, Partha, 1997. *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39

Brass, Paul R, 1998. 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years*. Woodrow Wilson Center Press, pp. 23-44

Spencer, Jonathan, 2007. *Anthropology, Politics and the State: Democracy and Politics in South Asia*. Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Kaviraj, Sudipta. 1991. 'On State, Society and Discourse in India', in James Manor (ed.) *Re-thinking Third World Politics*, London: Longman. pp. 72-99

**Unit 2. Themes in Politics and Society in India**

**2.1.1 Political Economy**

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987. *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

**2.2 Political Identities: Nation, Caste, Religion and Ethnicity**

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 - 520

**2.3 Political Institutions and Democratic Processes**

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

**Unit 3. Protest and Resistance in Indian Politics**

Shah, Ghanshyam. 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304.



**B.A FIRST SEMESTER  
ENG-111 ENGLISH FOR COMMUNICATION**

**Course Level Learning Objectives:**

**The course will seek to achieve the following objectives:**

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

**Course Learning Outcomes**

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

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc, write a review of a book or a movie
- write a précis writing, paragraph writing (150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) writing

**Module – I: Poetry**

William Shakespeare – All The World is a Stage.

William Wordsworth – I Wondered Lonely as a Cloud.

Ralph Waldo Emerson – The Mountain and the Squirrel.

Emily Dickinson – Success is Counted Sweetest.

Robert Frost - Stopping by Woods on a Snowy Evening.

Rabindranath Tagore – Where the Mind is without Fear.

A.K.Meherotra – Songs of the Ganga.

**Module – II: Short Stories**

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar’s Trade Union.

Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace

Anton Chekhov – The Lament/ O’ Henry – The Last Leaf

Manoj Das – The Submerged Valley.

**Module – III: One- Act Plays And Short Fiction**

A. Norman Mckinnell - The Bishop’s Candle Sticks/Anton Chekov – A Marriage Proposal

Eugene Lonesco – The Lesson /August Strandberg – Miss Jullie

Fritz Karinthy- Refund

B. Harper Lee – To kill a Mocking Bird.

Or

R. K. Narayan – Vendor of Sweets.

**Module – IV: Fundamentals of Grammar**

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals, adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

**Module – V: Composition Practice**

A. Comprehension, Précis Writing, Paragraph Writing (150 Words), Reviewing Movies and Books, Letter Writing – Personal, Official, Demi-Official, Business, Public Speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings And Academic) Writing.

B. Communication Practice – Introducing yourself, introducing people to others, meeting people, exchanging greetings, taking Leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in emergency, e-mails writing, explaining a graph, chart, table etc.





**Suggested Topics for background reading and Class presentation:**

Short selections from the works prescribed in Modules I, II and III – reading, re-telling, roleplaying, explaining with reference to contemporary social experiences Practical writing work on Modules IV and V.

**Suggested Reading:**

1. For reading the texts available sources of texts and help of the web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A Course in English Grammar, Orient Longman
5. Krishnaswamy, N. Modern English – A Book of Grammar, usage and composition. Macmillan



**B.A. SECOND SEMESTER (CBCS)  
SOC-C-121: Introduction to Sociology II**

**Objective:**

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology. The focus is on studying from the original texts to give the students an idea of how over a period of time thinkers have conceptualized various aspects of society. The objective is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. The students will be able to understand since theories are a reflection of changes taking place in society, thus, each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

**Learning Outcomes:**

1. The students are introduced to the relationship between theory and perspectives.
2. This paper also provides a foundation for sociological theories that are a part of papers in the subsequent semesters.

**Unit – I: Perspectives in Sociology-I**

- 1.1 Evolutionary perspective
- 1.2 Functionalism

**Unit – II: Perspectives in Sociology-II**

- 2.1 Interpretive Sociology
- 2.2. Symbolic Interactionism

**Unit – III: Perspectives in Sociology-III**

- 3.1 Conflict perspective.
- 3.2 Feminist Perspective

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**Unit – I: Perspectives in Sociology-I**

- 1.1 Evolutionary perspective

Spencer, H. 2015, Principles of Sociology. Arkose Press

- 1.2 Functionalism

Durkheim, Emile. 1982, The Rules of Sociological Method, New York: Free Press. Chapter 1, What is a Social Fact? pp. 50 – 59.

Radcliffe Brown, A. R., 1976, Structure and Function in Primitive Society, New York: Free Press Chapter 9 & 10, pp. 178-204.



**Unit – II: Perspectives in Sociology-II**

**2.1 Interpretive Sociology**

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26.

**2.2 Symbolic Interactionism**

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, pp. 690-693.  
Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280.

**Unit – III: Perspectives in Sociology-III**

**3.1 Conflict perspective**

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. pp. 31- 66

**3.2 Feminist Perspective**

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, pp. 1-26.

**References: Compulsory Readings:**

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. pp 1-40.

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology*, 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', pp. 247-280.

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, pp. 1-26.

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. pp. 31- 66

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, pp. 178-204.

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

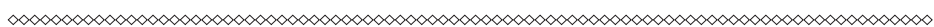
Willis, Evan, 1996, *The Sociological Quest: An Introduction to the Study of Social Life*. New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. pp- 107-138.

**Additional Resources:**

Blumer, Herbert. 2002 'Symbolic Interactionism' from Craig Calhoun (ed.) *Contemporary Sociological Theory*. Oxford: Blackwell. pp. 66 - 77

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. pp.49-69.



**B.A. SECOND SEMESTER  
SOC-C-122 : SOCIOLOGY OF INDIA- II**

**Objective:**

The course adds to the sociological interpretation of Indian history and society. It examines how multiple social processes, forces and ideologies shaped the terrain of the nation. The India-specific themes of the course are treated by drawing from sociological concepts and theories. The course connects the



practical and conceptual in terms of both substance and relevance. It seeks to broaden the viewpoints and encourages students to reflect deeply on the multicultural reality, which is the defining feature of India.

**Learning Outcomes:**

1. The course adds to the sociological interpretation of Indian history and society. The India - specific themes of the course—discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example—are treated, moreover, by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking and doing.

**Unit – I: India as an Object of Knowledge**

- 1.1. The Nationalist Discourse
- 1.2. The Subaltern Critique
- 1.3. Indological and Ethnographic Perspectives

**Unit – II: Resistance, Mobilization, Change**

- 2.1. Mobility and Change,
- 2.2. Dalit Movement,
- 2.3. Women’s Movement,
- 2.4. Peasant Movement,
- 2.5. Ethnic Movement.

**Unit -III: State and Society: Contesting Ideologies**

- 3.1. Communalism, 3.2. Secularism, 3.3. Nationalism, Citizenship and Identity.

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**Unit – I India as an Object of Knowledge**

**1.1. The Nationalist Discourse**

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black, pp. 85-126.

Srinivas, M.N., 2002, “Nation-Building in Independent India”, in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. pp. 388-413.

**1.2. The Subaltern Critique**

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, pp.1-8.

**1.3 Indological and Ethnographic Perspectives**

Dumont, L. and D. Pocock, 1957, “For a Sociology of India”, *Contributions to Indian Sociology*, 1, pp. 7-22.

**Unit – II: Resistance, Mobilization, Change**

**2.1 Mobility and Change**

Srinivas, M.N., 1956, “A Note on Sanskritization and Westernization”, *The Far Eastern Quarterly*, 15(4), pp. 481- 496.

**2.2 Dalit Movement**

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications, pp. 17-43.

**2.3. Women’s Movement**

Menon, N., (ed.), 1999, *Gender and Politics in India*. Delhi: Oxford University Press, pp. 342- 369.

**2.4. Peasant Movements**

Pouchepadass, J., 1980, “Peasant Classes in Twentieth Century Agrarian Movements in India”, in E. Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford University Press, pp.136-155.

**2.5. Ethnic Movements**

Baruah, S., 2010, “The Assam Movement” in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, pp. 191-208.



**Unit – III: Crises of Civilization, State and Society:**

**3.1. Communalism**

Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton, pp. 89-110.

**3.2. Secularism**

Kumar, R., 1986, "The Varieties of Secular Experience", in Essays in the Social History of Modern India. Calcutta: Oxford University Press, Pp. 31-46.

Madan, T.N., 1997, Modern Myths, Locked Minds. Delhi: Oxford University Press, pp. 233- 265.

**3.3. Nationalism, Citizenship and Identity**

Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism. New Delhi: Sage Publications.

**References: Compulsory Readings:**

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), Social Movements I: Issues of Identity. Delhi: Oxford University Press, Pp. 191-208.

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", Contributions to Indian Sociology, 50 (1).

Deshpande, S., 2003, Contemporary India: A Sociological View. New Delhi: Penguin Books.

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", Contributions to Indian Sociology, 1

Dumont, L., 1997, Religion, Politics and History in India. Paris: Mouton. Guha, R., 1982,

Subaltern Studies, Volume I. Delhi: Oxford University Press.

Kaviraj, S., 2010, The Imaginary Institution of India. Ranikhet: Permanent Black.

Kumar, R., 1986, "The Varieties of Secular Experience", in Essays in the Social History of Modern India. Calcutta: Oxford University Press.

Madan, T.N., 1997, Modern Myths, Locked Minds. Delhi: Oxford University Press. Menon, N., (ed.), 1999, Gender and Politics in India. Delhi: Oxford University Press.

Oommen, T.K., 1997, Citizenship and National identity: From Colonialism to Globalism.

New Delhi: Sage Publications.

Pouchepadass, J., 1980, "Peasant Classes in Twentieth Century Agrarian Movements in India", in E.

Hobsbawm (ed.), Peasants in History. Delhi: Oxford University Press.

Shah, G., 2001, Dalit Identity and Politics. New Delhi: Sage Publications.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", The Far Eastern Quarterly, 15 (4).

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, Collected Works. New Delhi: Oxford University Press. Pp. 388-413.

**Audio-Visual Materials:**

Select Films/Documentaries (any three):

GhareBaire (The Home and the World) [1985; Dir: Satyajit Ray]

Komal Gandhar [1961; Dir: Ritwik Ghatak]

Ankur [1974; Dir: Shyam Benegal]

Father, Son, and Holy War [1994; Dir: Anand Patwardhan]

Bombay [1995; Dir: Mani Ratnam]

Mirch Masala [1987; Dir: Ketan Mehta]

Jashn e Azadi: How we Celebrate Freedom [2007; Dir: Sanjay Kak]





**B.A. SECOND SEMESTER**  
**SOC-G-124 : GENDER SENSITIZATION**  
**Generic Electives (GE)**

**Objective:**

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

**Learning Outcomes:**

1. Understanding of Socio-Cultural construction of differences regarding men and women.
2. Discussing rights and exploitations of Women.

**Unit -I: Sex, Gender and Sexuality**

- 1.1 Introduction to debates on the social construction of sex and gender
- 1.2 Cultural construction of masculinity and femininity
- 1.3 Understanding sexual preference as a right

**Unit -II: Gender, Family, Community and the State****Unit -III: Gender Rights and the Law**

- 3.1 Right to property,
- 3.2 Personal laws,
- 3.3 Violence against women,
  - 3.3.1 Sexual harassment,
  - 3.3.2 Rape,
  - 3.3.3 Domestic violence

**Unit -IV: Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability:****Unit -I: Sex, Gender and Sexuality**

Geetha, V. 2002, Gender. Calcutta: Stree

Menon, Nivedita. 2012, Seeing like a Feminist. New Delhi: Zubaan/Penguin Books .

Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women.

Murty, Laxmi and Rajshri Dasgupta. 2012, 'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'. New Delhi: Zubaan.

Films: Being Male Being Koti Dir: Mahuya Bandyopadhyay.

Many People Many Desires Dir: T. Jayashree;

Boys Don't Cry Dir: Kimberley Peirce.

**Unit -II: Gender, Family, Community and the State**

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709 -722.

Films: IzzatnagrikiAsabhyaBetiyani Dir: Nakul Singh Sawhney.

**Unit -III: Gender Rights and the Law**

For all the laws relating to women please refer to the following resource: <http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx>

Films: Gulabi Gang Dir: Nishtha Jain; North Country Dir: Niki Caro;

The Accused Dir: Jonathan Kaplan.

**Unit -IV: Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability**

Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, Gender and Politics in India. New Delhi: Oxford University Press.

Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

**References: Compulsory Readings:**

Bhasin, Kamala. Patriarchy. New Delhi: Kali for Women.

Geetha, V. 2002, Gender. Calcutta: Stree



Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

Menon, Nivedita. 2012, Seeing like a Feminist. New Delhi: Zubaan/Penguin Books

Murty, Laxmi and Rajshri Dasgupta. 2012, 'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'. New Delhi: Zubaan

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. Economic and Political Weekly February 19: 709 -722

Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, Gender and Politics in India. New Delhi: Oxford University Press.



**B.A SECOND SEMESTER**  
**EVS-A-121: ENVIRONMENTAL STUDIES**  
**(GEO AECC1- ENVIRONMENTAL STUDIES)**

**Objective:**

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

**Learning Outcome:**

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

**Course Content:**

**Unit-I: Introduction to Environmental Studies**

- I. Development of Environmental Studies. II. Meaning of environment.
- III. Concept of Environment IV. Scope of Environmental Studies

**Unit-II: Understanding the Environment**

- I. Biosphere. II. Ecosystem. III. Habitat. IV. Cultural Landscape

**Unit-III: Environmental Hazards**

- I. Natural Hazards. ii. Flood, Drought, Cyclone & Earthquake, Landslide. iii. Man Made Hazards.
- II. Deforestation

**Unit-IV: Environmental conservation**

- I). Awareness about the importance of Environment. II). Monitoring. III). Conservation.
- IV). Sustainable Development

**Unit -V: Environmental Hazards in Arunachal Pradesh**

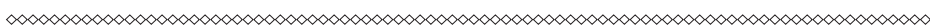
- I). Deforestation. II). Landslides. III). Flood. IV). Earthquake. V). Cloud burst

**Reference:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad -380013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.



11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (M) Magazine (R) Reference (TB) Textbook.



**B.A THIRD SEMESTER**  
**SOC-C-211 : POLITICAL SOCIOLOGY**

**Objective:**

The course is an introduction to the theoretical debates in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems. It deals with theoretical and analytical aspects of examining the interface between politics and society and seeks to provide an understanding of political processes in India.

**Unit - I: Understanding Political sociology**

- 1.1 Political Sociology: Nature and scope
- 1.2 Interrelation between polity and society

**Unit -2: Basic concepts**

- 1.1 Power and Authority
- 1.2 State, Democracy and Citizenship
- 1.3 Government and Governance
- 1.4 Elites, Ruling classes and Masses

**Unit -3: Politics and Society in India**

- 3.1 State and Society in India
- 3.2 Ethnic Movements and resistance
- 3.3 Caste and politics

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**Unit -1: Understanding Political sociology**

**1.1 Political Sociology: Nature and scope**

Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology 2edition, UK: Wiley-Blackwell, pp. 1-42

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', American Anthropologist, New Series, Vol.92, No. 3, pp. 586-596

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', The Journal of the Royal Anthropological Institute, Vol. 3, No. 1, pp. 1-19

**1.2 Interrelation between polity and society**

Mitchell, W.C. 1958. The Polity and Society: A Structural Functional Analysis, Midwest Journal of Political Science, Volume 2 No. 4. PP 403 - 420.



**Unit 2. Basic concepts****1.1 Power and Authority**

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

**1.2 State, Democracy and Citizenship**

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', *The American Political Science Review*, Vol. 85, No.1, pp. 77-96.

Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford: Clarendon Press, pp. 1-45

Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History*, Ithaca: Cornell University Press, pp.55-72

**1.3 Government and Governance**

Rhodes, R.A. 2012. *Wave of Governance* in David Levi Fair editing *The Oxford Handbook of Governance*, Oxford Handbook online.

**1.4 Elites, Ruling classes and Masses**

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin books, Chs 1, 2 & 3.

**Unit 3. Politics and Society in India****3.1 State and Society in India**

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

**3.2 Ethnic Movements and resistance**

Baruah, Sanjib. *Politics of Subnationalism: Society Versus state in Assam: From Partha Chatterjee (ed) State and Politics in India*. Delhi: OUP. pp. 496 - 520.

**3.3 Caste and politics**

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

Tarlo, Emma. 2003. *Unsettling Memories: Narratives of the Emergency in Delhi*, Los Angeles: University of California Press, pp. 62-93

Mitchell, W.C, 1958, *The Polity and Society: A Structural Functional Analysis*, *Midwest Journal of Political Science*, Vol. 2, No.4 Pp.403 -420

**References: Compulsory Readings:**

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). *Local Level Politics: Social and Cultural Perspectives*, London: University of London Press, pp.281-94

Baruah, Sanjib. *Politics of Subnationalism: Society Versus state in Assam: From Partha Chatterjee (ed) State and Politics in India*. Delhi: OUP. pp. 496 - 520

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin books, Chs 1, 2 & 3.

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in *Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy*. Delhi: OUP. Pp. 200 - 230

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp. 326-348

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27



- Lukes, Steven. 2005. Power: A Radical View, 2<sup>nd</sup> edition, Hampshire: Palgrave, pp.14-49  
Macpherson, C. B. 1966. The Real World of Democracy, Oxford: Clarendon Press, pp. 1-45  
Marshall, T.H. 1950. Citizenship and Social Class and Other Essays, Cambridge: Cambridge University Press, pp.10-27  
Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics', The American Political Science Review, Vol. 85, No.1, pp. 77-96.  
Nash, Kate. 2010. Changing definitions of politics and power, in Contemporary Political Sociology 2 edition, UK: Wiley-Blackwell, pp. 1-42  
Rhodes, R.A. 2012. Wave of Governance in David Levi Faur editing The Oxford Handbook of Governance, Oxford Handbook online

#### Audio Visual Resources:

1. Documentaries: Why Democracy (<http://whydemocracy.net/>)
2. TV Series: Yes, Minister, Yes, Prime Minister, (<http://www.imdb.com/title/tt0080306/>)
3. Films and TV Series from India:
4. Tamas, Neem ka Pedh, Kissa Kursi ka, Garam Hawa, Jaane Bhi Do Yaaron, New Delhi Times, Gulaal, Soldiers in Sarong.



### B.A THIRD SEMESTER

#### SOC-C-212 : SOCIOLOGY OF RELIGION

#### Objective:

This course introduces students to the distinctiveness of the sociological approach to the study of religion. Students are introduced to the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenome-non.

#### Learning Outcomes:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.
2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

#### Unit -I: Theorising Religion and Society

- 1.1 Religion and Sociology
- 1.2 Formulating a Theory of Religion :  
Emile Durkheim  
Max Weber  
Bronislaw Malinowski

#### Unit -2: Elements of religion

- 2.1 Ritual
- 2.2 Myth
- 2.3 Prayer: Pilgrimages and festivals
- 2.4 Religion, Sect and Cults
- 2.5 Craft: Religious Specialists

#### Unit -3: Rationality

#### Unit -4: Religion and the State

##### Unit 1: Theorising Religion and Society

##### 1.1 Religion and Sociology

Be'teille, Andre'. 2002. "Religion as a Subject for Sociology", in Sociology Essays on Approach and Method. New Delhi: Oxford University Press. pp 184-200.



## 1.2 Formulating a Theory of Religion:

### Emile Durkheim

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

### Max Weber

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kal-berg. England: Roxbury Publishing Press, pp. 103-126.

### Bronislaw Malinowski

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

## Unit 2: Elements of religion

### 2.1 Sacred, Myth, Ritual: Social significance of Religion

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp.100-122.

Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

### 2.2 Body : Life cycle rituals

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

### 2.3 Prayer: Pilgrimages and festivals

Colmen S. 2017, *Pilgrimage in Segal, R. A. (edited). The Blackwell companion to the study of religion* Oxford: Blackwell.

### 2.4 Religion, Sect and Cults

Nelson, G. K. (1968). *The Concept of Cult*. *The Sociological Review*, 16(3), 351- 362. <https://doi.org/10.1111/j.1467-954X.1968.tb01302.x>

### 2.5 Craft: Religious Specialists

IGNOU, *Sociology of Religion (BSOC 106) Unit 9* <http://egyankosh.ac.in/handle/123456789/71534>

## Unit 3: Rationality

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." *Critical terms for religious studies* pp. 269-284

## Unit 4: Religion and the State

Marx, Karl. 2008/9 [1843]. "On the Jewish Question" in *Deutsch-Französische Jahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. [www.marxists.org](http://www.marxists.org)

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

## References:

Be'teille, Andre'.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp 184-2

Durkheim, mile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 303-412, 418- 448.

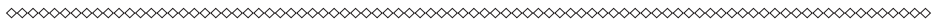
Evans-Pritchard. E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50, pp. 119-124.



- Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in Deutsch-Französische Jahrbücher. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www.marxists.Org
- Smith, Donald, E. 1963. India as a Secular State Princeton University Press, Princeton. Pp.1-40.
- Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284.
- Srinivas, M. N. 1952. Religion and Society among the Coorgs of South India. Clarendon : Oxford, pp100-122.
- Tambiah, Stanley Jeyaraja. 1990. Magic, Science, Religion and the Scope of Rationality. Cambridge: Cambridge University Press, pp. 1-41.
- Weber, Max. 2001. The Protestant Ethic and the Spirit of Capitalism. Translated by Stephen Kal-berg. England: Roxbury Publishing Press, pp. 103-126.



**B.A THIRD SEMESTER**  
**SOC-C-213 : SOCIOLOGY OF GENDER**

**Objective:**

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the basic concepts of sex and gender by problematising common-sensical notions of gender. The course also examines the intersectionality between gender and other forms of stratification and identities.

**Learning Outcomes:**

1. An understanding of concepts such as sex and gender by problematising common-sensical notions of gender
2. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family and work.

**Unit -1: Gendering Sociology**

**Unit -2. Gender as a Social Construct**

- 2.1. Gender, Sex, Sexuality
- 2.2. Production of Masculinity and Femininity

**Unit 3. Gender: Differences and Inequalities**

- 3.1. Class, Caste
- 3.2. Family, Work

**Unit 4. Gender, Power and Resistance**

- 4.1. Power and Subordination
- 4.2. Resistance and Movements

**Unit 1. Gendering Sociology:**

S. Jackson and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, pp. 1-26.

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." Signs 12(2):276-292.

Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction.

**Unit 2. Gender as a Social Construct**

**2.1 Gender, Sex, Sexuality**

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upani-shads" in The Character of Self in Ancient India. State University of New York Press. Albany. Chapter 4.

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." Economic and Political Weekly. 23(18).

Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67- 87).



Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., *Pleasure and Anger*. London: Routledge (pp 143-179).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

## 2.2 Production of Masculinity and Femininity

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 *Dislocating Masculinity: Comparative Ethnographies*. Routledge. Chapter 1.

Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48). 30

## Unit 3. Differences and Inequalities

### 3.1 Class, Caste

Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge (pp 93-96).

Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Fe-minist Standpoint Position." *Economic and Political Weekly*, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998) (pp 39-48)

### 3.2 Family, Work

Whitehead, A. 1981, "„I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons*. Lon-don: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa*. Delhi: Sage Publications [pp.190-220]

## Unit 4. Gender, Power and Resistance

### 4.1. Power and Subordination

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender" in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

### 4.2. Resistance and Movements

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A So-ciological Reader*. London: Routledge [pp 69-78]. 31

## References: Compulsory Readings:

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others." *American Anthropologist* 104 (3) [pp 783-790].

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upani-shads" in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

Candace West and Don H. Zimmerman. 2002. "Doing Gender" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India." *Economic and Political Weekly*. 23 (18). WS11-WS19.

Hill-Collins, Patricia. 2002. "Learning from the outsider within" in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].



Jackson S. and S. Scott (eds.) 2002 Gender: A Sociological Reader, London: Routledge. Introduction, (pp. 1-26).

Kandiyoti, Deniz. 1991 "Bargaining with Patriarchy" in Judith Lorber and Susan A. Farrell (eds.) The Social Construction of Gender, New Delhi: Sage Publications [pp.104-118].

Leela Dube 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its twentieth century avatar, New Delhi: Penguin (pp 1-27).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and S. Scott (eds.) Gender: A Sociological Reader, London: Routledge (pp. 31-41).

Menon, Nivedita .2012. Seeing like a Feminist. India: Penguin. Introduction. Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) Women, Culture and Society. Stanford: Stanford University Press (pp. 67- 87).

Narrain, Arvind and Vinay Chandra. (eds). 2015. Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity. New Delhi Sage Publications. Chapter 3. 1 Walby, Sylvia. 2002. "Gender, Class and Stratification: Towards a new approach" in S. Jackson and S. Scott (eds.) Gender: A Sociological reader. London: Routledge (pp 93-96).

Palriwala, Rajni. 1999. "Negotiating Patriliney: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseuw (eds.), Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa. Delhi: Sage Publications [pp.190-220].

Rege, S. 1998. "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position." Economic and Political Weekly, Vol. 33, No. 44 (Oct.31- Nov. 6, 1998)(pp 39-48).

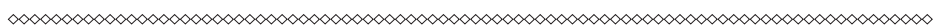
Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed., Pleasure and Anger. London: Routledge (pp 143-179).

Susie, Tharu and Tejaswini Niranjana. 1999. "Problems for a Contemporary theory of Gender" in Nivedita Menon (ed.) Gender and Politics in India, New Delhi: Oxford University Press [pp 494-525].

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." Signs 12(2):276-292.

Whitehead, A. 1981, "I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) Of Marriage and the Market: Women's Subordination Internationally and its Lessons. London: Routledge and Kegan Paul (pp. 93-116).

Audio Visual Material:  
'Bol', Shoaib Mansoor  
'Fire', Deepa Mehta  
'The Danish Girl', Tom Hooper  
'Born into Brothels', Zana Briski, Ross Kauffman  
'Period. End of Sentence', Rayka Zehtabchi  
'Mathrubhoomi', Manish Jha.



**B.A THIRD SEMESTER**  
**SKILL ENHANCEMENT COURSE (SEC):**  
**SOC-S-214 : THEORIZING DEVELOPMENT**

**Objective:**

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

**Learning Outcomes:**

1. Understand different ideas and approaches to development
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development

**Unit -1: Defining Development**

- 1.1. Development
- 1.2. Underdevelopment





- 1.3. Progress
- 1.4. Changing conception of development
  - 1.4.1. Sustainable development
  - 1.4.2. Human development

### **Unit 2: Theories of development**

- 2.1. Modernization (W. W Rostow)
- 2.2. Dependency (A. G Frank, Wallerstein)
- 2.3. Re-emergence of Neo-classical perspective (Growth as development and it's criticism)

### **Unit 3: Indian experiences of development**

- 3.1. From Planning Commission to Niti Aayog
- 3.2. Planned development
- 3.2. India's experiment with LPG

### **Unit 1: Defining Development**

- McMichael, Philip. Development And Social Change. Thousand Oaks, Calif.: Pine Forge Press, 2000. pp. 1-40
- Sen, Amartya. 1989. "Development as Capabilities Expansion." Journal of Development Planning 19: 41 – 58.

### **Unit 2: Theories of development**

#### **2.1. Modernization (W. W Rostow)**

Rostow, W. (1991). The Stages of Economic Growth: A Non-Communist Manifesto (3<sup>rd</sup> ed.). Cam-bridge: Cambridge University Press. doi:10.1017/CBO9780511625824, Chapter 1.

#### **2.2. Dependency (A. G Frank, Wallerstein)**

Frank, A. (1978). Development of Underdevelopment or Underdevelopment of Development in China. Modern China, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>

Wallerstein, I. (2004). World-Systems Analysis: An Introduction. Durham; London: Duke University Press. Retrieved April 20, 2021, from <http://www.jstor.org/stable/j.ctv11smzx1>

#### **2.3. Re-emergence of Neo-classical perspective (Growth as development and it's criticism)**

Emmerij, Louis. 2005. Turning Points in Development Thinking and Practice. Conference Paper

Meilink, Henk. 2003. Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29

Spar, Pamela. (ed.)1994. Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. pp 1-30

### **Unit 3: Indian experiences of development**

- Desai, A.R 1971, Essay on Modernization, Vol. II, Thacker, Bombay
- Desai, A.R 1984, State and society in India, Paths of Development, Popular, Bombay
- D'souza, V 1990, Development Planning and structural Inequalities, Sage, New Delhi
- Joshi, PG 1975, Land Reforms in India, Essay House, Bombay

### **References: Compulsory Readings:**

- Desai, A.R 1971, Essay on Modernization, Vol. II, Thacker: Bombay
- Desai, A.R 1984, State and society in India, Paths of Development, Bombay: Popular.
- D'souza, V. 1990, Development Planning and structural Inequalities, Sage: New Delhi
- Emmerij, Louis. 2005, Turning Points in Development Thinking and Practice. Conference Paper
- Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. Modern China, 4(3), 341-350. Retrieved April 20, 2021, from <http://www.jstor.org/stable/188950>.
- Joshi, P.G, 1975, Land Reforms in India, Bombay: Essay House.
- McMichael, Philip. 2000, Development And Social Change. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40
- Meilink, Henk. 2003, Structural Adjustment Programmes on the African Continent: the heoretical foundations of IMF/World Bank reform policies. ASC Working paper No. 53. pp 1-29.





- Sen, Amartya. 1989, "Development as Capabilities Expansion." Journal of Development Planning 19: 41-58
- Rostow, W. 1991, The Stages of Economic Growth: A Non-Communist Manifesto (3<sup>rd</sup> ed) Cambridge: Cambridge University Press. Chapter 1.
- Sparr, Pamela. (ed.) 1994, Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment. London: Zed Books. pp 1-30
- Wallerstein, I. 2004, World-Systems Analysis: An Introduction. Durham; London: Duke University Press.



**B.A THIRD SEMESTER**  
**GENERAL ELECTIVE (GE):**  
**SOC-G-215 : SOC-G-215 : SOCIETY AND STRATIFICATION**

**Objective:**

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

**Learning Outcomes:**

1. To introduce the concept and approaches on stratification.
2. To describe various forms of stratification and their intersectionality.

**Unit -1: Social Stratification: Concepts and Approaches**

**Unit -2: Forms of Social Stratification**

- 2.1 Race and Ethnicity
- 2.2 Caste and Class
- 2.3 Gendering Inequality
- 2.4 Poverty and Social Exclusion

**Unit -3: Social Mobility**

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**Unit -1: Social Stratification: Concepts and Approaches**

- 1.1. Beteille, A. 1983. 'Introduction in Andre Beteille (ed.): Equality and Inequality: Theory and Practice; Delhi: Oxford University Press. pp.1-27.
- 1.2. Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

**Unit -2: Forms of Stratification**

- 2.1.1. William, Jutius Wilson 1978, The Declining Significance of Race: Blacks and Changing American Institution. University of Chicago Press, pp. 1 – 23 & 183-188.
- 2.1.2. Joe,R. Feagin 'The Continuing Significance of Race' American Sociological Review, 56, (Feb-91) pp 101-116.
- 2.1.3. McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) The Visual Culture Reader: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316
- 2.1.4. Barth, F. (ed), Ethnic Groups and Boundaries, Little Brown and Co. Boston, 1969, pp-10-16.
- 2.1.5. Immanuel, Maurice Wallerstein, The Construction of Peoplehood, Racism, Nationalism, Ethnicity, 1991, London Press, pp-71-85.
- 2.2.1. Beteille, A. Caste, Class and Power Chapter: 1, Oxford University Press, 1971.
- 2.2.2. Sharma, Ursula. 1999. Caste. Open University Press, pp.1-94.
- 2.2.3. Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin.
- 2.3.1 Maria Charles and David B. Grusky. Occupational Ghettos: The Worldwide Separation of Women and



Men, Stanford University Press, 2004 pp 389-402.

- 2.3.2 Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.
- 2.4.1 Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.
- 2.4.2 Newman, K. S and Victor Tan Chen.2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp 1-10.

### Unit -3: Social Mobility

- 3.1 Breigher,R.L.(ed)1990. *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
- 3.2 Grusky, D.V. 1994. *Social Stratification Perspective*. Boulder: Westview Press, Part I V, pp 245-264.
- 3.3. Macleod, Jay. 1987. 'Leveled Aspirations: Social Reproduction Takes its Toll', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: Westview Press, pp. 112-136.
- 3.4. Bettie, Julie. 2003. *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.

### References: Compulsory Readings:

- Barth, F. (ed), *Ethnic Groups and Boundaries*, Little Brown and Co. Boston, 1969, pp-10-16.
- Béteille, A. 1983. 'Introduction in Andre Béteille (ed.): *Equality and Inequality: Theory and Practice*; Delhi: Oxford University Press. pp. 1-27.
- Béteille, A. *Caste, Class and Power* Chapter: 1, Oxford University Press, 1971.
- Bettie, Julie. 2003, *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.
- Breigher,R.L.(ed)1990, *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.
- Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) *Caste: Its Twentieth Century Avatar*, New Delhi: Penguin.
- Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): *Social Stratification* Delhi: Oxford University Press , pp 1-21.
- Grusky, D.V. 1994, *Social Stratification Perspective*. Boulder: Westview Press, part IV, pp 245-264.
- Immanuel, Maurice Wallerstein, *The Construction of Peoplehood, Racism, Nationalism, Ethnicity*,1991, London Press, pp-71-85.
- Joe,R. Feagin 'The Continuing Significance of Race' *American Sociological Review*, 56, (Feb-91) pp 101-116.
- Maria Charles and David B. Grusky. *Occupational Ghettos: The Worldwide Separation of Women and Men*, Stanford University Press, 2004 pp 389-402.
- Macleod, Jay. 1987, '*Leveled Aspirations: Social Reproduction Takes its Toll*', in *Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood*. USA: Westview Press, pp. 112-136.
- McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) *The Visual Culture Reader: Second Edition*. 2002. Routledge Taylor & Francis Group, 304-316.
- Newman, K. S and Victor Tan Chen.2007. *The Missing Class: Portraits of the Near Poor in America*, Boston: Beacon Press Book, pp 1-10.
- Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), *Persisting Inequality: Women World Development*, Oxford: Clarendon Press, pp. 121-164.
- Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', *Pathways Magazine*, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.
- Sharma, Ursula. 1999. *Caste*. Open University Press, pp.1-94.
- William, Jutius Wilson 1978, *The Declining Significance of Race: Blacks and Changing American Institution*. University of Chicago Press, pp. 1 – 23 & 183-188.



**B.A FOURTH SEMESTER**  
**SOC-C-221 : ECONOMIC SOCIOLOGY**

**Objective:**

The course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students will be introduced to socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

**Learning Outcomes:**

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch of knowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society and culture

**Unit - 1: Perspectives in Economic Sociology**

- 1.1 Formalism and Substantivism
- 1.2 New Economic Sociology

**Unit -2. Forms of Exchange**

- 2.1 Reciprocity and Gift
- 2.2 Exchange and Money

**Unit 3. Systems of Production, Circulation and Consumption**

- 3.1 Hunting and Gathering
- 3.2 Domestic Mode of Production
- 3.3 Peasant
- 3.4 Capitalism
- 3.5 Socialism

**Unit 4. Some Contemporary Issues in Economic Sociology**

- 4.1 Development
- 4.2 Globalisation

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**Unit 1. Perspectives in Economic Sociology (Weeks 1-4)****1.1 Formalism and Substantivism**

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colorado, West View Press. pp. 27-50

Wilk, Richard R. Economies and Cultures. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline, pp. 1-18.

**1.2. New Economic Sociology (Weeks 3-6)**

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness, American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg, R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

**Unit -2. Forms of Exchange****2.1. Reciprocity and Gift**

Mauss, M., The Gift: Forms and Functions of Exchange in Archaic Societies, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

**2.2. Exchange and Money**



Bohannan, P. and G. Dalton (eds.). 1962. Markets in Africa. Evanston, Illinois, North western University. pp. 1-26.

Zelizer, Viviana A. 1989. The Social Meaning of Money: 'Special Monies' in American Journal of Sociology, Vol.95. (Sept.) pp. 342-377.

### **Unit -3: Systems of Production, Circulation and Consumption (Weeks 8-11)**

#### **3.1. Hunting and Ga-thering**

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1.

#### **3.2 Domestic Mode of Production**

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 2, 3.

#### **3.3 Peasant**

George Dalton, H. Russell Bernhard, Beverly Chiñas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], Current Anthropology. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

#### **3.4 Capitalism**

Wallerstein, Immanuel Maurice. Historical Capitalism. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

#### **3.5 Socialism**

Verdery, Katherine. What Was Socialism, And What Comes Next? Princeton, N.J.: Princeton Uni-versity Press, 1996. Chapter 1. pp. 19 – 38.

### **Unit -4: Some Contemporary Issues in Economic Sociology (Weeks 12-14)**

#### **4.1 Development**

Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK: Polity Press, 2011. Pp. 100-119

#### **4.2 Globalisation**

Tonkiss, Fran. Contemporary Economic Sociology. London: Routledge, 2006. Chapter 1, Capital-ism and Globalization. Pp. 3-28.

Howes, D. (ed), Cross-Cultural Consumption: Global Markets and Local Realities, Routledge, London, 1996, pp. 1-16.

### **References: Compulsory Readings:**

Bohannan, P. and G. Dalton (eds.). 1962. Markets in Africa. Evanston, Illinois, North western University. pp. 1-26.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

George Dalton, H. Russell Bernhard, Beverly Chiñas, Beverly Chiñas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], Current Anthropology. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness||, American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Hann, Chris. and Keith Hart. Economic Anthropology. Cambridge, UK: Polity Press, 2011. Pp. 100-119

Howes, D. (ed), Cross-Cultural Consumption: Global Markets and Local Realities, Routledge, London, 1996, pp. 1-16.

Mauss, M., The Gift: Forms and Functions of Exchange in Archaic Societies, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 - 46.

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 The Sociology of Economic Life Boulder Colorado, West View Press. pp. 27-50

Sahlins, M. Stone Age Economics. London, Tavistock, 1974. Ch. 1, 2 and 3

Swedberg,R., Major Traditions of Economic Sociology, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

Tonkiss, Fran. Contemporary Economic Sociology. London: Routledge, 2006. Chapter 1, Capital-ism and Globalization. Pp. 3-28.



- Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.
- Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.
- Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline, pp. 1-18.
- Zelizer, Viviana A. 1989. The Social Meaning of Money: 'Special Monies' in American Journal of Sociology, Vol.95. (Sept.) pp. 342-377.



**B.A FOURTH SEMESTER**  
**SOC-C-222 : SOCIOLOGY OF KINSHIP**

**Objective:**

The course seeks to impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family. It will enhance understanding of family, marriage and kinship both in historical and evolutionary perspective.

**Learning Outcomes:**

1. Develop an analytical perspectives on concepts relevant for understanding kinship
2. Comprehend the coexistence of multiple perspectives in the study of family, marriage and kinship

**Unit -1: Introduction:**

- 1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence
- 1.2 Approaches
  - 1.2.1 Descent
  - 1.2.2 Alliance
  - 1.2.3 Cultural

**Unit -2: Family, Household and Marriage**

**Unit -3: Re-casting Kinship**

- 3.1 Relatedness
- 3.2 Kinship and Gender
- 3.3 Re-imagining Families
- 3.4 New Reproductive Technologies
- 3.5 Surrogacy

**Unit -1: Key terms and approaches**

- Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, pp.1-39
- Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
- Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95
- Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134
- Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
- Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23
- Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274
- Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222



\* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1(3), pp 1-36

\* Vatuk Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

\*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52  
[Readings marked \* are repeated in Unit 2]

### **Unit -2:. Family, Household and Marriage**

Vatuk, Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

### **Unit 3. Re-casting Kinship**

#### **3.1 Relatedness**

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

#### **3.2 Kinship and Gender**

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

#### **3.3 Re-imagining Families**

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

#### **3.4 New Reproductive Technologies**

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

#### **3.5 Surrogacy**

Ragone Helena (2004). *Surrogate Motherhood and American Kinship* in R. Parkin and L. Stone (ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

### **References: Compulsory Readings:**

\* Vatuk Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

\*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

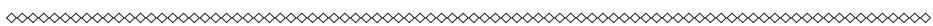
Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23





- Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 64-78
- Fortes, M., 1970, *Time and Social Structure and Other Essays*, University of London: The Athlone Press, Chapter 3, Pp. 67-95
- Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52
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- Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25
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- Ragone Helena (2004). *Surrogate Motherhood and American Kinship* in R. Parkin and L. Stone (ed) *Kinship and Family: An Anthropological Reader*. Oxford: Blackwell Publishing Ltd, (pp. 342-361).
- Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274
- \* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', *The Indian Economy and Social History Review*, vol. 1 (3), pp 1-36
- Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1 & 2: 319-45
- Vatuk, Sylvia, *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).
- Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136



**B.A FOURTH SEMESTER**  
**SOC-C-223 : SOCIAL STRATIFICATION**

**Objective:**

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies. An understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.

**Learning Outcomes:**

1. Understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.
2. Examining forms of stratification, understanding the relevance of caste, race and ethnic identities in contemporary world.





**Unit -I: Introducing Stratification**

- 1.1 Basic concepts: Difference, Inequality, Hierarchy, Equality vs Equity
- 1.2 Forms of stratification

**Unit 2. Theories of Stratification**

- 2.1 Marxian Theory
- 2.2 Weberian Theory
- 2.3 Functionalist Theory
- 2.4 Interactional and Attributional

**Unit 3. Identities and Inequalities**

- 3.1 Caste, Class , Race and Ethnicity
- 3.2 Feminism and Gendered Stratification

**Unit 4. Social Mobility: Forms and Patterns**

- 4.1 Concept and Forms of mobility
- 4.2 Factors and Forces of Mobility
- 4.3 Cultural and Social Reproduction

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**Unit 1. Introducing Stratification**

**1.1 Basic concepts: Difference, Inequality, Hierarchy, Equality vs Equity**

Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

**1.2 Forms of stratification**

Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

**Unit 2. Theories of Stratification**

**2.1 Marxian Theory**

McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2. Chapter 6. Class, pp. 182-194

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American Sociological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

**2.2. Weberian Theory**

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

**2.3. Functionalist Theory**

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808

**2.4 Interactional and Attributional**

Hiller, P. (1973). Social Reality and Social Stratification. *The Sociological Review*, 21 (1), 77– 99. <https://doi.org/10.1111/j.1467-954X.1973.tb00480.x>

Marriot, M. 1959, 'Interactional and Attributional Theory of caste Ranking', *Man in India* Vol.39 pp92-107

Sharma, K. L. (1984). Caste and Class in India : Some Conceptual Problems. *Sociological Bulletin*, 33 (1-2), 1-28. <https://doi.org/10.1177/0038022919840101>



### Unit 3. Identities and Inequalities

#### 3.1. Caste, Class, Race and Ethnicity

Bailey F G 'Closed Socia Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

Pitt-Rivers, Julian 'Race Colour and Class in Central america and the andes' Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

#### 3.2. Feminism and Gendered Stratification

Mitchell, Juliet. Woman's Estate. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944

Collins, Patrica Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993), pp. 25-45

### Unit 4. Social Mobility: Forms and Patterns

Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246- 258

Goldthorpe, J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.

#### References: Compulsory Readings:

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'. American Journal of Sociology 78.4, 1973. Pp. 936-944

Bailey F G 'Closed Socia Stratification in India', European Journal of Sociology Vol. 4, No. 1 (1963) pp. 107-124

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' American So-ciological Review, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

Beteille, Andre Inequality among Men. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp. 1-22

Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246- 258

Collins, Patrica Hill. 'Toward a New Vision : Race Class and Gender as Categories of analysis and Connection ' Race, Sex & Class, Vol. 1, No. 1 (Fall 1993),pp. 25-45

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. American Sociological Review Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. American Sociological Review 10.2 (1945): pp. 242-249

Goldthorpe , J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, Oxford; Clarendon press.

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' Economic and Political Weekly, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

McLellan, David. The Thought of Karl Marx. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194

Mitchell, Juliet. Woman's Estate. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Omi, Michael, and Howard Winant. Racial Formation in the United States. New York: Routledge & Kegan Paul, 1986. Chapters 1 & 4, pp. 14-24 and 57-69

Pitt-Rivers, Julian 'Race Colour and Class in Central america and the andes' Daedalus, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'. American Sociological Review 28.5 (1963), pp. 805-808

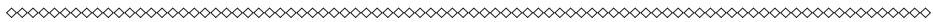


Tawney, R. H. Equality. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp. 33-56

Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. American Sociological Review 18.4 (1953): 387-394

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. From Max Weber. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782



**B.A FOURTH SEMESTER**  
**Skill Enhancement Course (SEC):**  
**SOC-G-225 : ETHICS, POLITICS & SKILL IN SOCIAL RESEARCH**

**Objective:**

This course aims to explore issues of ethics and politics in relation to social research and appraises the student with a wide range of questions and debates. The course also seeks to equip students and strengthen their basic computational skills and other technicalities involved in research writing.

**Learning Outcomes:**

The students will be able to understand the fair practice of writings, ethics and politics in doing research. Students will also get exposure to basic skills in handling computers for collection, analysis and presentation of data.

**Unit -I:Plagiarism**

- 1.1. Meaning
- 1.2. Types
- 1.3. Legal and ethical issues
- 1.4. Copyright
- 1.5. Intellectual Property Rights

**Unit 2: Ethics and Politics in Social research**

- 2.1. Ethics in doing field research
- 2.2. Politics and manipulation in data presentation

**Unit 3: Basic computing skills**

- 3.1. M.S Word/ Goggle Docs
- 3.2. M.S Excel/Google Sheet
- 3.3. M.S Powerpoint/ Google Slides
- 3.4. Google Forms
- 3.5. Learning APA style for citation and referencing

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**Unit 1: Plagiarism**

Howard, R. M. (2016). Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), Handbook of Academic Integrity (pp. 499-501). Singapore: Springer Singapore.

**Unit 2: Ethics and Politics in Social research**

**2.1. Ethics in doing field research**

Bellah, R. N. 1983 "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabi-now, and E. M. Sullivan, eds., Social Science as Moral Inquiry. New York: Columbia University Press.

Shils, E. 1980 The Calling of Sociology: Essays on the Pursuit of Learning. Chicago: University of Chicago Press.

**2.2. Politics and manipulation in data presentation**

Bryman, A. (2016). Social research methods (Fifth edition). Oxford University Press.



**Unit 3: Basic computational skills**

American Psychological Association. (2019). *Publication Manual of American Psychological Association* (7<sup>th</sup> edition)

(This unit will be practice based and teacher will be expected to introduce students to the to ri-gours)

**References: Compulsory Readings:**

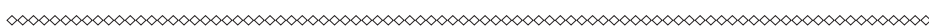
American Psychological Association. (2019). *Publication Manual of American Psychological Association* (7<sup>th</sup> edition) Washington: APA

Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.

Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.



**B.A FOURTH SEMESTER  
GENERAL ELECTIVE COURSE (GEC):  
SOC-G-225 : INTRODUCTION TO SOCIAL RESEARCH**

**Objective:**

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

**Learning Outcomes:**

1. To provide introductory understanding of doing research in social sciences.
2. To give elementary exposure to the techniques and tools of collection and analysis of data

**Unit -1: Introduction to Research**

- 1.1 Social Research: Meaning, Scope & Significance
- 1.2 Major Steps in Social research
- 1.3 Research Design
- 1.4 Sampling & Survey

**Unit -2: Data Collection**

**2.1 Types of data collection**

- 2.1.1 Primary Sources
- 2.1.2 Secondary Sources

**2.2 Techniques of data collection**

- 2.2.1 Questionnaire
- 2.2.2 Schedule
- 2.2.3 Observation

**Unit -3: Data Analysis**

- 3.1 Content Analysis
- 3.2 Measures of central tendency
- 3.2 Measures of dispersion

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**Unit -1: Introduction to Research**

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136  
Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

**Unit -2 :Data Collection**

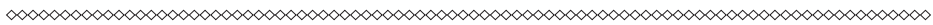
Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment*, California: Wadsworth  
Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

**Unit -3 :Data Analysis**

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5<sup>th</sup> ed. California: Sage Publications. Chapter 8 & 9.

**References: Compulsory Readings:**

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144  
Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136  
Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5<sup>th</sup> ed. California: Sage Publications. Chapter 8 & 9  
Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment* California: Wadsworth.  
Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52.

**B.A FIFTH SEMESTER****BSOC-505: RURAL SOCIOLOGY (Paper - V)**

**Objective:** Rural communities being the established structures of social organization around which the individual in Indian society establishes his social relations, the graduate students are expected to have specific understanding of the rural community in sociological perspectives. Further, in the context of growing significance of development, various rural development programmes, local self government and the visible changes in rural sector, the graduate students are expected to have basic knowledge of rural community through this paper.

**Unit - I Rural Sociology:** Rural Sociology - Origin, Scope and Importance; Village Community and its Characteristics; Rural-Urban Difference; Rural - Urban Continuum, Significance of Village Studies.

**Unit - II Rural Institutions:** Rural Institutions - Family and its Functions, Joint Family; Religion, Caste and its Changing Functions, Dominant Caste; Rural economy, Jajmani System.

**Unit - III Rural Power Structure:** Traditional Rural Power Structure, Panchayati raj, 73<sup>rd</sup> Constitutional Amendment, Changing Leadership and Emergence of Elites.

**Unit - IV Rural Transformation:** Social Transformation and Development in Rural India; Approaches to Rural Development-Modernization and Globalization, Land Reforms-Zamindari, Royotwari and Mahalwari Systems, Bhoodan Movement.

**Unit - V Five year Plans and Rural Development Programmes**

Overview of Rural Development through Five Year Plans; Rural development Programmes - Community Development Programme (CDP), Integrated Rural Development Programme (IRDP), Employment Assurance Scheme (EAS), Mahatma Gandhi National Rural Employment Guarantee Act (MNREGA), Self Help Groups (SHGs).

**Suggested Readings:**

Arora, RC 1986, *Integrated Rural Development*, S. Chand, New Delhi.  
Beteille, A 1974, *Six Essays in Contemporary Sociology*, Oxford University Press, New Delhi.  
Cauhan BR 2012, *Changing Village in India*, Rawat, Jaipur, Rajasthan.  
Desai AR 1977, *Rural Sociology in India*, Popular Prakashan, Bombay.  
Desai, AR 1979, *Rural India in Transition*, Popular Prakashan, Bombay.



- Desai, AR 1981, *Sociological Background of Indian Nationalism*, Popular Prakashan, Bombay.
- Dhanagre, DD 1988, *Peasant movements in India*, Oxford University Press, New Delhi.
- Dube, SC 1967, *India's Changing Villages*, Allied, Bombay.
- Gupta, SK 2002, *Tribal development*, Indus, New Delhi.
- Kothari, R (ed.) 1970, *Caste in Indian Politics*, Orient Longman, New Delhi.
- Kuppaswamy, B 1982, *Social Change in India*, Vikas Publishing House, New Delhi.
- Mibang, T & Behera MC 2004, *Dynamics of Tribal Villages in Arunachal Pradesh: Emerging Realities*, Mittal, New Delhi.
- Mohapatra, T 2008, *Rural Sociology*, Kalyani Publication, Ludhiana, Punjab.
- Shah, G 2004, *Social Movement in India: A Review of Literature*, Sage Publication, New Delhi.
- Singh, Y 1986, *Modernization of Indian Tradition*, Rawat, Jaipur, Rajasthan.
- Srinivas, MN 1997, *The Remembered Village*, OUP, New Delhi.



### B.A FIFTH SEMESTER BSOC-506: URBAN SOCIOLOGY (Paper-VI)

**Objective:** The objective of this paper is to sensitize the students to understand urban dimensions of society, its social structure and social process and to appreciate and diagnose emerging urban issues in India.

**Unit - I Basic Concepts:** Urban, Urbanization, Differences between Urban and Rural, Urbanism; Nature and Scope of Urban Sociology.

**Unit - II Theoretical Approaches:** Chicago School-Park, Burgess, Mckenzie; Rural Urban Continuum-Robert Redfield

**Unit - III Urbanization in India:** Growth of Cities in India-Ancient, Pre-colonial, Colonial and Post-colonial; Factors of Urbanization, Rural-Urban Migration.

**Unit - IV Urban Social Structure and its Changing Trends:** Population Structure in Indian Cities; Urban Institutions; Emergence of New Classes; Changing Family Structure; Changing Occupational Structure; Mobility.

**Unit - V Urban Planning and Problem:** Urban Planning - Factors affecting Planning; Urban Problems - Housing, Slum, Environmental Pollution, Poverty, Water Crisis, Drainage, Crime and Juvenile Delinquency.

#### Suggested Readings:

- Abrahamson M 1976, *Urban Sociology*, Prentice Hall, Englewood Cliff.
- Bharadwaj, RK 1974, *Urban Development in India*, National Publishing House, New Delhi.
- Rao MSA, Bhat, CS & Laxmi Narayan, K (eds.) 1991, *A Reader in Urban Sociology*, Orient Longman, New Delhi.
- Bose, A 1978, *Studies in Indian Urbanization 1901-1971*, Tata McGraw Hill, New Delhi.
- Collingsworth, JB 1972, *Problems of Urban Society*, vol. 2, George and Unwin Ltd.
- De Souza, A 1979, *The Indian City: Poverty, Ecology and Urban Development*, Manohar, New Delhi.
- Desai AR & Pillai SD (eds.) 1970, *Slums and Urbanization*, Popular, Bombay.
- Edward, WS 2000, *Post Metropolis: Critical Studies of Cities and Regions*, Oxford Blackwell.
- Ellin, N 1996, *Post Modern Urbanism*, Oxford, UK.
- Gold, H 1982, *Sociology of Urban Life*, Prentice Hall, Englewood Cliff.
- Pickwance CG (ed.) 1976, *Urban Sociology, Critical Essays*, Methuen.
- Quinn JA 1955, *Urban Sociology*, S. Chand & Co., New Delhi.
- Ramachandran, R 1991, *Urbanization and Urban Systems in India*, Oxford, New-Delhi.
- Ronnan, P 2001, *Handbook of Urban Studies*, Sage, New Delhi.





**B.A FIFTH SEMESTER**  
**BSOC-507: SOCIAL CHANGE (Paper VII)**

**Objective:** This paper highlights the various aspects relating to social change in India in terms of theoretical and empirical perspectives.

**Unit - I Social Change and its related Concepts:** Meaning, Definition and Importance of the study of Social Change; Characteristics of Social Change; Development, Progress, Evolution and Revolution.

**Unit - II Theories of Social Change:** Evolutionary, Cyclical, Functional and Conflict.

**Unit - III Factors of Social Change:** Technological, Demographic, Economic and Cultural.

**Unit - IV Processes of Social change:** Sanskritization, Westernization, Secularization, Urbanization, Modernization and Globalization.

**Unit - V Obstacles of Social Change:** Cultural, Social, Psychological and Political.

**Suggested Readings:**

Desai, AR 1978, *Rural Sociology in India*, Popular Prakashan, Bombay.

Due, SC 1971, *Explanation and Management of Change*, Tata McGraw Hill, New Delhi.

Joshi, PC 1975, *Land Reforms in India: Trends and Perspectives*, Allied Publishers, New Delhi.

Kumar, A (ed.) 2000, *National Building in India*, Radiant, New Delhi.

Moore, WE 1963, *Social Change*, Prentice Hall of India, New Delhi.

Singh, Y 1988, *Modernization of Indian Tradition*, Rawat, Jaipur.

Srinivas, MN 1963, *Social change in Modern India*, University of California Press, California.

Srinivas, MN 1966, *Social Change in Modern India*, Allied Publishers, Bombay.

Sharma, KL 2007, *Indian social structure and change*, Rawat, Jaipur, Rajasthan.



**B.A FIFTH SEMESTER**  
**BSOC-508: TRIBAL SOCIETY IN INDIA (Paper - VIII)**

**Objective:** This paper will help to understand the various aspects of Tribal society in relation to its structure and change. Students will also be oriented to the knowledge of some emerging issues in tribal society like socio-economic movements, gender disparity and approaches to tribal development.

**Unit - I Introduction:** Meaning and Definition of Tribe, Tribe as Indigenous people, Characteristics of tribe in Indian context, Tribe and Caste, Tribe - Peasant Continuum.

**Unit - II Tribal Institutions:** Kinship, Marriage and Family, Youth Dormitory, Village Council, Religion - Festivals, Rituals, Customs and Traditions.

**Unit - III Tribal Economy:** Types and Characteristics of Tribal Economy, Shifting cultivation and changing trend of the economy, Occupational shift in tribal society in contemporary time.

**Unit - IV Tribal Development and Constitutional Safeguards for Tribes:** Tribal Development Programmes, Tribal Sub-plan, Scheduled areas, 5<sup>th</sup> and 6<sup>th</sup> Schedule, Modified Area Development Approach (MADA), Integrated Tribal Development Agency (ITDA), Constitutional Safeguard and Welfare Measures for Health, Education and Employment

**Unit - V Problems in Tribal Society:** Poverty, Unemployment, Illiteracy, Land alienation, Displacement and Rehabilitation, Gender issues.

**Suggested Readings:**

Behera MC 2000, *Tribal Religion: Change and Continuity*, Common Wealth Publishers, New Delhi.

Behera, MC & Chaudhuri, SK (eds.) 1998, *Indigenous Faiths and Practices in Arunachal Pradesh*, Himalayan Publisher, Itanagar.

Bose, KK 1967, *Culture and Society in India*, Asia Publishing House, Bombay.

Chaudhuri, B (ed.) 1982, *Tribal Development in India: Problems and Prospects*, Inter-India, New Delhi.

Desai, AR 1979, *Peasant Struggles in India*, Oxford University Press, Bombay.

Dube, SC (ed.) 1977, *Tribal Heritage of India*, Vikas, New Delhi.

Haimendorf, VF 1982, *Tribes in India: The struggle for Survival*, Oxford University Press, New Delhi.

Hasnain, N 1983, *Tribal India*, Hamam Publication, New Delhi.

Padhi SR & Padhi B 2008, *Trends and Issues in Tribal Studies*, Abhijeet, N.D.





- Padhi SR & Padhy B 2010, *Tribal Development in India: Contemporary Issues and Perspectives*, Manglam, New Delhi.
- Rao, MSA 1979, *Social Movements in India*, Sage, New Delhi.
- Raza, M & Ahmad, A 1990, *An Atlas of Tribal India*, Concept, New Delhi.
- Shamu, S 1994, *Tribal Identity and Modern World*, Sage, New Delhi.
- Singh, KS 1972, *Tribal Situation in India*, Indian Institute of Advanced Study, Shimla.
- Singh, KS 1982, *Tribal Movements in India*, Manohar, New Delhi.
- Singh, KS 1972, *Tribal Situation in India*, IIAS, Shimla.
- Vidyarthi, LP & Rai, BK1977, *Tribal Culture of India*, Concept publishers, N.D.



## B.A SIXTH SEMESTER

### BSOC-609: SOCIOLOGY OF NORTH-EAST INDIA (Paper - IX)

**Objective:** The purpose of the paper is to expose the students to the various issues related to Northeast region. It is expected that, the paper will provide the students the basic idea related to different socio-economic institutions of this region.

**Unit - I Northeast as a Reality and a Construct:** Significance of making a sociological study of North-East Region; Evolution of North East Region in Pre-independence and Post-independence period; North-East Council (NEC) and Development of North-East Region (DONER).

**Unit - II Demographic features:** Population Distribution in different states - Urban, Rural, Linguistic and Religious Communities; Caste and Tribe interaction, Causes and Effects of Population Growth.

**Unit - III Educational Development:** History of Educational Development, Literacy level across the States, Women Education, Constraints of Growth of Education.

**Unit - IV Economic Development:** Agricultural Development in North-East India, Settled Agriculture, Shifting Cultivation, Industrial Development, Causes of slow growth of Industrialization and Urbanization; Prospect of Sustainable Livelihood.

**Unit - V Developmental Issues in Arunachal Pradesh:** Human Resource Development, Sustainable Development, Migration and Border issues, Dam and Displacement, Illiteracy, Health Problems.

#### Suggested Readings:

- Baruah, S 1999, *India against Itself: Assam and the Politics of Nationality*, Oxford University Press, New Delhi.
- Baruah, S 2005, *Durable Disorder: Understanding the Politics of Northeast India*, Oxford University Press, New Delhi.
- Begi, J 2007, *Education in Arunachal Pradesh since 1947*, Mittal, New Delhi.
- Bhattacharjee, JB (ed.) 1989, *Sequences of Development in North East India*, Omsons, New Delhi.
- Bordoloi, BN 1986, *Alienation of Tribal Land and Indebtedness*, Tribal Research Institute. Assam.
- Bordoloi, BN (ed.) 1980, *Constraint of Tribal Development in North East India*, Tribal Research Institute, Guwahati.
- Chaube, S 1999, *Hill Politics in North-East India*, Orient Longman. New Delhi.
- Deb, BJ 1995, *Regional Development in North East India*, Reliance, New Delhi.
- Dubey, SM 1978, *North East India - Sociological Study*, Concept, New Delhi.
- Dutta Ray, B (ed.) 2000, *Population, Poverty and Environment in North East India*, Concept, New Delhi.
- Dutta, BB 1987, *Land Relations in North East India*, People, New Delhi.
- Elwin, V 1949, *A Philosophy for NEFA*, Reprint-2009, Isha Books, New Delhi.
- Ganguly, JB (ed.) 1995, *Urbanization and Development in North East India: Trends and Policy Implication*, Deep, New Delhi.
- Mibang, T & Lomdak, L (eds.) 2013, *Understanding North-East Region of India*, Himalayan Publisher, Itanagar.
- Samatna, RK (ed.) 1991, *Rural Development in North East India*, Uppal Publishing House, New Delhi.



**B.A SIXTH SEMESTER**

**BSOC-610: SOCIOLOGY OF DEVELOPMENT (Paper - X)**

**Objective:** The main objective of this paper is to make the students understand the concept of development in sociological perspective and to appreciate development as an integrated process.

**Unit - I Introduction to Sociology of Development:** Meaning and Definition of Development; Nature and Scope of Sociology of Development; Basic concepts - Under-development, Development, Progress, Transformation.

**Unit - II Changing Conceptions of Development:** Economic growth; Human and Social Development; Sustainable development, Socio-cultural Sustainability, Development with Justice and Equality.

**Unit - III Approaches to Development:** Marxian, Liberal, Gandhian and Ecological.

**Unit - IV Theories of development:** Modernization (Lerner), Dependency (A.G. Frank, Wellestein, Hostlitz), Theory of Circular Causation (G. Myrdal).

**Unit - V Indian Experience of Development:** Sociological Appraisal of Five Year Plans; Social consequences of Economic Reforms, Socio-Cultural consequences of Globalization.

**Suggested Readings:**

Apter, DE 1987, *Rethinking Development*, Sage, New Delhi.

Behera, MC & Basar J (eds.) 2010, *Intervention and tribal Development: Challenge before Tribes in India in the Era of Globalization*, Serials, New Delhi.

Borthakur, BN 2004, *Sociological Aspects of Economic Development*, Upasana Publication Academy, Dibrugarh, Assam.

Desai AR 1971, *Essay on Modernization*, Vol. II, Thacker, Bombay.

Desai AR 1984, *State and Society in India Paths of Development*, Popular, Bombay.

Dsouza, V 1990, *Development Planning and Structural Inequalities*, Sage, Delhi.

Frank, AG 1964, *Latin America-Underdevelopment or revolution*, Monthly Review Press.

Joshi, PO 1975, *Land Reforms in India*, Essay House, Bombay.

Mehta, SR 1999, *Dynamics of Development: A Sociological Perspective*, Gyan, New Delhi.

Myrdal G 1968, *Asian Drama*, Penguin, London.

Pais R (ed.) 2012, *Perspectives on Social Development*, Rawat, Jaipur, Rajasthan. Sharma R & Arora AK 2010, *Globalization and Development: Premises and Perspectives*, Rawat, Jaipur, Rajasthan.

Singh, S 2010, *Sociology of Development*, Rawat Publications, Jaipur.

Somshekar, K 2008, *Development Programmes and Social Change among Tribes*, Serial, New Delhi.



**B.A SIXTH SEMESTER**

**BSOC - 611: CONTEMPORARY SOCIOLOGICAL THEORY (Paper - XI)**

**Objective:** Aim of this paper is to familiarize the students with the contemporary sociological thinkers who contributed their critical understanding and gave new dimensions to look at sociological realities.

**Unit - I Structural Functionalism**

Talcott Parsons - System Theory, Pattern Variable, AGIL Model, Functionalism; R. K. Merton - Middle Range theory, Critique of Talcott Parsons's Functionalism, Manifest and Latent function.

**Unit - II Conflict Theory**

Ralf Dahrendorf - Authority and Conflict; L. Coser - Functional Analysis of Conflict; R. Collins - Conflict and Social Change.



**Unit - III Neo-Marxism**

L. Althusser - Critique of Marxism; Gramsci – Hegemony

**Unit - IV Symbolic Interactionism, Phenomenology and Ethnomethodology**

George Herbert Mead - Mind, Self and Society; Alfred Schutz - Phenomenology; Harold Gafinkel- Ethnomethodology.

**Unit - V Post-Modernism**

Anthony Giddens - The theory of Structuration; M. Foucault - Post-Structuralism; Jean Francois Lyotard - Post-Modernism

**Suggested Readings:**

- Craib, I 1984, *Modern social Theory: From Parsons to Habermas*, St. Martin's Press, New York.  
Delaney, T 2008, *Contemporary Sociological Theory*, Pearson Education - Prentice Hall, New Delhi.  
Doshi, S L 2003, *Modernity, Postmodernity and Neo-sociological Theories*, Rawat, Jaipur.  
Giddens, A 1976, *New Rules of Sociological Theory*, Hutchinson, London.  
Habermas, J 1984, *The Theory of Communicative Action (Vol. I & II)*, Polity Press, Cambridge.  
Merton, RK 1949, *Social Theory and Social Structure*, Free Press, New York.  
Mills, CW 1959, *Sociological Imagination*, Oxford University Press, New York.  
Mouzelis, N 2008, *Modern and Post-modern Social Theorizing*, Rawat, Jaipur, Rajasthan.  
Ritzer, G 2011, *Sociological Theory (5<sup>th</sup> edition)*, McGraw-Hill, New Delhi.  
Turner, JH 2011, *The Structure of Sociological Theory*, Rawat, Jaipur.



**B.A SIXTH SEMESTER**

**BSOC-612: SOCIOLOGY OF HEALTH (Paper - XII)**

**Objective:** Aim of this paper is to provide the basic knowledge to students on the concept of health and its different aspects. It critically analyses various sociological dimensions of health in contemporary society. Further, it focuses on different health policies and programmes initiated by Government for the elimination of health constraints from our society.

**Unit - I Introduction to Sociology of Health:** Definition and various dimensions of Health, The concept of Health according to World Health Organization (WHO), Relationship between society and Health, Nature and scope of Sociology of Health.

**Unit - II Culture and Health:** Traditional Healing Practices: Traditional Beliefs, cultural values, customary practices, Ethno-medicines; Change from traditional health practices to modern health practices.

**Unit - III Community Health:** The meaning, definition and dimensions of Community Health; Community Health Programmes in rural and urban areas; Health Care systems, Role of NGOs to enhance Community Health Programmes.

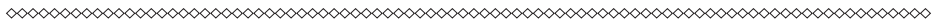
**Unit - IV Health and Environment:** The Relationship between Health and Environment; Environment Pollution and its impact on health; Air borne diseases, Water borne diseases, Soil borne diseases.

**Unit - V Health Policies and Programmes:** Health Policies in India since independence, National Health Mission (NHM), National Rural Health Mission (NRHM), National Urban Health Mission (NUHM). Vertical Health Programmes - Family Planning and Immunization Programmes; Maternal and Child Health programmes to reduce Maternal Mortality Rate (MMR) and Infant Mortality Rate (IMR) in India, State AIDS Control Societies (SACS), Health Legislations in India.



**Suggested Readings:**

- Albrecht, GL & Fitzpatrick, R 1944, *Advances in Medical Sociology*, Jai Press, Mumbai. / Cockerham, WC 1997, *Medical Sociology*, Prentice Hall, New Jersey.
- Coe. RM 1970, *Sociology of Medicine*, McGraw Hill, New York.
- Conrad, P 2000, *Handbook of Medical Sociology*, Prentice Hall Corporation, New Jersey. / Fox, RC 1988, *Essays in Medical Sociology: Journeys into the Field*, Transaction Publishers, New York.
- Graham & Paul H 1998, *Modernity, Medicine and Health: Medical Sociology towards 2000*, Routledge, London.
- Gunatillake, G 1984, *Inter-Sectorial Linkages and Health Development: Case Studies in India, Jamaica, Norway, Sri Lanka, and Thailand*, (WHO offset series) Geneva: WHO. / Paramakh, KE 2009, *Health, Illness and Healing*, Serials, N.D.
- Schwartz, H 1994, *Dominant issues in Medical Sociology*, McGraw Scrambler, New York. / Venkataratnam, R 1979, *Medical Sociology in an Indian Setting*, Macmillan, Madras.
- Gangadharan K (ed.) 2011, *Health and Development: The Millennium Perspective*, Rawat, Jaipur, Rajasthan.





**SEMESTER SYSTEM**  
**DEPARTMENT OF COMMERCE (B. COM)**

**Course Structure of Undergraduate Programme in Commerce**

<b>Semester - I</b>	ENG-A-111	: AECC -1	: Communicative English
	COM-C-112	: CORE-1	: Financial Accounting
	COM-C-113	: CORE-2	: Business Law
	COM-C-114	: CORE-3	: Business Statistics
	COM-G-115	: GE-1: <b>Any ONE of the following:</b>	
			: a) Personal Finance & Planning
			: b) Accounting for Everyone
			: c) People Management
			: d) Rural Development
<b>Semester - II</b>	EVC-A-121	: AECC -2	: Environmental Studies
	COM-C-122	: CORE-4	: Corporate Accounting
	COM-C-123	: CORE-5	: Corporate Law
	COM-C-124	: CORE-6	: Business Organisation & Management
	COM-G-125	: GE-2: <b>Any ONE of the following:</b>	
			: a) Computerised Accounting
			: b) Financial Literacy
			: c) Basics of Management
			: d) Public Administration and Business
<b>Semester - III</b>	COM-C-211	: CORE-7	: Business Economics
	COM-C-212	: CORE-8	: Income Tax and Practices
	COM-G-213	: GE-3 : <b>Any ONE of the following:</b>	
			: a) Salesmanship. b) Investing in Stock Markets
			: c) Project Management. d) Good Governance
	COM-S-214	: SEC-1	: a) E-Commerce
			: b) Collective Bargaining & Negotiation Skills
			: c) Commercial Mathematics
			: d) Communication & Documentation in Business
<b>Semester - IV</b>	COM-C-221	: CORE-9	: Cost Accounting
	COM-C-222	: CORE-10	: Business Mathematics
	COM-G-223	: GE-4: <b>Any ONE of the following:</b>	
			: a) Risk Management b) Digital Marketing
			: c) Creativity and Innovation
			: d) Sustainable Development
	COM-S-224	: SEC-2	: a) New Venture Planning and Development
			: b) Tax Planning and Tax Management
			: c) Leadership & Team Development
			: d) Event Management
<b>Semester - V</b>	BCM-501	:	Computerized Accounting / E-Commerce (Skill-based Paper)
<b>Major Papers</b>	BCM-502(A)	:	Retail Management
	BCM-503(A)	:	Consumer Behaviour & Marketing Research
	BCM-504(A)	:	Contemporary Marketing Management
	BCM-502(B)	:	Industrial Relations
	BCM-503(B)	:	Compensation Management
	BCM-504(B)	:	Labour Legislations in India



	BCM-502(C) :	Advanced Financial Management
	BCM-503(C) :	Cost Accounting
	BCM-504(C) :	Advanced Accounting
	BCM-502(D) :	Entrepreneurship Theory and Practices
	BCM-503(D) :	Project Preparation & Follow Up
	BCM-504(D) :	Entrepreneurial Finance
<b>Semester – VI</b>	BCM-601 :	Auditing / Banking & Insurance (Skill-based Paper)
<b>Major Papers</b>	BCM-602 (A) :	Rural Marketing
	BCM-603 (A) :	International Marketing
	BCM-604 (A) :	Marketing of Services
	BCM-602 (B) :	Human Resource Development
	BCM-603 (B) :	Labour Welfare & Social Security
	BCM-604 (B) :	International Human Resource Management
	BCM-602 (C) :	Management Accounting
	BCM-603 (C) :	Investment Analysis & Portfolio Management
	BCM-604 (C) :	Financial Analysis & Reporting
	BCM-602 (D) :	Management of MSMEs
	BCM-603 (D) :	Export Procedure & Documentation
	BCM-604 (D) :	Industrial Sickness & Rehabilitation

Courses of Study for B.Com (Honours)						
Year	B. Com (1 <sup>st</sup> semester)	Internal	End semester.	B.Com (2 <sup>nd</sup> semester)	Internal	End semester.
1 <sup>st</sup> Year	Communicative English ENG-A-111	20	80	EVC-A-121	20	80
	COM-C-112	20	80	COM-C-122	20	80
	COM-C-113	20	80	COM-C-123	20	80
	COM-C-114	20	80	COM-C-124	20	80
	COM-G-115	20	80	COM-G-125	20	80
2 <sup>nd</sup> Year	B. Com (3 <sup>rd</sup> semester)	Internal	End semester.	B. Com (4 <sup>th</sup> semester)	Internal	End semester.
	COM-C-211	20	80	COM-C-221	20	80
	COM-C-212	20	80	COM-C-222	20	80
	COM-G-213	20	80	COM-G-223	20	80
	COM-S-214	20	80	COM-S-224	20	80
3 <sup>rd</sup> Year	B. Com (5 <sup>th</sup> semester)	Internal	End semester.	B. Com (6 <sup>th</sup> semester)	Internal	End semester.
	BCM-501	20	80	BCM-601	20	80
	BCM-502-504	20	80	BCM-602-604	20	80
	3 Papers from Major group			3 Papers from Major group		

**B. COM FIRST SEMESTER  
ENG-A-111-Communicative English (AECC- 1)****Objective:**

The course aims to train learners to be more effective at communicating successfully in interviews, public speaking, letter writing, report writing, presentations, and inter-personal debates and conversations. The learner also imbibes the fundamentals of communication and the art of persuasive speaking and writing which depends crucially on clarity of thought and contextual understanding expressed through appropriate vocabulary.

**Course Outcome:**

After completion of the course, learners will be able to master the art of persuasive speech and writing, the art of listening, reading, and analysing; spend the bulk of their time in class in practical exercises of reading and writing; develop critical thinking skills; and they will be introduced to established principles of academic reading and writing. Other specific outcomes:

- Identify deviant use of English both in written and spoken forms
- Recognize the errors of usage and correct them and write simple sentences without committing errors of spelling and grammar
- Developing own competence in using the language
- Understand and appreciate English spoken by others
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life and develop an interest for reading Read independently unfamiliar texts with comprehension.
- Understand the importance of writing in academic life and career.

**Module -01: Poetry:** William Shakespeare – All the World is a stage; William Wordsworth – I wondered lonely as a Cloud; Ralph Waldo Emerson – The Mountain and the Squirrel; Emily Dickinson – Success is Counted Sweetest; Robert Frost - Stopping by Woods on a Snowy Evening; Rabindranath Tagore – Where the Mind is without Fear; A. K. Meherotra – Songs of the Ganga

**Module -02: Short Stories:** R.K. Narayan – Lawly Road; Mulk Raj Anand – Barbar’s Trade Union; Somerset Mangham – The Luncheon; Guy De. Maupassant – The Necklace; Anton Chekhov – The Lament; O’ Henry– The Last Leaf; Manoj Das – The Submerged Valley.

**Module-03: One-Act Plays and Short Fiction:** (a)Norman Mckinnell - The Bishop’s Candle Sticks; Anton Chekov – A Marriage Proposal; Eugene Lonesco – The Lesson; August Strandberg – Miss Jullie; Fritz Karinthy– Refund; (b)Harper Lee – To kill a Mocking Bird, (Or) R. K. Narayan – Vendor of Sweets.

**Module -04: Fundamentals of Grammar:** Parts of speech, Articles and Intensifiers, use of tense forms, Use of Infinitives, Conditionals, Adjectives and Adverbs, Prepositions, Making Affirmative, Negative and Interrogative, Making Question Tag.

**Module -05: Composition Practice:** (a)Comprehension, Précis Writing, Paragraph Writing(150 words), Letter writing – Personal, Official, Demi-official, Business, Public speaking, Soft Skills, Interviews, Preparing Curriculum Vitae, Report (Meetings and Academic) writing; (b) Communication Practice – Introducing yourself, Introducing people to others, Meeting People, Exchanging Greetings, Taking Leave, Answering the Telephone, Asking Someone for Some Purpose, Taking and Leaving Messages, Call for help in emergency.

**Practical Exercises:****The students are required to:**

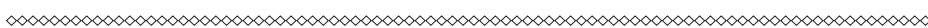
1. know dictionary and uses of dictionary/ies.
2. know the uses of Thesaurus/Lexicon/Activator/Encyclopaedia.
3. know Note making/taking.
4. know information transfer exercises.
5. know the usage library resources properly.
6. know citing references or developing a bibliography.
7. Edit a piece of self and peer writing, writing and revising the drafts and preparing the final draft.
8. Understand and appreciate the principle of politeness in relation to the speaker/listener, debating, extempore speeches, and other discourses.



**Suggested Readings:**

1. For reading the texts available sources of texts and help of the Web source may be taken.
2. Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
3. Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4. Bakshi, R. N. A course in English Grammar, Orient Longman.
5. Krishnaswamy, N. Modern English – A Book of Grammar, Usage and Composition. MacMillan India Ltd.
6. Bailey, Stephen (2003). Academic Writing. London and New York, Routledge.
7. Grellet, F (1981). Developing Reading Skills: A Practical Guide to Reading Skills. New York, CUP.
8. Hedge, T. (2005). Writing. London, OUP.
9. Kumar, S and Pushp Lata (2015). Communication Skills. New Delhi, OUP.
10. Lazar, G. (2010). Literature and Language Teaching. Cambridge, CUP.
11. Nuttall, C (1996). Teaching Reading Skills in a Foreign Language. London, Macmillan.
12. Raman, Meenakshi. and Sangeeta Sharma (2011). Technical Communication: Principles and Practice. New Delhi, OUP.

**Note:** Students are advised to use latest edition of text books.

**B. COM FIRST SEMESTER****COM-C-112 -Financial Accounting (Core – 1)****Course Objective:**

To introduce the research scholars with details of Research Methodology and its application during researches.

**Course Outcome:**

The course structure of this paper would equip the students to get in-depth knowledge of financial accounting along with its practical application thereby giving an opportunity to gain easy access to this competitive business world.

**Module -01: Theoretical Framework:** Accounting as an information system, Users of financial accounting information and their needs; Qualitative characteristics of accounting information. Functions, advantages and limitations of accounting; Branches of accounting; Bases of accounting: cash basis and accrual basis; Financial accounting principles: Meaning and need; Generally Accepted Accounting Principles: entity, money measurement, going concern, cost, revenue recognition, realization, accruals, periodicity, consistency, prudence (conservatism), materiality and full disclosure; Accounting standards: Concept, benefits and Process of formulation of Accounting Standards including IndAS (IFRS converged standards) and IFRSs; convergence vs adoption; Application of accounting standards (AS and Ind AS) on various entities in India. International Financial Accounting Standards (IFRS) – meaning, need and scope; Process of issuing IFRS; Accounting Process - From recording of a business transaction to preparation of trial balance including adjustments; Application of Generally Accepted Accounting Principles in transactions and preparing financial statements.

**Module -02: Computerized Accounting Systems: Computerized Accounting Systems:** Computerized Accounts by using any software Creating a Company; Configure and popular accounting Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry; Generating Reports - Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Cash Flow Statement. Selecting and shutting a Company; Backup, and Restore data of a Company.

**Module -03: Business Income, Accounting for Depreciation, and Inventory Valuation:** Business income: Concept of Revenue and Business Income, Measurement of business income; relevance of accounting period, continuity doctrine and matching concept in the measurement of business income; Objectives of measurement of Business income; Revenue recognition: Recognition of expenses and income, Recognition of expenses and income with a reference to AS 9 and Ind AS 18; Factors Nature of Depreciation; Accounting concept of depreciation. in the measurement of depreciation; Methods of computing depreciation: straight line method and diminishing balance method; Disposal of depreciable assets; change in method of Depreciation and its impact of on measurement of business income; Inventories: Meaning. Significance of



inventory valuation; Inventory Record Systems: periodic and perpetual. Methods of computing depreciation: FIFO, LIFO and Weighted Average; Application of Accounting Standard in valuation of Inventory; Impact of inventory valuation on measurement of business income.

**Module -04: Financial Statements of Sole Proprietorship and Partnership Firms and Accounting for Branch & Not-for Profit Organizations:** Capital and revenue expenditures and receipts: general introduction only. Preparation of financial statements of non-corporate business entities - Sole Proprietorship and Partnership firms (both manual and using appropriate software).

**Module -05: Accounting for Branch & Not-for Profit Organizations:** Accounting for Branch: Concept of Dependent branches; Branch Accounting - debtors system, stock and debtors' system, branch final account system and wholesale basis system; Independent branches: concept, accounting treatment with necessary adjustment entries; Incorporation of Branch Trial Balance in Head Office Books for home branches; Accounting for Not-for-Profit Organizations- Meaning of Not-for-Profit Organisation; Significance of Receipt and Payment Account, Income and Expenditure - Account and Balance Sheet; Difference between Profit and Loss Account and Income and Expenditure Account; Preparation of Receipt and Payment Account, Income and Expenditure Account and Balance Sheet.

**Note:**

- a. The relevant Accounting Standards (both AS and Ind AS) for all of the above topics should be covered.
- b. Any revision of relevant Indian Accounting Standard/Accounting Standard would become applicable.

**References:**

1. Anil Kumar and Mariappa, Text Book of Financial Accounting- Himalaya Publishing House.
2. Anthony, R.N. Hawkins, and Merchant, Accounting: Text and Cases. McGraw-Hill
3. Bal Ranjan Kumar, Financial Accounting – S. Chand.
4. Bansal.K.M- Financial Accounting – Taxman Publication.
5. Dam, B. B., & Gautam, H. C. (2019). Financial Accounting. Publications.
6. Horngren, Introduction to Financial Accounting, Pearson Education.
7. Jain, S.P. and K.L. Narang. Financial Accounting, Kalyani Publishers, New Delhi.
8. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. Accounting. New Delhi: Vikas Publishing House Pvt. Ltd.
9. Monga, J. R. (2017). Financial Accounting: Concepts and Applications. New Delhi: Mayur Paperback Publishing.
10. Mukherjee: Financial Accounting I and Financial Accounting II, Oxford University Press.
11. N.Godwin and D. Sanyal, Financial ACCT, Cengage Learning.
12. P. C. Tulsiani, Financial Accounting, Pearson Publication.
13. R.K. Mittal, M.R. Bansal, Financial Accounting, V.K Global Publication.
14. Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2016). Advanced Accounts. Vol.-I. New Delhi: Sultan Chand Publishing.
15. The Institute of Chartered Accountants of India, New Delhi- Compendium of Statements and Standards of Accounting.
16. Nadhani, Ashok K, Tally ERP 9 Training Guide, BPB Publications
17. Tally ERP 9 book advanced user, Swayam Publication ([www.tallyerp9book.com](http://www.tallyerp9book.com)).



**B. COM FIRST SEMESTER  
COM-C-113 –BUSINESS LAW (Core – 2)**

**Course Objective:**

The course aims to give the students a broad understanding about important aspects of legal environment of business; to make them study how various special contracts are brought into force; and to impart knowledge about legal agreement so that they get acquainted with the process of establishing legal relationships and to have knowledge of various measures protecting the interest of the consumers.

**Course Outcome:**

The students would be able to deal with the legal aspect of different business situations.



**Module -01: Indian Contract Act, 1872:** Nature of contract and its essentials, Void, valid and voidable contracts, Consent, consideration and its' impact on contract, Agreements in restraint of trade, Performance, breach, revocation and termination of contract, Agency and bailment contracts, Contract of Indemnity, Contract of Guarantee and Pledge.

**Module -02: Sale of Goods Act, 1930:** Sale of Goods Act, 1930- Nature of sale, conditions and warranties, Performance of contract of sale and right of unpaid seller;

**Module -03: Indian Partnership Act, 1932 and Limited Liability Partnership Act, 2008:** Indian Partnership Act, 1932 and Limited Liability Partnership Act, 2008- General nature of Partnership, Rights and duties of Partners, Reconstitution of Firm and Registration and dissolution. Formation and incorporation of LLP, Partners and their relations, financial disclosures, conversion into Winding up and dissolution.

**Module -04: Competition Act, 2002 and Consumer Protection Act, 2019:** Competition Act, 2002: Objectives and basic concepts, Consumer, goods, service, Prohibition of anticompetitive agreements, Prohibition of Abuse of Dominant Position; Consumer Protection Act, 2019: Important definitions, Consumer Disputes Redressal Commission, Measures to Prevent Unfair Trade Practices, Offences and Penalties.

**Module -05: Foreign Exchange Management Act, 1999:** Important definition, Regulation and management of foreign exchange, RBI Guidelines on KYC.

#### References:

1. Arora Sushma – Business Law – Taxmann Publication.
2. Ashok Sharma, Business Law, V.K. Global Publication.
3. Bose, D. C. (2008). Business Law. New Delhi: PHI Limited.
4. Chopra, R. K. (2015). Business Laws. New Delhi: Himalaya Publishing House.
5. Das & Roy, Business Laws: Oxford University Press
6. Garg K.C., Saareen, Sharma, Business Law, Kalyani Publishers
7. Jena B and Mohapatra-A Book of Business Laws- Himalaya Publishing House
8. Kuchhal, M. C., & Kuchhal, V. (2018). Business Laws. New Delhi: Vikas Publishing.
9. Kuchhal, M.C. and Vivek Kuchhal, Business Law, Vikas Publishing House, New Delhi.
10. Kumar, R. Legal Aspects of Business, Cengage Learning
11. Maheshwari & Maheshwari, Business Law, National Publishing House, New Delhi.
12. S K Matta, Geetika Matta, Business Law- Vrinda Publications (P) Ltd
13. Singh, A. (2009). Business Law. Delhi: Eastern Book Company.
14. Tejjpal Singh, Business Law - Pearson Publication
15. Tulsian, P.C, Business Law, S.Chand



## B. COM FIRST SEMESTER COM-C-114 – BUSINESS STATISTICS (Core – 3)

#### Course Objective:

The course aims to familiarize the students with the basic statistical tools used to summarize and analyse quantitative information for business decision making.

#### Course Outcome:

Students would be well-versed with the knowledge of using different statistical tools very much required in the decision-making process in any business as well as business research.

**Module -01: Statistical Data and Descriptive Statistics:** Nature and classification of data- Univariate, bivariate and multivariate data; time-series and cross-sectional data; Measures of Central Tendency- Concept and properties of mathematical averages including arithmetic mean, geometric mean and harmonic mean Merits and Demerits and applications of mathematical averages; Positional Averages including Mode and Median (and other partition values - quartiles, deciles, and percentiles) with graphic presentation. Merits and demerits of positional average; Measures of Dispersion: absolute and relative. Range, quartile



deviation, mean deviation, standard deviation, and their coefficients; Properties of standard deviation/ variance; Moments: Calculation and significance; Skewness: Meaning and Measurement (Karl Pearson and Bowley's measures); Kurtosis.

**Module -02: Probability and Probability Distributions:** Theory and approaches of probability. Probability Theorems: Addition and Multiplication (Proof not required). Conditional probability & Bayes' Theorem (Proof not required). Expectation and variance of a random variable. Business Applications. Probability distributions: Binomial distribution: Probability distribution function, Constants, Shape, Fitting of binomial distribution; Poisson distribution: Probability functions (including Poisson approximation to binomial distribution), Constants, Fitting of Poisson distribution; Normal distribution: Properties of Normal curve and computation of Probabilities and applications.

**Module -03: Simple Correlation and Regression Analysis:** Correlation Analysis: Meaning and types of Correlation; Correlation Vs Causation; Pearson's coefficient of correlation: computation and properties (proofs not required). Probable and standard errors; Rank correlation; Regression Analysis: Principle of least squares and regression lines; Regression equations and estimation; Properties of regression coefficients; Relationships between Correlation & Regression coefficients; Standard Error of Estimate.

**Module -04: Index Numbers: Index Number:** Meaning and uses of index numbers; Construction of Index numbers: fixed and chain base, univariate and composite; Methods of constructing Index numbers: Aggregates and average of relatives – simple and weighted; Tests of adequacy of index numbers; Base shifting, splicing and deflating; Problems in the construction of index numbers; Construction and Utility of Consumer Price Indices; BSE SENSEX, & NSE NIFTY.

**Module -05: Time Series Analysis: Time Series Analysis:** Time Series Data; Components of time series; Additive and Multiplicative models; Trend analysis; Fitting of trend line using principle of least squares – linear, second degree parabola and exponential; Shifting of Origin and Conversion of annual linear trend equation to quarterly/monthly basis and vice-versa; Moving averages. Seasonal variations- Calculation of Seasonal Indices using Simple averages, Ratio-to-trend and Ratio-to- moving averages methods; Uses of Seasonal Indices.

#### References::

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7. Levin, R., Rubin, D. S., Rastogi, S., & Siddqui, M. H. (2011). Statistics for Management. London: Pearson Education.
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9. Patri and Patri, Business Statistics, Kalyani Publishers, New Delhi.
10. S K Sahoo, P K Prusty, Business Statistics, Vrinda Publications (P) Ltd
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12. Sharma J K, Fundamentals of Business Statistics – Vikash Publication
13. Siegel, A. F. (2011). Practical Business Statistics. Cambridge: Academic Press.
14. Thukral, J. K. (2016). Business Statistics, New Delhi: Taxmann Publication.
15. Vohra, N. D. (2017). Business Statistics, New Delhi: McGraw-Hill Education India.





**B. COM FIRST SEMESTER**  
**COM-G-115a – PERSONAL FINANCE & PLANNING (GE – 1a)**

**Course Objective:**

The course aims to familiarize students with different aspects of financial planning like savings, investment, taxation, insurance, and retirement planning and to develop the necessary knowledge and skills for effective financial planning.

**Course Outcome:**

After completion of the course, students will be able to explain the meaning and appreciate the relevance of Financial Planning; familiarize with regard to the concept of Investment Planning and its methods; examine the scope and ways of Personal Tax Planning; analyse Insurance Planning and its relevance; and develop an insight in to retirement planning and its relevance.

**Module -01: Introduction to Financial Planning:** Financial goals, Time value of money, steps in financial planning, personal finance/loans, education loan, carloan & home loan schemes. Introduction to savings, benefits of savings, management of spending & financial discipline, Netbanking and UPI, digital wallets, security and precautions against Ponzi schemes and online frauds such as phishing, credit card cloning, skimming.

**Module -02: Investment Planning:** Process and objectives of investment, Concept and measurement of return & risk for various assets class, Measurement of portfolio risk and return, Diversification & Portfolio formation. Gold Bond; Real estate; Investment in Greenfield and brownfield Projects; Investment in fixed income instruments- financial derivatives& Commodity market in India. Mutual fund schemes including SIP; International investment avenues.

**Module -03: Personal Tax Planning:** Tax Structure in India for personal taxation, Scope of Personal tax planning, Exemptions and deductions available to individuals under different heads of income and gross total income, Special provision u/s 115BAC vis-à-vis General provisions of the Income-tax Act, 1961; Tax avoidance versus tax evasion.

**Module -04: Insurance Planning:** Need for Protection planning. Risk of mortality, health, disability and property; Importance of Insurance: life and non- life insurance schemes. Deductions available under the Income-tax Act for premium paid for different policies.

**Module -05: Retirement Benefits Planning:** Retirement Planning Goals, Process of retirement planning, Pension plans available in India, Reverse mortgage, New Pension Scheme. Exemption available under the Income-tax Act, 1961 for retirement benefits.

**Practical Exercises:**

The students are required to:

1. Perform electronic fund transfer through net-banking and UPI.
2. Identify certain Ponzi schemes in the market during last few selected years.
3. Prepare tax planning of a hypothetical individual.

**References:**

1. Indian Institute of Banking & Finance. (2017). Introduction to New Delhi: Taxmann Publication. Financial Planning.
2. Pandit, A. (2014). The Only Financial Planning Book that You Will Ever Need. Mumbai: Network 18 Publications Ltd.
3. Sinha, M. (2008). Financial Planning: A Ready Reckoner. New York: McGraw Hill Education.
4. Halan, M. (2018). Let's Talk Money: You've Worked Hard for It, Now Make It Work for You. New York: HarperCollins Publishers.
5. Tripathi, V. (2017). Fundamentals of Investment. New Delhi: Taxmann Publication.





**B. COM FIRST SEMESTER**  
**COM-G-115b – ACCOUNTING FOR EVERYONE (GE – 1b)**

**Course Objective:**

The course aims to familiarize students with different aspects of financial planning like savings, investment, taxation, insurance, and retirement planning and to develop the necessary knowledge and skills for effective financial planning.

**Course Outcome:**

After completion of the course, students will be able to analyse various terms used in accounting; make accounting entries and prepare cash book and other accounts necessary while running a business; prepare profit and loss account and balance sheet; prepare accounts based on accounting software; and analyse information from company's annual report.

**Module -01: Introduction to Accounting:** Accounting – Meaning, Importance and Need, Its objectives and relevance to business establishments and other organisations, and individuals. Accounting information: meaning, users and utilities, sources of accounting information. Some Basic Terms–Transaction, Account, Asset, Liability, Capital, Expenditure & Expense, Income, Revenue, Gain, Profit, Surplus, Loss, Deficit. Debit, Credit, Accounting Year, Financial Year.

**Module -02: Transactions and recording of transactions:** Features of recordable transactions and events, Basis of recording – vouchers and another basis. Recording of transactions: Personal account, Real Account and Nominal Account; Rules for Debit and Credit; Double Entry System, journalizing transactions; Preparation of Ledger, Cash Book including bank transactions and Bank Reconciliation Statement.

**Module -03: Preparation of Financial Statements:** Fundamental Accounting Equation; Preparation of Trial Balance; Concept of revenue and Capital; Preparation of Trading and Profit & Loss Account, Balance Sheet and Cash Flow Statement manually and using appropriate software.

**Module -04: Computerized Accounting Systems:** Computerized Accounting Systems: Computerized Accounts by using any popular accounting software: Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry; Generating Reports - Cash Book, Ledger Accounts, Trial Balance, Profit and Loss Account, Balance Sheet, Cash Flow Statement. Selecting and shutting a Company; Backup and Restore data of a Company.

**Module -05: Company Accounts:** Explanation of certain terms – Public Limited Company, Private Limited Company, Share, Share Capital, Shareholder, Board of Directors, Stock Exchange, Listed Company, Share Price, Sensex - BSE, NSE; Annual report, etc. Contents and disclosures in Annual Report, Company Balance Sheet and Statement of Profit and Loss. Content Analysis based on annual report including textual analysis.

**References::**

1. Goyal, B. K., & Tiwari, H. N. (2019). Financial Accounting. Taxmann Publication.
2. Gupta, R. L., & Radhaswamy, M. (2014). Financial Accounting. S. Chand Publishing.
3. Hatfield, L. (2019). Accounting Basics. Amazon Digital Services LLC.
4. Horngren, C. T., Sundem, G. L., Elliott, J. A., & Philbrick, D. (2013). Introduction to Financial Accounting. London: Pearson Education.
5. Lal, J., & Srivastava, S. (2012). Financial Accounting. Himalaya Publishing House.
6. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). Financial Accounting. New Delhi: Vikas Publishing
7. Mukharji, A., & Hanif, M. (2015). Financial Accounting. Tata McGraw Hill
8. Mukherjee, S., & Mukherjee, A. K. (2015). Financial Accounting. Oxford: Oxford University Press. Jain, S. P., & Narang, K. L. (2014). Financial Delhi: Kalyani Publishers.
9. Accounting. New Sehgal, D. (2014). Financial Accounting. New Delhi: Vikas Publishing House
10. Siddiqui, S. A. (2008). Book Keeping & Accountancy. New Delhi: Laxmi Publications Pvt. Ltd.
11. Tulsian, P. C. (2007). Financial Accounting. New Delhi: Tata McGraw Hill Publishing Co. Ltd.



**B. COM FIRST SEMESTER**  
**COM-G-115c – PEOPLE MANAGEMENT (GE – 1c)**

**Course Objective:**

The course aims to provide an overview to the students of what it means to be an effective people manager. The programme is designed in such a manner so that the students can develop leadership and communication skills & manage people in an Organisation effectively.

**Course Outcome:**

After completion of the course, students will be able to perform meditation techniques (Brain stilling exercise) for mind management; create a personal development plan for oneself; demonstrate decision making skills and prepare Time Management framework in real life situations; analyse the applicability of People First Strategy in an Organisation; demonstrate team building skills and leadership qualities; conduct team evaluation and assessment; and demonstrate skills to resolve conflicts in an Organisation and lead teams.

**Module -01: Managing and Evaluating Oneself:** Mind Management, Time Management, Tackling Time Robbers, Planning workload, Active Listening, Decision Making - steps, Managing your Manager, Evaluating and building a personal development plan for oneself.

**Module -02: Managing and Motivating Others:** Basics of People Management and its significance, Difference between People Management and Human Resource Management; impact of individual and Organisational factors on people management, Motivating Others - Employee First Strategy: Employee First Customer Second. Developing Intrinsic Motivation amongst People - People First Strategy: Emerging cases .

**Module -03: Building Team and Peer Networks:** Team Building Process, Managing Diversity in Teams, Competency mapping, Team Roles, Team Identity, Team Charter, Team Performance, Managing Behaviour of people in groups, 360 Degree Feedback as a Development tool. Group Dynamics, Challenges of getting work done; Significance of prioritization and assigning work to team members, Importance of peer networks in an Organisation.

**Module -04: Managing Evaluation and Assessment:** Managing Performance, Appraisal methods, Role Reviews and performance management, Dealing with Poor Performers, Agreeing Performance Targets, Negative Feedback, Performance Management System, 360 Degree Feedback as a Performance Appraisal Tool

**Module -05: Leading People & Resolving Conflicts:** Leading people to achieve the vision and mission of the Organisation. Leadership for high performance culture, Leadership Styles for creating conducive Organisational climate and culture of excellence. Managing different types of conflicts in an Organisation, Problem solving and quality improvement process.

**Practical Exercises:**

The students are required to:

1. Practice of meditation techniques (brain stilling exercise) for mind management.
2. Build a Personal Development Plan for themselves.
3. Prepare Time Management framework for themselves.
4. Participate in simulation exercise on preparing a workload plan in an Organisation based on a case study.
5. Participate in role play on active listening in an Organisation.
6. Participate in role play for developing intrinsic motivation amongst other people.
7. Discuss case study of HCL on Employee First Customer Second by Vinit Nayar.
8. Discuss case studies of Organisations where People first strategy is being used.
9. Conduct competency mapping of students of the class.
10. Conduct 360-degree students of the class. feedback-role play and tips for development amongst the

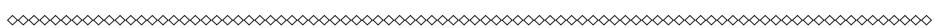




11. Participate in simulation activity wherein students are divided into groups with one leader in each group executing a business wherein each team is assigned responsibility of planning and activity that shows the team work and leadership qualities followed by its presentation.
12. Role play of 360-degree appraisal in groups (as formed in previous activity) assessing the performance of each member of the group.
13. Discuss and analyze case study on High Performing Organisational culture.
14. Discuss and analyze case study on High Performing Organisational climate.
15. Discuss and analyze case study on Leadership.

**References:**

1. Wellington, P. (2011). Effective People Management: Improve Performance Delegate More Effectively. London: Kogan Page Publishers.
2. Thomas, M. (2007). Mastering People Management. London: Thorogood Publishing.
3. Randall, J., & Sim, A. J. (2013). Managing People at Work. Abingdon: Routledge.
4. Thomson, R., & Thomson, A. (2012). Managing People. Abingdon: Routledge.



**B. COM FIRST SEMESTER  
COM-G-115d - RURAL DEVELOPMENT (GE - 1d)**

**Course Objective:**

The course aims to provide an overview to help students to acquire knowledge on various aspects of rural development and to acquaint them with the various programmes of rural development.

**Course Outcome:**

After completion of the course, students will be able to describe the concept of rural development; analyse various skill development and capacity building programmes; describe the role of institutional bodies like NABARD/ RRBs in financing rural based projects; prepare a business plan for a start-up venture in rural setting after analysing the various facets of rural economy in India; assess the impact of infrastructure development in rural India; and development programmes in India.

**Module -01: Introduction:** Concepts and Connotations of Rural Development; Basic Elements of Rural Development; Determinants of Rural Development; Rural Development Policy; Goals of Rural Development Policy; Rural Development Policies in India; Generation and Transfer of Technology; Environmental Concerns.

**Module -02: Leveraging Demographic Dividend:** Demographic characteristics of rural population, issue of urban migration; Rural Work Force; Livelihood: Micro and Macro Perspectives of Rural Livelihood, Gender Issues in Livelihood; Challenges and opportunities for demographic dividend - skill development and capacity building for employment and entrepreneurship; Production, Income Generation and Poverty Alleviation.

**Module -03: Rural Economy of India:** Size and Structure of the Rural Economy, Characteristics of the Rural Sector - Agricultural and Allied Sectors, Non-Farm Sector - Rural Industrialization and Entrepreneurship; Rural Finance: Rural credit and indebtedness; Institutional supports - NABARD, Nationalized Commercial Banks including Regional Rural Banks and Cooperatives.

**Module -04: Rural Development Programmes in India:** Rural Development programmes in India, Role of Organisations engaged in implementation of rural development programmes in India - Government Organisations and Agencies, Panchayati Raj Institutions (PRIs), Cooperatives, Voluntary Agencies/Non-Governmental Organisations, Self-Help Groups, Evaluation and monitoring of the programmes, Role of Corporate sector in Rural Development.

**Module -05: Rural Development Programmes in India:** Rural Development programmes in India, Role of Organisations engaged in implementation of rural development programmes in India - Government Organisations and Agencies, Panchayati Raj Institutions (PRIs), Cooperatives, Voluntary Agencies/Non-



Governmental Organisations, Self-Help Groups, Evaluation and monitoring of the programmes, Role of Corporate sector in Rural Development.

**Practical Exercises:**

The students are required to:

1. Analyze various programmes related to skill development and capacity building for employment and entrepreneurship using primary/secondary data with the help of appropriate statistical tools.
2. Prepare a business plan for a start-up venture in rural setting various facets of rural economy.
3. Evaluate the impact of rural infrastructure development using primary/secondary data with the help of appropriate statistical tools.
4. Evaluate rural development programmes and rural infrastructure to see the impact on rural life using primary data and with the help of appropriate statistical tools.
5. Prepare report to know how SHGs play crucial role in improving the savings and credits and also reducing poverty and social inequalities.

**References:**

1. Singh, K. (2008). Rural Development-Principles, Policies, & Management. Sage.
2. Samanta, R. K. (2000). New Vista in Rural Development Strategies & Approaches. Delhi: B.R. Publishing.
3. Hussain, T., Tahir, M., & Tahir, R. (2017). Fundamentals of Rural Development. New Delhi: I. K. International Publishing House Pvt. Ltd.
4. Sahu, B. K. (2003). Rural Development in India. New Delhi: Anmol Publications
5. Dutta, S. K., & Ghosh, D. K. Empowering Rural Women: Akansha Publishing House.
6. Dutta, S. K., & Ghosh, D. K. (2006). Institutions for Development: The case of Panchayats. New Delhi: Mittal Publications.



**B.COM SECOND SEMESTER**

**EVC-A-121-Environmental Studies (AECC- 1)**

**Course Objective:**

The course aims to train learners to cater to the need for ecological citizenship through developing a strong foundation on the critical linkages between ecology-society-economy.

**Course Outcome:**

After completion of the course, learners will be able to demonstrate skills in organizing projects for environmental protection and sustainability; analyse various projects and initiatives with respect to ecosystem restoration; interpret significance of carbon footprints; describe the environmental issues and their possible repercussions on the planet in the next few decades; and summarize the green strategies and policies adopted by various business entities to preserve the environment.

**Module 01: Introduction: Environmental Studies:** Meaning, Nature, Scope, Importance and Limitations; Ecosystems; Biodiversity and Natural Systems; Natural Cycles and flows-material and energy; Levels of biological diversity: genetic, species and ecosystem diversity; Biogeographic Zones of India; Biodiversity patterns and global biodiversity hotspots. Salient Features: Wildlife (Protection) Act, 1972; Water (Prevention and control of pollution) Act, 1974; Forest (Conservation) Act, 1980; Air (Prevention and control of pollution) Act, 1981; Environmental Protection Act, 1986.

**Module -02: Environmental Concerns:** Human Systems and Human impact on natural systems, Climate Change, Air Issues: Ozone Depletion, Smog, Water issues: Water quality/access, Pollution, Land Use Changes, Soil degradation, Waste: Quantity generated, Treatment, ex: landfills v. incinerators, E-waste. Threats to biodiversity: Habitat loss, poaching of wildlife, man wild life conflicts, biological invasions.

**Module -03: Measurement and Reporting: ISO Standard 14001:** Environmental Management System; Life Cycle Assessment; Environmental Product Declaration; Carbon Foot printing and Ecological Handprints; Environmental Impact Analysis, Environmental Impact Assessment in India: procedure & practices.

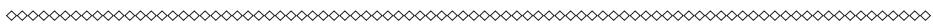


**Module -04: Green Business:** Concept and Evolution of Green Business; Drivers and Motivations; Model of Corporate Greening; Green Business Strategies; Planning and Policy Initiatives for Capturing Green Consumers; Preparing for the Green Business; future. Green Tax Incentives and Rebates (to Green Projects and Companies). Green Reporting. National Green Tribunal: Structure, functions.

**Module -05: Emerging Trends: Environmental Accounting:** Concept, Significance, and Types. Environmental Economics, KYOTO Protocol: Aim, Vision, and Functioning; Carbon Trading; Green HRM, Green Marketing, Green Finance. Environmental Ethics. Corporate Environmental Responsibility, Green Entrepreneurship.

**References:**

1. Basu, M., & Xavier, S. (2016). Fundamentals of Environmental Studies. Cambridge University Press.
2. Basu, R. N. (2000). Environment. University of Calcutta.
3. CSE India. (ND). Understanding EIA. <https://www.cseindia.org/understanding-eia-383>.
4. Enger, E., & Smith, B. (2010). Environmental Science: A Study of Interrelationships, Publisher: McGraw Hill Higher Education.
5. Kumar, S., & Kumar, B. S. (2016). Green Business Management. Hyderabad: Thakur Publishing Pvt. Ltd.
6. Mitra, A. K., & Chakraborty, R. (2016). Introduction to Environmental Studies. Kolkata: Book Syndicate Pvt. Ltd.
7. Winston, A. (2009). Energize Employees with Green Strategy. Boston: Harvard Business School Publishing



**B. COM SECOND SEMESTER  
COM-C-122 – CORPORATE ACCOUNTING (Core – 4)**

**Course Objective:**

The course aims to help students to acquire conceptual knowledge of corporate accounting system and to learn the techniques of preparing the financial statements of companies.

**Course Outcome:**

This paper can provide conceptual clarity about the techniques to prepare financial statements of companies along with accounting treatment of various situations viz. floating of shares, amalgamation and liquidation of companies.

**Module -01: Accounting for Share Capital & Debentures:** Types of shares; Issue and Pro-rata allotment of shares; concept & process of book building; forfeiture and reissue of forfeited shares; Issue of rights and bonus shares; ESOPs and Buy Back of shares; Issue and Redemption of preference shares and Debentures. (In reference to Relevant Accounting Standards (AS and Ind AS) and Guidance Notes as applicable).

**Module -02: Preparation of Financial Statements of Companies including one Person entities Company:** Preparation of financial statements of corporate including one Person Company (excluding calculation of managerial remuneration) as per Division I and II of Schedule III of the Companies Act 2013; Preparation of Statement of Profit and Loss, Balance Sheet and Cash flow Statement of corporate entities. (In reference to Relevant Accounting Standards, AS & Ind AS, as applicable)

**Module -03: Internal Reconstruction and Profit or Loss Prior to Incorporation: (a) Internal Reconstruction:** Different forms of Internal Reconstruction; Accounting treatment for alteration of share capital and reduction of the share capital; Preparation of balance sheet after Internal Reconstruction. (b) Profit or loss Prior to Incorporation: Meaning of profit or loss prior to incorporation; accounting treatment of profit or loss prior to incorporation.

**Module -04: Amalgamation of Companies: Amalgamation of Companies:** Concepts Amalgamation and Business Combination of companies; Consideration/purchase price for amalgamation/business combination; accounting entries for amalgamation/business combination; preparation of amalgamated balance sheet (excluding inter-company holdings) applying AS 14/Ind AS 103.



**Module -05: Corporate Financial Reporting:** Meaning, need and objectives; Constituents of Annual Report and how it is different from financial statements; Contents of annual report; mandatory and voluntary disclosures through annual report. Contents of the Report of the Board of Directors; E-filing of annual reports of companies and XBRL Filing with specific practical exercises; (In reference to Relevant Accounting Standards/Ind AS as applicable).

**Reference:**

1. Anil Kumar, Mariappa, Corporate Accounting, Himalaya Publishing House.
2. B K Goyal, Fundamentals of Corporate Accounting, International Book House
3. Dam, B. B. & Gautam, H. C. Corporate Accounting. Guwahati: Gayatri Publications.
4. Goyal, B. K. (2019). Corporate Accounting. New Delhi: Taxmann Publication.
5. Goyal, V. K., & Goyal, R. (2012). Corporate Accounting. New Delhi: PHI Learning.
6. Jain, S.P. & K.L. Narang. Corporate Accounting. Kalyani Publishers.
7. Maheshwari, S. N.,
8. Maheshwari, S. K., & Maheshwari, S. K. (2018). Corporate Accounting. New Delhi: Vikas Publishing House.
9. Monga, J. R. Fundamentals of Corporate Accounting. New Delhi: Mayur Paperbacks.
10. Mukherjee, A., & Hanif, M. (2005). Corporate Accounting. Tata McGraw Hill.
11. R.K. Mittal, S. Ahuja, Corporate Accounting, - V.K. Global Pub. Pvt. Ltd.
12. Sehgal, Ashok and Deepak Sehgal. Corporate Accounting. Taxman Publication Shukla, M. C., Grewal, T. S., & Gupta, S. C. Advanced Accounts. Vol.-II. S. Chand.
13. Tulsian, P. C., & Tulsian, B. (2016). Corporate Accounting. S. Chand Publishing.



**B. COM SECOND SEMESTER  
COM-C-123 – CORPORATE LAW (Core – 5)**

**Course Objective:**

The course aims to impart the students the working knowledge of the provisions of the Companies Act, 2013 and the Depositories Act, 1996.

**Course Outcome:**

This paper can provide conceptual clarity about the legal framework and the ways and means to deal with the legal situations of corporate sector.

**Module -01: Preliminary to Companies Act, 2013:** Important definitions: Prospectus and Share Capital, Allotment of securities, Private Placement, share capital, basic requirements, alteration of share capital, Sweat Equity, Bonus issue, issue of shares at premium and discount, Further issue of shares, buy-back of shares.

**Module -02: Management and Administration:** Board Meetings, Annual General Meeting, Extra Ordinary General Meeting, Requisites of a valid meeting, Convening of Meetings, Minutes and ballot; voting through electronic matters; Resolutions; Postal.

**Module -03: Dividends, Accounts, and Audit:** Declaration and Payment of Dividend, Accounts of Companies, Maintenance and authentication of Financial Statement, Corporate social Responsibility, Appointment of Auditor, qualification, disqualifications, rotation, removal, duties and responsibilities, Auditor's report, Constitution and functions of Audit committee.

**Module -04: Directors and their Power:** Board of directors, appointment and qualifications of directors; Director Identification Number (DIN); Disqualifications, Removal of directors; Powers, Duties and responsibilities; Additional Legal positions, Director, Alternate Director, Nominee Director, Director appointed by casual Vacancy, Key Managerial Personnel, Managing Director, Manager and Whole Time Director.

**Module -05: Oppression, Mismanagement, Corporate Restructuring, Winding Up and NCLT:** Oppression, Mismanagement, Rights to apply, Powers of Tribunal, Provisions related to Compromises, Amalgamations, Concept and Modes of Winding Arrangement and Up; Provisions of winding up under Insolvency and



Bankruptcy Code, 2016; National Company Law Tribunal and Appellate Tribunal: Definitions; Constitution of National Company Law Tribunal; Constitution of Appellate Tribunal; Appeal from orders of Tribunal; Power to punish for contempt

#### References::

1. A Compendium of Companies Act 2013, along with Rules, by Taxmann Publications.
2. Arora & Banshal, Corporate Law – Vikash Publication
3. Ashok Sharma, Corporate Law, V.K. Global Publishing Pvt. Ltd., New Delhi
4. Chadha R., & Chadha, S. (2018). Company Laws. Delhi: Scholar Tech Press.
5. GK Kapoor & Sanjay Dhamija, Company Law, Bharat Law House.
6. Gogna, P.P.S – Company Law, S. Chand
7. Gupta, Garg, Dhingra, Corporate Law, Kalyani Publication
8. Hicks, A., & Goo, S. H. (2017). Cases and Material on Company Law. Oxford: Oxford University Press.
9. Kuchhal, M. C., & Kuchhal, A. (2020). Corporate Laws. New Delhi: Shree Mahavir Book Depot.
10. Kumar, A. (2019). Corporate Laws. New Delhi: Taxmann Publication.
11. Kumar, R., Legal Aspects of Business, Cengage Learning
12. Maheswari and Maheswari, Corporate Laws- - Himalaya Publishing House
13. Roy & Das, Company Law: Oxford University Press.
14. S K Matta, Geetika Matta, Corporate Law–Vrinda Publications (P) Ltd
15. Sharma, J. P. (2018). An Easy Approach to Corporate Laws. New Delhi: Ane Books Pvt. Ltd.



### B. COM SECOND SEMESTER COM-C-124 – BUSINESS ORGANISATION AND MANAGEMENT (Core – 6)

#### Course Objective:

To acquaint students with the basics of Business concepts and functions, forms of Business Organisation and functions of Management.

#### Course Outcome:

Students would be able to make use of different management principles in the course of decision making in different forms of business organizations.

**Module -01: Concept and Forms of Business Organizations:** Concepts of Business, Trade, Industry and Commerce- Objectives and functions of Business–Social Responsibility of a business, Responsible Business, Ethical Conduct & Human Values. Forms of Business; Organisation- Meaning, Characteristics, Advantages and Disadvantages of Sole Proprietorship; Meaning, Characteristics, Advantages & Disadvantages of Partnership; Kinds of Partners, Partnership Deed, Concept of Limited liability partnership; Meaning, Characteristics, Advantages and Disadvantages of Hindu Undivided Family; Meaning, Advantages and Disadvantages of Co-operative Organisation.

**Module -02: Joint Stock Company:** Joint Stock Company- Meaning, Definition, Characteristics, Advantages and Disadvantages; Code of Business Ethics; Kinds of Companies; Promotion; Stages of Promotion; Promoter- Characteristics & Kinds; Preparation of Important Documents; Memorandum of Association- Clauses; Articles of Association & Contents; Prospectus- Contents; Red herring Prospectus; Statement In lieu of Prospectus (as per Companies Act, 2013).

**Module -03: Principles and Functions of Management:** Management - Meaning - Characteristics - Fayol's 14 Principles of Management. Functions of Management - Levels of Management – Skills of Management- Scientific Management - meaning, objectives, relevance and criticism.

**Module -04: Planning and Organising:** Planning - Meaning, Characteristics, Types of Plans, Advantages and Disadvantages, Approaches to Planning, Management by Objectives (MBO) - Steps in MBO, Benefits and Weaknesses; Organizing - Process, Principles of Organisation, Formal and Informal Organisations, Line Organisations, Staff Organisations, Line and Staff Conflicts. Functional Organisation; Span of Management – Meaning, Determining Span, Factors influencing the Span of Supervision.

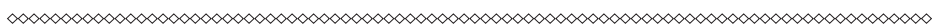




**Module -05: Authority, Coordination and Control:** Meaning of Authority, Power, Responsibility and Accountability; Delegation of Authority; Decentralization of Authority - Definition, Importance, Process; Principles of Coordination and techniques of Effective Coordination; Control-Meaning, Relationship between planning and control, Steps in Control; Requirements for effective control.

**References:**

1. Basu, C. R. (1998). Business Organization and Management, McGraw Hill.
2. Griffin, R.W. – Management :Principles& Practices, Cengage Learning.
3. Gupta R.N - Principles & Practice of Management – S. Chand.
4. Gupta, C. B. (2011). Modern Business Organization. New Delhi: Mayur Paperbacks.
5. Kaul, V. K., Business Organization and Management, Text and Cases. Pearson.
6. Koontz, H., & Weihrich, H., Essentials of Management. New York: Mc Graw Hill.
7. Pany Tushar K , Management Principles and Application, Kalyani.
8. Prasad, L.M. Principles and Practice of Management, Sulatan Chand.
9. R. K . Singhal, Management Principle and application, V.K. Global Pub. Pvt. Ltd.,
10. S K Jena and SK Das, Business Management, Kalyani Publication, New Delhi.
11. Sharma and Gupta , Management: Principles and application , Kalyani Publishers.
12. Singh, B. P., & Singh, A. K. (2002). Essentials of Management. Excel Books.



**B. COM SECOND SEMESTER  
COM-G-125a – COMPUTERISED ACCOUNTING (GE – 2a)**

**Course Objective:**

The course aims to provide an overview to help students to acquire knowledge on various aspects of accounting and preparation of accounting information through software.

**Course Outcome:**

After completion of the course, students will be able to acquire knowledge on various aspects of accounting and preparation of accounting information through software.

**Module -01: Book-Keeping:** Distinction between Accounting and Book-Keeping, Objective and Advantages of Accounting; Branches of Accounting; Basis of Accounting; Accounting as a Source of Accounting Information; Interested Users of Accounting Information.

**Module -02: Accounting:** Accounting Concepts and Conventions; Voucher, Types of Vouchers, Accounting Equation, Concept of Debit and Credit; Rules of Debit and Credit; Concept and Advantages of Double Entry System Journal-Concept, Types and Format; Subsidiary Book-Concept and Types; Concept of Account with format, Ledger, Posting and Balancing.

**Module -03: Trial Balance and Final Accounts:** Bank Reconciliation Statement, journal entries, Trial Balance: concept, objectives, format and methods of preparation, Final Accounts and adjustments.

**Module -04: Tally Fundamentals:** Features of Tally, getting functional with Tally: Tally start up-Tally Screen Components- mouse/keyboard convention- Tally clock-switching between screen areas-quitting Tally; Setting up of a Company in Tally, Opening new company, Safety of Accounts or Password, Characteristics Features, Configure: master configuration- voucher configuration.

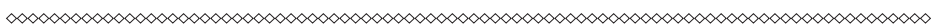
**Module -05: Application of Accounting Software:** Accounts books (Journal, Ledger, and Cash Book), Preparation of Trail Balance, Preparation of Balance Sheet and profit & loss account with Tally, Accounting of inventory in Tally, Reports in Tally-Draft & accounting reports.

**References:**

1. Anil Kumar and Mariappa, Text Book of Financial Accounting- Himalaya Publishing House.
2. Anthony, R.N. Hawkins, and Merchant, Accounting: Text and Cases. McGraw-Hill.
3. Bal Ranjan Kumar, Financial Accounting – S. Chand



4. Bansal. K. M- Financial Accounting – Taxman Publication
5. Dam, B. B., & Gautam, H. C. (2019). Financial Accounting Guwahati: Gayatri Publications.
6. Horngren, Introduction to Financial Accounting, Pearson Education.
7. Jain, S. P. and K. L. Narang. Financial Accounting, Kalyani Publishers, New Delhi.
8. Maheshwari, S. N., Maheshwari, S. K., & Maheshwari, S. K. (2018). Financial Accounting. New Delhi: Vikas Publishing House Pvt. Ltd.
9. Monga, J. R. (2017). Financial Accounting: Concepts and Applications. New Delhi: Mayur Paperback Publishing.
10. Mukherjee: Financial Accounting I and Financial Accounting II, Oxford University Press.
11. N. Godwin and D. Sanyal, Financial ACCT, Cengage Learning.
12. Nadhani, Ashok K, Tally ERP 9 Training Guide, BPB Publications.
13. P. C. Tulsiani, Financial Accounting, Pearson Publication.
14. R. K. Mittal, M. R. Bansal, Financial Accounting, V. K Global Publication.
15. Shukla, M. C., Grewal, T. S., & Gupta, S. C. (2016). Advanced Accounts. Vol.-I. New Delhi: Sultan Chand Publishing.
16. Tally ERP 9 book advanced user, Swayam Publication ([www.tallyerp9book.com](http://www.tallyerp9book.com)).
17. The Institute of Chartered Accountants of India, New Delhi- Compendium of Statements and Standards of Accounting.



## B. COM SECOND SEMESTER COM-G-125b – FINANCIAL LITERACY (GE – 2b)

### Course Objective:

The course aims to offer an integrated approach to understand the concepts and applications of financial planning.

### Course Outcome:

After completion of the course, students will be able to describe the importance of financial literacy and list out the institutions providing financial services; prepare financial plan and budget and manage personal finances; open, avail, and manage/operate services offered by banks; offices; open, avail, and manage/operate services offered by post plan for life insurance and property insurance; and select instrument for investment in shares.

**Module -01: BIntroduction:** Meaning, importance and scope of financial literacy; Prerequisites of Financial Literacy – level of education, numerical and communication ability; Various financial institutions – banks, insurance companies, Post Offices; Mobile App based services. Need of availing of financial services from banks, insurance companies and postal services.

**Module -02: Financial Planning and Budgeting:** Concept of economic wants and means for satisfying these needs; Balancing between economic wants and resources; Meaning, importance and need for financial planning; Personal Budget, Family Budget, Business Budget and National Budget; Procedure for financial planning and preparing budget; Budget surplus and Budget deficit, avenues for savings from surplus, sources for meeting deficit.

**Module -03: Banking Services:** Types of banks; Banking products and services – Various services offered by banks; Types of bank deposit accounts – Savings Bank Account, Term Deposit, Current Account, Recurring Deposit, PPF, NSC etc.; Formalities to open various types of bank accounts, PAN Card, Address proof, KYC norm; Various types of loans– short term, medium term, long term, micro finance, agricultural etc. and related interest rates offered by various nationalized banks and post office; Cashless banking, e-banking, Check Counterfeit Currency; CIBIL, ATM, Debit and Credit Card, and APP based Payment system; Banking complaints and Ombudsman.

**Module -04: Financial Services from Post Office:** Post office Savings Schemes: Savings Bank, Recurring Deposit, Term Deposit, Monthly Income Scheme, Kishan Vikas Patra, NSC, PPF, Senior Citizen Savings Scheme (SCSS), Sukanya Samridhi Yojana/ Account (SSY/SSA); India Post Payments Bank (IPPB); Money





Transfer: Money Order, E-Money order. Instant Money Order, collaboration with the Western Union Financial Services; MO Videsh, International Money Transfer Service, Electronic Clearance Services (ECS), Money gram International Money Transfer, Indian Postal Order (IPO).

**Module -05: Protection and Investment Related Financial Services:** Insurance Services: Life Insurance Policies: Life Insurance, Term Life Insurance, Endowment Policies, Pension Policies, ULIP, Health Insurance and its Plans, Comparison of policies offered by various life insurance companies; Property Insurance: Policies offered by various general insurance companies. Post office life Insurance Schemes: Postal Life Insurance and Rural Postal Life Insurance (PLI/RPLI); Housing Loans: Institutions providing housing loans, Loans under Pradhan Mantri Awas Yojana – Rural and Urban; Investment avenues in Equity and Debt Instruments: Portfolio Management: Meaning and importance; Share Market and Debt Market, Sensex and its significance; Investment in Shares – selection procedure for investment in shares; Risk element; Investment Management - Services from brokers and Institutions, and self-management; Mutual Fund.

**Practical Exercises:**

The students are required to:

1. Visit banks, post offices, and insurance companies to collect information and required documents related to the services offered by these institutions and to know the procedure of availing of these services.
2. Fill up the forms to open accounts and to avail loans and shall attach photocopies of necessary documents.
3. Prepare personal and family budget for one/six/ twelve month on imaginary figures.

**References:**

1. Avadhani, V. A. (2019). Investment Management. Mumbai: Himalaya Publishing House Pvt. Ltd.
2. Chandra, P. (2012). Investment Game: How to Win. New Delhi: Tata McGraw Hill Education.
3. Kothari, R. (2010). Financial Services in India-Concept and Application. New Delhi: Sage Publications India Pvt. Ltd
4. Milling, B. E. (2003). The Basics of Finance: Financial Tools for Non-Financial Managers. Indiana: Universe Company.
5. Mitra, S., Rai, S. K., Sahu, A. P., & Starn, H. J. (2015). Financial Planning. New Zokaityte, A. (2017). Financial Literacy Education. London: Palgrave Macmillan.



**B. COM SECOND SEMESTER  
COM-G-125c – BASICS OF MANAGEMENT (GE – 2c)**

**Course Objective:**

The course aims to provide students with an understanding of basic management concepts, principles, and practices.

**Course Outcome:**

After completion of the course, students will be able to explain competitive landscape of a company using Porter’s five force model; appreciate the applicability of SWOT analysis of a company; interpret the relevance of delegation and decentralization of authority in an organisation; analyse the various needs of an individual using Maslow’s Need-Hierarchy Theory; and examine various management techniques in successfully running a business organisation.

**Module -01: Introduction:** Management: Concept and Need, Managerial Functions – n overview; Coordination: Essence of Management; Evolution of Management Thought, Classical Approach – Taylor, Fayol, Neo-Classical and Human Relations Approaches – Mayo, Hawthorne Experiments, Behavioural Approach, Systems Approach, Contingency Approach, MBO, Hammer and Champy- Business Process Re- engineering, Porter’s Five-forces’ Model.

**Module -02: Planning:** Types of Plan; Strategic planning – Concept, process, Importance and limitations; Environmental Analysis and diagnosis (Internal and external environment) – Definition, Importance and



Techniques (SWOT/TOWS/WOTS- UP, BCG Matrix, Competitor Analysis); Decision-making: Process and Techniques; Perfect rationality and bounded rationality.

**Module -03: Organizing:** Concept and process of organizing – An overview, Span of management, Different types of authority (line, staff and functional), Decentralization, Delegation of authority; Formal and Informal Structure; Principles of Organizing; Network Organisation Structure. Emerging types.

**Module -04: Staffing and Leading:** Staffing: Concept of staff

ng - Recruitment and Selection; Orientation; Training and Development; Career Development; Performance Appraisal; Development; Motivation & Leadership: Concept, Importance, extrinsic and intrinsic motivation; Major Motivation theories- Maslow's Need-Hierarchy Theory; Herzberg's Two-factor Theory, Vroom's Expectancy Theory. Leadership: Concept and Importance; Leadership Styles; Communication: Concept, purpose, process; Oral and written communication; Formal and informal communication networks, Barriers to communication, Overcoming barriers to communication. Emerging trends in communication.

**Module -05: Control:** Concept, Process, Limitations, Principles of Effective Control, Major Techniques of control - Accounting Ratio Analysis, HR Metrics, ROI, Budgetary Control, EVA, PERT/CPM. Emerging issues in Management.

**Practical Exercises:**

The students are required to:

1. Identify a company and use the Porter's five forces' analysis model to evaluate its competitive landscape.
2. Read Ford & Mazda case study on Business Process Re-engineering and prepare a report of your interpretation and analysis. Each learner is required to conduct SWOT analysis on the company identified in previous unit and prepare BCG Matrix of its products and present the report.
3. Present a role play on bounded rationality or on any aspect of decision making.
4. Create a simulation exercise in class to demonstrate various types of authority, delegation, and decentralization of authority.
5. Using Maslow's Need-Hierarchy Theory, analyze their needs and prepare a report.
6. Present a simulation exercise demonstrating barriers to communication in an organisation.
7. Demonstrate various types of Leadership Styles in the form of Role Play by identifying real life leaders from the corporate world.
8. Take the annual report of the company identified in Unit 1 and calculate various accounting ratios, HR metrics, EVA, ROI, and present the report of your interpretation of the same.

**Suggested Readings:**

1. Koontz. H., & Weihrich. H. (2012). Essentials of Management: An International and Leadership Perspective. New York: McGraw Hill Education.
2. Robbins, S. P., Bhattacharyya, S., DeCenzo, D. A., & Agarwal, M. N. (2011). Essentials of Management. London: Pearson Education.
3. Terry, G. R. (2010). Principles of Management. Homewood, California: Richard D. Irwin Inc
4. Singh, B. P., & Singh, A. K. (2002). Essentials of Management. New Delhi: Excel Books



**B. COM SECOND SEMESTER**

**COM-G-125d – PUBLIC ADMINISTRATION AND BUSINESS (GE – 2d)**

**Course Objective:**

The course aims to impart basic knowledge about the structure and working of the public administration system in India.

**Course Outcome:**

After completion of the course, students will be able to explain the basic concept of public administration and its relevance for business; explain the difference between Public administration and Business



Administration; analyze the concept of good society and its impact on business; analyze the impact of political system on business environment in India; evaluate the impact of judicial system on business environment in India; and assess the impact of governance and public policies on business.

**Module -01: Introduction:** Public Administration- meaning, nature and scope and limitations; Concept and functions of a welfare state; Emergence of civil society; Factors leading to emergence of civil society; Concept of liberty, Theories of liberty; Concept of equality, Dimensions of equality; Concept of justice, dimensions of justice. Similarity and Dissimilarity between Public Administration Administration.

**Module -02: Idea of a Good Society:** Good society: Need and Importance, Moral Reasoning, Theories of Moral Reasoning; Diversity, Equity and Equality; Leadership; Responsibility, Accountability; Globalization and society; Cross cultural issues; Ethical Conduct of National and Multinational Corporations.

**Module -03: Political System and Business:** Constitution of India- Preamble, Fundamental rights, Directive Principles of state policies; India's federal system, NITI AYOJ- role and functions; Impact of political system on business environment- policies, programmes and procedure; Ease of doing business; Startup India, Stand Up India, Make in India, Recent trends in taxation policies-impact on investment and business.

**Module -04: Judicial System and Business:** Judicial System- features and structure; Jurisdiction, Powers and Functions, Judicial Review, Judicial Activism and business, Human Rights and business- challenges and opportunities, Social Justice. Public Interest Litigation and writs- challenges and opportunities for business.

**Module -05: Governance and Public Policy:** Governance-Concept and Nature; Public accountability; Redressal of public grievances with special reference to RTI, Lokpal, and Lokayukta, Election Commission, Association for Democratic Reforms (ADR), Bringing people closer to Administration: E-governance; Political Representation, Decentralization of Governance- Panchayati Raj System, Urban Local Bodies.

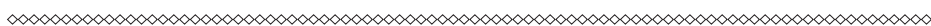
#### Practical Exercises:

The students are required to:

1. Analyse cases from real life regarding fundamental rights, freedom of expression, and civil society.
2. Discuss case studies from real life regarding equity and equality in the context of organisations.
3. Evaluate the ease of doing business parameters in the context of a specific sector.
4. Practice session as Mock Parliament.
5. Practice session as Moot Court related to business cases.
6. Discuss case study on decentralization of governance and present key learning.

#### Suggested Readings:

1. Basu, D. D. (2015). Introduction to the Constitution of India. New York: Lexis Nexis.
2. Fadia, B. L., & Fadia, K. (2017). Indian Government and Politics. Uttar Pradesh: Sahitya Bhawan.
3. Granville, A. (1999). The Indian Constitution: Cornerstone of a Nation. Oxford: Oxford University Press.
4. Granville, A. (2003). Working a Democratic Constitution: A History of the Indian Experience. Oxford: Oxford University Press.
5. Kashyap, S. C. (2011). Our Constitution. New Delhi: National Book Trust.
6. Sapru, R. K. (2012). Public Policy: Formation, Implementation and Evaluation. New York: Sterling Publishers.
7. Singh, M. P., & Saxena, R. (2008). Indian Politics: Contemporary Issues and Concerns. Delhi: PHI Learning.



### B.COM THIRD SEMESTER COM-C-211: BUSINESS ECONOMICS (CORE – 7)

#### Course Objective:

To acquaint students with the basics of Business concepts and functions, forms of Business Organisation and functions of Management.

**Course Outcome:**

The students would be able to apply tools of micro-economics, consumer behaviour and firm theory to business situations.

**Module -01: Basic Concepts:** Meaning, Nature and Scope of Business Economics, Basic Problems of an Economy and Application of Economic Theories in Decision Making, Steps in Decision Making.

**Module -02: Consumer Behaviour and Elasticity of Demand:** Theory of Demand and supply, Elasticity of demand-Concept, Kinds- price, cross, income and advertising elasticity of demand; Measurement of elasticity of demand, Factors influencing the elasticity of demand, Importance of elasticity of demand; Demand forecasting: Meaning, Need, Importance, Methods of demand forecasting; Cardinal Utility Analysis: Diminishing Marginal utility and Equi marginal Utility Ordinal utility analysis of consumer Behaviour: budget line and indifference curve, consumer equilibrium; Income consumption curve and Engle curve, Price Consumption curve and derivation of demand curve, Income and Substitution; Effect of a price change; Consumer Surplus; Revealed Preference theory.

**Module -03: Production and Cost:** Production Function – Concept Definition, Types of products, Law of variable proportions, Assumptions, Limitations and Significance. Isoquant curves, Definition, General properties of isoquant curves, Marginal rate of technical substitution, Economic region of production, Iso-cost lines, optimal combination of resources, the expansion path, returns to scale; Cost of production: Concept of explicit costs, implicit costs and opportunity costs of production, Derivation of short run and long run cost curves. Economies and Diseconomies of scale and the shape to the long run average cost.

**Module - 04: Pricing & Market:** Theory of pricing- cost plus pricing, Target pricing, Marginal cost pricing, Going rate pricing; Objective of business firm, Concept of Market, classification of market-perfect competition, monopoly, Monopolistic competition and Oligopoly. Price determination and equilibrium of firm in different market situations; Factor pricing.

**Module - 05:** Macro Aspect of Business Economics: National Income and its measurement, Gross National Product, Net National Product, Net National Income; Business Cycle phases and causes; Inflation and Deflation causes and remedial action; Consumption, Income, Savings and investment.

**Practical Exercises:**

The students are required to:

1. Apply concept of demand analysis in real life;
2. Study various effects in changes in demand and supply in consumption;
3. Visit local markets and classify firms into various markets;
4. Visit any industrial unit and study its production process;
5. Prepare a production schedule for a hypothetical product under a particular condition of demand supply;
6. Visit any industrial unit and classify its cost into fixed and variable costs;
7. Analyze the effects of changes in demand and supply on pricing policies.

**References:**

1. Adhikari, M. (2000). Business Economics. New Delhi: Excel Books.
2. Ahuja, H. L. (2019). Theory of Micro Economics. New Delhi: Sultan Chand Publishing House.
3. Browning, E.K. and J.M. Browning; Microeconomic Theory and Applications, Kalyani Publishers, New Delhi.
4. Chaturvedi, D. D., & Gupta, S. L. (2010). Business Economics Theory & Applications. New Delhi: International Book House Pvt. Ltd.
5. Das & Sengupta, Microeconomics I and Statistics: Oxford University Press
6. Dwivedi, D.N. Micro Economics, Vikash Publication
7. K C Dash, Micro Economics- Himalaya Publishing House
8. Kennedy, M. J. (2010). Micro Economics. Mumbai: Himalaya Publishing House.
9. Koutsoyannis, A. (1975). Modern Microeconomics. London: Palgrave Macmillan.
10. Maddala G.S. and E. Miller; Microeconomics: Theory and Applications, McGraw-Hill International.
11. Mehta P.K, Singh M. – Micro Economics – Taxmann Publication



12. N. Gregory Mankiw, Principles of Micro Economics, Cengage Learning
13. Pindyck, R.S., D. L. Rubinfeld and P. L. Mehta; Microeconomics, Pearson Education.
14. Relevant study material of ICAI: www.icai.org.
15. Seth, M. L. (2017). Micro Economics. Agra: Lakshmi Narain Agarwal Educational Publishers.

**Note:** Students are advised to use latest edition of text books.



## B.COM THIRD SEMESTER COM-C-212 – INCOME TAX AND PRACTICES (CORE – 8)

### Course Objective:

To provide basic knowledge and equip students with the application of principles and provisions of Income Tax Act 1961.

### Course Outcome:

This paper would provide the understanding of various provisions of Income Tax Act as well as equip the to make practical students applications of the provisions for taxation purpose.

**Module -01: Basic Concepts:** Tax: concept, types – direct and indirect; canons of taxation; Direct Tax: Need, features and basis of charges; Income Tax (as per Income Tax Act 1961 and amendments): Basic Concepts; Residential status; Scope of total Income, Heads of Income; Income which do not form a part of total Income; Agriculture Income and its taxability.

**Module -02: Income from Salary and House Property:** Meaning of salary, Basis of charge, conditions of chargeability, Allowances, Perquisites, Deductions and exemptions, Computation of taxable Income from Salary; Income from house property Basis of charge, Determinants of Annual Value, Deductions and exemptions, Computation of tax able income House Property.

**Module -03: Profits and gains from business or profession, capital gains and income from other sources:** Meaning of business income, methods of accounting, Deductions and Disallowances under the Act, Computation of presumptive income under Income-tax Act, Computation of taxable income from Business and profession; Meaning of Capital Asset, Basis of Charge, Exemptions related to capital gains; Meaning of Transfer, Computation of taxable capital Gain; Income from other sources Basis of charge - Dividend, Interest on securities, winning from lotteries, crossword puzzles, Horse races, Card games etc., Permissible deductions, impermissible deductions.

**Module -04: Computation of total Income and Tax Liability of individual and HUF:** Income of other persons included in assessee's total income, Aggregation of income and set-off and carry forward of losses; Deductions from gross total Income; Rebates and reliefs; Computation of total income and tax liability of individuals and HUF.

**Module -05: Preparation of Return of Income:** Filing of returns: Manually and on-line filing of Returns of Income & TDS; Provision & Procedures of Compulsory on-line filing of returns for specified assesses.

### Practical Exercises:

The students are required to:

1. Identify five individuals above the age of 18 years without PAN Card. Educate them about the relevance of getting a PAN card issued from IT Department of India and help them fill the online application form for generating their PAN Card. Also, educate them about the significance of filing return and help them fill the same online. Prepare and present a report of the key learnings from the exercise;
2. File Income-tax return of individuals and HUF;
3. Compute income under different heads, total income, and tax liability of an individual and HUF;
4. Apply for TAN for a firm and file its TDS return;
5. Visit the website of Income Tax Department, Government of India and fill the various online ITR forms with hypothetical data .





**References:**

1. Gour and Narang, Income tax: Law and practice, Kalyani Publishers
2. Dr. Vinod Kumar Singhania, e-filing of Income Tax Returns and Computation of Tax,
3. Taxmann Publication Pvt. Ltd, New Delhi. Latest version.
4. Makta Jain, Rakesh Jain, Income tax Law and practice, V.K. Global Pub. Pvt. Ltd., New Delhi
5. Saha, Dash- Income Tax Law and Practice- Himalaya Publishing House.
6. Pagare, Dinkar. Law and Practice of Income Tax. Sultan Chand and Sons, New Delhi.
7. Lal, B.B. Income Tax Law and Practice. Konark Publications, New Delhi.
8. Ahuja, G., & Gupta, R. (2020). Simplified Approach to Income Tax. New Delhi: Flair Publications Pvt. Ltd.
9. Singhania, V. K., & Singhania, M. (2020). Student's Guide to Income Tax including GST-Problems & Solutions. New Delhi: Taxmann Publications Pvt. Ltd.
10. Study Material of ICAI Intermediate Paper 4A: Income-tax Law.

**Note:** Students are advised to use latest edition of text books.



**B.COM THIRD SEMESTER  
COM-G: 213a – SALESMANSHIP (GE – 3a)**

**Course Objective:**

The purpose of this course is to familiarize the students with the fundamentals of personalselling and the selling process. They will be able to understand selling as a career and what it takes to be a successful salesman.

**Course Outcome:**

After completion of the course, students will be able to identify the various career paths available to professional sales persons; Identify strategies for successful time management and organization in selling; Recognize and overcome customer objections by creating win- win situations for buyers and sellers; Identify and define elements of the purchasing process; and Identify & defines strategies for expanding customer relationships.

**Module -01: ISalesmanship:** Salesmanship: Definition, Essentials of good salesmanship, Nature, importance, advantages and disadvantages; Salesman-Definition, Classification, Importance, duties, responsibilities, Qualities of a good salesman; Knowledge of a product.

**Module -02: Customers and Selling Process:** Buying Motive: Meaning, definition, Characteristics, Importance, Classification, buying motive vs. selling point; Types of Customers and how to deal with them; Psychology of selling; Selling process: Meaning and stages of selling process – Prospecting, Pre-Approach, Approach, Presentation and demonstration, Overcoming objections and Closing of Sales, Post sales activities.

**Module -03: Selection and Development of Salesforce:** Recruitment and Selection of Salesman; Placement of the salesman; Sales Territory and Sales Quota; Training and Development of Salesman; Remuneration, Motivation and Controlling of Salesforce.

**Module -04: Sales Management:** Sales management: Definition of sales management, Roles and techniques of a sales manager, Sales decisions, Factors affecting sales, Company objectives and sales force decision, Roles of sales force; Sales Forecasting: Definition of sales forecast, Methods of sales forecasting, Uses and users of sales- forecasting, Advantages and Disadvantages of Sales forecasting, Meaning of market survey, Importance of market survey to salesman and producer.

**Module -05: Advertisement and Sales Reports:** Advertisement: definition, characteristics, Types, Media of advertisement, Selection of advertisement media; Sales Report: Reports and documents; Sales manual, Order Book, Cash Memo; Tour Diary, Daily and Periodical Reports; Ethical aspects of Selling; Salesmanship in E-Marketing and digital marketing.





**Practical Exercises:**

The students are required to:

1. Analyze the impact of various market forces in the context of a given product and various customers.
2. Analyze the customers with respect to their behaviour, attitude and personality.
3. Select any product and analyze its selling points and develop strategy to sale it in the competitive market.
4. Analyze the case of selection of salesmanship.
5. Analyze the market forecasting strategy of a given product.
6. Develop ad campaign for the products for a particular market and segment
7. Find out ethical concerns of customers with regard to various marketing mix decisions in regard to a given product.

**References:**

1. Charles M. Futrell - Fundamentals of Selling
2. Futrell, Charles: Sales Management: Behaviour, Practices & Cases, The Dryden Press
3. Johnson, Kurtz and Schueing, Sales Management, McGraw Hill
4. Kapoor Neeru, Advertising and personal Selling, Pinnacle, New Delhi.
5. Marketing – G. B. Giles (The M & E hand book services)
6. McCarthy Jerome, E., William Perreault Jr.- Basic Marketing
7. Pedesson, Charles A. Wright, Milburn D. And Weitz, Barton A., Selling: Principles and Methods
8. Prof. Achumba- Consumer Behaviour.
9. Rusell, FA. Beach & Richard Buskirk, Selling: Principles & Practices, McGraw Hill
10. Santoki, C N - Advertising and Sales Management - Kalyani Publication
11. Spiro, Stanton, and Rich, Management of the Sales force, McGraw Hill.
12. Still, Richard R., Edward W. Cundiff and Norman A. P. Govoni, Sales Management: Decision Strategies and Cases, Prentice Hall of India Ltd., New Delhi,

**Note:** Students are advised to use latest edition of text books.



**B.COM THIRD SEMESTER  
COM-G: 213b – INVESTING IN STOCK MARKETS (GE – 3b)**

**Course Objective:**

The course aims to equip students with the basic skills required to operate in the stock market. They can learn trading mechanism of the stock exchanges.

**Course Outcome:**

After completion of the course, students will be able to explain the basics of investing in the stock market, the investment environment as well as risk & return; analyze Indian securities market including the derivatives market; examine EIC framework and conduct fundamental analysis; perform technical analysis; and invest in mutual funds market.

**Module -01: Fundamental Analysis:** Top down and bottom up approaches, Analysis of international & domestic economic scenario, Industry analysis, Company analysis (Quality of management, financial analysis: Both Annual and Quarterly, Income statement analysis, position statement analysis including key financial ratios, Cash flow statement analysis, Industry market ratios: PE, PEG, Price over sales, Price over book value, EVA), Understanding Shareholding pattern of the company.

**Module -02: Customers and Selling Process:** Buying Motive: Meaning, definition, Characteristics, Importance, Classification, buying motive vs. selling point; Types of Customers and how to deal with them; Psychology of selling; Selling process: Meaning and stages of selling process – Prospecting, Pre-Approach, Approach, Presentation and demonstration, Overcoming objections and Closing of Sales, Post sales activities.



**Module -03: Technical Analysis:** Trading rules (credit balance theory, confidence index, filter rules, market breath, advances vs declines and charting (use of historic prices, simple moving average and MACD) basic and advanced interactive charts. Do's & Don'ts of investing in markets.

**Module -04: Indian Stock Market:** Market Participants: Stock Broker, Investor, Depositories, Clearing House, Stock Exchanges. Role of stock exchange, Stock exchanges in India- BSE, NSE and MCX. Security Market Indices: Nifty, Sensex and Sectoral indices, Sources of financial information. Trading in securities: Demat trading, types of orders, using brokerage and analyst recommendations.

**Module -05: Investing in Mutual Funds:** Concept and background on Mutual Funds: Advantages, Disadvantages of investing in Mutual Funds, Types of Mutual funds- Open ended, close ended, equity, debt, hybrid, index funds and money market funds. Factors affecting choice of mutual funds. CRISIL mutual fund ranking and its usage, calculation and use of Net Asset Value.

**Practical Exercises:**

The students are required to:

1. Work on the spreadsheet for doing basic calculations in finance. Students will also practice technical analysis with the help of relevant software.
2. Practice use of Technical charts in predicting price movements through line chart, bar chart, candle and stick chart, etc., moving averages, exponential moving average.
3. Calculate of risk and return of stocks using price history available on NSE website.
4. Prepare equity research report-use of spread sheets in valuation of securities, fundamental analysis of securities with the help of qualitative and quantitative data available in respect of companies on various financial websites, etc.

**References:**

1. Chandra, P. (2017). Investment Analysis and Portfolio Management. New Delhi: Tata McGraw Hill Education.
2. Kevin, S. (2015). Security Analysis and Portfolio Management. Delhi: PHI Learning.
3. Ranganatham, M., & Madhumathi, R. (2012). Security Analysis and Portfolio Management. Uttar Pradesh: Pearson (India) Education.
4. Pandian, P. (2012). Security Analysis and Portfolio Management. New Delhi: Vikas Publishing House.

**Note:** Students are advised to use latest edition of text books.



**B.COM THIRD SEMESTER  
COM-G: 213c – PROJECT MANAGEMENT (GE – 3c)**

**Course Objective:**

The course aims to enable the students to evolve a suitable framework for the preparation, appraisal, monitoring, and control of projects undertaken in an organisation.

**Course Outcome:**

After completion of the course, students will be able to explain the concept and attributes of projects, project management system, process and its principles; perform technical feasibility, marketing feasibility and commercial viability; using NPV, and further to understand tax and legal aspects of a project; develop schedule for a specific project and its appraisal using various techniques; calculate project duration and assess project cost; and evaluate project management in terms of risk and performance.

**Module -01: Introduction:** Concept and attributes of Project, Project Management Information System, Project Management Process and Principles, Role of Project Manager, Relationship between Project Manager and Line Manager, Project Stakeholder Analysis, Identification of Investment opportunities, Project life cycle, Project Planning, Monitoring and Control of Investment Projects, Pre-Feasibility study, Identify common sources of conflict within a project environment.

**Module -02: Project Preparation and Budgeting:** Technical Feasibility, Marketing Feasibility, Financial Planning: Estimation of Costs and Funds (including sources of funds), Loan Syndication for the Projects,



Demand Analysis and Commercial Viability (brief introduction to NPV), Project budget, Collaboration Arrangements, Tax considerations and legal aspects.

**Module -03: Project Scheduling and Appraisal:** Decomposition of work into activities, determining activity-time duration. Business Criterion of Growth, Liquidity and Profitability, Social Cost Benefit Analysis in Public and Private Sector; Investment Criterion and Choice of techniques, Estimation of Shadow prices and Social discount rate.

**Module -04: Project Planning Techniques:** Determine project duration through critical path analysis using PERT & CPM techniques. Resource allocation to activities. Cost and Time Management issues in Project Planning and Management.

**Module -05: Project Risk and Performance Assessment:** Project Risk Management- Identification, Analysis and Reduction, Project quality management, Project Performance Measurement and Evaluation, Project Report, Project Closure and Audit.

**Practical Exercises:**

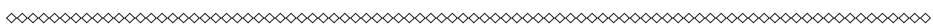
The students are required to:

1. Identify the project running in the local area and list the activities required for project completion;
2. Develop time estimates for various activities;
3. Identify the critical activities of the project using CPM technique;
4. Find out the delays in the activities, if any, and their impact on cost and project completion.

**References:**

1. Chandra. P. (2019) Projects: Planning, Analysis, Selection, Financing, Implementation and Review. New Delhi: Tata McGraw Hill.
2. Gido, J., & Clements, J. P. (2015). Project Management. New Delhi: Cengage Learning Pvt. Ltd.
3. Gray, C. F., Larson, E. W., & Desai, G. V. (2014). Project Management: The Managerial Process. New Delhi: Tata McGraw Hill.
4. Khatua, S. (2011). Project Management and Appraisal. Oxford: Oxford Press University.

**Note:** Students are advised to use latest edition of text books.



**B.COM THIRD SEMESTER  
COM-G: 213d – GOOD GOVERNANCE (GE – 3d)**

**Course Objective:**

The course aims to equip the students to understand and analyse the movement from Government to Governance. The course also aims to nurture the students to become ethically sound, political, educational, and social leaders who can influence policy towards good governance.

**Course Outcome:**

After completion of the course, students will be able to participate in public forum to share their ideas and suggestions on Governance and Policy-making; file an application for RTI online; analyse the significance of GeM for buyers and sellers; interpret the key learning from the case studies on Insider Trading; present report on significance of E-Governance in Education Sector; analyse and interpret case studies on role of ICT in Governance; and prepare an appraisal report about the functioning of institutions like: educational institutions, health care centers, public utility, local self-government- Panchayati Raj Institutions, Anganawadi, etc.

**Module -01: Introduction: Governance:** Concept, Meaning and Nature. Leadership for Good Governance: Values, Ethics, and Principles in Leadership. The Fundamental Rights, Directive Principles of State Policy and Fundamental Duties enshrined in the Indian Constitution. Participation of the public in the development process of the nation; Forms of public accountability and Redressal of public grievances with special reference to RTI, Decentralized Governance: Panchayati Raj Institution; Lokpal and Lokayukta, Election Commission, Minimum Government Maximum Governance.



**Module -02: Good Governance:** Issues and Challenges in India: Mainstreaming alternative viewpoints in democracy; Role of government and market in a competitive economy-GeM; Privacy of data in a networked society and issues related to RTI, Universal Basic Income; Administrative Reforms in India, Civil Service Reforms, Local Governance, Educational Reforms, Media & Governance. Corporate Governance: Insider trading; Whistle Blowing; Shareholder's Activism.

**Module -03: ICT in Governance:** Concept and Significance: From IT to ICT – Information and Communications for Development: International Trends and Policies – Open and Accountable Development using ICTs - Focal Domains of ICT in Governance: e-Administration, e-Citizens, e-Services, and e-Society. 6C Model - E-Governance Maturity Model - E-Readiness Framework - Design Reality Gaps - The ICT4D Cube – Core Principles of ICT projects.

**Module -04: ICT Reforms in Governance:** Building a Congenial Environment, Identification of ICT Projects and Prioritization, Business Process Reengineering (BPR), Capacity building and Creating Awareness, Developing Technological Solutions, Change Management, Administrative Culture, Monitoring and Evaluation, Institutional Framework for Coordination and Sharing of Resources/ Information, Knowledge Management.

**Module -05: Good Governance Initiatives by Government & Field Exposure:** Features of Good Governance: Accountability, Transparency, Responsiveness, Equity & Inclusiveness, Ease of Doing Business, Effectiveness & Efficiency, Rule of law, Participatory, Consensus – Initiatives for Good Governance: Right to Education, Right to Information and Right to Public Services-Initiatives in Local Governments: Social Audit, Citizen Charter, Citizen Report Card and Ombudsman.

#### **Practical Exercises:**

The students are required to:

1. Visit the link <https://secure.mygov.in/group-issue/mygov-idea-box/>, create profile on the website, and participate in sharing ideas and suggestions Governance and Policy-making therein.
2. File an application for RTI online; on any subject of
3. Visit the website of GeM and analyse its significance for buyers, sellers, key features and make presentation in the class. link: [https://www.india.gov.in/spotlight/government-e-market place-procurement-made-smart#tab=tab-1](https://www.india.gov.in/spotlight/government-e-market-place-procurement-made-smart#tab=tab-1)
4. Identify cases on Insider Trading in the past and present report.
5. Visit the website on E-Governance (<http://vikaspedia.in/education/childrens-corner>)
6. and present a report on its usefulness in education sector.
7. Students are required to analyze the following case studies, prepare, and present a report of their key learnings: a. ICT-Enabled Administration of Commercial Taxes, Andhra Pradesh (available at <http://nisg.org/files/documents/UP1418302863.pdf>) b. ICT Tools for Education K-YAN - West Bengal (available at <http://nisg.org/files/documents/UP1418304500.pdf>) Visit an Anganawadi (Child care-center); interact with the stakeholders; make an appraisal about the functioning of the institution; and document;
8. Visit a Primary/Middle/High School; interact with the stakeholders; make an appraisal about the functioning of the institution; and document;
9. Visit a Primary Health Centre/ Sub Centre/Clinic; interact with the stakeholders; make an appraisal about the functioning of the institution; and document;
10. Visit a Public Distribution System Centre/Outlet; interact with the stakeholders; make an appraisal about the functioning of the center/outlet; and document; Visit a SHG/Youth Club/Co-operative Society/Community Based Organisation;
11. interact with the stakeholders; make a preliminary appraisal about the functioning of the institution; and document;
12. Visit a Non-Government Organisation/Development Organisation; interact with the key functionaries; make an appraisal about the functioning of the organisation; and present the report.



### References:

1. Adair, J. (2009). Inspiring Leadership. New Delhi: Viva Books Pvt. Limited.
2. Bhatnagar, S. (2009). Unlocking E-Government Potential – Concepts, Cases and Practical Insights. New Delhi: Sage Publications India Pvt. Ltd.
3. Chakrabarty, B., & Bhattacharya, M. (2008). The Governance Discourse. New Delhi: OUP India.
4. Goel, S. L. (2007). Good Governance – An Integral Approach. New Delhi: Deep and Deep Publications Private Limited.

**Note:** Students are advised to use latest edition of text books.



## B.COM THIRD SEMESTER COM-S: 214a – E-COMMERCE (SEC – 1a)

### Course Objective:

The course aims to enhance skills for effective and contemporary applications of E-commerce.

### Course Outcome:

After completion of the course, students will be able to describe the challenging needs of the society in the field of E-commerce; identify various activities and operations in the context of online transactions; explain the steps in designing of website; describe various e-payment systems; and analyse security issues in E-commerce and determine various provisions in the IT Act, 2000.

**Module -01: Introduction to E- Commerce:** Concepts and significance of E-commerce; driving forces of E-commerce; E-commerce business models – key elements of a business model and categories; Design and launch of E-commerce website - decisions regarding Selection of hardware and software; Outsourcing Vs in-house development of a website; Functions of E- Commerce; Types of E-Commerce; E-Commerce Systems and Prerequisites, Scope of E-Commerce, E-Commerce Models.

**Module -02: E-Commerce Activities and Operations:** Various E-Commerce activities; various manpower associated with e-commerce activities; Types of E-Commerce Providers and Vendors; Modes of operations associated with E-Commerce; E-Commerce types. E-commerce applications in various industries (banking, insurance, payment of utility bills and others), e- marketing, e-tailing, online services, e- auctions, online portal, online learning, e-publishing and e- entertainment, online shopping .

**Module -03: Website Designing and Publishing:** Internet Services, elements, URLs and Internet-Protocols (shopping cart, cookies) Internet Service Protocols (ISP), World Wide Web (www); Portals – steps in designing and developing E-Commerce website, Domain Name System (DNS); Introduction to HTML tags and attributes: Text formatting, fonts, hypertext links, tables, images, lists, forms, cascading style sheets. Online publishing, strategies and approaches.

**Module -04: E-payment System:** E-payment Methods- Debit card, Credit card, Smart E-Money, E-Wallets; Digital signatures- procedures and legal position; Payment gateways; Online banking- concepts, importance; Electronic fund transfer; Automated Clearing House. Automated Ledger Posting, Emerging modes and systems of E- payment (M-Paisa, PayPal and other digital currency), UPI Apps, Aadhar Enabled Payment Systems, BHIM App E-payments risks.

**Module -05: Security and Legal Aspects of E-commerce:** E-commerce security – meaning and issues. Security threats in the E-commerce environment- security intrusions and breaches, attacking methods like hacking, sniffing, cyber-vandalism etc.; Technology solutions- encryption, security channels of communication, protecting networks, servers and clients. Overview of Information Technology Act, 2000-provisions related to offences, secure electronic records, digital signatures, penalties and adjudication.

### Practical Exercises:

The students are required to:

1. Design a Web Page in Notepad and HTML.
2. Help others to learn the use of e-wallet, e-payment, digital signatures. Prepare a report on the skills used by them to help others learn.





3. Design their own webpage, highlighting their strengths, weaknesses, and prepare their CV. Use the link in their CV while applying for the job.
4. Use the internet banking facility to buy a product from any online website.
5. Open internet banking account and operate it.
6. Create their own YouTube channel and post one video on awareness of cyber security and crime.

**References:**

1. Agarwala, K. N., Lal, A., & Agarwala, D. (2000). Business on the Net: Macmillan.
2. Awad, E. M. (2009). Electronic Commerce from vision to fulfillment. PHI Learning.
3. Bajaj, K. K., & Debjani, N. (2005). E-Commerce. New Delhi: Tata McGraw Hill.
4. Chhabra, T.N., Jain, H. C., & Jain, A. An Introduction to HTML. Dhanpat Rai & Co.
5. Dietel, H. M., Dietel, P. J., & Steinbuhler, K. (2001). E- Business and E- commerce for Managers. New Jersey: Prentice Hall.
6. Diwan, P., & Sharma, S. (2002). Electronic commerce- Vanity Books International.
7. Kosiur, D. (1997). Understanding Electronic Commerce. New Delhi: PHI.
8. Turban, E., King, D., Lee, J., Warkentin, M., Chung, H. M., & Chung, M. (2002). Electronic Commerce: A Managerial Perspective. New Jersey: PHI.
9. Whiteley, D. E-Commerce: Strategy, Technologies & Applications. McGraw Hill

**Note: Latest edition of the books should be used.**



**B.COM THIRD SEMESTER**

**COM-S: 214b – COLLECTIVE BARGAINING & NEGOTIATION SKILLS (SEC – 1b)**

**Course Objective:**

The course aims to promote an understanding of theories and practical issues related to collective bargaining and to build awareness of managerial skills required for effectively negotiating with people.

**Course Outcome:**

After completion of the course, students will be able to illustrate different theories of collective bargaining; analyse the practical aspects of collective bargaining process; evaluate types of negotiation and manage a negotiation process; and demonstrate the vital skills during a negotiation process.

**Module -01: Collective Bargaining:** Concept and Characteristics of Collective Bargaining; Collective Bargaining and Stakeholders; Theories of Collective Bargaining: Hicks' Analysis of Wage Setting under Collective Bargaining, Conflict-choice model of negotiation, A Behavioural Theory of Labour Negotiation .

**Module -02: Collective Bargaining in India:** Legal Framework of Collective Bargaining; Units and Levels of Collective Bargaining, Coverage and Duration of Agreements, International Collective Bargaining; Factors Influencing Bargaining Units and Levels; Subject Matters of Collective Bargaining; Hurdles in the Bargaining Process.

**Module -03: WNegotiating a Contract:** Meaning of Negotiations; Features and Elements of Negotiation; Types of Negotiations: Distributive, Integrative; Steps in Pre-negotiation phase of collective bargaining – Preparing the Charter of Demand(s), Creating the Bargaining Team, Submission of COD, Costing of Labour Contracts. Negotiation process: Preparing, Opening, Bargaining, Closing, PRAM Model.

**Module -04: Negotiation Skills:** Negotiation process; Effective negotiation – Preparing for negotiation, Negotiating Integrative agreements; Negotiation and Collective Bargaining - Approaches and Phases in Collective Bargaining, Coalition and Fractional Bargaining, Impasse Resolution, Contract Ratification.

**Module -05: Post Negotiation Process:** Post-negotiation – Administration of the Agreement, Grievance Management, Binding up the Wounds. Distributive vs. Integrative Bargaining; Coalition and Fractional Bargaining; Post-negotiation - Grievance management. Emerging scenario in collective bargaining; Phases in collective bargaining.





**Practical Exercises:**

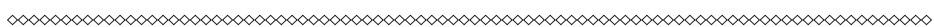
The students are required to:

1. Participate in an exercise wherein they will be divided into groups comprising of two teams i.e., trade union and management. Simulation exercise to be conducted in (trade union and management);
2. Interpret and analyze case study on collective bargaining at Nokia India; Cummins India Limited; Honda Motorcycle & Scooter (India) Private Limited and similar organisations;
3. Participate in stimulation exercise in groups (created in previous unit) on preparation of Charter of Demands;
4. Conduct role play in the classroom to exhibit Negotiation Skills by students in resolving conflicts between management and trade unions;
5. Participate in simulation exercise on preparing draft of grievance handling policy;
6. Interpret and analyze case study on Grievance handling at TATA Steel Ltd. and similar organisations.

**References:**

1. Kapoor, P. (2011). Counselling and Negotiation Skills for Managers. Delhi: Dreamtech Press.
2. Venkataratnam, C. S., & Dhal, M. (2017). Industrial Relations. 2<sup>nd</sup> Edition. Delhi: OUP India.
3. Lewicki, R., Barry, B., & Saunders, D. (2019). Negotiation. 7<sup>th</sup> Edition. New York: McGraw-Hill Education.
4. Sinha, P. R. N., Sinha, I. B., & Shekhar, S. S. (2017). Industrial Relations, Trade Unions and Labour Legislation. 3rd Edition. Delhi: Pearson Education.

**Note: Latest edition of the books should be used.**



**B.COM THIRD SEMESTER  
COM-S-214c – COMMERCIAL MATHEMATICS (SEC – 1c)**

**Course Objective:**

The objective of this course is to familiarize the students with the basic mathematical tools with special emphasis on applications to business and economic situations.

**Course Outcome:**

After completion of the course, students will be able to comprehend the concept of systematic processing and interpreting the information in quantitative terms to arrive at an optimum solution to business problems; to develop proficiency in using different mathematical tools in solving daily life problems; acquire competence to use computer for mathematical computations, especially with Ms-Excel; to obtain critical thinking and problem-solving aptitude and to evaluate the role played by mathematics in the world of business and economy.

**Module -01: Number System:** Number System, HCF & LCM; Theory of Equations: Introduction, Meaning, Types of Equations – Simple/Linear Equations and Simultaneous Equations (only two variables), Elimination and Substitution Methods only. Quadratic Equation – Factorization and Formula Method ( $ax^2 + bx + c = 0$  form only). Quadratic Equations; Solution of Linear inequalities (by geometric method only); Problems on Commercial Applications.

**Module -02: Basic Commercial Arithmetic:** Ratios and Proportions; Simple and Compound interest including application of Annuity; Compound Interest and Immediate Annuity Depreciation, Present value, deferred annuity, perpetual annuity, Applied problems like sinking fund, loan repayment, scholarship, pension etc.; Bill Discounting and Average Due Date; Mathematical reasoning – basic application; Profit and Loss: meaning, formulas and practical problems; Commission, Brokerage and Discount: meaning, types and related practical problems.

**Module -03: Algebra:** Arithmetic Progression; Geometric Progression; Set Theory and simple application of Venn Diagram, Variation, Indices, Logarithms and Anti- logarithms: meaning, Laws of Log, Characteristics and Mantissa, calculation of log and antilog.



**Module -04: Probability:** Random experiment, Sample space, Algebra of events, Mathematical/Classical probability, Addition theorem for mutually exclusive events, Conditional probability, Independent events, Theory of total probability for compound events, Bay's theorem, Permutation and Combination; Binomial Theorem for Positive Integral Index Statement (proof not needed), Properties of binomial coefficients.

**Module -05: Spreadsheet (MS-EXCEL) and its Business Applications:** Spreadsheet concepts, Managing worksheets; Formatting, conditional formatting, Entering data, Editing, and Printing and Protecting worksheets; Handling operators in formula, Project involving multiple spreadsheets, Organizing Charts and graphs; Working with Multiple worksheets; controlling worksheet views, naming cells and cell ranges; Spreadsheet functions: Mathematical, Statistical, Financial, Logical, Date and Time, Lookup and reference, Database functions, Text functions and Error functions.

**Practical Exercises:**

The students are required to:

1. Develop an Amortization Table for Loan Amount – EMI Calculation.
2. Secondary overhead distribution summary using Simultaneous Equations Method.
3. Preparation of Bank Statement.
4. Application of Matrix In Business Problems
5. Using Excel worksheet to work out various problems.

**References:**

1. Allel R.G.- Basic Mathematics: Macmillan, New Delhi.
2. Dowling, E.T.- Mathematics for Economics: Schaum Series, McGraw Hill, London.
3. G.R. Veena and Seema : Business Mathematics and Statistics I.K. Intl Publishers
4. Kapoor, V.K. - Business Mathematics, Theory & Applications. Sultan Chand & Sons
5. Madan Sushila, Computer Applications in Business, Scholar Tech Press.
6. Mathur Shruti and Jain Pooja, Computer Applications in Business, Galgotia Publishing Company.
7. Padmalochan, H. (2016). A Textbook of Business Mathematics. New Delhi: Sultan Chand Publishing.
8. Patri and Patri, Business Mathematics, Kalyani Publishers, New Delhi
9. R.G. Saha & Others – Methods & Techniques for Business Decisions, VBH
10. R.S Bhardwaj :Mathematics for Economics & Business
11. Sancheti & Kapoor: Business Mathematics and Statistics, Sultan Chand
12. Sharma S.K. and Bansal Mansi, Computer Applications in Business, Taxmann
13. Sharma, S.K. & Kaur, Gurmeet. Business Mathematics. Sultan Chand
14. Soni R.S.: Business Mathematics: Pitamber Publishing House, Delhi
15. Thukral, J.K. Business Mathematics. Mayur Publications.
16. Vohra, N.D.: Quantitative Techniques in Management: Tata McGraw Hill.
17. Zamarudeen: Business Mathematics, Vikas Publishing House

**Note: Latest edition of the books should be used.**



**B.COM THIRD SEMESTER**

**COM-S-214d – COMMUNICATION AND DOCUMENTATION IN BUSINESS (SEC – 1d)**

**Course Objective:**

The course aims to enhance written and verbal communication/ presentation skills amongst the students and ability to frame effective documentation both in digital and non-digital environment.

**Course Outcome:**

After completion of the course, students will be able to realize the significance of effective communication in business; learn business vocabulary and understand varied ways/methods to present business plans; gain knowledge on drafting of official letters and documents; develop appropriate skills for report writing and different ways of documentation; and explain the role of information technology for enabling business communication and documentation.



**Module -01: Communication Roles and Flows in Organisations:** Meaning, importance (costs & rewards) and process of communication (with reference to Mintzberg’s managerial roles) and documentation in business.

**Module -02: Business Language and Presentation:** Business, commercial and managerial vocabulary – terms used in trade, business plans/ proposals, presenting business plans, multimedia corporate presentations.

**Module -03: Business Correspondence:** Inviting quotations, sending quotations, placing orders, Social and public relations correspondence; Reading and writing shorter business messages – invitations, thank you notes, greetings and congratulations.

**Module -04: Technology and Business Communication:** Use of digital platforms in business communication; Handling online orders, complaints and other sales correspondence, use of social media tools for advertising, buying and selling; publicizing business ideas through blogs, web-pages etc.; online business communities; webinars and conference calls. Privacy and data security issues in business communication.

**Module -05: Business Documentation:** Drafting simple contracts and deeds (non- legal); Project on legal documentation for bank transactions; Property documentation; Contract of employment etc.; note-sheet; Creating, storing/ archiving and retrieving folders/documents. Document sharing and collaborative working; Privacy and data security issues in business documentation.

**Practical Exercises:**

The students are required to:

1. Interview employees of some organisation to find out communication issues and challenges;
2. Make a vocabulary of various terms used in business documentation;
3. Collect some samples of business correspondence and documentations and find out their effectiveness;
4. Visit the social media account of any one reputed well-established organisation and another account of a developing organisation. Compare the difference in communication, persuasion, and advertising methods, highlight the ways in which both the organisation can learn from one another.

**References:**

1. Andrews, D. C., & Andrews, W. D. (2003). Management Communication: A Guide. Boston: Cengage Learning.
2. Canavor, N. (2012). Business Writing in the Digital Age. California: SAGE Publications.
3. Guffey, M. E., & Loewy, D. (2013). Essentials of Business Communication. Boston: Cengage Learning.
4. Locker, K., & Kaczmarek, S. (2009). Business Communication: Building Critical Skills. New York: McGraw Hill Education.
5. Newman, A. (2017). Business Communication: In Person, In Print, Online. Boston: Cengage Learning.
6. Shirley, T. (2005). Communication for Business. London: Pearson Education.
7. Smallwood, R. F., & Williams, R. F. (2013). Managing Electronic Records: Methods, Best Practices, and Technologies. New Jersey: John Wiley and Sons.
8. Wilson, K., & Wauson, J. (2011). The AMA Handbook of Business Documents: Guidelines and Sample Documents That Make Business Writing Easy. New York: AMACOM.

**Note: Latest edition of the books should be used.**



**B.COM FOURTH SEMESTER  
COM-C-221: COST ACCOUNTING (CORE-9)**

**Course Objective:**

The course aims to develop understanding among students about contemporary cost concept and rational approach towards cost systems and cost as certainment. The course also aims to provide knowledge about various methods of cost determination under specific situations and to acquire the ability to use information determined through cost accounting for decision making purpose.

**Course Outcome:**

After completion of the course, students will be able to determine various types of cost of production; compute unit cost and total cost of production and prepare cost statement; compute employee cost,



employee productivity and employee turnover; determine cost under job costing, batch costing, process costing, contract costing and service costing; and apply activity-based costing for cost determination.

**Module – 01: Concept and Nature of Cost Accounting:** Concept of cost and costing, Importance and features of costing, Cost classification, Concept of cost unit, costcenter, Establishment of an ideal cost accounting system, CostReduction, Cost Control, Installation of Costing System, Application of IT in Cost Accounting; Preparation of Cost Sheet for manufacturing and service sector; Material Cost:Direct and indirect material, Valuation of materials, Principles of valuation of material as per AS- 2/ Ind AS- 2; CAS- VI, Material control, Purchases, Objectives and functions of purchase department, Inventory control: Meaning and techniques including latest techniques like Just in Time (JIT) Inventory Management, Kanban,Kaizen, Determination of Economic Order Quantity (EOQ); Treatment of Waste, Scrap, Spoilage, Defective and Obsolesce.

**Module -02: Employee Cost and Overheads:** Meaning and classification of employee cost, Requisite of a good wage and incentive system, Time and piece rate plans, Profit sharing, Employee productivity and cost. Labor cost control – techniques, Employee turnover, Remuneration and Incentive schemes (Rowan & Halsey Plan only). Overheads: Definition and classification, Production overheads – allocation and apportionment of cost, Meaningand Methods of cost absorption, Treatment of over - absorption & under-absorption of overheads, Administrationand selling & distribution overheads – methods of ascertainment, Treatment of Research & Development cost inCost Accounting.

**Module -03: Methods of Costing:** Job Costing, Batch Costing and Process Costing: Meaning of Job Cost, its application and accounting, Preparation of Job cost sheet; Meaning of Batch Cost and its application in today's industry; Meaning and application of process costing, Methods of determination of cost in process costing, Normal and abnormal loss and gain, Inter process costing and profit ascertainment. Choice between process and job costing.

**Module -04: Methods of Costing:** Contract Costing, Service Costing: Meaning, features and types of contract, Methods of cost determination in contract costing, Escalation clause and cost-plus contract; Meaning and scope of service costing, Factors in ascertaining service cost, Ascertainment of service cost offollowing services: Transport, Hospital, Canteen, Toll, Education institution, IT industry, Hotel- Any other contemporary service industry.

**Module -05: Activity Costing:** Activity Based Costing (ABC) - Concept, significance and salient features; Stages and flow of costs in ABC; Basic components of ABC-resourceand cost drivers; Application of ABC in a manufacturing organization and service industry.

#### **Practical Exercises:**

The students are required to:

1. Prepare a cost statement for manufacturing and/ or service organisation.
2. Identify the items to be included and excluded in the cost system.
3. Apply different price determination methods to assess sales price.
4. Prepare a cost statement for different processes and suggest ideal cost system.
5. Calculate impact of material consumption, usage and wastages on total material cost.
6. Prepare of different format of acquisition of material and storage; and total labour cost.
7. Suggest suitable cost system for different types of services organisation.
8. Analyze Research& Development cost in pharmaceutical &similar industry.
9. Visit industries to understand process costing, ABC concept.

#### **References:**

1. Banarjee, B. (2014). Cost Accounting – Theory and Practice. PHI Learning Pvt. Ltd.
2. Kishor, R. M. (2019). Taxman's Cost Accounting. Taxmann,New Delhi.
3. Lal, J., & Srivastava, S. (2013). Cost Accounting. New Delhi: McGraw Hill
4. Mowen, M. M., & Hansen, D. R. (2005). Cost Management. Stanford: Thomson.
5. Study Material of CA Intermediate Level Paper 3: Cost and Management Accounting.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER**  
**COM-C-222 – BUSINESS MATHEMATICS (CORE – 10)**

**Course Objective:**

The course aims to familiarize the students with the basic mathematical tools with special emphasis on applications to business and economic situations.

**Course Outcome:**

After completion of the course, students will be able to explain how matrices are used; apply differential calculus; solve business problems involving complex linear and non-linear relationships; apply mathematical formulation and solution of problems related to finance; and do programming for business problems.

**Module -01: Matrices and Determinants:** Definition and types of matrix, Algebra of matrices, Inverse of a matrix- Business Applications. Solution of system of linear equations (having unique solution and involving not more than three variables) using Matrix Inversion Method and Cramer's Rule. Leontief Input Output Model (Open Model Only).

**Module -02: Basic Calculus:** Mathematical functions and their types (linear, quadratic, polynomial, exponential, logarithmic and logistic function). Concepts of limit and continuity of a function; Concept of Marginal Analysis. Concept of Elasticity, Applied Maxima and Minima problems including effect of Tax on Monopolist's Optimum price and quantity, Economic Order Quantity.

**Module -03: Advanced Calculus:** Partial Differentiation: Partial derivatives up to second order. Homogeneity of functions and Euler's theorem; Total differentials. Differentiation of implicit functions with the help of total differentials; Maxima and Minima involving two variables – Applied optimization problems and Constraint optimization problems using Lagrangean multiplier involving two variables having not more than one constraint; Integration: Standard forms & methods of integration- by substitution, by parts and by the use of partial fractions; Definite integration. Finding areas in simple cases; Application of Integration to marginal analysis; Consumer's and Producer's Surplus. Rate of sales, The Learning Curve.

**Module -04: Mathematics of Finance:** Rates of interest: nominal, effective and their inter-relationships in different compounding situations; Compounding and discounting of a sum using different types of rates. Applications relating to Depreciation of assets and Equation of value; Types of annuities: ordinary, due deferred, continuous, perpetual. Determination of future and present values using different types of rates of interest. Applications relating to Capital expenditure, Leasing, Valuation of simple loans and debentures, sinking fund (excluding general annuities).

**Module -05: Linear Programming:** Formulation of Linear programming problems (LPPs), Graphical solutions of LPPs. Cases of unique solutions, multiple optional solutions, unbounded solutions, infeasibility, and redundant constraints; Solution of LPPs by simplex method - maximization and minimization cases. Shadow prices of the resources, Identification of unique and multiple optimal solutions, unbounded solution, infeasibility and degeneracy; The dual problem: Formulation, relationship between Primal and Dual LPP, Primal and Dual solutions (excluding mixed constraints LPPs), Economic interpretation of the dual.

**Practical Exercises:**

The students are required to:

1. Take the case of a business problem and identify the decision-making variables and assess their functional relationship with other variables affecting the decision in a business situation.
2. Take the business case and assess how the use of matrices help in deciding about competing alternatives both under constrained and unconstrained situations.
3. Work on a software package for solving business problems as an application of matrices and linear programming using solver in excel
4. Gather information about various deposit and loan schemes of banks and other financing institutions to find out interest rate differential, and compounded value.
5. Gather information about annuity schemes in the investment markets like monthly home mortgage payments, monthly insurance payments and pension payments, life insurance products work on annuity. Using Excel functions.





**References:**

1. Anthony, M., & Biggs, N. Mathematics for Economics and Finance. Cambridge University Press.
2. Ayres, F. J. (1963). Theory and Problems of Mathematics of Finance. McGraw Hill.
3. Budnick, P., Applied Mathematics for Business, Economics, & Social Sciences. McGraw Hill
4. Dowling, E. (2011). Introduction to Mathematical Economics. McGraw Hill
5. Kapoor, VK & Sancheti, DC, Business Mathematics - Theory & Application. S. Chand
6. Sharma, S. K., & Kaur, G. (2019). Business Mathematics. Delhi: S. Chand.
7. Thukral, J. K. Business Mathematics. New Delhi: Maximax Publishing House.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-G-223a: RISK MANAGEMENT (GE – 4a)**

**Course Objective:**

The course aims to equip the students to provide knowledge and an insight into the spectrum of risks faced by businesses and to learn the techniques of managing risks.

**Course Outcome:**

After completion of the course, students will be able to explain the types of risk in business; identify and evaluate business risk; evaluate various techniques of managing business risk; perform quantitative analysis of business risk; and analyse financial leverage and credit risk.

**Module -01: Introduction:** Concept and meaning of Risk, Risk and Uncertainty, Classification of Risks, Dynamic Nature of Risks, Types of Risk, including Systematic and Unsystematic Risk, Strategic and Operational Risks, Business Risk, Financial Risk. Information Risk, Liquidity Risk.

**Module -02: Business Risks and Measurement:** Identification and Sources of Risk, Various methodologies for measuring Business Risk, Impact of Business Risk on different stakeholders of business concern, Role of Risk Manager and Risk Committee in identifying and diversifying risk.

**Module -03: Risk Management:** Risk Management- concept, objectives and importance; Process of Risk Management, Risk Management techniques, managing risk through diversification, Strategy of transferring the risk through re-insurance, underwriting and factoring etc.

**Module -04: Quantitative Analysis:** Population and Sample analysis, Statistical inference and hypothesis Analysis, Bayesian testing, EWMA and GARCH Model, Volatility, Artificial Intelligence and Business Analytics, Risk model- VAR, Stress Testing Scenario Analysis. Analysis with the help of relevant software.

**Module -05: Credit Risk Measurement and Financial Leverage:** Credit risk-concept, components, relevance, evaluation and reduction. Emerging sources of credit risk and their impact on business development, Credit Risk and Financial Leverage.

**Practical Exercises:**

The students are required to:

1. Practice quantitative analysis of risk through the help of spreadsheets and relevant software;
2. Analyze and interpret case study based on real life business problems.
3. Collect some samples of business correspondence and documentations and find out their effectiveness;
4. Visit the social media account of any one reputed well-established organisation and another account of a developing organisation. Compare the difference in communication, persuasion, and advertising methods, highlight the ways in which both the organisation can learn from one another.

**References:**

1. Crouhy, M., Galai, D., & Mark, R. (2013). The Essentials of Risk Management. New York: McGraw-Hill Education.
2. Gupta S.L., Mittal Alka; Principles of Insurance and Risk Management, Sultan Chand & Sons
3. Hopkin, P. (2018). Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management. London: Kogan Page.
4. P K Gupta: Essentials of Insurance and Risk Management – Himalaya Publishing House
5. S. Arunajatesan; Risk Management In Finance, Vikas Publishing





**B.COM FOURTH SEMESTER  
COM-G-223b: DIGITAL MARKETING (GE - 4b)**

**Course Objective:**

The course aims to provide knowledge about the concepts, tools, techniques, and relevance of digital marketing in the present changing scenario. It also enables the students to learn the application of digital marketing tools and acquaint about the ethical and legal aspects involved therein.

**Course Outcome:**

After completion of the course, students will be able to explain the types of risk in business; identify and evaluate business risk; evaluate various techniques of managing business risk; perform quantitative analysis of business risk; and analyse financial leverage and credit risk, identify and assess the impact of digital technology in transforming the business environment and also the customer journey; explain the way marketers think, conceptualize, test continuously to optimize their product search on digital platforms; illustrate the measurement of effectiveness of a digital marketing campaign; demonstrate their skills in digital marketing tools such as SEO, Social media, and Blogging for engaging the digital generation; and explain the need for regulatory framework for digital marketing in India.

**Module -01: Introduction:** Concept, scope, and importance of digital marketing. Traditional marketing versus digital marketing. Challenges and opportunities for digital marketing. Digital penetration in the Indian market. Benefits to the customer; Digital marketing landscape: an overview.

**Module -02: Digital Marketing Management:** Digital-marketing mix. Segmentation, Targeting, Differentiation, and Positioning: Concept, levels, and strategies in a digital environment; Digital technology and customer-relationship management. Digital consumers and their buying decision process.

**Module -03: Digital Marketing Presence:** Concept and role of Internet in marketing. Online marketing domains. The P.O.E.M. framework. Website design and Domain name branding. Search engine optimization: stages, types of traffic, tactics. Online advertising: types, formats, requisites of a good online advertisement. Buying models. Online public relation management. Direct marketing: scope and growth. Email marketing: types and strategies.

**Module -04: Interactive Marketing:** Interactive marketing: concept and options. Social media marketing: concept and tools. Online communities and social networks. Blogging: types and role. Video marketing: tools and techniques. Mobile marketing tools. PPC marketing. Payment options.

**Module -05: Ethical and Legal Issues:** Ethical issues and legal challenges in digital marketing. Regulatory framework for digital marketing in India.

**Practical Exercises:**

The students are required to:

1. Prepare a report on the difference between the popularity of any brand using both digital advertising as well as traditional advertising tools; versus any one brand still focusing most of funds on traditional advertising tools.
2. Create a hypothetical advertising tool using Google Ads.
3. Prepare a report on all the possible sources of digital marketing like, Facebook, Instagram, etc.

**References:**

1. Blanchard O. A. (2011). Social Media ROI: Managing and Measuring Social Media Efforts in Your Organization. Indianapolis: Que Publishing.
2. Chaffey, D., Chadwick, F. E., Johnston, K., & Mayer, R. (2008). Internet Marketing: Strategy, Implementation, and Practice. New Jersey: Pearson Hall.
3. Charlesworth, A. (2018). Digital Marketing: A Practical Approach. Abingdon: Routledge. Frost, R. D., Fox, A., & Strauss, J. (2018). E- Marketing. Abingdon: Routledge.
4. Gupta, S. (2018). Digital Marketing. Delhi: Tata McGraw Hill Education.
5. Gay, R., Charlesworth, A., & Esen, R. (2007). Online Marketing: a customer-led approach.
6. Kapoor, N. (2018). Fundamentals of E-Marketing. Delhi: Pinnacle India.
7. Kotler, P., Kartajaya, H., & Setiawan, I. (2017). Digital Marketing: 4.0 Moving from Traditional to Digital. New Jersey: John Wiley & Sons.



- Ryan, D., & Calvin, J. (2016). Understanding Digital Marketing: Marketing Strategies for engaging the Digital Generation. London: Kogan page. Oxford: Oxford University Press.
- Tasner, M. (2015). Marketing in the Moment: The Digital Marketing Guide to
- Generating More Sales and Reaching Your Customers First. London: Pearson.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-G-223c: CREATIVITY & INNOVATION (GE – 4c)**

**Course Objective:**

The course aims to enable students to explore approaches used by managers and organizations for creating and sustaining high levels of innovation.

**Course Outcome:**

After completion of the course, students will be able to analyse the creative thoughts of renowned personalities in the past and its contribution towards the success and shortcomings of business model; generate Innovative idea for business and defend/ justify the same; interpret the Business Competence achieved by various organisations by using the Innovative BusinessModel; describe the significance of Innovative Leadership; and analyse patents already granted in their field of interest and make a case with innovative idea for filing a new patent.

**Module -01: Introduction:** Meaning & Concept of Creativity; Creativity Process; Nature & Characteristics of Creativity and CreativePersons; Factors affecting Creativity; Recognizing and Avoiding Mental Blocks; Thinking Preferences; RiskTaking; Creativity Styles; Creative Thinking Tools; Innovation vs Creativity; Types of Innovations: Incremental& Radical.

**Module -02: Idea Generation & Creativity in Problem Solving:** Ideation; Pattern Breaking Strategies; Mind stimulation: games, brain-twisters and puzzles; Idea-collectionprocesses: Brainstorming/Brain-writing, SCAMPER methods, Metaphoric thinking, Outrageous thinking, Mapping thoughts; Eight-Dimensional (8D) Approach to Ideation; Systematic Inventive Thinking: TRIZ methodology.

**Module -03: Innovation Management:** Invention and Discovery- Process and Typology; Methods and Techniques; Arenas of Innovative Competence; Categories of Innovation: Product, Process, and Service Finance (Venture Capital, Angel Investors), Offerings, Delivery. Evaluation of Effectiveness of Innovation.

**Module -04: Setting the Right Ecosystem for Innovation:** The Essence of Right Ecosystem; Dimensions of the Ecosystem for Innovation; Intrinsic Motivation & ExtrinsicMotivation; Leadership Styles fostering Innovation; Organisational Alignment; Creating Self-Sustaining Culture of Innovation; Organisational Enrichment.

**Module -05: Intellectual Property:** Introduction to intellectual property: Patents (novel, useful, and not obvious), Copyrights, Trademarks;Transforming Innovations into Proprietary Assets: significance and steps; Strategizing Intellectual Property; Issues of IP Enforcement, Piracy, Counterfeiting, Copyright violation, etc. IPR and New Product Development. Government Policies and Issues on National and International IP Legislations and Treaties.

**Practical Exercises:**

The students are required to:

- Identify a creative person to comprehend, study, analyze, and present a report highlighting the contribution of his/her creative work.
- Generate a creative idea for business and present the same in the class for critical evaluation by other students regarding its uniqueness and feasibility.
- Identify an Innovative Business Model (like Amazon, Redubs, Flipkart, Ola, Uber, Big Basket, Zomato, Swingy, etc.) used by an organisation recently and present a report on Business Competence achieved by it.

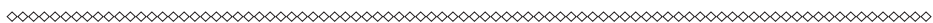


4. Analyze the case study on Innovative Leader like Steve Jobs who launched Apple's iPod & iPhone or any other case study on innovation and present a report on the key learning.
5. Select an aspect (in the field of their interest) on which patent has been granted already and think of an innovative idea so that it makes a case for filing a new patent application.

**References:**

1. Harvard Business Essentials. (2003). Managing Creativity and Innovation. Boston: Harvard Business School Publishing.
2. Prather, C. (2010). The Manager's Guide to Fostering Innovation and Creativity in Teams. New York: McGraw-Hill Education.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-G-223d: SUSTAINABLE DEVELOPMENT (GE – 4d)**

**Course Objective:**

The course aims to provide the students an understanding of the key challenges and pathways to sustainable development i.e. also socially inclusive and environmentally sustainable.

**Course Outcome:**

After completion of the course, students will be able to explain key initiatives required to enhance the contribution of an organisation towards Sustainable Development; analyse the significance of various steps taken by UNDP to ensure Sustainable Development; assess the results of Smart Cities Mission Initiative of Government of India; and explain the key achievements of National Programmes/Initiatives aligned with SDGs.

**Module -01: Introduction:** Sustainable Development: Meaning, Principles, History of Sustainable Development. Components of sustainability, Goal Based Development, Feasibility of Sustainable Development; Sustainable Development and International Contribution: International Summits, Conventions, Agreements. Triple Bottom Line approach. Environmental, social and governance (ESG) factors. Role of ICT in Sustainable Development. Community Engagement. Policy framework on Sustainable Development in India.

**Module -02: Sustainable Development Goals (SDGs)-I:** Sustainable Development Goals (SDGs): Meaning, Background, Transition from Millennium Development Goals (MDGs) to SDGs Role of UNDP; SDG Integration. SDGs (1-6): No Poverty, Zero Hunger, Good Health and Well-Being, Quality Education, Gender Equality, Clean Water and Sanitation. SDGs (1-6) in India: Key indicators of performance.

**Module -03: Sustainable Development Goals (SDGs)-II: SDGs (7-17):** Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation and Infrastructure, Reduced Inequalities, Sustainable Cities and Communities, Climate Action, Life Below Water, Life on Land. Peace, Justice and Strong Institutions, Partnerships for the Goals. SDGs (7-17) in India: performance.

**Module -04: Responsible Production and Mindful Consumption:** Responsible Production and mindful consumption: concept, rationale, implications, challenges and opportunities; Global initiatives on Sustainable Development by Industry: World Business Council for Business Development.

**Module -05: Responsible Investment:** Responsible Investment: concept, rationale, implications, challenges, and opportunities. Socially Responsible Investment: Green Bonds, Carbon Credits. Socially Responsible Mutual Funds. Global Reporting Initiatives.

**Practical Exercises:**

The students are required to:

1. Identify an organisation and suggest key initiatives required to enhance the contribution of that organisation towards Sustainable Development and measure the quantum of improvements that would be achieved by the implementation of such initiatives.
2. Visit the website of UNDP and other related internet resources wherein the cases related to action



taken for achieving the SDGs are specified and compare it with the organisation chosen in unit 1 above and present report of the benchmarking exercise and the new suggestions/recommendations for taking the organisation to the next level.

3. Prepare and present a report on Smart Cities Mission Initiative of Government of India highlighting the strategy, key features of Smart Cities, achievements, and challenges.
4. Identify an organisation which is integrating practices (green initiative, dry waste management, recycling, etc.) related to SDGs of responsible Production & Consumption. Prepare and present the report of its strategies highlighting the cumulative impact of its outcome.
5. Identify a company dealing with green bonds in India, analyze its business model. Prepare and present a report of its contribution to the environment.

**References:**

1. Edwards, A. R., & Orr, D. W. (2005). The Sustainability Revolution: Portrait of a Paradigm Shift. British Columbia: New Society Publishers.
2. Reid, D. (1995). Sustainable Development: An Introductory Guide. London: Earthscan Publications Ltd. Rogers, P. P., Jalal, K. F., & Boyd, J. A. (2012). An Introduction to Sustainable Development. Abingdon: Routledge.
3. Stokke, O. (2018). Sustainable Development. Abingdon: Routledge.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-S-224a: NEW VENTURE PLANNING & DEVELOPMENT (SEC-2a)**

**Course Objective:**

The course aims to give exposure to students regarding different aspects of setting up a new business.

**Course Outcome:**

After completion of the course, the students will be able to generate a business idea using different techniques and describe sources of innovative ideas; evaluate advantages of acquiring an ongoing venture with a case study; present a comparative analysis of various government schemes which are suitable for the business idea; develop a marketing plan for a business idea; and prepare and present a well- conceived Business Plan.

**Module -01: Starting New Ventures:** New Venture: Meaning and features. Opportunity identification. The search for new ideas. Source of innovative ideas. Techniques for generating ideas. Entrepreneurial imagination and creativity: The role of creative thinking. Developing creativity. Impediments to creativity. The pathways to New Ventures for Entrepreneurs, Creating New Ventures. Acquiring an established Venture: Advantages of acquiring an ongoing Venture. Evaluation of key issues. Franchising: How a Franchise works. Franchise law. Evaluating the franchising opportunities.

**Module -02: Legal Challenges in Setting up Business:** Intellectual Property Protection: Patents, Trademarks, and Copyrights. Requirements and Procedure for filing a Patent, Trademark, and Copyright. Legal acts governing businesses in India. Identifying Form of Organisation and their procedures and compliances.

**Module -03: Search for Entrepreneurial Capital:** The Entrepreneur’s Search for Capital. The Venture Capital Market. Criteria for evaluating New- Venture Proposals. Evaluating the Venture Capitalist; Financing stages. Alternate Sources of Financing for Indian Entrepreneurs. Bank Funding. Government Policy Packages. State Financial Corporations (SFCs). Business Incubators and Facilitators. Informal risk capital: Angel Investors. Government schemes for new ventures like: Start-up India, Stand Up India, and Make in India.

**Module -04: Marketing Aspects of New Ventures:** Developing a Marketing Plan: Customer Analysis, Geographical Analysis, Economical Analysis, Linguistic Analysis, Sales Analysis and Competition Analysis. Market Research. Sales Forecasting. Evaluation. Pricing Decision.



**Module -05: Business Plan Preparation for New Ventures:** Business Plan: Concept. Pitfalls to Avoid in Business Plan. Benefits of a Business Plan. Developing a Well-Conceived Business Plan. Elements of a Business Plan: Executive Summary. Business Description. Marketing: Market Niche and Market Share. Research, Design and Development. Operations. Management. Finances. Critical-Risk.

**Practical Exercises:**

The students are required to:

1. Generate a business idea using different techniques and describe sources of innovative ideas.
2. Evaluate advantages of acquiring an ongoing venture with a case study.
3. Present an idea which can have IPR like patents along with comparative analysis of patents already granted in similar field.
4. Present a comparative analysis of various government schemes which are suitable for the business idea (developed in exercise 1).
5. Develop a marketing plan for the business idea (developed in exercise 1).
6. Prepare and present a well-conceived Business Plan.

**References:**

1. Allen, K. R. (2015). Launching New Ventures: An Entrepreneurial Approach. Boston: Cengage Learning.
2. Barringer, B. R., & Ireland, R. D. (2015). Entrepreneurship: Successfully Launching New Ventures. London: Pearson.
3. Kuratko, D. F., & Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective. Boston: Cengage Learning.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-S-224b: TAX- PLANNING AND TAX -MANAGEMENT (SEC-2b)**

**Course Objective:**

The course aims to enable students to understand the importance of tax planning and use various instruments and measures for tax planning. It also aims to explain how systematic investment and selection of investment avenues can help in tax planning. It provides an insight into tax management by developing an understanding of the provisions relating to deduction and collection of tax at source, advance tax, refund, assessment procedures and provisions relating to income-tax authorities and appeals and revisions.

**Course Outcome:**

After completion of the course, students will be able to examine how tax planning is useful and essential for every tax payer and to understand the concept of tax evasion and tax planning from direct taxes point of view; determine residential status and its relationship with tax planning; examine how tax planning is permitted under different provisions of the IT Act; assess the tax liability of individuals and HUFs having income under different heads, by considering tax planning measures providing for optimal tax relief; choose the avenues of investment with an intent to reduce tax liabilities and identify merits and limitations of different means of investments and examine various tax at source and advance tax obligations; examine the provisions relating to survey, search, and seizure and the related powers of various IT authorities; and examine the procedure for assessment and recall the time limits for completion of assessments as well as remedies available by way of appeal and revision.

**Module -01: Tax Planning- Basic Concepts:** Meaning, Need of Tax Planning- Principles and objectives of Tax Planning, Obligations of parties to Tax Planning, Tax Avoidance and Tax Evasion- Legal thinking on Tax Planning, Tax Planning-Scope of TaxPlanning.

**Module -02: Tax Planning with reference to residential status:** Tax planning through exempted income for residents/non-residents, Tax planning through permissible deductionsfor residents/non-residents, Tax planning with reference to clubbing provisions.





**Module -03: Tax Planning under different heads of Income:** Tax planning measures relating to income from salary, Income from House Property, profits and gains of business or profession, capital gains and income from other sources.

**Module -04: Tax Planning through investments:** Tax planning through various tax saving investment avenues available for individuals and HUF like Mutual funds, unit linked insurance plans, Bonds, Equity linked savings schemes, Post office savings schemes and others. Tax deductions under Income-Tax Act.

**Module -05: Tax Management:** Deduction, collection and recovery of tax; Advance tax, tax deduction at source, tax collection at source, Refund; Assessment Procedures, Income-tax Authorities and Appeal and Revision; Income-tax authorities, filing return of income, self-assessment, summary assessment, scrutiny assessment, best judgement assessment, time limit for completion of assessments and appeals and revisions.

**Practical Exercises:**

The students are required to:

1. Computation of tax liability of individuals and HUF having different sources of income by considering the special exemption and deduction provisions under each head as well as the deductions from gross total income to minimize tax liability.
2. Computation of tax liability of an individual and HUF under the general provisions of the Income-tax Act, 1961 and under section 115 BAC to determine which is more beneficial in each case. Evaluate advantages of acquiring an ongoing venture with a case study.
3. Assess remedies available under the Act by way of rectification, appeal and revision in case of aggrieved assesses based on the issue involved and threshold time limit.
4. Filling up return forms based on the details of income and deductions provided in respect of an individual/HUF and TDS details gathered from Form 16, 16A & 26AS.

**References:**

1. Ahuja, G., & Gupta, R. (2018). Direct Taxes Ready Reckoner, Wolters Kluwer India Private Limited.
2. Gaur, VP, Narang, DB., & Gaur, P. Income Tax Law & Practice. Kalyani Publishers.
3. Singhania, V. K., & Singhania, K. (2020). Direct Taxes: Law & Practice. New Delhi: Taxmann Publication.

**Note:** Students are advised to use latest edition of text books. Students are advised to use web sources too.



**B.COM FOURTH SEMESTER  
COM-S-224c: LEADERSHIP & TEAM DEVELOPMENT (SEC-2c)**

**Course Objective:**

The course aims to enable the students understand key leadership theories and be able to apply them effectively in developing solutions to relevant case studies and issues.

**Course Outcome:**

After completion of the course, students will be able to evaluate the traits of successful Leader; use the leadership self-assessment tool to assess their leadership styles; differentiate between different Leadership Styles with real life examples and demonstrate role play as a Leader in a team in the class; analyse the strategies of building an effective team with a real-life example; and design shared vision and articulate business strategy of a hypothetical organisation to create high performing Teams.

**Module -01: Introduction: Leadership:** Meaning & Concept; Role and Functions of a Leader; The Great Man Theory; Trait Theory; Leadership & 3 Forces Model; Power: Definition & Types; Ways to use Power for Effective Leadership; Creating Appropriate Power Base; Current Trends in Leveraging of Power.

**Module -02: Leadership Styles:** Self & Personality in Leadership; Leadership Traits & Motive Profile. Lewin's (Iowa) Leadership Styles: Autocratic, Democratic, Free Reign; Contingency Theories of Leadership: Fiedler's Contingency Model, The Path-Goal Theory, Hersey- Blanchard Situational Leadership Theory; Transactional Leadership; Charismatic Leadership; Transformational Leadership.





**Module -03: Leading and Empowering:** Leader as a Coach; Leader as a Mentor; Empowering Skills; Delegation of Authority; Decentralization; Service Leadership; Servant Leadership; Ethics & Leadership; Leadership. Leadership Development Practices in various organisation.

**Module -04: Team Building:** Team: Meaning, Characteristics, Types; Team Development Stages - Tuckman's Model, etc.; Team Building; Team Leader; Belbin Team Roles - Action Oriented Roles, People Oriented Roles, and Cerebral Roles; Team Meetings and Leadership; Ginnett-Team Effectiveness Leadership Model (TELM); High Performance Teams & Leadership.

**Module -05: Leading Transformation through High Performance Teams:** Leading Transformation through High Performance Teams: Leading Transformation: Context, Shared Vision, Strategy. Wheel of Transformation Model. Determinants of High Performing Teams: 4 Cs- Context, Composition, Competencies, Change; Leading Innovative Teams- Employee First Customer Second, Cross-Cultural Teams, Virtual Teams.

**Practical Exercises:**

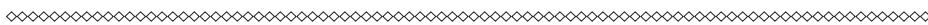
The students are required to:

1. Identify a Leader of your choice, prepare and present a report highlighting the important traits that have contributed to the effectiveness of that Leader.
2. Using the leadership self-assessment tool available at the link <https://www.zerotothree.org/resources/413-leadership-self-assessment-tool>, rate them with respect to their leadership style.
3. Prepare and present a report of their analysis - identify organisations where model of Service Leadership is being followed, model of Sustainable Leadership is being followed, and Collective Leadership.
4. Present a report on their key learnings from its Leadership.
5. Read case study of Starbucks Company on Team Building. Analyze its strategy of building an effective team and present a report of their key learnings.
6. Analyze the organisation of the Leader chosen in Exercise 1 in terms of implementation of the concept of shared vision, well-articulated strategy, 4Cs of high performing teams and present the findings in front of the class and respond to the questions raised by the students;
7. Analyze and interpret case study on Employee First Customer Second: Turning Conventional Management Upside Down by Vineet Nayar or any other similar cases

**References:**

1. Dyer, W. G. J., Dyer, J. H., & Dyer, W. G. Team Building: Proven Strategies for Improving Team Performance. New Jersey: John Wiley & Sons.
2. Day, D. V. The Oxford Handbook of Leadership and Organizations. Oxford,
3. Northouse, P. (2018). Leadership: theory and practice. California: SAGE Publications
4. Mittal, R., Leadership: Personal Effectiveness & Team Building. Vikas Publishing.
5. Willink, J. (2020). Leadership Strategy and Tactics: Field Manual. New York: Macmillan Publishers.

**Note:** Students are advised to use latest edition of text books.



**B.COM FOURTH SEMESTER  
COM-S-224d: EVENT MANAGEMENT (SEC-2d)**

**Course Objective:**

The course aims to equip students with the skills to plan and manage events.

**Course Outcome:**

After completion of the course, the students will be able to exhibit the capability to organize a formal event; analyse, interpret, and present the learning lessons of organizing the event and Critical Success Factors; create, organize, and manage team; prepare and present the promotional material; and plan and prepare sponsorship proposals.



**Module -01: Introduction:** Management: meaning and functions. Event Management: Concept, and Scope, Categories of Events: Personal/Informal Events and Formal/Official Events, Requirement of Event Manager, Roles & Responsibilities of Event Manager in different events; Special event topics.

**Module -02: Planning and Organizing for Events:** Characteristics of a Good Planner, SWOT Analysis, Understanding the client needs, identification of target audience; Event Planning Process, Conceptualization, Costing, Canvassing, Customization, and Carrying- out. Critical Success Factors; Outsourcing Strategies, working with Vendors, Negotiating Tactics, Accountability and Responsibility. Event Risk Management and IT for Event Management.

**Module -03: Managing Team:** Team Building and Managing Team: Concept, nature, approaches, activities, and practices. Characteristics of a high performing team. Skills required and Job Responsibilities of Leading Teams; Business communication.

**Module -04: Event Marketing, Advertising, & PR:** Nature & Process of Marketing; Branding, Advertising; Publicity and Public relations. Types of advertising, merchandising, giveaways, competitions, promotions, website and text messaging. Media tools – Media invitations, press releases, TV opportunities, radio interviews.

**Module -05: Sponsorship:** Event Partners, Event Associates, Event Sponsor; Importance of Sponsorship–for event organizer, for sponsor; Type of Sponsorship; Making sponsorship database; Sponsorship Proposal; Ways to seek Sponsorship; Closing a sponsorship; Research on sponsorship avenues; Converting sponsorship into partnership.

**Practical Exercises:**

The students are required to:

1. Prepare a check-list for organizing a formal learner led event in your Institution, draft and present the role and responsibilities of all the members in the organizing team with timelines. The learner led event should be organized as a group activity for the class.
2. Present SWOT analysis for the event organized as per Unit 1 and Critical Success factors
3. Conduct a team building game to be performed with students of the class.
4. Prepare and present the promotional tools (flyers, posters, blogs, tweets, etc.) and post them on your Facebook, Instagram, LinkedIn, twitter, etc.
5. Present Wedding Planner, prepare a note on skills required and job responsibilities of Wedding Planner.
6. Understanding Rituals and Customer; Wedding arrangements: Creating Blueprint, Designing Wedding Plan, Catering Services, transportation. OR About Live Events, Planning Live Show, Job Responsibilities of Live Show Planner. Live Show arrangements, budgeting, Creating Blueprint, Designing Live Show Plan, Understanding technical requirements, Celebrity management in Live Show.

**References:**

1. Conway, D. G. (2006). The Event Manager’s Bible. Devon: How to books Ltd.
2. Goldblatt, J. (2005). Special Events: Event Leadership for a New World. New Jersey: John Wiley & Sons Inc.
3. Hoyle, L. H. (2002). Event Marketing. New Jersey: John Wiley & Sons Inc.

**Note:** Students are advised to use latest edition of text books.



**B.COM FIFTH SEMESTER  
BCM - 501: COMPUTERIZED ACCOUNTING**

**Objective:** To acquaint the students with the theoretical and practical exposure to knowledge of accounting through computer and Tally ERP 9.

**Unit - I: Fundamentals of Computers:** Computer – Features and Components; Characteristics, Advantages, Limitations; Uses of Computer in Business.

**Unit - II: Applications of computers:** Working with Ms Office (Ms Word, Ms Excel, Ms PowerPoint).



**Unit - III: Spreadsheet and its Business Applications:** Spreadsheet concepts, Creating a work book, Saving a work book, Editing a work book, Inserting, Deleting work sheets, Entering data in a cell, Formula Copying, Moving data from selected cells, Handling operators in formulae; Graphical representation of data with the help of spreadsheet.

**Unit - IV: Working with Tally-I:** Opening new Company, Safety of Accounts or Password, Characteristics, Making Ledger Accounts, Writing voucher, Voucher entry, Making different types of voucher, Correcting sundry debtors' and sundry creditors' accounts.

**Unit - V: Working with Tally-II:** Preparation of Trial Balance, Accounts books, Cash Book, Bank Books, Ledger Accounts, Group Summary, Sales Register and Purchase Register, Journal Register, Statement of Accounts, & Balance Sheet.

**Recommended Books:**

1. P. K. Sinha: Computer Fundamentals.
2. V. Rajaraman: Introduction to Computer Science.
3. Michael Fardon: Computer Accounting (Accounting & Finance).
4. Use Tally ERP 9.



**B.COM SIXTH SEMESTER  
BCM - 601: E-COMMERCE**

**Objective:** To impart knowledge of e-business to the students.

**Unit - I: Introduction:** Meaning, Nature, Concepts, Advantages, Disadvantages' and Reasons for transacting online, Types of E-Commerce, E-commerce business models, Forces behind growth of E-commerce in India.

**Unit - II: On-line Business Transactions:** Meaning, Purpose, Advantages and Disadvantages of Transacting Online, E-commerce applications in various industries like banking, insurance, payment of utility bills, online marketing; E-tailing- Popularity, Benefits, Problems & Features, Online services; Online shopping.

**Unit - III: E-payment System:** Methods of e-payments- Debit Card, Credit Card, Smart Cards, e-money; Payment gateways; Online banking - Meaning, Concepts, Importance; Electronic fund transfer; Automated clearing house; Risks involved in e-payments.

**Unit - IV: Security and Encryption:** Need and concepts, E-commerce Security Environment: Dimension, Definition and scope of e-security), Security threats in the E-commerce environment- Security Intrusions and breaches; Technology solutions (Encryption, Security channels of communication, Protecting networks and protecting servers and clients).

**Unit - V: IT Act (Amendment) 2008 and Cyber Crimes: IT Act:** Definitions, Digital signature, Electronic governance, Attribution, Acknowledgement and dispatch of electronic records, Regulation of certifying authorities, Digital signatures certificates, Offences and Cyber-crimes.

**Recommended Books:**

1. PK. C. Laudon & C. G. Traver, E-Commerce, Pearson Education.
2. David Whiteley, E-commerce: Strategy, Technology & Applications, McGraw Hill Education.
3. Bharat Bhaskar, Electronic Commerce: Framework, Technology and Application, 4 Ed., McGraw Hill Education.
4. PT Joseph, E-Commerce: An Indian Perspective, PHI Learning.
5. KK Bajaj & Debjani Nag, E-commerce, McGraw Hill.
6. TN Chhabra, E-Commerce, Dhanpat Rai & Co.
7. Sushila Madan, E-Commerce, Taxmann



**GROUP - A: MAJOR IN MARKETING MANAGEMENT**  
**BCM - 502: RETAIL MANAGEMENT**

**Objective:** To acquaint the students with the various concepts and theories of retail marketing.

**Unit - I: Basics of Retail Marketing:** Concepts, Feature and Significance; Retailing in India; Causes for Retail Growth; Potential of Retailing.

**Unit - II: Theories of Retail:** Meaning and Evolution; Cyclical theories; Wheel of retailing theory; Accordion theory; Evolutional theory. Their applications in the contemporary retail marketing.

**Unit - III: Retail Store Formats:** Meaning and importance; Department Store; Supermarket; Convenience Store; Discount Store, and Malls etc.

**Unit - IV: Non-store Retail:** Meaning and importance; Direct Marketing; Automatic Vending; Mail Order; Teleshopping; Mobile Retailing; E-tailing.

**Unit - V: Global Retailing:** Meaning and importance; emerging issues; FDI in retail sector in India: Advantages and Disadvantages; Government Policy.

**Recommended Books:**

1. Bhagat C: Retail Marketing: Oxford.
2. Berman & Evans: Retail Management, Pearson Education.
3. S. Bhanumathy and Jayalakhmsi: Retail Marketing: Himalaya Publishing House.
4. Suja Nair, Retail Management: Himalaya Publishing House.



**GROUP - A: MAJOR IN MARKETING MANAGEMENT**  
**BCM - 503: CONSUMER BEHAVIOUR & MARKETING RESEARCH**

**Objective:** To enable students to have an elementary knowledge of consumer behaviour and marketing research.

**Unit - I: Key Foundations of Consumer Behaviour:** Determinants Of Consumer Behaviour – Individual Determinants and External Determinants, 4Cs of Marketing: Customer, Cost, Convenience and Communication; Self-Concept, Personality, Motivation, Family, Social Class, Reference Groups.

**Unit - II: Consumer's Decision Making –** Stages in Buying Behaviour- Factors Affecting Each Stage, Concept of Perceptual Mapping and Positioning, and Post Purchase Process.

**Unit - III: Consumer Research:** Methods and Techniques of Consumer Research, Reliability and Validity, Generalisation.

**Unit - IV: Marketing Information System:** Concept, Components, Internal records, Marketing intelligence system, Marketing research, Marketing decision support system.

**Unit - V: Marketing Research –** Concept, Need, Challenges And Types, Marketing Research Process.

**Recommended Books:**

1. Philip Kotler: Marketing Management :Prentice Hall.
2. Francis Buttle: Customer Relationship Management : Concepts and Tools: Butterworth-Heinemann.
3. Philip Kotler, Koshy and Jha, Marketing Management: Prentice Hall India.
4. Namakumari And Ramaswamy, Marketing Management : Global Perspective Indian Context, 4/e: Macmillan



**GROUP - A: MAJOR IN MARKETING MANAGEMENT**  
**BCM - 504: CONTEMPORARY MARKETING MANAGEMENT**

**Objective:** To enable the students to be proficient and knowledgeable about the various advances in the discipline of Marketing Management.

**Unit - I: Recent Trends and Development:** Global Market; Global Marketing; Global Product, Concept of Born Globals; Global Marketing Communication.



- Unit - II: Internet Marketing:** Concept, Planning For Internet Marketing, Challenges Of Internet Marketing, Online Advertising, E Mail Marketing, Social Media Marketing.
- Unit - III: Customer Relationship Management (CRM):** Concept, Significance and Challenges, IT in CRM, Concept Of Value- Lifetime Value Concept, CRM In India.
- Unit - IV: Strategic Marketing I:** Concept And Characteristics, Key Elements of Marketing Strategy- Corporation, Customer, and Competition vis a vis Environment- Process Of Strategic Marketing.
- Unit - V: Strategic Marketing II:** Porter's Competitive Strategy, 5-Force Model, Value Chain Analysis; Prahalad's Bottom of Pyramid & Hamel's Core Competence Perspective –Preliminary Views.

**Recommended Books:**

1. Philip Kotler: Marketing Management :Prentice Hall.
2. Francis Buttle : Customer Relationship Management : Concepts and Tools Butterworth-Heinemann.
3. Philip Kotler, Koshy and Jha, Marketing Management: Prentice Hall India.
4. Namakumari And Ramaswamy; Marketing Management : Global Perspective Indian Context, 4/e: Macmillan.
5. Michael E. Porter: Competitive Strategy Techniques for analyzing Industries and Competitors: The Free Press.
6. Gary Hamel, C. K. Prahalad: Competing for the future HBS Press.



**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT  
BCM - 502: INDUSTRIAL RELATIONS**

**Objective:** To acquaint the students with the dynamics, practices and issues of Industrial Relations.

- Unit - I: Introduction:** Meaning, Nature, Players and Importance of Industrial Relations, Need of IR.
- Unit - II: Indian Trade Union:** Concept, Features, Importance and Types of Trade Unions; Trade Union Movement in India.
- Unit - III: Industrial Disputes:** Meaning, Causes and Effects of Industrial Disputes. Industrial Dispute Prevention and Settlement Machineries.
- Unit - IV: Collective Bargaining:** Definition; Significance; Process and Principles of Collective Bargaining. Pre-requisites for Successful Collective Bargaining; Criticism.
- Unit - V: Workers' Participation in Management-** Meaning, Objectives and Forms of Workers' Participation in Management. Measures for successful Workers' Participation in Management; Criticism.

**Recommended Books:**

1. Gary Dessler: Human Resource Management.
2. C. B. Mamoria: Personnel Management.
3. VSP Rao: Human Resource Management, Text & Cases – Excel Books, 2005.
4. Michael Salamon: Industrial Relations Theory & Practice, PHI, 2005.
5. Memoria & Memoria: Dynamics of Industrial Relations, Himalaya, 2004.
6. Flipppo, Edwin B: Personnel Management, McGraw Hill, Tokyo, 1989.
7. Memoria & Gankar: Personnel Management: text & cases, Himalaya 2004



**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT  
BCM - 503: COMPENSATION MANAGEMENT**

**Objective:** To give exposure to students on contents, nature and significance of various labor legislations in India.

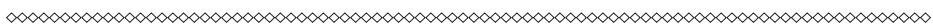
- Unit - I: Introduction:** Concept, Types, Significance, Advantages, Disadvantages of Wages; Objectives of wage and salary; Wage policies; Minimum Wage Act, 1948; Differences between Wage and Salary; Essentials of Sound Wage Plan; Current trends in Compensation Management in India.



- Unit - II: Wage Determination:** Methods of wage determination: Time rate and Piece Rate, Balanced Method; Calculation of Total wage; Wage Structure..
- Unit - III: Incentives and Retirement:** Types of Incentives; Determination of Incentive- Halsey, Rowan, Taylor. Bonus, Ex-gratia, Profit Linked Incentives, etc.; Non-cash benefits; Fringe Benefits; Retirement Planning and Benefits; Concepts and Objectives of Pension; New Pension Scheme.
- Unit - IV: Organizational Incentive Program:** Objectives and Types of Organizational Incentive. Program, Profit Sharing; Gain sharing; Employee Stock Ownership.
- Unit - V: Accident Compensation:** Types of Accident Compensation; Machineries of Accident Compensation Determination; Determination of Accident Compensation; Brief introduction of Workman Compensation Act 1923.

**Recommended Books:**

1. P.C. Shejwalkar and S.B. Malegaonkar: Personnel Management and Industrial Relations.
2. Flippo, Edwin B: Personnel Management, McGraw Hill, Tokyo, 1989.
3. Memoria & Gankar: Personnel Management: Text & Cases, Himalaya 2004.



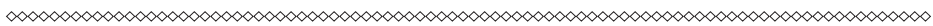
**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT**  
**BCM - 504: LABOUR LEGISLATIONS IN INDIA**

**Objective:** To give exposure to students on contents, nature and significance of various labor legislations in India.

- Unit - I: Introduction to Labor Legislation:** Labor Laws: Concept, Origin, Objectives, and Classification. Indian Constitution and Labor Legislations, Emerging Issues and Future Trends.
- Unit - II: Laws on Working Conditions:** The Factories Act, 1948 and Plantation Labor Act, 1951.
- Unit - III: Industrial Relation Laws: Industrial Disputes Act, 1947.**
- Unit - IV: Labor Laws on Wages:** Minimum Wages Act, 1948 and Equal Remuneration Act, 1976.
- Unit - V: Laws for Labor Welfare and Social Security:** Employees State Insurance Act, 1948, Maternity Benefit Act 1961 with amendments in 2016 and Employees provident fund and miscellaneous provisions Act, 1952.

**Recommended Books:**

1. Kapoor, N. D (1997), Handbook of Industrial Law, Sultan Chand & Sons.
2. Gorg, A (1997) *Labour Laws*, Nabhi Publications.
3. Manappa, A. (1985) Industrial Relations New Delhi, Tata McGraw Hills.
4. Mammoria, C.B. Mammoria, S. & Cankur, S.V. (1997) Dynamics of Industrial Relations.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 502: Advanced Financial Management**

**Objective:** To make the students familiar with advanced knowledge in Financial Management.

- Unit - I: Cost of Capital:** Meaning, Definition and Sources of long-term financing; Estimation of components of cost of capital; Methods for Calculating cost of equity capital, Cost of Retained Earnings, Cost of Debt and Cost of Preference Capital, Weighted Average cost of capital (WACC) (Theory and Numerical).
- Unit - II: Capital Structure Theory:** Theories of Capital Structure (Net Income, Net Operating Income, MM Hypothesis, Traditional Approach). Operating and Financial Leverage.
- Unit - III: Working Capital Decisions:** Concepts of working capital, the risk- return trade off, sources of short-term finance, Cash management, Receivables management, Inventory management and Payables management (Theory and Numerical).
- Unit - IV: Merger, Amalgamation and Acquisitions:** Definition, Concepts, Process, and Effects.





**Unit - V: Leasing and Hire-purchase:** Consumer and housing finance; Venture capital; Factoring services, bank guarantees and letter of credit.

**Recommended Books:**

1. PJames C.Van Horne and Sanjay Dhamija, Financial Management and Policy, Pearson Education.
2. Brigham and Houston, Fundamentals of Financial Management, Cengage Learning.
3. Khan and Jain. Basic Financial Management, McGraw Hill Education.
4. Prasanna Chandra, Fundamentals of Financial Management. McGraw Hill Education.
5. Singh, J.K. Financial Management- text and Problems. Dhanpat Rai and Company, Delhi.
6. Rustagi, R.P. Fundamentals of Financial Management. Taxmann Publication Pvt. Ltd
7. Pandey, I.M. Financial Management. Vikas Publications
8. Bhabatosh Banerjee, Fundamentals of Financial Management, PHI Learning.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 503: COST ACCOUNTING**

**Objective:** To help the students to acquire conceptual knowledge of cost accounting and elements of cost.

**Unit - I: Introduction:** Meaning, Objectives and Advantages of Cost Accounting; Cost Concepts and Classifications; Elements of Cost; Installation of a Costing System; Cost Sheet.

**Unit - II: Material Cost:** Materials: Material/inventory control techniques. Accounting and control of purchases, Storage and Issue of materials. Stores ledger. Methods of pricing of materials issues - FIFO, LIFO, Simple Average and Weighted Average. EOQ, Stock Levels;.

**Unit - III: Labour Cost:** Labour: Accounting and Control of labour cost. Time keeping and time booking. Concept and treatment of idle time, over time, labour turnover and fringe benefits; Methods of wage payment and the Incentive schemes- Halsey, Rowan, Taylor's Differential piece wage.

**Unit - IV: Overheads:** Classification, Allocation, Apportionment and Absorption of Overheads; Under- and Over-absorption; Capacity Levels and Costs.

**Unit - V: Methods of Costing:** Contract Costing, Process Costing (process losses, valuation of work in progress, joint and by-products).

**Recommended Books:**

1. Jain, S.P. and K.L. Narang. Cost Accounting: Principles and Methods. Kalyani Publishers.
2. Arora, M.N. Cost Accounting – Principles and Practice. Vikas Publishing House, New Delhi.
3. Maheshwari, S.N. and S.N. Mittal. Cost Accounting: Theory and Problems. Shri Mahavir Book Depot, New Delhi.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 504: ADVANCED ACCOUNTING**

**Objective:** To provide the students with advanced knowledge of accounting and its applications in business.

**Unit - I: Accounting for Hire Purchase and Instalment System:** Important Terms and Accounting Treatment (Theory and Numerical).

**Unit - II: Accounting for Royalty:** Important Terms and Accounting Treatment (Except Sub-Lease) (Theory and Numerical).

**Unit - III: Accounting for Branches and Departments:** Concepts, importance, Accounting for Dependent Branches, Debtors System, Stock and Debtors System. Departmental Accounts - Appropriation of Expenses and Incomes (Theory and Numerical).

**Unit - IV: Accounting for Insolvency:** Features, Important Terms, Insolvency of an individual, Preparation of Statement of Affairs and Deficiency Account (Theory and Numerical).

**Unit - V: Recent Changes and Trends:** Accounting Policy Changes in India, Accounting Standards; International Financial Reporting Standards (IFRS).



**Recommended Books:**

1. Shukla & Grewal, Advance Accounting, S. Chand & Company.
2. Maheshwary S.N., Advanced Accountancy, Vikash Publishers.
3. Jain and Narang, Advanced Accountancy, Kalyani Publishers.
4. Tulsian, Accountancy, TATA McGraw Hill.
5. Goyal, V.K., Financial Accounting, Excel.
6. Gupta R.L. & Radhaswamy, Advanced Accountancy, Sultan Chand & Sons.
7. Agarwal A.N. & Agarwal K.N., Higher Sciences of Accountancy, Kitab Mahal, Allahabad.
8. CA Dr Sanjeev Singhal & CA R Sankaraiah: Manual of Financial Accounting & Reporting (Indian GAAP, IndAS, IFRS) (2 volumes)



**GROUP - D: MAJOR IN ENTREPRENEURSHIP**  
**BCM - 502: Entrepreneurship Theory and Practices**

**Objective:** To give an introduction to the theoretical literature on entrepreneurship and allow students to develop their critical skills, and to analyse the internal and external factors that impact on entrepreneurship.

**Unit - I: Social, Cultural and Political Dimensions of Entrepreneurship:** The social, cultural and political factors external to the individual which have been identified as having an impact on the extent of entrepreneurship in society.

**Unit - II: Psychological Theories of Entrepreneurship:** An overview of psychological theories of entrepreneurship including psychodynamic, Trait and cognitive approaches.

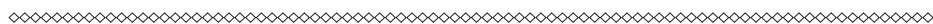
**Unit - III: Small Firms:** Types and Characteristics - Definitions of Small Businesses, Legal structures, Types of Small Businesses.

**Unit - IV: Resource Acquisition and New Ventures:** How entrepreneurs secure much needed resources (human and financial) e.g. through social capital and business plan.

**Unit - V: Social Entrepreneurship and Entrepreneurship in the Corporate Environment – Social Entrepreneurship;** Concept of corporate entrepreneurship; Need and barriers to corporate entrepreneurship.

**Recommended Books:**

1. Robert D. Hisrich, Michael P. Peters, and Dean A. Shepherd, Entrepreneurship, 9<sup>th</sup> Ed, McGraw-Hill.
2. Donald F Kuratko, Entrepreneurship: Theory, Process, Practice – South-Western Cengage Learning.



**GROUP - D: MAJOR IN ENTREPRENEURSHIP**  
**BCM - 503: PROJECT PREPARATION & FOLLOW UP**

**Objective:** To acquaint the students about the development and preparation of business project and its managerial implications.

**Unit - I: Business project-** Meaning- Features; Development of project- Stages; detailed project report; Feasibility study and Appraisal; Types of appraisal.

**Unit - II: Market analysis-** Meaning-Importance; Market Survey- Meaning-Steps; Data Collection-Demand Forecasting.

**Unit - III: Technical Analysis of Project-** Meaning- Importance-Factors to be considered; Social Analysis of a Business Project- Meaning-Importance and Features; Social Cost Benefit Analysis- Meaning and Importance.

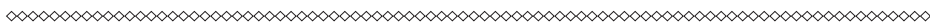


**Unit - IV: Financial Analysis-** Meaning-Importance and Factors; Estimation of Financial Requirement; Source of Finance; FDI and current trend.

**Unit - V: Project Management-** Meaning and Importance; Network Analysis; Project Follow-Up.

**Recommended Books:**

1. Chandra Prasanna- Project Preparation, Appraisal and Implementation (Tata McGraw, Hills).
2. Singh, N- Project Management and Control.
3. Pitals- Project Appraisal Techniques, Oxford & IBM.
4. Rao and P.C.K- Project Management and Control.
5. Vasant Desai- Project Management.



**GROUP - D: MAJOR IN ENTREPRENEURSHIP  
BCM - 504: ENTREPRENEURIAL FINANCE**

**Objective:** To acquaint the students about the development and preparation of business project and its managerial implications.

**Unit - I: Financing Entrepreneurs:** Venture Capital, Financing Fixed assets, and Working Capital; Angel Broking; Various Sources of Financing; Non- institutional Financing; Micro-Finance.

**Unit - II: Institutional Supports to Entrepreneurs:** SIDO, SIDBI, NSIC, MUDRA, Commodity Boards, State Directorate of Industries, SIDC'S, District Industries Centre, NISEBUD, Entrepreneurship Development Board; IIE.

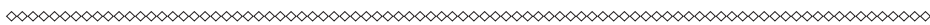
**Unit - III: Institutional Support Schemes I:** Equity Fund Scheme, Credit Guarantee Scheme, Interest Subsidy, Seed/Margin Money, Refinance Scheme, Composite Loan Scheme, Single Window Scheme.

**Unit - IV: Institutional Support Schemes II:** Marketing Assistance, Research Development and Training Facilities, Skill Development Schemes, Export Assistance to MSMEs, Technology Up gradation, Assistance to Ancillary Industries, Incentives for MSMEs in Backward Areas.

**Unit - V: Policy of Priority Credit and Taxation Benefits:** Equity Participation, Equity issues by small enterprises through OTCEI, Policy of Technology Upgradation in small enterprises, Expenditure on acquisition of Patents and copyrights; Need for tax benefits, Tax Holiday, Rehabilitation Allowances, Tax concession to MSME in rural and backward areas.

**Recommended Books:**

1. Shukla, MB, (2011), Entrepreneurship and Small Business Management, Kitab Mahal, Allahabad).
2. Sahay A., V. Sharma (2008), Entrepreneurship and New Venture Creation, Excel Books, New Delhi.
3. Lall, Sahai (2006), Entrepreneurship, Excel Books, New Delhi.
4. Desai, V. Dynamics of Entrepreneurial Development and Management. New Delhi: Himalaya Publishing House.
5. Internet- Ministry of MSME web site.
6. P. Saravanel, "Entrepreneurial Development-Principles, Policies & Programmes", EssPeeKay Publishing Hose, Madras



**B.COM SIXTH SEMESTER  
BCM - 601: AUDITING**

**Objective:** To introduce the student to the concept, basic knowledge, principles and practice of auditing.

**Unit - I: Auditing:** Introduction, Meaning, Objects, Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit. Company Auditor- Qualifications and disqualifications, Appointment, Rotation, Removal, Remuneration, Rights and Duties Auditor's Report-Contents and Types. Liabilities of Statutory Auditors under the Companies Act 2013.



**Unit - II: Audit Procedure** – Vouching, Verification of Assets & Liabilities; Valuation of Assets and Liabilities.

**Unit - III: Special Areas of Audit:** Special Areas of Audit: Cost audit, Audit of NGOs, Educational Institutions and Hospitals; Recent Trends in Auditing; Computer aided audit techniques and tools; Auditing Standards.

**Project Report:** On the basis of internship in firms.

**Recommended Books:**

1. Gupta, Kamal and Ashok Arora. Fundamentals of Auditing. Tata McGraw Hill Publishing Co. Ltd., New Delhi.
2. Gadada Siddheswar T & Rachchh Gunvantrai – Introduction to Auditing – Vikash.
3. Jha, Aruna. Auditing. Taxmann.
4. Tandon, B. N., S. Sudharsanam and S. Sundharabahu. A Handbook of Practical Auditing. S. Chand and Co. Ltd., New Delhi.
5. Ghatalia, S.V. Practical Auditing. Allied Publishers Private Ltd., New Delhi.
6. Singh, A. K. and Gupta Lovleen. Auditing Theory and Practice. Galgotia Publishing Company.



**B.COM SIXTH SEMESTER**

**BCM - 601: BANKING AND INSURANCE**

**Objective:** To impart the students about the basic ideas and developments in banking and insurance sector in the country.

**Unit - I: Banking-** Meaning, Features, Significance; Evolution of bank; Types of bank; Functions of Bank.

**Unit - II: Central Bank:** Meaning, Objective, Roles and Function; Monetary and Credit Control Policy, Commercial Bank, Cooperative Bank, Regional Rural Bank- Their Functions And Features; Nationalisation of Banks, Credit Creation.

**Unit - III: Insurance-** Meaning, Features and Significance; Purpose and Need; Principles of Insurance; Various Types of Insurance: Life Insurance – Meaning, Type, Importance; Non-Life Insurance- Meaning, Significance, Types- Fire, Marine, Motor, Health And Miscellaneous- Their Features.

**Project Report:** On the basis of internship in firms.

**Recommended Books:**

1. Mishra, M. N., Insurance Principles and Practice, S. Chand & Co. Ltd., New Delhi.
2. Sundhram, K. P. M., Banking Theory Law and Practice, Sultan Chand & Co. Ltd., New Delhi.
3. Read, E. W., Commercial Bank Management, Harper and Row Publishers, New York.
4. Varshney, P.N., Banking Law and Practice, Sultan Chand & Sons, New Delhi.
5. Seth, Marketing of Banking Services, Macmillan India Ltd., New Delhi.
6. Nigam, B. M. Lal, Banking Law & Practice, Konark, New Delhi.



**GROUP - A: MAJOR IN MARKETING MANAGEMENT**

**BCM - 602: RURAL MARKETING**

**Objective:** To familiarize the students with the basic concepts and relevance of rural marketing.

**Unit - I: Rural Market:** Concept and Meaning; Significance; Nature and Characteristics; Rural Vs Urban Markets- Relationship; Potential and prospects of Rural Market; Service Marketing in Rural areas and its growth.

**Unit - II: Rural Marketing:** Concept, Meaning, Features, Factors affecting its growth and importance, Constituents, Rural Marketing Environment- Geographical, Economic, Socio-Cultural and their Influence on Marketing Operations.

**Unit - III: Rural Market Segmentation:** Meaning, Features and Importance; Bases of Segmentation in Rural Markets; Segmentation-Targeting-Positioning (STP) in Rural Markets.



**Unit - IV: Rural Marketing Strategies:** Meaning, Features and Importance; Strategies in relation to Product, Price, Promotion and Place; Rural Customers; 4Cs Concepts (Customer, Cost, Convenience and Communication) with respect to Rural Marketing.

**Unit - V: Agricultural Marketing-** Meaning and Importance, Challenges in Agricultural Marketing; Marketing in and Marketing out; Role of Government and Non – Government Sector.

**Recommended Books:**

1. Krishnma Charyulu, Csg & Ramakrishnan. L, Rural Marketing, Text & Case, Pearson.
2. Mamoria C. B.: Agricultural Marketing, Himalaya Publishing House.
3. Veludhayan S. K: Rural Marketing: Targeting the Non-Rural Consumer, Response Books.



**GROUP – A: MAJOR IN MARKETING MANAGEMENT**

**BCM – 603: INTERNATIONAL MARKETING**

**Objective:** To enable the students to be proficient and knowledgeable about the various advances in the discipline of International Marketing Management.

**Unit - I: International Marketing:** Concept, Meaning, Significance, Scope and Challenges; Difference and Transition Between Domestic and International Marketing.

**Unit - II: International Marketing Environment:** The Environment in International Marketing-Geographical, Economic, Cultural, Political and Legal.

**Unit - III: International Product Policy Decision:** International Product Life Cycle International Product Policy-Standardization vs. Adaptation Planning the International Product Mix.

**Unit - IV: International Distribution Strategies:** Foreign Market Entry Modes; International Distribution Structure; Logistics and Channels of Distribution.

**Unit - V: International Communication Decision:** International Communication Mix; Advertising; Publicity; Promotion; International Pricing: Methods and Strategies.

**Recommended Books:**

1. Philip Kotler: Marketing Management: Prentice Hall.
2. Terpstra, Verne and Sarathy, Ravi: International Marketing (The Dryden Press, Fort Worth).
3. Ball, Don and McCulloch, Wendell: International Business: Challenge of Global Competition (Irwin, McGraw Hill).
4. Ghosal, Sumantra and Bartlett, C.A.: Managing Across Borders (Random House, Business Book).
5. Cateora, P. and Graham J.: International Marketing (McGraw Hill).
6. Czinkota, M.R. & Ronkainen. A.: International Marketing (Forth Worth, Dryden Press) (Prentice Hall)



**GROUP – A: MAJOR IN MARKETING MANAGEMENT**

**BCM - 604: MARKETING OF SERVICES**

**Objective:** To acquaint the students with principles and current practices of marketing of services.

**Unit - I: Introduction to Services:** Meaning, Nature & Classification of Services; Evolution of Service Marketing; Scope and Importance; Continuum of goods and Services; Environment for Services Marketing; 7Ps Concepts.

**Unit - II: Understanding Service Client:** Customer Behavior in Service, Client Expectation and Perception; Customer Loyalty and Retention.

**Unit - III: Quality Issues and Quality Models-** Technical and Functional Quality, GAPS and SERVQUAL Models; Service Quality and Satisfaction.

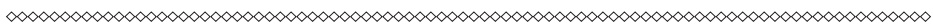
**Unit - IV: Service Design:** Planning of Service Offer, Pricing, Promotion, and Distribution of services – Management of the extended Ps- People, Process and Physical Evidence.



**Unit - V: Service Marketing Applications** - Marketing of Financial Services, Hospitality and Tourism, Health Services, and Educational Services; Information Technology in Services.

**Recommended Books:**

1. Payne, Adrian, *The Essence of Service Marketing*: Prentice Hall India.
2. Nargundhar; *Services Marketing*; Tata McGraw Hill.
3. Zeithaml., *Services Marketing*: Tata McGraw Hill.
4. *Gordon and Natrajan; Service Marketing: HPH.*



**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT  
BCM - 602: HUMAN RESOURCE DEVELOPMENT**

**Objective:** To acquaint the students with principles and practices of human resource development.

**Unit - I: Manpower Planning:** Definition, Objective, Process, Factors affecting Manpower Planning. Job Analysis: Meaning, Objective, Uses, Process; Techniques and Problems; Job Description and Specification.

**Unit - II: Recruitment:** Meaning, Process and Sources of recruitment; Methods of Selection, Placement and induction. Job changes - transfers and promotions; Job Rotation, Job Enrichment.

**Unit - III: Training and Development:** Concept and Importance; Identifying Training and Development needs; Methods of Training; Designing training programmes, Evaluating training effectiveness.

**Unit - IV: Performance Appraisal System:** Nature and Objective; Techniques of Performance Appraisal; Potential Appraisal and Employee Counselling.

**Unit - V: Employee Discipline:** Cause & Types of Indiscipline, Essentials of a Good Disciplinary System, Procedure for taking Disciplinary Actions.

**Recommended Books:**

1. Edwin. B. Flippo: *Human Resource Development*.
2. C. B. Mamoria: *Human Resource Development*.
3. P.C. Tripathi: *Human Resource Development*.
4. Dale S. Beach: *Human Resource Development*.



**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT  
BCM - 603: LABOUR WELFARE & SOCIAL SECURITY**

**Objective:** To enable students to understand labor welfare and social securities and essence of labor welfare in and around the working place.

**Unit - I: Introduction-** Concepts of Labour Welfare & Social Security, The Labour Movement in India, Types of Welfare Activities - Statutory and non- statutory.

**Unit - II: Occupational Hazards, Industrial Health & Safety-** Types of accidents, Causes of accidents, Prevention of accidents, Need for safety, measures to ensure safety. Physical Health and Mental Health: Causes and remedies.

**Unit - III: Living Conditions-** Living conditions of employees, Continual education, Housing for employees, Recreation for employees- types and its essence.

**Unit - IV: Counseling-** Meaning and Importance of counseling, Manager as a counselor, Conditions for counseling, Counselor's relation with the Counselee, Methods, and Techniques for counseling.

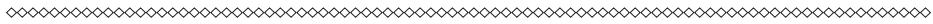
**Unit - V: Post-retirement Benefits-** Provident Fund- Purpose of Provident Fund, Employer obligation towards Provident Fund, Public Provident fund, Gratuity, Statutory provisions regarding Gratuity, New Pension Scheme.





**Recommended Books:**

1. C. S. Venkata, Ratnam, Personnel management & HRM., Tata Mc Graw-Hill.
2. K. L. Malik, Industrial Laws and Labour Laws, Eastern Book Company, Lucknow.
3. J. P. Sharma, Simplified Approach to Labour Laws, Bharat Law House (P) Ltd., New Delhi.
4. K.M. Subramani; *Labor Management Relations in India*.
5. Puri, S.K. (1996). Labour & Industrial Law Allahabad control Law Agency.
6. Goswami B.U.C (1996) Labour and Industrial Laws. Allahabad Control Law Agency.
7. Venkataratnam: Personnel Management & Human Resource, Tata Mc Graw Hill, 2004.
8. Michael Salamon: Industrial Relations Theory & Practice, PHI, 2005.
9. Mamoria & Mamoria: Dynamics of Industrial Relations, Himalaya, 2004.



**GROUP - B: MAJOR IN HUMAN RESOURCE MANAGEMENT**  
**BCM - 604: INTERNATIONAL HUMAN RESOURCE MANAGEMENT**

**Objective:** To make students aware of the people-related challenges arising from the internationalization of business, and teach them HRM strategies, policies and practices, which multinational companies (MNCs) pursue to effectively address these issues.

**Unit - I: International Human Resource Management (IHRM):** Basic IHRM concepts, Differences between IHRM and HRM, The organizational context of IHRM, Staffing international operations.

**Unit - II: International Human Resources:** International Talent Management Cycle, Recruiting and selecting for international assignments, International training and development, Expatriate & Repatriation process issues.

**Unit - III: International Compensation and Performance Management:** Components of an International Compensation, Approaches to International Compensation, International assignee role Conception & Identification, Performance Management.

**Unit - IV: Strategic IHRM and Trends:** Strategic view of IHRM, Global Standardization vs. Localization.

**Unit - V: Recent Trends:** Social capital and Expatriate Networks in MNCs, IHRM in cross-border alliances and SMEs, Ethical issues in IHRM, IHRM trends.

**Recommended Books:**

1. K Aswathappa :International HRM - Tata McGraw-Hill Education.
2. S.K. Bhatia: International Human Resource Management - Deep and Deep Publications.
3. Sudarshan Kumar Bhatia: HRM in Global Scenario : Practices and Strategies for Competitive Success - Deep and Deep Publications.
4. P. L. Rao: International Human Resource Management: Text and Cases - Excel Books.
5. Nilanjan Sengupta: International Human Resource Management - Excel Books India.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 602: MANAGEMENT ACCOUNTING**

**Objective:** To provide the students the basics of the accounting practices for managerial decisions.

**Unit - I: Introduction:** Management Accounting: Meaning, Objective, Nature and Scope of management accounting, Management accounting and its relationship with Financial and Cost Accounting.

**Unit - II: Ratio Analysis:** Ratio – Definition, Types, Uses, Abuses, Calculation and Interpretation of Various Ratios – Liquidity Ratios, Profitability Ratios, Solvency Ratios, Efficiency Ratios; Du-Pont Chart (Theory and numerical).

**Unit - III: Standard Costing & Variance Analysis:** Standard Costing and Variance Analysis: Meaning of Standard Cost and Standard Costing, Advantages, Limitations; Variance Analysis – Material, Labour, Overheads and Sales Variances (Theory and numerical).

**Unit - IV: Marginal Costing:** Cost Volume-Profit Analysis, BEP Analysis, Profit/Volume ratio. Break-even analysis-algebraic and graphic methods. Angle of incidence, Margin of safety (Theory and numerical).



**Unit - V: Budgetary Control:** Budgeting and Budgetary Control: Concept of Budget, Budgeting and Budgetary Control, Objectives, Merits, and Limitations. Budget Administration. Functional Budgets. Fixed and Flexible Budgets. Zero Base Budgeting (Theory and numerical).

**Recommended Books:**

1. Maheshwari, S.N. and S.N. Mittal. Management Accounting. Shree Mahavir Book Depot, New Delhi.
2. Khan, M.Y. and Jain, P.K. Management Accounting. McGraw Hill Education.
3. Jain and Narang, Management Accounting, Kalyani Publication.
4. Sharma and Gupta, Management Accounting, Kalyani Publication.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 603: SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT**

**Objective:** To provide the students with the basics of investment analysis and portfolio management.

**Unit - I: Investments:** Meaning, Scope and Process of Investment: Investment Alternatives; Risk in Investment – Systematic and Unsystematic Risk; Fundamentals of Risk and Return.

**Unit - II: Security Analysis:** Fundamental Analysis: Economic Analysis, Industry Analysis and Company Analysis; Technical Analysis: Introduction, Market Cycle Model and Basic Trend Identification, Different types of Charting, Support and Resistance, Price patterns, Moving averages, Bollinger Bands, Momentum Analysis.

**Unit - III: Asset Pricing:** Introduction, Capital Asset Pricing Model (CAPM); Arbitrage Pricing Theory (APT); Sharpe Index Model.

**Unit - IV: Portfolio Theory:** Introduction, Efficient Market Theory; Weak, Semi- Strong, and Strong Form, Random Walk Theory, Markowitz Model of Risk- Return Optimization (in brief).

**Unit - V: Portfolio Management:** Formulation, Monitoring and Evaluation; Equity Style Management- Principles and Management of Hedge Funds; Performance Index.

**Recommended Books:**

1. M. Ranganatham, R. Madhumatthi: Investment Analysis and Portfolio Management, Pearson Education.
2. S.N Bhatt: Security Analysis and Portfolio Management, Dreamtech Press.
3. S. Kevin: Security Analysis and Portfolio Management, S Chand.
4. P. Pandian: Security Analysis and Portfolio Management, Vikash Publishing House.



**GROUP - C: MAJOR IN ACCOUNTING & FINANCE**  
**BCM - 604: FINANCIAL ANALYSIS & REPORTING**

**Objective:** To impart students the analytical skill and knowledge for managerial decision making process.

**Unit - I: Financial Statements:** Nature & objectives of Financial Statements, Uses & Limitations of Financial Statements, Stakeholders of financial statements, Income Statement, Consolidated Financial Statements.

**Unit - II: Cash Flow and Funds Flow Statements: Cash Flow Statement:** Concept, Process and Preparation with numerical as per AS-03; Funds Flow Statement: Sources and Uses of Funds (Theory and numerical).

**Unit - III: Tools and Techniques of Financial Statement Analysis:** Comparative Statement, Common Size Statement, Trend Analysis (Theory and numerical).

**Unit - IV: Financial Report Preparation:** Need of financial reporting; Types and preparation of Financial reports as per Companies Act 2013, Window Dressing, Recent scams in Financial Reporting after 2000.

**Unit - V: Annual Reports:** Content of Annual Reports, Quality of Financial Reporting, Users of Reports; Reporting regulation in India, Reporting regulations for Partnership firms.



**Recommended Books:**

1. Subramanyam, K. R. and John, J.W., "Financial Statement Analysis", 12<sup>th</sup> Edition, Tata McGraw Hill. 2014.
2. Penman, S.H., "Financial Statement Analysis and Security Valuation", 4<sup>th</sup> Edition, Tata McGraw Hill. 2014.
3. Erich, A. H., "Techniques of Financial Analysis: A Guide to Value Creation", 16<sup>th</sup> Edition, Tata McGraw Hill. 2014.



**GROUP - D: MAJOR IN ENTREPRENEURSHIP  
BCM - 602: MANAGEMENT OF MSMEs**

**Objective:** To introduce the students with basic concepts of MSME and its management.

**Unit - I: Introduction to MSME-** Ministry of Micro Small and Medium Enterprises, MSME Act-2006.

**Unit - II: Organisation and Management of MSMEs:** Setting up MSME- Assessment of business opportunities; Developing effective business plan; Organisational constraints.

**Unit - III: Financial Management of MSMEs:** Sources of Finance: Internal sources and External sources of Financing including Term Loans and Financial Accommodation from Financial Institutions, Venture Capital; Fixed Capital and Working Capital; Financial Constraint; Types of Risk, Risk Mitigation Strategies; Factors Affecting Profits; Profit Planning.

**Unit - IV: HRM in MSME:** Role of HRM in MSME; Manpower Planning in MSMEs; Hiring Process – Recruitment and Selection; Training and Evaluation Of Performances; HRM constraints.

**Unit - V: Marketing Management in MSMEs:** Assessment of Demand; Marketing Mix; Pricing Policy Methods, Sales Promotion, Market Research; Marketing Constraints.

**Recommended Books::**

1. S.S. Khanka: Entrepreneurship Development, Sultan Chand & Sons Publication, New Delhi.
2. Desai, Vasant Dr.(2004) Management of small scale enterprises New Delhi: Himalaya Publishing House.
3. Shukla, MB, (2011), Entrepreneurship and Small Business Management, Kitab Mahal, Allahabad.
4. Charantimath, Poornima M, (2009), Entrepreneurship Development Small Business Enterprise , Dorling Kindersley India Pvt Ltd.( Pearson), Delhi.
5. E. Gordon & K. Natarajan Entrepreneurship Development, Himalaya Publishing House (2008).
6. Ministry of MSME web site



**GROUP - D: MAJOR IN ENTREPRENEURSHIP  
BCM - 603: EXPORT PROCEDURE & DOCUMENTATION**

**Objective:** To make the students acquaint with respect to the export procedures.

**Unit - I: Export:** Definition, Meaning, Importance for economic growth, Categories of Export, Export in India, Legislations regulating Export.

**Unit - II: Preliminaries for Exports:** Registration – IEC, RCMC, EPC, GST; Shipping documents and terms used in shipping.

**Unit - III: Export Procedures:** Clearance for exports, Marine insurance of Export cargo, Shipment goods, Quality and Pre Shipment inspection, Export Credit Guarantee Corporation of India (ECGC) Services, Generalised System of Preferences (GSP) rules of origin; Benefits of Exports - Excise clearance Benefit / Rebate, Income Tax Benefit.

**Unit - IV: Shipment & Transport** – Sea, Air, Rail, Road, Pipeline; Role of overseas agent & remittance of commission, Payments.

**Unit - V: Overview of various Export Promotion Schemes:** SEZ, Duty Drawback, Advance License, Remission Scheme, Export Promotion Capital Goods Scheme.



**Recommended Books:**

1. New Import Export Policy - Nabhi Publications.
2. EXIM Policy & Handbook of EXIM Procedure – VOL I & II.
3. Mahajan- A Guide on Export Policy Procedure & Documentation.
4. How to Export– Nabhi Publications.
5. D.C. Kapoor: Export Management.



**ROUP - D: MAJOR IN ENTREPRENEURSHIP  
BCM - 604: INDUSTRIAL SICKNESS & REHABILITATION**

**Objective:** To make the students acquaint with respect to the industrial sickness and its remedies.

**Unit - I: Industrial Sickness:** Meaning of Industrial Sickness, Overview of Industrial Sickness in India.

**Unit - II Causes of Sickness:** Factors Responsible for Industrial Sickness, Industry –wise classification of sick units in India.

**Unit - III: Predictions and Symptoms:** Nature of Industrial Sickness, Indication of Sickness, Limitations of Financial Indicators of Sickness, Predictability of Sickness Based on Early Warning, Use of Financial Ratios as Early Warning Signals.

**Unit - IV: Economic Impact of Industrial Sickness:** Impact on the individuals, society, economy; Sickness in small Business, Privatisation and its impact on industrial sickness.

**Unit - V: Rehabilitation:** Meaning, Elements, Procedure, Government Policy, Takeover of Management and Nationalisation, Recourse to Institutional Agencies, Sick Industrial Companies (Special Provisions) Act, 1985, Role of National Company Law Tribunal (NCLT) and National Company Law Appellate Tribunal (NCLAT).

**Recommended Books:**

1. Shukla, MB, (2011), Entrepreneurship and Small Business Management, Kitab Mahal, Allahabad.
2. Sahay A., V. Sharma (2008), Entrepreneurship and New Venture Creation, Excel Books, New Delhi.
3. Lall, Sahai (2006), Entrepreneurship, Excel Books, New Delhi.
4. Desai, V. Dynamics of Entrepreneurial Development and Management. New Delhi: Himalaya Publishing House.
5. Internet- Ministry of MSME web site.
6. P. Saravanel, “Entrepreneurial Development-Principles, Policies and Programmes”, Ess Pee Kay Publishing House, Mount Road, Madras.

**ANTI-RAGGING CELL**

*As per the mandate of the Supreme Court and UGC/AICTE regulation to curb the menace of ragging in Institutions of Higher Education, DBC totally bans ragging in all its forms in the campus as well as outside wherever Bosconians are present. Any behaviour or act that comes under the definition of ragging will invite serious censures as deemed fit by the college authority.*

*Ragging is defined as “any disorderly conduct whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness any student, indulging in rowdy or indisciplined activity which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in a fresher or a junior student or asking the student to do any act or perform something which she/he will not in the ordinary course and which has the effect of causing or generating a sense of shame or embarrassment so as to adversely affect the physique or psyche of a fresher or a junior student.”*



Depending upon the nature and gravity of the offense, as established by the Anti-Ragging Committee of DBC, anyone found guilty shall receive any one or more of the following disciplinary actions. The decision of the Anti-Ragging committee shall be final and binding.

1. Cancellation of admission.
2. Suspension from college.
3. Withdrawal/withholding of scholarship or other benefits.
4. Debarring from appearing for examination.
5. Withholding results.
6. Dismissal from the college.
7. Fine of Rs. 30,000/- or more.
8. In case of serious offence of criminal nature, the case may be referred to the police, besides the enforcement of other disciplinary actions mentioned above.
9. Collective punishment when the offence is committed by a group, more so if the identification of the guilty person is made impossible.

Don Bosco College will register itself under the National Ragging Prevention Project of the UGC. Accordingly, it is mandatoy for all the students of DBC to fill in and submit online an Anti-ragging Affidavit every year henceforth. Affidavits can be filled online at [www.amanmovement.org](http://www.amanmovement.org) or [www.antiragging.in](http://www.antiragging.in)

Every Bosconian, on admission shall register himsef/herself on one of the above mentioned websites and submit the affidavit online, and print out a copy and submit it to the Anti-Ragging Cell of the college before 15<sup>th</sup> August of the Academic year.





SEMESTER SYSTEM DEPARTMENT OF SOCIAL WORK (BSW)			
Year	Semester	Subject Code	Courses
1 <sup>st</sup> Year	I Semester	<b>Ability Enhancement Compulsory Course (AECC)</b>	
		ENG-A-111	English for Communication (EC)
		<b>Core Courses (CC)</b>	
		SOW-C-112	Foundations of Social Work (FSW)
		SOW-C-113	Social Science Concepts and Social Work (SSCS)
		<b>General Elective Course (GEC)</b>	
		SOW-G-114	Rural and Urban Community Development (RUCD)
	SOW-F-115	Introduction to Field Work Practice - 1 (FWP-1)	
	II Semester	<b>Ability Enhance ent Compulsory Course (AECC)</b>	
		EVA-A-121	Environmental Studies
		<b>Core Courses (CC)</b>	
		SOW-C-122	Social Case Work (SCW)
		SOW-C-123	Social Group Work (SGW)
		<b>General Elective Course (GEC)</b>	
SOW-G-124		Tribal Social Work Practice (TSWP)	
<b>Field Work Practice (FWP)</b>			
SOW-F-125	Field Work Practice - 2 (FWP-2)		
2 <sup>nd</sup> Year	III Semester	SOW-C-211	Community Organization and Social Action (COSA)
		SOW-C-212	Psychology and Social Work (PSW)
		SOW-C-213	Contemporary Social Problems and Concerns (CSPC)
		<b>Skill Enhancement Course (SEC):</b>	
		SOW-S-214	Programme Media and Its Application (PMA)
		<b>General Elective Course (GEC) - any one of the following:</b>	
		SOW-G-215a	Youth Leadership and Peace Building (YLPB)
		SOW-G-215b	Social Work with Older Persons (SWOP)
		<b>Field Work Practice (FWP):</b>	
SOW-F-216	Field Work Practice - 3 (FWP-3)		





2 <sup>nd</sup> Year	IV Semester	SOW-C-221	Social Work Research (SWR)
		SOW-C-222	Human Rights and Social Justice (HRSJ)
		SOW-C-223	Social Legislation in India (SLI)
		<b>Skill Enhancement Course (SEC):</b>	
		SOW-S-224	Skill Development and Entrepreneurship (SDE)
		<b>General Elective Course (GEC):</b>	
		SOW-G-225	National Service Scheme and Youth Development (NSSYD)
		<b>Field Work Practice (FWP):</b>	
		SOW-F-226	Field Work Practice - 4 (FWP-4)
		SOW-R-227	Rural Educational Camp (REC)
3 <sup>rd</sup> Year	V Semester	BSW-501	Social Policy and Legislation
		BSW-502	Integrated Social Work Practice
		<b>Elective: Discipline Specific (DSE-1)</b>	
		BSW-503	Research Project Part-A
		<b>Elective: Discipline Specific (DSE-2) Any one of the following</b>	
		BSW-504	Social Work with Older Persons
		BSW-505	Disability Social Work
		<b>Field Work (FW)</b>	
		BSW-506	Industrial Relations and Labour Welfare
		BSW-507	Block Field Work /Viva- Voce
3 <sup>rd</sup> Year	VI Semester	BSW-601	Tribal Social Work
		BSW-602	Working with Substance Dependents
		<b>Elective: Discipline Specific (DSE-3)</b>	
		BSW-603	Research Project Part-B
		<b>Elective: Discipline Specific (DSE-4) Any one of the Following</b>	
		BSW-604	Family Centred Social Work
		BSW-605	Social Work and Disaster Management
		<b>Field Work (FW)</b>	
		BSW-606	Social Work with Children and Youth
		BSW-607	Block Field Work/ Viva- Voce



DEPARTMENT OF SOCIAL WORK (BSW)						
Year	BSW (1 <sup>st</sup> semester)	Internal	End semester.	BSW (2 <sup>nd</sup> semester)	Internal	End semester.
1 <sup>st</sup> Year	English for Communication (EC) ENG-A-111	20	80	EVA-A-121	20	80
	SOW-C-112	20	80	SOW-C-122	20	80
	ENG-A-113	20	80	SOW-C-123	20	80
	SOW-G-114	20	80	SOW-G-124	20	80
	SOW-F-115	20	80	SOW-F-125	50	150
2 <sup>nd</sup> Year	BSW (3 <sup>rd</sup> semester)	Internal	End semester.	BSW (4 <sup>th</sup> semester)	Internal	End semester.
	SOW-C-211	20	80	SOW-C-221	20	80
	SOW-C-212	20	80	SOW-C-222	20	80
	SOW-C-213	20	80	SOW-C-223	20	80
	SOW-S-214	20	80	SOW-S-224	20	80
	SOW-G-215a	20	80	SOW-G-225	20	80
	SOW-G-215b	20	80	SOW-F-226	20	80
	SOW-F-216	50	100	SOW-R-227	50	150
2 <sup>nd</sup> Year	BSW (5 <sup>th</sup> semester)	Internal	End semester.	BSW (6 <sup>th</sup> semester)	Internal	End semester.
	BSW - 501	20	80	BSW - 601	20	80
	BSW - 502	20	80	BSW - 602	20	80
	BSW - 503	20	80	BSW - 603	20	80
	BSW - 504	20	80	BSW - 604	20	80
	BSW - 505	20	80	BSW - 605	20	80
	BSW - 506	20	80	BSW - 606	20	80
	BSW - 507	50	150	BSW - 607	50	150



**SEMESTER - I**  
**ENG-A-111: ENGLISH FOR COMMUNICATION (EC)**

**Course Objectives:**

- To make students understand basic rules of Grammar.
- To make students use the rules of Grammar for various composition exercises.
- To make students appreciate rules of Grammar as used for model in various literary compositions.
- To make students enjoy and appreciate literary pieces.
- To expose students to literary pieces to develop their creativity.

**Learning Outcomes:**

- Able to develop communicative competence.
- Convey their ideas in English using simple and acceptable English in writing.
- Understand Fundamentals of Grammar.
- Describe a diagram or elaborate information contained in a graph, chart, table etc, write a review of a book or a movie.
- Write a précis writing, paragraph writing, Letter writing — personal, official, Semi-official, Business, Public speaking, soft skills, interviews, preparing curriculum vitae, Report (Meetings and Academic) writing.

**Module – I: Poetry:**

1. William Shakespeare = All the World is a Stage, William Wordsworth ~ | Wondered Lonely as a Cloud
2. Ralph Waldo Emerson — The Mountain and the Squirrel, Emily Dickinson Success is Counted Sweetest
3. Robert Frost - Stopping by Woods on a Snowy Evening
4. Rabindranath Tagore — Where the Mind is without Fear, A. K. Meherotra — Songs of the Ganga

**Module – II: Short Stories:**

1. R.K. Narayan — Lawly Road/ Mulk Raj Anand — Barbar's Trade Union.
2. Somerset Maugham — The Luncheon/ Guy De. Maupassant - The Necklace
3. Anton Chekhov — The Lament/ O' Henry ~ The Last Leaf
4. Manoj Das — The Submerged Valley

**Module – III: One- Act Plays and Short fiction:**

1. Norman McKinnell - The Bishop's Candle Sticks/ Anton Chekov — A Marriage Proposal
2. Eugene Ionesco - The Lesson / August Strindberg - Miss Jullie
3. Fritz Karinthy/ Refund // Harper Lee — To kill a Mocking Bird
4. R. K. Narayan - Vendor of Sweets

**Module – IV: Fundamentals of Grammar:**

1. Parts of Speech, Articles and Intensifiers
2. Use of Tense Forms, Use of Infinitives, Conditionals
3. Adjectives and Adverbs
4. Prepositions, Making Affirmative, Negative interrogative, and Making Question Tag

**Module – V: Composition Practice**

- A. Comprehension, Précis Writing, Paragraph Writing (150 words), Reviewing Movies and Books, Letter Writing - Personal, Official, Semi-Official, Business, Public Speaking, Soft Skills, Interviews, preparing curriculum vitae, Report (Meetings and Academic) Writing.
- B. Communication Practice - introducing Yourself, Introducing People to others, Meeting People, Exchanging Greetings, Taking Leave, Answering the Telephone, Asking Someone for Some Purpose, Taking and Leaving Messages, call for help in Emergency, emails writing explaining a graph, chart, and table.

**Key Words:**

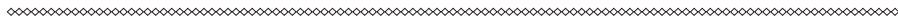
**Communication Skills, Short Stories, Poetries, and Plays, Writing Skills and Speaking Skills:**

**Suggested Topics for Background Reading and Class Presentation:** Short selections from the works prescribed in Modules I, II and III - reading, re-telling, role-playing, explaining with reference to contemporary social experiences. Practical writing work on Modules IV and V.



**Suggested Reading:**

- Crystal, David (1985) Rediscover Grammar with David Crystal. Longman.
  - Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
  - Bakshi, R. N. A course in English Grammar, orient Longman.
  - Krishnaswamy, N. Modern English - A Book of Grammar, usage and composition. MacMillan India Ltd.
- For reading the texts available sources of texts and help of the Web source may be taken.



**SEMESTER - I**

**SOW-C-112: FOUNDATIONS OF SOCIAL WORK (FSW)**

**Objectives:**

- To understand history and evolution of social work profession, both in India and the West
- To develop insights into the origin and development of ideologies and approaches to social change
- To develop Skills to understand contemporary reality in its historical context

**Learning Outcomes:**

- Able to understand social work as a profession
- Able to understand various ideologies of social work
- Able to demonstrate awareness of values and ethics of the social work profession

**Unit I: An Introduction to Social Work**

1. Social Work: Concept, Meaning, Definition and Objectives
2. Social Work: Nature, Scope and Functions
3. Emergence of Social Work: UK, USA, India
4. Development of Social Work Education in India

**Unit - II Social Work Practicum and Practice Domains**

1. Assumptions and Values of the Social Work
2. Codes of Ethics
3. Principles of Social Work
4. Social Work and its Relation to Human Rights and Social Justice

**Unit - III Approaches and Methods of Social Work Intervention**

1. Profession: Meaning Definition and Attributes
2. Professionalization of Social Work in India
3. Issues and Challenges before Social Work Profession
4. Status of Social Work Profession in India

**Unit - IV Approaches and Ideologies**

1. Professional v/s Voluntary Approaches to Social Work
2. Ideology of Action Groups and Social Movements
3. Generalist Approach to Social Work Practice
4. Influence of Political Ideology on Social Welfare Policies and Programmes

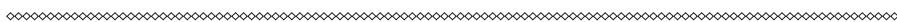
**Key Words:** Social Work, Values and Ethics, Professional Attributes and Social Work Practice

**References:**

- Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge.
- Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
- Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
- Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi.
- Friedlander, Walter A. (1977) Concepts and Methods of Social Work, New Delhi: Prentice Hall of India Pvt. Ltd.
- Heun, Linda R., Heun, Richard E. (2001) Developing Skills for Human Interaction, London: Charles E. Merrill Co.
- Jacob, K. K. (Ed.) (1994) Social Work Education in India – Retrospect and Prospect Udaipur, Himansu Publications.



- Joseph, Sherry (Ed.) (2000) Social Work: In the Third Millennium (Some Concerns and Challenges), Sriniketan, Department of Social Work, Visva-Bharati.
- National Association of Social Workers. (2008). Code of Ethics of the National Association of Social Workers. Washington, D.C.: NASW Press.
- O' Hagan, Kieran, Kingsley, Jessica (2003) Competence in Social Work Practice- A Practical Guide for Professionals, London.
- Reamer & Fredric (2005) Social Work Values and Ethics, New Delhi: Rawat Publication
- Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.
- Skidmore, Rex A.(1982), Introduction to Social Work, New Jersey, Thackeray, Milton G. Prentice-Hall, Englewood Cliffs.
- Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.



### SEMESTER - I

#### SOW-C-113: SOCIAL SCIENCE CONCEPTS AND SOCIAL WORK (SSCS)

##### Objectives:

- To understand basic sociological concepts and notions of society
- To know the basic concepts of economics and structure of economy
- To understand the political framework for social welfare

##### Learning Outcomes:

- Able to understand the basic sociological concepts and notions of society
- Able to know the basic concept of economics and structure of economy
- Able to explore the knowledge about political framework in the context of social welfare

##### Unit I: Introduction to Sociological Concepts

1. Society, Man and Society and its Relationships.
2. Caste, Class, Power and Authority
3. Social Values, Norms, Customs, Mores and Culture.
4. Social Institutions: Family, Marriage and Religion.

##### Unit II: Notions of Society

1. Social Process: Concept, Importance and Types.
2. Social Change: Concept, Characteristics and Factors.
3. Social Control: Concept, Importance and Agencies.
4. Socialization: Concept, Importance and Agencies.

##### Unit III: Basics of Economics

1. Micro: Demand and Supply, Cost, Production, Revenue and Market.
2. Macro: National Income, Inflation, Money and Banking.
3. Public Finance: Public Revenue, Expenditure, Debt, and Budget
4. Economic System: Capitalist, Socialist and Mixed.

##### Unit IV: Introduction to Political Concepts

1. State: Origin, Concept and its Organs.
2. Concepts of Welfare State.
3. Constitution of India and its Salient Features.
4. Fundamental Rights, Directive Principles of State Policy.

**Key Words:** Society, Social Institution, Economic System and Welfare State

##### Reference:

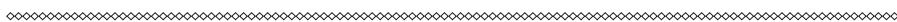
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## SEMESTER - I

### SOW-F-115: INTRODUCTION TO FIELD WORK PRACTICE - 1 (FWP-1)

#### Course Objectives:

- To understand the basics of field work
- To understand the concept of self, developing self- awareness and orientation to field work
- To be familiarized with the professional role of Social Workers

#### Learning Outcomes:

- Able to understand the concept and place of field work in Social Work education
- Able to understand and develop self-awareness and orientation to field work
- Able to explore role of Social Worker in different settings
- Able to develop skills in Field Work viz. report writing, observation and Analysis

#### Unit I: Understanding Self and Field Work

1. Understanding Self: Self Concept, Dimension, Component
2. Field Work: Concept, Definition, Purpose and Component
3. Self-Awareness and Self-Management
4. Goal Setting and Time Management in Field Work

#### Unit II: Field Work Practice and Ethics

1. Field work Learning Plan: Need and Importance
2. Planning for Programmes: Objectives and Process
3. Participative Techniques in Field Work: Social and Resource Mapping
4. Ethical Considerations: Sense of Responsibility, Commitment and Conduct

#### Unit III: Field Work and Record Writing

1. Record Writing: Purpose and Importance
2. Record Writing: Different Styles
3. Record Writing: Orientation and Concurrent Field Work Report Writing
4. Field Work Record Writing with Individual, Group and Community

#### Unit - IV: Skills and Techniques in Field Work

1. Rapport Building, Observation and Analysis



2. Public Relation and Advocacy
3. Lobbying and Networking
4. Use of Programme Media and Mass Media

**Key Word: Field Work, Record Writing, Programme Media and Advocacy**

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**SEMESTER - II**

**EVA-A-121: Environmental Studies**

**Objectives:**

- To know the basic components of environment and functioning of ecosystem.
- To know the common environmental problems, causes and consequences and solutions.

**Learning Outcomes:**

- To develop a sense of responsibility and attitude towards conservation of environment.
- To develop basic skill of solving environmental problem at local level.

**Unit I: Introduction to Environmental Studies**

1. Development of Environmental Studies
2. Meaning of environment
3. Concept of Environment
4. Scope of Environmental Studies

**Unit II: Understanding the Environment**

1. Biosphere
2. Ecosystem
3. Habitat
4. Cultural Landscape

**Unit III: Environmental Hazards**

1. Natural Hazards
2. Flood, Drought, Cyclone & Earthquake, Landslide
3. Man Made Hazards
4. Deforestation

**Unit IV: Environmental conservation:**

1. Awareness about the importance of Environment
2. Monitoring
3. Conservation
4. Sustainable Development

**Unit V: Environmental Hazards in Arunachal Pradesh**

1. Deforestation
2. Landslides
3. Flood
4. Earthquake
5. Cloud Burst



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**SEMESTER - II**  
**SOW-C-122: SOCIAL CASE WORK (SCW)**

**Objectives:**

- To understand the individual, family and their problems and the social contextual factors affecting them
- To understand Social Casework as a method of Social Work Practice
- To gain knowledge about the basic concepts, tools, techniques, processes and Skills of working with individuals
- To develop an understanding of application of case work in diverse settings

**Learning Outcomes:**

- Able to demonstrate familiarity with Casework processes, tools and techniques and their application in Professional Social Work Practice.
- Able to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording..

**Unit I: Introduction to Social Casework**

1. Social Casework: Concept, Nature, Scope, Objectives and Importance
2. Historical Development of Social Casework
3. Components of Social Casework (Person, Place, Problem and Process)
4. Principles of Social Casework



**Unit II: Understanding Individuals and Problems**

1. Individual: Nature and Needs
2. Problems Faced by Individuals and Families
3. Concept of Social Role, Functioning and Coping
4. Casework Practice in different settings: Medical, School, Elderly care Homes, Correctional, and Rehabilitation Centers

**Unit III: Tools, Techniques and Skills of Social Casework**

1. Casework Relationship, Use of Authority and Advocacy
2. Communication: Observation, Listening, Interviewing and Home Visits
3. Rapport Building and Resource Mobilization
4. Recording in Casework

**Unit IV: Approaches and Process of Social Casework**

1. Task Centered Approach
2. Social Psychological Approach
3. Problem Solving Approach and Integrated approach
4. Phases of Casework Process: Study, Assessment, Intervention, Termination, Evaluation and Follow-up

**Key Words:** Social Casework, Skills in Social Casework, Process and Approaches

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SEMESTER - II  
SOW-C-123: SOCIAL GROUP WORK (SGW)

**Course Objectives:**

- To understand the nature and types of group.
- To understand Social Group Work as a method of Social Work practice
- To know the basic concepts, tools, techniques, processes and Skills of working with groups
- To develop an understanding of process of group development and group dynamics
- To develop an understanding of application of group work in diverse settings.



**Learning Outcomes:**

- Able to demonstrate familiarity with Group Work processes, tools and techniques and their application in Professional Social Work Practice
- Able to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups.

**Unit I: Introduction to Social Group Work**

1. Social Groups: Meaning, Characteristics and Importance
2. Types of Groups: Primary and Secondary, Open and Closed, Formal and Informal
3. Evolution of Social Group Work
4. Values of Social Group Work

**Unit II: Social Group Work and its Practice**

1. Assumptions and Objectives of Social Group Work
2. Models of Social Group Work Practice
3. Application of Social Group Work with Different Groups: Children, Adolescents, Older Persons, Women and Persons with Disability
4. Areas of Social Group Work Practice in Different Settings.

**Unit III: Group Process and Dynamics**

1. Stages of Group Development
2. Group Dynamics
3. Principles of Social Group Work
4. Social Group Work Process: Facilitation, Role of Group worker, Leadership and Decision Making

**Unit IV: Skills and Techniques of Social Group Work Practice**

1. Social Group Work Skills: Facilitation, Analytical Thinking and Leadership Building
2. Programme Planning and Evaluation
3. Use of Programme Media
4. Group Discussion, Group Counselling, Group Decision Making, and Recording in Group work

**Key Words: Social Group Work, Group Dynamics, Leadership Building and Programme Planning**

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**SEMESTER - II**  
**SOW-G-124: TRIBAL SOCIAL WORK PRACTICE (TSWP)**

**Course Objectives:**

- To gain insights about the tribal communities and their social systems
- To understand the development programmes and their impact on the life of the tribal communities

**Learning Outcomes:**

- Able to understand tribal social fabric and their institutions
- Able to understand concerns of tribal communities and strategies of social work interventions in tribal development.

**Unit I: Tribal Community**

1. Meaning, Definitions, and Characteristics
2. Basic Concept: Adivasi, Indigenous, Aborigines, Clan
3. Tribes in North East India
4. 5<sup>th</sup> & 6<sup>th</sup> Schedules of Indian Constitution

**Unit II: Tribal Institution**

1. Kinship
2. Marriage
3. Socialisation
4. Customs and Traditions
5. Religion

**Unit III: Issues of Tribal Communities**

1. Social
2. Economic
3. Health
4. Impact of Social Change

**Unit IV: Social Work Practice with Tribal Communities:**

1. Policies and Programmes
2. Social Justice and Empowerment
3. Indigenous Approaches to Development
4. Social Work Intervention Strategies

**Key Words: Social Work, Tribal Community, and Development**

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**SEMESTER - II**  
**SOW-F-125: FIELD WORK PRACTICE - 2 (FWP-2)**

**COURSE OBJECTIVES:**

- To provide an exposure to and understanding about the various agency settings to the students.
- To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.
- To understand the skilful application of programme media.
- To develop Skills in record writing and use of supervision.



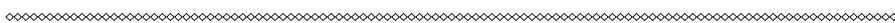


**Expected Outcomes:**

- Able to understand Programmes and projects of governmental and non- governmental organizations and critically appraise them
- Able to understand role of professional Social Workers in different settings
- Able to understand programme media Skills in planning Social Work interventions.
- Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions

**Field Work Tasks /Activities**

1. Observation Visits to the governmental or non-governmental organizations. At least five Observation Visits should be organized highlighting the role of Social Work Profession in the given area. Some of the Social Work areas where visits can be organized are:
  - 1.1. Health Setting- Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, and HIV Guidance Centers etc.
  - 1.2. Educational Setting - Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc.
  - 1.3. Community Services - Skill development programme centers, vocational training centers, environment improvement centers, family service centers, Community development projects in urban and rural settings, etc.
  - 1.4. Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and Other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centers, Labour Welfare Centers /workers education centers etc.
  - 1.5. Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
  - 1.6. Civic Administration Centers- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.
2. Organize Programme Media classes for students which are as follows:
  - 2.1. Art and Craft (Best out of waste)
  - 2.2. Music (Vocal and Instrumental, folk and Community Singing)
  - 2.3. Group Games (Indoor and Outdoor)
  - 2.4. Street Theatre
3. Group Conference with field work supervisor after observation visits
4. Report Writing



**SEMESTER - II**  
**SOW-F-125: FIELD WORK PRACTICE - 2 (FWP-2)**

**Objectives:**

- To provide an exposure to and understanding about the various agency settings to the students.
- To critically understand and appreciate Programmes and projects of governmental and non-governmental organizations.
- To understand the skilful application of programme media.
- To develop Skills in record writing and use of supervision.

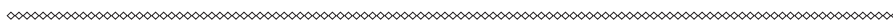
**Expected Outcomes:**

- Able to understand Programmes and projects of governmental and non- governmental organizations and critically appraise them.
- Able to understand role of professional Social Workers in different settings.
- Able to understand programme media Skills in planning Social Work interventions.
- Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions.



**Field Work Tasks /Activities:**

1. Observation Visits to the governmental or non-governmental organizations. At least five Observation Visits should be organized highlighting the role of Social Work Profession in the given area. Some of the Social Work areas where visits can be organized are:
  - a. Health Setting- Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, and HIV Guidance Centers etc.
  - b. Educational Setting - Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc.
  - c. Community Services -Skill development programme centers, vocational training centers, environment improvement centers, family service centers, Community development projects in urban and rural settings, etc.
  - d. Institutional and Non-institutional Services for Special Groups - the Differently abled, Mentally Challenged, Destitute, Migrants, Women, Street Children, Elderly, and other Vulnerable Groups; Adoption Agencies, Child Rights Protection Facilities, Rehabilitation centers, Labour Welfare Centers /workers education centers etc.
  - e. Criminal Justice System- Prisons/Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
  - f. Civic Administration Centers- Municipal Corporation, Ward offices, Zila Parishad, Panchayat Samiti, Block Development Office, etc.
2. Organize Programme Media classes for students which are as follows:  
Art and Craft (Best out of waste)  
Music (Vocal and Instrumental, folk and Community Singing)  
Group Games (Indoor and Outdoor)  
Street Theatre
3. Group Conference with field work supervisor after observation visits
4. Report Writing



**SEMESTER - III**

**SOW-C-211: Community Organization and Social Action (COSA)**

**Objectives:**

- To understand the fundamental concepts and components of community, community organization and social action.
- To understand the models of community organization and social action.
- To understand the relationship of community organization and social action with other methods of social work.
- To understand various social movements in India.

**Learning Outcomes:**

- Able to demonstrate familiarity with community organization and social action as methods of social work profession.
- Able to develop skills of collecting and collating information to understand community, its structure and components.
- Able to gain the experience and exposure to practice community organization and social action at micro and macro levels.
- Able to understand the relationship of community organization and social action with other methods of social work.

**Unit I: Community**

- a. Community: Concept, Meaning and Definition
- b. Components and Characteristics of Community
- c. Functions of Community
- d. Major Forms of Community: Tribal, Rural, Urban- their Features and Differences





**Unit - I Introduction to Psychology**

- a. Psychology: Concept, Definition and Relevance to Social Work
- b. Perception and Learning: Definition, Perspective and Factors
- c. Motivation: Concept and Factors affecting Motivation
- d. Emotion and Intelligence: Concept, Factors affecting Emotion and Intelligence

**Unit - II Human Growth and Personality**

- a. Human Growth and Development: Meaning and Stages
- b. Personality: Concept and Determinants
- c. Psychoanalytic Theories of Personality: Freud and Carl Jung
- d. Behaviour and Humanistic Theories: B.F. Skinner and Carl Rogers

**Unit - III Introduction to Social Psychology**

- a. Social Psychology: Concept, Definition and Relevance to Social Work
- b. Influence of Groups on Individual Behaviour
- c. Social Perception and Social Cognition: Definitions, Features and Factors
- d. Social Influence and Interpersonal Attraction: Definitions, Features and Factors

**Unit - IV Social Attitude and Collective Behaviour**

- a. Social Attitude: Meaning, Definition, Features and Formation
- b. Collective Behaviour: Characteristics and Dynamics
- c. Leadership: Meaning, Definitions, Traits and Functions
- d. Stereotypes and Prejudices

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**SEMESTER - III**

**SOW-C-213: CONTEMPORARY SOCIAL PROBLEMS AND CONCERNS (CSPC)**

**Objectives:**

- To understand the genesis and manifestation of social problems.
- To understand preventive and remedial measures for contemporary social problems.
- To understand the role of social work in addressing social problems.

**Learning Outcomes:**

- Able to understand the genesis and manifestation of social problems.
- Able to understand preventive and remedial measures for contemporary social problems
- Able to understand role of social work in addressing social problems.

**Unit - Understanding Social Problems**

- a. Social Problems: Concept, Definition and Characteristics
- b. Contemporary Social Problems: Nature and Causative Factors
- c. Major Theories of Social Problems: Social, Psychological and Economic
- d. Implications of Social Problems and Social Disorganization: Individual, family and society



**Unit - II Contemporary Social Problems I**

- a. Alcoholism and Drug Addiction: Definition, Causes, Types and Impact
- b. Alcoholism and Drug Addiction: Prevention, Remedy and Role of Social Workers
- c. Terrorism and Extremism: Definition, types, causes, impact
- d. Terrorism and Extremism: Prevention, Remedy and Role of Social Workers

**Unit - III Contemporary Social Problems II**

- a. Displacement and Migration: Definition, Causes, Types and Impact
- b. Displacement and Migration: Prevention, Remedy and Role of Social Workers
- c. Trafficking of Women and Children: Definition, Causes, Types and Impact
- d. Trafficking of Women and Children: Prevention, Remedy and Role of Social Workers

**Unit - IV Contemporary Social problems III**

- a. Suicide: Definition, Causes, Types and Impact
- b. Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers
- c. Poverty and Unemployment: Definition, Causes, Types and Impact
- d. Poverty and Unemployment: Prevention, Remedy and Role of Social Workers

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**SEMESTER - III**

**SOW-S-214: PROGRAMME MEDIA AND ITS APPLICATION (PMA)**

**Objectives:**

- To understand the basics of programme media and its usage
- To understand various types of programme media and their application in the various settings
- To understand the role of social worker in use of programme media
- To understand the skills required for programme media

**Learning Outcomes:**

- Able to develop skills to use basic programme media
- Able to understand various types of programme media and their application in the various settings
- Able to understand the role of social worker in use of programme media
- Able to understand the skills required for programme media

**Unit I: Basics of Programme Media**

- a. Programme Media: Concept, Meaning, Definition and Purpose
- b. Programme Media: Characteristics and Usage
- c. Scope of Programme Media
- d. Role of Programme Media in Social Work



**Unit - II Types of Programme Media**

- a. Types of Programme Media: Advertisement, Flip Chart, Flash Cards, Art and Craft.
- b. Types of Programme Media: Group Discussion, Talks, Interactive Games, Theatre, Drama, Mime Singing and Story-telling .
- c. Application of Programme Media in Various Settings.
- d. Programme Media: Role in Creating Propaganda and Public Opinion.

**Unit - III Types of Programme Media**

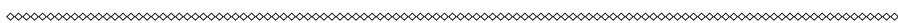
- a. People-Centred Approach to Programme Media.
- b. People/Target Group Participation in Social Work Programme
- c. Basic Principles of Programme Media
- d. Planning Programme Media Activities: Role of Social Worker

**Unit - IV Types of Programme Media**

- a) Self-Awareness b) Organizing c) Planning d) Listening

**References:**

- Brown, A. (1994). Group Work. (3<sup>rd</sup> ed.). England: Ashgate Publishing Limited.
- Chen, H.T. (2005). Practical Programme Evaluation- Assessing and Improving Planning, Implementation and Effectiveness. California: Sage Publication.
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**SEMESTER - III**

**SOW-G-215a: YOUTH LEADERSHIP AND PEACE BUILDING (YLPB)**

**Objectives:**

- To understand youth leadership, their needs, issues and challenges.
- To enhance peace building capacity of youth.
- To understand skills and strategies of youth leadership for peace building and social integration.

**Learning Outcomes:**

- Able to understand youth leadership, their needs, issues and challenges.
- Skills and strategies of youth leadership for peace building and social integration.

**Unit - I Youth Leadership**

- a. Youth: Meaning, Definition, and Issues
- b. Youth Leadership: Characteristics and Models
- c. Impact of westernization and modernization on youth
- d. Character Building: Meaning and Components

**Unit - II Essential Ingredients of Youth Leadership**

- a. Leadership Qualities
- b. Values and Ethics
- c. Role of Youth Leaders in Social Integration and Development
- d. Peace and Nation Building





**Unit III: Peace Building**

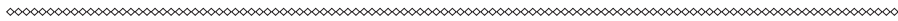
- a. Meaning and Components
- b. Factors Affecting Peace
- c. Peace Building and Social Development
- d. Key Stakeholders in the process of Peace Building

**Unit - IV Peace Building: Skills and Strategies**

- a. Communication and Negotiation Skills
- b. Formal and Informal Means
- c. Social Work Intervention Strategies
- d. Role of organizations in promoting peace

**References:**

- Chowdhry D.P.1988. Youth Participation and Development. New Delhi. Atma Ram and Sons Publications.
- Devendra Agochiya (1978). Youth Leadership in India. New Delhi: Veshva Yuvak Kendra.
- Erikson, E.H. Youth Change and Challenge, Firma KLM Pvt. Ltd.
- Gore, M.S. 1978. Indian Youth Process of Socialization. New Delhi: Veshva Yuvak Kendra.
- Roger Mac Ginty (2013). Routledge Handbook of Peacebuilding. Routledge.
- Weiner, Y 1998 The Handbook of Inter ethnic Coexistence. New York: Continuum.



**SEMESTER - III**

**SOW-G-215b: SOCIAL WORK WITH OLDER PERSONS (SWOP)**

**Objectives:**

- To understand the needs of the Older Person from a holistic perspective.
- To develop an understanding of challenges faced by older persons.
- To examine the scope of Social Work Intervention with older persons.

**Learning Outcomes:**

- Able to understand Older Persona and their issues.
- Able to understand the role of GOs & NGOs in working with Elderly.
- Skills and strategies of Social Work Intervention with Elderly.

**Unit - I Understanding Older Persons**

- a. Older Persons: Meaning and Definitions
- b. Gerontological Social Work
- c. Geriatrics Care

**Unit - II Issues of Older Persons**

- a. Elder Abuse, Neglect, Dependency, Violence and Isolation
- b. Economic and Social Issues
- c. Health & Emotional Issues
- d. Support System, Social Security

**Unit - III Role of Governmental and Non-Governmental Agencies to Elder Care**

- a. Government Organisations: Objectives, Functions, Programmes and Policies
- b. Non-Governmental Organisations: Objectives, Functions, Roles and Programmes

**Unit - IV Social Work Intervention with Elderly**

- a. Need and Scope for Social Work Intervention
- b. Role of the Social Worker
- c. Skills and Techniques
- d. Strategies

**References:**

- Gangrade, K.D. (1988). The Ageing in India: Problems and Potentialities. New Delhi: Abhinav.
- Bali, A. P. (2001). Care of the Elderly in India: Changing Configurations. Shimla: Indian Institute of Advanced Study.



- Bartlett, H. M. (1970). The Common Base of Social Work Practice. New York: NASW.
- Biswas, S. K. (1987). Aging in Contemporary India. Calcutta: Indian Anthropological Society.
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- Chowdhry, D. P. (1992). Aging and the Aged. New Delhi: Inter India Publication.
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- Irudaya Rajan et al. (1997). Indian Elderly: Assets or Liability. New Delhi: Sage Publications.
- Khan, M. Z. (1997). Elderly in Metropolis. New Delhi: Inter India Publishers.
- Krishnan, P. & K. Mahadevan (eds.) (1992). The Elderly Population in the Developed World: Policies, Problems and Perspectives. New Delhi: B. R. Publishing.
- Lowy, L. (1979). Social Work with the Aging. New York: Harper & Row.
- Singh, K.P. (2017). Working with Elderly. New Delhi: Shipra Publication.
- Siporin, M. (1974). Introduction to Social Work Practice. New York: Macmillan.
- Ward, R. A. (1979). The Aging Experience - An Introduction to Social Gerontology. New York: J. B. Lippincott Company.

SEMESTER - III

SOW-F-216: FIELD WORK PRACTICE - 3 (FWP-3)

Objectives:

- To work in agencies working in different types of areas of Social Work practice.
- To develop work plan in consultation with agency supervisor.
- To develop capacity for observation and analysis of social realities.
- To practice the methods of working with individuals and groups.
- To develop understanding of the needs, problems and Programmes for different target groups.
- To develop understanding of the role of Social Workers in different settings.
- To develop Skills in report writing and use of supervision both at agency and faculty level.

Learning Outcomes:

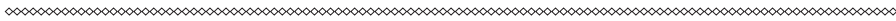
- Able to understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them.
- Able to prepare work plan and its execution.
- Able to develop professional attitude conducive to deal with human problems.
- Able to develop sensitivity towards the needs and problems of different target groups.
- Able to develop understanding of the role of Social Workers in different settings.
- Able to apply programme Media Skills in Social Work interventions.
- Able to develop skills to write reports of work performed during field work and make use of supervision.

Field Work Tasks and Activities

1. Familiarisation with agency and develop an agency profile with focus on:
  - 1.1. Organizational genesis, organizational types and structure, ideological orientation, programmes and policies
  - 1.2. Client group/s
  - 1.3. What problems are being focused?
  - 1.4. What services are being provided?
  - 1.5. What is the role of social worker?
  - 1.6. Network with other agencies



2. Observe agency functioning
3. Practice the methods of working with individuals and groups in the agency
4. Practice the Skills in observation, listening, group discussion and report writing
5. Assist the organization wherever desirable in its ongoing interventions
6. Seek guidance from agency supervisor and attend weekly Individual Conference with field work supervisor



**SEMESTER IV**  
**SOW-C-221: SOCIAL WORK RESEARCH (SWR)**

**Objectives:**

- To gain understanding of nature and relevance of social science research and its application in the study of social phenomena.
- To learn steps and process of formulation of research design and carry out the same.
- To learn method of conducting a review of literature.
- To develop familiarity with qualitative and quantitative research methods.
- To learn how to prepare tools for collection of data.
- To learn process of data collection, organization, presentation, analysis and report writing.

**Learning Outcomes:**

- Able to demonstrate ability to be able to conduct research, and to do this with an understanding of the application of different methods and tools.
- Able to develop skills of data collection, organization, presentation, analysis and report writing.

**Unit - I Basic Concepts**

- a. Social Research: Concept, Definition and Scope.
- b. Social Work Research: Concept, Definition and Scope.
- c. Qualitative Research, Quantitative Research and Mixed Methods.
- d. Ethics of research.

**Unit - II Social Work Research Methodology**

- a. Identification and Steps in Formulation of a Research Proposal.
- b. Review of Literature.
- c. Research Questions and Hypothesis, and Variables.
- d. Types of Research Designs: Exploratory, Descriptive, Experimental and Evaluative.

**Unit - III Sampling Framework and Data Collection**

- a. Concept of Universe, Sample, Sampling Unit and Types of Sampling Frame-Probability and Non-Probability.
- b. Sources of Data: Primary and Secondary.
- c. Tools of Data Collection (Quantitative): Survey, Interview Schedule, Interview Guide, Questionnaire.
- d. Tools of Data Collection (Qualitative): Observation, In-depth Interview and Focus Group Discussion.

**Unit - IV Data Processing and Basic Statistics**

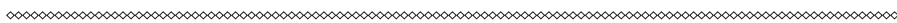
- a. Processing and Presentation of Data.
- b. Use of Statistics: Measures of Central tendency.
- c. Measures of Dispersion: Range, Mean Deviation, Standard Deviation, Coefficient of Correlation.
- d. Analysis, Interpretation and Report Writing.

**References:**

- Black, J. and Champion, D. (1976). *Methods and Issues in Social Research*. New York, N.Y.: Wiley.
- Bryman, Alan. (2016), *Social Research Methods*. 5<sup>th</sup> Edition. London: Oxford University Press.
- Cook, Thomas D Cook and Reichardt, eds. (1979). *Qualitative and Quantitative Methods in Evaluation Research*. CA: Sage.
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- Kothari, C. R. (2004). Research Methodology –Methods and Techniques, 2<sup>nd</sup> ed.
- Kumar, R. (2006), Research Methodology, 2<sup>nd</sup> ed., Pearson Education, New Delhi.
- Laldas, D. K. (2000), Practice of Social Research, Rawat Publication, New Age International (P) Ltd., New Delhi.
- Neuman, W. L. (2014). Social Research Methods- Qualitative and Quantitative Approach. 7<sup>th</sup> Edition. New Delhi: Pearson Education India.



#### SEMESTER IV

#### SOW-C-222: HUMAN RIGHTS AND SOCIAL JUSTICE (HRSJ)

##### Objectives:

- To help students understand the concept of human rights and its significance to the Social Work profession.
- To sensitize students for the application of human rights to the various practice domains of the profession.
- To develop Understanding on Human Right based Social Work interventions.

##### Learning Outcomes:

- Able to understand the concept of human rights and its significance to the Social Work profession.
- Able to understand the application of human rights to the various practice domains of the profession.
- Able to Understand on Human Right based Social Work interventions.

##### Unit - I Human Rights: Concept and Origin

- a. Concept of Rights and its Origin.
- b. Understanding the Concept of Human Rights.
- c. Understanding the Principles of Human rights.
- d. Classification of Human rights.

##### Unit - II Human Rights and Indian Constitution

- a. Human Rights and Indian Constitution
- b. International Comments, Declarations, Various Commissions, Organizations
- c. Situations of Human Rights: Indian and International Perspectives
- d. Understanding Human Right Based Social Work Interventions in Various Field

##### Unit - III Concept of Social Justice

- a. Social Justice: Concept, Definitions and Scope
- b. Relationship of Social Justice with Social Legislation; Civil Rights and Human Rights: Concept Definitions and Scope.
- c. Social Injustice: Concept of and Cause.
- d. Issues of Social Justice in India

##### Unit - IV Legislations to Promote Social Justice

- a. Legislations Pertaining to Women and Children
- b. Legislations Pertaining to Social Defence, Social Security and Social Assistance
- c. Legislations Pertaining to People with Disability, the Underprivileged and Health Related Legislations
- d. Objectives
- e. Role of Social Worker in Promoting Social Legislation and Social Justice

##### References:

- Alston, Philip, and Frederic Megret, eds. (2014), The United Nations and Human Rights: A Critical Appraisal. Second Edition. Oxford University Press.
- Annan, Kofi. (2007), The Circle of Empowerment: Twenty-five Years of the UN Committee on the Elimination of Discrimination Against Women. Edited by Hanna Schopp-Schilling and Cees Flinterman. The Feminist Press at CUNY.





- b. Salient Features of Child Labour Prohibition and Regulation Act (1986) and its Amendments; Salient Features of Juvenile Justice Act (2015).
- c. Laws Related to Marriage.
- d. Salient Features of Right to Information Act (2005) and its Amendments.

#### **Unit - IV Constitution of India**

- a) History of Drafting of Indian Constitution
- b) Preamble; Fundamental Rights and Duties; Directive Principles of State Policy
- c) Salient Features of Indian Constitution
- d) Important Constitutional Amendments in the Area of Social Welfare

#### **Reference:**

- Bakshi, PM. (2007), Constitution of India, Delhi: Universal Law Publishing House.
- Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: Lexis Nexis.
- Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub.
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- Vyas, R. N. (1998), The Soul of Indian Constitution: A Critical Evaluation, Jaipur: Rawat Publication.

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### **SEMESTER IV**

#### **SOW-S-224: SKILL DEVELOPMENT AND ENTREPRENEURSHIP (SDE)**

#### **Objectives**

- To develop basic understanding on Skill and Entrepreneurship.
- To develop understanding on the qualities and attributes of entrepreneurs.
- To understand abilities and Skills of successful entrepreneur.

#### **Learning Outcomes:**

- Able to understand the basics of Entrepreneurial Skill
- Able to understand the qualities and attributes of successful entrepreneurs
- Able to understand the abilities and Skills of successful entrepreneurs

#### **Unit - I Skill Development in the Field of Entrepreneurship**

- a. Introduction to Skill Development
- b. Understanding Entrepreneurial Skills
- c. Understanding the Functions of Skill Development Institutes
- d. Entrepreneurship and Social Work

#### **Unit - II Entrepreneurship: A Conceptual Framework**

- a. Entrepreneurship: Concept, Definition, Scope and Purpose
- b. Types and Approaches to Entrepreneurship
- c. Importance of being an Entrepreneur
- d. Entrepreneurial Qualities and Attributes

#### **Unit - III Entrepreneurial Functions**

- a. IFunctions of an Entrepreneur
- b. Entrepreneurial Opportunities
- c. Entrepreneurial Competencies
- d. Entrepreneurial Motivation

#### **Unit - IV Managing Start-Ups and Family Business**

- a. Business Ideas, Methods of Generating Ideas, and Opportunity Recognition
- b. Entrepreneurship Project Formulations





- c. Resource Mobilizations and Financial Institutions
- d. Success Stories

**Reference:**

- Carsrud, A. L., and Brannback, M. E. (2007). Entrepreneurship. Westport, Connecticut: Greenwood Publishing Group.
- Drucker, P. (2014). Innovation and Entrepreneurship. Routledge: New York.
- Hisrich, R. (2011). Entrepreneurship 6/E. New Delhi: Tata McGraw Hill.
- Lussier, R. N., Corman, J., and Kimball, D. (2014). Entrepreneurial New Venture Skills. New York: Routledge.
- Nieuwenhuizen, C. (2009). Entrepreneurial Skills. Lansdowne, Cape Town: Juta and Company Ltd.
- Pandya, R. (2016). Skill Development and Entrepreneurship in India. New Delhi: New Century Publications.
- Sharma, S. (2016). Entrepreneurship Development. New Delhi: PHI Learning Pvt. Ltd.
- Soota, A., and Gopalan, S. R. (2016). Entrepreneurship Simplified: From Idea to IPO. UK: Penguin.
- Valeri, A., Parton, B., and Robb, A. (2014). Entrepreneurship Education and Training Programs around the World: Dimensions for Success. Washington, DC: World Bank Publications



**SEMESTER IV**

**SOW-G-225: NATIONAL SERVICE SCHEME AND YOUTH DEVELOPMENT (NSSYD)**

**Objectives:**

- To develop the competency in Life Skills and Accelerate Personality Development
- To inculcate the values of NSS, Social Service and Community Living for preparing youth as agents of social change
- To understand and nourish the core values of fraternity, national integrity and community engagement among youth.

**Learning Outcomes :**

- Able to understand life skills and accelerate personality development
- Knowledge and Skills regarding the values of NSS, Social Service and Community Engagements
- Able to understand the core values of Indian Constitution

**Unit - I Introduction to NSS**

- a. Basic Concepts of NSS
- b. History, Philosophy, Aim & Objectives
- c. Emblem, Flag, Motto, Song, Badge
- d. Organizational Structure, Roles and Responsibility of Various NSS Functionaries
- e. NSS Programme and Activities
- f. Volunteerism and Shramdan.

**Unit - II Youth and Development`**

- a. Youth Aspirations and Felt Needs
- b. Life Competencies & Stress Management
- c. Youth Development Programmes
- d. National Youth Policy
- e. Youth Focused and Youth-led Organizations

**Unit - III Youth and Nation Building**

- a. Social Capital
- b. Core Values of Indian Constitution
- c. Youth as Agents of Change
- d. Citizenship.





2. Working with group using programme Media
  - 2.1. Organize programme media activities
  - 2.2. Observe group dynamics
  - 2.3. Practice skills in group discussion, programme planning and action
3. Report Writing
4. Individual Conferences

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**SEMESTER IV**  
**SOW-R-227: RURAL EDUCATIONAL CAMP (REC)**

**Objectives:**

- To provide exposure of realities of life in rural and semi-rural areas
- To understand the rural social system, its culture, and livelihood patterns
- To understand the geographical, economic and political features, needs and problems of rural Community
- To observe living conditions, housing, water supply and other amenities in rural areas
- To sharpen the Skills of rapport formation, situational analysis and awareness generation
- To experience group-living and develop attitudes conducive for effective team work
- Acquire Skills in planning, organizing, implementing the camp
- To develop an understanding of group dynamics and power structures in a rural Community.

**Expected Outcomes:**

- Able to be acquainted with rural and tribal scenario and their socioeconomic aspects
- Able to be familiarized with group dynamics and power structures in a rural Community
- Able to hone Skills of rapport formation, situational analysis and awareness generation through stimulating group living
- Able to acquire and develop attitudes helpful for effective team work
- Able to learning the Skills and art of organizing and managing activities and events relating to camp

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**SEMESTER V**  
**BSW 501: SOCIAL POLICY AND LEGISLATION**

**Objectives:**

- To understand the concept, process, indicators and determinants with respect to social development.
- To develop capacity to formulate strategies necessary for social development.

**Unit - I Understanding Social Policy**

- a. Social policy: Concept and significance, Historical perspective
- b. Social policy in relation to the Idea of social justice
- c. Models of Social Policy

**Unit - II Introduction to Social Development**

- a. Concept of social development
- b. Theories and models of development and underdevelopment
- c. Perspectives on social development: Gandhi, Ambedkar and Jai Prakash

**Unit - III Understanding Human Development**

- a. Human Development and Human Development Index
- b. Human Development and Social Development
- c. Challenges to Human Development: Contemporary Issues

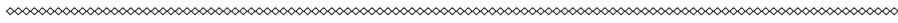
**Unit - IV Social Planning**

- a. Concept and scope of Social Planning
- b. Planning as an instrument of social policy and development
- c. Five Year Plans: An overview of social planning



**References:**

- Booth, David, (1994), Rethinking Social Development, Longman London.
- Chopra, P.N., (1991), Development Planning and Policy Making, Galaxy Publication, New Delhi.
- Drez J. and Sen A., (2007), Indian Development, Oxford University Press, New Delhi.
- Dreze, Jean and Sen Amritya (eds) 1997, Indian Development: Selective Regional Perspective, Oxford University Press.
- Dyson, T; Cassen, R, Leela, Visaria (2004), Twenty First Century India : Population, Economy Human Development and the Environment. New York Oxford University Press.



**FIFTH SEMESTER V**  
**BSW 502: INTEGRATED SOCIAL WORK PRACTICE**

**Objectives:**

- To appreciate need for integrated social work practice approach.
- To develop competencies in integrated social work practice.

**Unit - I Various Approaches to Social Work**

- a. Interrelationship between social justice and human rights
- b. Interrelationship between justice, equality and equity
- c. Distinction between social work practice and praxis in social practice

**Unit - II An Empowering Approach to Social Work**

- a. Elements of empowering approach
- b. Phases and processes of empowering practice
- c. Social work functions and role in empowering process

**Unit - III Social Work and Social Systems**

- a. The Ecosystems Perspective: The Social System View, The Ecological Perspective and the Ecosystem View
- b. Social Functioning: Adaptive, At-risk and Maladaptive
- c. Client System in social work

**Unit - IV Contemporary Issues in Field of Practice**

- a. Social work and homeless
- b. Social work and poverty
- c. Social Work and family issues

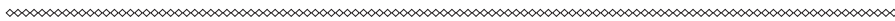
**References:**

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- Dubois, Brenda & Miley, Karla Krogsrud (1999): Social Work: An Empowering Profession. London: Allyn and Bacon.
- Goldstein, H. (1973): Social Work Practice : A Unitary Approach Columbia, University of South Carolina Press.
- Louise C. Johnson (1998): Social Work Practice A Generalist Approach, Allyn Bacon.
- Miley, Karla Krogsrud, O' Melia, Michael and Dubious, Brenda (1998): Generalist Social Work Practice: An Empowering Approach. London, Allyn Bacon.
- Specht & Vickery (1997): Integrating Social work Methods, George Allen & Unwin Ltd.



**SEMESTER V**  
**BSW 503: RESEARCH PROJECT/DISSERTATION PART-A**

The Research project in the fifth semester is the compulsory discipline specific elective paper. The students or a group of students are placed under a supervisor for the research project work. The research project starts in the fifth semester. Each student or the group identifies a research problem in the area of their special interest, defines the problem, collects the review of literature, put down objectives, prepares a proposal, formulates the research problem, and constructs a tool for data collection. After the completion of the fifth semester and before starting the sixth semester the student collects the data. In the sixth semester the students complete the data processing and complete the research study and submit the final copy for evaluation. At the end of the semester the students will make a dissertation of the research study and appear for the viva-voce examination as part of the evaluation.



**SEMESTER V**  
**BSW 504: DISABILITY SOCIAL WORK**

Objectives:

- To equip the students with the basic concepts related to disability.
- To help the students become sensitive to disability.
- To understand the policies and programmes for people with disability(PWDs)

**Unit - I Understanding Disability:**

- a. Definition of Disability
- b. Types and causes of Disability
- c. Various categories of persons with disability: Physical, orthopedic, visual, motor & sensory, mental and multiple disability

**Unit - II Needs, Problems and Services**

- a. Disability counselling
- b. Institutional and non-institutional services
- c. Family centered interventions

**Unit - III Prevention and Rehabilitation**

- a. Societal attitude toward Persons with Disability (PWD): Stigma, discrimination, oppression and social exclusion
- b. Prevention of disease causing disability and safety measures to avoid disability.
- c. Rehabilitation- concept nature and efforts by government and nongovernmental organization, Community based rehabilitation

**Unit - IV Policies, programmes and Interventions for Disability**

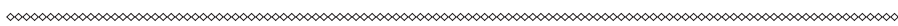
- a. Policies for disability in India
- b. PWD act 1995
- c. National Policy on PWD, 2006
- d. The rehabilitation council of India Act 1992
- e. Government Schemes for economic, educational, vocational training, special aids and assistance and procedures for accessing entitlements.
- f. Role of NGO and social workers services

**References:**

- Barlow H. David and Durand, V. (2009) Abnormal Psychology: An Integrated Approach, Worth Congate Learning, publication., Canada.
- Albrecht, G.L., Seelman, K.D., & Bury, M. (eds.) (2001), Handbook of Disability Studies. California: Sage Publications.
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- Robert, P., Marinelli, R.P. & Dell Orto, A.E. (1999), The Psychological and Social Impact of Disability. New York: Springer.
- Kundu C.L (ed) (2003), Disability status India, New delhi, Rehabilitation Council of India.
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- World Health Organization (1980) International Classification of Impairments, Disabilities and Handicaps (A Manual of Classification Relating to the Consequences of Diseases), Geneva: World Health Organization.
- Oliver, M., & Sapey, B. (eds.) (1998) Social Work with Disabled People London: Palgrave Macmillan.
- Karna, G.N. (2001), Disability Studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
- Karna, G.N. (1999), United Nations and the Rights of Disabled Persons: A Study In Indian Perspective. New Delhi.
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**SEMESTER VI**  
**BSW 606: SOCIAL WORK RESPONSE TO HEALTH CARE**

**Objectives:**

- To build a basic understanding of the concept of health and mental health in the context of development.
- To develop orientation and understanding of the different areas of social work practice in health.
- To develop appropriate skills and approaches towards integrated social work practice in health.

**Unit - I Understanding Health**

- a. Health and Well-Being: Concepts, components, determinants
- b. Understanding diseases and its classification
- c. Indicators of health status of people in a community

**Unit - II Health Care and Development**

- a. Health scenario of India: Major health issues, problems and concerns
- b. Social and cultural changes and its impact on health
- c. Health and Mental Health needs and services

**Unit - III Health Care Social Work**

- a. Social work, Health and wellbeing, Public Health, Health education,
- b. Social work intervention in health settings
- c. Roles of social worker in community health settings

**Unit - IV Emerging Concerns in Health Care**

- a. Environmental issues
- b. Disaster management: Rescue, relief and rehabilitation
- c. Media and Health

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**SEMESTER V**  
**BSW 506: BLOCK FIELD WORK**

**Objectives:**

- To Give exposure to the students to various fields of social work both in Rural and urban settings.
- To learn the functioning pattern of grassroots agency and decentralized governance.
- To develop sensitivity towards the issues related to social justice and human rights for marginalized groups.
- To develop ability to critically analyze the service delivery system of agency, problems and issues in execution.
- To develop ability to plan, organize and implement the activities within agency/community framework.

The field work practice during the fifth semester is in line with the Discipline Specific elective that student has opted for. The students go for block field work in NGOs, Government Organizations, agencies working in various sectors of community development; in hospitals, rehabilitation centers, counseling centers and similar working agencies working in the field of health; in both government and non-government institutions and agencies working on the issues of the Substance abuse, mental health, HIV & AIDs, Cancer, broken families, bonded child labour, youth and elderly. The placement, as far as possible, would also be with an agency that works in the area of research project of the concerned areas. This block field work should be outside of North East. The students are place for a month and gain experience, learn and grow in the field of work. The trainees submit their reports as per the rules of the college and viva is held to evaluate the block field work at the end of the semester.

**Educational Tour**

**Objectives:**

- To provide an opportunity to study the socio-cultural changes and values, social practices and phenomena, in different parts of the country to mould their social outlook.
- To impart training in social work education through purposeful recreation, sightseeing, visiting ideal villages, social welfare organisations, and social institution to observe, learn and collect information.

There is also a provision of Educational tour during this semester which constitutes and integrated aspect of concurrent Field Work-V. The purpose of study tour is to expose the students to a wide range of organizations across specialization in different parts of the country. The duration of the study tour can be of 6 to 8 days.

Every week, the students write a report of their activities and submit to the concerned field work supervisor. The supervisor conducts Individual and group conferences regularly. At the end of the semester the students submits a summary and self-evaluation report for the semester and Viva is conducted.

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**SEMESTER VI**  
**BSW 601: TRIBAL SOCIAL WORK**

**Objectives:**

- To gain understanding into the tribal communities and their social systems.
- To gain information on the overall understanding about the socio-economic situation of the tribal communities with special emphasis on the tribal communities in the North Eastern states of India.
- To review the development programmes and their impact on the life of the tribal communities.

**Unit - I Basic Concepts**

- a) Tribe      b) Adivasi, indigenous, aborigines      c) Tribal social systems and structures  
d) World view      e) Belief systems      f) Culture      g) Kinship      h) Marriage      i) Family  
j) Community      k) Socialization

**Unit - II Tribal Communities and the Process of Change**

- a. Social  
b. Economic  
c. Cultural and political



- d. Globalization and the tribal communities
- e. Role of the social worker

**Unit - III Development issues of the tribal communities**

- a. Education, health, food and security
- b. Land rights and land alienation
- c. Development, displacement and resettlement
- d. Immigration and Migration
- e. Natural resource management and sustainable development
- f. Livelihood and markets, Forest laws and tribal development

**Unit - IV Socio-political issues**

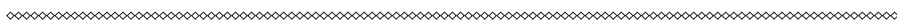
- a. Sixth schedule
- b. Autonomy
- c. Governance and administration of the tribal areas – Autonomous District Councils
- d. Reservation for SCs and STs
- e. Social movements and protests – insurgency, militancy, conflicts and their impact in the North-East

**Unit - V Development programmes for Tribal Areas and their Impact**

- a. Government policy for tribal development
- b. Future prospects and the role of the social worker

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- Chaudhury, Sukant K. & S.M Patnaik. 2008. Indian Tribes and the Mainstream. Jaipur: Rawat Publications.
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- Singh, K.S. Tribal Movements in India. Vol. I and II.
- Singh, J.P, Vyas. M.N. Tribal Development: Past Efforts and New Challenges.
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- Tribal Studies, Emerging Facts. New Delhi: Mittal Publications.



**SEMESTER VI**

**BSW 602: SUBSTANCE ABUSE INTERVENTION**

**Objectives:**

- To gain knowledge on Substance Abuse and its impact on Individual and their social system.
- To understand the existing strategies for the prevention and control of substance abuse
- To develop an understanding of social work intervention in providing care and support.

**Unit - I Introduction**

- a. Introduction: Concepts: Drug use, misuse, abuse, Tolerance and Dependence
- b. Classification of Drugs
- c. Drug Use and Drug Trafficking in India
- d. Monitoring Drug Use: Organisation and Voluntary Organisation
- e. Characteristics of involuntary clients

**Unit - II Causes and Effect**

- a) Cause & Effect: Causative factors b) Addiction is a disease c) Medical complications
- d) Forms of Denial e) Effects of Substance Abuse f) Role of an Enabler g) Victim and Compensators



### Unit - III Treatment and Interventions

- a. Detoxification
- b. Psychosocial Interventions: Brief Intervention
- c. MET
- d. Community Based Interventions
- e. SHGs (AA, Alanor, Alateen)
- f. Relapse Prevention

### Unit - IV Skills and Skill Lab

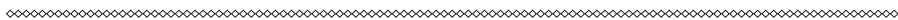
- a. Skills and Skill Lab: Interviewing Skills
- b. Basic Counselling Skills
- c. Dealing with Denial
- d. Michigan Alcohol Screening Test (MAST)
- e. Psychosocial Case study presentation

### References:

- Ott, P. J., Tarter, Ralph, E., Ammerman, Robert, T. (1999). Substance Abuse: Etiology, Epidemiology, Assessment, and Treatment.; Pearson.
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**SEMESTER VI**  
**BSW 603: RESEARCH PROJECT/DISSERTATION PART-B**

The Research project which is compulsory discipline specific elective paper is continued in the sixth semester. The students or a group of students are placed under a supervisor for the research project work.

In the sixth semester the students complete the data processing and complete the research study and submit the final copy for evaluation. At the end of the semester the student will make a dissertation of the research study and appear for the viva-voce examination as part of the evaluation.



**SEMESTER VI**  
**BSW 604: SOCIALWORK AND DISASTER MANAGEMENT**

**Objectives:**

- To understand ecosystem equilibrium and disequilibrium.
- To develop skills to analyze factors contributing to disaster.
- To develop an understanding of the process of disaster-management.
- To develop an understanding of the social worker's role in the team for disaster management.

**Unit - I Disaster and Development:**

- a. Content and Definition
- b. Disaster and level of development
- c. Vulnerability and disaster preparedness, education and awareness

**Unit - II Classification/types**

- a. Disaster, Risk, hazard
- b. Natural-famine, drought, floods/storms, cyclones, earthquakes
- c. Man-made - riots, biological warfare, industrial, terrorism, and eviction

**Unit - III Issues involved**

- a. Policy issues
- b. Politics of Aid
- c. Gender

**Unit - IV Disaster Management**

- a. Pre-disaster prevention, preparation, education, preparedness
- b. Actual disaster, short term plan, long term plan, stress and trauma, search, relief recovery, restoration, resource mobilization
- c. Post-disaster, Rehabilitation, mitigation of negative effects

**Unit - V Intervening Parties**

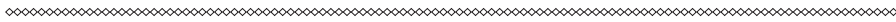
- a. Government organization, voluntary organization, local groups, community participation, volunteers, social workers

**References:**

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**SEMESTER VI**  
**BSW 605: SOCIALWORK WITH CHILDREN AND YOUTH**

**Objectives:**

- To acquaint students to the complexities and multifaceted issues and problems of youth.
- To discuss problems and need of youth.
- To understand social work intervention with youth.

**Unit - I Child Rights**

- a. Child: Meaning, Characteristics and Definition
- b. Child Rights and Child Protection
- c. United Nations Convention on Rights of Child
- d. Child and Juvenile      e) Indian Constitution and Child Rights

**Unit - II Contemporary Concerns of Children**

- a. Socio-Political Issues
- b. Child Labour
- c. Children in Conflicts with Law
- d. Children in need of Care and Protection
- e. Child Abuse

**Unit - III Basic Concepts**

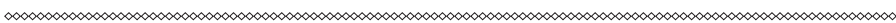
- a. Youth: Meaning and Definition
- b. Types of Youth
- c. Period of Youth in the life cycle

**Unit - IV Problems of Youth**

- a. Problems of urban and rural youth.
- b. Alcoholism and drug dependency among youth
- c. youth and crime    d) National youth policy
- d. Social work interventions with youth Global and Regional level initiative towards Youth issues
- e. Role of Social Workers in Youth welfare

**References:**

- Gore, M.S.(1977): Indian Youth: Process of Socialisation, Vishwa Yuva Kendra, N Delhi, Havighurst, R. J.: Youth; University of Chicago Press, Chicago,1975.
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**SEMESTER VI**  
**BSW 607: BLOCK FIELD WORK**

**Objectives:**

- To develop ability to effect changes in improving service delivery by introducing innovations in practice.
- To understand the vision, mission, objectives and strategies.
- To improve skills in communication and networking with other organizations.

The Discipline Specific Electives chosen by the students determine the Block field work placement during the sixth semester, as in the fifth semester. However, a student would not be placed in the same agency/ Institution that he/ she has attended during the fifth semester. The students are placed in NGOs Organizations or government agencies working in the various sectors of community development; in hospitals, rehabilitation centers and similar agencies working in the field of health; in both government and non government institutions and agencies working in on the issues of the family, children, youth and the elderly.

The placement as far as possible would also be with an agency that works in the area of the research project that they chose to do. They become part of the agency while they are placed there and involve in its activities. The students also undertake any assignment given to them by the agency; they may also undertake any research for the organization. The students write a report of their activities and submit to the concerned field work supervisor as per the rules of the college At the end of the semester the students submits a summary and self-evaluation report for the semester and Viva is conducted.

**Block Placement:**

At the end of semester-6 of third year, students will be required to undergo four-week block field work training in a social welfare agency or project or outside Arunachal Pradesh. It is treated more as pre-employment experience. The block field work agencies/projects will be selected with the consent/choice of students. A student must be placed under the supervision of professionally qualified social worker in the agency. A student has to start the block field work on the date specified by the department of respective College in the placement letter. Any unreasonable delay in joining block field work or discontinuation will be treated as misconduct. If a student leaves block field work agency without prior approval of agency and/or Department or if his/her performance is found to be unsatisfactory, then he/she will has to repeat the block field work.

During block field work, a student will be expected to submit weekly reports in a prescribed manner. Successful completion of block field work is mandatory before the Bachelor with Honours in Social Work degree can be awarded.

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**DON'T RAG... INTERACT!!!**

Ragging and eve teasing are serious faults. Students involved in these will be suitably punished and expelled from the college.



# LEAD KINDLY LIGHT

Lead, kindly Light, amidst the encircling gloom

Lead thou on me;

The night is dark, and I am far from home,

Lead thou me on.

Keep thou my feet; I do not ask to see  
The distant scene; one step enough for me

I was not ever thus, nor prayed that thou  
Shouldst lead me on;

I loved to choose and see my path but now

Lead thou me on

I loved the garish day, and spite of fears,  
Pride ruled my will; remember nor past years  
So long thy power hath blest me, sure it still

Will lead me on

O'er moor and fen, O'er crag and torrent, till  
The night is gone.

And with the morn those angel faces smile,  
Which I have loved long since, and lost a while.

**DON BOSCO COLLEGE**



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