

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Economics Courses

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

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Discipline Core Courses

Principles of Microeconomics I (PD11)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course intends to expose the students to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyze real-life economic situations.

Course Learning Outcomes

The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

Unit 1

Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems.

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium.

Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus.

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

Unit 2

Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint.

Unit 3

Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximization, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

Unit 4

Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries.

Welfare: allocative efficiency under perfect competition.

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect competition, efficiency, welfare

Principles of Microeconomics II (PD21)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This is a sequel to Principles of Microeconomics–I covered in the first semester. The objective of the course is to introduce the students to different forms of market imperfections and market failures, input demand, factor incomes and international trade.

Course Learning Outcomes

This course helps the students to understand different forms of market imperfections and market failures observed in real life situations. The students learn about the environment where the standard market mechanism fails to generate the desirable outcomes. They develop a sense of how the production is distributed among the different factors of production and the demand for inputs. Some preliminary concepts of international trade are also covered in this course.

Unit 1

Market Structures

Theory of a Monopoly Firm

Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly

Imperfect Competition

Monopolistic competition: Assumptions, SR and LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, contestable markets, role of government

Unit 2

Consumer and Producer Theory

Consumer and Producer Theory in Action

Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency

Markets and Market Failure

Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism

Unit 3

Income Distribution and Factor pricing

Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.

Unit 4

International Trade

Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade/ protectionism.

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Imperfect competition, market failures, input demand, comparative advantage, international trade

Principles of Macroeconomics I (PD31)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Learning Outcomes

This course is useful for understanding various real economic issues and evaluating policy outcomes.

Unit 1

Introduction: What is macroeconomics? Macroeconomic issues in an economy

Unit 2

National Income Accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept

Unit 3

Determination of GDP: Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier.

Unit 4

National Income Determination in an Open Economy with Government; Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

Unit 5

Money in a Modern Economy: Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.

3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. Jones, C. (2016). *Macroeconomics, 4th ed.* W. W. Norton.
5. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

National income, consumption, investment, government expenditure, money

Principles of Macroeconomics II (PD41)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This is a sequel to Principles of Macroeconomics I. It analyses various theories of determination of National Income in greater detail. It also introduces students to concept of inflation, its relationship with unemployment and some basic concepts in an open economy.

Course Learning Outcomes

This course provides students with an analytical framework to understand the basic functioning of the macroeconomy. It also allows them to critically examine and comment on effectiveness of various policies.

Unit 1

IS-LM Analysis

Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve

Unit 2

GDP and Price Level in Short Run and Long Run

Aggregate demand and aggregate supply; multiplier analysis with AD curve and changes in price levels; aggregate supply in the SR and LR

Unit 3

Inflation and Unemployment: Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run

Unit 4

Balance of Payments and Exchange Rate: Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics, 9th ed.* Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics, 7th ed.* Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics, 12th ed.* McGraw-Hill.
4. Jones, C. (2016). *Macroeconomics, 4th ed.* W. W. Norton.
5. Mankiw, N. (2016). *Macroeconomics, 9th ed.* Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

IS-LM model, GDP, aggregate demand, aggregate supply, inflation, unemployment, BOP, exchange rates

Discipline Elective Courses

Environmental Economics (PDE51)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course introduces students to concepts, methods and policy options in managing the environment using tools of economic analysis. Since several environmental problems are caused by economic activity (for instance, carbon emissions, over-harvesting of renewable resources and air and water pollution as a by-product of industrial activity), this course examines different approaches to adjusting behaviour through economic institutions such as markets and incentives as well as through regulation, etc. It also addresses the economic implications of environmental policies through practical applications of methods for valuation of environmental goods and services and quantification of environmental damages. Conversely, the impact of economic growth on the environment is also addressed under the rubric of sustainable development. Environmental problems and issues from the Indian and international context (especially global warming) are used to illustrate the concepts and methods presented in the course

Course Learning Outcomes

The module aims to introduce students to the main concepts in environmental economics, equip students with a thorough analytical grasp of environmental policy theory, starting with externalities, and familiarise students with the main issues in environmental valuation. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of environmental policy, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various environmental policy options, and demonstrate their understanding of the usefulness and problems related to environmental valuation

Unit 1

Introduction: key environmental issues and problems; an economic way of thinking about these problems; basic concepts from economics; Pareto optimality and market failure in the presence of externalities; property rights and other approaches

Unit 2

The Design and Implementation of Environmental Policy: Overview; Pigouvian taxes and effluent fees; tradable permits; implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change

Unit 3

Environmental valuation methods and applications: valuation of non-market goods and services - theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations

Unit 4

Sustainable development: concepts; measurement; perspectives from Indian experience

References

1. Arrow, K. et al. (2004). Are we consuming too much? *Journal of Economic Perspectives*, 18(3): 147-172.
2. Intergovernmental Panel on Climate Change. (2014). Fifth Assessment Report.
3. Kolstad, C. (2010). *Intermediate environmental economics, 2nd ed.* Oxford University Press.
4. Perman, R., Ma, Y., Common, M., Maddison, D., McGilvray, J. (2011). *Natural resource and environmental economics, 4th ed.* Pearson Education.
5. Solow, R. (1998). *An almost practical step toward sustainability.* Rff Press.
6. Stavins, R. (ed.) (2012). *Economics of the environment: Selected readings, 6th ed.* W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Pareto optimality, market failure, externalities, tradable permits

Money and Banking (PDE52)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Course Learning Outcomes

It allows students to analyse financial market outcomes and evaluate policies.

Unit 1

Money: Concept, functions, measurement; theories of money supply determination

Unit 2

Financial Institutions, Markets, Instruments and Financial Innovations: Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises

Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations

Unit 3

Interest Rates: Determination; sources of interest rate differentials; theories of term structure of interest rates; interest rates in India

Unit 4

Banking System: Balance sheet and portfolio management

Indian banking system: Changing role and structure; banking sector reforms

Unit 5

Central Banking and Monetary Policy: Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India

References

1. Bhole, L., Mahukud, J. (2017). *Financial institutions and markets*, 6th ed. Tata McGraw-Hill.
2. Fabozzi, F., Modigliani, F., Jones, F., Ferri, M. (2010). *Foundations of financial markets and institutions*, 4th ed. Pearson Education.
3. Khan, M. (2015). *Indian financial system*, 9th ed. Tata McGraw-Hill.
4. Mishkin, F., Eakins, S. (2017). *Financial markets and institutions*, 8th ed. Pearson.
5. Various latest issues of RBI Bulletins, Annual Reports, Reports on Currency and Finance, Reports of the Working Group, IMF Staff Papers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Money, financial institutions, financial innovations, interest rates, banking, monetary policy

Economic Development & Policy in India I (PDE53)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course reviews major trends in aggregate economic indicators in India and places these against the backdrop of major policy debates in India in the post-independence period.

Course Learning Outcomes

This course will help students understand the key issues related to the Indian economy. It will broaden their horizons and enable them to analyze current economic policy thus improving their chances of getting employed, and be more effective, in positions of responsibility and decision making.

The course also serves as the base for further study of sector specific policy discussion that is pursued in the course in the next semester.

Given the topical nature of the course, the readings will be updated every year.

Unit 1

Issues in growth, development, and sustainability

Unit 2

Factors in development: capital formation (physical and human); technology; institutions. .

Unit 3

Population and economic development: demographic trends; urbanisation

Unit 4

Employment: occupational structure in the organised and unorganised sectors; open-, under- and disguised- unemployment (rural and urban); employment schemes and their impact

Unit 5

Indian development experience: critical evaluation of growth, inequality, poverty and competitiveness, pre- and post- reform eras

References

Given the current nature of the course, the readings will be updated every year. Selected chapters will be prescribed from:

1. Agrawal, P. (ed.) (2018). *Sustaining high growth in India*. Cambridge University Press.
2. Balakrishnan, P. (2007). The recovery of India: Economic growth in the Nehru era. *Economic and Political Weekly*, 42(45-46), 52-66.
3. Bloom, D. (2012). Population dynamics in India and implications for economic growth. In C. Ghate (ed.): *The Oxford handbook of the Indian economy*. Oxford University Press.
4. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Chapter 31. Pearson Education.
5. Dreze, J., Sen, A. (2013). *India: An uncertain glory*. Allen Lane.
6. Kapila, U. (2009). *Economic development and policy in India*. Academic Foundation.
7. Kapila, U. (2015). *Indian economy since independence, 26th ed.* Academic Foundation.

8. Mehrotra, S. (2015). *Realising the demographic dividend: Policies to achieve inclusive growth in India*. Cambridge University Press.
9. Ministry of Finance. *Economic survey* (latest).
10. Ministry of Finance. *Finance commission report* (latest).
11. Mohan, R. (2014). Pressing the Indian growth accelerator: Policy imperatives. *IMF papers*.
12. Todaro, M., Smith, S. (2011). *Economic development, 11th ed*. Pearson.
13. United Nations Development Programme. (2010). *Human development report 2010*. Palgrave Macmillan.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Public Finance (PDE61)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course is a non-technical overview of government finances with special reference to India. The course does not require any prior knowledge of economics. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralisation in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism

Course Learning Outcomes

The module aims to introduce students to the main concepts in public finance, equip students with a thorough analytical grasp of government taxes: direct and indirect taxes, and familiarise students with the main issues in government expenditure. At the end of the module the students should be able to demonstrate their understanding of the economic concepts of public finances, use diagrammatic analysis to demonstrate and compare the economic welfare effects of various government policy options, and demonstrate their understanding of the usefulness and problems related to government revenues and expenditures

Unit 1

Theory: Overview of Fiscal Functions, Tools of Normative Analysis, Pareto Efficiency, Equity and the Social Welfare; Market Failure, Public Good and Externalities; Elementary Theories of Product and Factor Taxation (Excess Burden and Incidence)

Unit 2

Issues from Indian Public Finance: Working of Monetary and Fiscal Policies; Current Issues of India's Tax System; Analysis of Budget and Deficits; Fiscal Federalism in India; State and Local Finances

References

1. Alam, S. (2016). GST and the states: sharing tax administrations. *Economic and Political Weekly*, 51(31).
2. Cullis, J., Jones, P. (1998). *Public finance and public choice*, 2nd ed. Oxford University Press.
3. Das, S. (2017). Some concepts regarding the goods and services tax. *Economic and Political Weekly*, 52(9).
4. Government of India. (2017). *GST - Concept and status - as on 3rd June, 2017*. Central Board of Excise and Customs, Department of Revenue, Ministry of Finance.
5. Hindriks, J., Myles, G. (2013). *Intermediate public economics*, 2nd ed. MIT Press.
6. Rao, M. (2005). Changing contours of federal fiscal arrangements in India. In A. Bagchi (ed.): *Readings in public finance*. Oxford University Press.
7. Rao, M., Kumar, S. (2017). Envisioning tax policy for accelerated development in India. *Working Paper No. 190, National Institute of Public Finance and Policy*.
8. Reddy, Y. (2015). Fourteenth finance commission: Continuity, change and way forward. *Economic and Political Weekly*, 50(21), 27-36.
9. Stiglitz, J. (2009). *Economics of the public sector*, 3rd ed. W. W. Norton.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Pareto efficiency, market failure, public good, externality, fiscal policy

Economic Development & Policy in India II (PDE62)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

The course seeks to equip students with sector-specific knowledge and skills to analyse key economic issues and policy documents. It will also enable them to relate theoretical frameworks of macroeconomics and microeconomics to the Indian context.

Course Learning Outcomes

Students will have capability to understand government policies and will enable informed participation in economic decision making, thus improving their employment prospects and career advancement.

Unit 1

Macroeconomic policies and their impact: fiscal policy; financial and monetary policies.

Unit 2

Agriculture: policies and performance; production and productivity; credit; labour markets and pricing; land reforms; regional variations.

Unit 3

Industry: policies and performance; production trends; small scale industries; public sector; foreign investment, labour regulation

Unit 4

Services and trade: trends and performance, trade and investment policy

References

Given the nature of the course, readings will be updated every year.

1. Anant, T. (2006). Institutional reforms for agriculture growth. In N. Majumdar, U. Kapila (eds.): *Indian agriculture in the new millennium: Changing perceptions and development policy*, Vol. 2. Academic Foundation.
2. Balakrishnan, P. (2014). The great reversal: A macro story. *Economic and Political Weekly*, 49 (21), 29-34.
3. Bhaduri, A. (2012). Productivity and production relations: The case of Indian agriculture. In A. Bhaduri (ed.): *Employment and development*. Oxford University Press.
4. Bhagwati, J., Panagariya, A. (2012). A multitude of labor laws and their reforms. In *India's tryst with destiny*. Collins Business.
5. Chanda, R. (2012). Services led growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
6. De, S. (2012). *Fiscal policy in India: Trends and trajectory*. Ministry of Finance Working Paper.
7. Dev, M. (2012). Agricultural development. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
8. Dev, S., Rao, N. (2010). Agricultural price policy, farm profitability and food security. *Economic and Political Weekly*, 45 (26-27), 174-181.
9. Dhar, B. (2015). India's new foreign trade policy. *Economic and Political Weekly*, 50(16), 14-16.
10. Ghatak, M. (2012). Land reforms. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
11. Gulati, A., Saini, S. (2017) 25 years of policy tinkering in agriculture. In R. Mohan (ed.): *India transformed: 25 years of economic reforms*. Penguin.
12. Kanagasabapathy, K., Tilak, V., Krishnaswamy, R. (2013). A rethink on India's foreign trade policy. *Economic and Political Weekly*, 48 (31), 137-139.

13. Kumar, N. (2015). FDI and portfolio investment flows and development: A perspective on Indian experience. In U. Kapila (ed.): *Indian economy since independence, 26th ed.* Academic Foundation.
14. Ministry of Finance. Clothes and shoes: Can India reclaim small scale manufacturing? *Economic Survey, 2016-17, 1.*
15. Nagaraj, R. (2017). Economic reforms and manufacturing sector growth. *Economic and Political Weekly*, 52(2), 61-68.
16. Nayak, P. (2012). Privatization. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
17. Panda, M. (2017). Macroeconomic scenario and policy options. In M. Dev (ed.): *India development report 2017*. Oxford University Press.
18. Vaidyanathan, A. (2012). Irrigation. In K. Basu, A. Maertens (eds): *New Oxford companion to economics in India*. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, government policy

Economic History of India (PDE63)

Discipline Specific Elective (DSE) Credit: 6

Course Objective

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the mechanisms that linked economic development in India to the compulsions of colonial rule.

Course Learning Outcomes

The course exposes students to the intricacies of India's economic, political and social developments both in the past and present times. It develops their analytical skills that will be useful in a variety of careers in academics, research, journalism, private sector and government.

Unit 1

Colonial India: background and introduction

Unit 2

Trends in national income, population, labour and occupational structure

Unit 3

Agriculture, agrarian structure and land relations

Unit 4

Railways and industry

Unit 5

Economy and state in the imperial context

References

1. Chatterjee, B. (1992). *Trade, tariffs and empire: Lancashire and British policy in India 1919-1939*. Epilogue. Oxford University Press.
2. Chaudhary, L., Gupta, B., Roy, T., Swami, A. (eds.) (2016). *A new economic history of colonial India*. Chapters 4, 7, 9. Routledge.
3. Guha, S. (1991). Mortality decline in early 20th century India. *Indian Economic and Social History Review*, 28(4), 371-87.
4. Habib, I. (2006). *Indian economy 1858-1914: A people's history of India*. Chapter 3. Tulika.
5. Klein, I. (1984). When rains fail: Famine relief and mortality in British India. *Indian Economic and Social History Review*, 21 (2), 185-214.
6. Morris, M. (1965). *Emergence of an industrial labour force in India*. Chapter 11. Oxford University Press.
7. Parthasarathi, P. (2009). Historical issues of deindustrialization in nineteenth century South India. In T. Roy, G. Riello (eds.): *How India clothed the world: The world of South Asian textiles, 1500-1850*. Brill.
8. Parthasarathy, P. (2011). *Why Europe grew rich and Asia did not: Global economic divergence, 1600-1850*. Chapters 2, 8. Cambridge University Press.
9. Roy, T. (2018). *A business history of India: Enterprise and the emergence of capitalism from 1700*. Chapters 4, 5. Cambridge University Press.
10. Roy, T. (2011). *The economic history of India 1857-1947, 3rd ed.* Chapters 3, 11. Orient Longman.
11. Subramanian, L. (2010). *History of India 1707-1857*. Chapter 4. Orient Blackswan.
12. Tomlinson, B. (1975). India and the British Empire 1880-1935. *The Indian Economic and Social History Review*, 12(14), 337-380.
13. Washbrook, D. (2012). The Indian economy and the British empire. In D. Peers, N. Gooptu (eds.): *India and the British empire*. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Economic History of India

Generic Elective Courses

Principles of Microeconomics (PGE51)

Generic Elective (GE) Credit: 6

Course Objective

This course intends to expose the student to the basic principles in Microeconomics and their applications. The course will illustrate how microeconomic concepts can be applied to analyse real-life economic situations.

Course Learning Outcomes

The students learn some basic principles of microeconomics and interactions of supply and demand, characteristics of perfect competition, efficiency and welfare.

Unit 1

Introduction

Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems

Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium

Applications of demand and supply: price rationing, price floors, consumer surplus, producer surplus

Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities

Unit 2

Consumer Theory

Budget constraint, concept of utility, diminishing marginal utility, diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint

Unit 3

Production and Costs

Production: behaviour of profit maximising firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimising equilibrium condition

Costs: costs in the short run, costs in the long run, revenue and profit maximisation, minimising losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments

Unit 4

Perfect Competition

Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries

Welfare: allocative efficiency under perfect competition.

References

1. Bernheim, B., Whinston, M. (2009). *Microeconomics*. Tata McGraw-Hill.
2. Case, K., Fair, R. (2007). *Principles of economics, 8th ed.* Pearson Education.
3. Mankiw, N. (2007). *Economics: Principles and applications, 4th ed.* South Western.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Supply, demand, elasticity, consumer behaviour, firm behaviour, perfect competition, efficiency, welfare

Issues in Economic Development (PGE52)

Generic Elective (GE) Credit: 6

Course Objective

This course exposes students to some of the key ideas and concepts in the areas of economic growth, human development and globalisation.

Course Learning Outcomes

Students will develop a critical understanding of the contemporary issues in Indian economic development. Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service and NGO sectors.

Unit 1

Development and underdevelopment

Unit 2

Development goals and indicators, poverty and inequality

Unit 3

Capabilities, human development and sustainable development

Unit 4

Globalisation and development

References

Given the nature of the course, readings will be updated every year.

1. Dasgupta, P. (2007). *Economics: A very short introduction*. Prologue, Chapters 1, 7. Oxford University Press.
2. Dutt, A. (2014). *Pathways to economic development*. Chapters 1, 6. Oxford University Press.
3. Nayyar, D. (2003). Globalization and development. In H. Chang (ed.): *Rethinking development economics*. Anthem Press.
4. Nayyar, D. (2013). *Catch up: Developing countries in the world economy*. Chapters 2, 4. Oxford University Press.
5. Omkarnath, G. (2013). *Economics: A primer for India*. Chapter 5. Orient Blackswan.
6. Prabhu, K. (2012). Human development index. In K. Basu, A. Maertens (ed.): *Oxford companion to economics in India*. Oxford University Press.
7. Rodrik, D. (2011). *The globalization paradox: Why global markets, states and democracy can't coexist*. Chapters 1, 7. Oxford University Press.
8. Sen, A. (2000). *Development as freedom*. Chapter 4. Oxford University Press.
9. Thun, E. (2011). The globalization of production. In J. Ravenhill (ed.): *Global political economy*. Oxford University Press.
10. Todaro, M., Smith, S. (2015). *Economic development, 12th ed*. Chapters 1, 2, 5. Pearson.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Growth, poverty, inequality, globalisation

Principles of Macroeconomics (PGE61)

Generic Elective (GE) Credit: 6

Course Objective

This course introduces students to the basic concepts in Macroeconomics. Macroeconomics deals with the aggregate economy. In this course the students are introduced to the definition, measurement of the macroeconomic variables like GDP, consumption, savings, investment and balance of payments. The course also discusses various theories of determining GDP in the short run.

Course Learning Outcomes

This course is useful for understanding various real economic issues and evaluating policy outcomes.

Unit 1

Introduction: What is macroeconomics? Macroeconomic issues in an economy

Unit 2

National income accounting: Concepts of GDP and National Income; measurement of national income and related aggregates; nominal and real income; limitations of the GDP concept

Unit 3

Determination of GDP: Actual and potential GDP; aggregate expenditure; consumption function; investment function; equilibrium GDP; concepts of MPS, APS, MPC, APC; autonomous expenditure; Concept of multiplier

Unit 4

National income determination in an open economy with government: Fiscal Policy: impact of changes in government expenditure and taxes; net exports function; net exports and equilibrium national income.

Unit 5

Money in a Modern Economy: Concept of money in a modern economy; monetary aggregates; demand for money; quantity theory of money; liquidity preference and rate of interest; money supply and credit creation; monetary policy

References

1. Abel, A., Bernanke, B. (2016). *Macroeconomics*, 9th ed. Pearson Education.
2. Blanchard, O. (2018). *Macroeconomics*, 7th ed. Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). *Macroeconomics*, 12th ed. McGraw-Hill.
4. D'Souza, E. (2009). *Macroeconomics*. Pearson Education.
5. Froyen, R. (2005). *Macroeconomics*, 2nd ed. Pearson Education.
6. Mankiw, N. (2016). *Macroeconomics*, 9th ed. Worth Publishers.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

National income, aggregate demand, aggregate supply, fiscal policy, monetary policy

The Indian Economy (PGE62)

Generic Elective (GE) Credit: 6

Course Objective

This course exposes students to some of the key ideas and concepts in the areas of growth and structural change, poverty, education, health, gender, industry, services and international trade.

Course Learning Outcomes

Students will develop a critical understanding of the contemporary issues in the Indian economy. Students will thus be better prepared to face the professional world and can use this knowledge base in a variety of jobs, including in the corporate, civil service, and NGO sectors.

Unit 1

Historical and general overview

Unit 2

Growth and structural change

Unit 3

The Indian economy in a comparative perspective

Unit 4

Key issues: poverty, inequality, education, health and gender

Unit 5

Agriculture, industry, services and international trade

References

Given the nature of this course, the reading list will be updated every year.

1. Agarwal, B. (2012). Gender inequality. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
2. Bardhan, P. (2010). *Awakening giants, feet of clay: Assessing the economic rise of China and India*. Chapter 2. Oxford University Press.
3. Chandra, B. (1992). The colonial legacy. In B. Jalan (ed.): *The Indian economy: Problems and prospects*. Penguin Books.
4. Chandra, R. (2012). Services led growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
5. Dev, M. (2012). Agricultural development. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
6. Dreze, J., Sen, A. (2013). *An uncertain glory: India and its contradictions*. Chapters 1, 2, 3, 5, 6, 7, 8. Princeton University Press.
7. Ghatak, M. (2012). Land reforms. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
8. Nagaraj, R. (2012). Industrial growth. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.

9. Nayak, P. (2012). Privatization. In K. Basu, A. Maertens (eds.): *New Oxford companion to economics in India*. Oxford University Press.
10. Omkarnath, G. (2013). *Economics: A primer for India*. Chapter 7. Orient Blackswan.
11. Pal, P. (2014). *India and international trade*. Chapter 6. Oxford University Press.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Indian economic development, agriculture, services, industry, international trade

Skill Enhancement Courses

Understanding Economic Survey and Union Budget (PS31)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

The course seeks to familiarise students with basic concepts related to the Economic Survey and Union Budget. It aims to equip students with sufficient knowledge and skills to analyse these documents.

Course Learning Outcomes

Students will have the capability to understand government policies and will be informed participants in economic decision-making.

Unit 1

Concepts:

- Fiscal policy, areas of government spending in India;
- Capital and revenue expenditure; plan and non-plan expenditures;
- Deficits (fiscal, primary, revenue), impact of fiscal deficits on the economy;
- Capital receipts, revenue receipts; tax and non-tax revenue; direct and indirect taxes; need for rationalization of tax structure; Goods and Services Tax (GST);
- Actual, revised and budget estimates;
- Zero-base budgeting;
- Gender budgeting;
- Fiscal devolution and centre-state financial relations

Unit 2

The economic survey

- Analysis of current and past policy emphasis

Unit 3

The union budget

- Need for the budget; understanding the process of budget making in India;
- Analysis of fiscal and revenue deficits;
- Analysis of sources of revenue and expected growth in revenue; tax simplification, improvement in administration, expansion of tax net and other measures to improve revenue receipts;
- Analysis of expenditure pattern and expected growth in expenditure; thrust areas of budget; sectors that have received higher/lower shares of expenditure, the reasons and consequences thereof; steps proposed to ensure effective spending

References

Given the nature of the course, readings will be updated every year.

1. Centre for Budget and Governance Accountability. Recent reports.
2. Chakraborty, P. (2015). Intergovernmental fiscal transfers in India: Emerging trends and realities. In P. Patnaik (ed.): *Macroeconomics*. Oxford University Press.
3. Ministry of Finance. Economic and social classification of the budget.
4. Ministry of Finance. Economic survey (latest).
5. Ministry of Finance. Finance commission report (latest).
6. Ministry of Finance. Union budget.
7. Reddy, Y. (2015). Continuity, change and the way forward: The fourteenth finance commission. *Economic and Political Weekly*, 50(21), 27-36.

Teaching Learning Process

Lectures and tutorials

Assessment Methods

Internal assessment and final examination as per CBCS rules

Keywords

Economic survey, union budget, government policy

Research Methodology (PS41)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

This course is designed to provide students skills for collecting and analysing data to answer real world problems. It will cover modes of data collection, data cleaning and data representation.

Course Learning Outcomes

The student will develop an understanding of how commonly available data is collected and analyzed. This would help in the interpretation of secondary data and in the management of small primary surveys.

Unit 1

Data Types and sources: Qualitative and quantitative data, measurement and scales; overview of some secondary data sources

Unit 2

Questionnaire design: Measurement and scales, ordering of questions, coding responses

Unit 3

Sampling techniques: Simple random sampling, stratification, sequential sampling; Size and cost trade-offs

Unit 4

Processing of survey data: Data cleaning, checking for consistency

Unit 5

Analysing data: Generating sample statistics and representing them in an easily comprehensible manner

Unit 6

Ethics and Scientific Integrity: Respecting respondent privacy, ethical standards of conduct

References

1. Cochran, W. (2008). *Sampling techniques*, 3rd ed. Wiley.
2. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
3. Kumar, R. (2014). *Research methodology: A step by step guide for beginners*, 4th ed. Sage Publications.

Teaching Learning Process

Combination of labs and lectures

Assessment Methods

Assessment will be based on lab tests and projects.

Keywords

Data, sampling, surveys, data analysis, ethics

Data Analysis (PS51)

Skill Enhancement Elective Courses (SEC) Credit: 4

Course Objective

The students will be instructed on the use of spreadsheet and statistical software to analyse data. Software used for the course will vary based on what is available. Open access software such as R will be encouraged.

Course Learning Outcomes

Students will learn to input, visually represent and analyse data.

Unit 1

Introduction to available software and how it deals with data

Unit 2

Data cleaning: checking for outliers, cleaning variable names, consistency checks

Unit 3

Data visualisation: scatter plots, line graphs, box plots and other graphical formats

Unit 4

Calculating and representing summary statistics and lines of best fit

Unit 5

Elements of statistical inference: calculating and plotting confidence intervals; tests of population differences in population statistics

Unit 6

Miscellaneous other topics: elements of writing simple programs for repetitive tasks, etc.

References

1. Levine, D., Stephan, D., Szabat, K. (2017). *Statistics for managers using Microsoft Excel, 8th ed.* Pearson.
2. Tattar, P., Ramaiah, S., Manjunath, B. (2018). *A course in statistics with R.* Wiley.

Teaching Learning Process

Combination of labs and lectures

Assessment Methods

Assessment will be based on lab tests and projects.

Keywords

Data representation, statistical software, estimation

दिल्ली विश्वविद्यालय

UNIVERSITY OF DELHI

B.A. History Programme

(Effective from Academic Year 2019-20)



Revised Syllabus as

approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

BA PROGRAMME IN HISTORY
5th SEMESTER PAPERS

SEMESTER 5 PAPERS: B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
V DSE I			5+1
		Europe from the Middle Ages to the Renaissance (7th to 16th century)	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism-I	
		Or	
		Issues in twentieth Century World History I	
V GE I		Women in Indian History Or	5+1
		Gender in Modern World Or	
		Culture and Everyday Life in India	
SEC PAPERS			
V SEC III		Popular Culture Or	4
		Language, Literature and Region in Early Modern Times	

2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
V		Choice of DSE I-A papers Choice of DSE I-B papers	Choice of GE I papers	Choice of SEC III papers	

DSE I

Europe from the Middle Ages to the Renaissance (7th to the 16th century)

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and those of European history. The idea is to give them a European perspective of themes involved.

Learning Outcomes: After completing this Course, students will be able to:

- Interpret the importance and implications of periodization
- Explain the development of what are conventionally called modern sensibilities in politics and the arts
- Discuss the development of important institutions such as the Church and political formations such as the city-states
- Point out the category of the 'Renaissance'.

Course Content:

Unit I: Periodization and its implications: Antiquity; Middle Ages/Dark Ages; the Renaissance; Late Antiquity and the Early Medieval: Charlemagne and the Holy Roman Empire

Unit II: Making of the Papacy, cult of saints and monasticism

Unit III: Christianity, the Church and the State:

[a] Church and the three Orders;

[b] Feudalism and the agrarian economy

Unit IV: The Mediterranean world and the crusades

Unit V: City States and the Renaissance

Unit VI: Art, Science and Literature

[a] Humanism in art and literature

[b] Developments in science and philosophy

[c] Renaissance beyond Italy

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss and familiarize the students with the essential historiographical concerns stemming from periodization in the European context. **(Teaching Time: 2 weeks approx.)**

- Anderson, P. (1996). *Passages From Antiquity To Feudalism*. London and New York: Verso.
- Bloch, M. (1966). "The Rise of Dependent Cultivation and Seigniorial Institutions." in M. M. Postan. (Ed.). *The Cambridge Economic History of Europe*. Volume 1: *The Agrarian Life of the Middle Ages*. Cambridge: Cambridge University Press, pp. 224-77.
- Brown, E.A.R. (1974). "The Tyranny of a Construct: Feudalism and Historians of Medieval Europe." *The American Historical Review* vol. 79, pp. 1063-1088.
- Cipolla, C.M., (Ed.). (1976). *Fontana Economic History*. Volume I: *The Middle Ages*. New York: Harvester Press/Barnes and Noble.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell (Introduction).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.1).

Unit II: This Unit shall trace the emergence of the institution of the papacy and social-cultural practices revolving around monasticism. **(Teaching Time: 3 weeks approx.)**

- De Jong, M. (1995). "Carolingian Monasticism: The Power of Prayer." in R. McKitter, (ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Duby, G. (1977). *The Chivalrous Society*. (trans. Cynthia Postan). Berkeley: University of California Press.
- Noble, Thomas F.X. (1995). "The Papacy in the 8th and 9th centuries." in R. McKitter, (Ed.). *The New Cambridge Medieval History*. Volume 2. Cambridge: Cambridge University Press.
- Brown, P. (1982). *The Cult of the Saints: Its Rise and Function in Latin Christianity*. Chicago: University of Chicago Press.
- Innes, M. (2008). *Cambridge History of Europe – Volume 1- Europe from Antiquity to the Twelfth Century (Part I)*. Cambridge: Cambridge University Press.
- Goff, J.L. (2007). *The Birth of Europe*. Oxford: Blackwell.

Unit III: This Unit shall highlight the evolution of the church and state relations, and the socio-economic structure that developed within the rural countryside. **(Teaching Time: 4 weeks approx.)**

- Power, D. (Ed.). (2006). *The Central Middle Ages: 950-1320*. Oxford: Oxford University Press.
- Duby, G. (1974). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century*. Ithaca: Cornell University Press.
- Le Goff, J. (1999). *Medieval Civilisation 400-1500*. (Trans. by Julia Barrow.) Oxford: Blackwell. (Reprint.)
- Swanson, R.N. (Ed.). (2015). *The Routledge History of Medieval Christianity: 1050-1500*. London/New York: Routledge.
- Bloch M. (1961). *Feudal Society*. Volume I, Chicago: University of Chicago Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall provide an overview of the key historical developments of the Mediterranean world, leading up to the crusades. **(Teaching Time: 2 weeks approx.)**

- Swanson, Robert. (2006). *Cambridge History of Europe – Volume 1-Medieval Europe 1100-1450 (Part II)*. Cambridge: Cambridge University Press.
- Riley-Smith, J. (Ed.). (1995). *The Oxford Illustrated History of the Crusades*. Oxford: Oxford University Press.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit V: This Unit shall familiarize students with the historical context which paved the way for the advent of the Renaissance. It shall also help students identify the key socio-political and economic milieu of the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Kaborycha, Lisa. (2011). *A Short History of Renaissance Italy*. New York: Pearson.
- Winks, Robin W. and Lee Palmer Wandel. (2003). *Europe in a Wider World, 1350-1650*. New York: Oxford University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit VI: This Unit shall discuss key developments in the realms of art, science and literature during the Renaissance. **(Teaching Time: 2.5 weeks approx.)**

- Martines, L. (1988). *Power and Imagination: City-States in Renaissance Italy*. Baltimore: John Hopkins University Press.
- Burke, Peter. (1999). *The Italian Renaissance, Culture and Society in Italy*. Princeton: Princeton University Press.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (Ch.2).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

SUGGESTED READINGS

- Davies, Norman. (1998). *Europe; A History*. New York: Harper Collins.
- Goldthwaite, R. (1993). *Wealth and the Demand for Art in Italy: 1300-1600*. Baltimore: John Hopkins University Press.
- Huizinga, J. (2017). *The Waning of the Middle Ages*. Reprint. London: Stellar Classics.
- King, Margaret L. (1994). *Western Civilizations: A Social and Cultural History*. New York: Prentice Hall.
- Pocock, J.G.A. (1975). *The Machiavellian Moment: Florentine Political Thought and the Atlantic Republican Tradition*. New Jersey: Princeton University Press.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). *Western Civilizations*. Volume II. New York/London: W.W. Norton & Co.
- Wiesner-Hanks, M.E. (2013). *Early Modern Europe, 1450-1789*. Cambridge: Cambridge University Press.
- देवेश, विजय (सं.). (2010). यूरोपीयसंस्कृति, दिल्ली:हिंदीमाध्यमकार्यान्वयनिदेशालय, 2010
- सिन्हा,अरविन्द. (2009). संक्रांतिकालीनयूरोप.नईदिल्ली:ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching will concern key concepts and discussions of important readings. As this is a paper tracing aspects of World history and Europe, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth

transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Antiquity, problem of periodisation, three orders, dark ages, feudalism, city states and renaissance, Christianity church and state, humanism.

DSE II

Economy and Politics: Histories of Capitalism and Colonialism - I

Course Objective:

The paper familiarizes the students with the basic concepts of Capitalism, Imperialism and Colonialism. It also introduces the strategies of European capitalism and the importance of slave trade, plantation economies in the emergence of Capitalism. It provides the student with an opportunity to analyze capitalism and the global economy.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define what is meant by capitalism, colonialism and imperialism.
- Delineate the crucial linkages between Atlantic slavery and European capitalism,
- Explain the global interconnectedness of capital.
- Examine the process of colonial expansion via trade.
- Discuss the linking of the non-European economies with the capitalist-dominated world market via case studies of certain commodities.
- Describe the significance of the American Revolution.

Course Content:

Unit I:	Key Concepts and their implications: Understanding capitalism, colonialism and imperialism
Unit II:	Atlantic slavery and European capitalism
Unit III:	Dutch and English East India Companies and colonial expansion
Unit IV:	Commodities, capital and empire: Sugar, tea and cotton
Unit V:	The American Revolution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall familiarize the students with the key concepts. It shall enable the students to outline the essential differences as well as connections between the concepts of capitalism, colonialism and imperialism. **(Teaching Time: 4 weeks approx.)**

- Hilton, Rodney. (2006). *The Transition from Feudalism to Capitalism*. Delhi: Aakar Books. [Available in Hindi].
- Bottomore, Tom. (1991). *Dictionary of Marxist Thought*. New Delhi: Blackwell (entries on “Capitalism”, “Colonialism” and “Imperialism and World Market”).
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.1).
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit II: This Unit shall highlight the centrality of the African slave trade in European economic development. **(Teaching Time: 3 weeks approx.)**

- Williams, Eric. (1994). *Capitalism and Slavery*. Reprint. Chapel Hill: University of North Carolina.
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton, pp. 178-186, 200-204.
- Beaud, Michel. (2001). *A History of Capitalism 1500 to 2000*. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.1)
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit III: This Unit shall familiarize the students with the important features of commercial trading companies and their colonial expansion into resource-rich regions and vibrant non-European economies. **(Teaching Time: 3 weeks approx.)**

- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.1, Ch.3 and Ch.6).
- Zwart, Pim de. (2016). *Globalization and the Colonial Origins of the Great Divergence: Intercontinental Trade and Living Standards in the Dutch East India Company's Commercial Empire c. 1600-1800*. Leiden, Boston: Brill (Ch.1, “Introduction”).
- Merriman, J. (2010). *A History of Modern Europe: From Renaissance to the Present - Volume 1*. New York, London: W.W. Norton, pp. 248-252.
- Sinha, A. (2010). *Europe in Transition*. Delhi: Manohar. [Available in Hindi].

Unit IV: This Unit shall use case studies of important commodities to trace the interconnectedness of the emerging capitalist economies and other economies linked to the world market. Using relevant case studies, this Unit shall equip students with global history of capitalism. **(Teaching Time: 3 weeks approx.)**

- Beckert, Sven. (2014). *Empire of Cotton: A Global History*. New York: Vintage Books (“Introduction” and Ch.2, Ch.5 and Ch.6).
- Chaudhuri, K.N. (1978). *The Trading World of Asia and the English East India Company, 1660-1760*. Cambridge: Cambridge University Press (Ch.12).
- Mintz, S.W. (1985). *Sweetness and Power: The Place of Sugar in Modern Industry*. New York: Penguin (Ch.2, pp.32-72, Ch.4).
- Ellis, M.; R. Coulton and M. Mauger. (2015). *Empire of Tea: The Asian Leaf that Conquered the World*. London: Reaktion Books (Ch.3, Ch.4, Ch.8 and Ch.10).

Unit V: This Unit shall discuss the importance of the American Revolution in the coming of age of capitalism. This case study shall help students to identify important developments involving colonial settlers and the metropole. **(Teaching Time: 3 weeks approx.)**

- Foner, E. (2007). *Give Me Liberty! An American History*. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). *Historical Development of Capitalism in the United States, 2 volumes*. New York, Lincoln, Shanghai: iUniverse, Inc.
- Beaud. Michel. (2001). *A History of Capitalism 1500 to 2000*. Trans. by Tom Dickman and Anny Lefebvre. New York: Monthly Review Press (Ch.2)
- Dattar, K. (1997). *America Ka Itihas*. Delhi:University of Delhi, Directorate of Hindi Medium Implementation Board.

Suggested Readings:

- Brenner, Robert. (1976). “Agrarian Class Structure and Economic Development in Pre-Industrial Europe.” *Past & Present* vol. 70, pp. 30-75.
- Ralph, Davis. (1973). *The Rise of Atlantic Economies*. Ithaca, N.Y: Cornell University Press.
- Drescher, S. (1997). “Capitalism and Slavery After Fifty Years.” *Slavery and Abolition* vol 18 no.3, pp. 212-227.
- Dutta, Arup Kumar. (1992). *Cha Garam: The Tea Story*. Guwahati. Paloma Publications.
- Galbraith, J.K. *American Capitalism: The Concept of Prevailing Power*. USA: Transaction Publishers, 1993 (8th printing).
- Joll, J. (1990). *Europe since 1870: An International History*. Fourth edition. London: Penguin (Ch.4, “Imperialism”). [Available in Hindi].

- Kocka, J. (2014). *Capitalism: A Short History*. (Trans. Jeremiah Reimer). Princeton and Oxford: Princeton University Press (Chs.1-3).
- Moxham, Roy. (2003). *Tea, Addiction, Exploitation and Empire*. New York: Carroll and Graff.
- Ormrod, D. (2003). *The Rise of Commercial Empires: England and the Netherlands in the Age of Mercantilism*. Cambridge: Cambridge University Press.
- Porter, A. (1994). *European Imperialism, 1860-1914*. London: Palgrave Macmillan.
- Rappaport, E. (2017). *A Thirst for Empire: How Tea Shaped the Modern World*. Princeton and London: Princeton University Press (Ch.3 and Ch.5).
- Roy, Tirthankar. (2012). *The East India Company: The World's Most Powerful Corporation*. New Delhi: Penguin.
- Smith, Andrew F. (2015). *Sugar: A Global History*. London: Reaktion Books (Ch.2, "New World Sugar to 1900).
- Sweezy, Paul M. (1970). *Theory of Capitalist Development*. New York: Monthly Review Press.
- Wallenstein, Immanuel. (1989). *Modern World System- III*. Berkeley: University of California Press.
- Wood, E.M. (2002). *The Origin of Capitalism: A Longer View*. London: Verso ("Introduction", and Ch.4, Ch.5, Ch.6 and Ch.7).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Capitalism, colonialism, imperialism, Atlantic slavery, American Revolution, trans-Atlantic trade, East India Companies.

DSE III

Issues in Twentieth Century World History-I (the 20th Century)

Course Objectives:

This course aims to provide an understanding of 20th century world history not as a history of parts, individual nations but as an interconnected world history. The paper focuses on how the world changed in the first half of the twentieth century, from the World Wars to new radical and social movements. The course discusses how this world, ridden with conflict and violence, also witnessed growing desires for peace by through an organisation such as the United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define world history and explain the evolving polities.
- Categorise the economies and cultures of the twentieth century world.
- Define the making of the geopolitical order and 'North-South' distinctions.
- Delineate the complex character of modernity and its differences.
- Demonstrate critical skills to discuss and analyze diverse social movements and cultural trends.

Course Content:

Unit I: The Concept and Definition: What is World History?

Unit II: First World War:

- (a) Consequences in Europe and the world,
- (b) League of Nations

Unit III: 1917 Russian Revolution:

- (a) Formation of the USSR;
- (b) Debates on socialism and the role of the Communist International (Comintern)

Unit IV: Fascism and Nazism: Germany and Japan and Second World War

Unit V: Modernity, Rights and Democracy:

- (a) The suffragette movement (England)
- (b) Anti-colonial struggles (Indonesia)
- (c) The formation of the United Nations
- (d) Art and politics (Picasso)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit 1: This Unit shall introduce the students to the concept and definition of world history. **(Teaching Time: 2 weeks approx.)**

- Krippner-Martinez, J. (1995). "Teaching World History: Why We Should Start!" *The History Teacher* 29 (1), pp. 85-92. <https://www.jstor.org/stable/494534>
- Christian, David. (2003). "World History in Context." *Journal of World History* vol. 14 no.4, pp. 437-458. <https://www.jstor.org/stable/20079239>
- Mazlish, Bruce. (1998). "Comparing Global History to World History" *The Journal of Interdisciplinary History* vol. 28 no. 3, pp. 385-395.

<https://www.jstor.org/stable/205420>

- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.

Unit II: This Unit will familiarize the students with the key consequences of the First World War; including the formation of the League of Nations. **(Teaching Time: 3 weeks approx.)**

- Merriman, J. (YEAR). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton (pp. 1011-1016; 1056-1077; 1083-1087).
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothery. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Henig, R. (1995). *Versailles and After 1919-1933*. Lancaster Pamphlets Series. Second edition. New York, London: Routledge.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit III: This Unit will provide the students a broad outline of the history of the USSR post the 1917 October Revolution and shall familiarize them with the functioning of the Comintern. **(Teaching Time: 3 weeks approx.)**

- Nove, Alec. (1992). *An Economic History of the USSR 1917-1991*. London: Penguin.
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes- अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Findley, Carter V. and John Rothey. (2011). *Twentieth-Century World*. USA: Wadsworth Publishing.
- Mahajan, Sneh. (2009) *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन.

Unit IV: This Unit shall introduce the students to important case studies related to the growth of fascism post First World War. The Unit shall connect the discussion on fascism to the Second World War. **(Teaching Time: 3 weeks approx.)**

- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकोंकायुग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवादप्रकाशन.
- Lee, Stephen J. (1982). *Aspects of European History 1789–1980*. London, New York: Routledge (Ch.22, Ch.23, Ch.24 and Ch.30).
- Lee, Stephen J. (2008). *European Dictatorships 1918-1945*. London, New York: Routledge (Ch.5).
- Fairbank, John K., et al. (1965). *East Asia: Modern Transformation*. Boston: Houghton Mifflin; Highlighting edition (section on militarism in Japan).
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.

- Henig, R. (2005). *The Origins of the Second World War 1933-1941*. Lancaster Pamphlets Series. Second edition. London, New York: Routledge.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Unit V: This Unit shall highlight important trends in the development of modern political movements and institutions that unfolded in the first half of the twentieth century. The discussion shall evolve around specified case studies. **(Teaching Time: 5 weeks approx.)**

- Lang, Sean. (2005). *Parliamentary Reform 1789-1928*. Second edition. London, New York: Routledge. (Ch.8, "Votes for Women).
- Thomson, D. (1990). *Europe Since Napoleon*. London: Penguin (Ch.32).
- Perry, Marvin et al. (2016). *Western Civilization: Ideas, Politics, and Society: Since 1400*. Eleventh edition. Canada: Cengage Learning (Ch. 27 – section on Picasso).
- Hobsbawm, E.J. (1996). *The Age of Extremes. 1914-1991*. New York: Vintage.
- Hobsbawm, E.J. (2009). *The Age Of Extremes-अतिरेकों का युग* (translated in Hindi by Prakash Dixit). Mumbai and Meerut: संवाद प्रकाशन.
- Duikar, William J. (2005) *Twentieth-Century World History*. Third edition. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). *Twentieth-Century, the History of the World, 1901-2000*. New York: Viking.
- Mahajan, Sneh. (2009). *Issues in Twentieth Century World History*. Delhi: Macmillan.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली : लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्व विद्यालय प्रकाशन.

Suggested Readings:

- Atkin, N. and M. Biddis. (2009). *Themes in Modern European History, 1890–1945*. London, New York: Routledge (Ch.4, Ch.5, Ch.9 and Ch.10).
- Ferguson, Niall. (2006). *The War of the World: Twentieth-Century Conflict and the Descent of the West*. New York: The Penguin Press.
- Martel, G. (Ed.). (2006). *A Companion to Europe 1900-1945*. Malden, M.A. and Oxford: Blackwell.
- Wakeman, R. (Ed). (2003). *Themes in Modern European History Since 1945*. London, New York: Routledge (Ch.1 and Ch.2).

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

World History, First World war, Russian Revolution, Fascism, Nazism, Second World war, Suffragette Movement, anti-colonial struggles, United Nations

GE- I

Women in Indian History

Course Objectives:

The paper introduces learners to a historical analysis of the lived experiences of women at specific historical moments in the Indian subcontinent. It explores the concerned issues within an interdisciplinary framework. The students will also be familiarized with the theoretical reflections on the study of women's issues with reference to latest researches in the field. The course seeks to make students reflect on the specificity of women's issues in different times and contexts. At the same time, it also traces deeper continuities from a gender perspective.

Learning Outcomes: After successful completion of the course, students will be able to:

- Provide an elementary outline of gender as a concept and patriarchy as a historically constituted system of power.
- Explore women's experiences within specific contexts at specific historical moments.
- Appreciate the contradictions that marked the 'rise' of powerful and 'exceptional' women like Razia, Nur Jahan or Mirabai.
- To discuss the material basis of women's experiences with reference to specific issues like ownership of property.

Course Content:

Unit I. Theory and Concepts

- a) Understanding gender and patriarchy

Unit II. Women in Ancient India

- a) Historiographic Overview
- b) Evolution of Patriarchy with focus on Brahmanical patriarchy
- c) Women and property
- d) Women and work: voices from Tamilakam

Unit III. Women in Medieval India

- a) Historiography and the politics of the harem and the household
- b) Case studies: Razia Sultan, Nur Jahan, Jahanara
- c) Women Bhaktas

Unit IV. Women in Modern India

- a) Gender debate in Colonial India: a case study of sati / women's education
- b) Gandhi, Women's participation and Indian Nationalism
- c) Partition, Refugee Women and Rehabilitation – taught through the movie 'Pinjar'.

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to familiarize students with the theoretical framework of Gender with special focus on patriarchy and feminism and how these concepts can provide tools for historical analysis. **(Teaching Time: 2 weeks approx.)**

- Bhasin, Kamla. (2000). *Understanding Gender*. New Delhi: Women Unlimited.

Unit II. The segment should apprise students of historiographical trends in ancient India pertaining to women. The idea is to explore their voices in specific spaces and during historical moments. **(Teaching Time: 5 weeks approx.)**

- Chakravarti, Uma. (1993). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State". *Economic and Political Weekly*. Vol. 28 no.14, pp. 579-85.
- Ramaswamy, Vijaya. (2000). "Aspects of Women and Work in Early South India". Kumkum, Roy (Ed.). *Women in Early Indian Societies*. New Delhi: Oxford University Press.
- Shah, Shalini. (2012). "Patriarchy and Property", in *The Making of Womanhood: Gender Relations in the Mahabharata*, Revised Edition. Delhi: Manohar, pp. 32-62.
- Roy Kumkum (2018). "Introduction" in *Beyond the Woman Question, Reconstructing Gendered Identities in Early India*. Snigdha Singh, et al. (Eds.). Delhi: Primus, pp.1-20).

Unit III. The focus in this section is on studying women through fluctuating gender relations in diverse spaces and explore linkages between women, power and politics through some exceptional women. **(Teaching Time: 4 weeks approx.)**

- Bokhari, Afshan. (2012). "Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India". in John Curry and Erik Ohlander, (eds.). *Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200–1800*. Oxon: Routledge.
- Habib, Irfan. (2000). "Exploring Medieval Gender History". *IHC 61st Session, Symposia Paper No.23, Calicut*. pp. 263-75.
- Lal, Ruby. (2005). *Domesticity and Power in the Early Mughal World*. New York: Cambridge Studies in Islamic Civilization.
- Ramaswamy, Vijaya. (2011). "Gender and the Writing of South Indian History". in S. Bhattacharya, (ed.). *Approaches to History: Essays in Indian Historiography*, Delhi: ICHR and Primus. pp.199-224.
- Sharma, Sunil. (2009). "From 'Ā' esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women". *Journal of Persianate Studies* vol. 2, pp. 148-64.

- Sangari, Kumkum. (1990). "Mirabai and the Spiritual Economy of Bhakti". *Economic and Political Weekly*. vol. 25/27, pp. 1461-75.

Unit IV. The section focuses on issues pertaining to women in the colonial period as well as their participation in Indian nationalism and experiences during Partition. **(Teaching Time: 5 Weeks approx.)**

- Basu, Aparna. (2003). *Mridula Sarabhai, A Rebel with a Cause*. Oxford: Oxford University Press. (Ch.8, "Recovery of Abducted Women", pp. 133-146).
- Forbes, Geraldine. (1996). *Women in Modern India*. Cambridge: Cambridge University Press, pp. 10-31, 121-156.
- Gupta, Charu. (Ed.). (2012). *Gendering Colonial India: Reforms, Print, Caste and Communalism*. Delhi: Orient Blackswan, [Introduction].
- Kumar, Radha. (1997). *A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India. 1800-1990*. Delhi: Zubaan (Ch.2, 4, 5) [Also available in Hindi].
- Menon, Ritu and Kamla Bhasin. (1998). *Borders & Boundaries*. Delhi: Kali for Women, pp. 3-29.
- Sharma, Yuthika. (2015). "Indian Women's Movement in the 20th Century: Resistance or Reaction". *Proceedings of Gender Issues*. 5th Annual Conference, Nalanda.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Patriarchy, Property, Tamilakam, Razia, Nur Jahan, Jahanara, Bhakti, Sati, Nationalist Movement, Partition

GE- II

Gender in the Modern World

Course Objectives:

The course seeks to introduce to learners, location of Gender in historical past of modern world. The focus is on specific processes across regions. Through analysis of rubrics, complexities of historical issues involving women and state will be unfolded.

Learning Outcomes:

After the completion of the course, the students will be able to:

- Discuss the issues related to gender in world history in a comparative frame.
- Analyze gender realities in larger International context.
- Describe the main facets of Suffrage movement in Britain or in the USA.
- Delineate the role of women in anti-apartheid movement in South Africa.
- Trace the role of women in the Russian revolutions.
- Critically discuss the women's participation in Chinese revolution.

Course Content:

Unit I.	Historicizing Gender: Patriarchy and feminism
Unit II.	Gender in the French Revolution: Women participation; iconography
Unit III.	Women's Suffrage movement in Britain or USA
Unit IV.	Women and anti-Apartheid movement in South Africa
Unit V.	Women in the Russian Revolution
Unit VI.	Engendering the Chinese Revolution

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. The unit aims to make students conversant with the conceptual issues around Gender with special focus on patriarchy and feminism. **(Teaching Time: 2 Weeks)**

- Bock, Gisela. (1989). "Women's History and Gender History: Aspects of an International Debate". *Gender and History* vol. 1 no.1, pp. 7-30.
- Learner, Gerda. (1987). *The Creation of Patriarchy*. New York and Oxford: OUP. (Chapter 1 and 10).

- Michelet, Juliet and Ann Oakley. (Eds.). (1986). *What is Feminism?* London: Pantheon books. (Introduction).
- DuBois, Ellen Carol. (1999). *Feminism and Suffrage: The Emergence of an Independent Women's movement in America 1848-1869*. Ithaca: Cornell University Press.
- Smith, Bonnie G. (Ed.). (2008). *Encyclopaedia of Women in World History*. New York: Oxford University Press [IV Volumes relevant sections].
- Weisner-Hanks, Merry. (2007). "World History and the History of Women, Gender, and Sexuality". *Journal of World History* vol. 18 no.1, pp. 53-67.

Unit II. The focus in the unit is on the significant role played by the women in the French Revolution and how the French political paintings of the time reflected a growing image of the revolution from a gendered perspective. **(Teaching Time: 3 Weeks)**

- Graham, Ruth. (1984). "Loaves and Liberty: Women in the French Revolution". in Bridenthal Renate and Claudia Koonz (Eds.). *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 236-54.
- Juneja, Monica. (1996). "Imaging the Revolution: Gender and Iconography in French Political Prints". *Studies in History* vol. 12 no.1, pp. 1-65.

Unit III. The unit elucidates the trajectory of suffrage movement in two states across the Atlantic; Britain and USA in late 19th and early 20th centuries. This bears testimony to growing feminist consciousness especially in the fields of politics and power. **(Teaching Time: 3 Weeks)**

- Harrison, Patricia Greenwood. (2000). *Connecting Links: The British and American Women's suffrage movements, 1900-1914*. Westport, CT: Greenwood Press.
- Wingerden, Sophia A. (1999). *The Women's Suffrage Movement in Britain, 1866-1928*. New York: St. Martin's Press.

Unit IV. The unit focuses on anti-apartheid resistance in South Africa a very crucial role played by women whose agony doubled on account of being both women as well as black. **(Teaching Time: 2 Weeks)**

- Walker, Cherryl. (1982). *Resistance in South Africa*, New York: Monthly Review Press.

Unit V. The focal point in the unit is to analyse location of women both in the Russian Revolution and after formation of Soviet Union and whether they worked towards the spread of the fundamental ideals of Russian Revolution. **(Teaching Time: 3 Weeks)**

- Rosenthal, Bernice Glatzer. (1984). "Love on the Tractor: Women in the Russian Revolution and After". In Bridenthal Renate and Claudia Koonz (Eds.), *Becoming Visible: Women in European History*. New York: Monthly Review Press, pp. 370-399.

Unit VI. There is the need to investigate the Chinese revolution from a gendered perspective. Women not just participated in the Chinese Communist movement but worked towards radicalizing it as well, making it a genuine mass movement. **(Teaching Time: 3 Weeks)**

- Gilmartin, Christina. (1995). *Engendering the Chinese Revolution: Radical Women, Communist Politics and Mass Movements in the 1920s*. Berkeley: University of California Press.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Feminism, Patriarchy, French Revolution, Suffrage movement, Anti-Apartheid movement, Russian revolution, China

GE III

Culture and Everyday Life in India

Course Objective:

Our everyday lives are filled with activities so routine and mundane that it hardly seems worth talking about them—getting up, doing daily ablutions, drinking a cup of tea or coffee, performing daily prayers and rituals, getting dressed for work place, boarding the metro to work, returning home, finding leisure in watching TV, shopping and even planning a holiday. All these sorts of activities are part of our everyday lives and most people have the same sort of everyday experiences. At the same time, however, different people across the world have different sorts of everyday lives that are defined by their society. Further, society itself is defined by peoples' ideas, values customs, beliefs and ways of thinking. All these things may be explained as 'culture'. While there are several definitions of culture, in this module we will take culture to mean the 'whole way of life' of a given group of people who form the urban populace in India. This course explores the everyday life of people in India through mundane aspects like food, beverage and masticatory habits; manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. In reading these themes we hope to stimulate discussion about particularities of cultural forms that have evolved and continue to change in response to historical circumstance.

Learning Outcomes:

With the completion of this course, the students will be able to:

- Identify the complex nature of relationship between the everyday life and society in urban India.
- Discuss human response to specific historical circumstance.
- Describe the role of Tea, Coffee and betel leave chewing in everyday cultural life and interactions.
- Delineate human interactions with each other in a shrine complex or on the streets.
- Analyze the importance of new avenues of interaction such as Metros, malls or pilgrim centres.
- Discuss the leisurely activities of social groups and resultant spread of ideas.
-

Course Contents:

Unit I:	Culture and everyday life
Unit II:	Sustenance and beyond: Chai, coffee and paan
Unit III:	Religion everyday - at the threshold, shrine & street
Unit IV:	The everyday global in g/local: Metro, mall & pilgrimage online

Unit V: Leisure and everyday

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section equips students to locate the complex nature of relationship between the everyday life and society mainly in urban India keeping in mind the nature of culture. **(Teaching Time: 3 weeks approx.)**

- Radhakrishnan, S. (1944). "Culture of India". *The Annals of the American Academy of Political and Social Science* vol. 233 (India Speaking), pp. 18-21.
- Ramanujan, A. K. (1999). "Is There an Indian Way of Thinking? An Informal Essay." in Vinay Dharwarkar, (ed.). *The Collected Essays of A.K. Ramanujan*. New Delhi: Oxford University Press. pp. 34-51.
- Hansen, Kathryn. (2010). "Who wants to be a cosmopolitan? Readings from the composite culture." *The Indian Economic and Social History Review* vol. 47 no.3, pp. 291–308.

Unit II. The segment examines that culture is multifaceted and evolves in response to historical circumstance and that culture cannot be essentialized. It explores the everyday life in India through mundane aspects like food, beverage and masticatory habits. **(Teaching Time: 3 weeks approx.)**

- Nandy, Ashish. (2004). "The Changing Popular Culture of Indian Food: Preliminary Notes." *South Asia Research* vol. 24 no.1, pp. 9–19.
- Lutgendorf, Philip. (2012). "Making tea in India: Chai, capitalism, culture." *Thesis Eleven* vol. 113 no.1, pp. 11-31.
- Venkatachalapathy, A. R. (2002). "'In those days there was no coffee': Coffee-drinking and middle-class culture in colonial Tamilnadu." *The Indian Economic & Social History Review* vol. 39 nos.2–3, pp. 301–316.
- Gowda, M. (1951). "The Story of Pan Chewing in India". *Botanical Museum Leaflets Harvard University* vol. 14 no.8, pp. 181-214.

Unit III. The unit communicates the complex, diverse and everyday location of culture -- performing daily prayers and rituals, getting dressed for work, finding leisure in watching TV, shopping and planning a holiday. People across the world have different sorts of everyday lives that are framed and negotiated within their respective societies. This unit elaborates on how the social and cultural world is defined by peoples' ideas, values, customs, beliefs and ways of thinking. **(Teaching Time: 4 weeks approx.)**

- Kilambi, Jyotsna S. (1985). "Toward an Understanding of the Muggu: Threshold Drawings in Hyderabad." *RES: Anthropology and Aesthetics* vol. 10, pp. 71-102.

- Qureshi, Regula. (1992-1993). "'Muslim Devotional': Popular Religious Music and Muslim Identity under British, Indian and Pakistani Hegemony". *Asian Music* vol. 24 no.1, pp. 111-121.
- Raj, Selva J. (2008). "Public display, communal devotion: Procession at a South Indian Catholic festival". in A. Jacobson Knut, (ed.). *South Asian Religions on Display: Religious Processions in South Asia and in the Diaspora*. London & New York: Routledge, pp. 77-91.
- Mini, Darshana Sreedhar. (2016). "Attukal 'Pongala': The 'Everydayness' in a Religious Space". *Journal of Ritual Studies*. vol. 30 no. 1. Special Issue: Transformations in Contemporary South Asian Ritual: From Sacred Action to Public Performance, pp. 63-73.

Unit IV. The purpose is to apprise students and to help them identify the complex nature of relationships that constitute everyday lives in urban society. This will be useful in stimulating further inquiry and develop ability to analyse culture through multiple frames of reference. **(Teaching Time: 3 weeks approx.)**

- Sadana, Rashmi. (2010). "On the Delhi Metro: An Ethnographic View". *Economic and Political Weekly* vol. 45/46, pp. 77-83.
- Voyce, Malcolm. (2007). "Shopping Malls in India: New Social 'Dividing Practices'". *Economic and Political Weekly* vol. 42 no. 22, pp. 2055-62.
- Scheifinger, Heinz. (2009). "The Jagannath Temple and Online Darshan". *Journal of Contemporary Religion* vol. 24 no.3, pp. 277-90.
- Saeed, Yousuf. (2012). "Jannat ki Rail: Images of Paradise in India's Muslim Popular Culture". in Mumtaz, Currim, (ed.). *Jannat: Paradise In Islamic Art*. Mumbai: Marg Foundation.

Unit V. This segment will take culture to mean the 'whole way of life' of a given group of people who form the urban populace. It explores the everyday life in India through manner of conduct in the domestic and public sphere; responses to globalization in localized spheres; and defining leisure in cinema or recreational outings. **(Teaching Time: 3 weeks approx.)**

- Lutgendorf, Philip. (2006). "Is There an Indian Way of Filmmaking?". *International Journal of Hindu Studies* vol. 10 no. 3, pp. 227-256.
- Srivastava, Sanjay. (2009). "Urban Spaces, Disney-Divinity and Moral Middle Classes in Delhi". *Economic and Political Weekly* vol. 44 no.26/27, pp. 338-45.
- Waghorne, Joanne Punzo. (2014). "Engineering an Artful Practice: On Jaggi Vasudev's Isha Yoga and Sri Sri Ravishankar's Art of Living". in Mark Singleton & Ellen Goldberg, (ed.). *Gurus of Modern Yoga*. New York: Oxford University Press, pp. 283-307.

Suggested Readings.

- Pant, Pushpesh. (2013). "INDIA: Food and the Making of the Nation". *India International Centre Quarterly* vol. 40 no.2. pp. 1-34.
- Pandya, Samta P. (2016). "Guru' Culture in South Asia: The Case of Chinmaya Mission in India". *Society and Culture in South Asia*. vol. 2 no.2. pp. 204–232.
- Srivastava, Sanjay. (2014). "Shop Talk: Shopping Malls and Their Publics". In Nita Mathur (Ed.). *Consumer Culture, Modernity and Identity*. Delhi: Sage, pp. 45-70.
- Warriar, Maya. (2013). "Online Bhakti in a Modern Guru Organization". In Mark Singleton and Ellen Goldberg (Eds.), *Gurus in Modern Yoga*. New York: Oxford University Press. pp. 308-327. (Chapter 14).

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Chai, Coffee, Paan, Everyday Religion, Pilgrimage online, Metro, Mall, Leisure, Yoga

SEC V

Popular Culture

Course Objective:

One of the purposes of learning History is to be able to evolve a critical lens with which one can make sense of one's immediate and lived experience. Popular culture happens to be a major component of that experience, surrounding us at all times, particularly since it is easy to access. This course aims to provide students with a critical understanding of popular culture. One of the objectives of the course is to help the student attempt to define popular culture through a study of the complex theoretical discussion on the subject. This theoretical engagement is expected to enable learners to comprehend various aspects of popular culture both in non-Indian and Indian contexts focussing particularly on themes pertaining to religion, performative traditions, food cultures as well as the constitution of a 'new public' with regard to its patterns of consumption of culture, in contemporary times.

Learning Outcomes:

Upon successful completion of course students will be able to:

- Engage with a range of theoretical perspectives in an attempt to define popular culture,
- Describe the methodological issues involved in a historical study of popular culture,
- Identify the relevant archives necessary for undertaking a study of popular culture, while pointing out the problems with conventional archives and the need to move beyond it,
- Interpret the above theoretical concerns to actual historical studies, through a case study,
- Estimate the popular aspects of everyday experience of religion and religiosity, through a wide range of case studies relating to festivals and rituals, healing practices as well as pilgrimage and pilgrim practices,
- Examine the role of orality and memory in popular literary traditions,
- Demonstrate the evolution of theatre and dance within the popular performative traditions,
- Analyse the role of technology in the transformation of music from elite to popular forms,
- Examine the relationship between recipes/recipe books and the construction of national/regional identities,
- Identify the history of the cultures of food consumption and its relationship with the constitution of a modern bourgeoisie,

- Examine the process of emergence of a pattern of 'public consumption' of culture in contemporary times, with specific reference to art, media and cinema

Course Content:

Unit I: Understanding Popular Culture: Some Issues

[a] Defining Popular Culture : Popular Culture as Folk Culture, Mass Culture, as the 'other' of High Culture, People's culture, etc.

[b] Popular Culture and History: The Historian and the archives

[c] Popular Culture in Early Modern Europe or the City of Mumbai

Unit II: Some Aspects of Popular Culture in India

(Students should choose any three from the four rubrics [a] – [d] mentioned below)

[a] Religion and everyday practice

(i) Festivals and Rituals: Case studies of Navaratri in Madras / Urs in Ajmer / Kumbh Mela

(ii) Everyday healing and petitioning the divine: Case studies of Jinns in Delhi / Popular Hinduism / Tantric practices

(iii) Sacred Geographies, Sacred Spaces: Pilgrimage and pilgrim practices

[b] Performative Traditions

(i) Orality, Memory and the Popular: Case studies of women's Ramayanas in the oral tradition Andhra/ Rajasthan

(ii) Theatre and Dance:

(iii) Music: Popular music and Technology; Case studies of Devotional music / the Ghazal and the Cassette

[c] Food Cultures

(i) Recipes and the national project: Popular recipe books

(ii) Food and Public Cultures of Eating: Udipi Hotels, Dum Pukht, South Asian food in a global world

(iii) Cultures of Consumption: Tea-Coffee and the Indian Middle Class

[d] Making of a new 'Public'

(i) Popular Art: Imagining the nation in Calendar art

(ii) Print media: Amar Chitra Katha

(iii) Cinema: Constructing Family, Gender and Marriage through popular cinema

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to various theoretical dimensions of popular culture coming through more abstract readings on the subject culled from early modern European and contemporary Indian history. This will establish the foundations on the basis of which the student can focus on more detailed case studies of popular culture in the second rubric. **(Teaching Time: 5 weeks approx.)**

- Storey, John. (1996). *Cultural Studies and the Study of Popular Culture: Theories and Methods*. Edinburgh: Edinburgh University Press.

- Groot, Jerome de. (2009). *Consuming History: Historians and heritage in contemporary popular culture*. London: Routledge
- Jain, Jyotindra. (2007). *India's Popular Culture: Iconic Spaces and Fluid Images*. Marg Publications. vol. 59 no.2, pp. 6-31, 60-75, 90-113.
- Burke, Peter. (2009). *Popular Culture in Early Modern Europe*. Surrey: Ashgate, pp. 23-132.

or

- Prakash, Gyan. (2010). *Bombay Fables*. Delhi: Harper Collins, pp. 75-156.

Unit II: This rubric introduces students to different aspects of popular culture through precise case studies. These will cover subjects like popular festivals, religious practices, oral traditions, recorded music, recipe books, popular restaurants, consumption of tea/coffee, calendar art, comics and TV serials. Students are required to choose readings to correlate with their three choices from the four available. **(Teaching Time: 11 weeks approx.)**

- Hancock, Mary Elizabeth. (2018). *Womanhood in the Making: Domestic Ritual and Public Culture in Urban South India*. New York: Routledge.
- Kakkar, Sudhir. (1991). *Shamans, Mystics and Doctors: A Psychological Inquiry into India and its Healing Traditions*. Chicago: University of Chicago Press.
- Taneja, Anand Vivek. (2018). *Jinnealogy: Time, Islam and Ecological Thought in the Medieval Ruins of Delhi*. Stanford: Stanford University Press.
- Mohammad, Afsar. (2013). *The Festival of Pirs: Popular Islam and Shared Devotion in South India*. Delhi: Oxford University Press.
- Waghorne, Joanne Punzo. (2004). *Diaspora of Gods: Modern Hindu Temples in an Urban Middle Class World*, Delhi: Oxford University Press.
- Henn, Alexander. (2014). *Hindu-Catholic Engagements in Goa: Religion, Colonialism and Modernity*. Delhi: Orient BlackSwan, pp. 126-168.
- Rao, Velcheru Narayana. (2016). *Text and Tradition in South India*. Delhi: Permanent Black. (The section on "A Ramayana of their Own", pp. 240-69).
- Bharucha, Rustam. (2003). *Rajasthan: An Oral History, Conversations with Komal Kothari*. Delhi: Penguin.
- Rege, Sharmila. (2002). "Conceptualising Popular Culture: Lavani and Powada in Maharashtra". *Economic and Political Weekly* vol. 37 no.11, pp. 1038-1047.

- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender, Daily and Popular Culture in India*. Delhi: Oxford University Press.
- Manuel, Peter. (1993). *The Cassette Culture: Popular Music and technology in North India*. Chicago: University of Chicago Press.
- Appadurai, Arjun. (1988). "How to Make a National Cuisine: Cookbooks in Contemporary India". *Comparative Studies in Society and History* vol. 30 no.1, pp. 3-24.
- Ray, Krishnendu and Tulasi Srinivas (2012). *Curried Cultures: Globalization, Food and South Asia*. Los Angeles: University of California Press.
- Bhadra, Gautam. (2005). *From an Imperial Product to a National Drink: The Culture of Tea Consumption in Modern India*. Kolkata: CSSSC.
- Venkatachalapathy, A. R. (2006). *In Those Days There Was No Coffee: Writings in Cultural History*. Delhi: Yoda Press.
- Oberoi, Patricia. (2006). "Unity in Diversity? Dilemmas of Nationhood in Indian Calendar Art." in Dilip M Menon, (ed.). *Readings in History: Cultural History of Modern India*. Delhi: Social Science Press.
- Ramaswamy, Sumathi. (2001). "Maps and Mother Goddesses in Modern India." *Imago Mundi* vol. 53 no.1, pp. 97-114.
- Jain, Kajri. (2007). *Gods in the Bazaar: The Economies of Indian Calendar Art*. London: Duke University Press.
- Chandra, Nandini. (2008). *The Classic Popular Amar Chitra Katha, 1967-2007*. Delhi: Yoda Press.
- Aguiar, Marian. (2013). "Arranged Marriage: Cultural Regeneration in Transnational South Asian Popular Culture". *Cultural Critique* vol. 84, pp. 181-213.
- Oberoi, Patricia. (2006). *Freedom and Destiny: Gender Family and Popular Culture in India*. Delhi: Oxford University Press.

Online Resources:

- Students should use the online resources from the project entitled "Visual Pilgrim Project: Mapping Popular Visuality and Devotional Media at Sufi Shrines and Other Islamic Institutions in South Asia":
- Abeer Gupta, The Visual and Material Culture of Islam in Ladakh
- Amit Madheshiya and Shirley Abraham, Syncretic posters at the Sailani baba shrine in Maharashtra: Exploring portability of religious iconography through networks of circula-

tion

- Snehi, Yogesh. (2013). "Replicating Memory, Creating Images: Pirs and Darghas in Popular Art and Media of Contemporary Punjab". *South Asia's Islamic Shrines and Transcultural Visuality* (online journal).
- Torsten Tschacher, 'You have to Grant Your Vision': Ideas and Practices of Visuality in Popular Muslim Art in Tamil Nadu

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Definitions of popular culture, History, contemporary Mumbai, Festivals, Navratri, Urs, Jinns, Pilgrimage, Oral traditions, Cassettes, Devotional music, recipe books, Udupi restaurants, Dum Pukht food, Tea and Coffee, Calendar Art, Amar Chitra Katha, Popular television and cinema.

SEC VI

Language, Literature and Region in Early Modern Times

Course Objective:

This course provides students with an understanding of complex historical relationships between development of languages, formation of identities and the politics of region, community and nation. These relationships changed over a period of time and the course attempts to apprise students of the diverse ways in which scholars explain the process of the emergence of regional/ vernacular languages as literary media. It also attempts to equip students with the ability to analyse the politics of language as it is implicated in the politics of regional pride, as well as communal and national identities.

Learning Outcomes:

Upon successful completion of course students will have knowledge and skills to:

- Describe the chronology of the emergence and literarization of major languages in India.
- Analyse and articulate the various ways in which scholars have attempted to examine the histories and politics of languages, especially vis-à-vis the formation of regional, communal and national pride and identities.
- Identify and analyse the larger socio-political implications of the choice of a language, or a particular register of a given language, especially in literature and cinema.
- Justify that language function at multiple levels and in multiple facets of life.
- Examine the differences and why and how these are created has will be identified.

Course Content:

Unit I: Languages in a Multilingual Culture

- a. Regionalization or Vernacularization?
- b. Forms and Histories of Multilingualism

Unit II: Language, Region, Identities: a case study of Telugu

- a. Emergence of Regional identity
- b. Role of Political Patronage

Unit III: Hindi and Urdu in the Age of Nationalism

- a. One Language, Two Scripts
- b. Hindi, Hindui, Rekhta, Urdu, Deccani

Unit IV: Spot the Difference: Language Projects with Literature and Cinema

- a. Language of Premchand, Renu and Hazari Prasad Dvivedi
- b. Sarkari Hindi (Akashvani and GOI official communication) vs. Popular Bollywood Language
- c. Differing Registers in Hindi Films: Barsat (Urdu), Chupke Chupke (Satire), Party (Sarkari Hindi), Pink (Hinglish)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit locates the interplay between languages and literary cultures in a multilingual Culture. It also problematises the label regionalisation and Vernacularization as well as forms and histories of Multilingualism. **(Teaching Time: 4 Weeks Approx.)**

- Majumdar, R. C. (Ed.) (n.d.). *History and Culture of the Indian People*. Bombay: Bharatiya Vidya Bhawan (Chapter XV: 'Language and Literature').
- Pollock, Sheldon. (1998). "India in the Vernacular Millennium: Literary Culture and Polity, 1000-1500". in Shmuel Eisenstadt, Wolfgang Schluchter and Bjorn Wittrock, (eds.). *Early Modernities Special Issue of Daedalus* vol. 127 no.3, pp. 41-74.
- Pollock, Sheldon. (1995). "Literary History, Region and Nation in South Asia: Introductory Note." *Social Scientist* vol. 23 no.10-12, pp. 1-7.
- Jha, Pankaj. (2019). "Multilingualism." *A Political History of Literature: Vidyapati and the Fifteenth Century*. Delhi: Oxford University Press, pp. 58-67.
- Orsini, Francesca. (2012). "How to do Multilingual Literary History." *Indian Economic and Social History Review* vol. 49 no.2, pp. 225-46.

Unit II: This unit examines the interrelationship between language and region in the process of identities formation. It will examine this process through a case study of Telugu. **(Teaching Time: 4 Weeks Approx.)**

- Nagaraju, S. (1995). "Emergence of Regional Identity and Beginnings of Vernacular Literature: a Case Study of Telugu." *Social Scientist* vol. 23 no.10-12, pp. 8-23.
- Rao, V. Narayana (1995). "Coconut and Honey: Sanskrit and Telugu in Medieval Andhra." *Social Scientist* vol. 23 no.10-12, pp. 24-40.

Unit III: This unit examines the emergence of Hindi and Urdu in the Age of Nationalism and its histories. It also examines the appropriation of language to reduce it to religious identities and associated politics. **(Teaching Time: 4 Weeks Approx.)**

- Faruqui, S. R. (2003). "A Long History of Urdu Literary Culture". in Sheldon Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, pp. 805-63.
- Rai, Alok. (2001). *Hindi Nationalism*. Delhi: Orient Longman.
- Petievich, Carla. (2001). "Gender politics and the Urdu ghazal: Exploratory observations on Rekhta versus Rekhti." *Indian Economic and Social History Review* vol. 38 no.3, pp. 223-48.

Unit-IV: This unit suggest that language function at multiple levels and in multiple facets of life. What are the difference and why and how these are created has will be examined through this unit. **(Teaching Time: 4 Weeks Approx.)**

- McGregor, R. S. (2003). "The Progress of Hindi." in Pollock, (ed.). *Literary Cultures in History: Reconstructions from South Asia*. Berkeley: University of California Press, Part-I, pp. 912-57.
- One story/essay each of Premchand, Phanishwar Nath Renu and Hazari Prasad Dvivedi.
- Samples of Akashvani Hindi and Gazette of the Government of India for students to observe and comment on the nature of their language
- Watching the films mentioned and to observe and comment on the difference in their languages

Suggested Readings

- Ali, S. Athar. (1992). "Translations of Sanskrit Works at Akbar's Court". *Social Scientist* vol. 20 no.9/10, pp. 38-45. (Also reproduced in Iqtidar Alam Khan, ed., (1999). *Akbar and His Age*. Delhi: ICHR and Northern Book Centre.)
- An interesting debate between Alok Rai and Shahid Amin can be accessed here: <http://www.urdustudies.com/pdf/20/12AminRai.pdf>
- Bangha, Imre. (2018). "The Emergence of Hindi Literature: From Transregional Maru-Gurjar to Madhyadeśī Narratives", in Tyler Williams, Anshu Malhotra and John Stratton Hawley, (Eds.). *Text and Tradition in Early Modern North India*. New Delhi: Oxford University Press, pp. 3-39.
- Busch, Allison. (2011). *Poetry of Kings: The Classical Hindi Literature of Mughal India*. New York: Oxford University Press. ("Introduction").
- Ernst, Carl W. (2003). "Muslim Studies of Hinduism?: A Reconsideration of Arabic and Persian Translations from Indian Languages." *Iranian Studies* vol. 36 no.2, pp. 173-95.
- Faruqui, Munis. (2014). "Dara Shukoh, Vedanta and Imperial Succession in Mughal India." in Vasudha Dalmia and Munis Faruqui, (Eds.). *Religious Interactions in Mughal India*. Delhi: Oxford University Press, pp. 30-64.
- Pollock, Sheldon. (2001). "The Death of Sanskrit." *Comparative Studies in Society and History*. Vol. 43 no.2, pp. 392-426.
- Shukla, Ramchandra. (1929). *Hindi Sāhitya ka Itihās*. Allahabad: Lokabharati Prakashan (Reprint, 2009).

- Truschke, Audrey. (2016). *Culture of Encounters: Sanskrit at the Mughal Court*. Gurgaon: Penguin Books. ("Introduction: The Mughal Culture of Power").

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be regularly assessed for their grasp on themes through debates and discussions covered in class. One written assignment and one presentation of the report prepared by students individually or in a moderate sized group will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Regions, Vernacular, Multilingualism, One Language two scripts, Rekhta, Deccani, Sarkari Hindi, Bollywood Language.

BA PROGRAMME IN HISTORY
6th SEMESTER PAPERS



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B.A. History Programme

1 Credit distribution for B.A. History Programme

CORE COURSE			
Semester	Course Code	Name of the Course	Credits
VI DSE II			5+1
		History of Europe 1500-1848	
		Or	
		Economy and Politics: Histories of Capitalism and Colonialism II	
		Or	
		Issues in twentieth Century World History II	
Generic Elective			
VI GE II		Nature in Human History	5+1
		Or	
		Investigating Inequalities	
		Or	
		Delhi Through the Ages	
Skill Enhancement Course			
VI SEC IV		Understanding Text, Rituals and Orality in Indian History	4
		Or	
		Radio and Cinema in India: A Social History	



2. BA Program Semester-wise Distribution of Courses

Semester	Core Courses	Discipline Selective Courses	GE	SEC	Ability Enhancement Courses
VI		Choice of DSE II papers	Choice of GE II papers	Choice of SEC IV papers	



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DSE IV

History of Europe 1500-1848

Course Objective:

The objective of this course is to make the students familiar with the history of modern Europe. The purpose is to enable them to understand the linkages between themes in Indian history papers and to give them a European perspective of themes involved.

Learning Outcomes:

On completion of this course, the student will be able to:

- Define the role of Europe in the world during the period under study.
- Describe Reformation.
- Explain the scientific 'discoveries'.
- Outline the contemporary state and politics.

Course Content:

Unit I. Reformation:

[a] The Papacy and its critics

[b] The Protestant reformation: Calvinism; the English Reformation

[c] Catholic Reformation

Unit II. Science, Navigation and the ' Discoveries'

[a] Voyages

[b] Reflections on the scientific method

[c] Hobbes, Locke and the Philosophes



[d] Despotism and the limits of Enlightenment

Unit III. State and Politics:

[a] King and Parliament in 17th century England

[b] Absolutism and the peasantry in Eastern Europe

Unit IV. Gender, Literature and Art

[a] Literary trends from Dante to Shakespeare

[b] Art from Baroque to Rococo and Neo Classicism

[c] Women Family and the Public Sphere

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I.: At the completion of this unit students would have learnt about the ascendancy of the Church and Papacy, the Reformation in Europe and England and its impact on Catholicism and Protestantism. (Teaching Time: 3 weeks approx.)

- Elton, G.R. (1990). Reformation Europe, 1517-1559. London: Fontana Press.
- Hill, Christopher. (1969). Reformation to Industrial Revolution. London: Penguin Books.
- Mac Culloch, Diarmaid. (2004). Reformation: Europe's House Divided, 1490-1700. London: Penguin Books Ltd.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.3).
- Sinha, A. (2010). Europe in Transition. Delhi: Manohar. [Available in Hindi].

Unit II: At the completion of this unit, students would have learnt about the shifts in human history that were a result of the 'Enlightenment' and the Renaissance. (Teaching Time: 4 weeks approx.)

- Parry, J. H. (1963). Age of Reconnaissance. London: Weidenfield & Nicholson.



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- Pagden, Anthony. (2013). The, Enlightenment: And Why it Still Matters. Oxford: Oxford University Press.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.8).
- Sinha, A. (2010). Europe in Transition. Delhi: Manohar. [Available in Hindi].

Unit III. At the completion of this unit, students would have learnt about the making of the modern state, its early representative systems and their exclusions. (Teaching Time: 4 week approx.)

- Kumin, Beat (ed.). (2013). The European World 1500-1800: An Introduction to Early Modern History. New York: Routledge.
- Wolf, Eric R. (2010). Europe and the People without History. Berkeley: University of California Press.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.
- Merriman, J. (YEAR). A History of Modern Europe: From Renaissance to the Present. Volume 1. New York, London: W.W. Norton (Ch.7).

Unit IV. At the Completion of this unit, students would have learnt about the social changes in Europe history through interventions in the field of gender, literature and art. (Teaching Time: 5 weeks approx.)

- Rogers, Pat (Ed.). (2001). The Oxford Illustrated History of English Literature. Oxford: Oxford University Press, pp. 59-159.



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- Landes, J.B. (1988). Women and the Public Sphere in the Age of the Revolution. New York: Cornell University Press.
- Power, E. (1997). Medieval Women. Cambridge: Cambridge University Press.
- Hauser, Arnold. (2005). The Social History of Art, Vol. III: Rococo, Classicism and Romanticism. London: Routledge.
- Cameron, E. (2001). Early Modern Europe: An Oxford Dictionary. Oxford: Oxford University Press.

Suggested Readings:

- Anderson, M.S. (1976). Europe in the 18th century. New York: Longman.
- Anderson, Perry. (1979). Lineages of the Absolutist State. London: Verso Edition.
- Davies, Norman. (1998). Europe; A History. New York: Harper Collins.
- Eisenstein, E. (1980). The Printing Press as an Agent of Change. 2 Vols. Cambridge: Cambridge University Press.
- Gay, Peter. (1966). The Enlightenment: An Interpretation. New York: Alfred K. Knopf.
- Greaves, R. L., Robert Zaller and J. T. Roberts. (1994). Civilizations of the West: From 1660 to the Present. New York., Harper and Collins College Publishers.
- Kearney, Hugh. (1971). Science and Social Change, 1500-1700. University of Wisconsin-Madison: McGraw-Hill.
- King, Margaret L. (1994). Western Civilizations: A Social and Cultural History. New York: Prentice Hall.
- Ralph, L. P., Standish Meacham, Robert E. Lerner and Edward McNall Burns. (1993). Western Civilizations, Vol. II. New York, London: W.W. Norton & Co.
- Wiesner, Merry E. (2013). Hanks, Early Modern Europe, 1450-1789. New York: Cambridge University Press.
- विजय, देवेश (सं.). (2010). यूरोपीयसंस्कृति, नईदिल्ली: हिंदीमाध्यमकार्यान्वयनिदेशालय
- सिन्हा, अरविन्द. (2009). संक्रांतिकालीनयूरोप, नईदिल्ली: ग्रन्थशिल्पी.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Reformation, the Papacy, Catholic reformation, discoveries, theory of social contract, despotism, absolutism, enlightenment, Neo-classicism, public sphere




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DSE V

Economy and Politics: Capitalism and Colonialism-II

Course Objective:

The course familiarizes the students understand the process of transformation and the uniqueness of Capitalism and Imperialism. It will introduce the student to the impact of imperialist economic policies in China, South Africa and Southeast Asia. The student will also study the impact of the Imperialist interventions in Africa and West Asia. The students will also study the development of capitalism outside the Atlantic economy and examine the rise of Japan as an important economic power.

Learning Outcomes:

- Demonstrate the implications of capitalist developments and their socio-economic impacts in the colonial world.
- Distinguish the nature of imperialist expansion and exploitation of weaker nations.
- Explain the impact of imperialism on various colonies.

Course Content:

Unit I: The Civil War and the emergence of USA as a capitalist power

Unit II: Finance Capital and Imperialism:

[a] Theories of Capitalism; Hobson, Lenin and Schumpeter

[b] Railways (China) / Gold (South Africa) / Rubber (Southeast Asia)

Unit III: Capitalist developments in Japan (1868-1920s)



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Unit IV: Colonialist partition of Africa

Unit V: West Asia 1914-1930s:

[a] Ottoman Empire and the first world war

[b] Redrawing the Map: The British and French mandates

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit will highlight the development of capitalism in USA in the latter half of the nineteenth century and accordingly contextualize the Civil War. (Teaching Time: 3 weeks approx.)

- Randall, J. G. and David Herbert Donald. (1969). Civil War and Reconstruction. U.S.A.: D.C. Heath & Company.
- Foner, E. (2007). Give Me Liberty! An American History. Vol. I. Second edition. New York: W.W. Norton & Co.
- Lyles, L. D. and E. T. Lyles. (2003). Historical Development of Capitalism in the United States. 2 vols. New York, Lincoln, Shanghai: iUniverse, Inc.
- Barrington, M. Jr. (2015). "The American Civil War: The Last Capitalist Revolution." Social Origins of Dictatorship and Democracy, Lord and Peasant in the Making of the Modern World. Boston: Beacon Press.
- Datar, K. (1997). America Ka Itihas. Delhi: Directorate of Hindi Medium Implementation Board, University of Delhi.

Unit II: In this Unit the students will be provided an overview of the key theories of imperialism and shall proceed to look at a case study of one of the regions of imperialist competition. (Teaching Time: 4 weeks approx.)

- Brewer, Anthony. (1990). Marxist Theories of Imperialism. London, New York: Routledge (Ch.1, Ch.4 and Ch.6).



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- Joll, J. (1990). Europe since 1870: An International History. Fourth edition. London: Penguin (Ch.4, "Imperialism"). [Available in Hindi].
- Kocka, J. (2014). Capitalism: A Short History. (Trans. Jeremiah Reimer.) Princeton and Oxford: Princeton University Press (Ch.4).
- Beaud. Michel. (2001). A History of Capitalism 1500 to 2000. (Trans. by Tom Dickman and Anny Lefebvre.) New York: Monthly Review Press (Ch.3, and Ch.4).
- Jean Chesneaux et al. (1977). China from the 1911 Revolution to Liberation. New York: Pantheon Books.
- Chung, Tan. (2013). Triton and Dragon: Studies on the Nineteenth Century China and Imperialism. Reprint. Delhi: Gyan Publishing (Ch.6 and Ch.7).
- Tarling, Nicholas. (2001). Imperialism in Southeast Asia: 'A Fleeting, Passing Phase'. London and New York: Routledge (Ch.6).
- Osborne, Milton. (2002). South East Asia: An Introductory History. Sydney: Allen and Unwin
- Meredith, M. (2007). Diamonds, Gold and War: The Making of South Africa. Simon & Schuster.

Unit III: This Unit shall provide the students a detailed overview of how an Asian power, Japan, developed along capitalist and imperialist lines from the second half of the nineteenth century. (Teaching Time: 3 weeks approx.)

- Allen, G. C. (2003). A Short Economic History of Modern Japan, 1867-1937. London: Routledge.
- Fairbank, John K., et al. (1965). East Asia: Modern Transformation. Boston: Houghton Mifflin; Highlighting edition.
- Hane, Mikiso. (2000). Japan: A Short History. Great Britain: Oneworld Publications.
- Norman, E H. (2000). Japan's Emergence as Modern State. Canada: UBC Press.



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Unit IV: This Unit shall familiarize the students with the land grab and aggressive partitioning of the African continent by advanced imperialist powers. (Teaching Time: 3 weeks approx.)

- Klein, Herbert S and Ben Vinson. (1986). African Slavery in Latin America and Caribbean. Oxford: Oxford University Press.
- Hobsbawm, E. J. (1975). Age of Capital, 1848-1875. London: Phoenix Press.
- Joll, James and Gordon Martel. (2006). Origins of the First World War. London, New York: Routledge.
- Roth J.J. (Ed.). (1968). World War I: A Turning Point in Modern History. Second edition. New York: Knopf.
- Mazrui, Ali A. (1993). UNESCO General History of Africa, Africa since 1935. Vol. 8. California: UNESCO.
- Mackenzie. J. (1983). The Partition of Africa and European Imperialism of the Nineteenth Century. London, New York: Methuen.
- Wolf, Eric. (2010). Europe and the People without History. California: University of California Press.
- वर्मालालबहादुर, यूरोपकाइतिहासे-book: <https://epustakalay.com/book/67721-europ-ka-itihas-by-lal-bahadur-varma/>

Unit V: This Unit shall provide the students an overview of the key developments that unfolded in West Asia from the period of First World War to the end of the Second World War. (Teaching Time: 3 weeks approx.)

- Aksakal, Mustafa. (2008). The Ottoman Road to War in 1914: The Ottoman Empire and the First World War. London, New York, Singapore, Delhi: Cambridge University Press ("Introduction", Ch.3 and Ch.4).
- Provence, Michael. (2017). The Last Ottoman Generation and the Making of the Modern Middle East. Cambridge: Cambridge University Press (pp. 56-100; 190-260).



- Fieldhouse, D.K. (2006). Western Imperialism in the Middle East 1914-1958. Oxford: Oxford University Press (sections on Britain and Mesopotamia/Transjordan/Syria-Lebanon, and the French).

Suggested Readings:

- Austen, Ralph. (1987). African Economic History. London: James Currey.
- Davies, Norman. (1998). Europe: A History. New York: Harper Collins.
- Faulkner, H. U. (1958). American Economic History. New York: Harper Bros.
- Galbraith, J.K. (1993). American Capitalism: The Concept of Prevailing Power. USA: Transaction Publishers.
- Hobsbawm, E.J. (1987). The Age of Empire 1875-1914. New York: Pantheon Books.
- Jelavich, Charles and Barbara Jelavich. (1977). Establishment of the Balkan National States 1840 – 1920. Seattle/London: University of Washington Press.
- Kemp, Tom. (1967). Theories of Imperialism. London: Dobson Books.
- Lowe, Norman. (1997). Mastering Modern World History. Third edition. Delhi: Macmillan India Ltd.
- Martel, G. (Ed.). (2006). A Companion to Europe 1900-1945. Malden, M.A. and Oxford: Blackwell.
- Merriman, J. (2010). A History of Modern Europe: From Renaissance to the Present. Volume 2. New York, London: W.W. Norton.
- Pedersen, Susan. (2015). The Guardians: The League of Nations and the Crisis of Empire. Oxford: Oxford University Press (pp. 17-106).
- Porter, A. (1994). European Imperialism, 1860-1914. London: Palgrave Macmillan.



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- Stephens, J.J. (2003). *Fuelling the Empire: South Africa's Gold and the Road to War*. New Jersey: Wiley.
- Tarling, Nicholas. (Ed.). (1992). *Cambridge History of South-East Asia*. Vol. II. Cambridge: Cambridge University Press.
- Tran, Binh Tu. (1985). *The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation*. (Trans. by John Spragens Jr.) Ohio City: Centre for Research in International Studies, Ohio University.
- Wesseling, H.L. (1996). *Divide and Rule: The Partition of Africa, 1880-1914*. Michigan: Praeger.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks



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Total: 100 Marks

Keywords:

American civil war, Theories of capitalism, Imperialism, Africa, China., Southeast Asia, Capitalist Japan, the Ottoman empire and the first world war.

DSE VI

Issues in Twentieth Century World History-II

Course Objectives:

This course aims to provide an understanding of 20th century world history not as history of parts, individual nations but as interconnected world history. Through events focus is on how the world evolved from the Wars of Nations to new radical and social movements. World ridden with conflict and violence also witness growing desires for Peace by forming United Nations. The emphasis is on taking up case studies to illustrate the processes and trends in society and culture.

Learning Outcomes:

- Define world history.
- Discuss and explain the evolving politics, economies and cultures of the twentieth century world.
- Analyze the interconnectedness in world history.
- Demonstrate critical skills to discuss diverse social movements and cultural trends.

Course Content:

Unit I: The World Divided: The Cold War-case studies, Korea/Vietnam

Unit II: Decolonization and the long shadow of colonial exploitation: Ghana/Algeria

Unit III: Popular Movements:

1. Environmental Struggles: Chipko Movement; Struggles for the Amazon; Bhopal
2. Student Movements: Paris 1968



3. Anti-apartheid movements in S. Africa and Civil Rights Movement USA
4. Women's Movements: Issues and Debates/Women and Work Place-
Vishakha Guidelines

Unit IV: Leisure and Entertainment

1. Spectator Sports (football/Olympics)
2. Cinema (James Bond films in the context of the Cold War, Satyajit Ray's films and Bicycle Thief in the context of the Depression)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This Unit shall discuss the global impact of the Cold War through specified case studies. (Teaching Time: 3 weeks approx.)

- Dickinson, Edward Ross. (2018). The World in the Long Twentieth-Century, An Interpretive History. USA: University of California Press.
- Lightbody, Bradley. (1999). The Cold War. New York and London: Routledge.
- McMahon, Robert. (2003). Cold War-A very Short Introduction. USA: Oxford University Press.
- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.31).
- Anderson, David L. (2005). The Vietnam War. New York: Palgrave Macmillan.
- Stueck, W. (2010). "The Korean War." in M.P. Leffler and O.A. Westad, (Eds.). The Cambridge History of the Cold War. Volume 1. Cambridge: Cambridge University Press.

Unit II: This Unit shall familiarize the students with the decolonization process and with the politics of persisting colonial interests through a prescribed case study from the African/South American region. (Teaching Time: 3 weeks approx.)



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- Lee, Stephen J. (1982). Aspects of European History 1789–1980. London, New York: Routledge (Ch.36).
- Whitfield, Lindsay. (2018). Economies after Colonialism: Ghana and the Struggle for Power. Cambridge: Cambridge University Press, pp. 133-177.
- Choi, Sung-Eun. (2016). Decolonization and the French of Algeria: Bringing the Settler Colony Home. New York: Springer (Introduction).
- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Roberts, J.M. (1999). Twentieth-Century, the History of the World, 1901-2000. New York: Viking.
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Unit III: This Unit shall provide an outline of important case studies of popular movements that emerged in the latter half of the twentieth century. (Teaching Time: 6 weeks approx.)

- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.
- Burkett, Elinor. (YEAR). “Women's Rights Movement - Political and Social Movement.” Encyclopaedia Britannica (<https://www.britannica.com/topic/womens-movement>).
- Flavia Agnes. (2001). Law and Gender Equality: The Politics of Women's Rights in India. Delhi: Oxford University Press (relevant sections in Part-II).



- Joan Martinez-Alier. (2012). "The Environmentalism of the Poor: Its Origins and Spread" in A Companion to Global Environmental History, Eds. J. R. McNeill and Erin Stewart Mauldin, West Sussex: Wiley-Blackwell, pp. 455-73.
- Nagraj, Vijay K. & Nithya V Raman (2006). "Are we Prepared for Another Bhopal." in Environmental Issues in India, ed. Mahesh Rangarajan, Delhi: Pearson. (Available in Hindi also)
- McNeill, J. R. (2001). Something New Under the Sun: An Environmental History of Twentieth-Century World. New York & London: W.W. Norton & Company. (Especially Introduction)
- Mitchell, Timothy. (2013). Carbon Democracy: Political Power in the age of Oil. London & New York: Verso (Introduction).
- Skinner, R. (2017). Modern South Africa in World History: Beyond Imperialism. London: Bloomsbury (Ch.6 and Ch.7).
- महाजन, स्नेह. (२०१६). बीसवींशताब्दीका विश्व इतिहास: एक झलक (भाग-२). दिल्ली: लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे: बदलते आयाम. दिल्ली : दिल्ली विश्वविद्यालय प्रकाशन

Unit IV: This Unit shall discuss important trends in the realm of spectator sports and in cinema. The focus shall be on specified case studies. (Teaching Time: 4 weeks approx.)

- Findley, Carter V. and John Rothey. (2011). Twentieth-Century World. USA: Wadsworth Publishing.
- Hobsbawm, E.J. (1996). The Age of Extremes. 1914-1991. New York: Vintage.
- Hobsbawm, E.J. (2009). The Age Of Extremes, translated into Hindi : अतिरेकों का युग : बीसवीं शताब्दी का इतिहास : 1914-1991; अनुवादक, प्रकाश दीक्षित ; मेरठ : संवाद प्रकाशन
- Duikar, William J. (2005) Twentieth-Century World History. USA: Wadsworth Cengage Learning.



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- Leab, D.L. (1998). "Introduction: The Cold War and the Movies." Film History vol. 10 no.3, pp. 251-53.
- महाजन, स्नेह. (२०१६). बीसवीं शताब्दी का विश्व इतिहास: एक झलक (भाग-२). दिल्ली लक्ष्मी प्रकाशन.
- देशपांडे, अनिरुद्ध. (२०१४). विश्व इतिहास के प्रमुख मुद्दे बदलते आयाम. दिल्ली: दिल्ली विश्वविद्यालय प्रकाशन

Suggested Readings:

- Chapman, James. (2005). Cinemas of the World--Film and Society from 1895 to the Present. London: Reaktion Books.
- Cumings, Bruce. (2010). The Korean War: A History. New York: Modern Library.
- Falola, Toyin and Achberger, Jessica. (Eds.). (2012). The Political Economy of Development and Underdevelopment in Africa. New York and London: Routledge.
- Forbes, Geraldine. (1999). Women in Modern India. The New Cambridge History of India – Volume 4. Cambridge: Cambridge University Press (Chs.7-8).
- Grosfoguel, Ramon and Cervantes-Rodriguez, Ana Magarita (Eds.). (2002). The Modern/Colonial/Capitalist World-System in the Twentieth Century: Global Processes, Antisystemic Movements, and the Geopolitics of Knowledge. USA: Greenwood Press.
- Guelke, Adrian. (2005). Rethinking the Rise and fall of Apartheid-South Africa and World Politics. New York: Palgrave Macmillan.
- Guttmann, A. (1986). Sports Spectators. New York: Columbia University Press (Chs.4-6).
- John, M. (2014). "Fears and Furies of Sexual Harassment." The Economic and Political Weekly vol. 49 no.15, 29-32.



- Klimke, M. and J. Scharloth. (Eds.). (2008). 1968 in Europe: A History of Protest and Activism 1956-1977. Basingstoke: Palgrave Macmillan.
- Kumar, Radha. (1993). The History of Doing. Delhi: Zubaan (Chs.6-12).
- McNeill, J. R. and Erin Stewart Mauldin (Eds.). (2012). A Companion to Global Environmental History. West Sussex: Wiley-Blackwell.
- Moore, Jason W. (2015). Capitalism in the Web of Life: Ecology and the Accumulation of Capital. London & New York: Verso.
- Rajadhyaksha, Ashish. (2016). Indian Cinema: A Very Short Introduction. Delhi: Oxford University Press.
- Rathbone, Richard. (2000). Nkrumah and the Chiefs: The politics of Chieftaincy in Ghana 1951-60. Athens: Ohio University Press, pp 1-28, 89-150.
- Schofield, John, Johnson, William Gray and Beek, Colleen M. (Eds.). (2002). Material Culture-the Archaeology of Twentieth Century Conflict. New York and London: Routledge.
- Sen, Samita. (2000). "Toward a Feminist Politics? The Indian Women's Movement in Historical Perspective." Policy Research Report on Gender and Development Working Paper Series No. 9. (World Bank), pp. 20-46.
- Sorlin, Pierre. (1998). "The Cinema: The American Weapon for the Cold War." Film History vol. 10 no.3, pp. 375-381.

Teaching Learning Process:

Classroom teaching on key concepts and discussions on important readings. As this is a paper tracing aspects of European/world history, supporting audio-visual aids like documentaries, maps and power point presentations shall be used widely. Overall, the Teaching, Learning Process shall focus on providing a broad historical overview of the period and region under study. The process shall also delineate certain linkages and parallel developments in Indian history and the socio-economic and cultural histories



traced in this paper. This shall enable a smooth transition from the student's prior engagement with Indian history and his/her engagement with history of regions outside the Indian subcontinent.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Cold war, Decolonisation, Vietnam War, Anti-apartheid movement, students' movement: Paris 1968, Chipko Movement, Bhopal gas tragedy, Vishakha Guidelines, sports, cinema




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GE IV
Nature in Human History

Course Objectives:

This course proposes to examine the history of change in human-nature interactions. It unpacks standard environmental narratives which reduce environmental concerns to pollution and global warming, on the one hand, and human-nature harmony in pre-colonial era on the other. This will help students understand the usually invisible interplay of political, economic and ideological factors on questions of nature and natural resources. In what ways were environmental concerns mitigated by the class imprint of aspirational consumerism? This course also draws attention to the call of 'national interest' while addressing contemporary environmental concerns, often designated by specialists as anthropocene.

Learning Outcomes:




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After the completion of this Course, the students will be able to:

- Critique an understanding of environmental concerns based on a narrow scientific/technological perspective
- Discuss environmental issues within a social- political framework
- Examine the role of social inequality, i.e. unequal distribution of and unequal access to environmental resources, in an understanding of the environmental crisis of the world - from the global to the local
- Examine the complexities of resource distribution and inequalities of resource use, locating these within specific social contexts, with reference to case studies regarding water rights and forest rights
- Locate solutions to environmental problems within a framework of greater democratisation of resource use
- Problematised the notion of a pristine past - of perfect balance between human societies and nature in pre-modern times.

Course Content:

Unit I. Society and Nature

- a. Unending quest for Energy resources
- b. Livelihood patterns: Agriculture, Pastoralist

Unit II. Conquest, Colonialisms, and Control

- a. Global Ecological interconnectedness
- b. Conquests, Colonialisms and Control: Forest rights and forest dwellers
- c. Insatiable appetite: agrarian production, commercial plantation

Unit III. Waterscapes

- a. Water harvesting: Conventional vs. Multi Purpose River Valley Projects
- b. Contemporary Urban water disparities



c. Water rights

Unit IV. Climate Change: Genesis and mitigation

a. International Cooperation vs. national interests

b. Debating Anthropocene

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces student to conflict over natural resources. Changing livelihood patterns and its impact on nature is focus of this unit. **(Teaching Time: 3 weeks approx.)**

- Agarwal, Anil. (1985). "The Politics of Environment I & II." in *The State of India's Environment 1984-85: The Second Citizens' Report*. New Delhi: Centre for Science and Environment. pp. 354-80. [Available in Hindi also].
- McNeill, John. (2000). "Prologue: Peculiarities of a Prodigal Century." in *Something New Under the Sun: An Environmental History of the Twentieth- Century World*. New York: W. W. Norton & Company. pp. 3-17.
- Roy, Dunu. (2007). "Environmentalism and Political Economy." in Mahesh Rangarajan, (ed.), *Environmental Issues in India*. Delhi: Pearson. pp. 521-29.
- राँय, दुनू. (2010). "पर्यावरणवाद और राजनैतिक अर्थव्यवस्था", महेशरंगाराजन (संपादक), भारत में पर्यावरण के मुद्दे: एक संकलन. दिल्ली: पीयरसन. पृष्ठ 331-38.
- Singh, Chetan. (2017). "Forest, Pastoralists and Agrarian Society in Mughal India." in Meena Bhargava, (ed.). *Frontiers of Environment: Issues in Medieval and Early Modern India*. Hyderabad: Orient Blackswan. pp. 71-97.

Unit II: This unit examines the role and impact of colonial power in redefining the character of natural resources exploitation and consequent changes in the livelihood patterns. It also critical examines the significance of discovery of 'new world' and its impact on flora-fauna across the globe. **(Teaching Time: 5 weeks approx.)**



- Bhattacharya, Neeladri. (1995). "Pastoralists in a Colonial World." in David Arnold and Ramachandra Guha, (Ed.). *Nature, Culture, Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press. pp. 49-85.
- Crosby, Alfred W. (1988). "Ecological Imperialism: The Overseas Migration of Western Europeans as a Biological Phenomenon." in Donald Worster, (ed.), *The Ends of the Earth* New York: Cambridge University Press. pp.103-117.
- Gadgil, Madhav & Ramachandra Guha. (1992). "Conquest and Control", in *This Fissured Land: An Ecological History of India*. New Delhi: Oxford University Press.
- माधवगाडगीळएवंरामचंद्रगुहा. (2010). "भारतमेंपारिस्थितिकीसंघर्षऔरपर्यावरणोयआंदोलन", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 225-57.
- Tucker, Richard. (2007). "Conclusion: Consuming Appetites." in *Insatiable Appetite: The United States and the Ecological Degradation of the Tropical World*. Plymouth: Rowman & Littlefield Publishers Inc. pp. 217-22.

Unit III: This unit highlights the significance of water management in general and the monsoon ecology of Indian sub-continent in particular. Vagaries of nature, vulnerabilities of human society and resultant contestations focus of the unit.
(Teaching Time: 4 weeks approx.)

- D'Souza, Rohan. (2003). "Supply-Side Hydrology in India: The Last Gasp". *Economic and Political Weekly* vol. 38 no.36, pp. 3785-90.
- Kumar, Mayank. (2013). "Visibly Invisible: "Ecological Imprints". In *Monsoon Ecologies: Irrigation, Agriculture, and Settlement Patterns in Rajasthan during the Pre-colonial period*. New Delhi: Manohar, pp. 233-64.
- कुमार, मयंक. (2015). "मानसूनसेसामंजस्यबनातासमाज: सन्दर्भराजस्थान". प्रतिमान, अंक-3 संख्या3, पृष्ठ. 602-16.

- Sharan, Awadhendra. (2014). "Contaminated Flows: Water in City, 1868-1956," in *In the City, Out of Place: Nuisance, Pollution, and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press, pp. 28-67.
- Singh, Chhatrapati. (1991). "The Jurisprudence of Water Rights." in *Water Rights and Principles of Water Resources Management*. Delhi: Indian Law Institute, pp. 62-97.

Unit IV: This unit addresses the complex issue of Climate Change, its genesis, impact and mitigation with special reference to anthropocene. **(Teaching Time: 4 weeks approx.)**

- Dubash, Navroz K., Radhika Khosla, Ulka Kelkar, and Sharachchandra Lele. (2018). "India and Climate Change: Evolving Ideas and Increasing Policy Engagement". *Annual Review of Environment and Resources* vol. 43no.1, pp. 395-424.
- Seffen, Will., Paul J. Crutzen, and J. R. McNeill. (2008). "The Anthropocene: Are Humans Now Overwhelming the Great Forces of Nature". *Ambio* vol. 36 no.8, pp. 614-21.

SUGGESTED READINGS:

- Agarwal Anil and Narain, Sunita (Eds.). (1997). *Dying Wisdom: Rise, Fall and Potential of India's Traditional Water Harvesting Systems*. New Delhi: Centre for Science and Environment. [Available in Hindi also].
- Agarwal, Bina. (1992). "The Gender and Environment Debate: Lessons from India." *Feminist Studies* vol. 18 no.1, pp. 119-158.
- Bauer, Jordan and Martin V. Melosi. (2012). "Cities and the Environment." in J. R. McNeill and E. S. Maudlin, (eds.). *Companion to Environmental History*. Chichester, United Kingdom: Blackwell, pp. 360-376.
- Baviskar, Amita. (2012). "Written on the Body, Written on the Land: Violence and Environmental Struggles in Colonial India", in Mahesh Rangarajan and K.



- Sivramakrishnan, (Eds.). *India's Environmental History*, Vol. II: "Colonialism, Modernity and the Nation". Ranikhet: Permanent Black, pp. 517-549.
- Botkin, Daniel B. (2012). *The Moon in the Nautilus Shell: From Climate Change to Species Extinction, How Life Persists in an ever-changing world*. Oxford: Oxford University Press, pp. 3-96.
 - Moore, Jason W. (2015). "The Long Green Revolution: the Life and Times of Cheap Food in the Long Twentieth Century." in *Capitalism in the Web of Life: Ecology and Accumulation of Capital*. London: Verso, pp. 241-290.
 - Urry, John. (2013). "The Century of Oil", in *Societies Beyond Oil: Oil Dregs and Social Futures*. London: Zed Books, pp. 36-52.
 - Water Resources Law. (2004). *Indian Juridical Review* 1. Special Issue.
 - स्वामीनाथन, एम.एस. (2010). "अंतरिक्षयानपृथ्वीपरखेती", महेशरंगाराजन (संपादक), भारतमेंपर्यावरणकेमुद्दे: एकसंकलन. दिल्ली: पीयरसन. पृष्ठ, 115-33.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:



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Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Energy Resources, Forest Rights, Water Harvesting, Water, Climate Change

GE- V

Investigating Inequalities

Course Objectives:

This course proposes to examine the meaning, definition and types of inequality, types of inequality. The paper conveys that difference need not necessarily lead to inequalities; differences are often historical and may result in inequalities. The paper shows that inequalities generate sub-ordination and exploitation. The paper examines inequalities in the larger context of socio-politico-economic-legal structures. It makes a conscious attempt to convey historical processes through which differences and inequalities emerge and change; thereby . Paper critically engages with the political-social mobilization on the basis of 'identity politics', which are linked to issues of inequalities, in an era of electoral politics.

Learning Outcomes: After completing this course, students should be able to:

- Critique the prevalent dominant understanding of Caste, Gender, and Tribe.



- Discuss the complex relations between differences and inequalities.
- Examine the inherent politics in the creation of inequalities and differences.
- Critically engage with various initiatives taken by the state to prohibit caste-gender atrocities and upliftment of deprived sections of society.

Course Content:

- Unit I. Inequalities:** Caste: Varna, jati/race and untouchables
- Unit II. Gender and the Domestic**
- Unit III. Slavery and Servitude**
- Unit IV. Tribes and Forest Dwellers**
- Unit V. Equality and the Indian Constitution**

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit introduces students to structure of Inequalities with special reference to Caste system. Fluidity of category visible over long historical past is examined to show the role of socio-politico-economic structures of the time in shaping the character of inequalities. **(Teaching Time: 4 Weeks Approx.)**

- Jaiswal, Suvira. (1998). *Caste: Origins, functions and dimensions of change*. Delhi: Manohar, pp. 1-25.
- जायसवाल, सुबीरा. (2004). वर्णजातिव्यवस्था: उद्भव, प्रकार्य और रूपांतरण (अनुवादक: आदित्यनारायणसिंह). नई दिल्ली: ग्रंथशिल्पी. पृष्ठ, 15-43.
- Jha, Vivekanand. (1973). "Stages in the History of Untouchables". *Indian Historical Review* vol. 2 no.1, pp 14-31.
- Singh, Upinder. (2014). "Varna and Jati in Ancient India." in Veluthat, Kesavan and D R Davis, (Eds.). *Irreverent History: Essays for M G S Narayanan*. Delhi: Primus, pp. 205-214.



- Singh, Yogender. (1977). "Sociology of Social Stratification." in *Social Stratification and Change in India*. Delhi: Manohar, pp.1-90
- आंबेडकर, भीमराव. (2006). अछूत: कौन और कैसे (अनुवादक: जुगलकिशोरबौद्ध). नई दिल्ली: सम्यकप्रकाशन. पृष्ठ 31-46 एवं 117-124.

Unit II: This unit will exemplify how gender identities constitute one of the most prevalent forms of inequalities. These are most fervently enforced and reinforced in the household. **(Teaching Time: 3 Weeks Approx.)**

- Chakravarti, Uma. (2006). "Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State," in *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*. Delhi: Tulika, pp. 138-55.
- चक्रवर्ती, उमा. (२०११). जातिसमाजमें पितृसत्ता: नारीवादी नजरिये से (अनुवादक: विजयकुमार झा). नई दिल्ली: ग्रन्थशिल्पी. पृष्ठ 43-66.
- Gupta, Charu. (2001). "Mapping the Domestic Domain," in *Sexuality, Obscenity, Community: Women, Muslims and the Hindu Public in Colonial India*. Delhi: Permanent Black, pp.123-95.

Unit III: Inequalities are defined by their socio-political contexts which are by their character dynamic. This unit will exemplify it with the help of forms of bondage: Ganikas, and slavery in medieval India. **(Teaching Time: 3 Weeks Approx.)**

- Kumar, Sunil. (2006). "Service, Status and Military Slavery in the Delhi Sultanate of the thirteenth and early fourteenth centuries." in Richard Eaton and Indrani Chatterjee, (eds.). *Slavery in South Asia*. Bloomington: Indiana University Press, pp. 83-114.
- Saxena, Monika. (2006). "Ganikas in Early India: Its genesis and dimensions". *Social Scientist* vol. 34 no.11-12, pp. 2-17.



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Unit IV: This unit examines, in what ways dominant mode of social structure has used/uses social distancing and exclusion to reinforce their hegemony through the case study of forest dwellers and tribes. **(Teaching Time: 3 Weeks Approx.)**

- Singh, Chetan. (1988). "Conformity and Conflict: Tribes and the 'agrarian system' of Mughal India". *Indian Economic and Social History Review* vol. 23 no.2, pp. 319-340.
- Singh, K.S. (1978). "Colonial transformation of Tribal Society in Middle India". *Economic and Political Weekly* vol. 13 no. 30, pp.1221-32.
- गुप्ता, रमणिका (संपादक). (2008). आदिवासीकौन. नईदिल्ली: राधाकृष्णप्रकाशन. पृष्ठ, 13-24, 25-28 एवं 29-40.

Unit V: Indian Constitution envisaged a society based on social and political equality and enacted several acts to achieve this objective. Present unit evaluates the functioning of the constitutional provisions through the prism of their stated objectives. **(Teaching Time: 3 Weeks Approx.)**

- Austin, Granville. (2011). *Working a Democratic Constitution: The Indian Experience*. New York: Oxford University Press. ("Introduction").
- Galanter, Marc. (1997). "Pursuing Equality: An Assessment of India's Policy of Compensatory Discrimination for Disadvantaged Groups", in Sudipta Kaviraj, (ed.). *Politics in India*. New Delhi: Oxford University Press, pp.187-99.

Suggested Readings:

- Banerjee-Dube, Ishita. (2008). "Introduction: Questions of Caste." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: OUP, pp. xv- lxii.
- Chaube, Shibani Kinkar. (2009). *The Making and Working of the Indian Constitution*. Delhi: National Book Trust, pp.1-67.
- Ghure, G S. (2008). "Caste and British Rule." in Ishita Banerjee-Dube, (Ed.). *Caste in History*. New Delhi: Oxford University Press, pp. 39-45.



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- Kumar, Vivek. (2014). "Dalit Studies: Continuities and Change", in Yogender Singh, (Ed.), *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press, pp. 19-52.
- Metcalf, Thomas. (2005). *Ideology of the Raj, The New Cambridge History of India*, Volume III. Part 4. Cambridge: Cambridge University Press, pp. 66-112 & 113-59.
- Parasher-Sen, Aloka. (2007). "Naming and Social Exclusion: The Outcaste and the Outsider." in Patrick Olivelle, (Ed.), *Between the Empires: Society in India 300 BCE to 400CE*. New Delhi: Oxford University Press, pp 415-55.
- Risley, H. H. (2008). "Caste and Nationality." in Ishita Banerjee-Dube, (Ed.). *Caste in History*, New Delhi: Oxford University Press, pp. 70-75.
- Rodrigues, V. (Ed.). (2005). *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, pp. 1-44.
- Sen, Amartya. (2005). "Secularism and Its Discontents", in *The Argumentative Indian*. New Delhi: Penguin, pp. 294-316.
- Sethi, Raj Mohini. (2014). "Sociology of Gender: Some Reflections." in Y Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: OUP. Pp. 106-157.
- Xaxa, V. (2014). "Sociology of Tribes." in Y. Singh, (Ed.). *Indian Sociology: Identity, Communication and Culture*. New Delhi: Oxford University Press. Pp. 53-105.
- नंदी, आशिस. (2019). जिगरीदुश्मन: उपनिवेशवादकेसायेमेंआत्म-छयऔरआत्मोद्धार, (अनुवादक: अभयकुमारदुबे), नईदिल्ली:वाणीप्रकाशन. पृष्ठ. 95-156.
- शर्मा, रामशरण. (1990). प्राचीनभारतमेंभौतिकप्रगतिएवंसामाजिकसंरचनाएं, (अनुवादक: पूरनचंदपंत), नईदिल्ली:राजकमलप्रकाशन. पृष्ठ. 29-52.
- सरकार, सुमित. (2001) सामाजिकइतिहासलेखनकीचुनौती, (अनुवादक: एन. ए. खां'शाहिद'). नईदिल्ली: ग्रंथशिल्पी. पृष्ठ. 377-409.

Teaching Learning Process:



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Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Caste, Gender, Tribes, Ganikas, Equality and the Constitution



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GE VI
Delhi through the Ages

Course Objectives:

The aim of this paper is to acquaint the students with the historical evolution of Delhi. Students are introduced to significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period. The paper focuses on how ecological and historical aspects of Delhi contributed to the gradual growth of the city's hybrid cultural milieu.

Learning Outcomes:

After the completion of this Course, the students will be able to:



- Analyze the historical contexts of tangible and intangible heritage of Delhi.
- Discuss the Ecology of Delhi and outline changes in it through the ages.
- Describe the archaeological cultures that flourished in and around Delhi.
- Analyze the processes leading to the establishment of urban settlements of Delhi
- Outline the importance of Shahjahanabad and its importance in the development of the great imperial city of Delhi.
- Trace the role of Delhi College in the political and literary culture of Delhi.
- Discuss various aspects of the Revolt of 1857 and its consequences for the future development of Delhi.
- Delineate the processes leading to the making of the New Imperial Capital under the British.
- Analyze the impact of Partition on the structure and settlement pattern of Delhi.
- Describe Delhi's importance as economic and cultural centre.

Course Content:

Unit I. Many pasts of Delhi: Ecology, Archaeology and History

Unit II. Cities of Delhi: Urban Settlements from the 13th and 14th centuries –
Focus on any two Mehrauli, Siri, Tughluqabad, Firuzabad

Unit III. 18th and early 19th Century Shahjahanabad: Politics, Literary Culture and Delhi College

Unit IV. Delhi in 1857: Revolt and Re-conquest

Unit V. Making of the New Imperial Capital: Delhi 1911-1930

Unit VI. Delhi in 1947: Partition and After

Unit VII. Delhi as economic and cultural centre: Case study (Any Two)

1. Crafts and artisans
2. Music



3. *Hazrat-i Dehli*
4. Tombs of Delhi
5. Coronation park

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I. This section should apprise students about the early pasts of Delhi by focussing on its ecology, archaeology and historical Methodology. (**Teaching Time: 2 weeks approx.**)

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi, Social Science Press. (see the articles by Grover and Bakliwal; Dilip K. Chakrabarti and Nayanjot Lahiri; A.K. Sharma; B. R. Mani; and B. D. Chattopadhyaya; pp. 3-25, 36-40, 68-76).
- Singh, Upinder. (Ed.). (2010). *Dilli: Prachin Itihas*. New Delhi: Orient Blackswan (above text published in Hindi, refer to same articles).
- Singh, Upinder. (1999). *Ancient Delhi*. Delhi: Oxford University Press, p. 46-62, 75-87

Unit II. In this section the learning outcomes would focus on the readings and field trips that students would plan pertaining to 13-14th century settlements in Delhi with specific focus on any two: Mehrauli, Siri, Tughluqabad, Firuzabad. (**Teaching Time: 3 weeks approx.**)

- Singh, Upinder. (Ed.). (2006). *Delhi: Ancient History*. New Delhi: Social Science Press (articles by B. R. Mani and I. D. Dwivedi; pp. 185-211).
- Kumar, Sunil. (2011). "Courts, Capitals and Kingship: Delhi and its Sultans in the Thirteenth and Fourteenth Centuries CE." in Albrecht Fuess and Jan Peter Hartung, (eds.). *Court Cultures in the Muslim World: Seventh to Nineteenth Centuries*. London: Routledge, pp. 123-48.

Unit III. This segment should apprise students about the politics, literary culture and the role of Delhi College in 18th and early 19th Century Shahjahanabad. **(Teaching Time: 2 weeks approx.)**

- Farooqui, Amar. (2013). *Zafar and the Raj: Anglo-Mughal Delhi, 1800-1850*. Delhi: Primus Books. (Ch.6, "The Palace and the City", pp. 106-133).
- Naim, C. M. (2004). "Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors." in *Urdu Texts and Contexts: The Selected Essays of C. M. Naim*. Delhi: Permanent Black, pp. 250-79.
- Ataullah. (2006-2007). "Mapping 18th Century Delhi: The Cityscape of a Pre-Modern Sovereign City." *Proceedings of the Indian History Congress*. Session 67, pp. 1042-1057.

Unit IV The unit should familiarise students about the revolt and the process of British reconquest of Delhi in 1857. It would examine political developments and their legacy during 1857 and how the rebellion in Delhi influenced the city. **(Teaching Time: 3 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp. 20-31, 50-66.
- Lahiri, Nayanjot. (2003). "Commemorating and Remembering 1857: The Revolt in Delhi and its Afterlife". *World Archaeology* vol. 35 no.1, pp. 35-60.

Unit V. This section examines the motivation, planning and the ideological impact that the British wanted to make through the making of the new Imperial Capital in Delhi. **(Teaching Time: 2 weeks approx.)**

- Gupta, Narayani. (1999). *Delhi between the Empires: 1803-1931*. Delhi: Oxford University Press, pp 160-182.
- Metcalf, Thomas R. (1986). "Architecture and Empire: Sir Herbert Baker and the Building of New Delhi." in R. E. Frykenberg, (ed.). *Delhi through the Ages*. Delhi:



Oxford University Press. pp. 391-400.

Unit VI. This section explores and reflects Delhi during and post-Partition. It examines physical and social transformation of Delhi from the colonial to the contemporary times. **(Teaching Time: 2 weeks approx.)**

- Pandey, Gyanendra. (2001). *Remembering Partition*. Cambridge: Cambridge University Press, pp. 121-51
- Kidwai, Begum Anis. (2011). *In Freedom's Shade*. (Trans. by Ayesha Kidwai.) New Delhi: Penguin. (Chapters 3 and 4.)
- Tan, Tai Yong and Gyanesh Kudaisya. *The Aftermath of Partition in South Asia*. New York: Routledge (Ch.7, "Capitol Landscapes", pp. 193-200).

Unit VII. The segment would help students focus on intensive understanding of the city through the essential and suggested readings and fieldwork on any of the two mentioned subjects/sites. **(Teaching Time: 2 weeks approx.)**

Suggested Readings:

- Dalrymple, William. (2004). *City of Djinns: A Year in Delhi*. New Delhi: Penguin, pp. 27-37.
- Koch, Ebba. (2001). "The Mughal Waterfront Garden." *Mughal Art and Imperial Ideology*. New Delhi: Oxford University Press, pp. 183-202.
- Lowry, Glenn D. (1987). "Humayun's Tomb: Form, Function, and Meaning in Early Mughal Architecture." *Mugharnas* vol. 4, pp. 133-148
- Metcalf, Thomas. (1989). *Imperial Visions*. New Delhi: Oxford University Press, pp. 211-39.
- Pernau, Margrit (Ed.). (2006). *The Delhi College*. New Delhi: Oxford University Press, pp. 1-32.

- Pinto, Desiderio S.J. (2004). "The Mystery of the Nizamuddin Dargah: the Account of Pilgrims." in Christian W. Troll, (ed.). *Muslim Shrines in India*. New Delhi: Oxford University Press, pp. 112-124.
- Spear, Percival. (2002). *Twilight of the Mughals* (sic). In *The Delhi Omnibus*. Delhi: Oxford University Press. (Chapter IV).
- Tarlo, Emma. (2000). "Welcome to History: A Resettlement Colony in the Making." in Veronique Dupont et al, (ed.). *Delhi: Urban Spaces and Human Destinies*. Delhi: Manohar, pp. 75-94.

Teaching Learning Process:

Classroom teaching supported by group discussions or group presentations on specific themes/readings. Given that the students enrolled in the course are from a non-history background, adequate emphasis shall be given during the lectures to what is broadly meant by the historical approach and the importance of historicising various macro and micro-level developments/phenomena. Interactive sessions through group discussions or group presentations shall be used to enable un-learning of prevailing misconceptions about historical developments and time periods, as well as to facilitate revision of issues outlined in the lectures. Supporting audio-visual aids like documentaries and power point presentations, and an appropriate field-visit will be used where necessary.

Assessment Methods:

Students will be regularly assessed for their grasp on debates and discussions covered in class. Two written submissions, one of which could be a short project, will be used for final grading of the students. Students will be assessed on their ability to explain important historical trends and thereby engage with the historical approach.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Settlements, Sultanate Delhi, Mughal Delhi, Delhi College, 1857, New Delhi, Partition



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SEC VII

Understanding Texts, Rituals and Orality in Indian History

Course Objectives:

This course will seek to provide students with skills in using a variety of archives, namely documents, ritual practice and performance, and oral materials. The course will familiarise them with the ways in which historians regard the underlying structures and meanings of documents, rituals and oral expressions as historical significant. Here students will be invited to study critical research that deals with these issues and undertake case that draws out the value of these archives.

Learning Outcomes:

Upon successful completion of course students shall able to:

- Organise archival or field work relating to historical research.
- Contextualise sources in a meaningful and critical manner.
- Analyse texts, point out ethnography of ritual practices and performances, and use oral narratives for historical purposes.
- Demonstrate a variety of vocational areas like administration, development, culture and art, economy and environmental work.

Course Content:

Unit I: Introduction: Critically understanding historical documents, rituals and orality

Unit II: Reading Documents: Structure and Meaning of Documents

Unit III: Exploring Ritual Practices and Performance: The Dynamics of the Field

Unit IV: Listening to Oral Narratives: The Mnemonics of Speech



Unit V: Case Study of historical documents, ritual practices and oral traditions

(with a paper on any one)

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: This unit, through a few path-breaking articles, will seek to introduce the students to thinking critically about historical documents, rituals and oral traditions.

(Teaching Time: 4 Weeks Approx.)

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Skaria, Ajay. (1998). *Hybrid Histories: Forests, Frontiers and Wilderness in Western India*. Delhi: Oxford University Press.
- Guha, Ranajit, Gayatri Chakravarty Spivak. (1998). *Selected Subaltern Studies*. Delhi: Oxford University Press.

Unit II: In this unit, a few studies based on the critical use of documents will be read closely so that the students get to experience how historians critically open up the structures and meanings of archival material. **(Teaching Time: 3 Weeks Approx.)**

- Cohn, Bernard, (1998). *Anthropologist Among Historians and Other Essays*. Delhi: Oxford University Press.
- Guha, Ranajit. (1987). *Subaltern Studies No.5: Writings on South Asian History and Society*. Delhi: Oxford University Press.
- Pati, Biswamoy (Ed.). (2011). *Adivasis in Colonial India: Survival, Resistance and Negotiation*. New Delhi: Orient Blackswan.

Unit III: Here, students will read researches that seek to understand ritual practice and performance and their historical coding, and become familiar with field-work based histories. **(Teaching Time: 2 Weeks Approx.)**



- Dube, Saurabh. (2009). *Historical Anthropology*. Delhi: Oxford University Press.

Unit IV: In this unit, students will be exposed to works that use oral material to write histories; and therefore to the nature and methods of using orality for historical writings. **(Teaching Time: 4 Weeks Approx.)**

- Chakrabarty, Dipesh and Shahid Amin. (1996). *Subaltern Studies No. 9*. Delhi: Oxford University Press.
- Butalia, Urvashi. (2017). *The Other Side of Silence: Voices from the Partition of India*. Delhi: Penguin.
- Banerjee, Prathama, (2006). "Culture/Politics: The Double Bind of Indian Adivasi". *Indian Historical Review*. vol. 33 no.1, pp. 99-126.

Unit V: By studying a few documents, rituals and oral narratives, students will develop skills to deal with these sources in a meaningful and critical manner.

(Teaching Time: 3 Weeks Approx.)

To be decided by students in consultation with teachers according to case studies.

Possible Readings: Sections from

- H. H. Risley, *The Report on the Census of India, 1901*
- *The Imperial Gazetteer of India*
- Todd's *Annales and Antiquities*;
- W. G. Archer's *Hill of Flutes*, etc.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group discussions on specific readings and presentations stemming from field work. Overall,



the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Historical documents, rituals, orality, performances, The Mnemonics of Speech,



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SEC-VIII

Radio and Cinema in India: A Social History

Course Objectives:

The course will apprise students with the elementary outlines of the history of radio and cinema in India from its beginnings till the 1980s. It will familiarize them with the varied ways in which the Indian state attempted to regulate and conduct radio broadcasting during and after the colonial period. It will also impart an understanding of the basic trends in the development of cinema as a narrative medium that drew from diverse traditions of story-telling already present in the subcontinent. The material as well as the generic contexts of these developments would also be made comprehensible to the students.

Learning Outcomes:

Upon successful completion of course students shall be able to:

- Delineate the historical context within which the beginnings of cinema and radio might be understood.
- Analyse the state's attempt to control and deploy radio as a medium that carried forward the state agenda.
- Explain how cinema reflected and engaged with the larger ideological and material tensions of society even as it was also subject to technological changes that helped mediate these developments.
- Identify how Indian cinema engaged with social and ideological issues of its time, especially in the three decades after independence.

Course Content:

Unit I: Broadcasting in India (Colonial period)



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- a. Colonial Foundations in Inter-War Years
- b. AIR Programming, Policies and Propaganda
- c. Quit India Movement and Congress Radio

Unit II: Establishment and Expansion of Akashvani under Kesar

- a. Classical vs. Popular
- b. 'Ban' on Film Music; Radio Ceylon, VividhBharati

Unit III: Early Years of Indian Cinema

- a. Silent era to Talkies: Social, Historical, Mythological and Action
- b. Women enter Films
- c. Studio Era: AVM and Gemini Studios
- d. Colonial Censorship and Patriotic Creativity

Unit IV: Social Films of Nehruvian Era and its Aftermath

- a. Angry Young Man, Melodrama
- b. Music: song genres

ESSENTIAL READINGS AND UNIT-WISE TEACHING OUTCOMES:

Unit I: At the end of this unit, the students should be able to describe the complex trajectories of the development of Radio under the colonial government. **(Teaching Time: 4 Weeks Approx.)**

- Gupta, Parthasarathi. (2001). "Radio and the Raj." *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*. New Delhi: Permanent Black. Pp. 447-80.
- Lelyveld, David. (1995). "Upon the Subdominant: Administering Music on All India Radio." *Social Text* vol. 39, pp. 111-27.
- Pinkerton, Alasdair. (2008). "Radio and the Raj: Broadcasting in British India, 1920-1940." *Journal of the Royal Asiatic Society* no. 18 no.2, pp. 167-91.



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Unit II: Having completed this unit, the students will be able to demonstrate their knowledge of how All India Radio's programming policies especially vis-à-vis music shaped up immediately before and after the independence. **(Teaching Time: 4 weeks approx.)**

- Kripalani, Coonoor. (2018). "All India Radio's Glory Days and Its Search for Autonomy." *Economic and Political Weekly* vol. 53 no.37, pp. 42-50.
- Jhingan, Shikha. (2011). "Re-embodying the Classical: The Bombay Film Song in the 1950s." *Bioscope* vol. 2 no.2, pp. 157-79.

Unit III: After finishing this unit, the learners would be able to trace the development of Indian cinema in its early years, especially as it advanced from the silent era to talkies, and as it experimented with different forms and genres. **(Teaching Time: 4 weeks approx.)**

- Rajadhyaksha, Ashish. (2016). *Indian Cinema: A Very Short Introduction*. Delhi: Oxford University Press.
- Barnouw, Erik and Subrahmanyam Krishnaswamy. (1963). *Indian Film*. New York: Columbia University Press. (The book is more accessible in its many Indian reprints by Indian publishers.)
- Lakshmi, C.S. (2008). "A Good Woman, A Very Good Woman: Tamil Cinema's Women." in Selvaraj Velayutham. *Tamil Cinema: The Cultural Politics of India's Other Film Industry*. Oxford: Routledge, pp. 16-29.
- Mohan, Reena and Dibya Choudhuri. (1996). "Of Wayward Girls and Wicket Women: Women in Indian Silent Feature Films, 1913-1934." *Deepfocus* vol. VI, pp. 4-14.

Unit IV: At the end of the unit, the students will be able to demonstrate fair degree of familiarity with how Indian cinema engaged with social and ideological issues of its

time, especially in the three decades after independence. **(Teaching Time: 4 weeks approx.)**

- Prasad, Madhava. (1998). "The Aesthetic of Mobilization." *The Ideology of the Hindi Film: A Historical Reconstruction*. Delhi: Oxford University Press, pp. 138-159.
- Punathambekar, Aswin. (2010). "From Indiafm.com to Radio Ceylon: New media and the making of the Hindi film industry." *Media, Culture and Society* vol. 32 no.5, pp. 841-57.
- Doraiswamy, Rashmi. (2008). "The Golden Fifties." *Gurudutt: through Light and Shade*. New Delhi: Wisdom Tree, pp. 7-27.
- Griffiths, Alison. (1996). "Discourses of Nationalism in Guru Dutt's Pyaasa." *Deepfocus*, vol. 6, pp. 24-31.

Suggested Readings:

- Mishra, Vijay. (2002). *Bollywood Cinema: Temples of Desire*. New York: Routledge. (See especially the chapters entitled "Inventing Bombay Cinema" and "Melodramatic Staging".)
- Pandian, M.S.S. (2015). *The Image Trap: MG Ramachandran in Film and Politics*. Delhi: Sage.
- Pillai, Swarnavel Eswaran. (2015). *Madras Studios: Narrative, Genre and Ideology in Tamil Cinema*. Delhi: Sage.
- Raghavendra, M.K. (2016). *Bollywood*. Delhi: Oxford University Press.
- Rajadhyaksha, Ashish and Paul Willemen (Eds.). (1994). *Encyclopaedia of Indian Cinema*. Delhi: Oxford University Press.

Teaching Learning Process:

Classroom lectures on the key concepts, case studies and important arguments/debates reflected in the course readings. Classroom lectures shall be combined with group



discussions on specific readings and presentations stemming from field work. Overall, the Teaching Learning Process shall be geared towards closely linking essential theoretical assessments with active practical work, i.e. the practical/application aspect of historical analysis. Moreover, the process shall work towards providing basic exposure to related fields of studies connected to the discipline history and to avenues of interdisciplinary postgraduate studies.

Assessment Methods:

Students will be assessed on the basis of regular group presentations and a detailed (individual) project submission-cum-presentation. The project has to be based on a field visit/field work but may not exclude readings.

Internal Assessment: 25 Marks

Written Exam: 75 Marks

Total: 100 Marks

Keywords:

Radio, Cinema, All India Radio, Akashvani, VividhBharati, Silent Movies, Talkies, Gemini Studio, Social Films.


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UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER V



Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester V

Ability Enhancement (Elective) Skill Based Course

1. Your Laws, Your Rights

Discipline Specific Elective Course

1. Themes in Comparative Political Theory
2. Administration and Public Policy: Concepts and Theories

Generic Elective Courses (Interdisciplinary)

1. Understanding Gandhi

Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper	
SEMESTER - V				
5.1	Skill Based - 3	Ability Enhancement (Elective)	Your Laws, Your Rights	AECC (3)
5.2	Discipline Specific Elective Course - I (Political Science)		A) Themes in Comparative Political Theory	DSE 1A
			B) Administration and Public Policy: Concepts and Theories	
5.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2A
5.4	Generic Elective - I (Interdisciplinary) Any One		Understanding Gandhi	GE I
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Discipline Specific Elective Courses

1. Themes in Comparative Political Theory (62327503)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective of this course is to present before the students the value and distinctiveness of comparative political theory.

Course Learning Outcomes

After completing this course, the students will be able to:

- Understand how Political Theory draws from and is shaped by both western and Indian traditions.
- Appreciate the value and distinctiveness of Comparative Political Theory

Unit 1

Distinctive features of Indian and Western political thought (8 lectures)

Unit 2

Western Thought: Thinkers and Themes (26 lectures)

- a. Aristotle on Citizenship
- b. Locke on Rights
- c. Rousseau on inequality
- d. J. S. Mill on liberty and democracy
- e. Marx and Bakunin on State

Unit 3

Indian Thought: Thinkers and Themes (26 lectures)

- a. Kautilya on State
- b. Tilak and Gandhi on Swaraj
- c. Ambedkar and Lohia on Social Justice
- d. Nehru and Jayaprakash Narayan on Democracy
- e. Pandita Ramabai on Patriarchy

References

- Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 13-24.
- Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogiman, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 187-208.
- Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 9-16.
- Burns, T. (2003) 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 73-91.
- Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
- Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252.
- Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324-359.
- Wilde, L. (2003) 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.
- Mehta, V. R. (1992) *Foundations of Indian Political Thought*. New Delhi: Manohar Publishers, pp. 88-109.
- Inamdar, N.R. (1986) 'The Political Ideas of Lokmanya Tilak', in Panthan, Th. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 110-121.
- Pantham, T. (1986) 'Beyond Liberal Democracy: Thinking with Democracy', in Pantham, T. & Deutsch, K.L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 325-46.
- Zelliot, E. (1986). 'The Social and Political Thought of B.R. Ambedkar', in Panthan, Th. & Deutsch, K. L.(eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 161-75.
- Anand Kumar, 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue' *Economic and Political Weekly*. Vol. XLV: 40, October 2008, pp. 64-70.
- Pillai, R.C. (1986) 'The Political thought of Jawaharlal Nehru', in Panthan, T. & Deutsch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage pp. 260-74.
- Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) *Indian Political Thought: Themes and Thinkers*, New Delhi: Pearson.

Additional Resources:

- Aristotle, *Politics*, Chapters, trans. C.D.C. Reeve (called "Politics") Indianapolis: Hackett, 1998.
- Mill, J. S. *On Liberty*, 1859.

Kautilya, *Arthashastra*

Gandhi, *Hind Swaraj*, 1909.

Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge.

Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press.

J. Spellman, (1964), *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Circa AD 300*, Oxford: Clarendon Press.

Readings in Hindi

सी. एल. वेपर (1954), *राजदर्शनकास्वाध्ययन*, इलाहाबाद: किताब महल.

जे. पी. सूद (1969), *पाश्चात्यराजनीतिकचिंतन*, जय प्रकाश नाथ और कंपनी.

बी. एम. शर्मा, *भारतीयराजनीतिकविचारक*, रावत प्रकाशन, 2005.

Teaching Learning Process

The teaching-learning process for this course would involve class lectures, class discussion, class presentation, debates on contemporary issues and relevant cases. Teaching would also involve methods like power point and film screening.

Assessment Methods

Students will be assessed at different stages during the course learning process. After completing every unit they will be asked to take part in group discussions on any one important event or issue relevant for that unit. They will also do one presentation and one assignment.

Keywords

western thought, Indian thought, comparative political theory

2. Administration and Public Policy: Concepts and Theories (62327502) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The objective of the paper is to understand public administration as a discipline. Seminal work of some thinkers from the classical, neo-classical and contemporary tradition is introduced to understand the journey of the discipline through context, space and time. The course also explores some of the elements of development administration and theoretically engages with the public policy discourse. It unravels the relevance of policy making in public administration and process of policy formulation, implementation and evaluation.

Course Learning Outcomes

- The student will be able to understand an overview of the discipline and how it is different from private administration.
- The student will be introduced to the evolution of the discipline, its changing contours through a study of the different theories, ranging from the classical, neo-classical and contemporary theories.
- The student receives an insight into several dimensions of development administration.
- The student is exposed to perspectives on public policy processes, a major sub-discipline of public administration.

Unit 1

Public administration as a discipline

Meaning, scope and significance of the subject, public and private administration, brief evolution and major approaches, and comparative approaches to public administration. (16 lectures)

Unit 2

Administrative theories

the classical theory, scientific management, the human - relation theory, and rational decision-making. (16 lectures)

Unit 3

Development administration

Elements of development administration. Time and space dimensions in the study of development administration, politics of development administration. (14 lectures)

Unit 4

Understanding Public Policy

concept and theories, relevance of policy making in public administration and process of policy formulation and implementation and evaluation. (14 lectures)

References

Unit 1. Public administration as a discipline

Awasthi, A. and Maheshwari, S. (2003) Public Administration. Agra Laxmi Narain Agarwal, pp. 3-12.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp. 1-52.

Chakravabarty, Bidyut and Prakash Chanda (2018) Vaishvikrit Duniya mein Lok Prashasan, Sage Bhasha, New Delhi

Bhattacharya, Mohit (2007) Lok Prashasan Ke Naye Aayaam, Jawahar Publication, New Delhi

Sinha, Manoj (2010) Prashasan evam Lokniti, Orient Blackswan, New Delhi.

Basu, Rumki (2012) Lok Prashasan Sankalp Avam Siddhant, Jawahar Book Centre: Delhi.

Yadav, Sushma (2016), Lok Prashasan: Sidhant evam Vyavahar. Orient Blackswan, New Delhi.

Chakrabarty, Bidyut and Prakash Chand (2018), Bhartiya Prashasan, Sage Bhasha: New Delhi

Unit 2. Administrative theories

Bhattacharya, M. and Chakrabarty, B. (2005) 'Introduction Public Administration Theory and Practice', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 1-50.

Henry, N. (2003) Public Administration and Public Affairs. New Delhi Prentice Hall, pp. 53-74.

Mouzelis, N.P. (2005) 'The Ideal Type of Bureaucracy', in Bhattacharya, M. and Chakrabarty, B. (eds.) Public Administration A Reader. Delhi Oxford University Press, pp. 88-100.

Hyderbrand, W. (1980) 'A Marxist Critique of Organization Theory', in Evan, W (ed.) Frontiers in Organization & Management. New York Praeger, pp. 123-150.

Hyderbrand, W. (1977) 'Organizational Contradictions in Public Bureaucracies Towards a Marxian Theory of Organizations', in Benson, J. K. (ed.) Organizational Analysis Critique and Innovation. Beverly Hills Sage, pp. 85-109.

Unit 3. Development administration

Bhattacharya, M. (1999) Restructuring Public Administration Essays in Rehabilitation. New Delhi Jawahar, pp. 29-70, 85-98.

Bhattacharya, M. (2001) New Horizons in Public Administration. New Delhi Jawahar, pp. 248-272, 301-323.

Unit 4. Understanding public policy

Dye, T.R. (1975) Understanding Public Policy. New Jersey Prentice Hall, pp. 1-38, 265-299.

Dror, Y. (1983) Public Policy Making Reexamined. Oxford Transaction Publication, pp. 129-216.

Additional Resources:

Bernard, C. (1938) The Functions of Executive. Cambridge Harvard University Press.

Esman, M.J. (1986) 'Politics of Development Administration', in Montgomery, J.D. and Siffin, W. (eds.), Approaches to Development Politics . New York McGraw-Hill.

Gant, G.F. (1979) Development Administration Concepts, Goals, Methods. Madison University of Wisconsin Press.

Kamenka, E. & Krygier, M. (eds.) (1979) Bureaucracy. London Edward Arnold.

Lee, H.B. (ed.) (1953) Korea Time, Change and Administration. Hawai'i University of Hawai'i Press.

Leftwich, A. (1994) 'Governance, the State and the Politics of Development', Development and Change, 25.

March, J. and Simon, H. (1958) Organization. New York Wiley.

Mooney, J. (1954) The Principles of Organization. New York Harper & Row.

Simon, H. (1967) Administrative Behavior A Study of Decision Making Process in Administrative Organization. New York Macmillan.

Wiedner, E. (ed.) (1970) Development Administration in Asia. Durham Duke University Press.

Teaching Learning Process

The paper titled - Administration and Public Policy : Concepts and Theories, in Programme (CBCS) B.A.(Prog.) Political Science, focus on introducing concepts and theories in the field of public administration and public policy to students. The classroom teaching is designed to equip students with the classical school of thought , theoretical engagement with meaning and scope of public administration , public policy and the politics of development administration. The pedagogy is construed with the idea that lectures delivered by teachers are comparative in tone wherein different perspectives are presented to students in each unit. The students will be mentored by teachers to unravel the theoretical impulse in the contextual socio-economic-political-cultural order. Simulation activities in the classroom is another useful tool in helping students make connections between real world scenarios and theoretical concepts. This encourages problem solving method within students.

Assessment Methods

This paper will assess the reflective and critical engagement of students with the theoretical concept while comprehending its relevance in today's scenario. To test this, this paper offers to internally assess students through visual or oratory presentation, group discussion, critical engagement with concepts and theories. End semester written examination will also be used as an assessment tool.

Keywords

Public administration, Administrative theories, Development administration, Public policy

Generic Elective Course

G1 - Understanding Gandhi (62325501) Generic Elective - (GE) Credit:6

Course Objective

The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context. Second, it aims to acquaint the students with the social and political thought of Gandhi. The themes in Gandhian thought that are chosen for a close reading are particularly relevant to our times.

Course Learning Outcomes

This course will help students to understand fundamental concept of Gandhi philosophy through his words firstly and secondly it will help them understand these concepts in a critical and analytical manner.

Unit 1

Key Ideas:

- 1. Swaraj**
- 2. Satyagraha (Truth and Non-violence)**
- 3. Trusteeship**
- 4. Swadeshi**
- 5. Religion and politics**
- 6. Modern Civilization**
- 7. Nationalism**
- 8. Communal Unity**
- 9. Women question**
- 10. Untouchability**

References

A.Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings*, Cambridge: Cambridge University Press.

R Iyer, (ed) (1993) 'Chapter XII SATYAGRAHA- Non-Violent Resistance ' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press. (301-324)

B. Chakraborty (2015) ' Universal Benefit: Gandhi's Doctrine of Trusteeship: A review Article' *Modern Asian studies* Vol 49(2) 572-608

B. Parekh, (1999) 'Discourse on Untouchability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.156-158

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

Ram Chandra Pradhan (2011) 'Gandhi's Concept of swaraj and swadeshi' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.98-117.

Ram Chandra Pradhan (2011) 'Gandhi, Jinnah and Savarkar and the Indian nationalism' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.167-196.

Additional Resources:

Classics

M K Gandhi "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910

M. K. Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107

M.K. Gandhi's India of my Dreams (compiled R.K.Prabhu): "The meaning of Swaraj" (no.2); "In defence of Nationalism" (no.3); "India's cultural heritage" (no.45); "Regeneration of Indian women" (no.54); "Women's education" (no.55); "Communal unity" (no.59); "The curse of untouchability" (no.61); "Religious tolerance in India" (no.62); "The problem of minorities" (no.66)

Additional Readings

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Studying Gandhian Thought*, New Delhi: Sage Publication.

Ram Chandra Pradhan (2011) 'Gandhi, and the Communal Harmony: Religion, Politics and secularism' in *Reading and Reappraising Gandhi*, New Delhi: Macmillian.197-214.

Readings in Hindi

1. म.क गाँधी 'हिन्द स्वराज' नवजीवन ट्रस्ट 1916.

2. https://www.indiawaterportal.org/sites/indiawaterportal.org/files/hind_swarajya_mk_gandhi_2010.pdf
3. म .क गाँधी मेरे सपनों का भारत 1947
https://ia802902.us.archive.org/22/items/Mere_sapno_ka_Bharat-mk_gandhi/MereSapnoKaBharat-MkGandhi1947.pdf
4. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "भारतीय राष्ट्रीय आंदोलन में गाँधी जी का योगदान" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 34-55.
5. दाधीच, नरेश 'महात्मा गाँधी का चिंतन' रावत पब्लिकेशन्स, नई दिल्ली.
6. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "धर्म की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 56-62.
7. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "सत्याग्रह की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 79-85.
8. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "स्वराज्य की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 86-97.
9. नेमा, जे. पी और प्रताप सिंह 'गाँधी जी का दर्शन' "न्यासिता की अवधारणा" रिसर्च पब्लिकेशन्स जयपुर, 2018 पृष्ठ 98-103.
10. जैन, मानक 'गाँधी के विचारों की 21वीं सदी में प्रासंगिकता' (भाग-2) "अस्पृश्यता निवारण में गाँधी का योगदान" आदि पब्लिकेशन्स, जयपुर 2010, पृष्ठ 275-317.
11. अग्रवाल, सुनील कुमार 'गाँधी और सांप्रदायिक एकता' "सांप्रदायिक एकता का दर्शन और गाँधी" अर्जुन पब्लिशिंग हाउस, नई दिल्ली 2009 पृष्ठ 189-219.
12. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन "सांप्रदायिक सौहार्द और गाँधी" सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 119-146.
13. झा, मनोज कुमार 'हिन्दू-मुस्लिम एकता और गाँधी : एक अध्ययन सन्मार्ग प्रकाशन, दिल्ली 1990 पृष्ठ 215-226.
14. कुमार प्रभात 'स्वतंत्रता संग्राम और गाँधी' "गाँधी का सत्याग्रह-दर्शन" हिंदी माध्यम कार्यान्वय निर्देशालय, नई दिल्ली, 2013.
15. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "स्वदेशी" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 158-164.
16. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी का राष्ट्रवाद" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 186-196.

17. मिश्र, अनिल दत्त 'गाँधी एक अध्ययन' "गाँधी और पर्यावरण" पियर्सन प्रकाशन, दिल्ली 2016 पृष्ठ 239-249.
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Teaching Learning Process

This course attempts to introduce key concepts of Gandhi's Thought. Hind Swaraj will be key text that will be discussed and read both by teachers and students in order to grasp the philosophy of Gandhi. Film Gandhi will be screened to visualize and grasp Gandhi's concepts. Commentaries on Gandhi's ideas will be discussed and interactive session with the students by taking them to Gandhi's Museum or historical places associated with Gandhi can further help to contextualize his ideas. Power point presentations detailing key features of each of these ideas will identify and describe the key characteristics of Gandhian political thought.

Assessment Methods

Group presentation on each of the ideas will form core part of their assessment. Class test and MCQ will also be part of assessment.

Keywords

Modern Civilization, Satyagraha, Swaraj', Trusteeship, Women Question

AECC Course
AE3 - Your Laws, Your Rights
(62323501)
AECC (Electives) - (AECCE) Credit:4

Course Objective

More often than not, when we talk of laws we mean authoritatively sanctioned rules, which are considered essential for a well-ordered society. Yet laws in a democracy are also about constituting a society marked by equality, freedom, and dignity. The rights approach to law has assumed importance in democracies, precisely because of people's struggles to broaden the understanding of law as something which reflects the will of the people. As such law becomes an important source of rights and duties, which develop and strengthen alongside institutions of representative democracy, constitutional norms, and the rule of law. This course aims to help the students understand law as a source of rights, and as a progressively widening sphere of justice, welfare, and dignity. This relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Course Learning Outcomes

On the successful completion of the course, students would be able to:

- Demonstrate an understanding of law as a source of right.
- Develop an understanding of democratic values such as equality, justice etc. and learn about different laws enacted to uphold these value.
- Demonstrate an awareness of democratic rights guaranteed to Indian citizens and persons
- Develop skills related to using ordinary legal procedures to safeguard the rights guaranteed to citizens and persons
- Show basic awareness of ordinary procedures such as obtaining different kinds of identity documents.
- Show understanding of the structure and principles of the Indian legal system

Unit 1

Rule of law and the Criminal Justice System in India (1 week)

Unit 2

Laws relating to criminal justice administration (2 weeks)

- a) How to file a complaint, First Information Report (FIR)
- b) Detention, arrest and bail

Unit 3

Equality and non-discrimination (4 weeks)

- a) Gender: the protection of women against domestic violence, rape and sexual harassment
- b) Caste: laws abolishing untouchability and providing protection against atrocities
- c) Class: laws concerning minimum wages
- d) Disability and equality of participation and opportunity

Unit 4

Empowerment (2 weeks)

- a) Access to information
- b) Rights of the consumer

Unit 5

Redistribution, recognition and livelihood (2 weeks)

- a) Traditional rights of forest dwellers and the issue of women's property rights
- b) Rural employment guarantee

Unit 6

Access to Identification documents and Social Security Schemes (1 week / exercises only)

Familiarise yourself with the following: Procedure for obtaining an Election Commission of India Identity Card, Driving license, Ration Card, Rashtriya Swasthya Bima Yojna, Old Age Pension Scheme.

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Bare Acts:

- o *Consumer Protection Act, 1986*, Available at http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf
- o *Criminal law Amendment Act, 2013*, Available at http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf
- o *Mahatma Gandhi National Rural Employment Guaranty Act, 2005*, Available at <http://nrega.nic.in/rajaswa.pdf>
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Teaching Learning Process

Students will receive interactive lectures on conception of rule of law. Students will engage in discussions on law as a source of rights, as a progressively widening sphere of substantive justice, welfare, and dignity. The relationship between laws and rights will be studied through specific values which have come to be seen as integral for a democratic society viz., equality and non-discrimination, empowerment, redistribution and recognition of traditional rights etc.

Suggested exercises for students

1. Discuss the debates around any recent Ordinance, Bill or Act in Parliament.
2. How to file an FIR? In case there has been a theft in the neighbourhood how would you file the first Hand Information Report?

3. Under what circumstances can detention and arrest become illegal?
4. Discuss any contemporary practice or event that violates the equality and protection against discrimination laws.
5. Read Ordinance XV -D of University of Delhi and make a list of the kinds of conduct that would qualify as sexual harassment.
6. Your friend has shared with you an incident of unwelcome verbal remarks on her by a person of higher authority in your college, what would you do?
7. Visit any nearby construction site and talk to the workers about their daily wage. Find out the minimum wage in Delhi for such construction work. Make an assessment of the awareness among the workers about their minimum wages and the law related to it.
8. You have seen a lady in your neighbourhood being beaten up by her husband. Identify the concerned Protection Officer in case you want to provide information about this incident.
9. Read the Vishakha Guidelines as laid down by the Supreme Court and the Act against sexual harassment at the workplace. Discuss what constitutes sexual harassment and the mechanisms available for its redressal in your institution.
10. What is the procedure to file an RTI?
11. You bought a product from a nearby shop which was expired, the shop keeper refused to return it. Use your knowledge of Consumer Protection Act to decide what you do next?
12. Do you think the provisions of Forest Rights Act (FRA) address the question of gender equality?
13. What must you keep in mind as a consumer while making a purchase that may later help you make use of Consumer Protection Act? (Hint- Should you ask for a Bill?)
14. In your surroundings have you witnessed any incident that would be considered offensive under the SC and ST Act? Make a class room presentation on it.
15. After reading the Disabilities Act, discuss in your classroom, whether the differently abled people in your college are able to exercise the rights and facilities guaranteed under the law.
16. Discuss the procedure for issuing a job card under MNREGA.
17. You have read the rural job guarantee scheme under MNREGA. Do you think that there is a need for similar guarantee scheme in urban areas? Discuss with your classmates

Assessment Methods

Students will be assessed on continuous basis followed by end term examination. Internal assessment will be conducted at the end of each unit which may include viva- voce and participation in class discussions. Students will be assessed on the basis of their ability to think critically and creatively to solve the problems and application of conceptual understanding to field based variables. . Students will be required to submit a critical review of any book or a film that relates to any one unit of the syllabus before end term examination.

Keywords

Democracy, Dignity, Equality, Empowerment, Justice, Recognition, Redistribution, Rule of Law

UNIVERSITY OF DELHI

Bachelor of Arts (Programme) Political Science

(Effective from Academic Year 2019-20)

PAPERS FOR SEMESTER VI



Applicable for students registered with Regular Colleges, Non Collegiate Women's Education Board and School of Open Learning

List of Papers and Courses for Semester VI

Ability Enhancement (Elective) Skill Based Course

1. Conflict and Peace Building

Discipline Specific Elective Course

1. Democracy and Governance
2. Understanding Globalization

Generic Elective Courses (Interdisciplinary)

1. Human Rights, Gender and Environment

Semester-wise Distribution of Courses

B.A (Prog.) Political Science Courses

S. NO.	Course		Paper	
SEMESTER - VI				
6.1	Skill Based - 4	Ability Enhancement (Elective)	Conflict and Peace Building	AEEC (4)
6.2	Discipline Specific Elective Course-I Political Science		A) Democracy and Governance	DSE 1B
			B) Understanding Globalization	
6.3	Discipline Specific Elective Course - II	From Second Discipline/ Subject		DSE 2B
6.4	Generic Elective - II (Interdisciplinary) Any One		Human Rights, Gender and Environment	GE II
		From Second Discipline/ Subject		

Courses for B.A. (Programme) Political Science

Discipline Specific Elective Courses

3. Democracy and Governance (62327602)

Discipline Specific Elective - (DSE) Credit:6

Course Objective

This course aims to explain the relationship between the institutional aspects of democracy, the constitutional framework within which they are expected to function, and the manner in which political economy and political development, and civil society and social movements have an impact on patterns of governance. It further aims to give students the conceptual tools to understand how democracy as a model of governance can be complimented by institution building.

Course Learning Outcomes

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

- Demonstrate knowledge of the constitutional structure of democracy in India
- Demonstrate knowledge of the working of the democratic institutions of governance such as Parliament, Courts, etc.
- Show awareness of policy making process within democratic institutions
- Show awareness of institutional practices of regulation, lobbying, etc.

Unit 1

Structure and Process of Governance (15 Lectures):

Indian Model of Democracy, Parliament, Party Politics and Electoral behaviour, Federalism, The Supreme Court and Judicial Activism, Units of Local Governance (Grassroots Democracy)
Political Communication - Nature, Forms and Importance

Unit 2

Ideas, Interests and Institutions in Public Policy (25 Lectures)

- a. Contextual Orientation of Policy Design
- b. Institutions of Policy Making
- c. Regulatory Institutions: SEBI, TRAI, Competition Commission of India, Corporate Affairs
- d. Lobbying Institutions: Chambers of Commerce and Industries, Trade Unions, Farmers Associations, etc.

Unit 3

Contemporary Political Economy of Development in India (10 Lectures):

Policy Debates over Models of Development in India, Recent trends of Liberalisation of Indian Economy in different sectors, E-governance.

Unit 4

Dynamics of Civil Society (10 Lectures):

New Social Movements and Various interests, Role of NGO's, Understanding the political significance of Media and Popular Culture.

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Teaching Learning Process

The teaching learning of this course is specifically designed to deliver its objective of understanding the process through functionality of the system. Classroom lectures, PowerPoint presentation along with Cooperative learning will be preferred tool to critically engage students in unraveling the complexities these systems are governed by.

Assessment Methods

The functional, procedural, comprehensive understanding of students in this paper will be assessed by medium of internal evaluation in which students may be asked to prepare a group activity , present a case study in class or write a term paper on any of the theme according to course outline. Short quizzes conducted after completing every unit is quick way to assess students' reflexivity. Final end term written examination is another tool to assessment.

Keywords

Democracy, Public Policy, Regulatory Institutions, Lobbying Institutions, Civil Society

4. Understanding Globalization (62327601) Discipline Specific Elective - (DSE) Credit:6

Course Objective

The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

Course Learning Outcomes

- The students will learn about meaning and significance of globalization in contemporary times.
- The course will enhance students' understanding on economic, political, technological and cultural dimensions of globalization.
- Understanding the role of global actors in the process of globalization will enhance students' knowledge on world actors like United Nations, World Trade Organization and G-77.
- Students will also learn about contemporary pressing issues like global warming, poverty & inequality and international terrorism.

Unit 1

Globalization (9 Lectures)

- a) Meaning and Debate
- b) Dimensions: Economic, Political, Technological and Cultural

Unit 2

Contemporary World Actors

- a) United Nations
- b) World Trade Organisation (WTO)
- c) BRICS
- d) MNCs, TNCs

Unit 3

Contemporary World Issues (26 Lectures)

- a) Global Environmental Issues (Global Warming, Bio-diversity, Resource Scarcities)
- b) Global Justice
- c) International Terrorism

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Additional Resources:

Classic Readings

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Jagdish Bhagwati (2004), *In defense of Globalization*, New York, Oxford University Press.

Paul Hirst, Graham Thompson and Simon Bromley (1996), *Globalization in Question: The International Economy and the Possibility of Governance*, Polity Press.

Additional Readings

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Marc Lindenberg and Coralie Bryant, *Going Global: Transforming Relief and Development NGOs*, Bloomfield, Kumarian Press.

Sen, A. (2006) *Identity and Violence: Illusion and Destiny*. London: Penguin/Allen Lane, ch.7, pp.130-148.

Readings in Hindi

पुष्पेश पन्त (2016), *भ्रम मंडलीकरण एवं भारत*, दिल्ली: एक्सेस पब्लिशिंग.

Teaching Learning Process

The primary motive of the teaching-learning process in this course is to enhance students understanding on different dimensions of globalization and also their knowledge about world actors like United Nations, World Trade Organization and G-77 and on issues like global warming, poverty and inequality and international terrorism. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Generic Elective Course

G2 - Human Rights Gender and Environment (62325602)

Generic Elective - (GE) Credit:6

Course Objective

This course aims at enabling the students to understand the issues concerning the rights of citizens in general and the marginalized groups in particular, and assess the institutional and policy measures which have been taken in response to the demands of various movements. Conceptual dimensions, international trends and the Indian experience form the contents of the course.

Course Learning Outcomes

- The study of the course will equip the students with theoretical and conceptual understanding of caste, gender, ethnicity and class as distinct categories and their interconnections.
- The course will further analyse socio-economic and political problems of marginalised groups in society such as women, Dalits, minorities and adivasis and repercussions of globalisation on them.
- The paper will enhance understanding on the meaning of human rights, universalization of human rights and human rights institutions in India.
- The course will equip students with a conceptual understanding of gender and patriarchy, and issues of women's political participation and rights in India.
- The paper will enhance knowledge on the concept of sustainable development, and national and international programmes and policies on environment.

Unit 1

Understanding Social Inequality

- a) Caste, Gender, Ethnicity and Class as distinct categories and their interconnection
- b) Globalisation and its impact on workers, peasants, Dalits, Adivasis and women

Unit 2

Human Rights

- a) Human Rights: Meaning and Evolution
- b) UN Declarations and Covenants
- c) Human Rights and Citizenship Rights
- d) Human Rights and the Indian Constitution
- e) Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission.
- f) Human Rights of Marginalized Groups: Dalits, Adivasis, Women, Minorities and Unorganized Workers.
- g) Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms.
- h) Human Rights Movement in India.

Unit 3

Gender

- a) Analysing Structures of Patriarchy
- b) Gender, Culture and History
- c) Economic Development and Women
- d) The issue of Women's Political Participation and Representation in India
- e) Laws, Institutions and Women's Rights in India
- f) Women's Movements in India

Unit 4

Environment

- a) Environmental and Sustainable Development
- b) UN Environment Programme: Rio, Johannesburg and after.
- c) Issues of Industrial Pollution, Global Warming and threats to Bio – diversity
- d) Environment Policy in India
- e) Environmental Movement in India

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Motilal, Shashi and Nanda, Bijayalaxmi (2006) Human Rights, Gender and the Environment, New Delhi: Allied Publishers.

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Ghanshyam Shah, (1991) Social Movements in India, Sage Publications, Delhi.

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J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) Globalization of World Politics, New York: Oxford University Press, pp. 348-362.

Kothari, Ashish, "Development and Ecological Sustainability in India: Possibilities for the Post-2015 Framework" July 27, 2013 vol xlvii, no. 30. Economic & Political Weekly

Heywood, Andrew (2011) "Global Environmental Issues" in Andrew Heywood Global Politics, New York: Palgrave, pp 383 - 411

Additional Resources:

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.

P. Bidwai, (2011) 'Durban: Road to Nowhere', in Economic and Political Weekly, Vol.46, No. 53, December, pp. 10-12.

Gadgil, Madhav and Guha, Ramachandra, "Ecological Conflicts and the Environmental Movement in India, Development and Change, Vol. 25 (1994), pp. 101-136.

Ray, U. (2013) 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Teaching Learning Process

In this course the focus of the teaching-learning process would be to equip the students with theoretical and conceptual understanding of caste, gender, ethnicity, class, human rights, and environment. The teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Human Rights, Gender, Environment

**AE4 - Conflict and Peace Building
(62323601)
AECC (Electives) - (AECCE) Credit:4**

Course Objective

This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

Course Learning Outcomes

- The course will enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation.
- The students will also learn the importance of resource sharing in the conflict zones.
- The paper will develop students' knowledge on ideological and socio-cultural dimensions of conflict at local, sub-national and international levels.
- Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods.

Unit 1

Concepts (6 Lectures)

- a. Understanding Conflict (Week 1)
- b. Conflict Management, Conflict Resolution and Conflict Transformation (Week 2)
- c. Peace Building: Meaning and Concept (Week 3)

Unit 2

Dimensions of Conflict (6 Lectures)

- a. Ideology (Week 4)
- b. Economic/Resource Sharing Conflicts (Week 5)
- c. Socio-Cultural Conflicts (Ethnic, Religious, Gender-based) (Week 6)

Unit 3

Levels of Conflict (6 Lectures)

- a. Local (Week 7)
- b. Sub-National (Week 7)
- c. International (Week 8)

Unit 4

Conflict Responses: Skills And Techniques (6 Lectures)

- a. Negotiations: Trust Building (Week 9)
- b. Mediation: Skill Building; Active Listening (Week 10)
- c. Track I, Track II & Multi Track Diplomacy (Week 11)
- d. Gandhian Methods (Week 12)

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- W. Zartman, (1995) 'Dynamics and Constraints in Negotiations in Internal Conflicts', in William Zartman (ed.), *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29.
- C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23.
- S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71.
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- N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. van De Veen (eds.), *Searching For Peace In Central And South Asia*, London: Lynne Rienner Publishers, pp. 210-236.
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- P. Wallenstein, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28.

J. Davies and E. Kaufman (eds.), (2003) *Second Track/Citizens' Diplomacy: Concepts and Techniques for Conflict Transformation*, Rowman & Littlefield: Maryland.

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I. Doucet, (1996) *Thinking About Conflict*, Resource Pack for Conflict Transformation: International Alert.

S. Mason and M. Siegfried, (2010) *Debriefing Mediators to Learn Their Experiences*, Washington D.C: United States Institute of Peace.

I. Zartman and A. De Soto, (2010) *Timing Mediation Initiatives*, Washington D.C: United States Institute of Peace.

H. Burgess and G. Burgess, (2010) *Conducting Track II*, Washington D.C: United States Institute of Peace.

John Paul Lederach, *The Journey Toward Reconciliation*, London: Herald Press, 1999

Charles Lerche, "Peace Building Through Reconciliation," *International Journal of Peace Studies*, Vol. 5. No. 2, 2000. http://www.gmu.edu/programs/icar/ijps/vol5_2/lerche.htm

Additional Resources:

Classic Readings

Galtung, Johan, *The True Worlds: A Transnational Perspective*, New York, Free Press, 1980, pp. 107-149.

Galtung, Johan. 1967. "Theories of Peace: A Synthetic Approach to Peace Thinking". International Peace Research Institute, Oslo.

Rummel, R.J. 1981. *Understanding Conflict and War*, Vol:5. Beverly Hills, CA: Sage Publications.

Gurr, Ted R. (1985), "On the Political Consequences of Scarcity and Economic Decline", *International Studies Quarterly*, 29 (1): 51-75.

Additional Readings

A. Smith and D. Smock, (2010) *Managing A Mediation Process*, Washington D.C: United States Institute Of Peace.

Online Resources

Conflict Resolution in Popular Art and Culture: The International Network of Peace Museums, at www.museumsforpeace.org/, contains links to visit the websites of many of the world's peace museums.

<http://www.peacebuildinginitiative.org>

Theatre, peace and conflict at Theatre Without Borders, www.theatrewithoutborders.com/peacebuilding

Global Peace Film Festival, www.peacefilmfest.org/

Football for Peace International, www.football4peace.eu/contact.html

Facilitation: http://www.pgexchange.org/images/toolkits/pgx_facilitation_tool.pdf

<http://www.beyondintractability.org/bi-essay/facilitation>

Negotiation:

Roger Fisher et al, Getting to Yes: Negotiating Agreement without Giving In, New York: Penguin, 1991.

Wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781133602101

http://www.cengage.com/cgi_wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9781111344238

Crossword Puzzle: <http://www.cengage.com/cgi>

Dialogue: http://www.pgexchange.org/images/toolkits/PGX_D_Sustained%20Dialogue.pdf

Mediation: http://www.initiativeforpeacebuilding.eu/resources/A_guide_to_Mediation_HDC.pdf

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Teaching Learning Process

The overall purpose in this course would be to enhance students' understanding on the meaning, nature and significance of peace, conflict management, conflict resolution and conflict transformation and also to make them understand the importance of resource sharing in the conflict zones. Students will also learn about negotiation and mediation skill for conflict resolution through active listening, different tracks of diplomacy and Gandhian methods. In this course the teaching process would include a combination of different pedagogic tools like class lecture, class discussion, class presentations, group discussion and debates. The students will also learn through power-point presentations and film screening. The teaching-learning process would also focus on regular revision through different methods like holding quiz after the end of every unit, dividing the class into different groups based on different ideologies in the discipline and holding a free debate amongst them on different issues relevant for the course. Students will also be asked to do small write-ups on a question or a topic given to them based on their understanding of the problem/issue after completing every unit.

Assessment Methods

Students will be assessed at different stages during the completion of this course. They will be assessed on the basis of their performance in group discussions after completion of every unit, class presentations and one assignment on a given topic.

Keywords

Conflict, Conflict Management, Peace building, Trust building, Diplomacy

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Bachelor of Arts (Hons) Geography

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

Applicable for students registered with Regular Colleges

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**Learning Outcomes Based Curriculum Framework (LOCF) for
B.A. (Hons.) Geography**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Hons) Geography offer following objectives:

1. To orient the students towards identification and analysis of various facets of geographic and geographical features and processes.
2. To develop students' aptitude for acquiring basic skills of carrying out field work.
3. To facilitate the students to learn skills of map making.
4. To guide students to learn the science and art of collecting, processing and interpreting the data.
5. To expose the students to the use of the updated technologies of remote sensing, GNSS, Geographical Information System (GIS) and GIScience.

1. INTRODUCTION

The Choice Based Credit System (CBCS) offers a uniform structure to the undergraduate curriculum. The B.A.Honours programme in Geography offers a choice of varied papers covering theoretical, practical and applied aspects of the discipline. It is designed to cover both traditional and contemporary framework of study, thus giving a wide scope to the learners to apply their knowledge and skills in real scenarios. Teaching-learning methods have also evolved from purely lecture mode to demonstrative techniques of knowledge enabling process.

The main objective is to develop an aptitude towards erudition that is rich in its content as well as it delivers the requirement of the present day society and industry. The curriculum has been carefully designed to include conceptual, practical, experiential and skill building component.

Each Course has three learning outcomes, five uniform contents and references incorporating a few Hindi books wherever possible.

1.1 Fundamentals: This curriculum also focuses on the understanding of core and fundamental branches of the discipline. These papers are specially designed to cater to foundation building of the students by imparting knowledge about the pillars of geography. It encompasses the evolution of the subject right from the experiences and understanding of travellers and explorers regarding space, place and people to the progression towards establishment of the discipline geography in social sciences. Care has been taken to cover all basic themes in geography. The classic and contemporary theories / models of the subject are incorporated in most papers. These core branches cover the two broad spectrums of physical and human geography, along with the interface branch of environmental studies.

1.2 Practical: To enrich the process of knowledge assimilation varied tools and technique oriented papers have also been incorporated in the curriculum. It includes traditional mapping concepts to digital and space based learning. There has been emphasis on use of sophisticated methods of data collection as well as data processing through exhaustive field work, use of basic statistics and Geographic Information System. The advantage of going for compulsory

fieldwork can train them to undertake research in future which is essential part of social science approach.

1.3 Application Oriented: In addition to this, the applied component has also been integrated in the syllabus for skill enhancement and capacity building. Laboratory and project based learning are important constituents of these papers. Hands on learning making use of various tools, equipment and softwares are essential mechanism for knowledge transfer. There has been focus on student centric education that involves an exploratory approach and gaining proficiency by learning both inside and outside their classrooms.

1.4 Regional Approach: In most of the papers regional dimensions are added through theoretical case studies and field excursions. Along with the global dimensions of the issues that are covered in syllabus papers like geography of India purely caters to regional and local approach to the understanding.

2. LEARNING OUTCOME – BASED APPROACH TO CURRICULUM PLANNING

The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.

2.1 Nature and Extent of Programme

The Learning Outcomes-based Curriculum Framework (LOCF) for the B.A. (Honours) degree in Geography is intended to develop as per the requirements of the subject with emerging new domains of Geography. The framework allows for flexibility in programme design and course content along with maintaining a basic uniformity in structure in comparison with other universities across the country. The B.A. (Honours) Geography programme covers a wide range of fundamental and applied courses as well as courses of interdisciplinary nature. The core courses are designed to develop strong subject knowledge base in the student and apprise them with the applied aspects of this dynamic global

discipline. The programme offers a wide range of elective courses to the student to choose from. The syllabi include skill enhancement courses that prepare the student for a career in academia or industry.

2.2 Aims of Bachelor degree programme in Geography

The student is equipped to pursue higher studies in an institution of her/his choice, and to apply the skills learnt in the programme to solving practical societal problems. The student will also be ready to join the industry as trained workforce.

3. GRADUATE ATTRIBUTES

Some of the characteristic attributes of an Honors graduate in Geography include:

3.1 Disciplinary Knowledge: Students gain in-depth knowledge of basic and applied areas of geography. Core and discipline courses train them in fundamental branches of the subject. Technical and skill courses help them to learn tools and techniques. Geography student gets a unique opportunity to experiment and observe on the field.

3.2 Communication Skills: Students develop effective communication skills through oral presentations, and group discussions on the subject content. Besides interviewing people, field surveys and public dealing with different cadre of people makes him/her confident in communication. The compiling, processing and analyzing the information from the field; and presenting in the form of reports enhances written communication skills.

3.3 Critical Thinking: Geography subject creates scientific logic aptitude and approaches a problem through critical reasoning. The course content is enabled to stimulate the questioning capacity for what, where, who, when and how. The papers like Environmental Geography, Disaster Management, Global Economic System, Resource Management to name a few.

3.4 Problem Solving: The understanding about surroundings, the issues that concern life, climate or to that matter water crisis etc makes students yearn to look for solutions. Geography discipline has the flair which connects to everyday living and survival thus generates problem solving aptitude.

3.5 Analytical Reasoning: The geography course teaches variety of tools, techniques and data handling which develop analytical reasoning to solve the issues. In fact the training in all these courses is meant to develop the analytical reasoning, mining the data from satellite images, aerial photographs and observations to arrive at interpretations and inferences.

3.6 Research Related Skills: The course content trains students to learn basic research design, data collection process, and ethics to conduct research work through field work. The specially developed course on research methodology and field work acquaint them to prepare questionnaires, selecting sample plans, identifying right kind of objectives, data collection methods, field exposure, mental mapping, reproducing the observations, analysis and finally to prepare reports.

3.7 Cooperation/ Teamwork: The course enables to develop skill to work with students of diverse backgrounds and cooperation on same topic will increase better understanding. The group assignments and presentations are essential elements in the course design that will inculcate the team spirits. The field excursions help develop great bonding; working and executing the plans on ground. They also learn to work as team in case any emergency with group member away from institution/home/or city.

3.8 Scientific Reasoning: Course will develop critical analysis of theories and models, raising critical questions about the theories and models, developing hypothesis and learning their testing. Many of the courses in geography are truly scientific in nature which will generate scientific reasoning aptitude and also skills to look towards new approaches.

3.9 Reflective Thinking: A graduate who successfully completes his/her course should be able to reflect on the assimilated knowledge so as to apply these skills at different levels. Whether they go for masters in pure or applied disciplines, it will inculcate a sense of understanding of the world to manage real world problems. Any teaching learning process is incomplete without clear reflection of the theoretical, practical and applied knowledge of the subject. A degree in geography has ample scope in other field of studies too as the subject with its interdisciplinary approach helps the learners to think in a more comprehensive manner.

3.10 Information and Digital Library: The student of geography is always encouraged to explore beyond the basic textbooks. Besides availability of all types of reading material, a student needs to invest in learning and consulting from various open source library to expand the vista of their knowledge acquiring capability. Since it is a subject that does not completely rely on traditional text book oriented studies but has to delve deeper and research enough to keep pace with the ever-changing world. Thus the World Wide Web has proved to be very useful in keeping oneself apprised and continuously update ones knowledge base. The usage of open source software, tools and open access reading material are part of the curriculum which will train them for digital world.

3.11 Self Directed Learning: A graduate in the discipline of geography has to engage continuously in a learning process that can give a sense of direction to him/her. Different types of project work and field oriented papers encourages the pupil to take up self-directed task so as to widen their research horizon and ultimately look beyond the basic course book. Anyone with a mindset to move beyond the curriculum has to go for self-learning as the teaching content is fixed and defined. Under the supervision of the teacher one can easily involve themselves in fruitful learning. This will enable the students to take up task that is well understood and adapting themselves to the changing curriculum needs.

3.12 Multicultural Competence: Geography is a discipline which is not limited to any specific place or space. Its identity is based on multi-plural, multi-cultural and multi sited-ethnography. As a subject it emphasizes on regional and cultural studies which involves detailed understanding of places and perceptions. Also as a disciplinarian, it allows the learner to learn about both their own culture as well as those of their distant counterparts. This diversified knowledge also helps them to respect all fellows following varied community norms, traditions and practices. Field studies have been much helpful in introducing multicultural competencies to students of geography.

3.13 Moral and ethical awareness: In the age of fast technological changes and in the attempt to obtain an increased level of comforts. Today is the age in which the social order of the national state, class, ethnicity and traditional family needs more attention. In this scenario, Geography curriculum attempts to explain rights and duties not only towards working and fellow citizens but also towards nature and resources. The student will appreciate the balanced interactions, personal space, and common/community space. Geography will play its part in nurturing values and ethics in future citizens of the world.

3.14 Leadership Readiness/ Quality: A good leader needs to have the knowledge, rational thinking and ready to act at the time of need. Geography encourages to have descriptive and explanatory knowledge of one's surroundings and the globe as a whole, it develops rational thinking and prepares the students to think about alternative social, economic and environmental futures. So a geography student will be a good leader and will contribute in different capacities.

Lifelong learning: Lifelong learning is a seamless process of learning from primary education to higher levels and even during one's profession through formal or informal modes. The core of the Geography is the man-environment interaction, which remains

relevant for all at all stages of human life. So the basic knowledge and the tools Geographer learns help them in their future life and the process of learning will continue throughout life.

4. QUALIFICATION DESCRIPTION

The qualification description for B.Sc. (Honours) programme in Geography includes:

- Demonstration of exhaustive understanding of the basic concepts of Geography and an awareness of the emerging areas of the field.
- Acquisition of in-depth understanding of the applied aspects of Geography as well as interdisciplinary subjects in everyday life.
- Improvement of critical thinking and skills facilitating.
- The application of knowledge gained in the field of Geography in the classroom to the practical solving of societal problems.
- Development of intellectual capabilities to get into further research in the discipline.
- Acquisition of practical laboratory skills, systematic research design and collection of experimental data.
- Exhibition of ability to quantitatively analyse the experimental data and writing project reports.
- Development of strong oral and written communication skills promoting the ability to present ideas and also team work spirits.

5. PROGRAMME LEARNING OUTCOMES IN COURSE

- The learning outcome is to prepare the students of BA/BSc Honours degree in Geography, to understand the development of the subject and delve around issues suited to the needs of the contemporary world. It covers a wide range of papers covering various themes and also maintains uniformity of structure across universities in the country. Geography being interdisciplinary in nature integrates learning derived from all basic and applied sciences/social sciences.
- Students of the BA/BSc Honours degree in Geography will learn to use geographic understanding of various sub fields such as physiography, resources, global economic systems, socio- cultural aspects, rural and urban milieu, environmental and disaster studies and mapping methods.
- They are trained to read and interpret maps, prepare transect charts and thematic atlas.
- They are also able to read and analyse weather phenomenon through weather maps and charts.
- Students will acquire scientific methodology of data handling, hypothesis generation, testing and analysis.
- After the completion of the course, students will also gain knowledge of various technological applications through study of Remote Sensing and Geographic Information Science.
- The curriculum also provides an opportunity to digitally produce maps and modelling applications.

- The students also learn hand on skills to prepare building disaster plans, community disaster preparedness and also awareness creation.
- They will also develop an understanding of global issues from economic, social, environmental and political perspectives, which has relevance in further studies all across the globe.
- They also develop effective communication skills, team work, travel exposure and zeal of investigation and exploration.
- The learners can greatly contribute to the subject through teaching, research and field oriented studies.
- The students will also be able to pursue a career in spatial planning, sustainable practices, environmental and resource management.
- The geography graduates will be well informed citizens who can play immense role in the civil society too. They will be able to pursue wide range of careers as planners, administrators, academicians, and managers.

6. CURRICULUM STRUCTURE

The Learning Outcome-based Curriculum framework is designed around CBCS and it is intended to provide greater opportunity and employability along with in-depth knowledge of the discipline. By the end of the completion of the programme the students will be equipped to pursue further their interest in the subject.

Table 1: Brief CBCS Course Structure for B.A. Honours Geography				
S.N.	COURSES	NO. OF PAPERS	CREDITS	
			Theory +Tutorial	Total
A.	Core Courses (14 Papers of 6 credits each)	14	14x5 = 70 14x1 = 14	84
B.	Discipline Specific Elective Courses (4 Papers of 6 credits each)	4	4x5 = 20 4x1 = 4	24
C.	Skill Enhancement Courses (2 Papers of 4 credits each, no tutorials)	2	2x4=8	8
D.	Generic Electives Courses/Interdisciplinary (4 Papers of 6 credits each)	4	4x5 = 20 4x1 = 4	24
E.	Ability Enhancement Compulsory Courses (2 Papers of 4 credits each, no tutorials)	2	2x4=8	8
Total (A+B+C+D+E)		26		148

NOTE

1. For Theory courses : Theory and Tutorial (5+1/week)
2. For practical core courses 6 credits without tutorials. One credit is equivalent to two continuous hours.
3. For practical SEC courses 4 credits without tutorials. One credit is equivalent to two continuous hours.

Programme Duration

The BA/B.Sc. (Honours) programme will be of three years duration. Each year will be called an academic year and will be divided into two semesters. Thus there will be a total of six semesters. Each semester will consist of sixteen weeks.

Programme Design

The programme includes Core Courses (CC) and Elective Courses (EC). The core courses are all compulsory courses. There are three kinds of elective courses that include Discipline-Specific Elective (DSE), Generic Elective (GE) and Skill Enhancement Course (SEC). In addition there are compulsory Ability Enhancement Courses (AEC).

To acquire a degree in Geography a student must study fourteen Core Courses, four Discipline Specific Electives, four Generic Electives, two Skill Enhancement Courses and two compulsory Ability Enhancement Courses. The Core Courses, Discipline-Specific Electives and Generic Electives are six-credit courses. The Skill Enhancement Courses are four-credit courses while the Ability Enhancement Courses are two credit-courses. **A student has to earn a minimum of 148 credits to get a degree in B.Sc. (H) Geography.**

- a. The fourteen **Core Courses** are to be spread as, two courses each in I and II semesters; three courses each in semester III and IV; two courses each in semester V

Table 2: Semester-wise Distribution of Credits			
Year	Semester	Courses	Credits
I	I	4	22
	II	4	22
II	III	5	28
	IV	5	28
III	V	4	24
	VI	4	24
Total		26	148

and VI. Each course will be of six credits which will involve theory papers (Lectures) of one hour duration five days a week, and one tutorial per paper per week. While practical papers will have six double periods of two hours duration. For practical papers one credit is equivalent to two hours of teaching. There are no tutorials for practical courses. The size of the practical group will be not more than 15 students.

- b. There are eight **Discipline-Specific Electives Courses (DSEC)**, the student must choose any two in each of the Semesters V and VI. These courses will be of six credits each (five theory classes and one tutorial) of one hour duration.
- c. The students will undertake two **Skill Enhancement Courses (SEC)** of four credits each in Semesters III and IV, to be selected from the list of SEC courses offered. The SEC courses will be of four credits each comprising of practical papers only. For practical papers one credit is equivalent to two hours of teaching. There are no tutorials for practical courses. The size of the practical group will be not more than 15 students.
- d. **Generic Elective (GE)** courses will be offered to the students of the BA/BSc Honours Geography by other departments of the college. The student will have the option to choose one GE course each in Semesters I, II, III, and IV. The GEs will be of six credits each (five credits for theory and one credit for tutorial). The department of Geography will offer eight GE courses for students of other department.
- e. **Ability Enhancement Courses (AEC)** will be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They are mandatory for all disciplines with two papers: (i) Environmental Science, (ii) English/MIL Communication). "AEEC" courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

Table 3: Detailed CBCS Course Structure for B.A. Honours Geography

A. CORE COURSES					
(14 Papers of 6 credits each)					
S.N.	Name of the Papers	Credits (14x6=84)	Credit Hours		
			L	T	P
1	Geomorphology	6	5	1	-
2	Cartographic Techniques (Practical)	6	-	-	12
3	Human Geography	6	5	1	-
4	Thematic Cartography (Practical)	6	-	-	12
5	Climatology	6	5	1	-
6	Statistical Methods in Geography (Practical)	6	-	-	12
7.	Geography of India	6	5	1	-
8.	Economic Geography	6	5	1	-

9	Environmental Geography	6	5	1	-
10.	Field Work and Research Methodology (Practical)	6	-	-	12
11.	Regional Planning and Development	6	5	1	-
12.	Remote Sensing and GIS (Practical)	6	-	-	12
13.	Evolution of Geographical Thought	6	5	1	-
14.	Disaster Management based Project Work (Practical)	6	-	-	12

B. DISCIPLINE SPECIFIC ELECTIVES COURSES (ANY FOUR)

(4 Papers of 6 credits each)

S.N.	Name of the Papers	Credits (4x6=24)	Credit Hours		
			L	T	P
1.	Demography and Population Studies	6	5	1	-
2.	Hydrology and Soil Studies	6	5	1	-
3.	Urbanization and Urban System	6	5	1	-
4.	Agriculture and Food Security	6	5	1	-
5.	Geography of Health	6	5	1	-
6.	Introduction to Political Geography	6	5	1	-
7.	Biogeography and Biodiversity	6	5	1	-
8.	Geography of Social Wellbeing	6	5	1	-

C. SKILL ENHANCEMENT COURSES

(2 Papers of 4 credits each)

S.N.	Name of the Course	Credits (2x4=8)	Credit Hours		
			L	T	P
1.	Geographic Information System(Practical)	4	-	-	8
2.	Advanced Spatial Statistical Techniques	4	4	-	-
3.	Introduction to GIScience(Practical)	4	-	-	8
4.	Thematic Atlas(Practical)	4	-	-	8

D. GENERIC ELECTIVES COURSES/INTERDISCIPLINARY

(4 Papers of 6 credits each)

S.N.	Name of the Course	Credits (4x6=24)	Credit Hours		
			L	T	P
1.	Disaster Management	6	5	1	-
2.	Geography of Tourism and Pilgrimage	6	5	1	-
3.	Spatial Information Technology	6	5	1	-
4.	Coupled Human and Environment System	6	5	1	-
5.	Climate Change Vulnerability and Adaptation	6	5	1	-
6.	Rural Development	6	5	1	-
7.	Industrial Development	6	5	1	-
8.	Sustainable Resource Development	6	5	1	-

E. ABILITY ENHANCEMENT COMPULSORY COURSES

(2 Papers of 4 credits each)

S.N.	Name of the Course	Credits (4x2=8)	Credit Hours		
			L	T	P
1.	Art of Communication / MIL	4	4	-	-
2.	Environmental Studies	4	4	-	-

NOTE

4. For Theory courses : Theory and Tutorial (5+1/week)
5. For practical core courses 6 credits without tutorials. One credit is equivalent to two continuous hours.
6. For practical SEC courses 4 credits without tutorials. One credit is equivalent to two continuous hours.

Table 4: SEMESTER-WISE PLACEMENT OF COURSES						
Year	Semester	AECC (2)	CC(14)	DSEC (4)	SEC (2)	GEC (4)
I	I	Art of Communication/ MIL	Geomorphology Cartographic Techniques(Practical)			Disaster Management Or Geography of Tourism and Pilgrimage
	II	Environmental Studies	Human Geography Thematic Cartography (Practical)			Spatial Information Technology Or Coupled Human and Environment System
II	III		Climatology Statistical Methods in Geography (Practical) Geography of India		Geographic Information System (Practical) or Advanced Spatial Statistical Techniques	Climate Change Vulnerability and Adaptation Or Rural Development
	IV		Economic Geography Environmental Geography Field Work and Research Methodology (Practical)		Introduction to GIScience (Practical) or Thematic Atlas (Practical)	Industrial Development Or Sustainable Resource Development
III	V		Regional Planning and Development Remote Sensing and GIS (Practical)	Demography and Population Studies Or Hydrology and Soil Studies		
				Urbanization and Urban System or Agriculture and Food Security		
	VI		Evolution of Geographical Thought Disaster Management based Project Work (Practical)	Geography of Health or Introduction to Political Geography Biogeography and Biodiversity Or Geography of Social Wellbeing		

SYLLABUS OF COURSES TO BE OFFERED

B.A. / B. Sc (Honours) Geography

Core Courses

Semester I

1. Geomorphology
2. Cartographic Techniques(Practical)

Semester II

3. Human Geography
4. Thematic Cartography (Practical)

Semester III

5. Climatology
6. Statistical Methods in Geography (Practical)
7. Geography of India

Semester IV

8. Economic Geography
9. Environmental Geography
10. Field work and Research Methodology (Practical)

Semester V

11. Regional Planning and Development
12. Remote Sensing and GIS (Practical)

Semester VI

13. Evolution of Geographical Thought
14. Disaster Management based Project Work(Practical)

Skill Enhancement Course (any 2)

Semester III

1. Geographic Information System(Practical)
2. Advanced Spatial Statistical Techniques

Semester IV

3. Introduction to GIScience (Practical)
4. Thematic Atlas (Practical)

Discipline Specific Elective Courses (any four)

Semester V

DSE-1

1. Demography and Population Studies
2. Hydrology and Soil Studies

DSE-2

3. Urbanization and Urban System
4. Agriculture and Food Security

Semester VI

DSE-3

5. Geography of Health
6. Introduction to Political Geography

DSE-4

7. Biogeography and Biodiversity
8. Geography of Social Wellbeing

Generic Elective Courses

Semester I

1. Disaster Management
2. Geography of Tourism and Pilgrimage

Semester II

1. Spatial Information Technology
2. Coupled Human and Environment System

Semester III

1. Climate Change Vulnerability and Adaptation
2. Rural Development

Semester IV

1. Industrial Development Sustainable
2. Resource Development

7.3. TEACHING-LEARNING PROCESS

- Classroom discussions and interactive learning.
- Audio visual presentation/ teaching methods.
- Presentation by students.
- Individuals/group training to work with software.
- Developing research skills through assignments/projects.
- Conduct theme based group activities.
- Developing Effective communication skills through group discussion.
- Beyond classroom teaching/learning through field excursions.
- Writing of reports/project.

7.4. ASSESSMENT METHODS

Different methods will be applied to assess the students over the duration of the programme. These include written assignments and oral examinations, group discussions and presentations, problem-solving exercises, field study, experimental design planning, seminars, preparation and presentation of reports and practical record book.

All papers carry 100 marks. Each theory paper is divided into two parts: main examination and internal assessment of 75 and 25 marks respectively. For practical papers, 50 marks (25 marks for internal assessment and 25 marks for practical record file) is assessed through continuous evaluation to be done at college level and 50 marks end semester examination to be conducted by the internal and external examiner.

SYLLABUS B.A. (HONS.) GEOGRAPHY

1. Geomorphology

Course Objectives:

1. To understand the associations between geomorphologic landforms, concepts and processes.
2. To critically evaluate and connect information about geomorphic processes.
3. To provide a theoretical and empirical framework for understanding landscape evolution and the characteristics of individual types of geomorphic landscapes

Learning Outcomes:

After completion of this course, students will be able to

1. understand the functioning of Earth systems in real time and analyze how the natural and anthropogenic operating factors affects the development of landforms
2. distinguish between the mechanisms that control these processes
3. assess the roles of structure, stage and time in shaping the landforms, interpret geomorphological maps and apply the knowledge in geographical research.

Course Content:

1. Geomorphology: Nature, Scope and Approaches; Earth: Interior Structure and Isostasy.
2. Earth Movements: Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.
3. Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).
4. Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.
5. Applied Geomorphology

References:

Essential:

1. Dayal, P. (1996). *A Text book of Geomorphology*. Patna, India: Shukla Book Depot
2. Huggett, R.J. (2007): *Fundamentals of Geomorphology*. New York, U.S.A.: Routledge.
3. Khullar, D.R. (2012). *Physical Geography*. New Delhi. India: Kalyani Publishers.
4. Strahler, A. H. and Strahler, A N. (2001): *Modern Physical Geography* (4/E). New York, U.S.A.: John Wiley and Sons, Inc.
5. Thornbury, W. D. (2004): *Principles of Geomorphology*. New York, U.S.A.: Wiley.

Suggestive:

1. Bloom, A. L. (2003). *Geomorphology: A Systematic Analysis of Late Cenozoic Landforms*, New Delhi, India: Prentice-Hall of India
2. Christopherson, R. W. and Birkeland, G. H. (2012). *Geosystems: An Introduction to Physical Geography* (8th edition). New Jersey, USA: Pearson Education.

3. Kale, V. S. and Gupta A. (2001). *Introduction to Geomorphology*. Hyderabad, India: Orient Longman.
4. Mal, Suraj, Singh, R.B. and Huggel, C. (2018). *Climate Change, Extreme Events and Disaster Risk Reduction*. Switzerland: Springer. pages 309.
5. Singh, S. (2009): *Bhautik Bhugolka Swaroop (Hindi)*. Allahabad, India: PrayagPustak.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Geomorphology: Nature, Scope and Approaches; Earth: Interior Structure and Isostasy.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Earth Movements: Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Applied Geomorphology	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Geomorphology, Earth, Isostasy, Movements, Processes, Erosion, Landform

2. Cartographic Techniques (Practical)

Course Objectives:

1. Create professional and aesthetically pleasing maps through thoughtful application of cartographic conventions;
2. Develop an understanding of the concepts regarding scale, map projections to suit map purposes;
3. Better understand the techniques of interpretation of topographical and weather maps

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Explain how maps work, conceptually and technically and will be able to understand science and art of cartography
2. Recognize the benefits and limitations of some common map projections and their use.

3. Understand and perform interpretation of topographical maps and weather maps.

Course Content:

1. Cartography – Nature and Scope; Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
2. Map Projections – Classification, Properties and Uses; Merits and Demerits of Polar Zenithal, Stereographic, Bonne's and Mercator's Projections.
3. Profiles -Introduction to Cross and Longitudinal Profiles, Slope analysis using Wentworth's Method.
4. Topographical Maps- Interpretation.
5. Weather Maps- Interpretation

Practical Record:

A Project File in pencil comprising one exercise *each*, on scale, map projection, profile, slope, interpretation of topographic sheet, and weather maps.

References:

Essential:

1. Kraak, M.J. (2010). *Cartography: Visualization of Geospatial Data* (3rd edition). London. UK.: Pearson Education Ltd.
2. Misra, R.P. (2014). *Fundamentals of Cartography* (Second Revised and Enlarged Edition). New Delhi. India: Concept Publishing.
3. Monkhouse, F. J. and Wilkinson, H. R. (1973). *Maps and Diagrams*. London, India: Methuen.
4. Singh, R.L. & Dutta, P.K. (2012). *Prayogatmak Bhugol (Hindi)*, Central Book Depot, Allahabad
5. Singh, Gopal. (1998). *Map Work and Practical Geography* (4th Edition). Ahmedabad, India: Vikas Publishing House.

Suggestive:

- 1 Rhind, D. W. and Taylor D. R. F. (eds.) (1989). *Cartography: Past, Present and Future*. U.S.A.: Elsevier, International Cartographic Association.
- 2 Sarkar, A. (2015). *Practical geography: A systematic approach*. New Delhi, India: Orient Black Swan Private Ltd.

- 3 Sharma, J. P. (2010). *Prayogic Bhugol(Hindi)*, Rastogi Publishers, Meerut.
- 4 Singh, R.L. and Singh R.P.B. (1999). *Elements of Practical Geography*, Kalyani Publishers, New Delhi.
- 5 Singh, R.L., & Singh, Rana. P.B. (1991): *Prayogtmak Bhugolke Mool Tatva (Hindi)*, New Delhi. India: Kalyani Publishers.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Nature and Scope, Concept and application, Graphical Construction	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
2	Map Projections – Classification, Properties and Uses; Merits and Demerits	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
3	Profiles-Introduction to Cross and Longitudinal Profiles.	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, midterm examination.
4	Topographical Maps- Interpretation and Slope Analysis	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.

5	Interpretation of Weather Map	Classroom Lectures, Practical demonstration	Assignments, Hands-on exercise, classroom test, end semester examination.

Keywords: Cartography, Map Projections, Profiles, Topographical Maps

3. Human Geography

Course Objectives:

1. Various dimensions of human geography and cultural landscape.
2. Detailed analysis of population growth and distribution.
3. Understanding of the relationship between population and resource.

Learning Outcomes:

1. Detailed exposure of contemporary relevance of cultural landscape.
2. In-depth knowledge of space and society of cultural regions.
3. Understanding the settlement pattern and population resource relationship.

Course Content:

1. Human Geography: Definition, Scope and Principles; Contemporary Relevance, Understanding Cultural Landscape.
2. Population: Population Growth and Distribution; Population Composition; Malthusian and Demographic Transition Theories.
3. Space and Society: Cultural Regions; Race; Tribes, Religion and Language.
4. Settlements: Types of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.
5. Population-Resource Relationships: Ackerman's Population-Resource Regions and Regional Resource Development

References:

Essential:

1. Chandna, R.C. (2017). *Population Geography*. New Delhi, U.S.A.: Kalyani Publishers.
2. Daniel, P.A. and Hopkinson, M.F. (1989). *The Geography of Settlement*. London. UK: Oliver & Boyd.
3. Hussain, Majid. (2012). *Manav Bhugol*,. Jaipur. India: Rawat Publications.
4. Johnston, R., Gregory, D., & Pratt, G., et al. (2008). *The Dictionary of Human*

Geography, Blackwell Publication.

5. Singh, R.B., (Ed.) (2015). *Urban Development Challenges, Risk and Resilience in Asian Mega Cities-Sustainable Urban Future of Emerging Asian Mega Region*, Tokyo, Japan: Springer. Pages 488, 2015.

Suggestive:

- 1 Hassan, M.I. (2005). *Population Geography*. Jaipur, India: Rawat Publications.
- 2 Jordan-Bychkov., et al. (2006). *The Human Mosaic: A Thematic Introduction to Cultural Geography*. New York, U.S.A.: W. H. Freeman and Company.
- 3 Kaushik, S.D. (2010). *ManavBhugol*. Meerut, India: Rastogi Publication
- 4 Maurya, S.D. (2012). *ManavBhugol*. Allahabad, India: ShardaPustakBhawan.
- 5 Rozenblat., Celine., Pumain., Denise and Velasquez., Elkin Eds. (2018). *International and Transnational Perspectives on Urban Systems*.Tokyo, Japan: Springer pages 393.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of Human geography	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of different theories related to human development	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of cultural regions; race; tribes, religion and language	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of different types of settlement in rural as well as urban areas	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the regional resource development of India	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Human Geography, Demographic Transition Theories, Cultural Regions, Space and Society, Settlement Patterns

4. Thematic Cartography (Practical)

Course Objectives:

1. Create thematic maps through thoughtful application of Cartographic conventions;
2. Enhance understanding of the concepts regarding thematic mapping techniques
3. Better understand preparation and interpretation of thematic maps

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Explain how maps work, conceptually and technically and will be able to understand science and art of cartography
2. Recognize the benefits and limitations of Diagrammatic Data Presentation.
3. Understand and perform interpretation of thematic maps.

Course Content:

1. Maps – Classification and Types; Principles of Map Design.
2. Diagrammatic Data Presentation – Line, Bar and Circle.
3. Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data - Choropleth, Dot, Proportional Circles; Point Data – Isopleths.
4. Cartographic Overlays – Point, Line and Areal Data.
5. Thematic Maps – Preparation and Interpretation.

Practical Record: A Thematic Atlas should be prepared on a specific theme with five plates of any state in India.

References:

Essential:

1. Cuff J. D. and Mattson M. T., 1982: Thematic Maps: Their Design and Production, Methuen Young Books.
2. Dent B. D., Torguson J. S., and Holder T. W., 2008: Cartography: Thematic Map Design (6th Edition), McGraw-Hill Higher Education
3. Gupta K. K. and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
4. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept, New
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.

Suggestive:

1. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
2. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
3. Tyner J. A., 2010: Principles of Map Design, The Guilford Press.
4. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi

5. Singh, L R & Singh R (1977): Manchitra or Pryaogatamek Bhugol , Central Book, Depot, Allahabad

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Maps – Classification and Types; Principles of Map Design.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Diagrammatic Data Presentation – Line, Bar and Circle.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Thematic Mapping Techniques	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Cartographic Overlays – Point, Line and Areal Data	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

V	Thematic Maps – Preparation and Interpretation.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Maps, Thematic Mapping, Cartographic Overlays

5.Climatology

Course Objectives:

1. Various dimensions of climatology like structure and composition.
2. Detailed analysis of global atmospheric pressure and wind system.
3. Understanding of the concept of oceanic topography.

Learning Outcomes:

1. Detailed exposure of climatology and oceanic relief features.
2. In-depth knowledge of upper atmospheric conditions and cyclonic features.
3. Understanding the characteristics of climatic regions.

Course Content:

1. Atmospheric Composition and Structure: Variation with Altitude, Latitude and Season; Insolation and Temperature: Factors and Distribution, Heat Budget, Temperature Inversion.
2. Atmospheric Pressure and Winds: Planetary Winds, Forces affecting Winds, General Circulation of Air, Jet Streams;
3. Atmospheric Moisture: Evaporation, Humidity, Condensation, Fog and Clouds, Precipitation Types, Stability and Instability;
4. Cyclones: Tropical Cyclones, Temperate Cyclones, Monsoon - Origin and Mechanism.
5. Climatic Regions.

References:

Essential:

1. Barry, R. G., and Chorley, R. J. (2009). *Atmosphere, Weather and Climate (9th Edition)*. New York, USA: Routledge.
2. Critchfield, H. J. (1987). *General Climatology*, New Delhi, India: Prentice-Hall of India.
3. Lal, D. S. (2006). *Jalvayu Vigyan (Hindi)*. Allahabad, India: Prayag Pustak Bhavan,
4. Oliver J. E. and Hidore J. J., 2002: *Climatology: An Atmospheric Science*, Pearson Education, New Delhi.
5. Strahler, A.N. (1987). *Modern Physical Geography*. New York and Singapore: John Wiley and Sons.

Suggestive:

1. Gupta, L.S. (2000). *Jalvayu Vigyan (Hindi)*, Delhi, India: Madhyam Karyanvay Nidishalya
2. Lutgens, F. K. Tarbuck E. J. and Tasa D., (2009). *The Atmosphere: An Introduction to Meteorology*. Englewood Cliffs, New Jersey, USA: Prentice-Hall.
3. Singh, M. Singh, R.B. and Hassan, M.I. (Eds.). (2014). *Climate Change and Biodiversity. Proceedings of IGU Rohtak Conference*, Volume 2. Advances in Geographical and Environmental Studies, Springer.
4. Singh, S. (2009). *Jalvayu Vigyan (Hindi)*. Allahabad, India: Prayag Pustak Bhawan.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 6: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of climatology and oceanography	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of global wind pattern and atmospheric conditions	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of cyclonic storms of different regions	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
IV	Atmospheric Moisture and Cyclones	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Climatic Regions	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Key words: Climatology, Oceanography, Cyclone, Wave, Salinity.

6. Statistical Methods in Geography (Practical)

Course Objectives

1. The concept of quantitative information in general and Geographical data in particular. The importance of data analytics. The ways data is collected or data is taken from different sources. The sampling methods' application for data collection purposes.
2. The ways to handle the collected data through classification, tabulation and stigmatization. The data presentation using graphical and diagrammatic ways.
3. To calculate different averages on data and to identify the variations in data.
4. To compute relations and impacts among the data series.
5. The concept of probability particularly normal curve.

Learning Outcomes:

The following will be the outcomes of this course, student shall be able:

1. To differentiate between qualitative and quantitative information.
2. To know the nature of various data , different sources and methods of data collection.

3. To apply sampling methods for data collection.
4. To classify, summarize and produce various types of data tabulations.
5. To present data through graphical and diagrammatic formats.
6. To apply different forms of averages, their relevance on descriptive data and geographical descriptive data as well.
7. To analyze the variations in spatial and non-spatial data.
8. To study the associations and cause/effect or impact from the data series
9. To use the concept of probability mainly the normal distribution.

Course Content:

6. Use of Data in Geography: Geographical Data Matrix, Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)
7. Tabulation and Descriptive Statistics: Frequency Distribution Table, Cross Tabulation, Graphical Presentation of Data (Bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves), Measurement of Central Tendencies (Mean, Median and Mode), Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).Centro-graphic Techniques (Geographic Centre, Mean Centre of Population, Median points and Median Centre (based on Minimum Aggregate Distance Traveled), and Distance Deviation from the Mean Centre.
8. Sampling: Purposive, Random, Systematic and Stratified.
9. Theoretical Distribution: Concept of Probability Distribution (theory only), Normal Distribution (Its Characteristics and Application of Area Under Normal Curve)
10. Correlation: Rank Correlation and Product Moment Correlation, Simple Regression and Mapping of Residuals from Regression

Practical Record File: Each student will submit a record containing five exercises:

1. Construct a data matrix of about (100 x 10) with each row representing an areal unit (districts or villages or towns) and about 10 columns of relevant attributes of the areal units.
2. Based on the above table, a frequency table, measures of central tendency and dispersion would be computed and interpreted for any two attributes, Plot mean centre for population and standard distance deviation on the selected map for the spatial units.
3. Histograms and frequency curve would be prepared on the entire data set and attempt to fit a normal curve and interpreted for one or two variables.
4. From the data matrix a sample set (20 Percent) would be drawn using, random - systematic and stratified methods of sampling and locate the samples on a map with a short note on methods used.
5. Based on of the sample set and using two relevant attributes, a scatter and regression line would be plotted and residual from regression would be mapped with a short interpretation

References:

Essential:

6. Berry B. J. L. and Marble D. F. (eds.). (1968). *Spatial Analysis – A Reader in Geography*. U.S.A.: Prince-Hall.
7. Ebdon D. (1977). *Statistics in Geography: A Practical Approach*. Oxford, UK.: Blackwell
8. Hammond P. and McCullagh P. S. (1978): *Quantitative Techniques in Geography: An Introduction*. UK: Oxford University Press.
9. King L. S. (1969). *Statistical Analysis in Geography*. U.S.A.: Prentice-Hall.
10. Pal S. K. (1998): *Statistics for Geoscientists*, New Delhi, India: Tata McGraw Hil.
11. Silk J. (1979). *Statistical Concepts in Geography*. London, UK.: Allen and Unwin.

Suggestive:

6. Harris, R. and Jarvis, C. (2011). *Statistics for Geography and Environmental Science*. London, UK.: Pearson Education Ltd.
7. Rogerson, P.A.(2010) *Statistical Methods in Geography*, Sage Publications.
8. Shinha, I. (2007). *Sankhyiki bhugol*. New Delhi, India: Discovery Publishing House.
9. Walfford, Nigel (2011) *Practical Statistics for Geographers and Earth Scientists*, Wiley-Blackwell.
10. Yeates M., 1974: *An Introduction to Quantitative Analysis in Human Geography*. New Delhi, India.: McGraw Hill

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

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Week 4: Unit II

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Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Use of Data in Geography	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Tabulation and Descriptive Statistics	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Sampling: Purposive, Random, Systematic and Stratified	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Theoretical Distribution: Concept of Probability Distribution (theory only), Normal Distribution	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Correlation: Rank Correlation and Product Moment Correlation, Simple Regression and Mapping of Residuals from Regression	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Statistical Methods, Tabulation, Descriptive Statistics, Sampling, Theoretical Distribution, Correlation

7. Geography of India

Course Objectives:

1. Various dimensions of the geographical features of India and their spatial distribution.
2. Detailed analysis of economic resources of India
3. Understanding of regional divisions of India.

Learning Outcome:

1. Detailed exposure to the human and physical features of India.
2. In-depth knowledge of different resource base of India.
3. Understanding socio-cultural base of India.

Course Content:

4. Physical: Location, Physiographic Divisions, Climate: characteristics and classification; Soil and Natural vegetation
5. Population: Distribution and Growth, Structure; Social: Distribution of Population by Race, Caste, Religion, Language, Tribes and their Correlates.
6. Regionalisation of India: Physiographic (R. L. Singh), Socio-Cultural (Sopher), Economic (Sengupta)
7. Economic: Mineral and Power Resources: Distribution and Utilization of Iron Ore, Coal, Petroleum, Gas; Agricultural Production of Rice, Wheat, Cotton and Sugarcane;
8. Spatial Patterns of Industrial Development: Automobile and Information Technology

References:**Essential:**

1. Majid, H. (2009). *Geography of India*. Delhi, India: Tata McGraw Hill Education Private Ltd.
2. Nag, P. and Sengupta, S., (1992). *Geography of India*. Delhi, India: Concept Publishing.
3. Sdyasuk Galina and P Sengupta (1967) *Economic Regionalization of India*, Census of India.
4. Singh R. L. (1971). *India: A Regional Geography*, National Geographical Society of India.
5. Singh, Gopal, (1976). *A Geography of India*. Delhi, India: Atma Ram.
6. Sopher, David E. *An Exploration of India: Geographical Perspective on Society and Culture*. Cornell University Press. Ithaca, New York
7. Spate O.H.K. and Learmonth A.T.A., 1967: *India and Pakistan: A General and Regional Geography*, Methuen.
8. Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad.

Suggestive:

1. Sharma, T. C. and Coutinho O., (1997). *Economic and Commercial Geography of India*. Delhi, India: Vikas Publishing.
2. Sharma, T.C. (2013). *Economic Geography of India*. Jaipur, India: Rawat Publication.
3. Singh Surender and Saroha Jitender (2018) *Geography of India (Second Edition)*, Access Publishing, New Delhi
4. Singh, R. B. and Prokop, Pawel. (2016). *Environmental Geography of South Asia*. Japan : Springer.
5. Tirtha, R. (2002) *Geography of India*. Jaipur & New Delhi., India: Rawat Pubs.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

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Week 5: Unit III

Week 6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8 : Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Physical Setting – Location, Structure and Relief, Drainage, Climate	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Settlement System - Rural Settlement Types and Patterns, Urban Patterns	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Resource Base – Livestock, Power, Minerals	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

V	Economy – Agriculture, Industries, Transportation Modes	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Human geography, Demography, Resources, Society, Region

8. Economic Geography

Course Objectives:

1. To understand the concept and spatial distribution of economic activities in the world.
2. To analyse the factors affecting the economics activity focusing on Von Thunen and Weber theory.
3. To describe in the details the regionalization of different economic activities.

Learning Outcome:

After learning, students should be able to:

1. Distinguish to different types of economic activities and their utilities.
2. Appreciate the factors responsible for the location and distribution of activities.
3. Examine the significance and relevance of theories in relation to the location of

different economic activities

Course Content:

1. Introduction to Global Economic System: Concept and Classification of Economic Activities.
2. Economic Theories: Agriculture (Von Thunen); Industry (Weber's theory).
3. Primary Activities: Agriculture, Precision agriculture, Forestry, Fishing and Mining.
4. Secondary Activities: Manufacturing (Cotton Textile, Iron and Steel), Concept of Manufacturing Regions, Special Economic Zones and Technology Parks.
5. Tertiary Activities: Transport, Trade and Services.

References:

Essential:

1. Bagchi-Sen, S. and Smith, H. L. (2006). *Economic Geography: Past, Present and Future*. UK: Taylor and Francis.
2. Clark, Gordon L.; Feldman, M.P. and Gertler, M.S., eds. (2000). *The New Oxford Handbook of Economic Geography*. UK: Oxford Press.

3. Coe, N. M., Kelly P. F. and Yeung H. W. (2007). *Economic Geography: A Contemporary Introduction*. USA: Wiley-Blackwell.
4. Knox, P. & Marston, S. (2013). *Human Geography: Places and Regions in Global Context*, 6th Edition. New Delhi, India: Pearson Education.
5. Siddhartha, K. (2013). *Economic Geography*, Kishore Publications Pvt. Ltd., New Delhi.

Suggestive:

1. Combes, P., Mayer T. and Thisse, J. F. (2008). *Economic Geography: The Integration of Regions and Nations*, Princeton University Press.
2. Knowles, R. & Wareing, J. (2004). *Economic and Social Geography Made Simple*, Rupa & Co., Kolkata.
3. Prithwish, R. (2014). *Economic Geography - A study of Resources*. Kolkata, India: New Central Book Agency.
4. Saxena, H.M. (2013). *Economic Geography*. Jaipur, India: Rawat Publications
5. Willington, D. E. (2008). *Economic Geography*, New Delhi, India: Read Books.

Teaching Learning Plan

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Week 6: Mid-Semester Examinations

Week 7 : Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Introduction to Global Economic System: Concept and classification of economic activities.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Theories: Agriculture (Von Thunen); Industry (Weber's theory).	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Primary Activities: Agriculture, Precision agriculture, Forestry, Fishing and Mining.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Secondary Activities: Manufacturing (Cotton Textile, Iron and Steel), Concept of Manufacturing Regions, Special Economic Zones and Technology Parks.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Tertiary Activities: Transport, Trade and Services.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Global, Economic, Activities, Theory, Primary, Secondary, Tertiary

9. Environmental Geography

Course Objectives:

1. Various dimensions of environment and natural resource management.
2. Detailed analysis of concept, structure and functions.
3. Understanding of the concept of appraisal and conservation of Environment and Natural Resources.

Learning Outcome:

1. Detailed exposure of human – environment relationship.
2. In-depth knowledge of environmental issues in tropical, temperate and polar ecosystems.
3. Understanding the environmental programmes and policies at local as well as global level.

Course Content:

1. Introduction to Natural Resource and Environment: Basic Concept; Human-Environment Relationships- Resource Use and abuse, Concept of resource curse
2. Ecosystem: Concept, Structure and Functions; Ecosystem services and ecological footprints.
3. Natural Resource: Concept (Zimmermann), Classification, Utilization, Problems and Management of Land, Water, forest and energy resources.
4. Environmental Issues in Tropical, Temperate and Polar Ecosystems. Global environmental issues: Impacts on land, soil, water, climate and atmosphere, biodiversity loss; and human health
5. Appraisal and Conservation of Environment and Natural Resources and Sustainable Resource Development, Environmental Programmes and Policies – Global, National and Local levels. Management of Environment and Resources: Principle of conservation, restoration and sustainable alternatives; Importance of EIA.

References:

Essential:

1. Chandna, R. C. (2002). *Environmental Geography*. Ludhiana, India: Kalyani.
2. Cunningham, W. P. and Cunningham, M. A. (2004). *Principals of Environmental Science: Inquiry and Applications*. Delhi: Tata Macgraw Hill.
3. Odum, E. P. et al. (2005). *Fundamentals of Ecolog*. India: Ceneage Learning
4. Singh, R.B., and Hietala, R. (Eds.) (2014). *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies*. USA: Springer

5. Singh, Savindra.,(2001). *Paryavaran Bhugol (Hindi)*,Allahabad, India: Prayag Pustak Bhawan.
6. Singh,R.B., Prokop, Pawel (Eds.) (2016). *Environmental Geography of South Asia*.Tokyo, Japan: Springer.

Suggestive:

- 1 Goudie, A. (2001). *The Nature of the Environment*, Oxford, UK: Blackwell.
- 2 Holechek, J. L. C., Richard, A., Fisher, J. T. and Valdez, R. (2003). *Natural Resources: Ecology, Economics and Policy*. New Jersey, USA: Prentice Hall.
- 3 Mitchell, B. (1997). *Resource and Environmental Management*. England: Longman Harlow.
- 4 Saxena, H.M. (2012). *Environmental Studies*. Jaipur, India: Rawat Publications.

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Week 1: Unit I

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Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

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Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of environment and NRM	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of conceptual framework of different ecosystems	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of environmental issues of different regions	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of different issues related to environmental conservation	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the different policies related to conservation of environment at local as well as global level	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Natural resource management, Ecosystem, Environment, Biosphere reserve, United nation

10. Field Work and Research Methodology (Practical)**Course Objectives:**

1. Various dimensions of field work and its role in geographical studies..
2. Detailed analysis of different field techniques.
3. Understanding of the report writing and field tools.

Learning Outcome:

1. Detailed exposure of new geographical landscape as study area.
2. In-depth knowledge of different field techniques.
3. Understanding the field ethics and different tools of field study.

Course Content:

1. Field Work In Geographical Studies – Role, Value, Data and Ethics of Field-Work;
Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental.

2. Data Collection: Type and Sources of Data; Methods of Collection; Data Analysis: Qualitative Data Analysis; Quantitative Data Analysis; Data Representation Techniques.
3. Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant), Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch)
4. Use of Field Tools – Collection of Material for Physical and Socio-Economic Surveys.
5. Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.

Practical Record:

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
4. One copy of the report on A 4 size paper should be submitted in soft binding.

References:

Essential:

1. Creswell, J., (1994). *Research Design: Qualitative and Quantitative Approaches*. UK: Sage Publications.
2. Dikshit, R. D. (2003). *The Art and Science of Geography: Integrated Readings*. New Delhi, India: Prentice-Hall of India.
3. Mukherjee, Neela. (1993). *Participatory Rural Appraisal: Methodology and Application*. Delhi, India: Concept Publs. Co.
4. Robinson, A. (1998). *Thinking Straight and Writing That Way*. In Pryczak, F. and Bruce, R. P. eds.. *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*. Los Angeles, USA: Routledge.
5. Special Issue on “Doing Fieldwork” *The Geographical Review* 91:1-2 (2001).

Suggestive:

1. Evans, M. (1988). *Participant Observation: The Researcher as Research Tool*. In Eylesand, J and D. Smith (eds). *Qualitative Methods in Human Geography*. Cambridge, UK: Polity.
2. Mukherjee, N. (2002). *Participatory Learning and Action: with 100 Field Methods*. Delhi, India: Concept Publs. Co.
3. Stoddard, R. H. (1982). *Field Techniques and Research Methods in Geography*. USA: Kendall/Hunt.
4. Wolcott, H. (1995). *The Art of Fieldwork*. CA, USA: Alta Mira Press.

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Week 6: Mid-Semester Examinations

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Week 8: Unit III

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Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the role and value of field study	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions. fieldwork
II	Detailed discussion on selection of field area and its exposure	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions. fieldwork

III	Deep understanding of field techniques and statistical methods	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions. fieldwork
IV	Detailed analysis of primary survey and field ethics	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates. fieldwork
V	Understanding the different parameters of field report	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates, fieldwork

Keywords: Field study, Technique, Methods, Survey, Ethics

11. Regional Planning and Development

Course Objectives:

1. To understand the concept of Region and Regional Planning.
2. To familiarize the students with Theories and Models for Regional Planning.
3. To develop understanding about concept of Development, Sustainable Development and different programmes and policies.

Learning Outcome:

After studying, students will be able to:

1. Conceptualize the Regional Planning and its theories.
2. Get the overview of Sustainable Regional Development.
3. Have sound knowledge to Sustainable Development Policies and Programmes.

Course Content:

1. Definition of Region, Evolution and Types of Regional planning: Formal, Functional, and Planning Regions and Regional Planning;
2. Choice of a Region for Planning: Regionalization of India for Planning (Agro Ecological Zones)
3. Theories and Models for Regional Planning: Growth Pole Model of Perroux; Myrdal, Hirschman, Rostow and Friedmann;
4. Sustainable Development: Concept of Development and Underdevelopment; Efficiency-Equity Debate: Definition, Components and Sustainability for

Development. Indicators (Economic, Social and Environmental).

5. Sustainable Development Policies and Programmes: Rio+20; Goal-Based Development; Principles of Good Governance.

References:

Essential:

1. Agyeman, Julian, Robert, D. Bullard and Bob, Evans. (Eds.) (2003). *Just Sustainabilities: Development in an Unequal World*. London: Earthscan. (Introduction and conclusion.).
2. Anand, Subhash., (2011). *Ecodevelopment : Glocal Perspectives*. New Delhi, India: Research India Press.
3. Friedmann, J. and Alonso W. (1975). *Regional Policy - Readings in Theory and Applications*. Massachusetts, USA: MIT Press.
4. Misra, R. P., Sundaram, K.V., and Rao, V.L.S. (1974). *Regional Development planning in India*. Delhi, India: Vikas Publishing House.
5. Peet, R. (1999). *Theories of Development*. New York, USA: The Guilford Press.

Suggestive:

1. Ayers, Jessica, and David D. (2010). *Climate change adaptation and development I: the state of the debate*. UK: Progress in Development Studies 10(2): 161-168. SAGE.
2. Baker, Susan., (2006). *Sustainable Development*. Milton Park, Abingdon, Oxon; New York, N.Y.: Routledge. (Chapter 2, “The concept of sustainable development”).
3. Gore C. G. (1984). *Regions in Question: Space, Development Theory and Regional Policy*. London, UK: Methuen.
4. Haynes J. (2008). *Development Studies*. London: Polity Short Introduction Series.
5. Johnson E. A. J. (1970). *The Organization of Space in Developing Countries*, Massachusetts, USA: MIT Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Definition of Region, Evolution and Types of Regional planning	Classroom Lectures, PPTs, discussions and tutorials.	Assignments, presentations, discussions.
II	Regionalization of India for Planning	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Theories and Models for Regional Planning	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
IV	Sustainable Development	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Sustainable Development Policies and Programmes	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Region, Regional Planning, Regionalization, Sustainable Development

12. Remote Sensing and GIS (Practical)

Course Objectives:

1. The course aim is to give basic technical knowledge and practical experience in digital remote sensing.
2. Knowledge and practical experience in handling satellite images focusing on hands-on experience of image pre-processing, enhancement and classification;
3. Better understand the techniques for the study of land use land cover and urban study.

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Explain principles of remote sensing, different satellite systems and sensors;
2. Perform image pre-processing, enhancement and classification and interpretation of satellite images;
3. Apply Image preprocessing for land use land cover and urban studies;

Course Content:

Unit 1. Remote Sensing and GIS: Definition and Components, Development, Platforms and Types

Unit 2. Aerial Photography and Satellite Remote Sensing: Principles, Types and Geometry of Aerial Photograph; Principles of Remote Sensing, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.

Unit 3. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure

Unit 4. Image Processing (Digital and Manual) and Data Analysis: Pre-processing (Radiometric and Geometric Correction), Enhancement (Filtering); Classification (Supervised and Un-supervised), Geo-Referencing; Editing and Output; Overlays

Unit 5. Interpretation and Application of Remote Sensing and GIS: Land use/ Land Cover, Urban Sprawl Analysis; Forests Monitoring

Practical Record: A project file consisting of 5 exercises using open source software on above topic.

References:

Essential:

2. Bhatta, B. (2008). *Remote Sensing and GIS*. New Delhi, India: Oxford University Press.
3. Campbell J. B. (2007). *Introduction to Remote Sensing*. UK: Guildford Press
4. Jensen, J. R. (2005). *Introductory Digital Image Processing: A Remote Sensing Perspective*. USA: Pearson Prentice-Hall.
5. Lillesand T. M., Kiefer R. W. and Chipman J. W. (2004). *Remote Sensing and Image Interpretation*. USA: Wiley. (Wiley Student Edition).

6. Singh R. B. and Murai S. (1998). *Space-informatics for Sustainable Development*. UK: Oxford and IBH Pub.
7. Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGrawHill.

Suggestive:

1. Chauniyal, D.D. (2010). *Sudur Samvedan evam Bhogolik Suchana Pranali*. Allahabad, India: Sharda Pustak Bhawan.
2. Li, Z., Chen, J. and Batsavias, E. (2008). *Advances in Photogrammetry, Remote Sensing and Spatial Information Sciences*. London, UK: CRC Press, Taylor and Francis.
3. Mukherjee, S. (2004). *Textbook of Environmental Remote Sensing*. Delh, India: Macmillan.
4. Nag P. and Kudra, M. (1998). *Digital Remote Sensing*. Delhi, India: Concept.
5. Sarkar, A. (2015). *Practical geography: A systematic approach*. Delhi, India: Orient Black Swan Private Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Definition and Components	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
2	Aerial Photography and Satellite Remote Sensing	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
3	GIS Data Structures.	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, midterm examination.
4	Image Processing (Digital and Manual) and Data Analysis	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
5	Interpretation and Application of Remote Sensing and GIS	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test, end semester examination.

Keywords: Satellite Remote Sensing, GIS, Land Use Land Cover, Urban Studies.

13. Evolution of Geographical Thought**Course Objectives:**

1. Understanding historical evolution of geographic thought
2. Detailed analysis of different paradigms in geography
3. Evaluating the contemporary trends in geographical studies

Learning Outcomes:

1. In depth understanding about the evolution of geographical thought
2. Detailed knowledge about the paradigms and debates in the geographical studies.
3. Understanding of recent traditions in geography

Course Content:

1. **Paradigms** in Geography
2. **Pre-Modern** – Early Origins of Geographical Thinking with reference to the Classical and Medieval Philosophies.
3. **Modern** – Evolution of Geographical Thinking and Disciplinary Trends in Germany, France, Britain, United States of America.
4. **Debates** – Environmental Determinism and Possibilism, Systematic and Regional, Ideographic and Nomothetic.
5. **Trends** – Quantitative Revolution and its Impact, Behaviouralism, Systems Approach, Radicalism, Feminism; Towards Post Modernism – Changing Concept of Space in Geography, Geography in India, Future of Geography.

References:

Essential:

1. Bhat, L.S. (2009). *Geography in India* (Selected Themes). Delhi, India: Pearson.
2. Hartshorne, R. (1959). *Perspectives of Nature of Geography*. UK: Rand MacNally and Co.
3. Harvey, David. (1969). *Explanation in Geography*, London, UK: Arnold.
4. Holt-Jensen, A. (2011). *Geography: History and Its Concepts: A Students Guide*. UK: SAGE.
5. Johnston, R. J., (1997). *Geography and Geographers, Anglo-American Human Geography since (1945)*. London, UK: Arnold.
6. Kapur, A. (2001). *Indian Geography Voice of Concern*. Delhi, India: Concept Publications.

Suggestive:

1. Dikshit, R. D. (1997). *Geographical Thought: A Contextual History of Ideas*. Delhi, India: Prentice– Hall India.
2. Martin Geoffrey J. (2005). *All Possible Worlds: A History of Geographical Ideas*, UK: Oxford.
3. Singh, R.B. (2016). *Progress in Indian Geography*. New Delhi, India: Indian National Science Academy.
4. Sudeepa, A. (2015). *Fundamentals of Geographical Thought*. Delhi, India: Orient black swan private limited.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the paradigms in geography	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
II	Detailed discussion on the Classical and Medieval Geographic traditions	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
III	Evaluating the contribution of modern schools in geography	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
IV	In-depth discussions about the debates in geography	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
V	Understanding the post-modern trends in geography	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations

Keywords: Paradigm, Tradition, Schools, Debate, Postmodernism

14. Disaster Management based Project Work (Practical

Course Objectives:

1. Understanding the basic concepts of disaster management
2. Detailed analysis about the different types of disasters in India
3. Evaluating the various dimensions of disaster management through field works

Learning Outcomes:

1. In depth understanding about the various disasters in the country
2. It will provide thorough understanding about the human responses to the disasters
3. It will give an in-depth knowledge about the disasters through fieldworks

Course Content:

1. Introduction to Disaster Management: Basic concepts; Disaster Management Cycle: components and stages; Community Based Disaster Management
2. Flood and Drought
3. Cyclone and Hailstorms
4. Earthquake and Volcanoes
5. Landslides
6. Human Induced Disasters: Fire Hazards, Chemical, Industrial accidents

(Practical Record: Project work to be based on any two of the above topics of their Choice. First should be field-based case study and second should be local / college-based.)

References:

Essential:

1. Government of India. (2011). *Disaster Management in India*. Delhi, India: Ministry of Home Affairs.
2. Government of India. (2008). *Vulnerability Atlas of India*. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India
3. Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.
4. Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi, India: Macmillan.
5. Ramkumar, M. (2009). *Geological Hazards: Causes, Consequences and Methods of Containment*. New Delhi, India: New India Publishing Agency.

Suggestive:

- 1 Savindra, S. and Jeetendra, S. (2013): *Disaster Management*. Allahabad, India: Pravalika Publications.
- 2 Singh Jagbir. (2007). *Disaster Management Future Challenges and Oppurtunities* 2007. Publisher- New Delhi, India : I.K. International Pvt. Ltd.
- 3 Singh, R. B. (ed.) (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. New Delhi, India: Rawat Publications,.
- 4 Singh, R.B. (2005). *Risk Assessment and Vulnerability Analysis*. New Delhi , India: IGNOU. Chapter 1, 2 and 3
- 5 Stoltman, J.P., et al. (2004). *International Perspectives on Natural Disasters*. Dordrecht, the Netherlands: Kluwer Academic Publications.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts in disaster management	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
II	Detailed discussion on the natural disasters in India	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
III	Understanding the implications of natural disasters in India	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
IV	In-depth assessment of the causes and impacts of manmade disasters	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
V	In-depth observation on the management strategies for disasters from micro to macro levels	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report

Keywords: Disaster, Management, India, Impacts, Strategies

B. DISCIPLINE CENTRIC ELECTIVES (ANY FOUR)

1 Demography and Population Studies

Course Objectives:

1. It introduces the basic concepts of population Geography to the students.
2. An understanding of the importance and need of Demographic data.
3. Spatial understanding of population dynamics.

Learning Outcomes:

1. This paper would bring an understanding of Population Geography along with relevance of Demographic data.
2. The students would get an understanding of distribution and trends of population growth in the developed and less developed countries, along with population theories.
3. The students would get an understanding of the dynamics of population.
4. An understanding of the implications of population composition in different regions of the world.
5. An appreciation of the contemporary issues in the field of population studies

Course Contents:

Contents:

1. Nature and scope of Population Geography and its relation to Demography. Demographic data requirement and its relevance. Population Censuses across the world. Indian Census: various heads under which data is available in the Census of India.
2. Population distribution: determinants and world pattern; Population Growth: past, present trends and future projections of population in the world and its relation to Demographic Transition Theory; Malthusian perspective on population.
3. Population Composition: Age-Sex composition; Rural and Urban composition: literacy
4. Population Dynamics: Fertility, Mortality and Migration-Measures, determinants and implications.
5. Contemporary Issues: Ageing of Population, Declining Sex Ratio; Demographic Dividend.

References:

Essential:

1. Barrett, H. R. (1995). *Population Geography*. UK: Oliver and Boyd.
2. Bhende, A. and Kanitkar, T. (2000). *Principles of Population Studies*. India: Himalaya Publishing House.
5. Chandna, R.C. (2006). *JansankhyaBhugol*. Delhi, India: Kalyani Publishers.

- 6 Chandna, R.C. (2006). *Geography of Population*. Ludhiana, India: Kalyani Publishers.
- 7 Clarke, J. I., (1965). *Population Geography*. Oxford, UK: Pergamon Press.

Suggestive:

- 1 Debjani, Roy. *Population Geography*. Kolkata, India: Books and Allied Private Limited.
- 2 Jones, H. R., (2000). *Population Geography*, 3rd ed. London, UK: Paul Chapman.
- 3 Lutz, W., Warren, C. S. and Scherbov, S. (2004). *The End of the World Population Growth in the 21st Century*. UK: Earthscan
- 4 Maurya, S. D. (2009). *Jansankya Bhugol*. Allahabad, India: Sharda Putak Bhawan.
- 5 Newbold, K. B. (2009). *Population Geography: Tools and Issues*. NY, USA: Rowman and Littlefield Publishers.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Nature and scope of Population Geography and its relation to Demography	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
II	Population distribution	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
III	Population Composition: Age-Sex composition; Rural and Urban composition: literacy	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
IV	Population Dynamics: Fertility, Mortality and Migration-Measures, determinants and implications.	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
V	Contemporary Issues: Ageing of Population, Declining Sex Ratio; Demographic Dividend.	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report

Keywords: Population, Demography, Fertility, Projection, Migration, etc.

2. Hydrology and Soil Studies

Course Objectives

1. To understand the basics of hydrological regime
2. to explain the integrated concept of water resource management
3. to describe the basic characteristics of soil resource

Learning Outcomes

After studying this course, students will be able to:

1. Understand the basic components of hydrological cycle and learn best practices of integrated watershed management,
2. Explain various components of water balance and management of river basins,
3. Identify different types of soil, distribution and management of soil resources.

Course Content:

1. Hydrological Cycle: Systems approach in hydrology, Components of hydrological cycle: precipitation, interception, evaporation, evapo-transpiration, infiltration, percolation, run-off and over land flow, ground water-table, flow of water in aquifers;
2. Water Balance of River Basins: Inter- relationships between components of water balance: water balance equation, concept of potential and actual evapo-transpiration, soil moisture storage, water deficit and water surplus, Characteristics of river basins: basin parameters, river network, discharge, runoff, inter-flow and base-flow.
3. Water Resource Management: Integrated water resource management: watershed delineation, conjunctive, use of ground-water and management strategies with case studies, Water harvesting, artificial recharge of ground-water, River Water Disputes: nature of dispute, sharing principles, river linkages, solution with case studies
4. Soil Resource: Properties of soil, soil water balance, soil profile, soil forming processes, Soil classification systems, orders and distribution of soil
5. Soil Resource Management: Utilisation of soil resource; soil erosion, estimation of soil losses, Problems, treatment and management of soil resource.

References:

Essential:

1. Andrew. D.W., and Stanley, T. (2004). *Environmental Hydrology*, 2nd edition. USA: Lewis Publishers, CRC Press.
2. Fetter, C.W. (2005). *Applied Hydrogeology*. New Delhi, India: CBS Publishers & Distributors.
3. Karanth, K.R. (1988). *Ground Water: Exploration, Assessment and Development*. New Delhi, India:- Tata- McGraw Hill.
4. Lyon, J.G. (2003). *GIS for Water Resource and Watershed Management*, NY, USA: Taylor and Francis.
5. Singh, M., Singh, R.B., and Hassan, M.I. (Eds.) (2014): *Landscape ecology and water management*, Proceedings of IGU Rohtak Conference, Volume 2. *Advances in Geographical and Environmental Studies*, Springer.
6. Strahler A. and Strahler A. (2008). *Physical Geography: Science and Systems of the Physical Environment*. New York , USA: John Wiley & Sons.

Suggestive:

1. Rao, K.L. (1982). *India's Water Wealth*, 2nd edition. Delhi, India: Orient Longman.
2. Reddy, K. Ramamohan, Venkateswara Rao, B, Sarala, C. (2014). *Hydrology and Watershed Management*. India: Allied Publishers.
3. Singh, V. P. (1995). *Environmental Hydrology*. The Netherlands: Kluwer Academic Publications.
4. Tideman, E.M. (1999). *Watershed management - Guidelines for Indian Conditions*. Delhi, India: Omega Scientific Publishers.
5. Todd, D.K. (1959). *Ground water Hydrology*. New Delhi, India: Wiley India Edition.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Method:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Hydrological Cycle	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
II	Water Balance of River Basins	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
III	Water Resource Management	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report
IV	Soil Resource	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report

V	Soil Resource Management	Classroom Lectures, PPTs, discussions, and Fieldwork	Assignments, Tests, Presentations, Project Report

Keywords: Hydrological Cycle, Water Balance, Soil Resource , Resource Management

3 Urbanization and Urban System

Course Objectives:

1. To introduce the students with concepts and approach to studying the urban geography.
2. To study with patterns and functional attributes of urban places.
3. To analyze the urban contemporary issues focusing on Indian mega cities.

Learning Outcome

After studying, students will be able to:

1. Understand the fundamentals and patterns of urbanization process
2. Learn the functional classification of cities and central place theories.
3. Know contemporary problems of Delhi, Mumbai, Kolkata and Chennai.

Course Content:

- 1 Urban studies in Geography: Introduction, nature, scope and approaches.
- 2 Concept of urban system, Patterns of Urbanization in developed and developing countries
- 3 Functional classification of cities: Quantitative and Qualitative Methods; Ashok Mitra's classification
- 4 Cities and Central Place Theory: Christaller
- 5 Urban Issues: problems of housing, slums, civic amenities (water and transport); Case studies of Delhi, Mumbai, Kolkata, Chennai.

References:

Essential:

1. Fyfe, N. R. and Kenny, J. T. (2005). *The Urban Geography Reader*. London, UK: Routledge.
2. Knox, P. L., and McCarthy, L. (2005). *Urbanization: An Introduction to Urban Geography*. New York, USA: Pearson Prentice Hall.
3. Pacione, M. (2009). *Urban Geography: A Global Perspective*. UK Taylor and Francis.
4. Ramachandran, R., (1989). *Urbanisation and Urban Systems of India*. New delhi, India: Oxford University Press.
5. Singh, R.B., (Ed.) (2015). *Urban development, challenges, risks and resilience in Asian megacities*. Japan: Advances in Geographical and Environmental Studies, Springer

Suggestive:

1. Kaplan, D. H., Wheeler, J. O. and Holloway, S. R. (2008). *Urban Geography*. NY, USA: John Wiley.
2. Knox, P. L., and Pinch, S. (2006). *Urban Social Geography: An Introduction*, NY, USA: Prentice-Hall.
3. Sassen, S. (2001). *The Global City: New York, London and Tokyo*. USA: Princeton University Press.
4. Sharma, V.R. and Chadrakanta. (2019). *Making Cities Resilient*. Delhi, India: Springer.
5. Sharma, P. and Rajput, S. (Eds.) (2017). *Sustainable Smart Cities in India; Challenges and Future Perspectives*. Delhi, India: Springer.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Urban geography: Introduction, nature, scope and approaches.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Patterns of Urbanisation in developed and developing countries	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Functional classification of cities: Quantitative and Qualitative Methods	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Cities and central place theory: Christaller and Losch	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Urban Issues: problems of housing, slums, civic amenities (water and transport); Case studies of Delhi, Mumbai, Kolkata, Chennai.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Urban geography, Urbanisation, Functional classification, central place theory, Urban Issues

4 Agriculture and Food Security

Course Objectives:

1. To understand the concept of land use/land cover classification and determinants of agriculture.
2. To familiarize the students with agriculture regions of India and various types of agriculture system in India.
3. To analyze the food security along with various agricultural revolutions and government policies in India.

Learning Outcome:

After studying, students will be able to:

1. Conceptualize the agriculture and its determinants.
2. Get the overview of Indian and World agriculture regions and systems.
3. Have sound knowledge of agriculture revolutions and food security

Course Content

1. Defining the Field: Introduction, nature and scope; Land use/ land cover definition and classification.
2. Determinants of Agriculture: Physical, Technological and Institutional
3. Agricultural Regions of India: Agro-climatic, Agro-ecological & Crop Combination Regions.
4. Agricultural Systems of the World (Whittlesey's classification) and Agricultural Land use model (Von Thunen, modification and relevance).
5. Food Security: Concept, approaches, pattern, Indian revolution and government policies.

References:

Essential:

1. Basu, D.N., and Guha, G.S. (1996). *Agro-Climatic Regional Planning in India*, Vol.I& II. New Delhi, India: Concept Publication.
2. Bryant, C.R., Johnston, T.R, (1992): *Agriculture in the City Countryside*. London, UK: Belhaven Press.
3. Burger, A. (1994). *Agriculture of the World*. Avebury, UK: Aldershot,
4. Grigg, D.B. (1984). *Introduction to Agricultural Geography*. London, UK: Hutchinson.
5. Hussain, M. (1996). *Systematic Agricultural Geography*, Jaipur, India: Rawat Publications.

Suggestive:

1. Ilbery, B. W. (1985). *Agricultural Geography: A Social and Economic Analysis*. UK: Oxford University Press.
2. Mohammad, N. (1992). *New Dimension in Agriculture Geography*, Vol. I to VIII. Delhi, India: Concept Pub.
3. Roling, N.G., and Wageruters, M.A.E. (ed.). (1998). *Facilitating Sustainable Agriculture*. Cambridge, UK: Cambridge University Press.
4. Shafi, M. (2006). *Agricultural Geography*. Delhi, India: Doring Kindersley India Pvt. Ltd.
5. Tarrant, J. R. (1973). *Agricultural Geography*, Devon, UK: David and Charles.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Defining the Field: Introduction, nature and scope; Land use/ land cover definition and classification	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Determinants of Agriculture: Physical, Technological and Institutional	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Agricultural Regions of India: Agro-climatic, Agro-ecological & Crop Combination Regions.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Agricultural Systems of the World (Whittlesey's classification) and Agricultural Land use model (Von Thunen, modification and relevance).	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Food Security: Concept, approaches, pattern, Indian revolution and government policies	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Agriculture, Agricultural Regions, Agricultural Systems, Food Security

5 Geography of Health

Course Objectives:

1. Various dimensions of health geography and its linkages with environment.
2. Detailed analysis of environment and health quality and exposure to risk.
3. Understanding of the relationship between climate change and human health.

Learning Outcome:

1. Detailed exposure of health geography and environment.
2. In-depth knowledge of health risk and exposure.
3. Understanding the impact of climate change and human health.

Course Content:

1. Health: Definition; linkages with environment, development and health; driving forces in health and environmental trends - population dynamics, urbanization, poverty and inequality.
2. Pressure on Environmental Quality and Health: Human activities and environmental pressure land use and agricultural development; industrialisation; transport and energy.
3. Exposure and Health Risks: Air pollution; household wastes; water; housing; workplace.
4. Health and Disease Pattern in Environmental Context with special reference to India, Types of Diseases and their regional pattern (Communicable and Lifestyle related diseases).
5. Climate Change and Human Health: Impact of climate change on health and disease; nutrition and food security.

References:**Essential:**

1. Avon, Joan, L. and Jonathan, A, Patzed. (2001). *Ecosystem Changes and Public Health*. USA: Baltimin, John Hopling Unit Press(ed).
2. Bradley,D. (1977). *Water, Wastes and Health in Hot Climates*, USA: John Wiley Chichesten.
3. Christaler, G. and Hristopoles, D. (1998). *Spatio-Temporal Environment Health Modelling*. Boston, USA: Kluwer Academic Press.
4. Cliff, A.D. and Peter,H. (1988). *Atlas of Disease Distributions*. Oxford, UK: Blackwell Publishers.
5. Rais, Akhtar. (Ed.) (1990). *Environment and Health Themes in Medical Geography*. Delhi, India: Ashish Publishing House.

Suggestive:

1. Gatrell, A. and Loytonen, (1998). *GIS and Health*. London, UK: Taylor and Francis Ltd.
2. Harpham T. and Tanner, M.,(eds) (1995). *Urban Health in Developing Countries; Progress and Prospects*. London , UK: Routledge.
3. Hazra, J. (1997). *Health Care Planning in Developing Countries*. Calcutta, India: University of Calcutta.
4. Moeller, Dade, wed. (1993). *Environmental Health*, Cambridge, USA: Harward Univ. Press.
5. Narayan, K.V. (1997). *Health and Development Inter-Sectoral Linkages in India*. Jaipur, Rawat Publications.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7 : Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of health geography and environment	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of health quality and climate change	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of different types of pollution and health risk	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of health disease and their pattern	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the relationship between climate change and health	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Health, Climate change, Pollution, Disease, Risk

6. Introduction to Political Geography

Course Objectives:

1. To critically understand the concepts of state, nation and nation state,
2. To develop the linkages between electoral geography and political geography
3. To interpret the politics of displacement focusing on Dams and SEZ.

Course Learning Outcomes:

After studying, students will be able to:

1. Learn the concept of nation and state and geopolitical theories.
2. Understand the different dimensions of electoral geography and resource conflicts.
3. Have sound knowledge of politics of displacement, focusing on dams and SEZ

Course Content:

1. Introduction: Concepts, Nature and Scope.
2. State, Nation and Nation State – Concept of Nation and State, Attributes of State – Frontiers, Boundaries, Shape, Size, Territory and Sovereignty, Concept of Nation State; Geopolitics; Theories (Heartland and Rimland)
3. Electoral Geography – Geography of Voting, Geographic Influences on Voting pattern, Geography of Representation, Gerrymandering.
4. Political Geography of Resource Conflicts – Water Sharing Disputes, Disputes and Conflicts Related to Forest Rights and Minerals.
5. Politics of Displacement: Issues of relief, compensation and rehabilitation: with reference to Dams and Special Economic Zones

References:

Essential:

1. Adhikari, S. (2013). *Political Geography of India*. Allahabad, India: Sharda Pustak Bhawan.
2. Agnew, J. (2002). *Making Political Geography*. London, UK: Arnold.
1. Cox, K. R., Low M. and Robinson J. (2008). *The Sage Handbook of Political Geography*. USA: Sage Publications.
2. Gallaher, C., et al, (2009). *Key Concepts in Political Geography*. USA: Sage Publications.
3. Glassner, M. (1993). *Political Geography*. USA: Wiley.

Suggestive:

1. Cox, K. (2002). *Political Geography: Territory, State and Society*. USA: Wiley-Blackwell
2. Jones, M. (2004). *An Introduction to Political Geography*. UK: Space, Place and Politics, Routledge.
3. Painter, J. and Jeffrey, A. (2009). *Political Geography*. USA: Sage Publications.
4. Taylor, P. and Flint, C. (2000). *Political Geography*. UK: Pearson Education.
5. Verma, M. K. (2004). *Development, Displacement and Resettlement*. Delhi, India: Rawat Publications.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Introduction: Concepts, Nature and Scope.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	State, Nation and Nation State – Concept of Nation and State, Attributes of State – Frontiers, Boundaries, Shape, Size, Territory and Sovereignty, Concept of Nation State; Geopolitics; Theories (Heartland and Rimland)	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Electoral Geography – Geography of Voting, Geographic Influences on Voting pattern, Geography of Representation, Gerrymandering.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Political Geography of Resource Conflicts – Water Sharing Disputes, Disputes and Conflicts Related to Forest Rights and Minerals.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Politics of Displacement: Issues of relief, compensation and rehabilitation: with reference to Dams and Special Economic Zones.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: State, Nation, Electoral, Political, Geography, Resource, Conflict, Displacement

7 Biogeography and Biodiversity

Course Objectives:

1. Various dimensions of biogeography and biodiversity.
2. Detailed analysis of energy cycles and their function.
3. Understanding of the concept of ecological succession and floral faunal biodiversity.

Learning Outcome:

1. Detailed exposure of biogeography and biodiversity.
2. In-depth knowledge of circulation of atmospheric cycles.
3. Understanding the climatic patterns and classification.

Course Content:

1. Introduction to Bio-geography: Nature, scope, and components.
2. Energy in the earth-atmosphere system; Circulations within the atmosphere.
3. World Climatic Patterns (Koppen)
4. Evolution of major groups of floral and faunal provinces.
5. Ecological successions: stages and climax.

References:

Essential:

1. Bhattacharyya, N.N. (2003). *Biogeography*. New Delhi, India: Rajesh Publications.
2. Hoyt, J.B. (1992). *Man, and the Earth*. USA: Prentice Hall.
3. Huggett, R.J. (1998). *Fundamentals of Biogeography*, USA: Routledge
4. Lal, D. S. (2003). *Climatology*. Allahabad, India: ShardaPustakBhawan.
5. Mal, Suraj., and Singh, R.B. (Eds.) (2009). *Environmental Change and Biodiversity*. Jaipur, India: Rawat Publication.
6. Singh, R.B. (Eds) (2009). *Biogeography and Biodiversity*. Jaipur, India: Rawat Publication.

Suggestive:

1. Clarke, G. L. (1967). *Elements of ecology*. New York, USA: John Wiley Pub.
2. Haden-Guest, S., Wright, J. K. and Teclaff, E. M. (1956). *World Geography of Forest Resources*. New York, USA: Ronald Press Co.
3. Mathur, H.S. (1998). *Essentials of Biogeography*. Jaipur, India: Anuj Printers.
4. Singh, Savindra. (2015). *Paryawaran Bhoogol (Hindi)*. Allahabad, India: Prayag Pushtak Bhawan,.
5. Sivaperuman, Chandrakasan et al. (2018). *Biodiversity and Climate Change Adaptation in Tropical Islands*. London, UK: Academic Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of biogeography and its scope	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of earth atmosphere system and cycles	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of global climatic pattern and classification	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of evolution of floral and faunal communities	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the ecological succession and climax of geographical regions	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Biogeography, Cycles, Climate, Flora, Succession

8. Geography of Social Wellbeing

Course Objectives:

1. To familiarise the student with the theoretical foundations and conceptual grounding of unique geography of social well-being.
2. To appreciate the roles of geographic factors in socio-cultural diversity and well-being.
3. To analyse in details the social wellbeing, problems and welfare programmes and policies.

Learning Outcomes:

After studying, students will be able to:

1. Get Knowledge of the geography of social well-being and social diversity.
2. Appraise the key concepts of social geography in regional context; geographic factors underlying patterns of social well-being and inclusive development.
3. Explain the social problems and the welfare programs and policies.

Course Content:

1. Geography of Social Wellbeing: Concept, Origin, Nature and Scope.
2. Social Diversity: Caste, Class, Religion, Race and Gender and their Spatial distribution
3. Social Wellbeing and Inclusive Development: Concept and Components – Healthcare, Housing and Education.
4. Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.
5. Social welfare program and policies.

References:

Essential:

1. Ahmed, A. (1999). *Social Geography*. Jaipur, India: Rawat Publications.
2. Casino, V. J. D., Jr. (2009). *Social Geography: A Critical Introduction*. USA: Wiley Blackwell.
3. Cater, J. and Jones, T. (2000). *Social Geography: An Introduction to Contemporary Issues*. UK: Hodder Arnold.
4. Holt, L. (2011). *Geographies of Children, Youth and Families: An International Perspective*. UK: Taylor & Francis.
5. Panelli, R. (2004). *Social Geographies: From Difference to Action*. USA: Sage.
6. Smith, D. M. (1977). *Human geography: A Welfare Approach*. UK: Edward

Arnold.

Suggestive:

1. *Introducing Social Geographies*. UK: Oxford University Press.
2. Rachel, P., Burke, M., Fuller, D., Gough, J., Macfarlane, R. and Mowl, G. (2001).
3. Smith, S. J., Pain, R., Marston, S. A., Jones, J. P. (2009). *The SAGE Handbook of Social Geographies*. USA: Sage Publications.
4. Sopher, David. (1980). *An Exploration of India*. Ithasa, USA: Cornell University Press.
5. Valentine, G. (2001). *Social Geographies: Space and Society*. USA: Prentice Hall.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Geography of Social Wellbeing: Concept, Origin, Nature and Scope.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Social Diversity: Caste, Class, Religion, Race and Gender and their Spatial distribution	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Social Wellbeing and Inclusive Development: Concept and Components – Healthcare, Housing and Education.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Social Geographies of Inclusion and Exclusion, Slums, Gated Communities, Communal Conflicts and Crime.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Social welfare program and policies.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Wellbeing, Diversity, Inclusion, Exclusion, Development, Welfare

A. GENERIC ELECTIVE COURSES (ANY FOUR)

1. Disaster Management

Course Objectives

1. Understanding the basic concepts of disaster management.
2. Detailed analysis about the different types of disasters in India.
3. Evaluating the role of institutional frameworks to mitigate the disasters in the country.

Course Learning Outcomes:

1. In depth understanding about the various disasters in the country.
2. It will provide thorough understanding about the human responses to the disasters.
3. It will highlight the responses and mitigation measures to both natural and manmade disasters.

Course Content:

1. Disasters: Definition and Concepts; Risk and Vulnerability; Classification
2. Disasters in India: (a) Flood: Causes, Impact, Distribution and Mapping; Landslide: Causes, Impact, Distribution and Mapping; Drought: Causes, Impact, Distribution and Mapping
3. Disasters in India: (b) Earthquake and Tsunami: Causes, Impact, Distribution and Mapping; Cyclone: Causes, Impact, Distribution and Mapping.
4. Manmade disasters: Causes, Impact, Distribution and Mapping
5. Response and Mitigation to Disasters: Mitigation and Preparedness, Institutional Framework including functioning of NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During and Post Disasters.

References:

Essential:

1. Government of India, (2008): *Vulnerability Atlas of India*. New Delhi, India: Building Materials & Technology Promotion Council, Ministry of Urban

- Development, Government of India.
2. Govt. of India. (2011). *Disaster Management in India*. New Delhi, India: Ministry of Home Affairs.
 3. Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.
 4. Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi, India: Macmillan.
 5. Singh, R. B. (ed.), (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. New Delhi, India: Rawat Publications.
 6. Singh, R.B. (2005). *Risk Assessment and Vulnerability Analysis*. Delhi, India: IGNOU. Chapter 1, 2 and 3

Suggestive:

1. Pandey, B. W. (2002). *Geo-environmental Hazards in Himalaya*. New Delhi, India: Mittal Publication.
2. Singh, J. (2019). *Disaster Management: A Data Analysis Approaches*. Delhi, India: Research India Press.
3. Sinha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*. Delhi, India: New United Press.
4. Stoltman, J.P., et al. (2004): *International Perspectives on Natural Disasters*. Dordrecht , The Netherlands: Kluwer Academic Publications.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts in disaster management	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
II	Detailed discussion on the natural disasters in India	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
III	Understanding the implications of natural disasters in India	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
IV	In-depth assessment of the causes and impacts of manmade disasters	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations
V	In-depth observation on the management strategies for disasters from micro to macro levels	Classroom Lectures, PPTs, discussions, and debates	Assignments, Tests, Presentations

Keywords: Disaster, Cloudburst, India, Impacts, Strategies

2. Geography of Tourism and Pilgrimage

Course Objective:

1. To Understand the various dimensions of geography of tourism and pilgrimage,.
2. To make aware the students with national and international trends and patterns of tourism with its impacts.
3. To critically evaluates the infrastructure in tourism in India focusing with having case studies along with the reviewing the tourism policy in country.

Learning Outcome:

After studying, students will be able to:

1. Equip with a basic understanding of nature and scope, trends and patterns of various types of tourisms.
2. Have sound knowledge on geographical, environmental and socio-cultural aspects of tourism in India.
3. Apply the principles of Geo-tourism and analyse the prospects and problems associated with pilgrimage tourism.

Course Content:

1. Scope and Nature: Concept of tourism geography, Inter- Relations of Tourism, Recreation and Leisure; Geographical Parameters of Tourism by Robinson.
2. Types: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage; Contemporary Types: Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE), Space tourism.
3. Recent Trends and Patterns of Tourism: International and Regional; Domestic (India)
4. Impact of Tourism: Economy; Environment; Society using case Studies of Mountain, Desert and Coastal Areas.
5. Tourism in India: Tourism Infrastructure and hospitality Industry; National Tourism Policy.

References:

Essential:

1. Alan, A. Lew, (2017). *New Research Paradigms in Tourism Geography*, Routledge.
2. Boniface,B. and Cooper,C(2005)*The Geography of Travel and Tourism*,Butterworth.
3. Dhar, P.N. (2006). *International Tourism: Emerging Challenges and Future Prospects*. New Delhi, India: Kanishka
4. Hall, M., and Stephen, P. (2006). *Geography of Tourism and Recreation* –

Environment, Place and Space. London , UK: Routledge.

5. Kamra, K. K., and Chand, M. (2007). *Basics of Tourism: Theory, Operation and Practise*. Pune, India: Kanishka Publishers.
6. Robinson, H. A. (1996). *Geography of Tourism*, London, UK: Macdonald and Evans.

Suggestive:

1. Milton, D. (1993). *Geography of World Tourism*. NY, USA: Prentice. Hall.
2. Nelson, V., (2017): *An Introduction to the Geography of Tourism*, NY, USA: Rowman& Littlefield.
3. Page, S. J. (2011). *Tourism Management: An Introduction*. USA: Butterworth-Heinemann.
4. Raj, R. and Nigel, D. (2007). *Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by CABI*. USA: Cambridge.
5. Widawski, K., and Wyrzykowski, J. (2017). *The Geography of Tourism of Central and Eastern European Countries*, Switz: Springer.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Scope and Nature: Concepts and Issues, Tourism, Recreation and Leisure Inter- Relations; Geographical Parameters of Tourism by Robinson.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Trends and Patterns: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage, Geo- tourism.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings Incentives Conventions and Exhibitions (MICE)	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Impact of Tourism: Economy; Environment; Society	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal Areas; National Tourism Policy	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Tourism, Parameters, Trends, Patterns, Infrastructure, Case Studies, Policy

3. Spatial Information Technology

Course Objectives:

1. The main objective of this course is to give students an insight on the concepts of spatial information technology.
2. The paper discusses the concept, historical developments, functioning and application of spatial information technology in detail.

Learning Outcome:

Upon successful completion of the course, the students:

1. will be familiar with the concept, components of SIT.
2. will gained knowledge on various data sources, structures, and their interpolation and modeling.
3. will acquire in-depth knowledge of various functions applied in SIT.
4. will gather detailed information on the application of SIT in various fields of mapping

Course Content:

1. Introduction: Definitions, Concept, Components and Historical Development
2. Spatial Information/Data: Web data sources; Registration and projection; Data types structures; Data interpolation and modeling
3. Working on spatial information system: Data creation with GIS software's, making layers, data editing and cleaning, spatial and non-spatial data linking, extracting information
4. Functions of Spatial Information System: Overlay Analysis; Buffer Analysis, Network Analysis.
5. Application of Spatial Information Technology for sustainable development

References:

Essential:

1. D. Tomlin. (1990). *Geographic Information Systems and Cartographic Modeling*. USA: Prentice-Hall, Englewood Cliffs, NJ, ISBN 0-13-350927-3.

2. Esperança and Samet, H. (1997). *An overview of the SAND spatial database system, to appear in Communications of the ACM.*
(<http://www.cs.umd.edu/~hjs/pubs/sandprog.ps.gz>)
3. G. Hjaltason and Samet, H. *Ranking in Spatial Databases in Advances in Spatial Databases —4th Symposium, SSD'95*, M. J. Egenhofer and J. R. Herring, Eds., Lecture Notes in Computer Science 951
4. Heywood, I., Comelius, S., and Carver, S. (1988). *An Introduction to Geographical Information Systems*. New York , USA: Addison Wiley Longmont.
5. Kumar, Dilip., Singh, R.B., and Kaur, Ranjeet. (2019). *Spatial Information Technology for Sustainable Development Goals*. Delhi , India: Springer.

Suggestive:

1. Samet, H. (1990). *Applications of Spatial Data Structures: Computer Graphics, Image Processing, and GIS*. USA: Addison-Wesley, Reading, MA, ISBN 0-201- 50300-0.
2. Samet, H. (1990). *The Design and Analysis of Spatial Data Structures*. USA: Addison- Wesley, Reading, MA, ISBN 0-201-50255-0.
3. Samet, H. (1995). *Spatial Data Structures in Modern Database Systems: The Object Model, Interoperability, and Beyond*, W. Kim, Ed., USA: Addison-Wesley/ACM Press, 361-
4. <http://www.cs.umd.edu/~hjs/pubs/kim.ps>
5. <http://www.cs.umd.edu/~hjs/pubs/kim2.ps>

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Introduction: Definitions, Concept and Historical Development	Classroom Lectures, Practical demonstration	Assignments, PPT, classroom test.
2	Spatial Information/Data	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, practical lesson
3	Working on spatial information system	Classroom Lectures, PPT	Assignments, midterm examination.
4	Functions of Spatial Information System	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, practical lesson
5	Application of Spatial Information Technology for sustainable development	Classroom Lectures, Practical demonstration	Assignments, classroom test, end semester examination.

Keywords: Spatial Information Technology, Spatial data, Spatial Information System

4. Coupled Human and Environment System

Course Objectives:

1. Various dimensions of concepts, components and theories of coupled human environment system.
2. Detailed analysis of different biogeochemical cycles.
3. Understanding of the concept of lowland and highland interaction.

Learning Outcome:

1. Detailed exposure of climate change and related issues.
2. In-depth knowledge of interactions and impact between human and natural systems.
3. Understanding the management and policies related to human and environment system.

Course Content:

1. Concepts, components and theories of coupled human environment system.
2. Biogeochemical cycles: Interactions and impact between human and natural systems.
3. Global and regional case studies: Himalaya-Ganga system; Atmosphere-water system; Surface and ground water and Coastal-water interaction.
4. Integrated Assessment of Vulnerability Risk; Resilience and Sustainability.
5. Management, Governance and Policies.

References:

Essential:

1. Clarke, G. L. (1967). *Elements of ecology*. New York, USA: John Wiley Pub.
2. Haden-Guest, S., Wright, J. K., and Teclaff, E. M. (1956). *World Geography of Forest Resources*. New York, USA: Ronald Press Co.
3. Hoyt, J.B. (1992). *Man, and the Earth*. USA: Prentice Hall.
4. Lapedes, D.N. (1974). *Encyclopaedia of Environmental Science (eds.)*. USA: McGraw Hill.
5. Parmesan, C., Yohe, G. (2003). *A globally coherent fingerprint of climate change impacts across natural systems*. UK: Nature, 421 (6918), 37–42.
6. Singh, R.B., Schickhoff, U., and Mal, Suraj. (2016). *Climate Change, Glacier*

Response and Vegetation Dynamics in the Himalaya. Switzerland: Springer.

7. Trewartha G. T. (1980). *An Introduction to Climate*. NY, USA: McGraw Hill Company.

Suggestive:

1. Singh Savindra., (2015). *ParyawaranBhoogol (Hindi)*. Allahabad, India: PrayagPushtakBhawan.
2. Singh, R.B., Prokop, Pawel., (Eds.) (2016). *Environmental Geography of South Asia*. Tokyo, Japan : Springer.
3. Sivaperuman, Chandrakasan. et al. (2018). *Biodiversity and Climate Change Adaptation in Tropical Islands*. London, UK: Academic Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of human environment system	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of different biogeochemical cycles	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of case studies from different altitude and regions	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of assessment of vulnerability risk; resilience and sustainability	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the management and policies related to human environment system	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Environment, Cycles. Region, Sustainability, Management

5. Climate Change Vulnerability and Adaptation

Course Objectives:

1. Various dimensions of climate change and adaptability.
2. Detailed analysis of vulnerability and its impacts.
3. Understanding of the concept of mitigation and planning.

Learning Outcome:

1. Detailed exposure of climate change and related issues.
2. In-depth knowledge of vulnerability of flora and fauna.
3. Understanding the impact of climate change and its planning.

Course Content:

1. Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment- IPCC
2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability
3. Impact of Climate Change: Agriculture and Water; Flora and Fauna; Human Health
4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
5. The Climate Change Policy Framework: Global Initiatives UNFCCC and COPs; National and Local Action Plan on Climate Change

References:

Essential:

1. IPCC. (2014). *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part A: Global and Sectoral Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. NY, USA: Cambridge University Press, Cambridge, United Kingdom and New York.

2. Sen, Roy, S., and Singh, R.B., (2002). *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions*. Delhi, India: Oxford & IBH Pub.
3. Singh, M., Singh, R.B., and Hassan, M.I., (Eds.) (2014): *Climate change and biodiversity*, Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies, Springer
4. Singh, R.B., Mal, Suraj, and Huggel, C. (2018). *Climate Change, Extreme Events and Disaster Risk Reduction*. Switzerland : Springer, , pages 309.

Suggestive:

1. IPCC. (2007). *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*. NY, USA: Cambridge University Press, Cambridge, United Kingdom and New York.
2. OECD. (2008). *Climate Change Mitigation: “What do we do?”* (Organisation and Economic Co-operation and Development).
3. UNEP. (2007). *Global Environment Outlook: GEO4: Environment for Development*. Nairobi, Kenya: United Nations Environment Programme.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week6 : Mid-Semester Examinations

Week7 : Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Introduction to the basic concepts of climate change and its science	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Detailed discussion of different types of vulnerability	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Deep understanding of climate change impacts on different sectors	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Detailed analysis of different adaptation and mitigation strategies	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Understanding the different policies related to climate change at local as well as global level	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Climate change, Vulnerability, Adaptation, Mitigation, Policy

6. Rural Development

Course Objectives

1. The main objectives of this course is to give students an insight into the concepts , approaches and planning process related to rural development in India.
2. The students will learn the rural economic base, rural development process and provision of services in rural areas.

Learning Outcomes

Upon successful completion of the course, the students:

1. Will be acquainted with the need and approaches to rural development,
2. Will gain knowledge on rural economic base especially about the significance of development of non-farm sector in rural areas,
3. Will have in-depth knowledge of pre and post-independence period of rural development,
4. Will be sensitized to understand the relevance of access to services like health, education in rural areas.

Course Content:

1. Define Rural Development, Need for Rural Development, Approaches to Rural Development.
2. Rural Economic Base- Panchayati Raj System, Agriculture Sector development, Importance of Non-Farm Sector Development in rural areas, Concept and Importance of non-farm sector in rural areas and difference with the farm sector, Programmes and Policies for non-farm sector, Cottage and Small Scale Industries, Agro Industries, Case Study with reference to the above sections.
3. Phases of Rural Development in India: Rural Development in pre-Independence India, Martandan Experiment, Sriniketan Experiment, Gurgaon Experiment, Gandhian Approach, Bhoodan and Gramdan Movement.
4. Rural Development in India- Post Independence: Government approaches through Five Year Plans with special reference to the changing focus on, Area based Approach, Target Group Approach, Integrated Rural Development Approach
5. Provision of Services: Access to Elementary education in rural areas, Access to Primary Health Care in rural India, Micro Credit, PURA.

References:

Essential:

1. Anand, Subhash. (2013). *Dynamics of Rural Development*. Delhi, India: Research India Press.
2. Krishnamurthy, J. (2000). *Rural Development - Problems and Prospects*. Jaipur, India: Rawat Publs.
3. Singh, R.B. (1985): *Geography of Rural Development*. New Delhi, India: Inter India.
4. Misra, R. P. (ed.) (1985). *Rural Development: Capitalist and Socialist Paths*, Vol. 1. New Delhi, India: Concept.
5. Ramachandran, H., and Guimaraes, J.P.C. (1991). *Integrated Rural Development in Asia—Leaning from Recent Experience*. New Delhi, India: Concept Publishing.

Suggestive:

1. Gilg, A. W. (1985). *An Introduction to Rural Geography*. London, UK: Edwin Arnold.
2. Lee, D. A. and Chaudhri, D. P., (eds.) (1983). *Rural Development and State*. London, UK: Methuen.
3. Palione, M. (1984). *Rural Geography*. London, UK: Harper and Row.
4. Robb, P. (1983). *Rural South Asia: Linkages, Change and Development*. UK: Curzon Press.
5. UNAPDI. (1986). *Local Level Planning and Rural Development: Alternative Strategies*. New Delhi, India: (United Nations Asian & Pacific Development Institute, Bangkok), Concept Publs. Co.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Define Rural Development, Need for Rural Development, Approaches to Rural Development.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
II	Rural Economic Base- Panchayati Raj System, Agriculture Sector development etc.	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions.
III	Phases of Rural Development in India	Classroom Lectures, PPTs, documentaries, discussions, fieldworks and tutorials.	Assignments, presentations, discussions.
IV	Rural Development in India- Post Independence	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.
V	Provision of Services: Access to Elementary education in rural areas, Access to Primary Health Care in rural India, Micro Credit, PURA	Classroom Lectures, PPTs, documentaries, discussions and tutorials.	Assignments, presentations, discussions and debates.

Keywords: Rural Development, Panchayati Raj System, Non-Farm Sector, Provision of Services

7. Industrial Development

Course Objective:

1. To understand the nature of industrial geography and appreciate the importance of Industrial Development
2. To analyze the industrial regions and associated impacts of industrialization and challenges.
3. To critically evaluate the industrial policy of India.

Learning Outcome:

After Studying, Students will be able to:

1. Acquaint with the nature and scope of Industrial geography and theories of location of industries.
2. Classify the typology of Industries and understand the physical, cultural, economic and demographic aspects with reference to mega industrial complexes of India.
3. Assess the impacts of industrialization and industrial policy on India.

Course Content:

1. Nature and Scope of Industrial Geography
2. Types, Geographical Characteristics and Location of Industries (Weber's Theory): Small and Medium Industries, Heavy Industries, Coal and Iron based industries, Rural based Industries, Footloose Industry.
3. Mega Industrial Complexes: National Capital Region, Mumbai-Pune Industrial Region, Bengaluru-Chennai Industrial Region and Chota Nagpur Industrial Region
4. Impact of Industrialisation in India: Environmental; Social and Economic
5. Industrial Policy of India.

References:

Essential:

1. Gunnar, A. (1967). *Geography of Manufacturing*. NJ, USA: Prentice Hall
2. Leong, G.C. (1997). *Human and economic geography*. NY, USA: Oxford University Press.
3. Miller, E. (1962). *Geography of Manufacturing*. NJ, USA: Prentice Hall.
4. Pathak, C. R. (2003). *Spatial Structure and Processes of Development in India*. Kolkata, India: Regional Science Assoc.
5. Sharma, T.C. (2013). *Economic Geography of India*. Jaipur: Rawat Publication.
6. Singh, J. (2003). *India - A Comprehensive & Systematic Geography*. Gorakhpur, India: Gyanodaya Prakashan,

Suggestive:

1. Thoman, R.S., Conkling E.C., and Yeates. M.H. (1968). *Geography of Economic Activity*. NY, USA: McGraw Hill Book Company.
2. Tirtha, R. (2002). *Geography of India*. Jaipur & New Delhi: Rawat Publ.
3. Tiwari, R.C. (2007). *Geography of India*. Allahabad, India: Prayag Pustak Bhawan.
4. Truman, A. H., and John W. A. (2000). *Economic Geography*. New Delhi, India: Prentice Hall of India Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Nature and Scope of Industrial Geography	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	Types, Geographical Characteristics and Location of Industries (Weber's Theory): Small and Medium Industries, Heavy Industries: Coal and Iron based industries, Rural based Industries, Footloose Industry.	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Mega Industrial Complexes: National Capital Region, Mumbai-Pune Industrial Region, Bengaluru-Chennai Industrial Region and Chota Nagpur Industrial Region.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Impact of Industrialisation in India: Environmental; Social and Economic	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Industrial Policy of India	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Industries, Types, Location, Complexes, Impact, Policy

8. Sustainable Resource Development

Course Objective:

1. To learn the concepts related with Sustainable development and its role in reducing poverty and inequality in the world.
2. To get updated knowledge of Millennium Development Goals & Sustainable Development Goals.
3. To critically evaluate the global policies and programmes for sustainable development.

Learning Outcome:

After Studying, Students will be able to

1. Understand the basic concept of sustainable resource development and differentiate between the Millennium development goals and Sustainable development goals.
2. Assess the issues associated with the Inclusive Development.
3. Explain the sustainable development policies and programmes

Course Content:

1. Sustainable Development and Sustainability: Definition, Components and Limitations
2. The Millennium Development Goals: Experiences, India's Effort, Performance and Strategies.
3. Sustainable Resource Development: Water Sustainability in Arid Regions, Forest Sustainability in Mountain Regions, Marine Resource Sustainability, Resources and Sustainable Cities.
4. Inclusive Development: Poverty and Inequality; Education (The role of higher education in sustainable resource development), Health: The Challenges of Universal Health Coverage; Climate Change: Policies and Global Cooperation for Climate Change
5. Sustainable Development Policies and Programmes: The proposal for SDGs at Rio+20; Illustrative SDGs; Goal-Based Development; Financing for Sustainable Development; Principles of Good Governance; CDM.

References:

Essential:

1. Agyeman, J., Robert D. B., and Bob, E. (Eds.) (2003). *Just Sustainabilities: Development in an Unequal World*. London, UK: Earthscan. (Introduction and conclusion.).
2. Ayers, Jessica and David, Dodman. (2010). *Climate change adaptation and development I: the state of the debate*. USA: Sage, Progress in Development Studies 10(2): 161-168.

3. Baker, Susan. (2006). *Sustainable Development*. New York, N.Y.: Routledge.
4. Brosius, P. (1997). *Endangered forest, endangered people: Environmentalist representations of indigenous knowledge*. Human Ecology 25: 47-69.
5. Singh, R.B. (Ed.) (2001): *Urban Sustainability in the Context of Global Change*. Science Pub., Inc., New Delhi, India: Enfield (NH), USA and Oxford & IBH Pub.

Suggestive:

1. Lohman, Larry. (2003). *Re-imagining the population debate*. UK: Corner House Briefing.
2. Martínez-Alier, Joan. (2010). *Sustainable de-growth: Mapping the context, criticisms and future prospects of an emergent paradigm*. Ecological Economics 69: 1741-1747.
3. Merchant, Carolyn. (Ed.). (1994): *Ecology. Atlantic Highlands, N.J., USA: Humanities Press*. (Introduction, pp 1-25.)
4. Osorio, Leonardo., et al. (2005). *Debates on sustainable development: towards a holistic view of reality*. Switzertland: Environment, Development and Sustainability 7: 501-518.
5. Robbins, Paul. (2004). *Political Ecology: A Critical Introduction*. UK: Blackwell Publishing.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Sustainable Resource Development: Definition, Components and Limitations	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.
2	The Millennium Development Goals: National Strategies and International Experiences	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/ Debates, classroom test.
3	Sustainable Regional Development: Need and examples from different Ecosystems.	Classroom Lectures, Tutorials, PPT	Assignments, Discussion/Debates, classroom test.
4	Inclusive Development: Poverty and Inequality; Education, Health; Climate Change: The role of higher education in sustainable resource development; The Challenges of Universal Health Coverage,	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates, classroom test.
5	Inclusive Development: Poverty and Inequality; Education, Health; Climate Change: The role of higher education in sustainable resource development; The Challenges of Universal Health Coverage,	Classroom Lectures, Tutorials, PPT	Assignments, Discussions/Debates classroom test.

Keywords: Sustainable, Resource, Development, MDGs, SDGs, Inclusive, Policies, Programmes

SKILL ENHANCEMENT COURSES

1. Geographical Information System (Practical)

Course Objectives:

1. The course aim is to give basic understanding of concept of GIS, its definitions and components;
2. To gain working experience geographical data collection using GPS;
3. To do analysis and application of geographical data in land use, urban sprawl, and forest study.

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Develop basic understanding and hands-on on GIS software and GPS ;
2. Understand GIS Data Structures and GIS Data Analysis ;
3. Apply GIS for natural resource management, urban and land use land cover study;

Course Content:

1. Geographical Information System (GIS): Definition and Components.
2. Global Positioning System (GPS): Principles and Uses.
3. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.
4. GIS Data Analysis: Input; Geo-Referencing; Editing, Output and Query; Overlays.
5. Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring.

Practical Record:

A project file consisting of 5 exercises on using any GIS Software on above mentioned themes.

References:

Essential:

1. Bhatta, B. (2010). *Analysis of Urban Growth and Sprawl from Remote Sensing*, Berlin, Germany: Springer.

2. Burrough, P.A., and McDonnell, R.A. (2000). *Principles of Geographical Information System-Spatial Information System and Geo-statistics*. UK: Oxford University Press
3. Gomasasca, M. A. (2009). *Basics of Geomatics*. NY, USA: Springer Science.
4. Heywoods, I., Cornelius, S and Carver, S. (2006). *An Introduction to Geographical Information system*. NJ, USA: Prentice Hall.
5. Singh, R.B. and Murai, S. (1998). *Space Informatics for Sustainable Development*. New Delhi, India: Oxford and IBH.

Suggestive:

1. Chauniyal, D.D. (2010). *Sudur Samvedanevam Bhogolik Suchana Pranal*. Allahabad, India: Sharda Pustak Bhawan.
2. Jha, M.M. and Singh, R.B. (2008). *Land Use: Reflection on Spatial Informatics Agriculture and Development*, New Delhi: Concept.
3. Kumar, Dilip, Singh, R.B. and Kaur, R. (2019). *Spatial Information Technology for Sustainable Development Goals*. New Delhi, India: Springer.
4. Nag, P. (2008). *Introduction to GIS*. New Delhi, India: Concept India.
5. Sarkar, A. (2015) *Practical geography: A systematic approach*. New Delhi, India: Orient Black Swan Private Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Geographical Information System (GIS): Definition and Components	Classroom Lectures, Practical demonstration	Assignments, PPT, classroom test.
2	Global Positioning System (GPS): Principles and Uses.	Classroom Lectures, Practical demonstration of using GIS Softwares	Assignments, Hans-on exercise in GIS environment, practical lesson
3	GIS Data Structures: Types (spatial and Non- spatial), Raster and Vector Data Structure.	Classroom Lectures, Practical demonstration using GIS softwares	Assignments, Hans-on exercise, midterm examination.
4	GIS Data Analysis: Input; Geo-Referencing; Editing, Output and Query; Overlays.	Classroom Lectures, Practical demonstration using GIS softwares	Assignments, Hans-on exercise, practical lesson
5	Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring.	Classroom Lectures, Lectures on case study of different applications	Assignments, classroom test, end semester examination.

Keywords: GIS, Global Positioning System (GPS), GIS Data Structures, Data Analysis, Application of GIS

2. Advanced Spatial Statistical Techniques

Course Objectives:

1. Understanding the application of statistical data in the spatial analysis.
2. Detailed analysis of statistical techniques in geographical study
3. Understanding of statistical applications to analyse both spatial and non-spatial data

Learning Outcomes:

1. In depth understanding about the use of quantitative data in the geographical studies
2. Detailed knowledge of statistical techniques to analyse the quantitative data
3. Understanding of statistical software package to enhance the students with quantitative analysis

Course Content:

1. Statistics and Statistical Data: Spatial and non-spatial; indices of inequality and disparity.
2. Probability theory, probability density functions with respect to Normal, Binomial and Poisson distributions and their geographical applications.
3. Sampling: Sampling plans for spatial and non-spatial data, sampling distributions; sampling estimates for large and small samples tests involving means and proportions.
4. Correlation and Regression Analysis: Rank order correlation and product moment correlation; linear regression, residuals from regression, and simple curvilinear regression; Introduction to multi-variate analysis.
5. Time Series Analysis: Time Series processes; Smoothing time series; Time series components.

Note: Any Statistical Software Package (SPSS, MS Excel, R, etc.) may be used for practice.

References:

Essential:

1. Bart, James, E, and Gerald, M. Barber. (1996). *Elementary Statistics for Geographers*. London, UK: The Guilford Press.
2. Cressie, N.A.C. (1991). *Statistics for Spatial Analysis*. New York, USA: Wiley
3. Eldon, D. (1983). *Statistics in Geography: A Practical Approach*. London, UK: Blackwell.
4. Gregory, S., (1978). *Statistical Methods and the Geographer (4th Edition)*. London, UK: Longman. Haining, R.P. (1990). *Spatial Data Analysis in the Social*

- and Environmental Science*. Cambridge, UK: Cambridge University Press.
5. Hammond, R. and McCullagh, P.S. (1974). *Quantitative Techniques in Geography: An Introduction*. Oxford, UK: Clarendon Press.

Suggestive:

1. Mathews, J.A. (1987). *Quantitative and Statistical Approaches to Geography: A Practical Manual*. Oxford, UK: Pergamon.
2. Mc Grew, Jr. and Cahrles, B. M. (1993). *An Introduction to Statistical Problem Solving in Geography*. New Jersey, USA: W.C. Brocan Publishers.
3. Rogerson, P. A. (2001). *Statistical Methods for Geography*. New Delhi, India: Sage Publications.
4. Yeates, M. (1974). *An Introduction to Quantitative Analysis in Human Geography*. New York, USA: McGrawhill.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
I	Understanding the basics of statistical data	Classroom Lectures, PPTs, discussions, and Software Application	Assignments, Class Exercises, Software Exercises, Project report
II	Detailed discussion on the Probability theory	Classroom Lectures, PPTs, discussions, and Software Application	Assignments, Class Exercises, Software Exercises, Project report
III	Thorough explanations on sampling plans for spatial-and non-spatial data analysis	Classroom Lectures, PPTs, discussions, and Software Application	Assignments, Class Exercises, Software Exercises, Project report
IV	Understanding of Correlation and regression analysis	Classroom Lectures, PPTs, discussions, and Software Application	Assignments, Class Exercises, Software Exercises, Project report
V	In-depth explanation of time series analysis and its significance in geographical studies	Classroom Lectures, PPTs, discussions, and Software Application	Assignments, Class Exercises, Software Exercises, Project report

Keywords: Statistics, Probability, Sampling, Regression, Series

3. Introduction to GIScience (Practical)

Course Objectives:

5. The course aim is to give basic understanding of concept of GIScience, its definitions and components;
6. To gain working experience collecting data, preparing and handling geographical data;
7. To do analysis and application of geographical data for land use, urban and forest mapping.

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

3. Trace and know evolution of GIS and GIScience and roles of various intuitions in data sharing ;
4. Perform preparing different maps integrating spatial and no-spatial data;
5. Professionally do interpretations and analysis of land use land cover maps;

Course Contents:

1. Evolution of GIScience, Institutions and GI data sharing, GIS: Definition and Components
2. Global Positioning System (GPS) – Principles and Uses
3. GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure.
4. GIS Data Analysis: Input; Geo-Referencing; Editing, Query
5. Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring

Practical Record: A project file consisting of 5 exercises on using any GIS Software on above mentioned themes.

References:

Essential:

1. Bhatta, B. (2010). *Analysis of Urban Growth and Sprawl from Remote Sensing*. Berlin Heidelberg, Germany: Springer.
2. Burrough, P.A., and McDonnell, R.A. (2000). *Principles of Geographical Information System-Spatial Information System and Geo-statistics*. UK: Oxford University Press
3. Chauniyal, D.D. (2010). *Sudur Samvedanevam Bhogolik Suchana Pranali*. Allahabad, India: ShardaPustakBhawan.
4. Jha, M.M. and Singh, R.B. (2008). *Land Use: Reflection on Spatial Informatics Agriculture and Development*. Delhi, India: Concept Publishing.
5. Kumar, D, Singh, R.B. and Kaur, R. (2019). *Spatial Information Technology for Sustainable Development Goals*. Delhi, India: Springer.

Suggestive:

1. Heywoods, I., Cornelius, S and Carver, S., (2006). *An Introduction to Geographical Information syste*. New Jersey, USA: Prentice Hall.
2. Nag, P. (2008). *Introduction to GIS*. New Delhi, India: Concept India.
3. Sarkar, A. (2015). *Practical geography: A systematic approach*. New Delhi, India: Orient Black Swan Private Ltd.
4. Singh, R.B. and Murai, S., (1998). *Space Informatics for Sustainable Development*. New Delhi, India: Oxford and IBH.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Evolution of GIScience, Institutions and GI data sharing, GIS: Definition and Components	Classroom Lectures, Practical demonstration	Assignments, classroom test.
2	Global Positioning System (GPS) – Principles and Uses	Classroom Lectures, Practical demonstration of using GPS in the field	Assignments, Hands-on exercise in the field with GPS, classroom test.
3	GIS Data Structures: Types (spatial and Non-spatial), Raster and Vector Data Structure	Classroom Lectures, Practical demonstration using GIS softwares	Assignments, Hands-on exercise, midterm examination.
4	GIS Data Analysis: Input; Geo-Referencing; Editing, Query	Classroom Lectures, Practical demonstration using GIS softwares	Assignments, Hands-on exercise, classroom test.
5	Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring	Classroom Lectures, Lectures on case study of different applications	Assignments, classroom test, end semester examination.

Keywords: GIScience, Global Positioning System, GIS Data Structures, Application of GIS

4. Thematic Atlas (Practical)

Course Objectives:

1. Create professional and aesthetically pleasing maps through thoughtful application of principles of map design;
2. Develop hands on skill of diagrammatic representation of geographical data;
3. Better understand thematic map techniques, its cartographic representation and Interpretation

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Explain principles of map design and skill development for diagrammatic data presentation
2. Apply thematic mapping techniques for presentation of geographic data.
3. Skillfully preparation and interpretation of thematic maps.

Course Content:

1. Maps – Classification and Types; Principles of Map Design.
2. Diagrammatic Data Presentation – Line, Bar and Circle.
3. Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data - Choropleth, Dot, Proportional Circles; Point Data – Isoline.
4. Cartographic Overlays – Point, Line and Areal Data.
5. Thematic Maps – Preparation and Interpretation.

Practical Record: A Thematic Atlas should be prepared on a specific theme with five plates of any state in India.

References:

Essential:

1. Cuff, J. D. and Mattson, M. T. (1982). *Thematic Maps: Their Design and Production*. London, UK: Methuen Young Books
2. Dent, B. D., Torguson, J. S., and Holder, T. W. (2008). *Cartography: Thematic Map*

Design (6th Edition). New Jersey, USA: McGraw Hill Higher Education.

3. Kraak, M.J. and Ormeling, F. (2003). *Cartography: Visualization of Geo-Spatial Data*. New Jersey, USA: Prentice-Hall.
4. Singh, L. R, & Singh. R., (1977). *Manchitra or Pryaogatamek Bhugol (Hindi)*. Allahabad, India: Central Book Depot.
5. Singh, R. L, and Dutta, P. K. (2012). *Prayogatama Bhugol*. Allahabad, India: Central Book Depot.

Suggestive:

1. Mishra, R. P. and Ramesh, A., (1989): *Fundamentals of Cartography*. Delhi, India: Concept.
2. Sarkar, A. (2015). *Practical geography: A systematic approach*. Delhi, India: Orient Black Swan Private Ltd.
3. Sharma, J. P. (2010). *Prayogic Bhugol (Hindi)*. Meerut, India: Rastogi Publishers.
4. Singh, R. L. and Singh, R. P. B. (1999). *Elements of Practical Geography*. New Delhi, India: Kalyani Publishers.
5. Tyner, J. A. (2010). *Principles of Map Design*. USA: The Guilford Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Maps – Classification and Types; Principles of Map Design.	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
2	Diagrammatic Data Presentation – Line, Bar and Circle	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
3	Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, midterm examination.
4	Cartographic Overlays – Point, Line and Areal Data	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
5	Thematic Maps – Preparation and Interpretation	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test, end semester examination.

Keywords: Maps, Thematic Mapping, Cartographic Overlays

B.A (Programme) Geography Discipline --- LOCF

Introduction:

The Choice-based credit system (CBCS) offers flexibility of programme structure while ensuring that the student gets a strong foundation in the subject and gains in-depth knowledge of all aspects of the field. The Learning outcomes-based curriculum framework is designed around the CBCS and is intended to suit the present day needs of the student in terms of securing their path towards higher studies or employment.

Program Duration:

The B.A (programme) Geography will be of three years duration. Each year will be called an academic year and will be divided into two semesters. Thus, there will be a total of six semesters. Each semester will consist of sixteen weeks.

Design of Program:

- The teaching-learning will involve theory classes (Lectures) of one hour duration. The curriculum will be delivered through various methods including chalk and talk, PowerPoint presentations, audio, video tools, E-learning/E-content, field trips, seminars (talks by experts), workshops, projects,, Quiz, models and class discussions.
- The assessment broadly will comprise of Internal Assessment (Continuous Evaluation) and End Semester Examination. Each theory paper will be of 100 marks with 25% marks for Internal Assessment and 75% for End Semester examination. The internal assessment will be based on assignment, oral presentation, project, attendance, mid semester examination.

Programme Structure:

- The programme will consist of both six-credit courses and four-credit courses. All six credit courses (theory) will comprise of theory classes (five credits) and tutorial (one credit). Four credit courses will comprise of theory classes (four credits)
- For theory classes one credit indicates one hour lecture per week. The programme includes Core Courses (CC) and elective courses. The core courses are all compulsory courses. There are three kinds of elective courses: Discipline-Specific Elective (DSE), Generic Elective (GE) and Skill Enhancement Course (SEC). In addition there are two compulsory Ability Enhancement Courses (AEC).
- To acquire a degree in B.A (Prog) a student must study one more discipline course, along with Geography (four Core Courses and two Discipline Specific Elective courses in each discipline). Besides, the student has to study two Generic Electives, two Skill Enhancement Courses and two compulsory Ability Enhancement Courses. Geography Department offers four different Skill Enhancement Courses which are offered in last four (III, IV, V and VI

semesters) semesters. The Department also offers two different Generic Elective papers which are offered in last two (V and VI semesters) semesters. The Core Courses, Discipline-Specific Electives and Generic Electives are six-credit courses. The Skill Enhancement Courses are of four-credit courses while the Ability Enhancement Courses are of zero credit-courses. A student has to earn a minimum of..... credits to get a degree in B.A (Prog) Geography.

STRUCTURE OF B.A. & B.Sc (Programme) IN GEOGRAPHY

Note: For the structure of B.A. & B.Sc (Programme) in Geography, the Committee has followed the number of credits per course as suggested in the CBCS document, that is, six credits per Core Course.

- A. Core: (4Geography),(4DSC- 2)and (4English/MIL) (12x6= 72 Credits)**
B. Ability Enhancement Compulsory Course (AECC) (2x4= 8Credits)
C. Skill Enhancement Course (SEC) (4) (4x4=16Credits)
D. Discipline Specific Elective (DSE) (2Geography)& (2DSE- 2) (4x6= 24Credits)
E. Generic Elective(2)(2x6=12Credits)

GRAND TOTAL (A+B+C+D+E): Total Courses:**24**
Total Credits: (72+8+16+24+12=132)

A. CORE COURSE (4) Geography

Serial No	Title of the Course	Credits: 6 credits per course. Total 24 (credits distribution to be decided by institutions as per UGC/CBCS guidelines).	L+T
1.	Physical Geography	6	5+1= 6
2	Human Geography	6	5+1= 6
3	General Cartography	6	5+1= 6
4	Environmental Geography	6	5+1= 6

B. Ability Enhancement Compulsory Course (AECC)

	Course Title	Credits 4 cr (credit distribution to be decided by institutions as per CBCS guidelines).	Distribution of Credit Hours 4 [Note: There can be different options depending upon the pedagogical and assessment weightage distribution]
1	Art of Communication/ MIL	4	4x1 = 4
2	Environmental Studies	4	4x1 = 4

6. C. Skill Enhancement Course (SEC)(2)

	Course Title	Credits 4 (2x2) 2 credit per course. (Credit) distribution to be decided by institutions as per CBCS guidelines).	Distribution of Credit Hours
1	Regional Planning and Sustainable Development	4	4x1 = 4
2	Fundamentals of Remote Sensing and GPS/GNSS	4	4x1 = 4

3	Field Techniques and Surveying Methods	4	4x1 =4
4	Introduction to GIScience	4	4x1 = 4

7. D. Discipline Specific Elective DSE(2)			
	Course Title	Credits 12 (2x6)	Credit Hours L T O [To be devised by the institutions]
1	8. Geography of India 9. or World Economic Geography	6	5+1 =6
2	10. Disaster Risk Reduction or Geography of Tourism	6	5+1= 6
E. Generic Elective (2)			
	Course Title	Credits 12 (2x6)	Credit Hours L T O
1	Disaster Management	6	5+1 = 6
2	Climate Change Vulnerability and Mitigation	6	5+1= 6
Note: 1. Universities/Institutions/Departments may wish to add more courses against categories marked C, D and E, depending upon the availability of specialists			

and other required resources.

2. Any major deviation from category A is likely to impact the very philosophy of LOCF in Geography.

Choice Based Credit System B.A. / B.BSc(Programme) Geography

11.	Core Course (12) (6 credits per course)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Course (SEC)(2)	Discipline Specific Elective (DSE)(2)	Generic Elective (GE) (2)
I	English/MIL-1 Physical Geography DSC-2A	(English/ MIL Communication) / Environmental Science			
II	English/MIL-1 Human Geography DSC- 2 B	Environmental Science/ (English/MIL Communication)			
II	English/MIL-2 General Cartography DSC- 2 C		Regional Planning and Sustainable Development		
I V	English/MIL Environmental Geography DSC- 2 D		Fundamentals of Remote Sensing and GPS/GNSS		

V			Field Techniques and Surveying Methods	Geography of India	Disaster Management
				or World Economic Geography DSE-2 A	
V I			Introduction to GIScience	Disaster Risk Reduction OR Geography of Tourism DSE-2 B	Climate Change Vulnerability And Mitigation

Graduate Attributes

1. **Disciplinary Knowledge** – Students will know about patterns and processes of Man-environment relationship in the context of places. It will also help to understand cause and effect factors of this relationship for the mutual benefit of humanity and the natural environment.
2. **Communication Skills** – It will enhance the communication skill through mapping in the form of paper and digital images, display and analyse the information about people and environment. Geographical study will enhance the oral communication through presentation and to written communication through report writing of geographical phenomena.
3. **Critical Thinking** – Students will analyse the facts, organising the Phenomena, evaluating the arguments and making the decision that can help to solve and understand critically the problem of society and environment.
4. **Problem solving** – Students will develop problem solving skills through geographical knowledge which will help in decision making process. Choosing the best alternative of particular phenomena.

5. Anlytical Reasoning – The study of geography gives opportunity to see the relationship relationally and apply the geographical knowledge to evaluate outcome and design the possible solution.
6. Research Related Skills – During the field work study, student will learn data collection, organising and analysing date, interpretation and draw generalisation and inferences of geographical study.
7. Cooperation / Team Work – Students are involved in collecting, analysing, evaluating, applying information to solve the issues which will generate cooperation and team work among students which will create constructive work by sharing each other's view points and reaching consensus.
8. Scientific Reasoning – Geography students are able to develop scientific reasoning through mapping skills, Google map, Google earth as well as ordinance survey maps and integrate such skills into the learning of geographical issues in the curriculum.
9. Reflective Thinking – Geographical knowledge provides the ability to students to reflect critically about the images of people, place and environment using ICT tools.
10. Information and Digital Literacy – Geography is one curricular area that has gained from digital literacy which will contribute to develop the ICT capabilities in regard to data handling, data processing and data interpretation.
11. Self Directed Learning – Geography encompasses diverse concern of society by including wide range of contents drawn from other disciplines of social sciences which will enhance the reflective thinking about the various components of social science on their own awareness.
12. Multicultured competence – Geography Students will have a cluster of related abilities including power of analysis and synthesis which will help in decision support system in a specific spatial contest.
13. Moral and Ethical Awareness – Geography Students heave moral and ethical awareness to the problem/issues which the world is facing today ex. Global warming, food security, various disasters. And they understand the judicious utilisation of resources as well as the need for conservation of natural environment.
14. Leadership Readiness/Quality – Filed work in Geography have important contribution to develop a leadership quality because every Geography students is entitled to have a exposure to fieldwork experience.

15. Lifelong Learning – Learning process in geography sharpen their observation and identification of an issues in a specific area, collect and present data analysis and finally identify possible solution and strategies. Thus the Geographer has important contribution to make Geography real.

Programme Learning Outcome:

After completion of undergraduate programs in geography, students will be able to :

- Ability to interpret and analyze various concepts and theories.
- Analyze the earth as an integrated human- environment system by examining changing interactions at different spatial and temporal scales.
- To understand the subject matter of various branches of physical and human geography.
- To analyze geographical data and interpret its significance within the context of human-environment relations.
- Communicate geographical concepts and data effectively using oral, written and visual forms.
- Contribute effectively to pursue innovative solutions to human – environment problems.
- Investigate complex real world challenges using appropriate concepts, methods, and tools from one or more geographical sub-disciplines.
- Explain Societal relevance of geographical knowledge and and apply it to real world human – environmental issues.
- Development of strong oral and written communication skills using the concepts and knowledge acquired.
- Demonstration of the ability to work independently or as part of a team.
- Students of the B.A (prog) Geography will learn to use scientific logic as they explore a wide range of contemporary subjects spanning various aspects of Physical, Human, Regional, Environmental, economic, cartographic aspects of Geography.
- Students will appreciate the Geographical diversity of events, phenomenon, resources, and development and be able to describe/explain the processes involved.
- Students will gain knowledge of various interactions taking place in the environment along with the major issues.
- Graduates of the B.A (programme) Geography will be informed citizens who can understand and evaluate the impact of new research discoveries in Geographical subfields and will be able to pursue a wide range of careers, including teacher cartographer, technical assistant, GIS Analyst, demographer, travel & tourism Planner, statistical analyst, product sale executive, Town planner, regional planning, community development Scientist, GIS Expert, Teaching/research and civil services.

Teaching-Learning Process:

- The B.A (Programme) Geography aims to make the student proficient in Geography and its sub- fields through the transfer of knowledge in the classroom as well as in the field. In the classroom this will be done through blackboard and chalk lectures, charts, PowerPoint presentations, and the use of audio-visual resources that are available on the internet.
- An interactive mode of teaching will be used. The student will be encouraged to participate in discussions.

- Emphasis on application of the concepts is particularly important keeping in mind the practical nature of the subject.
- The problem- solving approach will be adopted whenever suitable.
- The students will participate in local field trips that will facilitate his/her understanding to gain applied and practical aspects of the programme.

Assessment Methods:

The students will be assessed over the duration of the programme by different methods. This includes assignments, projects, presentations, written examinations and, records of problem – solving exercises and preparation of field – reports. The wide range of assessment methods will help to assess skills and knowledge of different individual learner and we will be able to achieve above teaching – learning outcomes of programme.

B.A./B.Sc (Programme) Geography

Core Course (4 Compulsory courses)

Semester I

1. Physical Geography

Semester II

2. Human Geography

Semester III

3. General Cartography

Semester IV

4. Environmental Geography

8.

Skill Enhancement Course (2 Compulsory courses)

Semester III

1. Regional Planning and Sustainable Development

Semester IV

2. Fundamentals of Remote Sensing and GPS/GNSS

Semester V

3. Field Techniques and Surveying Methods

Semester VI

4. Introduction to GI Science

9.

Discipline Specific Elective Papers (2 Compulsory courses)

Semester V

1. Geography of India
2. World Economic Geography

Semester VI

3. Disaster Risk Reduction
4. Geography of Tourism

10.

Generic Elective (2)

Semester V

1. Disaster Management

Semester VI

2. Climate Change Vulnerability and Mitigation

B.A. /B.Sc (Programme) Geography Core Course (4 Compulsory Courses)

1. Physical Geography

Course Objectives:

- 1) This course shall introduce definition and scope of physical geography.
- 2) This paper shall elucidate the characteristics of atmosphere, lithosphere, and the fluvial cycle of erosion.
- 3) This course shall provide detailed understanding related to hydrosphere and its related processes.

Learning Outcomes:

- 1) This paper shall enable the students to understand the basic concepts, definition and scope of physical geography.
- 2) This course shall enable the students to comprehend the dynamics of atmosphere, lithosphere and fluvial erosion cycle.
- 3) Students shall be well-versed with hydrological processes, ocean bottom relief, tides and currents.

Course Contents:

1. Physical Geography – Definition and Scope, Components of Earth System.
2. Atmosphere – Heat Balance, Global Circulation Pattern, Tropical Cyclones, Monsoon-Theory of Origin (Thermal and Dynamic), Rainfall pattern of Indian Monsoon, Climatic Classification (Koppen).
3. Lithosphere – Internal Structure of Earth based on Seismic Evidence, Plate Tectonics-Concept, Types of plate boundaries and its Associated Features.
4. Erosion and Weathering– Fluvial Cycle of Erosion given by W.M Davis and associated landforms, Weathering-Definition and Types.
5. Hydrosphere – Hydrological Cycle-Component and Processes, Ocean Bottom Relief Features, Tides-Types and Origin and Currents-Types and factors of their formation.

References:

Essential:

1. Conserva H. T. (2004). *Illustrated Dictionary of Physical Geography*. USA: Author House.
2. Garrett N. (2000). *Advanced Geography*. USA: Oxford University Press.
3. Goudie, A. (1984). *The Nature of the Environment: An Advanced Physical Geography*. Oxford, UK: Basil Blackwell Publishers.
4. Hamblin, W. K. (1995). *Earth's Dynamic System*. New Jersey, USA: Prentice Hall.
5. Strahler A. N. and Strahler A. H. (2008). *Modern Physical Geograph*. New York, USA:

John Wiley & Sons.

Suggestive:

1. Gabler R. E., Petersen J. F. and Trapasso, L. M. (2007). *Essentials of Physical Geography* (8th Edition). USA: Thompson, Brooks/Cole.
2. Gupta S.L, Bhu-Akriti Vigyan, Directorate of Hindi Medium Implimentation, Delhi 1992
3. Husain M. (2002). *Fundamentals of Physical Geography*. Jaipur, India: Rawat Publications.
4. Monkhouse, F. J. (2009). *Principles of Physical Geography*. Kolkata, India: Platinum Publishers.
5. Singh, S. (2019). *Bhotik Bhugol* (10th Edition). Allahabad, India: Prayag Pustak Bhawan,

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6 : Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Physical Geography – Definition and Scope, Components of Earth System	Classroom lectures and tutorials	Assignments, PPT, classroom test.

2	Atmosphere – Heat Balance, Global Circulation Pattern, Tropical Cyclones, Monsoon, Climatic Classification (Koppen).	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Lithosphere – Internal Structure of Earth based on Seismic Evidence, Plate Tectonics and its Associated Features.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Fluvial Cycle of Erosion – Davis and Penck.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Hydrosphere – Hydrological Cycle, Ocean Bottom Relief	Classroom lectures and tutorials	Assignments, classroom test, end
	Features, Tides and Currents.		semester examination.

Keywords: Physical geography, atmosphere, lithosphere, cycle of erosion, hydrosphere, ocean relief, tides, currents.

2. Human Geography

Course Objectives:

1. This course shall introduce definition, nature, major subfields and relevance of human geography.
2. This paper shall elucidate about space and society, cultural regions, race, religion and language.
3. This course shall provide detailed understanding related to world population growth, population theory and settlement patterns.

Learning Outcomes:

- 1) This paper shall enable the students to understand the basic concepts, nature and relevance of human geography.
- 2) This course shall enable the students to appreciate the interrelationships between space and society, characteristics of cultural regions, race, religion and language.
- 3) Students shall be well-versed with the world population growth patterns, demographic transition theory, settlement patterns and urbanization process.

Course Contents:

1. Definition, Nature, Major Subfields, Contemporary Relevance.
2. Space and Society: Cultural Regions; Race; Religion and Language
3. Population: Population Growth and Demographic Transition Theory.
4. World Population Distribution and Composition (Age, Gender and Literacy).
5. Settlements: Types and Patterns of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization

References:

Essential:

2. Chandna, R.C. (2010). *Population Geography*. India: Kalyani Publisher.
3. Daniel, P.A. and Hopkinson, M.F. (1989). *The Geography of Settlement*. London, UK: Oliver & Boyd.
4. Johnston R; Gregory D, Pratt G. et al. (2008). *The Dictionary of Human Geography*. New Jersey, USA: Blackwell Publication.
5. Jordan-Bychkov et al. (2006) *The Human Mosaic: A Thematic Introduction to Cultural Geography*. W. H. Freeman and Company, New York.
6. Kaushik, S.D. (2010). *Manav Bhugol*. Meerut, India: Rastogi Publication.

Suggestive:

1. Ghosh, S. (2015). *Introduction to settlement geography*. Kolkata, India: Orient Black Swan Private Ltd.
2. Hussain, M. (2012). *Manav Bhugol*. Jaipur, India: Rawat Publications.
3. Maurya, S.D. (2012). *Manav Bhugol*. Allahabad, India: Sharda Pustak Bhawan.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Definition, Nature, Major Subfields, Contemporary Relevance.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Space and Society: Cultural Regions; Race; Religion and Language	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Population: Population Growth and Demographic Transition Theory.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	World Population Distribution and Composition (Age, Gender and Literacy).	Classroom lectures and tutorials	Assignments, PPT, classroom test.

5	Settlements: Types and Patterns of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Human geography, cultural regions, religion, language, race, demographic transition theory, settlement patterns, urbanization.

3. General Cartography

Course Objectives:

1. Create professional and aesthetically pleasing maps through thoughtful application of Cartographic conventions;
2. Develop an understanding of the concepts regarding scale, map projections to suit map purposes;
3. Better understand the techniques of interpretation of topographical and weather maps

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

4. Explain how maps work, conceptually and technically and will be able to understand science and art of cartography
5. Recognize the benefits and limitations of some common map projections and their use.
6. Understand and perform interpretation of topographical maps and weather maps.

Course Content:

6. Cartography – Nature and Scope; Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.
7. Map Projections – Classification, Properties and Uses; Merits and Demerits of Polar Zenithal, Stereographic, Bonne's and Mercator's Projections.
8. Profiles-Introduction to Cross and Longitudinal Profiles.
9. Topographical Maps- Interpretation and Slope Analysis (Wentworth's method).
10. Interpretation of Weather Maps

Practical Record:

A Project File in pencil comprising one exercise *each*, on scale, map projection, interpretation of topographic sheet and weather maps.

References:

Essential:

1. Kraak, M.J. (2010). *Cartography: Visualization of Geospatial Data* (3rd edition). London, UK: Pearson Education Ltd.
2. Misra, R.P. (2014). *Fundamentals of Cartography* (Second Revised and Enlarged Edition). Delhi, India: Concept Publishing.
3. Monkhouse, F. J. and Wilkinson, H. R. (1973). *Maps and Diagrams*. London, UK: Methuen.
4. Rhind, D. W. and Taylor D. R. F., (eds.) (1989): *Cartography: Past, Present and Future*. Netherlands: Elsevier, International Cartographic Association.
5. Sarkar, A. (2015). *Practical geography: A systematic approach*. New Delhi, India: Orient Black Swan Private Ltd.
6. Singh, G. (1998). *Map Work and Practical Geography (4th Edition)*. Ahmedabad, India: Vikas Publishing House.

Suggestive:

1. Sharma, J. P., (2010). *Prayogic Bhugol (Hindi)*. Meerut, India: Rastogi Publishers.
2. Singh, R.L. & Dutta, P.K., (2012). *Prayogatmak Bhugol (Hindi)*. Allahabad, India: Central Book Depot
3. Singh, R.L. and Singh R.P.B. (1999). *Elements of Practical Geography*. New Delhi, India: Kalyani Publishers.
4. Singh, R.L., and Singh, R.P.B. (1991). *Prayogtmak Bhugolke Mool Tatva (Hindi)*. New Delhi, India: Kalyani Publishers.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Nature and Scope, Concept and application, Graphical Construction	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
2	Map Projections – Classification, Properties and Uses; Merits and Demerits	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
3	Profiles-Introduction to Cross and Longitudinal Profiles.	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, midterm examination.
4	Topographical Maps- Interpretation and Slope Analysis	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test.
5	Interpretation of Weather Map	Classroom Lectures, Practical demonstration	Assignments, Hans-on exercise, classroom test, end semester examination.

Keywords: Cartography, Map Projections, Profiles, Topographical Maps

4. Environmental Geography

Course Objectives:

- 1) This course shall introduce the basic concepts and approaches of environmental geography.
- 2) This paper shall elucidate about human-environmental relationship, environmental programs and their management.
- 3) This course shall provide detailed understanding related to environmental programmes and policies with specific reference to New Environmental Policy of India.

Learning Outcomes:

- 1) This paper shall enable the students to understand basic concepts and approaches related to environmental geography.
- 2) This course shall enable the students to comprehend about human-environment relationship, and different environmental problems and its management.
- 3) Students shall be well-versed with the analysing the environmental programmes and policies.

Course Contents:

1. Environmental Geography: Concepts and Approaches; Ecosystem – Concept and Structure; Ecosystem Functions.
2. Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions.
3. Environmental Problems and Management: Air Pollution; Biodiversity Loss; Solid and Liquid Waste.
4. Environmental Programmes and Policies: Developed Countries; Developing Countries.
5. New Environmental Policy of India; Government Initiatives.

References:

Essential:

1. Casper J.K. (2010). *Changing Ecosystems: Effects of Global Warming*. New York, USA: Infobase Pub.
2. Hudson, T. (2011). *Living with Earth: An Introduction to Environmental Geology*. Delhi, India: PHI Learning Private Limited.
3. Miller, G.T. (2007). *Living in the Environment: Principles, Connections, and Solutions*. Belmont, Australia: Brooks/ Cole Cengage Learning.
4. Singh, R.B. (1993) *Environmental Geography*. Delhi, India: Heritage Publishers.
5. UNEP. (2007). *Global Environment Outlook: GEO4: Environment For Development, United Nations Environment Programme*. UK: University Press, Cambridge.

Suggestive:

1. Singh, R.B. and Hietala, R. (Eds.) (2014). *Livelihood security in Northwestern*

Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies. Tokyo, Japan: Springer

2. Singh, Savindra 2001. *Paryavaran Bhugol*. Allahabad, India: Prayag Pustak Bhawan.
3. Wright R. T. and Boorse, D. F. (2010). *Toward a Sustainable Future*. Delhi, India: PHI Learning Pvt Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Environmental Geography: Concepts and Approaches; Ecosystem – Concept and Structure; Ecosystem Functions.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Human-Environment Relationship in Equatorial, Desert, Mountain and Coastal Regions.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Environmental Problems and Management: Air Pollution; Biodiversity Loss; Solid and Liquid Waste.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Environmental Programmes and Policies: Developed Countries; Developing Countries.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	New Environmental Policy of India; Government Initiatives.	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Environmental Geography, Ecosystem functions, Environmental management, Environmental Policies.

Skill Enhancement Course (2 Compulsory Courses)

1. Regional Planning and Sustainable Development

Course Objectives:

1. This course shall introduce basic concepts, need and types of regional planning.
2. This paper shall introduce the characteristics and process of delineation of planning regions based on selected parameters.
3. This course shall provide theoretical perspective on the models of regional planning and selected case studies of regional planning models.

Learning Outcomes:

- 1) This paper shall enable the students to understand the basic concepts and types of regional planning.
- 2) This course shall enable the students to analyze various characteristics and parameters used for delineating the planning regions.
- 3) Students shall be well-versed with models of regional planning and appreciate the relevance of the case studies of regional planning.

Course Contents:

1. Concept, Need and Types of Regional Planning.
2. Characteristics and Delineation of Planning Region.
3. Regionalization of India for Planning (Agro Ecological Zones).
4. Models for Regional Planning: Growth Pole Theory; Core Periphery Model and Growth Foci Concept in Indian Context.
5. Backward Regions and Regional Plans- Special Area Development Plans in India; DVC- The Success Story and the Failures; NITI Aayog.

References:

Essential:

1. Blij H. J. De. (1971). *Geography: Regions and Concepts*. USA: John Wiley and Sons.
2. Claval P.I. (1998). *An Introduction to Regional Geography*. Oxford and Massachusetts. Blackwell Publishers,
3. Friedmann J. and Alonso W. (1975). *Regional Policy - Readings in Theory and Applications*. Massachusetts, USA: MIT Press.
4. Gore C. G. (1984). *Regions in Question: Space, Development Theory and Regional Policy*. London, UK: Methuen.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T. (1996). *Questioning Development;*

Essays on the Theory, Policies and Practice of Development Intervention. Marburg, Germany: Metropolis- Verlag.

Suggestive:

1. Haynes J. (2008). *Development Studies*. USA: Polity Short Introduction Series.
2. Johnson E. A. J. (1970) *The Organization of Space in Developing Countries*. Massachusetts, USA: MIT Press.
3. Peet R. (1999). *Theories of Development*. New York, USA: The Guilford Press.
4. UNDP. (2001-04). *Human Development Report*. New York, USA: Oxford University Press.
5. World Bank. (2001-05). *World Development Report*. New York, USA: Oxford University Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Concept, Need and Types of Regional Planning	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Characteristics and Delineation of Planning Region	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Regionalization of India for Planning (Agro Ecological Zones)	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Models for Regional Planning	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Backward Regions and Regional Plans- Special Area Development Plans in India	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Regional Planning, Regionalization, Growth Pole, Core-Periphery Model, Growth Foci, Backward Regions and Regional Plans.

2. Fundamentals of Remote Sensing and GPS/GNSS

Course Objectives:

- 1) This course shall introduce the basic concepts of remote sensing.
- 2) This paper shall elucidate about aerial photography, its basic principles and types, satellite remote sensing.
- 3) This course shall provide detailed understanding related to interpretation and application of remote sensing, GPS/GNSS.

Learning Outcomes:

- 1) This paper shall enable the students to understand fundamental issues related to remote sensing, its development and types.
- 2) This course shall enable the students to comprehend about aerial photography, satellite remote sensing, EMR and sensors
- 3) Students shall be well-versed with the interpretation and applications of remote sensing, and GPS/GNSS.

Course Contents:

1. Remote Sensing: Definition, Development, Platforms and Types.
2. Aerial Photography: Principles, Types and Geometry.
3. Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.
4. Interpretation and Application of Remote Sensing: Land use/ Land Cover.
5. Global Positioning System (GPS) – Principles and Uses

References:

Essential:

1. Campbell J. B. (2007). *Introduction to Remote Sensing*, Guildford Press.
2. Jensen J. R. (2004) *Introductory Digital Image Processing: A Remote Sensing Perspective*, Prentice Hall.
3. Joseph, G. (2005). *Fundamentals of Remote Sensing*. Delhi, India: United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W. (2004). *Remote Sensing and Image Interpretation*, Wiley. (Wiley Student Edition).
5. Nag P. and Kudra, M., 1998: *Digital Remote Sensing*, Concept, New Delhi.

Suggestive:

1. Rees W. G., 2001: *Physical Principles of Remote Sensing*, Cambridge University Press.
2. Singh R. B. and Murai S., 1998: *Space-informatics for Sustainable Development*, Oxford and IBH Pub.
3. Wolf P. R. and Dewitt B. A., 2000: *Elements of Photogrammetry: With Applications in GIS*, McGraw-Hill.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Remote Sensing: Definition, Development, Platforms and Types.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Aerial Photography: Principles, Types and Geometry.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Satellite Remote Sensing: Principles, EMR Interaction with Atmosphere and Earth Surface; Satellites (Landsat and IRS) and Sensors.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Interpretation and Application of Remote Sensing: Land use/ Land Cover.	Classroom lectures and tutorials	Assignments, PPT, classroom test.

5	Global Positioning System (GPS) – Principles and Uses	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Remote sensing, Aerial Photography, EMR, Sensors, GPS, GNSS.

3. Field Techniques and Surveying Methods

Course Objectives:

- 1) This course shall introduce the basic concepts in field work in geographical studies.
- 2) This paper shall elucidate about defining the field and identifying the case studies, field techniques.
- 3) This course shall provide detailed understanding related to questionnaire development and preparation of the field report.

Learning Outcomes:

- 1) This paper shall enable the students to understand fundamental concepts and issues related to field work in geographical studies.
- 2) This course shall enable the students to comprehend about field work and field techniques.
- 3) Students shall be well-versed with the development of questionnaire and writing the field report.

Course Contents:

1. Field Work in Geographical Studies – Role, Value and Ethics of Field-Work.
2. Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental.
3. Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant).
4. Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus on Focused Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch).
5. Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.

References:

Essential:

1. Creswell J. (1994). *Research Design: Qualitative and Quantitative Approaches*. California, USA: Sage Publications.
2. Dikshit, R. D. (2003). *The Art and Science of Geography: Integrated Readings*. Delhi, India: Prentice-Hall of India.
3. Evans M. (1988) Participant Observation: The Researcher as Research Tool. In *Qualitative Methods in Human Geography*, (eds). J. Eyles and D. Smith, Polity.
4. Mukherjee, N. (2002). *Participatory Learning and Action: with 100 Field Methods*. Delhi, India: Concept Pubs. Co.
5. Robinson A. (1998). Thinking Straight and Writing That Way. In *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.

Suggestive:

1. Special Issue on “Doing Fieldwork” *The Geographical Review* 91:1-2 (2001).
2. Stoddard R. H. (1982). *Field Techniques and Research Methods in Geography*. USA: Kendall/Hunt.
3. Wolcott, H. (1995). *The Art of Fieldwork*. CA, USA: Alta Mira Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Field Work in Geographical Studies – Role, Value and Ethics of Field-Work.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non Participant).	Classroom lectures and tutorials	Assignments, PPT, classroom test.

4	Questionnaires (Open/ Closed / Structured / Non-Structured); Interview with Special Focus on Focused Group Discussions; Space Survey (Transects and Quadrants, Constructing a Sketch).	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Field Work, Field Techniques, Questionnaire, Report writing, Geographical Studies.

4. Introduction to GIScience

Course Objectives:

1. The course aim is to give basic understanding of concept of GIScience, its definitions and principles;
2. To gain working experience collecting data, preparing and handling geographical data;
3. To do analysis and application of geographical data resource management and land use land cover study.

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

1. Develop basic understanding of GIScience and roles of various intuitions in data sharing ;
2. Perform preparing different maps integrating spatial and no-spatial data;
3. Learn and use GIS for natural resource management, urban and land use land cover study;

Course Content:

1. Geographical Information System (GIS): Definition, Components and Principles.
2. GIS Data Structures: Types (Spatial and Non-spatial), Raster and Vector Data Structure.
3. GIS Data Analysis: Input; Geo-Referencing; Editing and Output; Overlays.
4. Application of GIS in Natural Resource Management.
5. Application of GIS in Urban Sprawl, Land use/Land-cover.

Practical Record: A project file consisting of 5 exercises on using any GIS Software (free software like QGIS, AGIS etc.) on above mentioned themes.

References:

Essential:

1. Bhatta, B. (2010) Analysis of Urban Growth and Sprawl from Remote Sensing, Springer, Berlin Heidelberg.
2. Burrough, P.A., and McDonnell, R.A. (2000) Principles of Geographical Information

System-Spatial Information System and Geo-statistics, Oxford University Press, Oxford.

3. Chauniyal, D.D. (2010) SudurSamvedanevamBhogolikSuchanaPranali, ShardaPustakBhawan, Allahabad.
4. Heywoods, I., Cornelius, S and Carver, S. (2006) An Introduction to Geographical Information system. Prentice Hall, New Jersey.
5. Singh, R.B. and Murai, S. (1998). *Space Informatics for Sustainable Development*. Delhi, India: Oxford and IBH.

Suggestive:

- 1 Nag, P. (2008). *Introduction to GIS*. Delhi, India: Concept India.
- 2 Sarkar, A. (2015). *Practical Geography: A Systematic Approach*. Delhi, India: Orient Black Swan Private Ltd.
- 3 Jha, M.M. and Singh, R.B. (2008). *Land Use: Reflection on Spatial Informatics Agriculture and Development*. Delhi, India: Vedams eBooks (P) Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Geographical Information System (GIS): Definition, Components and Principles	Classroom Lectures, Practical demonstration	Assignments, classroom test.
2	GIS Data Structures: Types (Spatial and Non- spatial), Raster and Vector Data Structure.	Classroom Lectures, Practical demonstration of using GIS Softwares	Assignments, Hans-on exercise in GIS environment, practical lesson
3	GIS Data Analysis: Input; Geo-Referencing; Editing and Output; Overlays	Classroom Lectures, Practical demonstration using GIS softwares	Assignments, Hans-on exercise, midterm examination.
4	Application of GIS in Natural Resource Management	Classroom Lectures, Lectures on case study of different applications	Assignments, classroom test.
5	Application of GIS in Urban Sprawl, Land use/Land-cover	Classroom Lectures, Lectures on case study of different applications	Assignments, classroom test, end semester examination.

Keywords: GIScience, GIS Data Structures, Application of GIS

Discipline Specific Elective Papers (2 Compulsory Courses)

1. Geography of India

Course Objectives:

- 1) This course shall introduce the physical geography of India.
- 2) This paper shall elucidate about population trends and composition, and settlement system in India
- 3) This course shall provide detailed understanding related to resource base and economic systems in India.

Learning Outcomes:

- 1) This paper shall enable the students to understand the physical geography of India.
- 2) This course shall enable the students to comprehend the trends and composition of population change in India.
- 3) Students shall be well-versed with the existing resource base and the economic systems in India.

Course Contents:

1. Physical Setting – Location, Structure and Relief, Drainage, Climate.
2. Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.
3. Settlement System - Rural Settlement Types and Patterns, Urban Pattern.
4. Resource Base – Livestock (cattle and fisheries), Power (coal, and hydroelectricity), Minerals (iron ore and bauxite).
5. Economy – Agriculture (Rice, Wheat, Sugarcane, Groundnut, Cotton); Industries (Cotton Textile, Iron-Steel, Automobile), Transportation Modes (Road and Rail).

References:

Essential:

1. Hussain M. (1992). *Geography of India*. New Delhi, India: Tata McGraw Hill Education.
2. Mamoria C. B. (1980). *Economic and Commercial Geography of India*. India: Shiva Lal Agarwala.
3. Miller F. P., Vandome A. F. and McBrewster J. (2009). *Geography of India: Indo-Gangetic Plain, Thar Desert, Major Rivers of India, Climate of India, Geology of India*. USA: Alphascript Publishing.
4. Nag P. and Sengupta S. (1992). *Geography of India*. New Delhi, India: Concept Publishing.
5. Pichamuthu C. S. (1967). *Physical Geography of India*. New Delhi, India: National Book Trust.

Suggestive:

1. Sharma T. C. and Coutinho O. (1997) *Economic and Commercial Geography of India*. India: Vikas Publishing.
2. Singh Gopal. (1976). *A Geography of India*. India: Atma Ram.
3. Singh, S. and Saroha, J. (2018). *Geography of India (Second Edition)*. Delhi, India: G K Publications (C.L Educate)
4. Spate O. H. K. and Learmonth A. T. A. (1967). *India and Pakistan: A General and Regional Geography*. London, UK: Methuen.
5. Rana, T.S. (2015). *Diversity of India*. Delhi, India: R.K. Books, Delhi.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Physical Setting – Location, Structure and Relief, Drainage, Climate.	Classroom lectures and tutorials	Assignments, PPT, classroom test.

2	Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Settlement System - Rural Settlement Types and Patterns, Urban Pattern.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Resource Base – Livestock (cattle and fisheries), Power (coal, and hydroelectricity), Minerals (iron ore and bauxite).	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Economy – Agriculture (Rice, Wheat, Sugarcane, Groundnut, Cotton); Industries (Cotton Textile, Iron-Steel, Automobile), Transportation Modes (Road and Rail).	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Geological structure, Relief, Climate, Population Growth, Population Composition, Settlement Systems, Resource Base, Agriculture, Industries, India.

2. World Economic Geography

Course Objectives:

- 1) This course shall introduce basic concepts and approaches related to economic geography.
- 2) This paper shall introduce the fundamental locational theories, postulates, and their relevance in the contemporary period.
- 3) This course shall provide a detailed understanding about different forms of economic activities and its geographical patterning.

Learning Outcomes:

- 1) This paper shall enable the students to understand the basic concepts and approaches of doing the economic geography.
- 2) This course shall enable the students to appreciate the spatial perspective on the locational theories of economic activities in general.
- 3) Students shall be acquainted with different forms of economic activities and its geographical dimensions in detail.

Course Contents:

1. Definition, Approaches and Fundamental Concepts of Economic Geography; Patterns of Development.
2. Locational Theories – Agriculture (Von Thunen) and Industrial (Weber).
3. Primary Activities – Intensive Subsistence Farming, Commercial Grain Farming, Plantation, Commercial Dairy Farming, Commercial Fishing, and Mining (ironore, coal and petroleum).
4. Secondary Activities – Cotton Textile Industry, Petro-Chemical Industry, Major Manufacturing Regions.
5. Tertiary and Quaternary Activities – Modes of Transportation, Patterns of International Trade, and Information and Communication Technology Industry.

References:

Essential:

1. Alexander J. W. (1963). *Economic Geography*. New Jersey, USA: Prentice-Hall Inc.
2. Bagchi-Sen S. and Smith H. L. (2006). *Economic Geography: Past, Present and Future*. UK: Taylor and Francis.
3. Coe N. M., Kelly P. F. and Yeung H. W. (2007). *Economic Geography: A Contemporary Introduction*, USA: Wiley-Blackwell.
4. Combes P., Mayer T. and Thisse J. F. (2008). *Economic Geography: The Integration of Regions and Nations*. USA: Princeton University Press.
5. Durand L. (1961). *Economic Geography*. USA: Crowell.

Suggestive:

1. Hodder B. W. and Lee R. (1974). *Economic Geography*. UK: Taylor and Francis.
2. Wheeler J. O., 1998: *Economic Geography*. USA: Wiley.
3. Willington D. E., 2008: *Economic Geography*. UK: Husband Press.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Definition, Approaches and Fundamental Concepts of Economic Geography; Patterns of Development.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Locational Theories – Agriculture (Von Thunen) and Industrial (Weber)	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Primary Activities	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Secondary Activities	Classroom lectures and tutorials	Assignments, PPT, classroom test.

5	Tertiary and Quaternary Activities	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Economic Geography, Locational Theories, Primary Activities, Secondary Activities, Tertiary and Quaternary Activities

3. Disaster Risk Reduction

Course Objectives:

- 1) This course shall introduce the basic concepts related to disaster risk reduction.
- 2) This paper shall elucidate about disasters in India.
- 3) This course shall provide detailed understanding related to human induced disasters, and disaster risk reduction programmes and initiatives.

Learning Outcomes:

- 1) This paper shall enable the students to understand basic concepts and issues related to disaster risk reduction.
- 2) This course shall enable the students to comprehend about causes, impact, distribution and mapping of disasters in India.
- 3) Students shall be well-versed with the analysing the programmes and policies related to disaster risk reductions.

Course Contents:

1. Disaster; Hazards, Risk, Vulnerability and Disasters: Definition and Concepts.
2. Disasters in India: (a) Causes Impact, Distribution and Mapping: Flood and Drought.
3. Disasters in India: (b) Causes, Impact, Distribution and Mapping: Earthquake and Cyclone.
4. Human induced disasters: Causes, Impact, Distribution and Mapping.
5. Disaster Risk Reduction: Mitigation and Preparedness, NDMA and NIDM; Community-Based Disaster Management; Do's and Don'ts During Disasters

References:

Essential:

1. Government of India. (1997). *Vulnerability Atlas of India*. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.
3. Modh, S. (2010). *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*. Delhi: Macmillan.
4. Singh, R.B. (2005). *Risk Assessment and Vulnerability Analysis*. IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, R. B. (ed.), (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. Delhi, India: Rawat Publications

Suggestive:

- 1 Sinha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*. New United Press, New Delhi.
- 2 Stoltman, J.P. et al. (2004) *International Perspectives on Natural Disasters*, Kluwer Academic Publications. Dordrecht.
- 3 Singh, J. (2007) *Disaster Management Future Challenges and Opportunities*. New Delhi, India: I.K. International Pvt. Ltd. S-25.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Disaster; Hazards, Risk, Vulnerability and Disasters: Definition and Concepts.	Classroom lectures and tutorials	Assignments, PPT, classroom test.

2	Disasters in India: (a) Causes Impact, Distribution and Mapping: Flood and Drought.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Disasters in India: (b) Causes, Impact, Distribution and Mapping: Earthquake and Cyclone.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Human induced disasters: Causes, Impact, Distribution and Mapping.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Disaster Risk Reduction: Mitigation and Preparedness, NDMA and NIDM; Community-Based Disaster Management; Do's and Don'ts During Disasters	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Disaster Risk Reduction, Hazard, Risk, Vulnerability, Human induced disasters, Mitigation and Preparedness, NDMA, NIDM.

4. Geography of Tourism

Course Objectives:

- 1) This course shall introduce basic concepts, nature, and scope of geography of tourism.
- 2) This paper shall elucidate about types of tourism and recent trends of tourism.
- 3) This course shall provide detailed understanding related to impact of tourism in general, and tourism experiences and prospects in particular.

Learning Outcomes:

- 1) This paper shall enable the students to understand the basic concepts, nature and relevance of geography of tourism.
- 2) This course shall enable the students to comprehend the types of tourism and emerging trends of tourism.
- 3) Students shall be well-versed with the impact of tourism on economy, society and environment and its experiences in the Indian context.

Course Contents:

1. Concepts, Nature and Scope; Inter-Relationships of Tourism, Recreation and Leisure; Geographical Parameters of Tourism by Robinson.
2. Type of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage
3. Recent Trends of Tourism: International and Regional; Domestic (India); Eco-Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)

4. Impact of Tourism: Economy; Environment; Society
5. Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal and Heritage; National Tourism Policy

References:

Essential:

1. Dhar, P.N. (2006). *International Tourism: Emerging Challenges and Future Prospects*. Delhi: Kanishka.
2. Hall, M. and Stephen, P. (2006). *Geography of Tourism and Recreation – Environment, Place and Space*. London, UK: Routledge.
3. Kamra, K. K. and Chand, M. (2007) *Basics of Tourism: Theory, Operation and Practise*, Kanishka Publishers, Pune.
4. Page, S. J. (2011). *Tourism Management: An Introduction*. USA Butterworth-Heinemann. Chapter 2.
5. Raj, R. and Nigel, D. (2007). *Morpeth Religious Tourism and Pilgrimage Festivals Management: An International perspective* . USA: CABI, Cambridge, www.cabi.org.

Suggestive:

- 1 Singh, J. (2014). *Eco-Tourism*. Delhi: I.K. International Pvt. Ltd.
- 2 Tourism Recreation and Research Journal, Center for Tourism Research and Development, Lucknow

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Concepts, Nature and Scope; Inter-Relationships of Tourism, Recreation and Leisure; Geographical Parameters of Tourism by Robinson.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Type of Tourism: Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Recent Trends of Tourism: International and Regional; Domestic (India); Eco- Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Impact of Tourism: Economy; Environment; Society	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal and Heritage; National Tourism Policy	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Geography of Tourism, Nature Tourism, Cultural Tourism, Medical Tourism, Pilgrimage, National Tourism Policy.

Generic Elective (GE)

1. Disaster Management

Course Objectives:

- 1) This course shall introduce the basic concepts related to disaster management.
- 2) This paper shall elucidate about disasters in India.
- 3) This course shall provide detailed understanding related to human induced disasters, and response and mitigation of disasters.

Learning Outcomes:

1. This paper shall enable the students to understand basic concepts and issues related to disaster management.
2. This course shall enable the students to comprehend about causes, impact, distribution and mapping of disasters in India.
3. Students shall be well-versed with the analysing the response and mitigation of disasters.

Course Contents:

4. Hazards, Risk, Vulnerability and Disasters: Definition and Concepts.
5. Disasters in India: (a) Causes, Impact, Distribution and Mapping: Flood, Landslide, Drought.
6. Disasters in India: (b) Causes, Impact, Distribution and Mapping: Earthquake, Tsunami and Cyclone.
7. Human induced disasters: Causes, Impact, Distribution and Mapping.
8. Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During Disasters

References:

Essential:

1. Government of India. (1997). *Vulnerability Atlas of India*. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Kapur, A. (2010). *Vulnerable India: A Geographical Study of Disasters*. Delhi, India: Sage Publication.
3. Modh, S. (2010) *Managing Natural Disaster: Hydrological, Marine and Geological Disasters*, Macmillan, Delhi.
4. Singh, R. B. (ed.). (2006). *Natural Hazards and Disaster Management: Vulnerability and Mitigation*. India: Rawat Publications.
5. Singh, R.B. (2005) *Risk Assessment and Vulnerability Analysis*. Delhi, India: IGNOU. Chapter 1, 2 and 3

Suggestive:

1. Sinha, A. (2001). *Disaster Management: Lessons Drawn and Strategies for Future*. Delhi, India: New United Press.
2. Stoltman, J.P. et al. (2004). *International Perspectives on Natural Disasters*. Dordrecht, The Netherlands: Kluwer Academic Publications.
3. Singh, J. (2007). *Disaster Management Future Challenges and Opportunities*. New Delhi, India : I.K. International Pvt. Ltd.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Hazards, Risk, Vulnerability and Disasters: Definition and Concepts.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Disasters in India: (a) Causes, Impact, Distribution and Mapping: Flood, Landslide, Drought.	Classroom lectures and tutorials	Assignments, PPT, classroom test.

3	Disasters in India: (b) Causes, Impact, Distribution and Mapping: Earthquake, Tsunami and Cyclone.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Human induced disasters: Causes, Impact, Distribution and Mapping.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	Response and Mitigation to Disasters: Mitigation and Preparedness, NDMA and NIDM; Indigenous Knowledge and	Classroom lectures and tutorials	Assignments, classroom test, end semester
	Community-Based Disaster Management; Do's and Don'ts During Disasters		examination.

Keywords: Disaster Management, Hazard, Risk, Vulnerability, Human induced disasters, Disaster Mitigation and Preparedness, NDMA, NIDM.

2. Climate Change Vulnerability and Mitigation

Course Objectives:

1. The course aim is to give basic understanding of concept Science of Climate Change;
2. It will also help in developing understanding about various Impacts of Climate Change on Agriculture and Water; Flora and Fauna; Human Health ;
3. This course is also oriented to deliver knowledge on Adaptation and Mitigation of climate impacts and to know institutional role.

Learning Outcome:

This is a practical, hands-on course; when you have completed it, you will be able to:

9. Understand basics of Science of Climate Change ;
10. Understand different types of vulnerability ;
11. Dwell upon the issues of adaptation and mitigation;

Course Content:

1. Science of Climate Change: Understanding Climate Change; Green House Gases and Global Warming; Global Climatic Assessment - IPCC
2. Climate Change and Vulnerability: Physical Vulnerability; Economic Vulnerability; Social Vulnerability
3. Impacts of Climate Change: Agriculture and Water; Flora and Fauna; Human Health
4. Adaptation and Mitigation: Global Initiatives with Particular Reference to South Asia.
5. National Action Plan on Climate Change; Local Institutions (Urban Local Bodies, Panchayats)

References:

Essential:

1. IPCC. (2007). *Climate Change 2007: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge, UK: Cambridge University Press.

2. IPCC. (2014). *Climate Change 2014: Impacts, Adaptation, and Vulnerability. Part B: Regional Aspects. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change*. Cambridge, UK: Cambridge University Press.
3. Malhotra, Nitasha and Sen, Shyamoli, 2018: *Climatology*, R.K. Books, New Delhi.
4. Sen Roy, S. and Singh, R.B. (2002). *Climate Variability, Extreme Events and Agricultural Productivity in Mountain Regions*. New Delhi, India: Oxford & IBH Pub.
5. Singh, M., Singh, R.B. and Hassan, M.I. (Eds.) (2014). *Climate change and biodiversity: Proceedings of IGU Rohtak Conference, Volume 1. Advances in Geographical and Environmental Studies*. Basel: Springer

Suggestive:

- 1 OECD. (2008). *Climate Change Mitigation: What Do we Do?* Organisation and Economic Co-operation and Development (www.oecd.org/env/cc).
- 2 Palutik, J. P., Vander Linden, P. J. and Hanson, C. E. (eds.), Cambridge University Press, Cambridge.
- 3 UNEP. (2007). *Global Environment Outlook: GEO4: Environment for Development*. Nairobi, Kenya: United Nations Environment Programme.

Teaching Learning Plan

Week 1: Unit I

Week 2: Unit I

Week 3: Unit II

Week 4: Unit II

Week 5: Unit III

Week 6: Mid-Semester Examinations

Week 7: Mid-Semester Break

Week 8: Unit III

Week 9: Unit IV

Week 10: Unit IV

Week 11: Unit V

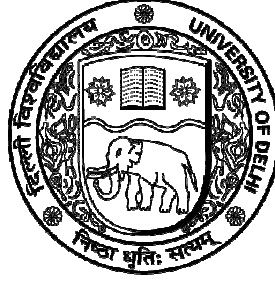
Week 12: Unit V

Assessment Methods:

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Science of Climate Change.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
2	Climate Change and Vulnerability.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
3	Impacts of Climate Change.	Classroom lectures and tutorials	Assignments, PPT, classroom test.
4	Adaptation and Mitigation	Classroom lectures and tutorials	Assignments, PPT, classroom test.
5	National Action Plan on Climate Change	Classroom lectures and tutorials	Assignments, classroom test, end semester examination.

Keywords: Science of Climate Change, Vulnerability, Adaptation and Mitigation, National Action Plan on Climate Change

हिंदी विभाग
दिल्ली विश्वविद्यालय
दिल्ली



बी.ए. (प्रोग्राम) पाठ्यक्रम

चयन-आधारित क्रेडिट पद्धति
(LOCF)

(जुलाई, 2019 से आरंभ)

सी.बी.सी.एस.
(चयन-आधारित क्रेडिट पद्धति)
(LOCF)

बी.ए. (प्रोग्राम) पाठ्यक्रम

सेमेस्टर-1	
1.1	हिंदी भाषा और साहित्य का इतिहास (Core Course-1) BAPHCC01
1.2	हिंदी योग्यता संवर्द्धक पाठ्यक्रम Language-MIL/English Comm. (AECC) BAPAECC01
सेमेस्टर-2	
2.1	हिंदी कविता (मध्यकाल और आधुनिक काल) (Core Course-2) BAPHCC02
2.2	आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – क BAPMILHA01 Language-MIL/English-1 आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – ख BAPMILHB01 Language-MIL/English-1 आधुनिक भारतीय भाषा – हिंदी : भाषा और साहित्य – ग BAPMILHC01 Language-MIL/English-1
सेमेस्टर-3	
3.1	हिंदी कथा साहित्य (Core Course-3) BAPHCC03
3.2	हिन्दी कौशल-संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One) (क) रचनात्मक लेखन BAPHSEC01 अथवा (ख) भाषा शिक्षण BAPHSEC02 अथवा (ग) कार्यालयी हिंदी BAPHSEC03
सेमेस्टर-4	
4.1	अन्य गद्य विधाएँ (Core Course-4) BAPHCC04
4.2	आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – क BAPMILHA02 Language-MIL/English-2 आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – ख BAPMILHB02 Language-MIL/English-2 आधुनिक भारतीय भाषा – हिंदी गद्य : उद्भव और विकास – ग BAPMILHC02 Language-MIL/English-2

4.3	हिन्दी कौशल संवर्द्धक पाठ्यक्रम (Skill Enhancement Course; Any One) (क) भाषायी दक्षता BAPHSEC04 अथवा (ख) विज्ञापन और हिंदी भाषा BAPHSEC05 अथवा (ग) कम्प्यूटर और हिंदी भाषा BAPHSEC06
सेमेस्टर-5	
5.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-1) (क) हिंदी भाषा का व्यावहारिक व्याकरण BAPHDSE01 अथवा (ख) हिंदी का मौखिक साहित्य और उसकी परम्परा BAPHDSE02 अथवा (ग) हिंदी रंगमंच BAPHDSE03
5.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अनुवाद : व्यवहार और सिद्धांत BAPHGE01 अथवा (ख) जनपदीय साहित्य BAPHGE02
सेमेस्टर-6	
6.1	विषय आधारित ऐच्छिक पाठ्यक्रम (Discipline Specific Elective-2) (क) साहित्य चिंतन BAPHDSE04 अथवा (ख) कोश विज्ञान : शब्दकोश और विश्वकोश BAPHDSE05 अथवा (ग) विशेष अध्ययन : एक प्रमुख साहित्यकार ▪ कबीर BAPHDSE06 ▪ तुलसीदास BAPHDSE0601 ▪ प्रेमचंद BAPHDSE0602 ▪ निराला BAPHDSE0603
6.2	सामान्य (जेनरिक) ऐच्छिक पाठ्यक्रम (Generic Elective; Any One) (क) अस्मितामूलक अध्ययन और हिंदी साहित्य BAPHGE03 अथवा (ख) हिंदी सिनेमा और उसका अध्ययन BAPHGE04

Introduction

Content: बी.ए. हिंदी (प्रोग्राम) पाठ्यक्रम विद्यार्थी के आलोचनात्मक विवेक और रचनात्मक क्षमता को बढ़ाने के उद्देश्य से तैयार किया गया है। साहित्य की समझ के साथ भाषा का ज्ञान विद्यार्थी को सम्वेदनात्मक क्षमता और ज्ञानात्मक सम्वेदन प्रदान करता है। समाज विज्ञान और मानविकी क्षेत्र की शाखाओं के साथ आज विश्व को सजग, आलोचनात्मक, विवेकशील और सम्वेदनशील व्यक्ति की आवश्यकता है, जो समाज की नकारात्मक शक्तियों के विरुद्ध समानता और बंधुत्व के भाव की स्थापना कर सके। भाषा, आलोचना, काव्यशास्त्र का अध्ययन जहाँ सैद्धांतिक समझ को विस्तृत करता है वहीं कविता, नाटक, कहानी में उन सिद्धांतों को व्यावहारिक रूप से समझने की युक्तियाँ छिपी रहती हैं। इस प्रकार हिन्दी (प्रोग्राम) का पाठ्यक्रम विद्यार्थी को सैद्धांतिक और व्यावहारिक दोनों रूपों में सक्षम बनाता है।

Learning Outcome based approach to Curriculum Planning

>> Aims of Bachelor's degree programme in (CBCS) B.A.(PROG)

Content: भारतीय संविधान में देवनागरी लिपि में लिखित हिंदी को संघ की राजभाषा घोषित किया गया है। हिन्दी पढ़ने वाले छात्र को भाषा की क्षमता से परिचित होना जितना आवश्यक है उतना ही उसे समाज की चुनौतियों के सन्दर्भ में जोड़ने की योग्यता विकसित करना भी जरूरी है। आज हम भूमंडलीकृत समाज का अंग हैं अतः पाठ्यक्रम का उद्देश्य विद्यार्थी को देश-विदेश के साहित्य में हो रहे बदलाव से परिचित कराना भी है और व्यावसायिक योग्यता उत्पन्न करना भी। यह पाठ्यक्रम बाजारवाद और भूमंडलीकरण की वैश्विक गति के बीच से ही हिंदी की राष्ट्रीय प्रगति को भी सुनिश्चित करेगा क्योंकि सशक्त भाषा के बिना किसी राष्ट्र की उन्नति संभव नहीं है। यह पाठ्यक्रम वर्तमान संदर्भों के अनुकूल है साथ ही इस पाठ्यक्रम का आधुनिक रूप रोजगारपरक भी है। यह पाठ्यक्रम विद्यार्थियों को व्यावहारिक पहलू से अवगत करा सकेगा। हिंदी साहित्य की नई समझ और भाषा की व्यावहारिकता की जानकारी इसका प्रमुख ध्येय है। इस पाठ्यक्रम का उद्देश्य भाषा और समाज के जटिल सम्बन्धों की पहचान कराना भी है जिससे विद्यार्थी देश, समाज, राष्ट्र और विश्व के साथ बदलते समय में व्यापक सरोकारों से अपना सम्बन्ध जोड़ सके साथ ही उसके भाषा कौशल, लेखन और सम्प्रेषण क्षमता का विकास हो सके।

Graduate Attributes in Subject

>> Disciplinary knowledge

Content: भाषा, साहित्य और संस्कृति के अध्ययन-विवेक्षण द्वारा इतिहास, समाजविज्ञान, मनोविज्ञान, दर्शन, भाषाविज्ञान आदि विषयों का तुलनात्मक ज्ञान विकसित होगा।

Graduate Attributes in Subject

>> Communication Skills

Content: साहित्य और भाषा के बहुआयामी अध्ययन से संवाद एवं लेखन की क्षमता विकसित होगी।

Graduate Attributes in Subject

>> Critical thinking

Content: अंतर-अनुशासनात्मक एवं तुलनात्मक अध्ययन करने से आलोचनात्मक विवेक विकसित होगा।

Graduate Attributes in Subject

>> Reflective thinking

Content: साहित्य और भाषा का अध्ययन करने से व्यक्तित्व विकास होने के साथ-साथ समाज और आत्म के अंतर्संबंध को समझने की विशेष योग्यता विकसित होती है।

Graduate Attributes in Subject

>> Moral and ethical awareness/reasoning

Content: साहित्य प्रत्यक्ष रूप से नैतिक मूल्यों के विकास का अवसर प्रदान करता है ।

Graduate Attributes in Subject

>> Multicultural competence

Content: साहित्य और भाषा का अध्ययन बहु-सांस्कृतिक अनुभव प्रदान करता है ।

Qualification Description

Content: 10+2 या समकक्ष

Programme Learning Outcome in course

Content: इस पाठ्यक्रम को पढ़ने- पढ़ाने की दिशा में निम्नलिखित परिणाम सामने आएंगे :-

- 1) इस पाठ्यक्रम के माध्यम से सीखने-सिखाने की प्रक्रिया में हिंदी भाषा के आरंभिक स्तर से अब तक के बदलते रूपों की विस्तृत जानकारी प्राप्त की जा सकेगी ।
 - 2) भाषा के सैद्धांतिक रूप के साथ-साथ व्यावहारिक पक्ष को भी जाना जा सकेगा ।
 - 3) उच्च शैक्षिक स्तर पर हिंदी भाषा किस प्रकार महत्वपूर्ण भूमिका निभा सकती है, इससे संबंधित परिणाम को प्राप्त किया जा सकेगा ।
 - 4) छात्र अपनी भाषा को सीखने की प्रक्रिया में भाषागत मूल्यों को व्यावहारिक रूप से भी जान सकेंगे ।
 - 5) व्यावसायिक क्षमता को बढ़ावा देने के लिए भाषा, अनुवाद, कम्प्यूटर जैसे विषयों को हिन्दी से जोड़कर पढ़ाना जिससे बाज़ार के लिए आवश्यक योग्यता का भी विकास किया जा सके।
 - 6) हिंदी के अतिरिक्त भारतीय साहित्य का ज्ञान भी अपेक्षित रहेगा जो छात्रों के व्यक्तित्व विकास में सहायक होगा तथा अभिव्यक्ति क्षमता का विकास भी किया जा सकेगा ।
 - 7) साहित्य के सौन्दर्य, कला बोध के साथ वैचारिक मूल्यों को बढ़ावा देना ।
 - 8) साहित्य की विधाओं के माध्यम से विद्यार्थी की रचनात्मकता को दिशा देना ।
 - 9) साहित्य के आदिकालीन सन्दर्भों से लेकर समकालीन रूप से परिचित कराना जिससे विद्यार्थी साहित्यकार और युगबोध के सम्बन्ध को परख और पहचान सकें।
 - 10) साहित्य विवेक का निर्माण ।
-

Teaching-Learning Process

Content: सीखने की प्रक्रिया में इस पाठ्यक्रम में हिंदी भाषा दक्षता को मजबूती देना है । छात्र हिंदी भाषा में नयापन और वैश्विक माध्यम की निर्माण प्रक्रिया में सहायक बन सकें । अपनी भाषा में व्यवहार कुशलता एवं निपुणता प्राप्त कर सकें । साहित्य की समझ विकसित हो सके तथा आलोचनात्मक ढंग से साहित्यिक विवेक निर्मित किया जा सके। इसके लिए निम्नांकित बिन्दुओं को देखा जा सकता है -

कक्षा व्याख्यान

सामूहिक चर्चा

सामूहिक परिचर्चा और चयनित विषयों पर आधारित सेमिनार आयोजन

साहित्यिकता की समझ देना

प्रदर्शन कलाओं को वास्तविक रूप में देखना

कक्षाओं में पठन- पाठन पद्धति

लिखित परीक्षा

आंतरिक मूल्यांकन

शोध सर्वेक्षण

वाद -विवाद
आशु प्रस्तुति
कम्प्यूटर आदि का व्यावहारिक ज्ञान
दृश्य-श्रव्य माध्यमों की जानकारी व्यावहारिक रूप से देना
काव्य वाचन, पठन और आलोचनात्मक मूल्यांकन
कथा के पाठ और वाचन में अंतर समझाना
आलोचनात्मक मूल्यांकन पर बल

Assessment Methods

- Content: (1) हिंदी भाषा के व्यावहारिक मूल्यांकन पर आधारित परियोजना कार्य व मूल्यांकन ।
(2) भाषिक नमूने तैयार करना और विश्लेषण
(3) विद्यार्थियों का मौखिक और लिखित मूल्यांकन
(4) पी.पी.टी. (power point presentation) बनाने के लिए विद्यार्थियों को प्रोत्साहित करना । इस माध्यम से हिंदी की विविध विधाओं को दृश्य माध्यम से रुचिकर रूप से जाना जा सकेगा ।
(5) विधा विशेष के भाव - सौंदर्य के साथ-साथ रचना में छंद, अलंकार, रस, गुण, शब्द आदि के सौंदर्य का मूल्यांकन करना ।
(6) भाव विश्लेषण के लिए विधा आधारित प्रश्नोत्तरी कर मूल्यांकन करना ।
(7) पारम्परिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन-अध्यापन
(8) समूह-परिचर्चा

अन्य गद्य विधाएँ (BAPHCC04) Core Course - (CC) Credit:6

Course Objective(2-3)

- हिन्दी कथेतर गद्य की समझ विकसित करना
निबंध, संस्मरण, रेखाचित्र, व्यंग्य आदि विधाओं के विश्लेषण की पद्धतियों से परिचय कराना

Course Learning Outcomes

- अन्य गद्य विधाओं की स्पष्ट समझ विकसित होगी
आलोचनात्मक समझ विकसित होगी

Unit 1

जातीयता के गुण – बालकृष्ण भट्ट (भट्ट निबंधमाला, नागरी प्रचारिणी सभा, काशी)

साहित्य का उद्देश्य - प्रेमचंद

भाषा, संस्कृति और राष्ट्रीयता - जयप्रकाश कर्दम

Unit 2

भक्तिन : संस्मरण - महादेवी वर्मा

अदम्य जीवन - रांगेय राघव

Unit 3

वैष्णव जन (ध्वनि रूपक)- विष्णु प्रभाकर

शायद : एकांकी - मोहन राकेश

Unit 4

उखड़े खम्भे - हरिशंकर परसाई (व्यंग्य)

लक्खा बुआ ('नंगा तलाई का गांव 'से) - विश्वनाथ त्रिपाठी

References

हिंदी का गद्य साहित्य - रामचन्द्र तिवारी

हिंदी साहित्य और संवेदना का विकास -रामस्वरूप चतुर्वेदी

हिंदी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी

Additional Resources:

इक्कीसवीं सदी में दलित आंदोलन (साहित्य एवं समाज चिंतन) - जयप्रकाश कर्दम

निबंधों की दुनिया - शिवपूजन सहाय ;निर्मला जैन /अनिल राय

छायावादोत्तर गद्य साहित्य - विश्वनाथ प्रसाद तिवारी

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

कथेतर गद्य

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-क) (BAPMILHA01) Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

राष्ट्रभाषा, राजभाषा और संपर्क भाषा के रूप में हिंदी की स्थिति का परिचय देना

विशिष्ट कविताओं के अध्ययन-विवेचन के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

आधुनिक आवश्यकताओं के अनुरूप राष्ट्रभाषा, राजभाषा और संपर्कभाषा की जानकारी प्राप्त होगी

Unit 1

हिंदी भाषा

क. आधुनिक भारतीय भाषाओं का उद्भव और विकास

ख. हिंदी भाषा का परिचय एवं विकास

ग. राष्ट्रभाषा, राजभाषा और संपर्क-भाषा के रूप में हिंदी

Unit 2

हिंदी साहित्य का इतिहास

क. हिंदी साहित्य का इतिहास (आदिकाल. मध्यकाल) सामान्य परिचय

ख. हिंदी साहित्य का इतिहास (आधुनिक काल) सामान्य परिचय

Unit 3

(क) कबीर - कबीर ग्रंथावली. संपा. श्यामसुंदरदास. काशी नागरी प्रचारिणी सभा. उन्नीसवां संस्करण सं. 2054 वि.

पृ. 23 दोहा 27, पृ. 29. दोहा 20, पृ. 30 दोहा 3 और 4, पृ. 35 दोहा 8. पृ. 39 दोहा 9

(ख) भूषण - भूषण ग्रंथावली, संपा. आचार्य विश्वनाथ प्रसाद मिश्र, वाणी प्रकाशन, दिल्ली- 1998)

कवित्त संख्या - 409, 411, 412, 413

(ग) बिहारी बिहारी रत्नाकर - संपा. जगन्नाथ दास रत्नाकर बी.ए., प्रकाशन संस्थान. नई दिल्ली सं. 2006

दोहा 1, 10, 13, 32, 38

Unit 4

आधुनिक हिंदी कविता

जयशंकर प्रसाद - हिमाद्रि तुंग श्रृंग से

नागार्जुन - बादल को घिरते देखा है

रघुवीर सहाय - कला क्या है

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास

हजारीप्रसाद द्विवेदी - हिंदी साहित्य की भूमिका

संपा. डॉ. नगेंद्र - हिंदी साहित्य का इतिहास
हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदना का विकास

आचार्य विश्वनाथ प्रसाद मिश्र- भूषण ग्रंथावली

Teaching Learning Process

व्याख्यान, समूहिक चर्चा, वीडियो आदि

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-ख)

(BAPMILHB01)

Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी

Unit 1

हिंदी भाषा और साहित्य :

(क) आधुनिक भारतीय भाषाओं का सामान्य परिचय

(ख) हिंदी भाषा का विकास : सामान्य परिचय

(ग) हिंदी साहित्य का इतिहास (आदिकाल, मध्यकाल) : संक्षिप्त परिचय

(घ) हिंदी साहित्य का इतिहास (आधुनिक काल) : संक्षिप्त परिचय

Unit 2

भक्तिकालीन कविता :

(क) कबीर : संपा. श्यामसुंदर दास, कबीर ग्रंथावली, नागरी प्रचारिणी सभा, काशी, उन्नीसवाँ संस्करण, सं. 2054 वि.

पोथी पढ़ि पढ़ि जग मुआ ...

कस्तूरी कुंडलि बसै ...

यह तन विष की बेलरी, गुरु अमृत की खान ...

सात समुंदर की मसि करूँ ...

साधु ऐसा चाहिए ...

सतगुरु हमसँ रीझकर ...

(ख) तुलसी : 'रामचरितमानस' से केवट प्रसंग

Unit 3

रीतिकालीन कविता

(क) बिहारी :

बतरस लालच लाल की ...

या अनुरागी चित्त की ...

सटपटाति-सी ससिमुखी ...

(ख) घनानंद :

घनानन्द ग्रंथावली : संपा. विश्वनाथ प्रसाद मिश्र ; वाणी वितान

सुजानहित पद : 1, 2, 3

Unit 4

आधुनिक कविता

सुभद्रा कुमारी चौहान : 'बालिका का परिचय'

References

रामचंद्र शुक्ल - हिंदी साहित्य का इतिहास

हजारीप्रसाद द्विवेदी - हिंदी साहित्य की भूमिका

संपा. डॉ. नगेंद्र - हिंदी साहित्य का इतिहास

हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

रामस्वरूप चतुर्वेदी - हिंदी साहित्य और संवेदना का विकास

विश्वनाथ त्रिपाठी - हिंदी साहित्य का सरल इतिहास

Teaching Learning Process

व्याख्यान सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

आधुनिक भारतीय भाषा - हिंदी : भाषा और साहित्य (हिंदी-ग) (BAPMILHC01) Core Course - (CC) Credit:6

Course Objective(2-3)

हिंदी भाषा और साहित्य की सामान्य जानकारी विकसित करना

विशिष्ट कविताओं के अध्ययन-विश्लेषण के माध्यम से कविता संबंधी समझ विकसित करना

Course Learning Outcomes

हिंदी साहित्य और भाषा के विकास की स्पष्ट समझ विकसित होगी

विशिष्ट कविताओं के अध्ययन से साहित्य की समझ विकसित होगी

Unit 1

इकाई - 1 : हिंदी भाषा और साहित्य

(क) हिंदी भाषा का सामान्य परिचय एवं विकास

(ख) हिंदी का भौगोलिक विस्तार

(ग) हिंदी कविता का विकास (आदिकाल ,मध्यकाल) : सामान्य विशेषताएँ

(घ) हिंदी कविता का विकास (आधुनिक काल) : सामान्य विशेषताएँ

Unit 2

इकाई -2 भक्तिकालीन हिंदी कविता

कबीर :

- गुरु गोविन्द दोऊ खड़े ...
- निंदक नियरे राखिये...
- माला फेरत जुग भया...
- पाहन पूजे हरि मिले ...

सूरदास :

- मैया मैं नहिं माखन खायौ...
 - ऊधो मन न भए दस-बीस...
-

Unit 3

इकाई -3 : रीतिकालीन हिंदी कविता

(क) बिहारी :

- मेरी भव बाधा हरौ...
- कनक कनक ते सौ गुनी...
- थोड़े ही गुन रीझते...
- कहत नटत रीझत खिजत...

(ख) घनानंद :

- अति सूधो सनेह को मारग...
- रावरे रूप की रीति अनूप...

Unit 4

इकाई -4 :आधुनिक हिंदी कविता

- मैथिलीशरण गुप्त - नर हो न निराश करो...
- सुमित्रानंदन पन्त - आह! धरती कितना देती है...

References

1. कबीर - हजारी प्रसाद द्विवेदी
2. तुलसी काव्य मीमांसा - उदयभानु सिंह
3. हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह
4. हिन्दी साहित्य का सरल इतिहास - विश्वनाथ त्रिपाठी

Additional Resources:

Additional Resources:

1. बिहारी की वाग्विभूति-विश्वनाथ प्रसाद मिश्र
2. हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल

Teaching Learning Process

सीखने की इस प्रक्रिया में हिंदी साहित्य और हिंदी कविता को मजबूती प्रदान करना है। कालक्रम से विद्यार्थी युगबोध को ठीक से जान सकेंगे। छात्र कविता के माध्यम से उसमें निहित मानवतावादी दृष्टिकोण को बेहतर तरीके से जान सकेंगे। हिंदी भाषा आज तेजी से वैश्वीकृत हो रही है। ऐसे में कविता की भूमिका और भी अधिक महत्वपूर्ण हो जाती है। साहित्य के आरंभ से ही कविता ने समय और समाज को प्रभावित किया है और मानवीय आचरण को संतुलित करने में महत्वपूर्ण भूमिका निभाई है। अतः शिक्षण में हिंदी कविता छात्रों के दृष्टिकोण को और भी अधिक परिपक्व करेगी। प्रस्तुत पाठ्यक्रम को निम्नांकित सप्ताहों में विभाजित किया जा सकता है -

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

Keywords

साहित्य, कविता, भाव सौंदर्य, शिल्प, इतिहास, विकास

हिंदी कथा साहित्य (BAPHCC03) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी कथा साहित्य के उद्भव और विकास का परिचय

गद्य साहित्य विश्लेषण

Course Learning Outcomes

कथा- साहित्य के विकास का परिचय

प्रमुख उपन्यास और कहानियों का अध्ययन

Unit 1

इकाई -1 : उपन्यास :स्वरूप और संरचना

Unit 2

इकाई -2 :गबन – प्रेमचंद

Unit 3

इकाई- 3 : कहानी : स्वरूप और संरचना

Unit 4

कहानी : परदा – यशपाल

रोज़ –अज्ञेय

दिल्ली में एक मौत – कमलेश्वर

दाज्यू – शेखर जोशी

हरी बिंदी – मुदुला गर्ग

References

प्रेमचंद और उनका युग – रामविलास शर्मा

हिंदी उपन्यास : एक अंतर्गता – रामदरश मिश्र

कहानी : नई कहानी - नामवर सिंह

Additional Resources:

हिंदी कहानी की रचना प्रक्रिया – परमानंद श्रीवास्तव

नई कहानी : संदर्भ और प्रकृति – देवीशंकर अवस्थी

साहित्य से संवाद – गोपेश्वर सिंह

कुछ कहानियाँ : कुछ विचारक – विश्वनाथ त्रिपाठी

एक दुनिया एक समानान्तर – राजेन्द्र यादव

नई कहानी की भूमिका – कमलेश्वर

हिंदी कहानी : अंतरंग पहचान - रामदरश मिश्र

Teaching Learning Process

कक्षा व्याख्यान, समूह चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

Keywords

कथा साहित्य, कहानी, उपन्यास, कथा-विन्यास, शिल्प, कथा-भाषा

हिंदी कविता (मध्यकाल और आधुनिक काल) (BAPHCC02) Core Course - (CC) Credit:6

Course Objective(2-3)

विद्यार्थियों को हिन्दी के मध्यकालीन और आधुनिक कवियों से परिचित कराना ।

मुख्य कविताओं के माध्यम से तत्कालीन साहित्य की जानकारी देना ।

Course Learning Outcomes

कविताओं का अध्ययन-विश्लेषण करने की पद्धति सीख सकेंगे ।

साहित्य के सामाजिक-राजनीतिक-सांस्कृतिक पहलुओं की जानकारी प्राप्त होगी ।

Unit 1

कबीर – कबीर- ग्रन्थावली ; माताप्रसाद गुप्त ;लोकभारती प्रकाशन ,1969 ई.

कबीर – साँच कौ अंग (1) भेष कौ अंग (5,9,12,) सम्रथाई कौ अंग (12)

सूरदास – सूरसागर संपा.डॉ धीरेन्द्र बर्मा ;साहित्य भवन 1990 ई.

गोकुल लीला ---पद संख्या 20,26,27,60,

गोस्वामी तुलसीदास – तुलसी ग्रन्थावली (दूसरा खण्ड);संपा.आचार्य रामचन्द्र शुक्ल (नागरी प्रचारिणी सभा,काशी)

दोहावली – छंद संख्या -277,355,401,412,490,

Unit 2

बिहारी - रीतिकाव्य संग्रह, जगदीश गुप्त, ग्रंथम, कानपुर, 1983 ई.

छंद संख्या -9,13,18,21,58,66,67

घनानंद - रीतिकाव्य संग्रह ; जगदीश गुप्त ; साहित्य भवन प्रा.लि; इलाहाबाद ; प्रथम संस्करण ; 1961 ई.

छंद संख्या -3,14,16,18,23,24

Unit 3

मैथिलीशरण गुप्त - रईसों के सपूत (भारतभारती, वर्तमान खण्ड ; साहित्य सदन झाँसी)

पद संख्या ---123 से 128

जयशंकर प्रसाद - बीती विभावरी जाग री ! (लहर, लोकभारती प्रकाशन 2000)

हिमालय के आँगन में (स्कन्दगुप्त : भारती भण्डार, इलाहाबाद, 1973)

Unit 4

हरिवंश राय 'बच्चन' - जो बीत गयी (हरिवंश राय बच्चन : प्रतिनिधि कविता राजकमल पेपरबैक्स, संपा. - मोहन गुप्त) 2009

नागार्जुन - उनको प्रणाम ! (नागार्जुन : प्रतिनिधि कविताएँ , संपा. नामवर सिंह , राजकमल, पेपरबैक्स, 2009)

भवानीप्रसाद मिश्र - गीत - फरोश (दूसरा सप्तक, भारतीय ज्ञानपीठ प्रकाशन ; द्वितीय संस्करण 1970 ई.)

References

कबीर - हजारी प्रसाद द्विवेदी

तुलसी काव्य मीमांसा - उदयभानु सिंह

बिहारी की वाग्विभूति-विश्वनाथ प्रसाद मिश्र

सूरदास - ब्रजेश्वर शर्मा

सूरदास - रामचन्द्र शुक्ल

गोस्वामी तुलसीदास - रामचन्द्र शुक्ल

घनानन्द और स्वच्छंद काव्यधारा - मनोहर लाल गौड़

मैथिलीशरण गुप्त : व्यक्ति और काव्य - कमलकांत पाठक

प्रसाद, पंत और मैथिलीशरण - रामधारी सिंह दिनकर

प्रसाद के काव्य - प्रेम शंकर

Additional Resources:

जयशंकर प्रसाद - नंददुलारे वाजपेयी

हरिवंशराय बच्चन - संपा. पुष्पा भारती

Teaching Learning Process

कक्षा व्याख्यान, समूह परिचर्चा, ऑनलाइन लिंक

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

मध्यकाल, आधुनिकता, आधुनिकतावाद, काव्य, विभिन्न बोलियाँ आदि

हिंदी गद्य : उदभव और विकास (हिंदी-क) (BAPMILHA02) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी

Unit 1

हिन्दी गद्य का उद्भव और विकास : सामान्य परिचय

हिन्दी गद्य के विभिन्न रूपों का परिचय

Unit 2

प्रेमचंद - जुलूस

मोहन राकेश - मलबे का मालिक

मन्मू भण्डारी - मैं हार गई

Unit 3

रामचन्द्र शुक्ल - उत्साह

हजारी प्रसाद द्विवेदी - अशोक के फूल

विद्यानिवास मिश्र - रहिमन पानी राखिए

Unit 4

यात्रा वृत्तांत - चीड़ों पर चाँदनी - निर्मल वर्मा

व्यंग्य - भोलाराम का जीव - हरिशंकर परसाई

नाटक - अंधेर नगरी - भारतेन्दु

References

हिन्दी का गद्य साहित्य - रामचन्द्र तिवारी

हिन्दी साहित्य का दूसरा इतिहास - बच्चन सिंह

बलकृष्ण भट्ट के निबंध - सत्यप्रकाश मिश्र

महादेवी - दूधनाथ सिंह

कथेतर - माधव झाड़ा

गद्य की पहचान - अरुण प्रकाश

Additional Resources:

Additional Resources:

www.hindisamay.com

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

गद्य, कथा, शिल्प, संरचना

हिंदी गद्य : उदभव और विकास (हिंदी-ख) (BAPMILHB02) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी

Unit 1

हिंदी गद्य : उद्भव और विकास

हिंदी गद्य रूपों का सामान्य परिचय

Unit 2

प्रेमचंद – बूढ़ी काकी

चंद्रधर शर्मा गुलेरी – उसने कहा था

भीष्म साहनी - चीफ़ की दावत

Unit 3

बालमुकुन्द गुप्त – मेले का ऊंट

हरिशंकर परसाई – सदाचार का ताबीज़

धर्मवीर भारती - ठेले पर हिमालय

Unit 4

भारतेंदु – अंधेर-नगरी

महादेवी वर्मा – बिबिया

References

हिन्दी का गद्य साहित्य – रामचंद्र तिवारी

हिंदी साहित्य का दूसरा इतिहास –बच्चन सिंह

Additional Resources:

निबंधो की दुनिया – विजयदेव नारायण साही ;निर्मला जैन /हरिमोहन शर्मा

छायावादोत्तर हिंदी गद्य साहित्य –विश्वनाथ प्रसाद तिवारी

हिंदी रेखाचित्र –हरवंश लाल शर्मा

निबंधो की दुनिया – शिवपूजन सहाय ;निर्मला /अनिल राय

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

कथा, शिल्प, कथा-विन्यास, संरचना, कथा-भाषा

हिंदी गद्य : उदभव और विकास (हिंदी-ग) (BAPMILHC02) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी गद्य की विभिन्न विधाओं का परिचय देना

विभिन्न कृतियों द्वारा आधुनिक साहित्य की समझ विकसित करना

Course Learning Outcomes

हिन्दी गद्य साहित्य के विकास का परिचय प्राप्त होगा

कृतियों के अध्ययन-विश्लेषण से साहित्यिक समझ विकसित होगी

Unit 1

हिंदी गद्य : उद्भव और विकास

हिंदी गद्य – रूपों का संक्षिप्त परिचय (कहानी, निबंध, नाटक, रेखाचित्र/संस्मरण)

Unit 2

प्रेमचंद - दो बैलों की कथा

अमरकान्त - बहादुर

Unit 3

बालकृष्ण भट्ट - साहित्य जनसमूह के हृदय का विकास है

अध्यापक पूर्ण सिंह - सच्ची वीरता

रामवृक्ष बेनीपुरी - गेहूँ बनाम गुलाब

Unit 4

महादेवी वर्मा - घीसा

विष्णु प्रभाकर - वापसी

विश्वनाथ त्रिपाठी - गंगा स्नान करने चलोगे?

References

हिन्दी का गद्य साहित्य - रामचंद्र तिवारी

हिंदी साहित्य का दूसरा इतिहास - बच्चन सिंह

निबंधों की दुनिया - विजयदेव नारायण साहनी; निर्मला जैन / हरिमोहन शर्मा

छायावादोत्तर हिंदी गद्य साहित्य - विश्वनाथ प्रसाद तिवारी

हिंदी रेखाचित्र - हरवंश लाल शर्मा

निबंधों की दुनिया - शिवपूजन सहाय ; निर्मला / अनिल राय

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा

Assessment Methods

Keywords

शिल्प, कथा, चरित्र, कथा-भाषा

हिंदी भाषा और साहित्य का इतिहास (BAPHCC01) Core Course - (CC) Credit:6

Course Objective(2-3)

हिन्दी भाषा और साहित्य के इतिहास का परिचय प्राप्त होगा

साहित्य इतिहास के विभिन्न कालों की प्रमुख प्रवृत्तियों की आलोचनात्मक समझ विकसित होगी

Course Learning Outcomes

इतिहास के प्रति आलोचनात्मक-विश्लेषणात्मक ज्ञान के द्वारा हिन्दी भाषा और साहित्य इतिहास को संतुलित रूप से प्रस्तुत किया जा सकेगा

Unit 1

इकाई 1

क हिन्दी भाषा का विकास : सामान्य परिचय

- 1 हिन्दी भाषा का उद्भव
2. हिन्दी भाषा की बोलियाँ
- 3 हिन्दी भाषा का विकास : आदिकालीन हिन्दी , मध्यकालीन हिन्दी , आधुनिक हिन्दी

ख हिन्दी साहित्य का इतिहास : आदिकाल

- 1 आदिकाल : कालविभाजन एवं नामकरण
 2. आदिकाल की प्रमुख प्रवृत्तियाँ (रासो साहित्य, धार्मिक साहित्य, लौकिक साहित्य)
-

Unit 2

इकाई 2

हिन्दी साहित्य का इतिहास : भक्तिकाल

1. भक्ति आंदोलन : उद्भव और विकास
2. भक्तिकाल की प्रमुख प्रवृत्तियाँ (संत काव्य, सूफी काव्य, राम काव्य, कृष्ण काव्य)

Unit 3

इकाई 3.

हिन्दी साहित्य का इतिहास : रीतिकाल

1. रीतिकाल : नामकरण विषयक विभिन्न मतों की समीक्षा
2. रीतिकाल की प्रमुख प्रवृत्तियाँ (रीतिबद्ध काव्य, रीतिसिद्ध काव्य, रीतिमुक्त काव्य)

Unit 4

इकाई 4.

हिन्दी साहित्य का इतिहास : आधुनिक काल

1. मध्यकालीन बोध तथा आधुनिक बोध (संक्रमण की परिस्थितियाँ)
2. आधुनिक हिन्दी कविता की प्रमुख प्रवृत्तियाँ (भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता)
3. गद्य विधाओं का उद्भव एवं विकास : उपन्यास, कहानी, नाटक, निबंध

References

हिंदी भाषा - धीरेन्द्र वर्मा

हिंदी भाषा की संरचना - भोलानाथ तिवारी

हिंदी साहित्य का इतिहास - आ. रामचन्द्र शुक्ल

हिंदी साहित्य का इतिहास - सं. डॉ. नगेन्द्र

हिन्दी साहित्य के इतिहास पर कुछ नोट्स - डॉ. रसाल सिंह

Additional Resources:

हिंदी साहित्य का अतीत - विश्वनाथ प्रसाद मिश्र

हिंदी का गद्य साहित्य - रामचंद्र तिवारी

हिंदी गद्य : विन्यास और विकास - रामस्वरूप चतुर्वेदी

Teaching Learning Process

व्याख्यान और सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

इतिहास, भाषा और आलोचना से जुड़ी शब्दावली

कोश विज्ञान : शब्दकोश और विश्वकोश (BAPHDSE05) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

कोशविज्ञान की समझ विकसित करना

उसके व्यावहारिक प्रयोग, निर्माण और तकनीकी प्रसार में रुचि विकसित करना

Course Learning Outcomes

कोश की समझ विकसित होगी

विभिन्न कोशों की जानकारी होगी

निर्माण, प्रसार और तकनीक की समझ विकसित होगी

कोश परिचय

*अर्थ और परिभाषा

*उपयोगिता और महत्त्व

*हिंदी कोश के उपयोग के नियम

(वर्णानुक्रम, स्वर की मात्राएँ, अनुस्वार एवं अनुनासिक, संयुक्त व्यंजन वर्ण)

Unit 2

कोश निर्माण

*शब्द संकलन एवं चयन

*प्रविष्टि (वर्तनी, क्रम, व्याकरणिक कोटि और स्रोत)

*शब्द का अर्थ एवं विस्तार

*शब्द प्रयुक्तियाँ

Unit 3

कोश के प्रकार

*कोश :वर्गीकरण के आधार

*विषय के आधार पर(भूगोल कोश, इतिहास कोश, मनोविज्ञान कोश, धर्म कोश आदि)

*भाषा के आधार पर(एकभाषी, द्विभाषी और बहुभाषी)

*समांतर कोश

*पारिभाषिक शब्दावली

Unit 4

प्रमुख कोशों का परिचय

*हिंदी –हिंदी शब्दकोश –बृहत् हिंदी शब्दकोश; ज्ञानमंडल

*अंग्रेजी – हिंदी शब्दकोश –फादर कामिल बुल्के

*हिंदी -- अंग्रेजी शब्दकोश – भोलानाथ तिवारी और महेंद्र कुमार

*विश्वकोश – हिंदी शब्दसागर – नागरी प्रचारिणी सभा

*समांतर कोश – अरविंद कुमार .कुसुम कुमार;नेशनल बुक ट्रस्ट , नई दिल्ली

*ई – कोश

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हिंदी कोश रचना,प्रकार और रूप –रामचंद्र वर्मा

हिंदी कोश साहित्य –अचलानंद जखमोला

हिंदी साहित्य कोश –धीरेन्द्र वर्मा

Additional Resources:

हिंदी शब्द सागर – नागरी प्रचारिणी सभा , प्रयाग

कोश विज्ञान :सिद्धांत एवं प्रयोग –राम आधार सिंह

कोश निर्माण : प्रविधि एवं प्रयोग –त्रिभुवननाथ शुक्ल

Lexicography : an introduction –howareJackson;routledge publication , London

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वेबलिक

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*www.britannika.org

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*www.encyclopedia.center.com

*www.culturepedia.com

Teaching Learning Process

1 से 3 सप्ताह - इकाई – 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई – 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

विशेष अध्ययन : एक प्रमुख साहित्यकार- कबीर (BAPHDSE06) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

- हिन्दी साहित्य के भक्तिकाल, निर्गुण काव्यधारा, संत काव्य-धारा से अवगत करवाना.
 - कबीर-काव्य की प्रकृति और संरचना की समझ विकसित करना.
 - पाठ्यक्रम में निर्धारित दोहों और पदों के माध्यम से जीवन और समाज के विभिन्न मुद्दों की समझ और सुचिंतित दिशा खोजने का प्रयास करना.
-

Course Learning Outcomes

इस पाठ्यक्रम के अध्ययन से विद्यार्थी-

- भक्तिकाल की राजनीतिक-सामाजिक-सांस्कृतिक-धार्मिक स्थितियों को समझ पायेंगे.
 - कबीर-काव्य की सामाजिक चेतना के माध्यम से विद्यार्थी में सामाजिक समरसता का विकास होगा.
 - मानवीय और नैतिक मूल्यों का विकास होगा.
-

Unit 1

- कबीर का साहित्यिक परिचय
 - संतकाव्य की विशेषताएँ
-

Unit 2

- कबीर की साखियाँ (कुल 12)
- गुरुदेव कौ अंग- 3,7,11
- सुमिरण कौ अंग – 4,9,32
- विरह कौ अंग – 18,22
- चेतावणी कौ अंग – 13,14
- साध साषीभूत कौ अंग – 2
- उपदेस कौ अंग – 9

(कबीर – श्यामसुंदर दास)

Unit 3

- कबीर के पद (कुल 6)
- राग गौड़ी (पद सं. 3,6,89,111,114,117)

(कबीर-श्यामसुंदर दास)

Unit 4

- कबीर की सामाजिक चेतना
 - कबीर की भक्ति भावना
 - कबीर का रहस्यवाद
 - कबीर की भाषा
 - कबीर की दार्शनिक चेतना
-

References

- कबीर-श्यामसुंदर दास
- कबीर- हजारीप्रसाद द्विवेदी
- निर्गुण काव्य में नारी- अनिल राय

Additional Resources:

- भक्ति आन्दोलन के सामाजिक आधार-गोपेश्वर सिंह
 - कबीर - विजयेन्द्र स्नातक
 - भक्ति का सन्दर्भ-देवीशंकर अवस्थी
 - कबीर की चिंता - बलदेव वंशी
 - भक्ति काव्य का समाज दर्शन- प्रेमशंकर
-

Teaching Learning Process

- निर्धारित दोहों और पदों का विद्यार्थियों द्वारा वाचन.
- निर्धारित अंशों पर विचार-विमर्श करते हुए उनके निहितार्थ खोजना.
- दोहों और पदों के कथ्य और संवेदना के स्तर पर विभिन्न पक्षों को वर्तमान की स्थितियों के परिप्रेक्ष्य में देखना.
- कबीर की भाषा की प्रकृति और उसकी प्रभावकारिता को खोजना.
- दोहों और पदों की रिकार्ड सी डी दिखाना/सुनाना.

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

Assessment Methods

- कबीर-काव्य में उपस्थित सामाजिक, दार्शनिक, मानवीय चेतना और भक्ति-भावना के विश्लेषण के आधार पर.
 - महत्वपूर्ण अंशों की व्याख्या के आधार पर.
 - कबीर-काव्य की भाषायी कौशल के विश्लेषण के आधार पर
-

Keywords

- प्रतीक
 - उलटबासी
 - रहस्यवाद
 - माया
 - राम
 - कुंडलिनी
 - इंगला-पिंगला-सुष्मुना
 - सिद्ध-नाथ
 - भक्ति
 - ब्रह्म
 - परमात्मा-जीवात्मा
-

विशेष अध्ययन : एक प्रमुख साहित्यकार- तुलसीदास (BAPHDSE0601) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

भक्तिकाल के महत्वपूर्ण कवि तुलसीदास के साहित्य का अध्ययन-विश्लेषण

Course Learning Outcomes

तुलसीदास के जीवन और साहित्य का आलोचनात्मक अध्ययन

Unit 1

- तुलसीदास का साहित्यिक परिचय
 - रामभक्ति शाखा की विशेषता
-

Unit 2

रामचरितमानस

- (बालकाण्ड : दोहा 201 से 205 तक)
 - (सुन्दरकाण्ड : दोहा 3 से 10 तक)
 - (गीता प्रेस, गोरखपुर)
-

Unit 3

विनयपत्रिका

- (पद सं. 100 से 110 तक)
 - (गीता प्रेस, गोरखपुर)
-

Unit 4

तुलसीदास की भक्ति भावना

- तुलसीदास की भाषा
 - तुलसीदास की समन्वय चेतना
 - "मानस" में राम – सुग्रीव मैत्री प्रसंग
-

References

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- विनयपत्रिका --तुलसीदास
- लोकवादी तुलसीदास –विश्वनाथ त्रिपाठी
- गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल
- तुलसीदास काव्य में मीमांसा – उदयभानु सिंह

Additional Resources:

- भक्ति आन्दोलन और सूरदास का काव्य – मैनेजर पांडेय
-
-

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, कविता वाचन

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

ब्रज और अवधी शब्दावली

विशेष अध्ययन : एक प्रमुख साहित्यकार- निराला (BAPHDSE0603) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

महाकवि निराला का जीवन परिचय और साहित्यिक अवदान

उनके परिवेश और कवि के संघर्ष का अध्ययन करना

Course Learning Outcomes

महाकवि निराला के साहित्य का अध्ययन विश्लेषण

कवि के परिवेश की समझ

Unit 1

निराला

छायावाद का सामान्य परिचय

निराला का साहित्यिक परिचय

Unit 2

सरोज स्मृति

वह तोडती पत्थर

भिक्षुक

कुकुरमुत्ता

Unit 3

लिली

सुकुल की बीवी

Unit 4

बिल्लेसुर बकरिहा

References

छायावाद – नामवर सिंह

निराला :आत्महंता आस्था – दूधनाथ सिंह

लिली – सूर्यकान्त त्रिपाठी निराला

सुकुल की बीवी –सूर्यकान्त त्रिपाठी निराला

आधुनिक कविता यात्रा –रामस्वरूप चतुर्वेदी

Additional Resources:

आधुनिक साहित्य की प्रवृत्तियाँ – नामवर सिंह

राग विराग – रामविलास शर्मा

निराला की साहित्य साधना - रामविलास शर्मा

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, कविता पाठ

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

साहित्यिक आलोचनात्मक शब्दावली

विशेष अध्ययन : एक प्रमुख साहित्यकार- प्रेमचंद (BAPHDSE0602) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

कथा सम्राट मुंशी प्रेमचंद का परिचय, साहित्य और विश्लेषण

Course Learning Outcomes

प्रेमचंद के साहित्य के विविध आयामों का अध्ययन - विश्लेषण

प्रेमचंद का साहित्यिक परिचय

प्रेमचंद की उपन्यास कला

प्रेमचंद की कहानी कला

Unit 2

सुभागी

बड़े घर की बेटी

सवा सेर गेहूँ

पंच परमेश्वर

सदगति

Unit 3

कर्मभूमि

Unit 4

'कर्बला' नाटक की मूल सवेदना

'कलम का सिपाही' अमृतराय (पृ.सं.299 से 305 तक)

References

प्रेमचंद और उनका युग – रामविलास शर्मा

प्रेमचंद एक विवेचन – इन्द्रनाथ मदान

मानसरोवर (भाग 1 और 2) – प्रेमचंद

कहानी नई कहानी –नामवर सिंह

कर्मभूमि - प्रेमचंद

प्रेमचंद अध्ययन की दिशाएँ - कमल किशोर गोयनका

कलम का सिपाही – अमृतराय

Additional Resources:

प्रेमचंद घर में – शिवरानी देवी

हिंदी गद्य: विन्यास और विकास – रामस्वरूप चतुर्वेदी

हिंदी उपन्यास : अंतर्यात्रा – रामदरश मिश्र

सृजनशीलता का संकट – नित्यानंद तिवारी

जमाने से दो - दो हाथ – नामवर सिंह

Teaching Learning Process

कक्षा व्याख्यान, समूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

कथा, साहित्य, उपन्यास, कहानी, साहित्यिकता

साहित्य चिंतन (BAPHDSE04) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

साहित्य सिद्धान्तों का अध्ययन

साहित्यिक आलोचना के निर्माण में विभिन्न अवयवों का अध्ययन

साहित्य की व्याख्या के लिए जरूरी अंगों-उपांगों, साहित्यिक भेदों-उपभेदों का अध्ययन

Course Learning Outcomes

साहित्य और समाज की पारस्परिक अर्थवत्ता और महत्ता के साथ-साथ आलोचनात्मक विवेक का निर्माण

साहित्य की व्याख्या के लिए शास्त्रीय सिद्धांतों का ज्ञान प्राप्त करना

विद्यार्थियों के सैद्धांतिक सोच और समझ के स्तर को समृद्ध करते हुए साहित्य के साथ अन्य कलाओं की समझ विकसित करना

Unit 1

साहित्य का स्वरूप :

- विविध दृष्टिकोण
- साहित्य और समाज
- साहित्य की प्रयोजनीयता

Unit 2

रस :

- परिभाषा
- स्वरूप
- अंग
- भेद

Unit 3

रचनात्मक भूमिका और महत्व की दृष्टि से अध्ययन :

- भाषा सौष्ठव
- शब्दशक्ति
- अलंकार
- प्रतीक
- बिम्ब
- मिथक
- फैंटेसी

Unit 4

रचनात्मक भूमिका और महत्व की दृष्टि से अध्ययन :

- छंद
- लय

- तुक

References

साहित्य सहचर - हजारीप्रसाद द्विवेदी

साहित्य का स्वरूप - नित्यानन्द तिवारी

साहित्य सिद्धान्त - रामअवध द्विवेदी

काव्य के तत्त्व - देवेन्द्रनाथ शर्मा

काव्यभाषा पर तीन निबंध - रामस्वरूप चतुर्वेदी और सत्यप्रकाश मिश्र

काव्यास्वाद और साधारणीकरण - राजेंद्र गौतम

Additional Resources:

हिंदी साहित्य कोश - भाग 1, 2 - संपादक - धीरेन्द्र वर्मा

साहित्य सिद्धांत - रेने वेलेक और ऑस्टीन

Teaching Learning Process

कक्षाओं में पारंपरिक और आधुनिक तकनीकी माध्यमों की सहायता से अध्ययन-अध्यापन

समूह-परिचर्चाएँ

कक्षा में कमजोर विद्यार्थियों की पहचान और कक्षा के बाद उनकी अतिरिक्त सहायता

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

सतत मूल्यांकन

असाइनमेंट के द्वारा आंतरिक मूल्यांकन

समूहिक प्रोजेक्ट के द्वारा मूल्यांकन

सेमेस्टर के अंत में परीक्षा के द्वारा मूल्यांकन

Keywords

साहित्य चिंतन, साहित्य सिद्धान्त, आलोचना, रस, छंद, अलंकार, शास्त्रीय आलोचना, साहित्य और समाज, कलाएं आदि ।

हिंदी का मौखिक साहित्य और उसकी परंपरा (BAPHDSE02) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

भारत के मौखिक साहित्य और लोक-परंपरा का अवलोकन

लोक-जीवन और संस्कृति की जानकारी

पर्यटन और संगीत-नृत्य आदि में आकर्षण विकसित होगा

Course Learning Outcomes

मौखिक साहित्य का परिचय

प्रमुख रूपों का परिचय

संस्कृति और लोक-जीवन व संस्कृति के विश्लेषण की क्षमता

Unit 1

मौखिक साहित्य की अवधारणा :सामान्य परिचय, मौखिक साहित्य और लिखित साहित्य का संबंध

साहित्य के विविध रूप – लोकगीत ,लोककथा ,लोकगाथाएँ ,लोकनाट्य ,लोकोक्तियाँ

पहेलियाँ - बुझाविल और मुहावरे हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य (सामान्य परिचय) मौखिक और समाज

Unit 2

लोकगीत :वाचिक और मुद्रित

संस्कार गीत :सोहर , विवाह, मंगलगीत इत्यादि

सोहर भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी –बिहार राष्ट्रभाषा परिषद् पृ.8 ,गीत संख्या 4

सोहर अवधी –हिंदी प्रदेश कि लोकगीत – कृष्णदेव उपाध्याय पृ.110,111 साहित्य भवन इलाहाबाद

विवाह – भोजपुरी – भारतीय लोकसाहित्य :परंपरा और परिदृश्य – विद्या सिन्हा ,पृ.116

ऋतूसंबंधी गीत : बारामासा , होली , चैत , कजरी इत्यादि

-निम्नलिखित पाठ्यपुस्तकों के पृष्ठ

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव पृ 231

हिंदी परदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ 205

वाचिक कविता : भोजपुरी : पं विद्यानिवास मिश्र , पृ 49

श्रमसंबंधी गीत : कटनी , जंतसर , दँवनी , रोपनी , इत्यादि

कटनी के गीत , अवधी 2 गीत - हिंदी प्रदेश के लोकगीत: पं कृष्णदेव उपाध्याय, पृ 134 135

जंतासरी : भोजपुरी - भारतीय लोकसाहित्य परंपरा और परिदृश्य - विद्या सिन्हा , पृ 140, 141

विविध गीत : घुघुती - कुमाउनी : कविता कौमुदी : ग्रामगीत : पं. रामनरेश त्रिपाठी ,

गढ़वाली : कविता कौमुदी : ग्रामगीत , पं . रामनरेश त्रिपाठी , पृ 801 -802

Unit 3

लोककथाएँ एवं लोकगाथाएँ :

विधा के सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ आल्हा , लोरिक , सारंग - सदावृक्ष , बिहुला

राजस्थानी लोककथा नं - 2 , हिंदी साहित्य का बृहत् इतिहास , पं . राहुल संकृत्यायन, पृ 461 -462

अवधी लोककथा नं . 2, हिंदी साहित्य का बृहत् इतिहास , पं . राहुल संकृत्यायन, पृ 187 -188

Unit 4

लोकनाट्य :

विधा का परिचय , विविध भाषा क्षेत्रों के विविध नाट्यरूप और शैलियाँ, रामलीला ; रासलीला मालवा का नाच ; राजस्थान का ख्याल , उत्तर प्रदेश की नौटंकी , भांड , रासलीला ; बिहार - बिदेसिया ; हरियाणा सांग पाठ : संक्षिप्त पद्मावत सांग (लखमीचंद ग्रंथावली , संपा पूरनचन्द्र शर्मा , हरियाणा साहित्य अकादमी , पंडवानी : तीजन बाई

References

हिंदी प्रदेश के लोकगीत - कृष्णदेव उपाध्याय

हरियाणा प्रदेश का लोकसाहित्य - शंकर लाल यादव

मीट माई पीपल - देवेन्द्र सत्यार्थी

मालवी लोक साहित्य का अध्ययन - श्याम परमार

रसमंजरी – सुचिता रामदीन, महात्मा गाँधी संस्थान,मॉरिशस

हिंदी साहित्य का बृहत् इतिहास, पं . राहुल संकृत्यायन ; सोलहवां भाग

वाचिक कविता :भोजपुरी -- विद्यानिवास मिश्र

भारतीय लोकसाहित्य : परंपरा और परिदृश्य – डॉ. विद्या सिन्हा

कविता कौमुदी :ग्रामगीत – पं .रामनरेश त्रिपाठी

Additional Resources:

हिंदी साहित्य को हरियाणा प्रदेश की देन – हरियाणा साहित्य अकादमी का प्रकाशन

मध्यप्रदेश लोक कला अकादमी की पत्रिका-- चौमासा

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, प्रस्तुति को देखना

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

विभिन्न रूप, बोलियाँ, सांस्कृतिक शब्द

Course Objective(2-3)

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी देना

विभिन्न क्षेत्रों में अनुवाद की प्रकृति की जानकारी

Course Learning Outcomes

अनुवाद की सैद्धांतिक और व्यावहारिक जानकारी

विभिन्न क्षेत्रों के अनुवाद का विश्लेषणात्मक अध्ययन

प्रयोगात्मक कार्य

Unit 1

भाषा और व्याकरण

- भाषा की परिभाषा एवं विशेषताएँ
 - व्याकरण की परिभाषा, महत्व, भाषा और व्याकरण का अंतःसंबंध
 - ध्वनि, वर्ण एवं मात्राएँ
-

Unit 2

शब्द परिचय

- शब्दों के भेद –तत्सम ,तत्भव, देशज, विदेशज (स्रोत के आधार पर)
 - शब्दों की व्याकरणिक कोटियाँ (संज्ञा,सर्वनाम ,क्रिया आदि) (केवल परिभाषा एवं भेद)
 - शब्दगत अशुद्धियाँ
 - शब्द – निर्माण – उपसर्ग ,प्रत्यय
 - शब्द और पद में अंतर
-

Unit 3

व्याकरण व्यवहार

- लिंग , वचन , कारक ,
- संधि और समास

- मुहावरें एवं लोकोक्तियाँ
- अपठित गद्य

Unit 4

वाक्य परिचय

- वाक्य के अंग –उद्देश्य और विधेय
- वाक्य के भेद (रचना के आधार पर)
- वाक्यगत अशुद्धियाँ
- विराम चिन्ह

References

हिंदी भाषा साहित्य का इतिहास –धीरेन्द्र वर्मा

भारतीय पुरालिपि –डॉ.राजबलि पाण्डेय (लोकभारती प्रकाशन)

हिन्दी भाषा का उद्गम और विकास - उदयनारायण तिवारी

हिंदी भाषा की पहचान से प्रतिष्ठा तक – डॉ हनुमानप्रसाद शुक्ला

लिपि की कहानी – गुणाकर मुले

भाषा और समाज – रामविलास शर्मा

Additional Resources:

हिंदी भाषा : संरचना के विविध आयाम –रवीन्द्रनाथ श्रीवास्तव

हिंदी व्याकरण –कामताप्रसाद गुरु

हिंदी शब्दानुशासन – किशोरीदास वाजपेयी

A grammar linguistics of the hindi language –kellog

Hindi linguistics – R.N.shrivastav

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, परियोजना कार्य

1 से 3 सप्ताह - इकाई – 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई – 4

Assessment Methods

टेस्ट, असाइनमेंट

Keywords

भाषा और अनुवाद की शब्दावली

हिंदी रंगमंच (BAPHDSE03) Discipline Specific Elective - (DSE) Credit:6

Course Objective(2-3)

रंगमंच का सैद्धांतिक और व्यावहारिक ज्ञान देना

हिन्दी रंगमंच के विकास के माध्यम से महत्वपूर्ण विचारकों के विचारों को समझना

Course Learning Outcomes

रंगमंच के विकास के साथ - साथ विभिन्न शैलियों की जानकारी प्राप्त होगी

प्रमुख विचारकों की रंगदृष्टि से अवगत हो पाएंगे

पारंपरिक और आधुनिक रंगमंच की समझ विकसित होगी

भारतबोध विकसित होगा

Unit 1

पारंपरिक रंगमंच: रामलीला, रासलीला, नौटंकी, बिदेसिया, पांडवानी, माच, अंकिया, सांग, ख्याल (सामान्य परिचय)

Unit 2

हिंदी रंगमंच : पारसी थिएटर, भारतेन्दु युगीन रंगमंच, माधव प्रसाद शुक्लयुगीन रंगमंच, पृथ्वी थिएटर

रंग संस्थाएँ : रंग- प्रशिक्षण एवं गतिविधियाँ, राष्ट्रीय नाट्य विद्यालय

रंगमंडल, भारत भवन, भोपाल; भारतेन्दु नाट्य अकादमी, लखनऊ

Unit 3

आधुनिक हिंदी रंगमंच की विविध शैलियाँ : शैलीबद्ध, यथार्थवादी, एक्सप्रेसिव, लोक शैली

Unit 4

प्रमुख रंग व्यक्तित्व और उनकी रंगदृष्टि : झाड़ू राम देवांगन, राधेश्याम कथावाचक,

श्यामा नन्द जालान, सत्यदेव दुबे, भिखारी ठाकुर, ब. व. कारंत एवं इब्राहिम अल्काजी

References

परंपराशील नाट्य – जगदीशचन्द्र माथुर

पारसी हिंदी रंगमंच- लक्ष्मीनारायण लाल

नाट्यसम्राट पृथ्वीराज कपूर – जानकी वल्लभ शास्त्री

आधुनिक हिंदी नाटक और रंगमंच- लक्ष्मीनारायण लाल

समकालीन हिंदी नाटक और रंगमंच – नरेंद्र मोहन

पहला रंग- देवेंद्र राज अंकुर

आधुनिक हिंदी नाटक और रंगमंच- नेमिचन्द्र जैन

लखमीचंद का काव्य वैभव- हरिचन्द्र बंधु

भिखारी ठाकुर: भोजपुरी के भारतेन्दु- भगवत प्रसाद द्विवेदी

Additional Resources:

कंटेम्प्रेरी इंडियन थिएटर: इंटरव्यू विद प्लेराइटर्स एण्ड डायरेक्टर्स – संगीत नाटक अकादमी

थिएटर्स आव इंडिपेंडेंस – अपर्णा भार्गव धारवाड़कर

Teaching Learning Process

कक्षा व्याख्यान, समूहिक चर्चा, व्यावहारिक ज्ञान के लिए एन.एस. डी. भ्रमण, ऑनलाइन विडियो

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

रंगमंच संबंधी शब्दावली

कम्प्यूटर और हिंदी भाषा (BAPHSEC06) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

कंप्यूटर की वर्तमान स्थिति की समझ विकसित करना

कंप्यूटर पर हिंदी का व्यावहारिक ज्ञान विकसित करना

Course Learning Outcomes

कंप्यूटर पर हिंदी भाषा के प्रयोग पर बल

सैद्धांतिक और व्यावहारिक ज्ञान विकसित होगा

Unit 1

कम्प्यूटर का विकास और हिंदी

*कम्प्यूटर का परिचय और विकास

*कम्प्यूटर में हिंदी का आरम्भ एवं विकास

*हिंदी के विविध फॉन्ट

*कम्प्यूटर में हिंदी की चुनौतियाँ और संभावनाएँ

Unit 2

हिंदी भाषा और प्रौद्योगिकी

*इंटरनेट पर हिंदी

*यूनिकोड, देवनागरी लिपि और हिंदी भाषा

*हिंदी और वेब डिज़ाइनिंग

*हिंदी की वेबसाइट

Unit 3

हिंदी भाषा, कम्प्यूटर और गवर्नेंस

*राजभाषा हिंदी के प्रचार में कम्प्यूटर की भूमिका

*ई -गवर्नेंस, इंटरनेट

*हिंदी भाषा शिक्षण और ई-लर्निंग

*सरकारी और गैर - सरकारी संस्थाएं

Unit 4

हिंदी भाषा और कम्प्यूटर : विविध पक्ष

*इंटरनेट पर हिंदी पत्र - पत्रिकाएँ

*एसएमएस की हिंदी

*न्यू मीडिया और हिंदी भाषा

*हिंदी के विभिन्न बोर्ड

References

कम्प्यूटर के भाषिक अनुप्रयोग – विजय कुमार मल्होत्रा

कम्प्यूटर और हिंदी – हरिमोहन

हिंदी भाषा और कम्प्यूटर – संतोष गोयल

कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा सिद्धांत - पी.के.शर्मा

Additional Resources:

मीडिया : भूमंडलीकरण और समाज संपा.संजय द्विवेदी

नए ज़माने की पत्रकारिता – सौरव शुक्ल

पत्रकारिता से मीडिया तक – मनोज कुमार

जनसंचार के संदर्भ – जयरीमल्ल पारख

Teaching Learning Process

व्याख्यान, समूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

संबंधित क्षेत्र की शब्दावली

Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

कार्यालयी भाषा की जानकारी देना

विभिन्न कार्यालयी आवश्यकताओं को चिन्हित करना

Course Learning Outcomes

कार्यालयी भाषा का व्यावहारिक ज्ञान प्राप्त होगा

विभिन्न कार्यालयी पत्राचार के विविध रूप सीख सकेंगे

टिप्पण, प्रारूपण और संक्षेपण आवश्यकताओं की समझ विकसित होगी

Unit 1

कार्यालयी हिंदी का स्वरूप, उद्देश्य तथा क्षेत्र

अभिप्राय तथा उद्देश्य

कार्यालयी हिन्दी का क्षेत्र

सामान्य हिंदी तथा कार्यालयी हिंदी : संबंध तथा अंतर

कार्यालयी हिंदी स्थिति और संभावनाएँ

Unit 2

कार्यालयी हिंदी की शब्दावली

कार्यालयी हिंदी की पारिभाषिक शब्दावली

पदनाम तथा अनुभाग के नाम

मुख्य कार्यालय, क्षेत्रीय कार्यालय और प्रशासनिक अधिकारियों के लिए प्रयुक्त होने वाले संबोधन,

निर्देश आदि

औपचारिक पदावल्याँ / अभिव्यक्तियाँ (सूची विभाग द्वारा तैयार)

Unit 3

कार्यालयी पत्राचार के विविध प्रकार

सामान्य परिचय

कार्यालय से निर्गत पत्र (ज्ञापन, परिपत्र, अनुस्मारक, पृष्ठांकन, आदेश, सूचनाएँ, निविदा)

आवेदन – लेखन

Unit 4

टिप्पण, प्रारूपण और संक्षेपण

टिप्पण का स्वरूप, विशेषताएँ और भाषा शैली

प्रारूपण के प्रकार, भाषा शैली, प्रारूपण की विधि

संक्षेपण के प्रकार, विशेषताएँ और संक्षेपण की विधि

उपर्युक्त सभी इकाइयों पर आधारित व्यावहारिक प्रश्न

References

-प्रयोजनमूलक हिंदी – माधव सोनटक्के

-प्रारूप शासकीय पत्राचार और टिप्पण लेखन विधि - राजेन्द्र प्रसाद श्रीवास्तव

-प्रयोजनमूलक हिंदी की नई भूमिका –कैलाशनाथ पाण्डेय

-प्रयोजनमूलक भाषा और कार्यालयी हिंदी – कृष्ण कुमार गोस्वामी

Additional Resources:

-प्रयोजनमूलक हिंदी :सिद्धांत और प्रयोग –दंगल झाल्टे

Teaching Learning Process

विभिन्न कार्यालयी पत्रों, दस्तावेजों के माध्यम से कार्यालयी भाषा का व्यावहारिक ज्ञान देना

कक्षा व्याख्यान

सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सभी कार्यालयी शब्द

भाषा शिक्षण (BAPHSEC02) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

विद्यार्थी भाषा शिक्षण की अवधारणा और महत्व से परिचित हो सकेंगे।

Course Learning Outcomes

विभिन्न भाषाई कौशलों के ज्ञानार्जन के उपरांत विद्यार्थी शिक्षण,मीडिया,अभिनय आदि क्षेत्रों में अपनी प्रतिभा का विकास कर सकेंगे। वे शिक्षण और प्रशिक्षण के क्षेत्र में नई पद्धतियों का अनुसंधान करने की दिशा में अग्रसर होंगे।

Unit 1

भाषा शिक्षण की अवधारणा

- भाषा शिक्षण: अभिप्राय और महत्व
 - भाषा शिक्षण के उद्देश्य
 - भाषा शिक्षण का राष्ट्रीय सन्दर्भ
 - शिक्षण, प्रशिक्षण,अर्जन, अधिगम
-

Unit 2

भाषा शिक्षण की आधारभूत संकल्पनाएँ

- प्रथम भाषा/ मातृभाषा तथा अन्य भाषा की संकल्पना
- द्वितीय भाषा तथा विदेशी भाषा की संकल्पना
- मातृभाषा और विदेशी भाषा के शिक्षण में अंतर
- विशिष्ट प्रयोजन के लिए भाषा शिक्षण

Unit 3

भाषा शिक्षण की विधियाँ और भाषिक कौशल

- भाषा कौशल- श्रवण, भाषण, वाचन, लेखन
- भाषा का कौशल के रूप में शिक्षण
- मातृभाषा शिक्षण पद्धतियाँ
- अन्य भाषा शिक्षण पद्धतियाँ

Unit 4

भाषा परीक्षण और मूल्यांकन

- भाषा परीक्षण की संकल्पना
- भाषा मूल्यांकन की संकल्पना
- भाषा परीक्षण के प्रकार
- मूल्यांकन के प्रकार

Practical

विद्यार्थी शिक्षक-प्रशिक्षण संस्थानों में जाकर मातृ भाषा और विदेशी भाषा शिक्षण की कक्षाओं का निरीक्षण कर सकते हैं और इसके प्रोजेक्ट तैयार कर सकते हैं।

References

- भाषा शिक्षण-रवीन्द्रनाथ श्रीवास्तव
- अन्य भाषा शिक्षण के कुछ पक्ष- संपादक अमर बहादुर सिंह
- भाषा शिक्षण तथा भाषा विज्ञान- संपादक ब्रजेश्वर वर्मा
- हिन्दी भाषा शिक्षण-भोलानाथ तिवारी

Teaching Learning Process

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

शिक्षण, अर्जन, दक्षता, ज्ञान

भाषाई दक्षता (BAPHSEC04) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

विद्यार्थियों की भाषायी कुशलता का विकास।

व्यावसायिक एवं कार्यालयी हिंदी के सही प्रयोग का विकास।

विद्यार्थियों में द्रुतवाचन एवं मौन पठन का विकास।

Course Learning Outcomes

भाषायी दक्षता का विकास।

विद्यार्थियों की कार्य कुशलता में वृद्धि।

विषय के संक्षेपण एवं पल्लवन की कुशलता का विकास।

इकाई-1 : भाषायी दक्षता का विकास

- भाषायी दक्षता से तात्पर्य
 - भाषायी दक्षता का महत्त्व
 - श्रवण और वाचन
 - पठन और लेखन
-

Unit 2

इकाई-2 : भाषायी दक्षता की निर्माण प्रक्रिया

- भाषायी संरचना की समझ और विकास
 - भाषा-व्यवहार (भाषिक प्रयोग और शैली)
 - भाषायी क्षमता को प्रभावित करने वाले तत्व (आयु, लिंग, शिक्षा, वर्ग)
-

Unit 3

इकाई-3 : भाषायी दक्षता के प्रायोगिक पक्ष

- भाषायी दक्षता की रणनीति : आकलन, लक्ष्य-निर्धारण, नियोजन के स्तर पर
 - शब्द-सामर्थ्य : सामान्य एवं तकनीकी शब्द
 - सुनना और बोलना – प्रभावी श्रवण के आयाम, शुद्ध उच्चारण, भाषण, एकालाप, वार्तालाप
 - पढ़ना और लिखना – स्वाध्याय और उद्देश्य-केंद्रित पठन, सामान्य लेखन और रचनात्मक लेखन
-

Unit 4

इकाई-4 : भाषायी दक्षता का व्यावहारिक पक्ष

- किसी एक विषय पर – भाषण, वार्तालाप या टिपण्णी, समूह चर्चा
 - किसी एक विषय का – भाव-विस्तार या पल्लवन
 - द्रुतवाचन – किसी साहित्यिक कृति पर आधारित
 - समीक्षा – पुस्तक-समीक्षा, फिल्म-समीक्षा
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References

- भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव
- सृजनात्मक साहित्य – रवींद्रनाथ श्रीवास्तव
- व्यावसायिक हिंदी – दिलीप सिंह

- प्रयोजनमूलक हिंदी – दंगल झाल्टे
- आधुनिक पत्रकारिता – डॉ. अनुज तिवारी

Additional Resources:

- व्यावहारिक हिंदी एवं प्रयोग – डॉ. ओम प्रकाश
- जनमाध्यम प्रौद्योगिकी और विचारधारा – जगदीश्वर चतुर्वेदी

Teaching Learning Process

कक्षा व्याख्यान , सामूहिक चर्चा

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट असाइनमेंट

रचनात्मक लेखन (BAPHSEC01) Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- विद्यार्थियों के मौखिक और लिखित अभिव्यक्ति कौशल को विकसित करना.
- उनमें कल्पनाशीलता और रचनात्मकता का विकास करना.
- साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय कराते हुए लेखन की और प्रेरित करना.
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की प्रवृत्ति को विकसित करना.

Course Learning Outcomes

इस पाठ्यक्रम के अध्ययन के पश्चात् विद्यार्थियों में -

- मौखिक और लिखित अभिव्यक्ति कौशल को विकसित होने में मदद मिलेगी.
- उनमें कल्पनाशीलता और रचनात्मकता का विकास हो सकेगा.
- साहित्य की विविध विधाओं और उनकी रचनात्मक शैली का परिचय होगा जिससे वे स्वयं भी इन विधाओं में लेखन की अग्रसर हो सकेंगे.
- प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लिए लेखन की ओर भी वे अग्रसर होंगे.

Unit 1

रचनात्मक लेखन: अवधारणा, स्वरूप एवं सिद्धांत

- भाव एवं विचार की रचना में अभिव्यक्ति की प्रक्रिया
- अभिव्यक्ति के विविध क्षेत्र: साहित्य, पत्रकारिता, विज्ञापन, भाषण, लोकप्रिय संस्कृति
- लेखन के विविध रूप: मौखिक-लिखित, गद्य-पद्य, कथात्मक-कथेतर, नाट्य-पाठ्य, बाल-लेखन

Unit 2

रचनात्मक लेखन: आधार और विश्लेषण

- अर्थ निर्मिति के आधार: शब्द और अर्थ की मीमांसा, शब्द के पुराने-नए प्रयोग, शब्द की व्याकरणिक कोटि
- भाषा की भंगिमाएँ: औपचारिक-अनौपचारिक, मौखिक-लिखित, मानक
- भाषिक सन्दर्भ: क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष
- रचना-सौष्ठव: शब्द-शक्ति, प्रतीक, बिम्ब, अलंकार, वक्रता

Unit 3

विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन

- कविता: संवेदना, भाषिक सौष्ठव, छंदबद्ध-छन्दमुक्त, लय, गति, तुक
- कथा-साहित्य: वस्तु, पात्र, परिवेश, कथ्य और भाषा
- नाट्य-साहित्य: वस्तु, पात्र, परिवेश, कथ्य, रंगमंच और नाट्य-भाषा
- विविध गद्य विधाएँ: निबंध, संस्मरण, आत्मकथा, व्यंग्य, रिपोर्टाज, यात्रा वृत्तांत
- बच्चों के लिए लेखन
- नोट: उपरोक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए.

Unit 4

सूचना-माध्यमों के लिए लेखन

- प्रिंट माध्यम के लिए लेखन : फीचर, यात्रा-वृत्तांत, साक्षात्कार, फिल्म-पुस्तक-नाटक समीक्षा, विज्ञापन
 - इलेक्ट्रॉनिक माध्यम के लिए लेखन : विज्ञापन, पटकथा, संवाद
 - नोट: उपरोक्त का परिचय देते हुए इनका अभ्यास भी करवाया जाए.
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References

1. साहित्य चिंतन: रचनात्मक आयाम- रघुवंश
2. शैली - रामचंद्र मिश्र
3. रचनात्मक लेखन- सं रमेश गौतम
4. कविता क्या है - विश्वनाथ प्रसाद तिवारी
5. कथा-पटकथा - मन्नू भंडारी
6. पटकथा लेखन- मनोहर श्याम जोशी

Additional Resources:

1. कला की जरूरत -अन्स्ट फिशर, अनुवादक - रमेश उपाध्याय
 2. साहित्य का सौंदर्यशास्त्र- रवीन्द्रनाथ श्रीवास्तव
 3. कविता-रचना प्रक्रिया - कुमार विमल
-

Teaching Learning Process

- पाठ्यक्रम में निर्धारित विभिन्न रचनात्मक अभिव्यक्तियों से विद्यार्थी का परिचय करवाना.
- विद्यार्थी को उक्त अभिव्यक्तियों के अभ्यास के लिए प्रेरित करना.
- विभिन्न साहित्यकारों के साहित्य का पठन-पाठन करने के लिए प्रेरित करना.
- भाषायी कौशल के विकास के लिए कार्यशालाएँ आयोजित करना.

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

विज्ञापन और हिंदी भाषा
(BAPHSEC05)
Skill-Enhancement Elective Course - (SEC) Credit:4

Course Objective(2-3)

- I. विद्यार्थियों को विज्ञापन के विस्तृत क्षेत्र से परिचित कराना
 - II. विज्ञापन भाषा के स्वरूप और विशेषताओं का बोध कराना
 - III. विभिन्न माध्यमों के लिए विज्ञापन कॉपी लेखन का अभ्यास कराना
-

Course Learning Outcomes

- I. विज्ञापन लेखन की दृष्टि से भाषा-दक्षता
 - II. विज्ञापन निर्माण की पूरी प्रक्रिया को समझना
 - III. विज्ञापन बाज़ार में विभिन्न माध्यमों की पहुँच और प्रसार क्षमता से परिचित होना
 - IV. कॉपी लेखन आदि कार्यों के लिए तैयार होना
-

Unit 1

इकाई 1 : विज्ञापन : स्वरूप एवं अवधारणा

- विज्ञापन : अर्थ, परिभाषा और महत्त्व
 - विज्ञापन के उद्देश्य: आर्थिक, सामाजिक, राजनीतिक
 - विज्ञापन के प्रमुख प्रकार
 - विज्ञापन के प्रभाव
-

Unit 2

इकाई 2 : विज्ञापन माध्यम

- विज्ञापन माध्यम चयन के आधार
 - प्रिंट, रेडियो और टेलीविज़न
 - डिजिटल विज्ञापन तथा आउट ऑफ़ होम विज्ञापन—होर्डिंग, पोस्टर, बैनर, साइन बोर्ड, सोशल मीडिया विज्ञापन--फेसबुक, ट्विटर, यू-ट्यूब, सोशल नेटवर्किंग साइट्स
 - अन्य माध्यम
-

Unit 3

इकाई 3 : विज्ञापन की भाषा

- विज्ञापन की भाषा का स्वरूप एवं विशेषताएँ
- विज्ञापन की भाषा-शैली के विभिन्न पक्ष
- विज्ञापन स्लोगन एवं पंच लाइन
- प्रमुख हिंदी विज्ञापनों की भाषा का विश्लेषण

Unit 4

इकाई 4 : विज्ञापन:कॉपी लेखन

- विज्ञापन कॉपी के अंग
 - प्रिंट माध्यम: लेआउट के विविध प्रारूप
- वर्गीकृत एवं सजावटी विज्ञापन-निर्माण
- रेडियो जिंगल लेखन
- टेलीविज़न विज्ञापन के लिए कॉपी लेखन

References

सहायक ग्रन्थ

- Ø जनसंपर्क, प्रचार और विज्ञापन - विजय कुलश्रेष्ठ
- Ø जनसंचार माध्यम : भाषा और साहित्य - सुधीश पचौरी
- Ø डिजिटल युग में विज्ञापन - सुधा सिंह, जगदीश्वर चतुर्वेदी
- Ø ब्रेक के बाद - सुधीश पचौरी

Additional Resources:

- Ø मीडिया की भाषा - वसुधा गाडगिल
- Ø विज्ञापन की दुनिया - कुमुद शर्मा
- Ø विज्ञापन डॉट कॉम - रेखा सेठी
- Ø विज्ञापन: भाषा और संरचना - रेखा सेठी
- Ø विज्ञापन और ब्रांड - संजय सिंह बघेल
- Ø मीडिया और बाज़ार - वर्तिका नंदा
- Ø भारतीय मीडिया व्यवसाय - वनिता कोहली खांडेकर
- Ø संचार क्रांति और बदलता सामाजिक सौंदर्य बोध - कृष्ण कुमार रत्न
- Ø Jethwaney, J. N., & Jain, S. (2012). *Advertising management*. Oxford: Oxford University Press.

Ø Chunawalla. (2000). *Advertising theory and practice*. Mumbai: Himalaya Publishing House.

Ø Martin, P., & Erickson, T. (2011). *Social media marketing*. New Delhi: Global Vision Publishing House.

वेबलिंग

- www.adbrands.net
 - www.afaqs.com
 - www.adgully.com
 - www.cnbc.com
 - www.exchange4media.com
-

Teaching Learning Process

1) कक्षाओं में पठन-पाठन पद्धति

2) परिचर्चाएँ

3) समूह में प्रोजेक्ट प्रस्तुति

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

ब्रांड, कॉपी, स्लोगन, डिजिटल, सोशल मीडिया

Course Objective(2-3)

अनुवाद के व्यवहार और सिद्धान्त की समझ विकसित करना

विभिन्न क्षेत्रों की मांगों के अनुरूप अनुवाद दक्षता निर्मित करना

Course Learning Outcomes

अनुवाद के विभिन्न क्षेत्रों की आवश्यकता को समझने में मदद मिलेगी

सैद्धांतिक ज्ञान के साथ-साथ व्यावहारिक ज्ञान निर्मित होगा

Unit 1

1. भारत का भाषाई परिदृश्य और अनुवाद
 2. अनुवाद का स्वरूप और प्रकार
 3. अनुवाद के उपकरण - कोश -ग्रन्थ
 4. अनुवाद प्रक्रिया
-

Unit 2

1. प्रयुक्ति की अवधारण ; विविध प्रयुक्ति क्षेत्र
 2. विविध प्रयुक्ति क्षेत्रों से सम्बंधित सामग्री के अनुवाद की सामान्य समस्याएँ
 3. विभिन्न प्रयुक्ति क्षेत्रों की पारिभाषिक शब्दावली
 4. अनुवाद की व्यावसायिक संभावनाएँ
-

Unit 3

अनुवाद व्यवहार - 1 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)

1. सर्जनात्मक साहित्य
 2. ज्ञान-विज्ञान और तकनीकी साहित्य
 3. सामाजिक विज्ञान
-

Unit 4

अनुवाद व्यवहार - 2 (अंग्रेजी से हिंदी तथा हिंदी से अंग्रेजी)

1. जनसंचार
2. प्रशासनिक अनुवाद

3. बैकिंग अनुवाद
4. विधि अनुवाद

Practical

References

1. अनुवाद के भाषिक सिद्धांत - कैटफोर्ड, जे सी सिद्धांत (अनुवाद - रविशंकर दीक्षित) मध्य प्रदेश ग्रन्थ अकादेमी, भोपाल
2. अनुवाद के सिद्धांत - रेड्डी, आर.आर. (अनुवाद- डा. जे. एल. रेड्डी) साहित्य अकादेमी, मंडी हाउस, नयी दिल्ली
3. अनुवाद-सिद्धांत और प्रयोग - गोपीनाथन, जी. लोकभारती प्रकाशन, इलाहाबाद

Additional Resources:

1. अनुवाद विज्ञान-सिद्धान्त और अनुप्रयोग - संपादक- डा. नगेन्द्र, हिंदी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय
2. अनुवाद सिद्धांत की रूपरेखा - सुरेश कुमार, वाणी प्रकाशन, दिल्ली.

Teaching Learning Process

- 1 से 3 सप्ताह - इकाई - 1
- 4 से 6 सप्ताह - इकाई - 2
- 7 से 9 सप्ताह - इकाई - 3
- 10 से 12 सप्ताह - इकाई - 4
- 13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

अनुवाद, मूल भाषा, संस्कृति, समाज, सम्प्रेषण, अर्थ दर्शन, भाव साम्यता

Generic Elective - (GE) Credit:6

Course Objective(2-3)

अस्मिताओं का सैद्धांतिक और व्यावहारिक ज्ञान

प्रमुख रचनाओं के अध्ययन के माध्यम से संवेदनात्मक विश्लेषण

Course Learning Outcomes

अस्मितामूलक विमर्श का ज्ञान

विभिन्न अस्मिताओं की समस्याओं और उसके परिवेश को समझना

प्रमुख कृतियों का परिचय

Unit 1

इकाई - 1 : विमर्श की सैद्धांतिकी

क) दलित विमर्श : अवधारणा और आंदोलन, फुले और अम्बेडकर

ख) स्त्री विमर्श : अवधारणाएं और आंदोलन (पश्चात्य और भारतीय)

दलित स्त्रीवाद, लिंगभेद, पितृसत्ता

ग) आदिवासी विमर्श : अवधारणा और आंदोलन

जल, जंगल, जमीन और पहचान का सवाल

Unit 2

विमर्शमूलक कथा साहित्य :

(1) ओमप्रकाश बाल्मीकि - सलाम

(2) जयप्रकाश कर्दम - मोहरे (तलाश : कहानी संग्रह से)

(3) हरिराम मीणा - धूणी तपे तीर, पृष्ठ संख्या :158-167

Unit 3

विमर्शमूलक कविता :

क) दलित कविता :

(1) हीरा डोम (अछूत की शिकायत)

(2) माता प्रसाद (सोनवा का पिंजरा)

ख) स्त्री कविता :

(1) अनामिका (स्त्रियाँ)

(2) निर्मला पुतुल (क्या तुम जानते हो)

Unit 4

इकाई - 4 विमर्शमूलक अन्य गद्य विधाएँ :

1 प्रभा खेतान, पृष्ठ 28-42 : अन्या से अनन्या तक

2 तुलसीराम : मुर्दहिया (चौधरी चाचा से प्रारम्भ पृष्ठ संख्या 125 से 135)

3 श्योराज सिंह 'बेचैन' - मेरा बचपन मेरे कंधों पर (दिल्ली : बड़ी दुनिया में छोटे कदम, यहाँ एक मोची रहता था)

References

अम्बेडकर रचनावली - भाग-1

मूक नायक, बहिष्कृत भारत - अम्बेडकर (अनुवादक श्योराज सिंह 'बेचैन')

गुलामगिरी- ज्योतिबा फुले

ज्योतिबा फुले : सामाजिक क्रांति के अग्रदूत - डॉ नामदेव

दलित साहित्य का सौंदर्यशास्त्र - ओमप्रकाश वाल्मीकि

दलित साहित्य का सौंदर्यशास्त्र - शरण कुमार निम्बाले

दलित आंदोलन का इतिहास - मोहनदास नैमिशराय

हिंदी दलित कथा साहित्य : अवधारणा एवं विधाएँ - रजत रानी 'मीनू'

अस्मितामूलक विमर्श - रजत रानी मीनू

स्त्री उपेक्षिता - सिमोन द बोउवा

उपनिवेश में स्त्री - प्रभा खेतान

औरत होने की सजा - अरविंद जैन

नारीवादी राजनीति - सं. जिनी निवेदिता

स्त्री अस्मिता साहित्य और विचारधारा - सुधा सिंह

स्त्री स्वर : अतीत और वर्तमान - डॉ नीलम, डॉ नामदेव

आदिवासी अस्मिता का संकट - रमणिका गुप्ता

सामाजिक न्याय और दलित साहित्य- श्योराज सिंह 'बेचैन' (स.)

Additional Resources:

दलित दस्तक

सम्यक भारत

अंबेडकर इन इंडिया

बहुरी नहीं आवना

नेशनल दस्तक (वेब लिंक)

Teaching Learning Process

कक्षा व्याख्यान, सामूहिक चर्चा, फिल्म और डॉक्यूमेंट्री

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

अस्मितामूलक विमर्श से जुड़े तथ्य

जनपदीय साहित्य (BAPHGE02) Generic Elective - (GE) Credit:6

Course Objective(2-3)

बोलियों और जनसंस्कृति का परिचय देना

Course Learning Outcomes

लोक संस्कृति की समझ विकसित होगी

पर्यटन, साहित्य और बोलियों की जानकारी प्राप्त होगी

लोकसाहित्य के अध्ययन विश्लेषण की जानकारी प्राप्त होगी

Unit 1

जनपदीय साहित्य

जनपदीय साहित्य की अवधारणा, जनपदीय साहित्य के विविध रूप – लोकगीत , लोककथा , लोकगाथाएं , लोकनाट्य , लोकोक्तियाँ , पहेलियाँ – बुझौवल और मुहावरे, हिंदी प्रदेश की जनपदीय बोलियाँ और उनका साहित्य (सामान्य परिचय), मौखिक साहित्य और समाज ।

Unit 2

लोकगीत :वाचिक और मुद्रित

संस्कार गीत :सोहर , विवाह, मंगलगीत इत्यादि

सोहर भोजपुरी :भोजपुरी संस्कार गीत - श्री हंस कुमार तिवारी –बिहार राष्ट्रभाषा परिषद् पृ.8 ,गीत संख्या 4

सोहर अवधी –हिंदी प्रदेश की लोकगीत – कृष्णदेव उपाध्याय पृ.110,111, साहित्य भवन इलाहाबाद

विवाह – भोजपुरी – भारतीय लोकसाहित्य : परंपरा और परिदृश्य – विद्या सिन्हा ,पृ.116

ऋतुसंबंधी गीत :बारामासा, होली, चैत, कजरी इत्यादि !

-निम्नलिखित पाठ्यपुस्तकों के पृष्ठ

हरियाणा प्रदेश का लोकसाहित्य : शंकर लाल यादव पृ 231

हिंदी प्रदेश के लोकगीत : कृष्णदेव उपाध्याय, पृ 205

वाचिक कविता :भोजपुरी :पं विद्यानिवास मिश्र ,पृ 51,49

श्रमसंबंधी गीत : कटनी , जंतसर ,दँवनी, रोपनी , इत्यादि

कटनी के गीत, अवधी 2 गीत –हिंदी प्रदेश के लोकगीत: पं कृष्णदेव उपाध्याय, पृ 134 135

जंतासरी : भोजपुरी – भारतीय लोकसाहित्य परंपरा और परिदृश्य –विद्या सिन्हा ,पृ 140,141

विविध गीत :घुघुती – कुमाउनी:कविता कौमुदी :ग्रामगीत : पं. रामनरेश त्रिपाठी

गढ़वाली :कविता कौमुदी :ग्रामगीत ,पं . रामनरेश त्रिपाठी , पृ 801 -802

Unit 3

लोककथाएँ एवं लोकगाथाएँ : सामान्य परिचय और प्रसिद्ध लोककथाएँ एवं लोकगाथाएँ - आल्हा ,लोरिक ,सारंग सदावृक्ष , बिहुला

राजस्थानी लोककथा नं.2, हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 10 , 11 (सोलहवां भाग)

मालवी लोक कथा नं.2, हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 461 -462

अवधी लोककथा नं. 2 ,हिंदी साहित्य का वृहत इतिहास, पंडित राहुल सांकृत्यायन पृ 187 -188

Unit 4

(क)पाठ : संक्षिप्त लक्कड़हारा सांग लखमीचंद ग्रन्थावली

संपा प्रो पूरनचंद शर्मा, हरियाणा साहित्य अकादमी , चंडीगढ़

(ख) बिदेसिया : भिखारी ठाकुर कृत लोकनाट्य

बिदेसिया, कठपुतली, सांग,(हरियाणा) भांड , खयाल (राजस्थान), माच (मालवा)

References

हिंदी प्रदेश के लोकगीत –कृष्णदेव उपाध्याय

हरियाणा प्रदेश के लोकसाहित्य - शंकर लाल यादव

मीट माई पीपल – देवेन्द्र सत्यार्थी

मालवी लोकसाहित्य का अध्ययन- श्याम परमार

रसमंजरी - पं.विद्यानिवास मिश्र

हिंदी साहित्य का वृहत इतिहास , पं. राहुल सांकृत्यायन(सोलहवां भाग)

वाचिक साहित्य :भोजपुरी –पं.विद्यानिवास मिश्र

भारतीय लोक साहित्य : परंपरा और परिदृश्य - विद्या सिन्हा

कविता कौमुदी :ग्रामगीत –रामनरेश त्रिपाठी

लखमीचंद का काव्य – वैभव –हरिचंद बंधु

Additional Resources:

सूत्रधार –संजीव

हिंदी साहित्य को हरियाणा प्रदेश की देन-हरियाणा साहित्य अकादमी का प्रकाशन

मध्यप्रदेश लोककला अकादमी की पत्रिका – चौमासा

हिंदी का जनपदीय साहित्य – विद्यानिवास मिश्र

Teaching Learning Process

कक्षा व्याख्यान, समूहिक चर्चा, ऑनलाइन वीडियो

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट असाइनमेंट

Keywords

सभी नाम और शैलियाँ, जनपद, संस्कृति-समाज, बोलियाँ

हिंदी सिनेमा और उसका अध्ययन (BAPHGE04) Generic Elective - (GE) Credit:6

Course Objective(2-3)

सिनेमा के निर्माण और उपभोग या आलोचना की व्यावहारिक समझ विकसित करना

हिन्दी सिनेमा के विकास का अध्ययन

कुछ प्रमुख फिल्मों के माध्यम से सिनेमा में आ रहे बदलाव को समझना

Course Learning Outcomes

सिनेमा की व्यावहारिक और आलोचनात्मक समझ विकसित होगी

सिनेमा के विकास के माध्यम से भारत के मनोरंजन जगत में आ रहे बदलाव को समझ सकेंगे

Unit 1

कला विधा के रूप में सिनेमा और उसकी सैद्धांतिकी

Unit 2

हिंदी सिनेमा : उदभव और विकास

Unit 3

सिनेमा में कैमरे की भूमिका

Unit 4

नयी तकनीकी और सिनेमा – संभावनाएं और चुनौतियाँ

(संदर्भ – मुगले आजम, मदर इंडिया, दीवार , पीके)

References

हिंदी सिनेमा का इतिहास – मनमोहन चडढा

सिनेमा, नया सिनेमा - ब्रजेश्वर मदान

सिनेमा : कल,आज और कल – विनोद भारद्वाज

Additional Resources:

हिंदी का मौखिक परिदृश्य – करुणाशंकर उपाध्याय

हिंदी का मौखिक परिदृश्य – कौशल कुमार गोस्वामी

Teaching Learning Process

व्याख्यान, सामूहिक चर्चा, वीडियो क्लिप का अध्ययन और उसे बनाना, कैमरे का कक्षा के बाहर अध्ययन

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

Assessment Methods

टेस्ट और असाइनमेंट

Keywords

सिनेमाई शब्दावली

आधुनिक भारतीय भाषा - हिंदी भाषा और संप्रेषण (BAPAECC01)

**Ability-Enhancement Compulsory Course(Only meant for Language
Department/ EVS for Department of Environmental Studies) - (AECC)
Credit:4**

Course Objective(2-3)

- भाषिक सम्प्रेषण के स्वरूप एवं सिद्धांतों से विद्यार्थी का परिचय
 - विभिन्न माध्यमों की जानकारी
 - प्रभावी सम्प्रेषण का महत्व
 - रोजगार सम्बन्धी क्षेत्रों के लिए तैयार करना
-

Course Learning Outcomes

स्नातक स्तर के छात्रों को भाषायी संप्रेषण की समझ और संभाषण से संबंधित विभिन्न पक्षों से अवगत करवाया जाएगा।

भाषा के शुद्ध उच्चारण , सामान्य लेखन, रचनात्मक लेखन तथा तकनीकी शब्दों से अवगत हो सकेंगे ।

भाषा की समृद्धि के लिए वार्तालाप , भाषण , उसके पल्लवन , पुस्तक-समीक्षा, फिल्म-समीक्षा का भी अध्ययन कर सकेंगे ।

Unit 1

इकाई -1 - भाषिक सम्प्रेषण : स्वरूप और सिद्धान्त

- 1 - सम्प्रेषण की अवधारणा और महत्व
 - 2- सम्प्रेषण की प्रक्रिया
 - 3- सम्प्रेषण के विभिन्न मॉडल
 - 4- अभाषिक संप्रेषण
-

Unit 2

इकाई - 2 सम्प्रेषण के प्रकार

1. मौखिक और लिखित
 2. वैयक्तिक, सामाजिक और व्यावसायिक
 3. भ्रामक सम्प्रेषण (miscommunication) और प्रभावी संप्रेषण में अंतर
 4. सम्प्रेषण में चुनौतियाँ एवं संभावनाएं
-

Unit 3

इकाई - 3 सम्प्रेषण के माध्यम

1. एकालाप
 2. संवाद
 3. सामूहिक चर्चा
 4. जन संचार माध्यमों पर संप्रेषण : कंप्यूटर-इंटरनेट, ई-मेल, ब्लॉग, वेबसाइट
-

Unit 4

इकाई - 4 व्यक्तित्व और प्रभावी भाषिक सम्प्रेषण

1. व्यक्तित्व और भाषिक अस्मिता - आयु, लिंग, वर्ग, शिक्षा
 2. प्रभावी सम्प्रेषण के गुण - शुद्ध उच्चारण, भाषिक संरचना की समझ, भाषा व्यवहार, शब्द सामर्थ्य, शैली -सुर-लहर, अनुतान, बलाघात
 3. प्रभावी व्यक्तित्व के निर्माण में सम्प्रेषण की भूमिका
-

References

- हिन्दी का सामाजिक संदर्भ- रवीन्द्रनाथ श्रीवास्तव
- संप्रेषण-परक व्याकरण: सिद्धांत और स्वरूप-सुरेश कुमार
- प्रयोग और प्रयोग- वी.आर.जगन्नाथ
- भारतीय भाषा चिंतन की पीठिका-विद्यानिवास मिश्र

Additional Resources:

- कुछ पूर्वग्रह-अशोक वाजपेयी
 - भाषाई अस्मिता और हिन्दी-रवीन्द्रनाथ श्रीवास्तव
 - रचना का सरोकार-विश्वनाथ प्रसाद तिवारी
 - संप्रेषण: चिंतन और दक्षता- डॉ.मंजु मुकुल
-

Teaching Learning Process

1 से 3 सप्ताह - इकाई - 1

4 से 6 सप्ताह - इकाई - 2

7 से 9 सप्ताह - इकाई - 3

10 से 12 सप्ताह - इकाई - 4

13 से 14 सप्ताह सामूहिक चर्चा, विशेष व्याख्यान एवं आंतरिक मूल्यांकन संबंधी गतिविधियाँ

Assessment Methods

टेस्ट और असाइनमेंट

दिल्ली विश्वविद्यालय UNIVERSITY OF DELHI

Commerce based courses of B.A.(Programme)

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

Preamble

The objective of any programme at a Higher Education Institution is to help youth develop their potential to the full by cultivating creative and humanistic values in them, and inspiring them to contribute positively towards the evolution of not merely the self but also the society at large. The University of Delhi envisions all its programmes in the light of its motto “Nishtha (Devotion), Dhriti (Steadiness), and Satyam (Truth)”; that is, students should be prepared to grasp the practical truths of life through devotion and continued and consistent endeavours. In order to make education comprehensive, inclusive and learning-based, the University offers Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is intended to provide focused, outcome-based syllabi at the undergraduate level programmes with an agenda to structure the entire spectrum of teaching-learning experiences as much student-centric as possible. The LOCF has been adopted to make learning more choice-based for students thus enabling them to make informed choices about a plethora of compulsory and optional, discipline-centric as well as interdisciplinary courses offered. The proposed Under-Graduate Programmes will enhance students’ intellectual competence, interpersonal skills, readiness to face the world and make them socially aware and responsible citizens. The LOCF lays special emphasis on imparting 21st century employability skills too.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished while studying. The programmes also state the attributes that it offers to cultivate at the graduation level related to students’ well-being, emotional stability, creative and critical thinking, soft skills and leadership acumen-qualities that they will require in all their social interactions. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of Commerce based courses in BA (prog.) is aimed at enabling students to not only seek but also create knowledge, become industry-ready and achieve personal happiness while simultaneously contributing effectively to society. The LOCF curriculum takes into consideration the requirements of not only the present times but also the foreseeable future.

The University of Delhi hopes the LOCF approach of the commerce based courses of BA(prog.) will help students in making an informed decision regarding the goals that they wish to pursue in further education and life in general.

Credit distribution of BA

<u>Details of Courses under Undergraduate Programme (B.A./B.Com.)</u>		
Course	*Credits	
<u>I. Core Course (6 Credits)</u> (12 Papers) Two papers – English Two Papers – Hindi/MIL Four Papers- Discipline 1 Four Papers- Discipline 2	Paper+ Practical $12 \times 4 = 48$	Paper+ Tutorial $12 \times 5 = 60$
Core Course Practical/ Tutorial* (12 Practicals)	$12 \times 2 = 24$	$12 \times 1 = 12$
<u>II. Elective Course (6 Credits)</u> (6 Papers) Two papers - Discipline 1 specific Two papers - Discipline 2 specific Two Papers – Inter disciplinary) Two papers from each discipline of choice and two papers of interdisciplinary nature.	$6 \times 4 = 24$	$6 \times 5 = 30$
Elective Course Practical/Tutorials* (6 Practical/Tutorials*) Two papers - Discipline 1 specific Two papers - Discipline 2 specific Two Papers - Generic (Interdisciplinary) Two papers from each discipline of choice including papers of interdisciplinary nature.	$6 \times 2 = 12$	$6 \times 1 = 6$
Optional Dissertation or project work in place of one elective paper (6 credits) in 6th Semester		
<u>III. Ability Enhancement Courses</u>		
1. Ability Enhancement Compulsory (2 Papers of 4 credits each) Environmental Science English Communication/ MIL	$2 \times 4 = 8$	$2 \times 4 = 8$

2. Ability Enhancement Elective (skill based) (4 papers of 4 credits each)	4 × 4 = 16	4 × 4 = 16
	Total Credit = 132	Total Credit = 132
Institute should evolve a system/ policy about ECA/ General Interest /Hobby /Sports /NCC /NSS/ related courses on its own *wherever there is a practical there will be no tutorial and vice- versa		

Course Structure for Commerce based courses in BA programme

S.No.	Paper	No. of papers in CBCS scheme
1	Entrepreneurship & Small Business	6
2	Tax Procedures & Practices	6
3	Insurance	6
4	Human Resource Management	6
5	Business Laws	6
6	Accounting & Finance	6
7	Advertising, Sales Promotion & Sales Management	6
8	Office Management & Secretarial Practice	6

Semester wise course structure
B.A. Programme Commerce Based Papers under CBCS

	Core Papers	Code	Page no.	Discipline Specific Elective Papers	Code	Page no.
Entrepreneurship & Small Business	Sem -I Fundamentals of Business Organization	Paper 1	9	Sem V- Management of Small Business Enterprises	Paper 5 (a)	19
	Sem -II- Fundamentals of Entrepreneurship	Paper 2	12	Sem V- Evolution of Policy & Institutional Framework	Paper 5 (b)	21
	Sem III- Feasibility Study and Business Plan	Paper 3	14	Sem VI- Social Entrepreneurship	Paper 6 (a)	23
	Sem IV- Managerial Aspects of Small Business: Operations, Office, Accounting and Functional	Paper 4	16	Sem VI- Contemporary Policy & Institutional Framework	Paper 6 (b)	26

Tax Procedures & Practices	Sem I-Income Tax Law I	Paper 1	28	Sem V-Personal Tax Planning	Paper 5 (a)	36
	Sem II-Income Tax Law II	Paper 2	30	Sem V-Income Tax Procedures & Practice	Paper 5 (b)	38
	Sem III- Goods and Service Tax (GST)- I	Paper 3	32	Sem VI-Corporate Tax Planning	Paper 6 (a)	40
	Sem IV- Goods and Services Tax (GST)-II	Paper 4	34	Sem VI-Indirect Taxes - Customs Act & Procedures	Paper 6 (b)	42

Insurance	Sem I- Introduction to Insurance	Paper 1	44	Sem V-Risk Management	Paper 5 (a)	52
	Sem -II- Regulatory Framework of Insurance	Paper 2	46	Sem V-Non- Life Insurance (Fire and Marine)	Paper 5 (b)	54
	Sem -III- Life Insurance- I	Paper 3	48	Sem VI-Operational Aspects of Insurance	Paper 6 (a)	56
	Sem -IV- Life Insurance- II	Paper 4	50	Sem VI-Non -Life Insurance (Motor, Health, Accidents & Rural)	Paper 6 (b)	58

Human Resource Management	Sem I- Human Resource Management	Paper 1	60	Sem V-Work Environment for Human Resource Management	Paper 5 (a)	69
	Sem II- Industrial Relations	Paper 2	62	Sem V-Organizational Behaviour	Paper 5 (b)	71
	Sem III- Participative Management	Paper 3	64	Sem VI-Human Resource Information System	Paper 6 (a)	73
	Sem IV- Industrial and Labour Regulations	Paper 4	66	Sem VI-Leadership & Motivation	Paper 6 (b)	75

Business Laws	Sem I- Mercantile Law	Paper 1	77	Sem V-Banking operations & Regulations	Paper 5 (a)	88
	Sem II-Partnership Laws	Paper 2	79	Sem V-Social Security Laws	Paper 5 (b)	91
	Sem III- Company Laws	Paper 3	82	Sem VI-Labour Laws	Paper 6 (a)	94
	Sem IV- Consumer Laws	Paper 4	85	Sem VI-Cyber Laws	Paper 6 (b)	97

Accounting & Finance	Sem I-Financial Accounting	Paper 1	100	Sem V-Cost Accounting	Paper 5 (a)	109
	Sem II-Corporate Accounting	Paper 2	103	Sem V-Personal Finance & Basics of Investment	Paper 5 (b)	112
	Sem III- Financial Management	Paper 3	105	Sem VI-Investment Analysis and Business Valuation	Paper 6 (a)	115
	Sem IV- Financial Markets, Institutions and Financial Services	Paper 4	107	Sem VI-Computer Application in Accounting & Finance	Paper 6 (b)	118
Advertising, Sales Promotion & Sales Management	Sem I- Marketing Management	Paper 1	120	Sem V-Brand Management	Paper 5 (a)	129
	Sem II- Marketing Communication	Paper 2	122	Sem V-Sales Promotion & Public Relations	Paper 5 (b)	131
	Sem III- Advertising	Paper 3	125	Sem VI-Sales Force Management	Paper 6 (a)	133
	Sem IV- Personal Selling and Salesmanship	Paper 4	127	Sem VI-Digital Marketing	Paper 6 (b)	135
Office Management & Secretarial Practice	Sem I- Business Communication	Paper 1	137	Sem V-Practical Stenography and e-Typewriting	Paper 5 (a)	148
	Sem II- Office Management & Secretarial Practice	Paper 2	139	Sem V-Advanced Stenography	Paper 5 (b)	152
	Sem III- Computer Applications	Paper 3	142	Sem VI-Advanced Stenography and Computer Applications	Paper 6 (a)	155

	Sem IV- Stenography (English)	Paper 4	145	Sem VI-Computer Application & Stenography (Practical)	Paper 6 (b)	159

B.A.Programme Commerce Based Generic Elective Papers under CBCS						
Semester V- Modern Business Organisation					Paper 5	187
Semester VI – Business Management					Paper 6	190

Skill Based Courses						
Sem III- Computer Applications in Business (SEC)					Paper 3 (a)	165
Sem III- Cyber Crimes and Law (SEC)					Paper 3 (b)	168
Sem IV- E-Commerce (SEC)					Paper 4 (a)	171
Sem IV- Investing in Stock Markets (SEC)					Paper 4 (b)	174
Sem V- Entrepreneurship (SEC)					Paper 5(a)	177
Sem V- Advertising (SEC)					Paper 5(b)	180
Sem VI- Personal Selling & Salesmanship (SEC)					Paper 6(a)	182
Sem VI- Collective Bargaining and Negotiation Skills (SEC)					Paper 6(b)	184

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Paper 1: SEMESTER -I
Fundamentals of Business Organisation

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to facilitate awareness about nature of business activity, ownership types and dynamic environment in which the business operates.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the relationship between business and the environment.

CO2: analyze the environmental factors affecting business with special reference to SWOT analysis.

CO3: learn about various forms of business organisations.

CO4: explore the principles of business management.

CO5: appreciate the functions of management.

Course Contents

Unit I: Introduction

Concept of business, industry & commerce and their interrelationship in today's environment; MSME- definitions; Profile of activities; Role of MSMEs in Indian economy (national and state-level)

Unit II: The Environment of Business

Elements of environment- natural, legal & political, technological, economic, socio-cultural and international; Business- environment interface; SWOT analysis, strategy formulation

Unit III: Forms of Business Organisations

Sole proprietorship, partnership, limited liability partnership, private limited company, public limited company, cooperatives & self-help groups, HUF and family business; Criteria for the choice of a suitable form of business organisation; Relative suitability of the various forms for MSMEs

Unit IV: Principles of Business Management

Evolution of management; Principles of management - concept, nature and significance; Fayol's principles of management; Taylor's scientific management- principles and techniques; Role of management in our lives; Functional areas of management – an overview

Unit V: Functions of Management

Management functions- planning, organizing, staffing, directing and controlling; Coordination - concept, characteristics and importance; Relationship between planning, organizing, directing and controlling.

References

- Basu, C. (2017). *Business Organisation and Management*. McGraw Hill Education.
- Burton G. and Thakur, M. *Management Today: Principles and Practice*. New Delhi. Tata McGraw Hill,.
- Gupta C. B. *Modern Business Organisation*. New Delhi. Mayur Paperbacks.
- Kaul, V. K. (2012). *Business Organisation Management*. Pearson Education .
- Koontz, H., & Weihrich, H. (2012). *Essentials of Management: An International and Leadership Perspective*. Paperback.
- Singh, B. P., & Singh, A. K. *Essentials of Management*. New Delhi. Excel Books Pvt. Ltd.

Additional Resources

- Buskirk, R.H., et al. *Concepts of Business: An Introduction to Business System*. New York. Dryden Press.
- Griffin. *Management Principles and Application*. Cengage Learning.
- Griffin, R. W., Phillips, J. M., & Gully, S. M. (2009). *Organisational Behavior: Managing People and Organisations*. Biztantra publishers.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Business-Environment Interface, MSMEs, SWOT Analysis, Socio-Cultural Environment, Self-Help Groups, Planning, Controlling

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Paper 2: SEMESTER –II
Fundamentals of Entrepreneurship

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The basic objective of this paper is to promote entrepreneurial awareness among the learners so as to understand its need and relevance in Indian society as well as to make students aware of the existing environmental support system for the promotion of entrepreneurship in the country.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand entrepreneurship and its process.

CO2: gain knowledge on the existing socio-economic support system for promotion of entrepreneurship.

CO3: link the individual's capability and strength as a guiding force towards entrepreneurial orientation and their commitment to act as an agent of social change through entrepreneurial participation.

CO4: motivate himself towards entrepreneurial desire leading to selection of entrepreneurship as a career.

CO5: understand entrepreneurial process for initiating new venture creation.

Unit I: Entrepreneur and Enterprise

Meaning and types of entrepreneurs, characteristics of entrepreneurs, entrepreneur vs. manager; Role and functions of entrepreneurs in relation to the enterprise and in relation to the economy.

Unit II: Entrepreneurial Person

Entrepreneurial personality; Entrepreneurial competencies; EDI's prescribed competencies; Social groups and their entrepreneurial actions; Entrepreneurial motivation; Motivation theories and entrepreneurial behavior- need for achievement.

Unit III: Entrepreneurship and its Process

Entrepreneurial process and its dynamics in the environment; Opportunity identification process; Business plan and feasibility analysis of business ideas; Contents of a business plan/project.

Unit IV: Entrepreneurial Environment

Entrepreneurial support system- social, economic and financial support system; Contemporary role models; Family business in India and their contribution to entrepreneurship; Role of educational institutions in the promotion of entrepreneurship.

Unit V: Entrepreneurial Performance and Rewards

Measures of entrepreneurial performance; Financial and psychological rewards; Entrepreneurial risks; Risk-rewards compatibility; Entrepreneurial rewards in the context of socio-economic environment of India.

References

- Holt, D. H. *Entrepreneurship: New Venture Creation*. New Delhi: Prentice Hall of India.
- Panda, S. C. *Entrepreneurship Development*. New Delhi: Anmol Publications.
- Taneja, S., & Gupta, S. L. *Entrepreneurship Development-New Venture creation*. New Delhi: Galgotia Publishing House.

Additional Resources

Journals & Periodicals:

- Journal of Entrepreneurship
- SEDME
- Laghu Udyog Samachar

Teaching Learning Process

Class room method of teaching learning method shall be followed. Practical knowledge on project preparation and business plan could be taught through class assignment.

Assessment Methods

Continuous evaluation in the form of assignment and project preparation shall be put in place followed by class participation, presentations, and end-semester examination.

Keywords

Entrepreneur Vs. Manager, Entrepreneurial Motivation, Psychological Rewards, Risk-Reward Compatibility, Need for Achievement, Feasibility Analysis.

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Paper 3: SEMESTER -III
Feasibility Study and Business Plan

Duration: 3hrs.

Marks: 100

Credits: 6

Course Objective

The aim of this course is to acquaint the students with techniques of environmental screening and how to conduct feasibility studies for any business plan.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand how a business idea is generated by analyzing all the interplaying factors.

CO2: gain know-how of conducting a feasibility study.

CO3: explore entrepreneurial opportunities in contemporary business environment.

CO4: learn the concept and implementation of a business plan.

CO5: learn the significance of Business Planning

Course Contents

Unit I: Environmental Screening and Idea Generation

Analysis of economic, socio-cultural, technological, and political-legal environment; Sources of business ideas; Role of personal observation, creativity and business research; Collection of data- primary and secondary; Situational Analysis.

Unit II: Scanning Entrepreneurial Opportunities

Entrepreneurial opportunities in contemporary business environment, opportunities in network-marketing, social media, franchising, business process outsourcing; Small business as seedbed of entrepreneurship; Pre-feasibility study.

Unit III: Feasibility Study

Preliminary screening of business ideas; Aspects of the technical and economic feasibility- commercial, financial and administrative feasibility; Preparation of feasibility report; Technical feasibility, estimation of costs, demand analysis and commercial viability, risk analysis, collaboration arrangements; Financial planning; Estimation of fund requirements, sources of funds; Loan syndication for the projects; Tax considerations in project preparation and legal aspects.

Unit IV: Project Planning and Management

Project- definition and types; Project manager; Project charter; Project context- political, economic, social, technical, legal, environment, sustainability; Project sponsor; Project management plan- methods and procedures; Project success criteria- key performance indicators.

Unit V: Business Plan

Business plan- meaning and significance; Elements (major headings and brief discussion) and presentation; Implementation- prototype development and test marketing

References

- Abrams, R., & Doer, J. (2010). *Successful Business Plan: Secrets & Strategies (5th Edition ed.)*. Planning Shop.
- *Feasibility Study Preparation and Analysis (2007)*. PCH Publications.

Additional Resources

- Karis, Christie. "*Feasibility study: Startup and Sustainability (2017)*". CreateSpace Independent Publishing platform

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination.

Keywords

Creativity, Situational analysis, Feasibility report, Technical feasibility, Financial planning

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS

Paper 4: SEMESTER -IV

Managerial Aspects of Small Business: Operations, Office, Accounting and Functional

Duration: 3 hrs.

Marks: 100

Credits : 6

Course Objective

The objective of the course is to impart comprehensive learning by enhancing knowledge of students in managerial operations, office, accounting, and functional areas.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: explore the managerial roles and operations in small businesses.

CO2: understand theoretical and practical aspect of funds flow statement, cash flow statement and integrated ratio analysis.

CO3: gain basic awareness of manual and computerized office systems and procedures.

CO4: understand the applicability of management of cash, receivables and inventory in real life.

CO5: understand the concept and application of product life cycle and learn about entrepreneurial self-renewal and succession planning and its utility in business operations.

Course Contents

Unit I: Managerial Roles and Functions

Managerial roles and functions in a small business; Entrepreneur as the manager of his business; Need for and extent of professionalization of management of small business in India.

Unit II: Operations Management

Operations management- designing and redesigning business processes, layout, production planning & control, implementing quality management and productivity improvement programmes; Input-analysis, throughput analysis and output analysis; types of inventory methods; Need for and means of environment (eco) friendly operations and energy management.

Unit III: Office Management

Organisation of business office; Manual and computerized office systems and procedures; Introductory word processing, spreadsheet preparation and data sorting and analysis, internet browsing.

Unit IV: Accounting Aspect of Small Business

Principles of double-entry book-keeping- journal entries, cash book, pass book and bank reconciliation statement, ledger accounts, trial balance and preparation of final accounts- Trading and Profit & Loss Account; Balance-sheet; Financial management in a small business (theoretical perspective only); Fixed assets and their financing; debt-equity ratio, analysis & management of risk-return in business; Funds flow statement, cash flow statement and integrated ratio analysis; Management of cash, receivables and inventory; Cost planning and control; Awareness of leasing, factoring and credit rating services.

Unit V: Marketing and Human Resource Aspects of Small Business

Concept and application of product life cycle (PLC), advertising & publicity, sales & distribution management; Issues in small business marketing; Idea of consortium marketing, competitive bidding/tender marketing, negotiation with principal customers; Basics of consumer behavior; Management of human resources in small business; Entrepreneur as source of human capital; Issues in attracting and retaining talent in the prevalent human resource environment; Entrepreneurial self-renewal and succession planning.

Note: Case studies may be used in teaching various units.

References

- Duggal, B. *Office Management and Commercial Correspondence* (Latest ed.). New Delhi: Kitab Mahal.
- Jain, S.P. and Narang, K. L. *Advanced Accounting*. New Delhi: Kalyani Publishers.
- Monga, J.R. *Basic Financial Accounting*. New Delhi: Mayur Paperbacks, c/o K.L. Malik and Sons Pvt. Ltd, 23 – Darya Ganj.
- Panda, S. C. *Entrepreneurship Development* (Latest ed.). New Delhi: Anmol Publications.
- Sehgal, A. and Sehgal, D. *Fundamentals of Financial Accounting*. New Delhi: Taxmann.
- Taneja, S. and Gupta, S.L., *Entrepreneurship Development-New Venture Creation* (Latest ed.). New Delhi: Galgotia Publishing House.

Additional Resources

- Narayana, S. R. *Financial Accounting*. New Delhi: PHI Pvt.
- Tulsian, P.C. *Financial Accounting*. New Delhi: Tata McGraw Hill.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Operations management, Financial management, Product life cycle, computerized office systems and procedures, Balance sheet, Entrepreneurial self-renewal

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Discipline Specific Elective Paper 5(a): SEMESTER -V
Management of Small Business Enterprises

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to acquaint the students with the basic knowledge of managing a small enterprise.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand entrepreneurial style of management
- CO2: analyze the significance of having appropriate capital structure mix in the organisation
- CO3: construct an influential marketing plan
- CO4: realize the significance of having right mix of employees in the organisation
- CO5: understand the process of planning for management succession.

Course Contents

Unit I: Managerial Issues concerning Small Enterprises

Entrepreneurial style of management; Sole proprietorship and partnership, limited liability, partnership; Registration process; Government tax pattern (brief overview); Strategic management & entrepreneur- enterprise age and managerial strategies; Building competitive advantage.

Unit II: Managing the Capital Structure

Funding-own savings, family/friends & relatives; Banks/lending institutions; Banking habits-crossing of cheques, utility of overdraft facility etc.; Equity vs. Debt- financing-venture capital, angel funds; Capital mix-short term and long term capital sources; Factors determining efficient capital structure.

Unit III: Building a Powerful Marketing Plan

Building a guerrilla marketing plan, pin pointing the target market, plotting a guerrilla marketing strategy; Building a competitive edge; E-Commerce and entrepreneur.

Unit IV: Leading the Growing Enterprise

Leadership in the new economy, hiring the right employees; Building right organisational culture and structure; Challenge of motivating workers.

Unit V: Planning for Management Succession.

Planning the management/leadership succession in the enterprise (Case studies of management style of efficient institutions).

Note: Case studies may be used in teaching various units.

References

- Berger, B., *The Culture of Entrepreneurship*, Tata-McGraw Hill Publishing Company Ltd., New Delhi, 1992.
- Chhabra, T.N., *Entrepreneurship Development*, Sun India Publications, New Delhi, 2012.
- Prasad, L.M., *Business Policy: Strategic Management*, Sultan Chand & Sons, New Delhi, 2004.

Additional Resources

- Kaplan, Jack M. and Warren, A.C., *Patterns of Entrepreneurship*, 5th Ed., John Wiley & Sons, Inc., 2016.
- Zimmerer, Thomas W. and Scarborough, N.M. *Essentials of Entrepreneurship and Small Business Management*, 5th Ed., Prentice Hall India, New Delhi., 2007.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Limited liability partnership; Strategic management; Venture capital, Angel funds; Capital mix

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Discipline Specific Elective Paper 5(b): SEMESTER –V
Evolution of Policy & Institutional Framework

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to make the learners aware of the evolution of the policies and institutional framework for the promotion of entrepreneurship in the country.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: gain knowledge on the evolution of government policy towards small enterprise sector
- CO2: understand various policies with reference to small enterprises
- CO3: understand available institutional support system for promotion of small scale sector
- CO4: understand the Policy framework for entrepreneurship and small business
- CO5: review the Non-Governmental Initiative in Entrepreneurial Promotion

Course Contents

Unit I: Evolution of Small-Scale Sector Policy

Genesis and the evolution of the Government of India's Small-scale sector policy; Gandhian philosophy towards small enterprises and the recommendations of the Ford Foundation team.

Unit II: Legal Framework of Entrepreneurship and Small Business

Industrial Policy Resolutions 1956, 1977; New Economic Policy 1991; Reports of various committees on Industrial and business activities particularly relating to the development of entrepreneurship and small business; Report on entrepreneurship by Knowledge Commission.

Unit III: Institutional Support for Entrepreneurship and Small Business

National-level financial and non-financial institutions for entrepreneurship and small business development and their roles, functions and schemes- Small Industries Development Bank of India (SIDBI), National Small Industries Corporation (NSIC), National Institute of Small Industries and Entrepreneurship Development (NIESBUD), Entrepreneurship Development Institute of India (EDII), NI-MSME, Export Promotion Council (emphasis on their objectives, activities and schemes).

Unit IV:Policy Framework for Entrepreneurship and Small Business

State level policies and institutions situated in NCR, Delhi-their roles, functions and promotional measures; Schemes under Directorate of Industries, Institutes of Entrepreneurship Development (IEDs), State Finance Corporations (SFCs), State Industrial Development Corporation (SIDC), Small Industries Service Institutes (SISI), Technical Consultancy Organisations, DICs.

Unit V:Non-Governmental Initiative in Entrepreneurial Promotion

Role of FICCI and other nodal trade associations on entrepreneurship initiatives in private sector; Private-public collaboration on entrepreneurship; Role of industries/entrepreneurs' associations and self-help groups.

References

- Nanda, K.C. *Credit and Banking: What Every Small Entrepreneur (and Banker) Must Know*. New Delhi: Response Books.
- Verma, J.C. and Singh, G. *Small Business and Industry- A Handbook for Entrepreneurs*. New Delhi: Sage.

Additional Resources

- Awasthi, D. N. and Sebastin, J.(1996). *Evaluation of Entrepreneurship Development Programmes*. New Delhi: Sage Publications Private Limited.
- Juneja, J.S. (2002). *Small and Medium Enterprises*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Journals, periodicals and Report:
 - a. LaghuUdyogSamachar (Hindi and English)
 - b. SEDME

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Gandhian philosophy, NIESBUD, NSIC, SIDBI, FICCI, Self-help groups

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Social Entrepreneurship

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to acquaint the students with desirability, processes and feasibility of social entrepreneurship in the social framework of India and to enable them to find social entrepreneurship as an alternative occupational choice.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: have enhanced knowledge horizon in the sphere of social issues having propensity for business opportunities.
- CO2: identify new non-traditional business format that helps in attainment of sustainable business development.
- CO3: understand the efforts of both governmental and non-governmental organisation towards promotion of social entrepreneurs.
- CO4: understand cases of social entrepreneurship so as to have an insight in to the societal roles in the promotion of social entrepreneurship.
- CO5: review the success and failure stories on entrepreneurship.

Course Contents

Unit I: The Entrepreneurial Society

The symbiotic relationship between entrepreneurship and economic development; Social entrepreneurship in global context vis-à-vis India; Growth of social entrepreneurship- impetus for entrepreneurship-push and pull factors.

Unit II: Fundamentals of Social Entrepreneurship

Meaning, forms and need for social entrepreneurship in contemporary societies; Corporate Social Responsibility (CSR) and social entrepreneurship-linkages; Cases of corporate promotion of social entrepreneurship in India; Governmental and non-governmental efforts in the promotion of social entrepreneurship; Future prospects of social entrepreneurship.

Unit III: Developing a Framework for Opportunity Identification in Social Sector

Factors that create opportunity; Hobbies, work experience, internet, service sector; Market gap analysis of emerging social arena; Opportunity identification process- project feasibility study of social enterprises, sequence of analysis of project feasibility.

Unit IV: Social Dimension to Entrepreneurship

Role of mentors, role models, tolerance for failure; Family support for initiating formation of social sector enterprises; Start ups in the social concept; Role of government in contributing to growth of 1st generation social entrepreneurs.

Unit V: Indian Experiences

Success stories on social entrepreneurship- case studies of Indian social entrepreneurs; Entrepreneurial failures and coping with it; Case studies of entrepreneurial failures in social sector; Cultural support for failures (some cases of entrepreneurial success and failures and lesson learnt- with recent examples, recent start ups in social sector).

References

- Bansal, Rashmi. *I Have A Dream-The inspiring Stories of 20 social entrepreneurs who found new ways to solve old problems*. Westland Books
- Berger, B. (1992). *The Culture of Entrepreneurship*. New Delhi: Tata-McGraw Hill Publishing Company Ltd.
- Bornstein, D. *How to Change the World: Social Entrepreneur and the power of New Ideas*.
- Mohammad Yunus, M. (2011). *Building Social Business: The New Kind of Capitalism that Serves Humanity's most pressing Needs*. BBS, Public Affairs, New York.

Additional Resources

- Kaplan, J. M. (2003). *Patterns of Entrepreneurship*. John Wiley & Sons Inc.
- Zimmerer, T. W. & Scarborough, N. M. *Essentials of Entrepreneurship and Small Business Management* (4th ed). New Delhi: Prentice Hall India.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning. Case studies on contemporary social entrepreneurs shall form core approach in the knowledge dissemination process.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Corporate social responsibility, Market gap, Role models, Tolerance for failure, First generation social entrepreneurs, Cultural support system.

B.A Programme-Commerce
ENTREPRENEURSHIP AND SMALL BUSINESS
Discipline Specific Elective Paper 6(b): SEMESTER -VI
Contemporary Policy & Institutional Framework

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this paper is to acquaint students with various contemporary policies and institutional framework that support entrepreneurial promotion.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: know about legal framework governing MSMEs.
- CO2: gain knowledge about government support system for entrepreneurial options.
- CO3: be well-versed with the changing face of MSME in the light of liberalized economic policy.
- CO4: understand the working of promotional programmes for SMEs.
- CO5: gain knowledge of marketing and financial support system.

Course Contents

Unit I: Introduction

Micro, Small and Medium Enterprises Development Act (MSMEDA), 2006; Definitions of MSME, institutional support for SMEs; Provisions pertaining to the promotion and development of MSME.

Unit II: Policy Perspective Changes

Changing context of the MSMEs in the era of liberalization, privatization and globalization; Changing perception on competitiveness and quality issues; Changing face of marketing strategy of products of MSMEs; government schemes for SMEs in India.

Unit III: Legal Framework and SMEs

Provisions of various laws applicable to SMEs, (objectives, definition and salient provisions of industrial, commercial and labor laws applied to SMEs), need for a comprehensive legal framework for SME sector.

Unit IV: Support System and SMEs

Promotional programmes for SMEs, evaluation of institutional support system for SMEs operating in the country; Support for entrepreneurship through skill development programmes of government.

Unit V: Marketing and Financial Support System

Institutions for promoting entrepreneurial training and development- objectives, schemes of incentives- financial and non-financial incentives; Training needs of existing entrepreneurs (particularly First generation entrepreneurs); Support for enhancing marketing, production, and export performance.

References

- Nanda, K.C. *Credit and Banking: What Every Small Entrepreneur (and Banker) Must Know*. New Delhi: Response Books.
- Verma, J.C. and Singh, G. *Small Business and Industry- A Handbook for Entrepreneurs*. New Delhi: Sage.

Additional Resources

- Peters, B. Guy, Zittoun, Philippe (Eds.). *Contemporary Approaches to Public Policy- Theories, Controversies and Perspectives*. Palgrave Macmillan.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions (in order to provide a link to the understanding of the efficacy of the policy framework and institutional support system existing for this sector) and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

MSME, Skill development programmes, Institutional support for SMEs, Financial and non-financial incentive schemes

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Paper 1: SEMESTER -I
Income Tax Law I

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide basic knowledge of Income Tax law and enable computation of taxable income under different heads of income.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basic concepts under the income tax law.

CO2: determine the residential status and tax incidence of different assessees.

CO3: compute income under the head 'Salaries'.

CO4: compute income under the head 'House property'.

CO5: compute income under the head 'Profits and gains of business and profession'.

Course Contents

Unit I

Basic concepts; Assessee, income, period of assessment (Previous year, Assessment year), Structure to compute tax liability

Unit II

Residential status and tax incidence

Unit III

Computation of income under the head 'Salaries'

Unit IV

Computation of income under the head 'Income from House property'

Unit V

Computation of income under the head 'Profits and gains of business and profession'

References

- Singhania, Vinod K. and Monica Singhania. *Students' Guide to Income Tax, University Edition*. Taxmann Publications Pvt. Ltd., New Delhi.
- Ahuja, Girish and Ravi Gupta. *Systematic Approach to Income Tax*. Bharat Law House, Delhi.

Additional Resources

Journals

- *Income Tax Reports*. Company Law Institute of India Pvt. Ltd., Chennai.
- *Corporate Professionals Today*. Taxmann. New Delhi.
- *Current Tax Reporter*. Jodhpur.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course include end semester examination; Class participation; Assignments; Class tests

Keywords

Assessee, Tax liability, Residential status, Tax incidence, Income, Computation, Salaries, House properties,

**B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Paper 2: SEMESTER -II
Income Tax Law II**

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

The objective of the course is to provide an understanding of income tax law and enable computation of taxable income and tax liability

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: calculate income under all five heads.

CO2: understand clubbing provisions and aggregate income after set-off and carry forward of losses.

CO3: understand the deductions allowed and not allowed under Income Tax Act.

CO4: know about rebates and reliefs.

CO5: compute taxable income and tax liability of individuals and firms.

Course Contents

Unit I

Revision of first three heads of income Capital gains; Income from other sources (pertaining to individuals and firms)

Unit II

Clubbing of income, aggregation of income and set off and carry forward of losses (pertaining to individuals and firms)

Unit III

Deduction from Gross total income under Chapter VI A

Unit IV

Rebate of income tax under Section 88E, Relief under Section 89, 90 and 91 (pertaining to individuals and firms)

Unit V

Assessment of individuals and firms

References

- Ahuja, Girish and Ravi Gupta. *Systematic Approach to Income Tax*. Bharat Law House, Delhi.
- Singhanian, Vinod K. and Monica Singhanian. *Students' Guide to Income Tax, University Edition*. Taxmann Publications Pvt. Ltd., New Delhi.

Additional Resources

- *Current Tax Reporter*. *Current Tax Reporter*, Jodhpur.
- *Income Tax Reports*. *Company Law Institute of India Pvt. Ltd., Chennai*.
- *Corporate Professionals Today*. Taxmann. New Delhi.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course include end semester examination; Class participation; Assignments; Class tests

Keywords

Assessment year, Previous year Assessee, Person Finance act, Income, Income tax, Agricultural income, Resident, Non-resident, Standard deduction

**B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Paper 3: SEMESTER -III
Goods and Service Tax (GST)-I**

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide students with a basic knowledge of principles and provisions of GST

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept of value added tax and connect with the genesis of goods and services tax

CO2: know the meaning of supply under GST law and various concepts related to supply

CO3: understand the meaning and utilization of input tax credit

Unit 1: Introduction

The constitutional framework of Indirect Taxes before GST (Taxation Powers of Union & State Government), Concept of VAT: Meaning, Variants & Methods, Major Defects in the structure of Indirect Taxes prior to GST, Rationale for GST, Structure of GST (SGST, CGST, UTGST & IGST), GST Council, GST Network, State Compensation Mechanism, Registration.

Unit 2: Levy & Collection of GST

Taxable event:- “Supply” of Goods & Services, Place of Supply: Within state, Interstate, Import & Export, Time of supply, Valuation for GST- Valuation rules, taxability of reimbursement of expenses., Exemption from GST: Small supplies & Composition Scheme, Classification of Goods & Services: Composite & Mixed Supplies.

Unit 3: Input Tax Credit

Basic concept, simple illustrations on calculation of GST and Input Tax Credit, Order of Adjustment of Input tax credit against output: CGST, SGST, IGST.

References

- Ahuja, Girish, Gupta Ravi, *GST & Customs Law*.
- Bansal, K. M., *GST & Customs Law*, Taxmann Publication.
- Gupta, S.S., *GST- How to meet your obligations (April 2017)*, Taxmann Publications

- Gupta, S.S., *Vastu and Sevakar*, Taxmann Publications, 2017
- Singhania V. K , *GST & Customs Lax*, Taxmann Publication.
- SisodiaPushpendra, *GST Law*, Bharat Law House.

Additional Resources

- *The Central Goods and Services Tax, 2017*
- *The Constitution (One hundred and First Amendment) Act, 2016*
- *The Goods and Services Tax (Compensation to States), 2017*
- *The Integrated Goods and Services Tax, 2017*
- *The Union Territory Goods and Services Tax, 2017*
- *Vastu and Sevakar Vidhan, by Government of India*

Note: Latest edition of the books should be used.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course includes end semester examination; Class participation; Assignments; Class tests

Keywords

Inter-state supply, IGST, SGST, UTGST, CGST ,Supply Composition scheme ,Input tax credit

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Paper 4: SEMESTER -IV
Goods and Service Tax (GST)-II

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide students with a basic knowledge of principles and provisions of GST

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand eligible and ineligible input tax credit and concepts related to input tax credit.

CO2: know the procedures related to filling of GST returns

CO3: understand other special provisions related to GST such as anti-profiteering, dual control, penalties and appeals.

Course Contents

Unit I: Input Tax credit

Eligible & Ineligible Input Tax Credit , Apportionments of Credit & Blocked Credits, Tax Credit in respect of Capital Goods, Recovery of Excess Tax Credit, Availability of Tax Credit in special circumstances, Transfer of Input Credit (Input Service Distribution), Payment of Taxes, Refund, Doctrine of unjust enrichment , TDS, TCS. Reverse Charge Mechanism, Job work

Unit II: Procedures

Tax Invoice, Credit & Debit Notes, Returns, Audit in GST, Assessment: Self Assessment, Summary & Scrutiny

Unit III: Special Provisions

Taxability of E-Commerce, Anti-Profiteering, Avoidance of dual control, E-way bills, Zero rated supply, Offences & Penalties, Appeals

References

- Ahuja Girish, Gupta Ravi, *GST & Customs Law*.
- Bansal, K. M., *GST & Customs Law*, Taxmann Publication.
- Gupta, S.S. , *GST- How to meet your obligations (April 2017)*, Taxmann Publications

- Gupta, S.S., *Vastu and Sevakar*, Taxmann Publications, 2017
- Singhania V. K , *GST & Customs Lax*, Taxmann Publication.
- SisodiaPushpendra, *GST Law*, Bharat Law House.

Additional Resources

- *The Central Goods and Services Tax, 2017*
- *The Constitution (One hundred and First Amendment) Act, 2016*
- *The Goods and Services Tax (Compensation to States), 2017*
- *The Integrated Goods and Services Tax, 2017*
- *The Union Territory Goods and Services Tax, 2017*
- *Vastu and Sevakar Vidhan, by Government of India*

Note: Latest edition of the books should be used.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course includes end semester examination; Class participation; Assignments; Class tests

Keywords

Input tax credit, TDS, TCS, Job-work, E-way bill, Anti-profiteering, Dual control, Offences, Penalties

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Discipline Specific Elective Paper 5(a): SEMESTER -V
Personal Tax Planning

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide basic knowledge of Income tax laws in easily comprehensible manner with a view to equip them to use the legitimate tool of tax planning in their economic life.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept of tax Planning and use the residential status to plan the scope of income.

CO2: apply critical thinking and problem-solving skills related to minimization of tax liability.

CO3: develop efficient pay packages and understand tax planning strategies in relation to house property

CO4: devise tax planning strategies for business and profession and understand the presumptive scheme of taxation

CO5: understand and undertake tax planning for capital gains tax

Course Contents

Unit I

Tax Evasion; Tax Avoidance and its limitations; Tax Planning-Concepts and Objectives; Tax Management – Nature, Basic Concepts: Residential Status and Scope of Income, Special Provisions for Non-resident Indians [COI,PIO],Form of Ownership of Business- Tax characteristics of Sole proprietor, HUF, Partnership firm.

Unit II

Tax Planning with Special Reference to Individuals, HUFs; TDS Obligations-under section 192,194IA,194IB; Advance Payment of Tax; Return of Income; Self Assessment; Interest Payable under section 234A, 234B, 234C; Fee for late filing of return.

Unit III

Tax Planning for Salary Income: Relative tax Efficiency of Allowances, Perquisites, Retirement Benefits. Tax Planning for House Property Income: Deductions available under section 24(a),

24(b); Set off and carry forward of HP losses. Deduction under section 80 C, 80EE with reference to House Property Income.

Unit IV

Tax Planning for small size Business Professions: Simplified Scheme of Computing Business Income under section 44AD, 44ADA, 44AE. Tax Planning for Gifts, Interest Income on Deposits, Dividend Income on Shares and Units of Mutual funds under the Head other sources.

Unit V

Tax Planning for Capital gains: Short term versus long term Capital gains on Immovable Property, Shares, Bonds/Debtentures, Units of Mutual funds, Gold Deposits, Gold Bonds; Exemption under section 54, 54B, 54EC, 54F; Carry Forward and set off of Capital losses. Deductions from Gross Total Income: 80C, 80CCD(1), 80CCD(1B), 80CCD(2), 80D, 80E, 80G Specific Anti Avoidance Rules: 94(7), 94(8).

References

- Ahuja, G. and Gupta, R., *Corporate Tax Planning and Management*. Bharat Law House, Delhi, 2017.
- Jain, R.K., *Aayakar Vidhanavam Lekhankan*, Rajeev Bansal Publications, 2017.
- Mehrotra, H.C. and Goyal, S.P., *Direct Tax including Tax Planning & Management*. Sahitya Bhawan, Agra, 2017.
- Singhania, Vinod K. and Singhania, K., *Direct Taxes Law & Practice -With special reference to Tax Planning*. Taxmann Publications Pvt. Ltd., New Delhi, 2017.

Additional Resources

- Mehrotra, H.C. and Goyal, S.P., *Aayakar Vidhanavam Lekhankan (Income Tax Law and Accounts)*, Sahitya Bhawan, Agra, 2016.

Note: Latest edition of book may be used

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course include end semester examination; Class participation; Assignments; Class tests

Keywords

Tax Planning, Residential status, Double Taxation relief, Agricultural Income, Perquisites Allowances, Presumptive taxation, Indexation, Tax Audit

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Discipline Specific Elective Paper 5(b): SEMESTER -V
Income Tax Procedures & Practice

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide basic knowledge of income tax procedures and practice

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: know about procedures relate to assessment.

CO2: understand the provisions for deduction of tax at source and compute the tax interest and fee payable to / by government.

CO3: understand the procedure of advance tax payment for all types of assesses.

CO4: understand procedures related to refunds and appeals.

CO5: compute the penalties payable for offending income tax law and related procedure.

Course Contents

Unit I

Assessment procedures: Assessment under Section 143(1), regular assessment under Section 143(3), best judgement assessment, income escaping assessment time limit for notice, time limit for completion of assessment and reassessment

Unit II

Tax deduction at source: Obligations of payers of income, TDS rates, rights of recipients to get payment without TDS or with lower TDS, certificates and returns pertaining to TDS (including e-TDS returns)

Unit III

Advance tax payment for all types of assesses

Unit IV

Interest and refund; Appeals (including reduction/ waiver of penalties), rectification, revisions (including documentation)

Unit V

Penalties and prosecutions: procedure for imposing penalties, waiver of penalty, nature of default and penalties imposable; search and seizures; Advance ruling and Settlement Commission

References

- Ahuja, Girish., and Gupta. Ravi. *Systematic Approach to Income Tax*. Bharat Law House. Delhi.
- Singhania. Vinod K. and Singhania. Monica. *Corporate Tax planning*. Taxmann Publications Pvt. Ltd., New Delhi.
- Ahuja. Girish. and Gupta. Ravi. *Corporate Tax Planning and Management*. Bharat Law House, Delhi.
- Bajpai. Shanker, Om. *Search. Seizure and Survey*. Taxmann Publications Pvt. Ltd., New Delhi.

Additional Resources

- Current Tax Reporter. Current Tax Reporter. Jodhpur
- Income Tax Reports. Company Law Institute of India Pvt. Ltd., Chennai.
- Corporate Professionals Today. Taxmann. New Delhi.

Note: Latest edition of text books may be used.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course include end semester examination; Class participation; Assignments; Class tests

Keywords

Assessment procedures, Tax deduction, Advance tax, Interest, Refund, Penalties, Prosecutions, Advance ruling

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Corporate Tax Planning

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To provide basic knowledge of Corporate Tax in India and its effectiveness in tax planning.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the procedure of assessment of corporate assesseees.

CO2: devise the strategy for tax planning in respect of a new business.

CO3: comprehend the income tax provisions relevant for financial management decisions.

CO4: understand tax planning with reference to non-residents and the concept of double taxation relief

CO5: devise tax neutral strategies for Business re-organisation

Course Contents

Unit I

Corporate Tax in India , Types of Companies, Residential status of Companies and Tax, incidence, Tax liability and minimum alternate tax, Carry forward and set off of losses in case of certain Companies , Deductions available to Corporate assesseees, Tax on Distributed Profits of Company, Mutual Fund

Unit II

Tax Planning with reference to Setting up a new Business, Location of Business, Nature of Business, Form of ownership: Firm/LLP vs Company; Tax Planning with reference to capital structures, Dividend decisions and Bonus Shares.

Unit III

Tax Planning with reference to specific management decisions: Make or Buy, own or lease, repair or replace; Tax Planning with reference to receipt of Insurance Compensation; Tax Planning with reference to distribution of Assets in case of liquidation of a company

Unit IV

Tax Planning with reference to Non-Residents, Double Taxation Relief

Unit V

Tax with reference to Business Restructuring, Amalgamation, Demerger, Slump Sale, Conversion of Sole Proprietary Concern/Firm/LLP into company

References

- Ahuja, G. and Gupta, R., *Corporate Tax Planning and Management*. Bharat Law House, Delhi, 2017.
- Ghosh, T.P., *Indian Accounting Standards and IFRSs*. Taxmann Publications Pvt. Ltd. New Delhi, 2011.
- Jain, R.K., *Aayakar Vidhanavam Lekhankan*, Rajeev Bansal Publications, 2017.
- Mehrotra, H.C. and Goyal, S.P., *Direct Tax including Tax Planning & Management*. Sahitya Bhawan, Agra, 2017.
- Mittal, D.P., *Law of Transfer Pricing*. Taxmann Publications Pvt. Ltd., New Delhi, 2014.
- Singhania, Vinod K. and Singhania, K., *Direct Taxes Law & Practice -With special reference to Tax Planning*. Taxmann Publications Pvt. Ltd., New Delhi, 2017.

Additional Resources

- IAS – 12 and AS – 22.
- Mehrotra, H.C. and Goyal, S.P., *Aayakar Vidhanavam Lekhankan (Income Tax Law and Accounts)*, Sahitya Bhawan, Agra, 2016.

Note: Latest edition of the book may be used.

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course includes end semester examination; Class participation; Assignments; Class tests

Keywords

Tax avoidance, Tax evasion, Tax management, Minimum alternative tax, Dividend distribution, Tax Amalgamation, Demerger, Marginal Relief, Deduction C

B.A Programme-Commerce
TAX PROCEDURES & PRACTICES
Discipline Specific Elective Paper 6(b): SEMESTER -VI
Indirect Taxes- Customs Act & Procedures

Duration: 3 Hrs.

Marks: 100

Credits: 6

Course Objective

To enable an understanding of various provisions, documents and procedures under Customs law

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: know the basic concepts of customs act.

CO2: compute the assessable value for charging customs duty.

CO3: understand the meaning and procedures of import and export.

CO4: know the documentation related to customs duties.

CO5: understand export promotion schemes and importance of special economic zones

Course Contents

Unit I

Important terms and definitions under the Customs Act

Unit II

Types of duties; procedure to compute effective rate of duty

Unit III

Types of import - import of cargo, personal baggage and stores, courier and post

Unit IV

Clearance procedure including filing of relevant documents; Steps and documents to be prepared; Penalties and prosecution

Unit V

Export promotion schemes; Duty drawback; EOU; Special Economic Zones

References

- Ahuja, Girish and Ravi Gupta. *GST and Customs law*. Flair Publications
- Singhanian, Vinod K. *GST and Customs law*. Taxmann Publications Pvt. Ltd., New Delhi

Additional Resources

- Datey, V S , *Customs law*. Taxmann Publications Pvt. Ltd., New Delhi
- Rafi Mohammad , *Indirect Taxes* , Bharat Law house

Teaching Learning Process

The teaching learning process includes classroom lectures, Case studies, Presentations

Assessment Methods

The assessment methods of the course include end semester examination; Class participation; Assignments; Class tests

Keywords

Customs duty, Import, Export, Cargo, Baggage, Export, promotion, scheme, Duty, drawback, Special Economic Zones

**B.A Programme-Commerce
INSURANCE
Paper 1: SEMESTER –I
Introduction to Insurance**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To impart introductory knowledge of Insurance to the students

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept of risk, relevance of probability & the insurance market

CO2: understand the principles of insurance

CO3: understand the nature of insurance

CO4: learn the documentation of insurance policies

CO5: learn the concept of reinsurance

Course Contents

Unit 1: Introduction to Insurance

Risk, Types of Risk, Management of Risk, Insurable and non-insurable risk. Relevance of Probability. Theory and Law of Large numbers. (No practical problems). History and Development of Insurance, Role of Insurance in Economic Development, The Insurance market, Legal Environment, the Intermediaries & the Customer

UNIT II: Principles of Insurance

Utmost good faith, Insurable Interest, Indemnity, Contribution & Subrogation, Proximate Cause

Unit III: Nature of Insurance

A contract. Express & Implied Conditions, Conditions Subsequent & precedent to Liability, Non-payment of premium, Classification of Insurance Business, the different types of Life and General Insurance Policies.

Unit IV: Documentation

Proposal Forms, the Insurance Policy, Cover Note, Certificates, Renewal Notices, Endorsement and specifications.

Unit V: Reinsurance

Concept and Terminologies, Methods of Re-insuring, types of re-insurance covers

References

- Black, K. and Skipper, H.D. *Life and Health insurance*. Pearson Education
- Mehr, R.I., *Fundamentals of Insurance*, Homewood, IL: Richard D. Irwin, Inc.,
- Rejda, G.E., *Principles of Risk Management and Insurance*. Pearson Education

Note: Latest edition of text books may be used.

Additional Resources

- Crane, F. *Insurance Principles and Practices* John Wiley and Sons, New York (1980)
- Dorfman, M. S., *Introduction to Insurance*, Prentice Hall, 1982
- Gupta P.K., *Fundamentals of Insurance*, Himalaya Publishing House
- Gupta P.K., *Insurance and Risk Management*, Himalaya Publishing House
- Holyoake, J. and Weipers, W., *Insurance, Institute of Financial Services*, U. K. 2002
- Vaughan, E. J. and Vaughan, T., *Fundamentals of Risk and Insurance*, Wiley & Sons

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to impart introductory knowledge of Insurance to the students, the teaching learning process will be based on lectures,

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Insurance, Risk, Contracts, Insurance Policy, Reinsurance

B.A Programme-Commerce
INSURANCE
Paper 2: SEMESTER –II
Regulatory Framework of Insurance

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To impart working knowledge of regulatory framework of Insurance to the students.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand various legislation governing insurance business

CO2: examine statutes requiring compulsory insurance

CO3: analyze the workmen's Compensation Act and the Public Liability Act.

CO4: develop insights in to the essentials of general contract, the Marine Insurance Act, the Carriage of Goods by Sea Act

CO5: know The Carriers Act, The Indian Stamp Act, exchange control regulations and management

Unit I. Legislations Governing Insurance Business

The Insurance Act, 1938, LIC Act, 1956, General Insurance Business (Nationalization) Act, 1972, The IRDA Act, 1999

Unit II: Statutes Requiring Compulsory Insurance

The Motor Vehicles Act, 1988/1998

Unit III: Statutes Requiring Compulsory Insurance-II

The Workmen's Compensation Act, 1923, The Public Liability Act, 1991

Unit IV: Other Important Legislations

Essentials of General Contract The Indian (Contract Act,1872, Sec.-10), The Marine Insurance Act, 1963, The Carriage of Goods by Sea Act, 1923

Unit V: Other Important Legislations-II

The Carriers Act, 1965, the Indian Stamp Act, 1899, Exchange Control Regulations/FEMA, 1999 (The Foreign Exchange Management)

References

- *The Insurance Act, 1938, Taxmann Publication.*
- *LIC Act, 1956*
- *General Insurance Business (Nationalization) Act, 1972*
- *The IRDA Act, 1999, Taxmann Publication.*
- *The Motor Vehicles Act, 1998, Taxmann Publication.*
- *The Employees Compensation Act, 1923, Taxmann Publication.*
- *The Contract Act, 1872, Taxmann Publication.*
- *Marine Insurance Act, 1963, Taxmann Publication.*

Additional Resources

- *Insurance Law Manual With IRDA Circulars & Notifications, 8th Edition; 2010, Taxmann Publication*
- *The Carriage of Goods by Sea Act, 1923, Taxmann Publication.*
- *The Carriers Act, 1965, Taxmann Publication.*
- *The Indian Stamp Act, 1899, Taxmann Publication.*
- *The Public Liability Act, 1991.*

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Insurance, LIC, GIC, IRDA, Motor Vehicles Act, Workmen's Compensation, Indian Contract Act, Public Liability Act, Carriers Act, Indian Stamp Act, Exchange Control Regulations

B.A Programme-Commerce
INSURANCE
Paper 3: SEMESTER –III
Life Insurance-I

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To give basic knowledge of Insurance of Life Insurance to the students.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the purpose, need of life insurance & basic principles of life insurance.

CO2: learn the basic plans of insurance

CO3: know the concept and basics of pension products

CO4: analyze the basic elements in computation of premium with focus on valuation

CO5: develop insights in to the channels of distribution

Course Contents

Unit I: Introduction

Purpose and need of Life Insurance, Basic Principles of Life Insurance, Terminologies-Premium, Sum assured insured, proposer, nominee, survivor, assignee, assignment, riders etc, Changing scenario in the Indian Life Insurance Sector.

Unit II: Plans

Basic Plans of Insurance - Term & Pure Endowment, participating and non-participating, Whole Life policies. Money back Plans, Annuities, Traditional/Unit linked plans, Individual and group policies, Policies for females, children, physically handicapped, Insurance plans offered in other countries like-flexible premium plans, universal life policy, special type of whole life policies and family protection policies.

Unit III: Pension Products

Need for retirement planning, Pension Schemes in India. Types of pension plans, New Pension Scheme as per PFRDA, Old Age Social and Income Security Report (OASIS), 2000, Taxation of retirement benefits, Gratuity, commutation of pension, mutual funds and taxation.

Unit IV Pricing

Need for retirement planning, Pension Schemes in India. Types of pension plans, New Pension Scheme as per PFRDA, Old Age Social and Income Security Report (OASIS), 2000, Taxation of retirement benefits, Gratuity, commutation of pension, mutual funds and taxation.

Unit V: Channels of Distribution

The Distribution system of Life insurance, Intermediaries Agents-Individual, Corporate (including Bank assurance or BANC Assurance) Brokers, Employee Sales Officials, Internet based selling or Direct Selling.

References

- Black, K. and Skipper, H.D. *Life and Health Insurance*. Pearson Education.
- Mehr, R. J., *Fundamentals of Insurance*, Irwin, 1986.
- Rejda, G.E., *Principles of Risk Management and Insurance*. Latest Edition, Pearson Education.

Additional Resources

- Dorfman, M. S., *Introduction to Insurance*, Prentice Hall.
- Holyoake, J. and Weipers, W., *Insurance, Institute of Financial Services*, U.K. 2002.
- *Publication of Insurance Institute of India*, Mumbai

Note: Latest edition of text books may be used

Teaching Learning Process

As the course is designed to give basic knowledge of Insurance of Life Insurance to the students the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination.

Keywords

Life Insurance, Term, Pure Endowment, Unit linked plans, Pension Plans, Premium, Distribution system of Life insurance

**B.A Programme-Commerce
INSURANCE
Paper 4: SEMESTER –IV
Life Insurance-II**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To give basic knowledge of life insurance to the students.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: learn to underwrite life insurance

CO2: develop the documentation of life insurance

CO3: understand service policy

CO4: understand claim settlement procedures

CO5: acquaint with the contemporary issues in life insurance

Course Contents

Unit I: Life Insurance Underwriting

□

Factors affecting Mortality - family history, personal history, built / present health, occupation and environment, moral hazards, financial underwriting, female lives.

Unit II: Life Insurance Documentation

Need and Format, Preamble, Operative clause, □ Conditions and privileges, Alteration, Resource of Duplicate policy / or Loss of a Policy.

Unit III Policy Servicing

Need of Policy Servicing, Change of address, loans, survival benefits, assignment, revival, □ nomination, surrenders, and addition of riders or additional benefits.

Unit IV: Claim Settlement Procedure

Maturity claims, death claims, early claims, survival benefit payments, accident benefit, disability benefit, claim document, settlement procedures □

Unit V: Contemporary Issues in Life Insurance

Major Life Insurance companies in India (Public and Private Sector)

References

- Black, K. and Skipper, H.D. *Life and Health Insurance. (latest edition)*, Pearson Education.
- Mehr, R. J., *Fundamentals of Insurance*, Irwin,.
- Rejda, G.E., *Principles of Risk Management and Insurance. (latest Edition,)* Pearson Education.

Additional Resources

- Dorfman, M. S., *Introduction to Insurance*, Prentice Hall,.
- Holyoake, J. and Weipers, W., *Insurance, Institute of Financial Services*, U.K.
- Publication of Insurance Institute of India, Mumbai.

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to give basic knowledge of Insurance of Life Insurance to the students the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination.

Keywords

Life Insurance, Underwriting, Documentation, Policy Servicing, Claims Settlement

B.A Programme-Commerce
INSURANCE
Discipline Specific Elective Paper 5(a): SEMESTER-V
Risk Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To impart the knowledge of Management of Risk and process of Risk management. This paper would provide deep insights on risk management in Insurance products and organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept of risk, relevance of probability, process & methods of risk

CO2: understand risk management in disasters

CO3: analyze various risk insurance products

CO4: learn insurance organisation

CO5: develop prospects of insurance companies

UNIT I: Introduction to Risk

Meaning and Definition of Risk; Types of Risk: Static, Dynamic risk, Financial and Non-financial risks, Pure and Speculative risk, Fundamental and Particular risks, Business and Personal risk; Need for risk management; Process of risk management; Methods of risk management.

Unit II: Risk Management In Disasters

Basic definition and concepts; Levels of Disaster; Importance to analyze Disaster risk management systems; Objectives of Disaster Management Act, 2005; National Disaster Management Authority of India.

Unit III: Risk of Insurance Product

Criteria for assessment of Risk; Factors impacting Risk; Insurance of Business Risk, Crop Insurance, Bulgury Insurance, Goods in transit Insurance, Artisian Insurance, Fidelity Guarantee Insurance, Rural Insurance, Micro Insurance, Urban Non Traditional Insurance, Employer Employee Insurance Scheme, Keyman Insurance; Prospects of Agriculture Insurance in India.

UNIT IV: Insurance Organisation

Self Insurance, Individual Insurer, Partnership, Joint Stock Companies, Mutual Companies, Co-operative Organisation, State Insurance Intermediaries.

UNIT V: Prospects of Insurance Companies

Prospects of Insurance; Privatization of Insurance Industry; Insurance Innovation; Health Insurance, Catastrophe Insurance, Liability Insurance, Credit Insurance and Surety. Corporate Governance and Corporate Social Responsibilities; Bancassurance; International Insurance Scene

References

- Kumar, S., *Insurance and Risk Management*, Galgotia, Publishing Company, New Delhi, 2016.
- Mishra, M.N. and Mishra, S.B., *Insurance Principles and Practice*, S. Chand & Company Pvt. Ltd., New Delhi, 2016

Additional Resources

- Loomba, J., *Risk Management and Insurance Planning*, PHI Learning Pvt. Ltd., New Delhi, 2013.
- Mittal, A. and Gupta, S.L., *Principles of Insurance and Risk Management*, Sultan Chand & Sons, New Delhi, 2016.

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Risk Management, Risk Management in Disaster, Insurance Product, Insurance Organisation, Prospects of Insurance Companies

B.A Programme-Commerce
INSURANCE
Discipline Specific Elective Paper 5(b): SEMESTER-V
Non-Life Insurance (Fire and Marine)

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To give broad knowledge of Non-Life Insurance to the students.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand non-life insurance and its market

CO2: learn the basics of fire insurance & its settlement of claims

CO3: acquaint with marine insurance & various aspects

CO4: learn the marine insurance documentation & settlement

CO5: develop insights into major non-life insurance companies in India (public & private sector)

Course Contents

Unit I: Introduction

Purpose and need, Basic principles, Growth and Development, Global Scenario Indian Market

Unit II: Fire Insurance

General Principles of Fire Insurance, Standard Fire and Special Perils Policy, Declaration and Floating Policy, Add-on covers and exclusion of Covers, Reinstatement Value Policy and Consequential Loss Policy, Provisions of All India Fire Tariff, Good & Adverse Features of Risks and importance of pre-inspection, Settlement of Claims and Surveyor's Role

Unit III: Marine Insurance: Various Aspects

Marine cargo Insurance with a study of Institute Cargo Clauses, Types of Marine Policies & Contracts, Underwriting considerations & Rating of Marine Risks, Duty & Increased value Insurance / Annual Policy, Introduction to Hull Insurance

□

Unit IV: Marine Insurance: Documentation and Settlement

Marine Documents, Types of Losses, Marine Claims & Recovery, Condition and warranties, General Average - Basic concept.□

□
□

Unit V. Major Non-Life Insurance Companies in India (Public & Private Sector)

Major Non-Life Insurance Companies in India - Public & Private Sector

References

- Black, K. and Skipper, H.D., *Life and Health insurance*, (latest edition), Pearson Education
- Mehr, R.I., *Fundamentals of Insurance*, Irwin
- Rejda, G.E., *Principles of Risk Management and Insurance (latest Edition)*, Pearson Education.

Additional Resources

- Crane. F. 6, *Insurance Principles and Practices*, John Wiley and Sons. New York.
- Dorfman, M.S., *Introduction to Insurance*, Prentice Hall,
- Holyoake, J. and Weipers, W., *Insurance, Institute of Financial Services*, U.K.
- Vaughan, E.J. and Vaughan, T., *Fundamentals of Risk and Insurance, (latest Edition)*, Wiley & Sons

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to give basic knowledge of Insurance of Life Insurance to the students the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination.

Keywords

Non-Life Insurance, Fire Insurance, Marine Insurance, Documentation, Settlement

B.A Programme-Commerce
INSURANCE
Discipline Specific Elective Paper 6(a): SEMESTER-VI
Operational Aspects of Insurance

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To create broad understanding about the operations involved in Insurance Industry. This paper would provide comprehensive knowledge of Insurance documentation and operations

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the difference between insurance & annuities

CO2: examine premium calculation & fixation

CO3: analyze the process of underwriting

CO4: familiarize with the settlements of claims

CO5: acquaint with market insurance services

Course Contents

Unit I: Annuities and Surrender Values

Insurance vs. Annuity; Features of Annuity contract; Types of Annuities; Surrender value: Methods of Calculation of Surrender Value, Payment of Surrender value.

Unit II: Premium Calculation and Fixation

Principles of Actuarial Science; Mortality tables, types and its constructions; Life Insurance Premium; Basic elements in computation of premium; Premium valuation methods; Factors affecting Premium.

Unit III: Underwriting Process

Meaning of Underwriting, Need and Significance of Underwriting, Underwriting Process; Implementing and Reviewing Client's Insurance; Life Insurance Policies Selection; Insurance Ombudsman Scheme.

Unit IV: Claims Settlements

Legal aspects; Various categories of Insurance Claims; Contents of the claim form. Fire Insurance claims, Motor Insurance Claims, Marine Insurance Claims, Crop Insurance, Claim Documents, Documents for Recovery, Claims for duty and profits, Claims for non delivery, Assignments and Nomination, its distinction and types.

Unit V: Marketing Of Insurance Services

Growth of Insurance Industry in India; A.C. Mukherji Committee Report; Bank assurance; Insurance Salesmanship; Intermediaries and Distribution channel; Marketing Mix of Insurance; Pricing; Distribution channel of Insurance Product; Marketing Strategies of Insurance Players in India; CRM in Insurance.

References

- Sethi, J. and Bhatia, N., *Elements of Banking and Insurance*, PHI Learning Pvt. Ltd., New Delhi, 2016.
- Singh, I. and Katyal, R., *Insurance Principles and Practice*, Kalyani Publishers, New Delhi, 2001.

Additional Resources

- Mittal, A. and Gupta, S.L., *Principles of Insurance and Risk Management*, Sultan Chand & Sons, New Delhi, 2016.
- Agarwal, O.P., *Banking and Insurance*, Himalaya Publishing House, New Delhi, 2014

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Insurance, Annuities, Surrender Values, Underwriting, Claims Settlement, Marketing of Insurance Service

B.A Programme-Commerce
INSURANCE
Discipline Specific Elective Paper 6(b): SEMESTER-VI
Non-Life Insurance (Motor, Health, Accidents & Rural)

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

58To give broad knowledge of Non-Life Insurance to the students, including Motor insurance, health insurance and miscellaneous insurance in detail.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the aspects of motor insurance

CO2: examine health insurance

CO3: analyze various aspects of miscellaneous accidents

CO4: learn engineering equipment & machinery insurance

CO5: develop insights in to various aspects of rural insurance

Course Contents

Unit I: Motor Insurance

Motor Proposal Form, Types of Policies, certificate of Insurance, □ Provisions of the All India Motor Tariff, Underwriting considerations and Rating; Motor Portfolio in the Indian Market and the importance of Loss Control, Third Party Liability Claims, Motor Accident Claims Tribunals, Lok Adalats and other Conciliatory Forums; Settlement of Claims.□

Unit II: Health Insurance

Standard Mediclaim Policy / Critical Illness / Health Plus / Tailor-made policies.□ Universal Health Insurance Scheme, Claim settlement. Cashless Facility, Role of TPA's□

Unit III: Miscellaneous Accidents Insurance & Engineering

Traditional and Non-traditional covers, Burglary, Fidelity Guarantee, Public Liability, Householder & Shopkeepers Package Covers, Personal Accident, Group Personal Accident Covers.□

□

Unit IV: Miscellaneous Accidents Insurance & Engineering-II

Project Insurance, Machinery Breakdown, Electronic Equipment, Cold Storage, □□Boiler Insurance, Industrial All Risk Policy, Specialized Insurance: Aviation Insurance and Satellite Insurance, Other Covers. □

Unit V: Rural Insurance

IRDA (obligations of Insurers to Rural or Social Sectors) Regulations, 2002, Cattle Insurance and Insurance of other Livestock, Properties of Farmers and Agricultural equipment including Pump sets, etc., Social Security and other schemes.

References

- Mehr, R.I., *Fundamentals of Insurance*, Irwin, Black, K. and Skipper, H.D., Life and Health insurance, latest edition, Pearson Education
- Rejda, G.E., *Principles of Risk Management and Insurance* .latest Edition, Pearson Education.

Additional Resources

- Insurance Law Manual With IRDA *Circulars & Notifications*, Taxmannn Publication
- Publications of Insurance Institute of India, Mumbai
- Vaughan, E.J. and Vaughan, T., *Fundamentals of Risk and Insurance*", latest Edition, Wiley & Sons

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Insurance, Motor Insurance, Health Insurance, Accident Insurance, Engineering Machinery & Equipment Insurance, Rural Insurance.

B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT
Paper 1: SEMESTER –I
Human Resource Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The aim of this course is to make students understand the importance of human resources at the work place and to familiarize them with different aspects of managing people in organisations from the stage of acquisition to development and retention.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the importance of human resources and their effective management in organisations.
- CO2: analyze the current theory and practice of recruitment and selection.
- CO3: realize the importance of the performance management system in enhancing employee performance.
- CO4: recommend actions based on results of the compensation analysis and design compensation schemes that are cost effective, that increase productivity of the work force, and comply with the legal framework.
- CO5: understand modern HRM practices to meet needs of changing business environment.

Course Contents

Unit I: Introduction

Human resource management- concept, relevance and spectrum; Role and competencies of HR manager, challenges of HR manager – workforce diversity, empowerment, technological changes, downsizing, voluntary retirement scheme, work life balance.

Unit II: Acquisition of Human Resources

Human resource planning and job analysis- an overview; Recruitment – concept and sources; Selection – concept and process; Placement, induction and socialization.

Unit III: Compensation and Maintenance

Compensation- concept administration and methods - time and piece wage system; Fringe benefits; Employee stock option, pay band compensation system; Maintenance- concept and rationale of employee health, safety, welfare and social security (excluding legal provisions); Grievance handling procedure.

Unit IV: Training and Development

Training and development- concept and importance; Identifying training and development needs; Designing training programme; Training methods—apprenticeship, understudy, job rotation, vestibule training; Development methods – case study, role playing, sensitivity training, in-basket, management games, conferences and seminars.

Unit V: Performance Management

Performance appraisal system- nature and objectives; Methods of performance appraisal - ranking, graphic rating scale, checklist, management by objectives, 360 degree appraisal; HRIS-concept, functioning and application of computerized HRIS.

References

- Awasthappa, K. *Human Resource Management*. Tata McGraw Hill Education.
- Decenzo, D. A., & Robbins, S. P. (2011). *Fundamentals of Human Resource Management*. India: Wiley.
- Dessler, G. (2017). *Human Resource Management*. Pearson.
- Gupta, C. B. *Human Resource Management*. Sultan Chand and Sons.
- Rao, V. *Human Resource Management: Text and Cases*. Excel.
- Rastogi, S. *Management Of Human Resources*. Sun India.

Latest editions of the books may be used.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Human resource planning, job analysis, performance appraisal, Management by objectives, HRIS, Employee counseling

**B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT**

**Paper 2: SEMESTER –II
Industrial Relations**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To provide the framework of Industrial environment & mechanism for Settlement of Industrial Disputes and grievance mechanism.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the industrial relations and its environment.

CO2: identify the causes and effects of industrial disputes

CO3: frame process for settlement and conciliation between employees or employer.

CO4: comprehend the prevention of industrial disputes.

CO5: recognize the dispute settlement mechanism.

Course Contents

Unit I: Industrial Relations

Industrial relations: concepts, scope and environment

Unit II: Industrial Disputes

Anatomy of industrial disputes - concept and definition of industrial disputes, causes and effects of industrial disputes.

Unit III: Industrial Unrest

Major indicators of the state of industrial relations –Absenteeism, labour turnover, strikes, lockouts, Industrial indiscipline, Grievances and grievance redressal mechanism.

Unit IV: Prevention of Industrial Disputes

Preventive machinery: meaning, scope and mechanisms

Unit V: Settlement of Industrial Disputes

Settlement machinery - conciliation, arbitration and adjudication

Note: Each unit will have one case study, which is to be discussed by the teacher in the class.

References

- Aggarwal, S. L., *Industrial Relations Law in India*, Macmillan Comp. India Ltd., New Delhi.
- Chadha, N. K., *Human Resource Management - Issues, Case Studies & Experiential exercises (2nd editors)*, Sri SaiPrintographers: New Delhi.
- Chhabra, T.N. & Suri, *Industrial Relations Concept & Issues*, DhanpatRai& Sons, Delhi.
- Monappa, A., *Industrial Relations*, Tata McGraw Hill Publishing Com. Limited, New Delhi.
- Sharma, J. P., *Simplified Approach to Labour Laws*, Bharat Law House (P), New Delhi Ltd., New Delhi.

Additional Resources

- Arora, Monal, *Industrial Relations*, Excel Publication, New Delhi.Delhi
- Memoria, C.B., *Dynamics of Industrial Relations in India*-Himalaya Publishing House, Mumbai.
- Ramaswami, E.A. & Ramaswami V. *Industry and Labour*, Oxford Publications, New Delhi.
- Sinha & Sinha, *Dynamic of Industrial Relations*, Pearson Education, New Delhi.
- Srivastava, S.C., *Industrial Relations and Labour Law*, Vikas Publishers, New Delhi.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study this subject. It includes lectures through presentations of real life scenarios, expert lectures, case study involving industrial disputes , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Industrial Relations, Prevention and settlement of industrial disputes, Industrial indiscipline, Grievance

B.A Programme-Commerce

HUMAN RESOURCE MANAGEMENT

Paper 3: Semester –III

Participative Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The underlying objective of this course is to create basic understanding of concept of industrial environment and settlements, the how and why of workers' participation in management.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1:** gain theoretical and practical knowledge of Workers' Participation in India as a preventive tool to industrial disputes, its various levels, forms and modes
- CO2:** understand the development of trade union movement in India and the problems faced by them
- CO3:** understand the relevance of industrial discipline and grievance handling in India
- CO4:** evaluate the effectiveness of collective bargaining in India as a pre-requisite to industrial peace and harmony
- CO5:** learn the concept of collective bargaining and to acquaint with Indian issues related to it.

Course Contents

Unit I: Introduction

Worker's participation in management- concept, principles, types, forms, levels, objectives and importance; Pre-conditions of worker's participation in management.

Unit II: Worker's Participation in Management in India

Historical development in India, works committees, joint management councils, joint councils, unit councils, plant councils, shop councils, workers' directors scheme, and workers' participation in share capital; Problems of worker's participation in India; Strategies to make participative management more successful.

Unit III: Trade Unionism

Trade union movement in India-concept and significance; Approaches and problems of trade union in India; Measures for strengthening of trade unions in India.

Unit IV: Discipline and Grievance Procedure

Industrial discipline- concept, importance and principles; Code of discipline; Grievance in industries, concept and nature of employees' grievance, essentials of a good grievance procedure, grievance procedure in Indian industries.

Unit V: Collective Bargaining

Collective bargaining- concept, definition, role and process of negotiation and collective bargaining; Essentials of successful collective bargaining; Collective bargaining in India and its problems.

Note: Case studies may be used in teaching various units.

References

- Aggarawal, S.L. *Industrial relations law in India*. New Delhi: McMillen Comp. India Ltd.
- Chadha, N.K. *Human Resource Management –Issues, Case Studies & Experimental exercises* (2nd ed.). New Delhi: Sri SaiPrintographaers.
- Chhabra, T.N. &Suri. *Industrial Relations Concept and Issues*. Delhi: DhanpatRai& Sons.
- Kumar, S. (2009). *Participative Management: Contemporary Issues and Challenges*. Delhi :Manak Publications Pvt. Limited (ISBN 978-81-7831-172-2).
- Memoria, C.B. *Dynamics of Industrial Relations in India*. Mumbai: Himalaya Publishing House.

Additional Resources

- Monappa, A. *Industaral relations*. New Delhi: Tata McGraw Hill Publising Co. Limited.
- Ramaswami, E. A .&Ramaswami V. *Industry and Labour*. New Delhi: Oxford Publications

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Works committees, Joint management councils, Workers' Directors Scheme, Trade Union, Discipline, Grievance, Negotiations.

**B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT**

**Paper 4: Semester –IV
Industrial and Labour Regulations**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of Industrial and Labour Regulations. Case studies and problems involving issues in Industrial & Labour Regulations are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the protections available for factory workers under the Indian Legislature.

CO2: be able to handle the union actions under the provisions of Trade Union Act

CO3: understand the industrial disputes and legal remedies available with companies in such case.

CO4: acquaint with the basic framework of payment of just and fair wages to employees of factories, industrial establishments or other establishments.

CO5: design and understand the calculation of bonus and its payment to employees.

Course Contents

Unit I: Factories Act, 1948

Definitions, Authorities under the Factories Act; Provisions Relating to Health; Hazardous Processes; Welfare; Working Hours of Adults; Employment of Young Persons; Annual Leave with Wages; Special Provisions; Penalties and Procedure

Unit II: Trade Union Act, 1926

Historical Background, objectives and applicability of the Act; Definitions; Registration of Trade Unions; Rights and Liabilities of Registered Trade Union; Regulations; Penalties and Procedure

Unit III: Industrial Disputes Act, 1947

Historical Background, Objectives and Applications of the Act; Definitions; Authorities under the Act; Notice of Change; Reference of Certain Individual Disputes to Grievance Settlement Authorities; Reference of Disputes to Boards, Courts or Tribunals; Procedure, Powers and Duties of Authorities; Strikes and Lock-Outs; Lay-off and Retrenchment; Special Provisions Relating to Lay-off, Retrenchment and Closure in Certain Establishments; Unfair Labour Practices; Penalties

Unit IV: Payment of Wages Act, 1936

Definitions: Employed Person, Employer, Factory, Industrial or other Establishment, Wages. Responsibility for Payment of Wages, Fixation of Wage Period, Time of Payment of Wages, Mode of Payment, Deductions from Wages and Fines.

Unit V: The Payment of Bonus Act, 1965

Definitions: Accounting Year, Allocable Surplus, Available Surplus, Employee, Employer, Establishments, Establishment in Public Sector, Salary or Wage. Determination of Bonus, Calculation of Bonus, Eligibility for Bonus, Disqualifications for Bonus, Payment of Minimum and Maximum Bonus, Set on and Set off of Allocable Surplus, Adjustment of Customary or Interim Bonus, Deductions of Certain Amounts from Bonus Payable, Time Limit for Payment of Bonus, Recovery of Bonus from an Employer.

References

- Sharma, J. P. (2018). *Simplified Approach to Labour Laws*, Bharat Law House (P), New Delhi Ltd., New Delhi.
- Singh, Avtar. (2017). *Introduction to Labour and Industrial Laws*. Nagpur. Wadhwa and Company.
- Malik, K. L. (2017). *Industrial Laws and Labour Laws*, Eastern Book Company, Lucknow.

Additional Resources

- Srivastava, S.C. (2012). *Industrial Relations and Labour Law*. Vikas Publishers, New Delhi.
- Institute of Company Secretaries of India, “Executive Programme-Module II, Paper 5 Economic and Labour Laws”, New Delhi

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed, role plays, seminars, tutorials, project-based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

The Payment of Bonus Act, 1965, Payment of Wages Act, 1936, Industrial Dispute Act, 1947.

B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT
Discipline Specific Elective Paper 5(a): SEMESTER -V
Work Environment for Human Resource Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The aim of this course is to make students understand the work culture and climate of organisations as well as role of HRM in developing ethical behavior and maintaining quality of work life.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the evolution of HRD

CO2: explore work environment with respect to conflict and stress

CO3: appreciate the role of TQM practices in organisations

CO4: appreciate quality of working life (QWL) and quality circles (QC)

CO5: explore ethical concerns facing organisations

Course Contents

Unit I: Human Resource Development (HRD)

HRD- concept, components, evolution, need and significance, difference between human resource management and human resource development; HRD culture and climate; Role of HR manager.

Unit II: Workplace Environment

Conflict at work- an overview, sources and coping strategies; Managing workforce diversity; Effective meetings; Flexible work arrangements; Interpersonal communication; Productive work teams; Workplace wellness and managing stress.

Unit III: Total Quality Management (TQM)

Concept, components, implementation and TQM practices in India; Learning organisations and knowledge management.

Unit IV: Quality of Working Life (QWL) AND Quality Circles (QC)

Concept, approaches and conditions for success of QWL; General and organisational approach; Concept of QC and QC schemes in India.

Unit V: Ethical Issues

Ethics and human resource management; Types of ethics; Need for ethical policies and code of conduct at workplace; Factors influencing ethical behaviour at work; Role of HRM in development of ethical behaviour.

Case Studies: Some cases of real business world to supplement learning from the course.

References

- Chhabra, T.N.(2016). *Human Resource Management: Concepts and Issues*. DhanpatRai and Co. Publications.
- Durai, P.(2016). *Human Resource Management* (2nd ed.). New Delhi: Pearson Education.
- Mondy, A., Wayne and Martocchio, J. J. (2016). *Human Resource Management* (14th Ed.). Pearson Education Publications.

Additional Resources

- Aggarwal, A. and Sharma, F.C., *Manav Sansadhan Prabandh* ,Sahityabhawam Publications, 2016.
- Aggarwal, R.C. and Fauzdar,S., *Human Resource Management* (Hindi), Sahityabhawan Publications, 2015.
- B.A. (Programme)-Commerce (CBCS) Department of Commerce, University of Delhi, Delhi
- Rao, V.(2016) *Human Resource Management*.Taxmann Publications Pvt. Ltd.
- Verma, R.B.S. and Singh, A.P. *Manav Sansadhan Vikas Aevam Prabandhan Ki Ruprekha* (Hindi), New Royal Book Company, 2009.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

HRD culture and climate, Conflict, Workforce diversity, Workplace wellness, TQM and Learning organisations

Organisational Behavior

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The underlying objective of this course is to create basic understanding of concept of organisational behavior and analyze complexities of human behavior in an organisation at individual, interpersonal, group and organisational level.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the development of organisational behavior and its importance in managing people at workplace
- CO2: understand how people behave under different conditions and why people behave as they do
- CO3: critically evaluate leadership styles and strategies
- CO4: critically evaluate the potential effects of organisation culture and stress on behavior in organisation so as to direct the same towards predetermined goals
- CO5: understand the dynamics of organisational behavior

Course Contents

Unit I: Introduction

Introduction to organisational theories; Organisational behavior- concepts, determinants, challenges and opportunities; Contributing disciplines of OB; Organisational behavior models.

Unit II: Individual Behavior

Foundations of individual behavior; Personality- factors influencing, Type A and B, Big five personality types; Values- concept and types- terminal values and instrumental values; Attitude- components and job related attitudes; Learning- concept, theories and reinforcement; Perception and Emotions- concept, perceptual process, importance, factors influencing perception; Emotional intelligence.

Unit III: Motivation and Communication

Meaning and importance of motivation; Theories- Maslow, Herzberg, Equity and Z Theory, Vroom's Valence- Expectancy Theory, Intrinsic motivation by Ken Thomas; Behaviour modification; Communication and feedback; Transactional analysis, JOHARI window.

Unit IV: Group Behavior and Leadership

Group dynamics- concepts, types- group norms, group roles, and group cohesiveness; Leadership- concept, trait theory, leadership continuum, transactional, charismatic, and transformational leadership.

Unit V: Dynamics of Organisational Behavior

Conflict- sources, resolution strategies; Organisational culture-concept and determinants; Organisational change- importance, resistance to change, managing change; Stress- individual and organisational factors, prevention and management of stress, work life balance.

Note: Case studies can be taught from units III, IV and V.

References

- Chhabra, T. N. *Organisational Behavior*. Sun India Publications.
- Luthans, F. (1997). *Organisational Behavior*. McGraw-Hill International Editions.
- Moshal, B. S. *Organisational Behavior*. New Delhi: Ane Books Pvt. Ltd.
- Robbins, S. T., Judge, T. A., & Hasham, E. S. (2013). *Organisational Behavior*. Pearson.
- Sekaran, U. *Organisational Behavior: Text and Cases*. New Delhi: Tata McGraw Hill.
- Singh, A. K., & Singh, B. P. *Organisational Behavior*. New Delhi: Excel Books Pvt. Ltd.
- Singh, K. (2015). *Organisational Behavior: Texts & Cases* (3rd Edition ed.). India: Pearson.

Additional Resources

- Greenberg, J., & Baron, R. A. *Behavior in Organisations*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Hersey, P. K., Blanchard, D., & Johnson, D. *Management of Organisational Behavior: Leading Human Resources*. Pearson Education.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Organisational theories, Personality, Values and Attitudes, Learning, Perception, Transactional Analysis, Organisational Culture, Organisational change, Stress

B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Human Resource Information System

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to enlighten the students with basic concepts, technology, application and management of HRIS.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the basic framework envisaged under the statutes for HRIS and sharing information on different mode and ways
- CO2: comprehend the various principles involved and data based evidence of the HRIS
- CO3: understand the maintenance and compliance vertical of HRIS structuring department as well as application of HRIS in varied ways
- CO4: understand the applications of HRIS
- CO5: understand the emerging issues in HRIS

Course Contents

Unit I: Introduction

HRIS- Meaning, history, evolution, objectives, uses and functions.

Unit II: Data and Information Needs

Data and information need for human resource managers; Sources of data; Role of ITES in HRM; concept, structure and mechanics of HRIS.

UNIT III: Data Base Concepts for HRIS

Elements of data management; Data format; Data entry procedures and processes; Data storage and retrieval; Information processing and control functions; Design of HRIS; HRM needs analysis.

UNIT IV: Applications of HRIS

Components of HRIS; Designing and implementation of HRIS- Job description system, manpower planning system, payroll system and performance management system.

UNIT V: Emerging Issues in HRIS

HR and sustainability; Future trends in HRIS: manpower planning; Performance Appraisal; Training and development and compensation management.

References

- Chhabra, T.N., *Human Resource Management: Concepts and Issues*, Dhanpat Rai and Co. Publications, 2016.
- Durai, P., *Human Resource Management*, 2nd Ed. Pearson Education, New Delhi, 2016.
- Walker, Alfred J., *Handbook of Human Resource Information Systems: Reshaping the Human Resource Function with Technology*, McGraw Hill, 1992.

Additional Readings

- Aggarwal, A. and Sharma, F.C., *Manav Sansadhan Prabandh*, Sahityabhawam Publications, 2016.
- Aggarwal, R.C. and Fauzdar, S., *Human Resource Management (Hindi)*, Sahityabhawam Publications, 2015.
- Kavanagh, M. and Mohan, J., *Thite: Human Resource Information Systems: Basics Applications and Future Directions*, 3rd Ed., Sage South Asia Publisher, 2014.
- Verma, R.B.S. and Singh, A.P. *Manav Sansadhan Vikas Aevam Prabandhan Ki Ruprekha (Hindi)*, New Royal Book Company, 2009.

Note: Latest edition of text book may be used.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning. Project work may be taken from any unit. Practical may be done for pedagogical purpose.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Data sources, ITES, Data management, Performance management system, HR and sustainability

B.A Programme-Commerce
HUMAN RESOURCE MANAGEMENT
Discipline Specific Elective Paper 6(b): SEMESTER -VI
Leadership & Motivation

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The underlying objective of this course is to help undergraduate students to study leadership in organisational context and explore the concept, importance and models of motivation for effective work performance.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: gain theoretical and practical knowledge to evaluate the leadership skills, styles and strategies so as to become a successful leader and effective employee in organisation
- CO2: understand the group dynamics and group decision making so they are able to develop the acumen to utilize the leadership concepts, tools and techniques to handle the complex organisational problems at different levels
- CO3: understand how people behave under different conditions and why people behave as they do
- CO4: evaluate the communication process and barriers to effective communication
- CO5: critically evaluate the functional and dysfunctional aspect of conflict and managing the organisational conflict

Course Contents

Unit I: Group Dynamics

Group dynamics- concepts, types- group norms, group roles, and group cohesiveness, group decision making

Unit II: Motivation

Motivation- concept, importance and factors; Maslow, Herzberg, McGregor's Theory X and Y, Equity and Z Theory, Vroom's Valence - Expectancy Theory, Intrinsic and extrinsic motivation; Application-Job redesign, job enrichment and job enlargement

Unit III: Leadership

Leadership- meaning, importance, qualities of a good leader, leadership styles, role of leader; Theories- trait theory, Fiedler's contingency theory, managerial grid, leadership continuum, transactional, charismatic and transformational leadership

Unit IV: Communication

Communication- concept, process and types; Barriers to communication, transactional analysis, JOHARI window

Unit V: Conflict

Conflict- concept and types, managing conflict, functional and dysfunctional conflict

Note: Case studies may be used in teaching various units.

References

- Chhabra, T. N. *Organisational Behavior*. Sun India Publications.
- Luthans, F. (1997). *Organisational Behavior*. McGraw-Hill International Editions.
- Moshal, B. S. *Organisational Behavior*. New Delhi: Ane Books Pvt. Ltd.
- Pareek, U. (2014). *Understanding Organisational Behavior*. Oxford University Press.
- Robbins, S. T., Judge, T. A., & Hasham, E. S. (2013). *Organisational Behavior*. Pearson.
- Sekaran, U. *Organisational Behavior: Text and Cases*. New Delhi: Tata McGraw Hill.
- Singh, A. K., & Singh, B. P. *Organisational Behavior*. New Delhi: Excel Books Pvt. Ltd.
- Singh, K. (2015). *Organisational Behavior: Texts & Cases* (3rd Edition ed.). India: Pearson.
- Greenberg, J., & Baron, R. A. *Behavior in Organisations*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Hersey, P. K., Blanchard, D., & Johnson, D. *Management of Organisational Behavior: Leading Human Resources*. Pearson Education.

Additional Resources

- Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Prentice Hall.
- Kohn, S. E., & O'Connell, V. D. (2007). *6 Habits of Highly Effective Teams*.
- Lakes, F. *Leadership: Theory and Practice by Peter G. Northouse*. Sage Publication (6th edition). New Jersey: Career Press. ISBN: 9781452203409.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Motivation, Communication, Leadership, Organisational culture, Organisational conflict, Group Dynamics, Stress

**B.A Programme-Commerce
BUSINESS LAWS
Paper 1: SEMESTER –I
Mercantile Law**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of prominent commercial laws. Case studies and problems involving issues in business are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand basic aspects of contracts for making the agreements and contracts.

CO2: comprehend valid business propositions.

CO3: handle the execution of special contracts used in different types of business.

CO4: equip the students about the legitimate rights and obligations under The Sale of Goods Act.

CO5: understand the concepts and concerns of unpaid sellers and rights available to them.

Course Contents

Unit I: Contracts

Contract – meaning, characteristics and kinds. Essentials of valid contract - Offer and acceptance, consideration, contractual capacity, free consent, legality of objects. Void agreements

UNIT II: Execution of Contracts

Discharge of contract – modes of discharge including breach and its remedies. Contingent contracts, Quasi –contracts

Unit III: Special Contracts

Contract of Indemnity and Guarantee, Contract of Bailment, Contract of Agency

Unit IV: The Sale of Goods Act, 1930

Contract of sale, meaning and difference between sale and agreement to sell. Conditions and warranties. Transfer of ownership in goods including sale by non-owners. Performance of contract of sale

Unit V: Unpaid Seller

Unpaid seller – meaning and rights of an unpaid seller against the goods and the buyer. Auction Sale

References

- Singh, Avtar.(2018). *The Principles of Mercantile Law*. Lucknow. Eastern Book Company.
- Sharma, J.P. and Kanojia S. (2018). *Business Laws*. New Delhi.Bharat Law House Pvt. Ltd.
- Tulsian P.C. (2018). *Business Law*. New Delhi.Tata McGraw Hill.
- Jagota R. (2019). *Business Laws*. MKM Publishers ScholarTech Press.

Additional Resources

- Information Technology Rules 2000 with Information Technology Act 2000, Taxmann Publications Pvt. Ltd., New Delhi.
- Kuchhal, M C. (2018). *Business Laws*. New Delhi. Vikas Publishing House.
- Arora, S. (2015). *Business Laws*. New Delhi. Taxmann
- Sharma, J.P. and Kanojia S. (2015). *Vyavsayik Sanniyam*, Delhi University Hindi Cell.(For Hindi)

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

The Sale of Goods Act, 1930, The Indian Contract Act, 1872

B.A Programme-Commerce
BUSINESS LAWS
Paper 2: SEMESTER –II
Partnership Laws

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of laws related to Partnerships. Case studies and problems involving issues in partnerships are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: enable to comprehend the business management in a partnership firm.

CO2: understand the benefits available to partners in carrying out business in partnership form of business.

CO3: comprehend the process of registration and dissolution of business as partnership firm

CO4: understand the fundamental difference in new age partnership firms as limited liability partnership and business management under it.

CO5: recognize the difference between designated partners and process of conversion into LLP.

Course Contents

The Indian Partnership Act, 1932

Unit I

The Nature Of Partnership-Definition Of Partnership, Partner, Firm And Firm Name; Partnership Deed; Mode Of Determining Existence Of Partnership; Partnership At Will; Relations Of Partners To One Another- Rights And Duties Of Partners; Mutual Rights And Liabilities; The Property Of The Firm; Relations Of Partners To Third Parties; Partner To Be Agent Of The Firm; Implied Authority Of Partner As Agent Of The Firm; Liability Of A Partner For Acts Of The Firm; Liability Of The Firm For Wrongful Acts Of A Partner; Holding Out.

Unit II

Minor Admitted to The Benefits Of Partnership; Incoming And Outgoing Partners; Introduction Of A Partner; Retirement Of A Partner; Expulsion Of A Partner; Insolvency Of A Partner; Right Of Outgoing Partner To Carry On Competing Business; Right Of Outgoing Partner In Certain Cases To Share Subsequent Profits.

Unit III

Registration Of Firms; Application For Registration; Effect Of Non-Registration; Dissolution Of

A Firm; Liability For Acts Of Partners Done After Dissolution; Right Of Partners To Have Business Wound Up After Dissolution; Continuing Authority Of Partners For Purposes Of Winding Up; Mode Of Settlement Of Accounts Between Partners; Sale Of Goodwill After Dissolution

The Limited Liability Partnership Act, 2008

Unit IV

Historical Background; Difference between Limited Liability Partnership (LLP), Sole Proprietorship, Joint Hindu Family Business“ Partnership“ Cooperative Society, Producer Companies, Joint Stock Company, and Corporation.

Unit V

The Limited Liability Partnership Act, 2008-Salient Features Of LLP, LLP Agreement, Nature Of LLP, Partners, Designated Partners, Incorporation Document, Incorporation By Registration, Registered Office Of LLP And Change Therein, Change Of Name, Partners And Their Relations, Extent And Limitation Of Liability Of LLP And Partners. Whistle Blowing, Contributions, Financial Disclosures, Annual Return, Taxation of LLP, Conversion into LLP, Winding Up And Dissolution; LLP Rules and Forms.

References

- Singh, Avtar. (2018). *The Principles of Mercantile Law*. Lucknow. Eastern Book Company.
- Kuchhal, M C. (2018). *Business Laws*. New Delhi. Vikas Publishing House.
- Tulsian P.C. (2018). *Business Law*. New Delhi.Tata McGraw Hill.
- Sharma, J.P. and Kanojia S. (2018). *Business Laws*. New Delhi.Bharat Law House Pvt. Ltd.

Additional Resources

- Maheshwari, S.K. and Maheshwari, S. N. (2014). *Business Law*. Himalaya Publication House-New Delhi.
- Information Technology Rules 2000 with Information Technology Act 2000, Taxmann Publications Pvt. Ltd., New Delhi.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Indian Partnership Act, 1932, LLP Act, 2008

B.A Programme-Commerce
BUSINESS LAWS
Paper 3: SEMESTER –III
Company Laws

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The objective of the course is to impart basic knowledge of the provisions of the Companies Act 2013. Case studies involving issues in company laws are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: comprehend the business management in a Company form of business.

CO2: understand the fundamental difference in different documents used in the company.

CO3: assist management in conduct of different types of company meeting and executions of decisions taken there under.

CO4: comprehend the process of calling and conduct of company meetings

CO5: recognize the procedure for dividend distribution, audit and winding up of companies.

Course Contents

UNIT I: Introduction

Characteristics of a company; lifting of corporate veil; types of companies including one person company, small company, associate company, dormant company, producer company; association not for profit; illegal association; formation of company, promoters and their legal position, pre incorporation contract and; on-line registration of a company.

UNIT II: Documents and Shares

Memorandum of association and its alteration, articles of association and its alteration, doctrine of constructive notice and indoor management, prospectus, shelf and red herring prospectus, misstatement in prospectus; issue, allotment and forfeiture of share, calls on shares; issue of sweat capital; employee stock option; issue of bonus shares; transfer and transmission of shares, buyback; ; D-Mat system.

UNIT III: Management

Classification of directors, director identity number (DIN); appointment, removal of directors;

legal positions, powers and duties; key managerial personnel, managing director, manager; committees of board of directors – audit committee, nomination and remuneration committee, stakeholders relationship committee, corporate social responsibility committee; ; whistle blowing.

UNIT IV: Company Meetings

Meetings of shareholders and board; types of meeting, convening and conduct of meetings, requisites of a valid meeting- notice, agenda, chairman, quorum, proxy, resolutions, minutes; postal ballot, meeting through video conferencing, e-voting.

UNIT V: Dividends, Audit and Winding Up

Provisions relating to payment of dividend, provisions relating to books of account, provisions relating to audit, auditors' appointment, rotation of auditors, auditors' report, secretarial standards and secretarial audit; on-line filing of documents. Concept and modes of winding up, Liquidator, National Company Law Tribunal (NCLT), Appellate Tribunal (NCLAT), Special Courts.

References

- Gower, LCB. (1969). *Principles of Modern company Law*, Stevens & Sons, London.
- Hanningan, Brenda. (2018). *Company Law*, Oxford University Press, U.K.
- Kuchhal M C. (2015). *Corporate Laws*, Shri Mahaveer Book Depot, New Delhi.
- Sharma, J.P. (2013). *An Easy Approach to Corporate Laws*, Ane Books Pvt. Ltd., New Delhi
- Kumar, A. (2019). *Corporate Laws*. Taxmann
- Chadha R. & Chadha, S. (2018). *Company Laws*. Scholar Tech Press, Delhi

Additional Resources

- Ramaiya. (2015). *A Guide to Companies Act. Nagpur*. Wadhwa Book Company.
- Kannal, S., & Sowrirajan, V.S., *Company Law Procedure*. Taxman's Allied Services (P) Ltd., New Delhi.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed, role plays, seminars, tutorials, project-based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer

evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Documents, Management, Company Meetings

**B.A Programme-Commerce
BUSINESS LAWS
Paper 4: SEMESTER –IV
Consumer Laws**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of different Consumer Protection Laws. Case studies and problems involving issues in Consumer Protection Laws are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basic rights of a consumer.

CO2: know the bodies responsible for delivery of justice to consumer

CO3: handle grievance as individual as well as part of Organisation.

CO4: apprehend the activities against competition and abuse to competition.

CO5: know the various redressal mechanisms in different business domain.

Course Contents

Unit I: The Consumers Protection Act, 1986

Objectives and Basic Concepts: Consumer, goods, service, defect in goods, deficiency in service, spurious goods and services, unfair trade practice, restrictive trade practice.

Unit II: Organisational set up under Consumer Protection Act

Advisory Bodies: Consumer Protection Councils at the Central, State and District Levels, Basic Consumer Rights.

Adjudicatory Bodies: Their composition, powers and jurisdiction (pecuniary and territorial): District Forum; State Commission; National Commission.

Role of Supreme Court under the CPA: (Five recent cases on consumer protection decided by Supreme Court).

Unit-III: Grievance Redressal Mechanism under the CPA

Who can file a complaint? Grounds of filing a complaint; Limitation period; Procedure for filing and hearing of a complaint; Temporary Injunction. Reliefs which can be provided; Appeal; Enforcement of order; Bar on frivolous and vexatious complaints; Offences and penalties.

Five Leading Cases on: (i) Jurisdiction; (ii) Locus standi of Complainant; (iii) Payment of Compensation for loss or Injury; (iv) Consequence of Imprisonment; (v) Relief to Consumer.

Seven Leading Cases decided under Consumer Protection Act: Medical Negligence, Banking and Financial Service, Housing & Real Estate, Electricity, Water, and Telecom Services. Education & Training Service, Defective Product, Unfair Trade Practice

Unit IV: The Competition Act, 2002

Competition Act 2002: Objective, Purpose, Definitions and Salient Features:

Concept of: - Agreements Having Adverse Impact on Competition; Abuse of Dominant Position; Regulation of Combination; Criteria for Determining “Appreciable Adverse Effect on Competition” and ‘Dominant Position’; ‘Relevant Geographic Market’ Factors; ‘Relevant Product Market’ Factors.

Competition Commission of India: Establishment of Commission, Composition of Commission, Term of office of Chairperson and other Members, Duties, Powers and Functions of Commission. Removal of members of Commission.

Locus Standi, Complaint and Procedures: For Investigation, Hearings and Enquiry; Remedies after enquiry and Enforcement of orders, including payment of compensation and penalties, Two Leading cases.

Unit V: Quality, Standards and Redressal Mechanisms Under Sectoral Regulators

- i. Banking: RBI, Banking Code and Banking Ombudsman
- ii. Telecom: TRAI's Quality and Consumer Protection Regulations.
- iii. Insurance: IRDA and its consumer protection regulations. Insurance Ombudsman.
- iv. Civil Aviation: DGCA and its Consumer Protection Regulations
- v. Food items: FSSAI and its Quality and Standards Regulations
- vi. Electricity: Electricity Regulatory Commission and its Quality and Consumer Protection Regulations.
- vii. Bureau of Standards and its mandatory Regulations; Gold hallmarking.

References

- Roy A and Kumar J (2008). *Competition Law in India*, Eastern Law House Pvt Ltd.
- Tiwari G (2014). *Understanding Laws– Consumer Rights*, Lexis Nexis.

- How to survive as a consumer: CUTS, India www.cuts.org.
- Ramaswamy I (2007). *Consumer Law and Policy*, Text and Materials on Regulating Consumer Markets, Hart Publishing.
- Bare Acts Standards of Weights and Measures Act, Consumers Protection Act, 1986 and other relevant laws.

Additional Resources

- Consumer Protection Judgements (CPJ) (Relevant cases reported in various issues).
- Recent issues of magazines: Insight, published by CERC, Ahmedabad Consumer Voice, Published by VOICE, New Delhi, www.consumer-voice.org
- Upbhokta Jagran, Ministry of Consumer Affairs, Govt, of India.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed, role plays, seminars, tutorials, project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

The Consumer Protection Act, 1986, Grievance Redressal Mechanism under the CPA, The Competition Act, 2002

B.A Programme-Commerce
BUSINESS LAWS
Discipline Specific Elective Paper 5(a): SEMESTER -V
Banking Operations & Regulations

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The course is designed to enlighten the students with the conceptual and legal parameters including the judicial interpretation of banking law and new emerging dimensions in banking system including e-commerce and e-banking.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: perform regular banking activities as bank employee.

CO2: handle both offline and online money transfer transactions.

CO3: understand the framework of key negotiable instruments used in banking.

Co4: recognize the process followed to use and channelize instruments.

CO5: recognize the structure of central bank and the working of commercial banks under it.

Course Contents

UNIT-I: Banking Operations

Legal character of Banker – Customer relationship. Banking Process, Branch banking, Core Banking System, Branch banking operating, Retail Banking and Business Banking, Clearing houses, Physical to Online Clearing System, Cheque Truncation System, Settlement Period. Rights and obligations of Banker, Types of Accounts, Principles of good lending.

UNIT-II: Online Banking System

Online Banking, Online Transfers, Online Clearing System, Immediate Payment Service (IMPS), Real time gross settlement (RTGS), National Electronic Funds Transfer (NEFT), E-ledger, E-Cheques, Wallets, and Prepaid Insurance Instrument(PPI); Rules governing PPI's by RBI; NICL- Role and objectives of NICL in Online Banking.

UNIT-III: The Negotiable Instrument Act, 1881

Legal aspects of negotiable instrument in general and special features of the following instruments in particular:

Companies, Promissory Note, Bill of Exchange, Cheque, Drawer, Drawee, Payee, Holder, Holder in due course, Inland Instrument, Foreign Instrument, negotiable Instrument, Negotiation, Indorsement, inchoate stamped Instruments.

UNIT IV Processes Under Negotiable Instrument Act, 1881

Crossing of Cheques- Criminal liability on dishonour of Cheque (Section 138 – 142), The Negotiable Instrument (Amendment) Act 2018, Sec 134 A; the law relating to payment of customers cheque, rights and duties of paying banker and a collecting banker. Presentment, Dishonour and Discharge of Negotiable instruments. Interim relief

UNIT-V: Reserve Bank Of India: Structure And Functions

Central Banking: Organisational Structure of RBI; Functions of the Reserve Bank: Primary functions, Secondary functions; Controlling function of RBI over Banking and Non-Banking Companies; payment system initiatives; paper-based payments.

References

- Tannan, M.L. (2014). *Banking law (Students Edition)*, India Law House, New Delhi.
- Gupta, S.N. (2010). *Banking Law in Theory and Practices*, 5th Ed., Universal, New Delhi.
- Goyle, L.C. (2012). *Law of Banking and Bankers*, Eastern Law House, New Delhi.
- Arora, S. and Dikshit, S. (2016). *Business Laws*, Taxmann Publications Pvt. Ltd., New Delhi.

Additional Resources

- Tripathi, *Digest of Dishonour of Cheques*, Singh and Co. Allahabad.
- Gupta, S.N., (2016). *Supreme Court on Banking Law*, 6th Ed., Universal, New Delhi.
- Ellinger, P.E. and Eva Lomnicka, (2012). *Modern Banking Law*, 5th Ed., Oxford University Press, New York.
- Shekhar, K.C. and Shekhar, L. (2016). *Banking Theory and Practice*, 21st Ed., UBS Publisher Distributors Ltd., New Delhi.
- Narasimham Committee report on the Financial System (1991) – Second Report (1999).
- Mukherji, T.K. (1999). *Banking Law and Practice*. Universal. New Delhi.
- Vashney, P.N., (2014). *Banking Vdhi Evam Vyavahar*. Sultan Chand and Sons

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study

the subject banking operations and regulations It includes lectures through presentations, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Online Banking System, The Negotiable Instrument Act, 1881, Reserve Bank Of India

B.A Programme-Commerce
BUSINESS LAWS
Discipline Specific Elective Paper 5(b): SEMESTER -V
Social Security Laws

Duration: 3 hrs.**Marks: 100****Credits: 6****Course Objective**

To familiarize the students with the understanding and provisions of social security laws. Case studies and problems involving issues in Employees' Provident Funds and Miscellaneous Provisions Act, 1952; Employees' State Insurance Act, 1948; And Workmen's Compensation Act, 1923, are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: utilize the schemes available for social welfare and justice of labour

CO2: know the various retirement benefits available in the form of provident fund, pension and EDLI.

CO3: recognize and execute different schemes available for protection of employees under insurance.

CO4: recognize the instances and cases where compensation by employer is due for social justice in cases of employment injuries.

CO5: comprehend the provisions of payment of gratuity available to employees.

Course Contents**Unit I: Social Security**

Concept, Origin and development of the concept of social security

Unit II: Employees' Provident Funds And Miscellaneous Provisions Act, 1952

Historical Background, objectives and application of the Act; Definitions; Schemes under the Act: The Employees Provident Funds Scheme, 1952 (Section 5); The Employees Pension Scheme, 1995 (Section 6A); The Employees Deposit-Linked Insurance Scheme, 1976 (Section 6C); Miscellaneous Provisions.

Unit III: Employees' State Insurance Act, 1948

Historical Background, objectives and application of the Act; Definitions; ESI Corporation, Standing Committee and Medical Benefit Council; Finance and Audit; Contributions; Benefits; Adjudication of Dispute and Claims; Penalties.

Unit IV: Employee's Compensation Act, 1923

Historical Background, objectives, scope, features of the Act; Definitions; Workmen's compensation: Employer's liability to pay compensation, amount of compensation, Methods of calculating wages, Compensation not to be assigned attached or charged; Contracting; Commissioners

Unit V: Payment of Gratuity Act, 1972

Applicability and non- applicability of the Act; Definitions-employee, employer, continuous service; payment of gratuity; forfeiture of gratuity; employer's duty to determine and pay gratuity; recovery of gratuity; penalties.

References

- Sharma, J. P. (2018). *Simplified Approach to Labour Laws*. New Delhi. Bharat Law House Pvt. Ltd.
- Singh, Avtar. (2017). *Introduction to Labour and Industrial Laws*. Nagpur. Wadhwa and Company.
- Malik, K. L. (2017). *Industrial Laws and Labour Laws*, Eastern Book Company, Lucknow.

Additional Resources

- Srivastava, S. C. (2012). *Industrial Relations & Labour Laws*. Vikas Publishing House (P) Ltd.
- Institute of Company Secretaries of India, “ *Executive Programme-Module II, Paper 5 Economic and Labour Laws*”, New Delhi.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Social Security, Employees' Provident Funds And Miscellaneous Provisions Act, 1952, Employees' State Insurance Act, 1948, Employee's Compensation Act, 1923, Payment of Gratuity Act, 1972

B.A Programme-Commerce
BUSINESS LAWS
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Labour Laws

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of Labour Laws and understand the working framework of employees' administration and social security measures in the country.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: know basic understanding of Wages, its structure and determination provided under the statute.

CO2: understand the administration and control of wages as provided under the Minimum Wages Act 1948.

CO3: understand the framework of Maternity Benefits Act, 1948.

CO4: understand the concept of gratuity, its calculation and payment.

CO5: comprehend the applicability of gratuity in different industrial sectors and its administration.

Course Contents

Unit-I: Minimum Wages act, 1948

Objective; Applicability of the Act; Definitions: Adolescent, Adult, Cost of living index number, Employer, Prescribed, Scheduled employment, Wages, Employee, Wage Structure; Categories of wages: Minimum wages, Fair wages and Living wages; Determination of minimum wage; Taxation of minimum wage.

Unit II: Administration Of Minimum Wages Act, 1948

Appropriate Government, Child, Competent Authority, Advisory Board; remedy to worker for non-payment of minimum wage.

Unit-III: Maternity Benefit Act, 1961

Objective; Applicability of the Act; Definitions: Appropriate Government, Child, Delivery, Employer, Establishment, Factory, Inspector, Maternity Benefit, Medical Termination of Pregnancy, Mine, Miscarriage, Plantation, Prescribed, State Government, Wages, Woman;

Eligibility for Maternity Benefit; Maternity Benefit: Cash and Non- cash; Forfeiture of Maternity Benefit; Payment of Maternity Benefit in case of death of a woman; Powers and Duties of inspectors; Penalty for contravention of Act by employer.

Unit-IV: Payment Of Gratuity Act, 1972

Applicability and Non-Applicability of the Act; Definitions, Complete year of service, Employee, Employer, Continuous Service, Factory, Family, Major port, Mine, Oilfield, Plantation, Port, Forfeiture of Gratuity; Employer's Duty to Determine and Pay Gratuity;

Unit V: Administration of payment Of Gratuity Act, 1972

Appropriate Government, Railway Company, Retirement, Superannuation, Wages; Payment of Gratuity; Nomination; Recovery of Gratuity; Penalties.

References

- Malik, P. L. (2017). *Handbook of Labour and Industrial Law*, 17th Ed., Eastern Book Company, Lucknow.
- Sharma, J. P. (2018). *Simplified Approach to Labour Laws*, 4th Ed., Bharat Law House Pvt. Ltd, New Delhi.
- Kumar, H. L. (2017). *Digest of Important Labour Cases*, 11th Ed., Universal Law Publishing Co Pvt Ltd, Delhi.
- Arora, S. and Arora, R. (2015). *Industrial Laws*, Taxmann Publications Pvt Ltd, New Delhi.
- Singh, A. (2017). *Introduction to Labour & Industrial Law*, 4th Ed. Wadhwa and Company, Nagpur.

Additional Readings

- Balaji, D. (2015). *Industrial Labour and General Laws*, Taxmann New Delhi.
- Srivastava, S.C. (2012). *Industrial Relations and Labour Laws*, Vikas Publishing House Ltd.
- Aggarwal, R.C. (2015). *Bharat Me Shram Adhiniam*. Sahitya Bhawan. (hindi).

Teaching Learning Process

The teaching learning processes play a vital role in instilling in the student the curiosity to study the subject. It includes lectures through presentations, case study, role plays, seminars, tutorials etc. Higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Wages, Gratuity, Maternity Benefits, Labour Laws

B.A Programme-Commerce
BUSINESS LAWS
Discipline Specific Elective Paper 6(b): SEMESTER -VI
Cyber Laws

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the understanding and provisions of Cyber Laws. Case studies and problems involving issues in Cyber Laws are required to be discussed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: identify cyber risk associated with online activities

CO2: prepare them for safe working in the vertical having varied access points, data sources, network and system related issues, especially in online transactions.

CO3: generate and preserve electronic evidences for personal and professional use. CO4: Work in virtual space safely and with business process or products not falling under the ambit of cyber crimes

CO5: understand the role of certifying authorities and rules and regulations followed therein.

Course Contents

Unit I: Cyber World: An Overview

Concept of Internet; Electronic Governance; E-Contract; E-Forms; Encryption; Data Security; Cyber Crime and Cyber Laws, E Business and Cyber Crimes, Electronic Money Transfers and Cyber Crimes

Unit II: The Information Technology Act, 2000

Definitions: Access, Addressee, Adjudicating Officer, Affixing Digital Signatures, Appropriate Government, Certifying Authority, Certification Practice Statement, Computer, Computer Network, Computer Resource, Computer System, Cyber Appellate Tribunal, Data, Digital Signature, Electronic Form, Electronic Record, Information, Intermediary, Key Pair, Originator, Public Key, Secure System, Verify, Subscriber.

Unit III: Electronic Records

Authentication Of Electronic Records, Legal Recognition Of Electronic Records, Legal Recognition Of Digital Signatures, Use Of Electronic Records And Digital Signatures In

Government And Its Agencies, Retention Of Electronic Records, Attribution, Acknowledgement And Dispatch Of Electronic Records; Secure Electronic Records And Digital Signatures

Unit IV: Regulating Authority

Regulation of Certifying Authorities, Appointment and Functions of Controller, License To Issue Digital Signatures Certificate, Renewal Of License, Controllers Powers, Procedure to Be Followed By Certifying Authority, Issue, Suspension And Revocation Of Digital Signatures Certificate, Duties Of Subscribers; Penalties And Adjudication.

Unit V: Offenses and Penalties

Appellate Tribunal; Offences The Information Technology (Certifying Authorities) Rules, 2000; Cyber Regulations Appellate Tribunal (Procedure) Rules, 2000.

References

- Sharma J. P., and Kanojia, Sunaina. (2019). *Cyber Laws*. New Delhi. Bharat Law house Pvt Ltd.
- Arora, S. (2018). *Cyber Crimes and laws*. New Delhi. Taxmann Publications Pvt. Ltd.
- *Information Technology Rules 2000 & Cyber Regulations Appellate Tribunal Rules 2000 with Information Technology Act 2000*. New Delhi. Taxmann Publications Pvt. Ltd.

Additional Resources

- Painttal, D. *Law of Information Technology*. New Delhi. Taxmann Publications Pvt. Ltd.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures discussing the real life cyber scams and the relevant precautionary measures, case study approach is widely followed , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Cyber World, The Information Technology Act, 2000, Authentication Of Electronic Records, Cyber Regulations Appellate Tribunal (Procedure) Rules, 2000.

ACCOUNTING & FINANCE
Paper 1: SEMESTER –I
Financial Accounting

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

This course provides conceptual knowledge of the financial accounting and to provide knowledge about the techniques for preparing accounts in different business organisations.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand of theoretical framework of financial accounting
- CO2: prepare simple financial statements
- CO3: explain and determine depreciation and inventory value
- CO4: develop understanding of accounting for hire purchase transactions and dependent Inland branches
- CO5: prepare accounts for dissolution of a partnership firm or develop the skill of preparation of trading and profit and loss account and balance sheet using computerized accounting.

Course Contents

Unit I: Introduction

Conceptual Framework: Accounting principle, Concepts and Conventions Introduction to Accounting Standards and Indian Accounting Standards (AS & Ind AS). Accounting Process: Journal, ledger, Trial Balance, Financial Statements. Capital Expenditure (and Receipts), Revenue Expenditure (and Receipts) and Deferred Revenue Expenditure

Unit II: Financial Statements

Preparation of Financial Statements of a profit making sole proprietorship trading firm with additional information. Preparation of Financial Statements of a not for profit organisation.

Unit III: Depreciation Accounting and Inventory Valuation

Accounting for Plant Property and Equipment & Depreciation: Meaning of Depreciation, Depletion and amortization, Objective and Methods of depreciation (Straight line, Diminishing Balance), Change of Method.

Inventory Valuation: Meaning, Significance of Inventory Valuation, Inventory Record System- Periodic and Perpetual, Methods of Inventory Valuation-FIFO, LIFO and Weighted Average, (Relevant accounting Standards as applicable)

Unit IV: Special type of Accounting

Hire Purchase Accounting: Calculation of Interest, Partial and Full Repossession, profit Computation (Stock & Debtors System only)

Accounting for Branches (excluding foreign branches): Dependent branches ('Debtors system' and 'Stock & debtors System') and overview of Independent branches

(Relevant accounting Standards as applicable)

Unit V: Computerized Accounting System Practical lab

Computerized Accounting System: 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, Trail Balance, Profit and Loss Account, Balance Sheet, Funds Flow Statement, Cash Flow Statement, Selecting and Shutting a Company; Backup and Restore of Data of a Company

OR

Unit-5: Accounting for Partnership Firm

Partnership accounts: Fundamentals, Admission, Retirement and Death of a partner (only an overview)

Accounting for Dissolution of Partnership Firm: Dissolution of Partnership Firm including Insolvency of partners(excluding sale to a limited company), Gradual realization of assets and piecemeal payment of liabilities

(This is an option in lieu of Computerized Accounting System)

References

- Goyal, B K & H. N. Tiwari. *Basic Financial Accounting*, Taxmann, New Delhi.
- Grewal, T S. *Introduction to Accounting*, S Chand and Company, New Delhi.

- Lal, Jawahar&SeemaSrivastava. *Financial Accounting*, New Delhi.
- Monga, J R. *Basic Financial Accounting*. Mayur Publication, New Delhi.
- Sehgal, Ashok & Deepak Sehgal. *Fundamentals of Financial Accounting*. Taxmann, New Delhi.

Additional Resources

- Charles, T Horngreen, Gart L. Sundem, John A Elliot and Donna R. Philbrick. *Introduction to Financial Accounting*, Pearson.
- Leonardo, A. Robinson, James R. Qanis, C. Wayne Alderman, *Accounting Information Systems: A cycle Approach*. Publisher Wiley.
- Marshall, B Romney and Paul, John Steinbart, *Accounting Information Systems*, Pearson Education Limited.
- Robert, L. Hurt, *Accounting Information Systems: Basic Concepts and Current Issues*, McGraw Hill.

Note: Latest edition of readings may be used

Teaching Learning Process

Theory/ numerical with examples and Practical Lab Lectures

Assessment Methods

Class participation, Presentation, Practical's, Viva/ test, End Semester Exam

Keywords

Financial Statements, Depreciation, Hire Purchases, Inland Branches, Dissolution of partnership

B.A Programme-Commerce
ACCOUNTING & FINANCE
Paper 2: SEMESTER –II
Corporate Accounting

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To acquire the conceptual knowledge of corporate accounting and to understand the various techniques of preparing accounting and financial statements.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: develop an understanding of accounting for share capital and debentures
- CO2: prepare financial statements of a company
- CO3: understand the accounting for amalgamation of companies
- CO4: prepare consolidated balance sheet for Holding company
- CO5: analyze financial statements by using accounting ratios

Course Contents:

Unit I: Accounting For Share Capital and Debentures

Introduction to issue and forfeiture of shares. Issue of rights and Bonus shares, ESOPs and buyback of shares. Issue and Redemption of Preference shares, Issue of debentures, Redemption of debentures: various methods for redemption of debentures: sinking fund, lump sum, installment method, open market purchase and conversion of debentures

Relevant AS and IND-AS as applicable

UNIT II: Financial Statements of a Company

Preparation of Financial Statements of Joint Stock Companies as per schedule III Part I and II. Division I (in details) Division II (Only an overview)

Cash Flow Statements: Meaning, Usefulness, Preparation of a cash flow statement in accordance with Accounting Standard , Limitations of cash flow statement.

Relevant AS and IND-AS as applicable

UNIT III: Amalgamation of Companies

Concept of Purchase Consideration.Accounting for Amalgamation of Companies (excluding inter-company transactions and holdings) and external reconstruction.Accounting for Internal Reconstruction (excluding preparation of scheme for internal reconstruction).

Relevant AS and IND-AS as applicable

UNIT IV: Accounts of Holding Companies/ Parent Companies

Preparation of consolidated balance sheet with one subsidiary company.

Relevant AS and IND-AS as applicable

UNIT V: Analysis of Financial Statements using accounting ratios

Meaning and significance of accounting ratios. Calculation of profitability, solvency, liquidity and turnover ratios: Price-to-Earnings Ratio (P/E), Dividend Payout Ratio, Return on Assets (ROA), Return on Equity (ROE), Current Ratio, Quick Ratio, Debt to Equity Ratio, Interest Coverage Ratio, Asset Turnover Ratio, Debtors Turnover Ratio, Inventory Turnover Ratio, Average collection period, Net Profit Ratio, Operating Profit Ratio, Gross Profit ratio.

References

- Goyal, Bhushan Kumar. *Corporate Accounting*. Taxmann, New Delhi.
- Kumar, Alok. *Corporate Accounting*. Kitab Mahal, New Delhi.
- Maheshwari, S N. *Corporate Accounting*. Vikas Publishing House, New Delhi.
- Monga, J R. *Fundamentals of Corporate Accounting*. Mayur Paper Backs, New Delhi.
- Sehgal, Ashok & Deepak Sehgal. *Corporate Accounting*. Taxmann, New Delhi.
- Tulsian, P C. *Corporate Accounting*. S Chand & Co. New Delhi. New Delhi.

Note: Latest edition of readings may be used

Teaching Learning Process

Theory/ numerical with examples

Assessment Methods

Class participation, Presentation, Practical's, Viva/ test, End Semester Exam

Key words

Forfeiture of shares, cash flow from operations, Purchase consideration, holding company, accounting ratios.

**B.A Programme-Commerce
ACCOUNTING & FINANCE
Paper 3: SEMESTER –III
Financial Management**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To familiarize the students with the principles and practices of financial Management.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the financial environment within which organisations must operate

CO2: analyze the finances of individual corporations both in terms of their performance and capital budgeting

CO3: understand the importance of cost of capital within the context of financial decision making

CO4: access financial information from a wide variety of sources and use this information

CO5: estimate working capital requirement in a firm along with understanding of cash management.

Course Contents

Unit I: Introduction

Nature, scope and objectives of financial management. Time value of money. Concept of risk and return. Types of financial decisions.

Unit II: Capital Budgeting

Capital Budgeting process. Cash flow estimation. Techniques of capital budgeting- payback period, ARR, NPV, IRR and profitability index.

Unit III: Financing Decision & Lost of Capital

Sources of long-term financing. Specific and weighted average cost of capital. Capital structure theories- Net income, Net operating income, Modigliani-Miller and Traditional theory. Operating and financial leverage. Optimal capital structure.

Unit IV: Dividend Decision

Theories of dividend- Walter's model, Gordon's model and Miller-Modigliani Hypothesis. Dividend policies in practice.

Unit V: Working Capital Management

Concept of working capital. Working capital financing. Cash management, Receivables management, Inventory management (only theory).

References

- Chandra, P. *Financial Management-Theory and Practice.*, Tata McGrawHill
- Singh, Preeti. *Financial Management.* Ane Books Pvt. Ltd, NewDelhi
- Tripathi, Vanita, *Basic Financial Management* Taxmann Publications.

Note: Latest edition of text books may be used.

Additional Resources

- Horne, Van., James, C., and John, Wachowicz. *Fundamentals of Financial Management.* Pearson Education.
- Khan, M.Y. and Jain P.K. *Financial management: Text and Problems.* Tata McGraw Hill

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to familiarize the students with the principles and practices of financial management the teaching learning process will be based on lectures

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Financial Environment, Capital Budgeting, ARR, NPV, IRR and Profitability index, Net income, Net operating income, Modigliani-Miller and Traditional theory, Theories of dividend, Working Capital.

B.A Programme-Commerce
ACCOUNTING & FINANCE
Paper 4: SEMESTER –IV
Financial Markets, Institutions and Financial Services

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To provide the students an overview of financial markets and institutions in India and to familiarize them with important fee based and fund based financial services in India.

Course Learning Outcomes

After completing the course, the student will be able to:

- CO1: understand the meaning and scope of Financial Markets institutions in India and the concept of Liberalization.
- CO2: learn the concepts of Money Market and Capital Market regulation
- CO3: acquaint with the Structure of Banks and the concept of Non-Banking Finance (NBFC's)
- CO4: examine the financial services industry in India
- CO5: develop insights in to Investment Banking and other forms of banking

Course Contents

Unit 1: Introduction

Financial system and economic development. Financial markets. Financial institutions. Financial intermediation. An overview of Indian financial system.

Unit 2: Financial Markets

Money market- function, organisation and instruments. An overview of Indian money market. Capital market- function, organisation and instruments. Indian equity market-primary and secondary market. Indian debt market. Role of SEBI.

Unit 3: Financial institutions

Commercial banking. Assets structure of a bank, process of credit creation. Non-banking financial companies (NBFCs). Life Insurance & General Insurance.

Unit 4: Financial services

Overview of financial services industry in India. Merchant banking. Underwriting. Venture Capital Finance. Factoring.

Unit 5: New Financial services II

Investment Banking, Universal banking, Consumer and housing finance. Credit rating. Micro Finance.

References

- Bhole, L.M., *Financial Markets and Institutions*. Tata McGraw Hill Publishing Company.
- Khan, M.Y., *Indian Financial System –Theory and Practice*, Vikas Publishing House.
- Sharma, G.L., & Singh, Y.P., *Contemporary Issues in Finance and Taxation*, Academic Foundation, Delhi

Additional Resources

- *Annual Reports of Major Financial Institutions in India*.
- Khan M.Y. and Jain P.K., *Financial Services*, Tata McGrawHill.
- Kumar, V., Gupta, K., Kaur, M., *Financial Markets, Institutions and Financial Services*, Taxmann's Publications.

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to provide the students an overview of financial markets and institutions in India and to familiarize them with important fee based and fund based financial services in India, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Financial System, Financial Markets, Money Market, Capital Markets, Financial Institutions, Commercial Banking, Life and Non-Life Insurance, Financial Services Industry, Merchant Banking

ACCOUNTING & FINANCE
Discipline Specific Elective Paper 5(a): SEMESTER -V
Cost Accounting

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To provide a basic knowledge of the Cost Accounting Principles for identification, analysis and classification of cost components and cost ascertainment by various costing methods for planning, control and managerial decision making.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the conceptual framework of Cost Accounting, cost concept & classification, elements of cost and preparation of cost sheet.
- CO2: understand of accounting and control of material and labour cost.
- CO3: understand classification, allocation, apportionment and absorption of overheads in cost determination; under and over absorption of overheads.
- CO4: calculate the cost of products, jobs, contracts, processes and services after understanding the basic concepts and processes involved in them.
- CO5: understand the concept of marginal cost and marginal costing, learning of cost-volume-profit analysis and break-even analysis; identification of key factor and determination of profitability

Course Contents:

Unit 1: Introduction

Meaning, scope, objectives and advantages of cost accounting; Difference between financial and cost accounting. Cost concepts and classifications, Overview of elements of cost and Cost sheet. Role of a cost accountant in an organisation. Introduction to Cost Accounting Standards & Cost Audit Reports.

Unit II: Elements of Cost: Material and Labour

(a) *Accounting and control of materials*: Concept of material cost and control, accounting and control of purchases, storage and issue of materials. Inventory systems, Methods of pricing of materials issues — FIFO, LIFO, and Weighted Average, Physical Verification, Fixation of stock levels, determination of economic order quantity, ABC analysis. Accounting treatment and control of losses — Wastage, scrap, spoilage and defectives

(b) *Labour*: Accounting and Control of labour cost; time keeping and time booking; Concept and treatment of idle time, over time and labour turnover.

Unit III: Elements of Cost: Overheads

Classification, allocation, apportionment and absorption of overheads. Treatment of under- and over-absorption.

Unit IV: Methods of Costing

Unit costing, Job costing, Contract costing, Process costing (excluding treatment of work-in-progress, joint and by-products). Service costing (only transport).

Unit V: Cost-Volume-Profit Analysis

Concept of cost-volume-profit analysis, marginal cost and marginal cost equation, profit-volume ratio, break-even analysis, cost break-even point, composite break-even point, margin of safety, simple break-even chart, Identification of key factor and determination of profitability.

Note- Use only simple numerical problems in all the above units to explain the various concepts, methods and techniques given therein.

References

- Arora, M.N. *Cost and Management Accounting-Principles and Practice*. Vikas Publishing House, New Delhi.
- Goel, Rajiv Kumar & Ishaan Goel. *Concept Building Approach to Management Accounting*. Cengage
- Jain, S.P., and K. L. Narang. *Cost Accounting: Principles and Methods*. Kalyani Publishers, Jalandhar.
- Jhamb, H. V. *Fundamentals of Cost Accounting*. Ane Books Pvt. Ltd, New Delhi.
- Jhamb, H. V. *Management Accounting*. Ane Books Pvt Ltd, New Delhi.
- Lal, Jawahar & Seema Srivastava. *Cost Accounting*. McGraw Hill Publishing Co., New Delhi.
- Maheshwari, S. N., & S. N. Mittal. *Cost Accounting. Theory and Problems*. Shri Mahabir Book Depot, New Delhi.

- Singh, Surender. *Elements of Cost Accounting*, KitabMahal, Allahabad/New Delhi.
- Singh, Surender. *Management Accounting*, PHI Learning, New Delhi.

Note: Latest edition of text books may be used.

Teaching Learning Activity

Theory, Practical, Numerical

Assessment Methods

Class participation, Presentation, test, End Semester Exam

Keywords: Elements of cost, overheads, Process costing, Reconciliation of cost

B.A Programme-Commerce
ACCOUNTING & FINANCE
Discipline Specific Elective Paper 5(b): SEMESTER -V
Personal Finance and Basics of Investment

Duration: 3 hrs.**Marks: 100****Credits: 6**

Course Objective

To make students financially literate so that they have knowledge, skills and confidence to take charge of their financial future. This course will increase their understanding of personal finance concepts, develop critical thinking skills for personal financial planning and introduce them to different investment alternatives.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: analyze personal financial planning process & set personal financial goals

CO2: learn investment planning, risk aversion, risk profiling & concepts of compounding and discounting

CO3: understand to invest in bonds & equity shares

CO4: perform portfolio analysis & learn portfolio risk, return & diversification

CO5: know about investor protection

Course Contents

Unit 1: Introduction

Personal financial planning process. Setting personal financial goals. Financial planning environment. Personal financial planning at different stages of life. Planning for life insurance and health insurance. Consumer and housing finance planning. Retirement planning. Impact of taxes and inflation.

Unit 2: Investment Planning

Objectives and rewards of investing. Risk aversion and risk profiling. Concept of compounding and discounting, Various investment alternatives such as – bonds, equity shares, mutual funds,

SIP, deposits, PPF, financial derivatives, real estate, commodities, ETFs, Gold, Risk-free investments.

Unit 3: Investing in Bonds and Equity Shares

Types of bonds. Bond yields. Bond risks. Investing in equity shares- fundamental and technical analysis. Online investing. Dematerialization. Concept of brokerage, entry or exit load.

Unit 4: Portfolio Analysis

Portfolio and diversification. Portfolio risk and return. Designing suitable portfolio as per personal financial plans. (Only theory no numerical problems).

Unit 5: Investor Protection

Role of SEBI. Investor grievances and their redressal system in India. Ombudsman committee.

References

- Bhalla, V.K., *Investment Management*, S. Chand & Co.
- Kapoor, Jack, *Personal Finance*, Tata McGrawhill
- Maheshwari, *Investment Management*, Prentice Hall of India.
- Mayo, *An Introduction to Investment*. Cengage Learning.
- Rustogi, R.P., *Fundamentals of Investment*. Sultan Chand & Sons, New Delhi.
- Tripathi, Vanita, *Fundamentals of Investments*. Taxmann publications.

Additional Resources

- Chandra, Prasanna, *Investment Analysis and Portfolio Management*, Tata McGraw Hill.
- Singh, Y.P., *Investment Management*, Galgotia Publishers
- Vohra, N.D., and Bagri, B.R., *Futures and Options*, Tata McGraw Hill Publishing Company Ltd.

Teaching Learning Process

As the course is designed to make students financially literate so that they have knowledge, skills and confidence to take charge of their financial future. This course will increase their understanding of personal finance concepts, develop critical thinking skills for personal financial planning and introduce them to different investment alternatives. The teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Financial Planning, Investment planning, Personal Tax Planning Insurance Planning, Retirement planning, Time Value of Money ,Bonds, Equity shares, Mutual funds, SIP, Deposits, PPF, Financial Derivatives, Real estate, Commodities, ETFs, Gold, Risk-free investments

B.A Programme-Commerce
ACCOUNTING & FINANCE
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Investment Analysis and Business Valuation

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

This paper aims to equip the student with valuation techniques for different financial instruments for investments.

Course Learning Outcomes

CO1: understand the Basics, Concepts & Calculation of Risk & Return, Types of Risks & Market.

CO2: learn to perform Fundamental Analysis.

CO3: learn to perform Technical Analysis and Understand the Efficient Market Hypothesis.

CO4: learn the Basics of Equity & Bond Valuation & Portfolio.

CO5: learn Approaches to valuation, Discounted Cash Flow, Relative Valuation, Role of valuation.

Course Contents

Unit 1: Introduction

Introduction to Investments; Objectives of Investments; Basics of Risk and Return: Concept and calculation of risk and returns, Application of standard deviation, coefficient of variation, the concept of beta; Systematic Vs Unsystematic risk (Inflation Risk, Interest Rate Risk, Credit Risk, Maturity Risk, Liquidity Risk, reinvestment risk); impact of taxes and inflation on returns; financial assets vs real assets; Market participants - Investors, Speculators, hedgers and arbitragers.

Unit II: Fundamental Analysis

Economy analysis: Different Economic Indicators and their impacts on expected direction of movement of stock prices in the Indian context. **Industry Analysis:** life cycle of an industry, SWOT analysis, Michael Porter's five forces' model. **Company Analysis:** Financial and Non-financial aspects, Analysis of financial statements – Horizontal and Vertical financial statement analysis and trend analysis; Book Value per Share; Earnings per share; dividend per share; Price Earnings Ratio (P/E).

Unit III: Technical Analysis And Efficient Market Hypothesis

Introduction to Technical Analysis; Strengths and weakness of Technical Analysis; Dow Theory; Elliott Wave theory; Charting the historical prices (Bar Chart, Line Chart, Point and figure chart, candle stick charts, triangles); Price patterns; Support and resistance level; Weakness and shortcomings of Technical Analysis. Introduction to Efficient Market Hypothesis (EMH); Forms of efficient Markets (only theoretical introduction).

Unit IV: Basics Of Equity & Bond Valuation And Portfolio Management

Bond fundamentals; bond valuation; estimation of bond yield; Investment in shares; Intrinsic value of shares; Valuation of shares – dividend discounting models, Price earning approach of equity valuation. Introduction to portfolio, Portfolio diversification, calculation of portfolio risk and return (2 securities only)

Unit V: Business Valuation

Introduction to Valuation: Approaches to valuation, Discounted Cash Flow, Relative Valuation, Role of valuation; Discounted Cash flow Valuation: Estimating discount rates cost of equity, cost of equity to cost of capital; Valuation of an asset with guaranteed cash flows, introducing uncertainty into valuation.

References

- .Damodaran, A. *Valuation, Security Analysis for investment and Corporate Finance*, Wiley India Pvt. Ltd.,
- Bodie, Z., Kane, A., Marcus, A. J. and Mohanty, P., *Investment*, Tata McGraw Hill, New Delhi, 2013
- Chandra, P., *Investment Analysis and Portfolio Management*. McGraw Hill Education, 2012.
- Tripathi, Vanita, *Fundamentals of Investment* Taxmann publication.

Additional Resources

- Chandra, P., *Corporate Valuation A Guide for Analysts, Managers and Investors*, McGraw Hill Education, 2014.
- Foster, G., *Financial Statement Analysis*, 2nd Ed., Pearson Education Pvt Ltd., 1986
- Gibson, Charles H., *Financial Reporting and Analysis*, 13th Ed., CENGAGE Learning, New Delhi, 2013.
- Sharpe, William F., Alexander, G. J. and Bailey, J.V., *Fundamentals of Investments*. Prentice Hall, 2007.

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the students with an understanding of how to evaluate the financial instruments to be invested in and will equip them to understand what a financial asset is worth and what determines the value, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Investments, Systematic, Unsystematic Risk, Fundamental Analysis, Technical Analysis And Efficient Market Hypothesis, Basics of Equity & Bond Valuation And Portfolio Management

B.A Programme-Commerce
ACCOUNTING & FINANCE
Discipline Specific Elective Paper 6(b): SEMESTER -VI
Computer Application in Accounting and Finance

Duration: 3 hrs.**Marks: 100****Credits: 6****Course Objective**

To enhance computer skills and develop an understanding of usefulness of information technology tools for understanding accounting and finance. A practical approach to impart skills of maintaining and recording various kinds of business transactions and accounting information using computerized accounting software.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand and manage the basic functioning of computer system and network system.

CO2: carry out the task of creating and maintaining documents using MS word

CO3: carry out basic mathematical operations using spreadsheets

CO4: becoming familiar with the Computerized Accounting system

CO5: maintain accounts using computer system through hands on training

UNIT: I

History of Computers, types of Computers, Advantages, Functions, Limitations, Applications of Computers, Generations of Computers. Hardware Firmware Liveware Types of Software, system software, operating system, Translators, Interpreters, Compilers, Functions of operating system. Application Software: General purpose Packaged software and tailor made software; Introduction to internet: Meaning, features, Growth of internet, Internet , Intranet and extranet, , Basic terminologies: Webpage, Homepage, World Wide Web, Email, Website, Client Server Relationship, Internet Security. , Net etiquettes, Protocol, Search Engines and their types, usage of internet for society.

UNIT II: Word Processing

Word Processing, Concepts, working with word, opening and creating a new document, saving, difference between save and save as, selecting text, editing, find and replace, closing a document, formatting, checking and correcting spellings, justification and alignment, bullets, numbering, tabs, Paragraph formatting, page formatting, mail merge, use of smart art tools.

UNIT III: Spreadsheet

Spreadsheet concept, creating a workbook, saving a workbook, inserting and deleting worksheet, entering data in a cell, formulae copying, moving data from selected cells, handling operators in formulae, inserting charts: Line Bar Pie. , use of formulae in excel, cell referencing and their types, use of functions: Financial: FV, PV, NPV, DB, SLN, PMT, IPMT, PPMT, CUMPRINC, CUMIPMT; Logical: AVERAGE, MEDIAN, MODE, MAX, MIN, STDEV, FREQUENCY, INTERCEPT, SLOPE; Mathematical: ROUND, RAND, SUM, SUMIF, COUNT, COUNTIF, COUNTA, COUNTBLANK, RANDBETWEEN, Preparing generalized worksheets.

UNIT IV: Computerised Accounting

Data table design for accounting, fundamentals of computerized accounting, concept of grouping of accountings, codification of accounts, maintaining the hierarchy of ledger.

UNIT V: Hands on Training and Maintenance of Accounts

Practical training of computers in financial accounting with use of any one of the latest version of accounting / workbook packages; Applications through computerized accounting: Ledger and Trial Balance, Cash Book, Bank book, Journal book.

References

- Arora, Sumita, *Computer Applications in Business*, Dhanpat Rai & Co. New Delhi
- Bharihoka, Deepak, *Fundamentals of Information Technology*, Excel Book
- Itl Education Solutions Limited “ *Introduction to Information Technology*” Pearson Publishers New Delhi
- Madan, Sushila, *Computer Applications in Business*, Mayur Paperbacks, New Delhi
- Rajaraman, V., *Introduction to Information Technology*, PHI
- Saxena, Sanjay, *A first Course in Computers*, Vikas Publishing House.
- Sinha, Pradeep K., and Sinha, Preeti, *Foundation of Computing*, BPB Publication

Teaching Learning Process

Class participation, Presentation, test, End Semester Exam

Assessment Methods

Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Software, Homepage, Internet, Spell check And Correct, Formatting, Font, Text, Functions, Spreadsheet, Workbook, Cells, Ledger, Accounts, Table, Practical, Accounting, Books Of Accounts Using System

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Paper 1: SEMESTER –I
Marketing Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The objective of this course is to provide basic knowledge of different concepts, principles, and techniques of marketing.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basic concepts and principles of marketing and to develop their conceptual skills to be able to manage marketing operations of a business firm.

CO2: discuss and make the students understand the complexities involved in various targeting and positioning decisions.

CO3: take effective decisions for launching new products.

CO4: understand the implications of different pricing strategies.

CO5: develop the skills among students to enable them to design the promotion-mix strategies and to make the students aware about the current trends in marketing to enable them to take proactive measures while taking marketing decisions.

Course Contents

Unit I: Introduction

Nature, scope and importance of marketing, Marketing Philosophies: production, product, selling, marketing, societal and holistic, Marketing mix, Marketing environment - micro & macro environmental components.

Unit II: Market Segmentation

Concept, Importance and Bases of segmentation; Market Targeting: concept and bases; Positioning: concept and bases.

Unit III: Product

Concept and Types of product; Major product decisions; Product attributes, Branding, Packaging and labelling, Product support service, Product life cycle: Concept and Strategies.

Unit IV: Pricing

Concept, Significance, Factors affecting price, major pricing methods.

Unit V: Distribution

Channels of Distribution-Meaning and importance, Types of distribution channels, Functions of distribution middleman. Promotion: Communication process, Meaning and Importance of Promotion, Promotion mix tools

References

- Kotler, Philip, and Armstrong, Gary, *Principles of Marketing*, Prentice Hall of India, New Delhi.
- Etzel, Michael, Walker, Bruce J., and Stanton, W. J., *Marketing*, McGraw Hill, New York.
- Sharma, K., & Swati Aggarwal. (2018). *Principles of Marketing*. Taxmann's.
- Saxena, Rajan, *Marketing Management*, Tata McGraw Hill, Publishing Co., New Delhi.

Note: Latest edition of text book may be used.

Teaching Learning Process

The teaching learning process includes lectures, case study discussions, individual and group presentations and projects.

Assessment Methods

The assessments methods of the course include class tests, assignments, project evaluations and class presentations.

Keywords

Targetmarket, Product, Price, Distribution, Promotion, Segmentation, Targeting, Positioning, Branding, Packaging, Labelling, Consumer Behaviour, Marketing Environment

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Paper 2: SEMESTER –II
Marketing Communication

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The aim of this course is to provide insights into the communication aspects of marketing. Students will be able to develop the basic understanding of marketing and communication process. They will be able to understand the steps involved in development of effective marketing communication, determining the various tools of promotion, and organizing them successfully in the light of the consumer buying behavior.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: explore the fundamental concepts of marketing communication and learn effective communication.
- CO2: develop effective marketing communication simulations.
- CO3: Categorize the promotion mix tools to be used for creating public relations, sales promotion and direct marketing.
- CO4: understand the consumer buying behavior which will serve as a guide to develop new and suitable marketing strategies.
- CO5: conversant with the process of integrated marketing communication process and also how to manage cultural diversity through communication.

Course Contents

Unit I: Communication

Meaning, Importance, Communication process and its elements, Barriers to effective communication, Ways to overcome barriers, Role of communication in marketing, Effective Communication.

Unit II: Developing Marketing Communication

Concept, its role; Communication response models AIDA, Hierarchy-of-effects, Steps for developing effective marketing communication.

Unit III: Promotion-mix

Concept of Promotion Mix, Tools of promotion-mix- advertising, personal selling, public relations, publicity, sales promotion and direct marketing: their meaning, distinctive characteristics and functions; Factors affecting promotion mix.

Unit IV: Understanding Consumer Behaviour

Meaning, Importance, Consumer buying process, Factors influencing buying behavior. Types of consumer buying decisions

Unit V: Integrated Marketing Communication

Types of Media: advantages and disadvantages; Concept, reasons for growing importance of IMC, Process of integrated marketing communication. Managing cultural diversity through communication.

References

- Aggarwal Kumar Vipin, Marketing Communication, (2019) Scholar Tech Press
- Belch, G. E., M. A. Belch and Purani K., *Advertising and Promotion: An Integrated Marketing Communications Perspective*, (2017) McGraw Hill Education.
- Kotler, P. & Keller, K. L. (2017). *Marketing Management*. Pearson.
- Shimp A Terence and Andrews J Criag, Advertising, Promotion, and other aspects of Integrated Marketing Communications, 9th Ed. (2015), Cengage Learning

Additional Resources

- Kotler, P., Keller, K. L., Koshy, A., & Jha, M. (2014). *Marketing Management*. Pearson.
- Schiffman, Leon G., Wisenblit, Joseph and S Ramesh Kumar, 11th Ed (2018) *Consumer Behavior*, Pearson.
- Stanton, M. J., Walker, B. J., Stanton, W. J., & Pandit, A. (2010). *Marketing (14th ed.)*. McGraw Hill.

Teaching Learning Process

Experiential Learning via Simulation Exercises and Role Playing, Case Study Discussions and Presentations and Field Trips are the components suggested for effective teaching learning process.

Assessment Methods

Students' assessment for this course will be done by following methods like Class Test, Assignments, Projects and Presentations, End Semester Examination.

Keywords

Marketing Communication, AIDA, Promotion-mix, Consumer Behaviour, Integrated Marketing Communication.

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Paper 3: SEMESTER –III
Advertising

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The objective of the course is to familiarize the students with the basic concepts of advertising. They will be able to learn the insights of advertising: preparing an advertising message, selecting an appropriate medium and evaluation of an advertising campaign.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: acquaint with the concepts, objectives and budgeting methods of advertising used in marketing.
- CO2: create advertising message using various advertising appeals and elements of advertising used by the marketers for promoting their brands in the market
- CO3: identify the major media decisions, media choice and scheduling.
- CO4: discover the role and types of advertising agency.
- CO5: acquaint with the methods of measuring advertising effectiveness and role of ASCI in maintaining the ethical nature of advertising.

Course Contents

Unit I: Introduction to Advertising

Nature and importance; Types of advertising; Setting of advertising objectives: communication and sales objectives, DAGMAR approach; Setting of advertising budget.

Unit II: Advertising Message

Advertising Message- Advertising appeals; Elements of print and broadcast advertising copy.

Unit III: Advertising Media

Types of Advertising Media- strengths and limitations; Factors influencing selection of advertising media; Media Scheduling.

Unit IV: Advertising Agency

Concept; Types of an Advertising Agency; Functions of an Advertising Agency; Compensation

Unit V: Evaluating Advertising Effectiveness

Communication and Sales effects; Methods of measuring advertising effectiveness; Ethical Aspects of Advertising in India; Role of Advertising Standards Council of India (ASCI)

References

- Belch, G. E., M. A. Belch and Purani K. (2009), *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw Hill Education.
- Gupta, Ruchi (2018), *Advertising*, Scholar Tech Press.
- Sharma, Kavita (2018), *Advertising: Planning and Decision Making*, Taxmann Publication Pvt. Ltd.

Note: Latest edition of the books should be used.

Additional Resources

- Kapoor, Neeru (2008), *Advertising and Personal Selling*, Pinnacle.
- Shah, Kruti and A. D'Souza (2008), *Advertising and Promotions: An IMC Perspective*, McGraw Hill Education.

Note: Latest edition of the books should be used.

Teaching Learning Process

There are different methods like Experiential Learning via Simulation Exercises and Role Playing, Research Projects, Internships Case Study Discussions and Presentations and Field Trips would be used for effective teaching learning process.

Assessment Methods

The following methods would be used for assessing the students and providing feedback to them: Class Test, Assignments, Projects and Presentations, End Semester Examination.

Keywords

Advertising, Advertising Objectives, Advertising Budget, Advertising Appeals, Advertising Standards Council of India, Advertising Media.

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Paper 4: SEMESTER –IV
Personal Selling and Salesmanship

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to familiarize the students with the fundamentals of personal selling and the selling process. They will be able to understand selling as a career and what it takes to be a good salesperson. They will be able to learn the various theories of selling and motivation.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand concepts of personal selling, roles and opportunities for sales persons.

CO2: know the theories, models and approaches of selling.

CO3: comprehend the meaning of motivation in the context of personal selling.

CO4: explain the role of a salesperson in entire personal selling process in order to develop a customer oriented attitude in selling.

CO5: discover various sales reports and ethical issue in selling.

Course Contents

Unit I: Introduction to Personal Selling and Salesmanship

Concept of Personal Selling and Salesmanship; Differences among Personal Selling, Salesmanship and Sales Force Management; Qualities of a good salesperson; Types of salespersons; Role of Personal Selling in CRM.

Unit II: Theories of Selling

AIDAS Model of Selling; Problem Solving Approach; Right Set of Circumstances Theory and Modern Sales Approaches.

Unit III: Buying Motives

Concept of Motivation; Maslow's Theory of Need Hierarchy; Buying Motives and their uses in Personal Selling.

Unit IV: Personal Selling Process

Prospecting; Pre Approach; Approach; Presentation and Demonstration; Handling of Objections; Closing the Sale; Follow-Up.

Unit V: Sales Planning and Control

Sales Reports and Documents; Various Ethical Issues in Selling.

References

- Buskirk, R. A. B. D. Buskirk, F. A. Russell (1988), *Selling: Principles and Practices*, McGraw-Hill.
- Futrell, Charles (2013), *Fundamentals of Selling*, McGraw Hill Education.
- Kapoor, Neeru (2008), *Advertising and Personal Selling*, Pinnacle.

Note: Latest edition of the books should be used.

Additional Resources

- Belch, G. E., M. A. Belch and Purani K. (2009), *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw Hill Education.
- Castleberry, S.B. and Tanner, J. F. (2013), *Selling: Building Relationships*, McGraw Hill Education.

Note: Latest edition of the books should be used.

Teaching Learning Process

Effective teaching learning process includes vital methods like Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.

Assessment Methods

Assessment methods comprise timely class test, assignments, projects and presentations and end semester examination for assessing the students and providing feedback to them.

Keywords

Personal Selling, Salesmanship, Theories of Selling, Buying Motives, Selling Process

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Discipline Specific Elective Paper 5(a): SEMESTER -V
Brand Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The aim of the course is to provide students with the knowledge of concept, tools and techniques of brand management and how this is relevant for the promotion of goods.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: comprehend the meaning of branding and ascertain the significance of branding in the present scenario.

CO2: understand how brands are created, maintained and repositioned.

CO3: ascertain the concept of brand personality and how it leads to brand loyalty.

CO4: learn how brands are being developed over internet or at digital market space.

Course Contents

Unit I: Introduction to Branding

Concept and importance of branding; Characteristics of brands (generic, expected, augmented, potential); Importance of brand planning; Functions of branding; Conditions favourable to branding.

Unit II: Brand Creation and Development

Creating brand names; Identifying and selecting brand names; Brand positioning strategies; Limitations of brand positioning; Repositioning.

Unit III: Building Brand Personality and Brand Loyalty

Brand Personality and Brand Image; Importance of brand personality; Role of Advertising in creating brand personality; Use of Brand Imagery, Symbols, Logos, Slogans and Punch lines in creating brand familiarity; Role of Celebrity Endorsements in building brand personality; Building brands through Event Sponsorship. Brand Loyalty- concept and antecedent conditions.

Unit IV: Building Brands through Internet/Digital Platform

Building brands through Internet; Differences in brand building environment in online and offline; 7Cs framework; Interactive brand building model; Limitations of brand building through internet.

References

- Anand, H., *Darwin's Brands, Adopting for Success*, Sage Publications India Pvt. Ltd., New Delhi, 2012.
- Clifton, R. and Simmons, J., *Brands and Branding*, Profile Books Ltd., UK, 2009.
- Kapoor, Neeru. *Advertising and Brand Management*. Pinnacle learning.
- Lepla, Joseph F. and Parker, Lynn M., *Integrated Branding*, Kogan Page, UK, 2002.
- Moorthi, Y.L.R., *Brand Management: The Indian Context*, Vikas Publishing House, Delhi, 2009.

Note: Latest edition of text book may be used.

Additional Resources

- Keller, Kevin L., *Strategic Brand Management Building, Measuring, and Managing Brand Equity*, 4th Edition, Prentice Hall Financial Times, 2013.
- Lepla, Joseph F. and Parker, Lynn M., *Integrated Branding*, Kogan Page, UK, 2002.

Teaching Learning Process

For effective teaching learning process Lectures, Experiential Learning via Simulation Exercises and Role Playing, Research Projects, Internships, Case Study Discussions and Presentations, Field Trips, Assignments, Presentations and E-Resources will be used for effective teaching learning process.

Assessment Methods

Assignments, Tests, Attendance, Final Exam would be used for assessing the students and providing feedback to them.

Keywords

Brand Management

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Discipline Specific Elective Paper 5(b): SEMESTER -V
Sales Promotion & Public Relations

Duration: 3 hrs.**Marks: 100****Credits: 6**

Course Objective

The aim of the course is to familiarize the students with the basics and techniques of sales promotion and public relations. Students will be able to learn the various forms of sales promotion tools, develop a sales promotion programme, and learn the importance of public relations especially during crisis. To teach students deal about ethical and legal aspects of sales promotion and public relations.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the fundamental concepts of sales promotion and public relations.

CO2: ascertain the tools of sales promotion and public relation in enhancing a companies brand equity and influencing consumer behaviour.

CO3: develop, evaluate and modify the sales promotion programmes.

CO4: understand the concept, importance and tools of public relations.

CO5: identify the ethical and legal aspects of sales promotion and public relation activities of a firm.

Course Contents

Unit I: Sales Promotion

Nature and importance of sales promotions; Forms of sales promotions, consumer-oriented sales promotion, trade-oriented sales promotion and sales force-oriented sales promotions.

Unit II: Major Sales Promotions Tools

Their features, strengths and limitations; Consumer Promotion Tools: Premiums, Price off, Coupons, Sampling, Refunds and Rebates, Contests, Games and Lotteries, Point of Purchase, Displays and demonstrations, Use of logo, gifts, Patronage Awards, Price packs, Tie-In Promotions, Product Warranties. Trade Promotion Tools: Convention, conferences, trade fairs, exhibitions and fashion shows, specialties and novelties.

Unit III: Developing Sales Promotions Programmes

Establishing Objectives, selecting the tools, develop the program, Pre-testing implementing, evaluating the result and making necessary modifications.

Unit IV: Public Relations

Meaning, features and growing importance; concept of public, publicity and public relations; Major tools of public relations: news, speeches, special event, handouts, leaflets, publications, audio visual, community relations, lobbying, identity media. Marketing Public Relations: Major Decisions.

Unit V: Ethical and legal aspects of sales promotion and public relations.

References

- Blattberg, Robert C and Neslin, Scott A., *Sales Promotions: Concepts, Methods and Strategies*. New Jersey: Prentice Hall.
- Cummins, J., and R. Mullins, *Sales Promotions*, London: Kogan Page.
- Ulanoff, S.M. *Handbook of Sales Promotions*. New York: McGraw Hill.
- Quelch, J.A. *Sales Promotions Management, (2011)* New Jersey: Prentice Hall.

Additional Resources

- Kotler, P. & Keller, K. L. (2017) *Marketing Management*. Pearson.
- Stanton, M. J., Walker, B. J., Stanton, W. J., & Pandit, A. (2010). *Marketing* (14th ed.). McGraw Hill.

Teaching Learning Process

Effective learning will be facilitated through continuous process of Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.

Assessment Methods

Assessment method would include class test, assignments, projects and presentations and end semester examination.

Keywords

Sales Promotion, Consumer Promotion Tools, Pre-testing, Public Relations.

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Discipline Specific Elective Paper 6(a): SEMESTER -VI
Sales Force Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The purpose of this course is to familiarize the students with the management of sales force and various aspects of sales management.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: learn the concepts of sales force management, functions of sales manager.

CO2: understand the arrangement of sales department on the basis of geographic, product or market.

CO3: comprehend how to manage sales force starting from recruitment to performance appraisal.

CO4: describe the process of sales planning and controlling.

CO5: ascertain the emerging developments in sales force management.

Course Contents

Unit I: Introduction to Sales Force Management

Nature and importance of sales force management, Designing the Sales Force objectives, strategy and structure, sales force size, Functions of Sales Manager.

Unit II: Organisation of the Sales Department

Geographic, Product wise and market based.

Unit III: Managing the Sales Force

Recruitment and selection of sales force; Training and direction; Motivating sales personnel, Sales force compensation; Performance appraisal.

Unit IV: Sales Planning and Control

Market Analysis, and sales forecasting, Methods of forecasting sales, Sales territory planning, Sales Budgeting: Importance, Process and uses of sales budget; Sales quota; Sales and cost Analysis.

Unit V: Emerging Trends in Sales Force Management

Use of innovative technology in Sales force management, CRM, Sales force diversity, Team based selling approach, Ethical and social issues in sales force management

References

- Futrell, Charles, *Sales Management: Behaviour, Practices and Cases*, The Dryden
- Johnson, Kurtz and Schueing, *Sales Management* (McGraw-Hill)
- Kapoor Neeru, *Advertising and personal Selling*, Pinnacle, New Delhi McGraw Hill Inc.,
- Pedesson, Charles A. Wright, Milburn d. And Weitz, Barton A., *Selling: Principles and Methods*, 8th edition, Richard, Irvin, pp.290-291. Press.
- Rusell, F. A. Beach and Buskirk, Richard H., *Selling: Principles and Practices, Sales force*, Richard D. Irwin/McGraw- Hill.
- Stanton, William J., *Buskirk*, Richard H., and *Spiro*, Rosann, *Management of the*
- Still, Richard R., Cundiff, Edward W., and Govoni, Norman A. P. *Sales Management: Decision Strategies and Cases*, Prentice Hall of India Ltd., New Delhi.

Note: Latest edition of text book may be used.

Teaching Learning Process

The teaching learning process includes Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing.

Assessment Methods

Projects and presentations, class test, assignments and end semester examination would be used for assessing the students and providing feedback to them.

Keywords

Sales Force Management, Sales Manager, Sales Budget, Sales Quota, CRM, Sales Force Diversity.

B.A Programme-Commerce
ADVERTISING, SALES PROMOTION & SALES MANAGEMENT
Discipline Specific Elective Paper 6 (b): SEMESTER -VI
Digital Marketing

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

This paper seeks to provide the students an insight into the concept, tools, techniques, and relevance of digital marketing in the present scenario.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept of digital marketing and its growth in India.

CO2: identify the dynamics and strategies of digital marketing management.

CO3: know the components of digital marketing presence.

CO4: understand the role of social media marketing in interactive marketing.

CO5: comprehend the ethical issues in digital marketing.

Course Contents

Unit I: Introduction

Concept, scope, and importance of digital marketing. Traditional marketing versus digital marketing. Challenges and opportunities for digital marketing. Growth of digital marketing in India.

Unit II: Digital Marketing Management

Digital marketing mix. Digital consumers and their buying decision process. Customer satisfaction and loyalty. Segmentation, Targeting, Differentiation, and Positioning: Concept, levels, and Strategies in a digital environment; CRM and digital technology.

Unit III: Digital Marketing Presence

Concept of paid, owned, and earned media. Website design and domain name branding. Search engine optimisation: stages, types of traffic, considerations. Online advertising: types, formats,

requisites of a good advertisement, Online public relations; News and Reputation management; E-mail marketing: types and strategies.

Unit IV: Interactive Marketing Presence

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; Online Payment options.

Unit V: Ethical and Legal Issues

Ethical and legal aspects of digital marketing. Regulatory Framework for digital marketing in India.

References

- Chaffey, D., F. E. Chadwick, R. Mayer, and K. Johnston. *Internet Marketing: Strategy, Implementation, and Practice*. Pearson India
- Charlesworth, A. *Digital Marketing: A Practical Approach*, Butterworth-Hienemann, UK.
- Gupta, Seema. *Digital Marketing*. McGraw Hill Education (India) Private Ltd
- Kotler, P., Kartajaya, H., and Setiawan, I. *Marketing 4.0 Moving from Traditional to Digital*. John Wiley & Sons. New Jersey.
- Ryan, Damian and Jones Calvin. *Understanding Digital Marketing: Marketing Strategies for engaging the Digital Generation*. Kogan page Publishers.
- Strauss, Judy., and Raymond Frost. *E-Marketing*. PHI Learning Pvt Ltd.

Teaching Learning Process

A combination of various learning methods like audio-visual materials, class presentations, expert lectures(Webinar), case studies and group discussion using ICT (such as: WhatsApp group, Google Group, Etc.).

Assessment Methods

Presentations, Online/Offline Quiz, Micro Research Projects, Group Discussion and Class Tests will be used to assess the students' performance.

Keywords

Digital Marketing, CRM, Digital Technology, Social Media Marketing, Online Payment Gateways, Search Engine Optimization, PPC Marketing, Mobile Marketing.

B.A Programme-Commerce
OFFICE MANAGEMENT & SECRETARIAL PRACTICE
Paper 1: SEMESTER –I
Business Communication

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The course aims to enhance written and verbal communication/ presentation skills amongst the learners and ability to frame effective reports and presentations in business context.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand communication process

CO2: understand the significance of oral communication in business context

CO3: write business reports and make presentations

CO4: learn to write business communication instruments like memorandum, minutes etc.

CO5: learn how to write report writing.

Course Contents

Unit I: Communication Process

Communication- nature, process, importance and types (verbal & non-verbal); Different forms of communication; Barriers to effective communication

Unit II: Vocabulary in Business

Vocabulary words often confused, words often mis-spelt, common errors in English

Unit III: Oral Presentation

Importance, characteristics, presentation plan, power point presentation

Unit IV: Business Correspondence

Letter writing, presentation, placing orders, sales letters, memorandum, notices, agenda, minutes; Job application letter; Preparing the resume

Unit V: Report Writing

Business reports, types, characteristics, importance, elements of structure, process of

References

- Khanna, P. *Effective Business Communication*. Vikas Publishing.
- Lehman, C. M., DuFrene, D. D., & Sinha, M. (2011). *Business Communication*. Cengage Learning India Pvt. Ltd.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations, case discussions and group discussions to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination.

Keywords

Communication, Letter writing, Business reports, Memorandum, Minutes

B.A Programme-Commerce
OFFICE MANAGEMENT & SECRETARIAL PRACTICE
Paper 2: SEMESTER –II
Office Management & Secretarial Practice
(English/Hindi Medium)

Duration: 3 hrs.**Marks: 100****Credits: 6**

Course Objective

To acquaint the students with the tools and techniques of Modern Office Practices in an office environment. The knowledge acquired by the students would help them to manage the modern office effectively as office manager, executive or personal secretary by using the skills set acquired by them through this course.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand office Management, office automation, space management, workplace environment
- CO2: understand the procedures of mailing as well as record management
- CO3: understand the budgets and audit system in the Office
- CO4: understand and acquire the skills for secretarial functions and proceedings of official meetings
- CO5: acquire the knowledge of banking system and official terms to be used in Office

Course Contents

Unit-I: Office Management and Office Automation

Introduction to office management, objectives and principles of Office Management, primary and administrative management functions, importance of modern office, organisational chart, hierarchy, centralization and decentralization of office services, changing the nature and scope of office work, functions of office manager, essential qualification, experience and supervisory skills required for Office Manager.

Modern Office Equipment: Introduction, meaning and importance of Office automation, objectives and use of office automation tools - printers, scanner, fax machines, personal computers, photocopier, calling bell, telephones, mobile phones, video conferencing, CCTV Camera, biometric attendance machines. Tools for planning, office layout, concept of open office, back office, front office, Use of modular office furniture, emerging office concepts (green office

building, work at home, flexible office hours etc.), factors affecting choice of office location and working environment.

Unit II: Office Forms, Mail and Records Management

Office forms: Introduction, meaning, importance of forms, advantages and disadvantages of the use of forms, types of forms, factors affecting forms design, principles of form design, form control. Stationery: Management of stationery in stock register. Mail Management: meaning and importance of mail, Inward and outward mail, mail procedure – centralization and decentralization of mail system, dispatch of official documents using postal and courier services.

Principles and objectives of records: management and record keeping, essentials of record management, Centralization vs Decentralization of record keeping, meaning and importance of filing, essentials of good filing and indexing, concept of paperless office, methods of filing, classification of files, advantages and disadvantages of filing, filing system, digitalization and retrieval of records, retention and weeding of old records.

Unit III: Budget Control and Audit

Office Budget: Annual, estimated and revised budget, essentials of a budget, plan and non-plan expenditure/recurring and non-recurring expenditure, budgetary control, essential requirement for preparation of budget. Audit: Definition, importance of audit process. Meaning of voucher, Types of vouchers, Need and importance of vouching, verification (in brief), consumables/stock register, depreciation and disposal of assets.

Unit IV: Role of Secretary

Role of Secretary: Appointment and qualification of a personal/executive secretary. Functions of personal secretary/stenographer in office – attending phone calls, maintenance of appointment diary, dictation, drafting of letters, fax messages, emails, notice of the meeting, minimum quorum, proceedings of agenda and minutes of the meeting Use of Modern technology and Office Communication, mail, voice mail, multi-media, video conferencing, web-casting.

Computers: Introduction, Role of computers, components of computers, input and output devices, general softwares used in office, computer applications in office management, handling of files in computer system, advantages and disadvantages of computerization, internet.

Unit V: Banking and other terms used in Offices

Introduction: Banking, Bank accounts-Saving Account, Recurring Account, Current Account, Demat Account, Debit Card, Credit Card, ATM, Net banking, transfer of payments through RTGS/NEFT, E-Wallets, E-Commerce, M-Commerce, pass books and cheque books, other forms

used in banks, demand drafts. Cheques: pre-dated and post-dated cheques, dishonored cheque, stale cheque. GEM etc

Importance of Employee Welfare in work place, Grievance handling mechanism, Employee morale and productivity, Social Security (PF, Pension, Insurance, medical benefits).

References

- Bhatia, R.C. *Office Management* - Galgotia Publishers, New Delhi.
- Chopra R. K., *Office Management*, Himalaya Publishing House.
- Duggal, B , *Office Management & Commercial Correspondence*, Kitab Mahal, New Delhi
- Ghosh, P. K. *Office Management*, Sultan Chand & Sons, New Delhi
- Krishnamurthy S., *Office Management*, S.Chand Publications.
- Pillai, R.S.N and Bagavathi, *Office Management*, S. Chand & Company Ltd, New Delhi
- Shrama and Gupta, *Office Organisation and Management*, Kalyani Publications.

Note: Latest edition of text book may be used

Teaching Learning Process

This course is well structured and sequenced attainment of modern office procedures. With the help of the given chapters the students would be able to not only strengthen their knowledge of latest office procedures and equipment used but also adopt special methods to be used to run an office in a congenial environment. It would involve lectures and demonstration of equipments to be used in office supported by tutorials, tests and assignments

The students may pay a visit to any office i.e. a college office, bank and observe the office management practices being adopted.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes written tests as well as assignments.

Keywords

Agenda, Audit, Biometric, Budget, Digitalization, Executive, Hierarchy, Minutes, Multi-media, Personal Secretary, Secretarial, Stock Register, Verification, Video-conferencing, Vouching, Web-casting

OFFICE MANAGEMENT & SECRETARIAL PRACTICE

Paper 3: SEMESTER –III

**COMPUTER APPLICATIONS
(ENGLISH/HINDI MEDIUM)**

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

To provide computer skills and knowledge for O.M.S.P. students and to enhance the understanding of usefulness of Information Technology tools for business operations.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the fundamentals of computer.

CO2: understand the Internet Technologies

CO3: learn the concepts of word-processing (MS-Office)

CO4: learn the concepts of spreadsheet (MS-Excel)

CO5: learn the concepts of Power Point Presentation (PPT)

Course Contents

Unit I: Basic Knowledge of Computer

History of computer, generations of computers, characteristics of computers, advantages, functions of computers, limitations of computers, classification of computers- Digital computers, classification by size: Mini Computers, Mainframe computers, personal computers, super computers

Input and Output devices, monitors, printers, scanners, pendrives, keyboard terminals, their functions, Hardware, software, firmware and liveware. Types of softwares: System software: Operating systems and its functions, Application Software: General purpose packaged software and tailor made software, Layout of keyboard: Touch and sight system of computer.

Unit II: Internet & Networking

Meaning, growth, and types, basic internet technologies: Webpage, homepage, world wide web, E-mail, website, Advantages and disadvantages of Internet. Difference between Internet, Intranet and WWW

Basics of Networking and Internet Security, Internet Protocols, Net Etiquettes, Usage of internet for society, Search Engines and their types.

Unit III: Word Processing

Introduction to word processing, word processing concepts, working with word document: opening an existing document/creating a new document. Saving, difference between save and save as, selecting text, editing text, finding and replacing text, closing a document, formatting text, checking and correcting spellings, justification and alignment, bullets and numbering, tabs, paragraph formatting, page formatting, mail merge and use of smart art tool. Keyboard Operations.

Unit IV: Spreadsheet

Spreadsheet concepts, creating a work book, saving a work book, editing a work book, inserting and deleting work sheets, entering data in a cell, formulae coping, moving from data selected cells, handling operators in formulae, inserting charts: LINE, BAR and PIE, use of basic formulae used in excel, cell referencing and their types, use of basic functions: Financial, logical, statistical, mathematical.

Unit V: Power Point

Meaning of Power point, uses of power points, slide designs, slide layout, slide setting, slide show, print options, set up row, rehears timings, slide transition and slide animation.

Practical: There will be no practical examination in this semester but we need projector for demonstration and computer lab for practice sessions of Unit 3, 4, 5

References

- Arora, Sumita, *Computer Applications in Business*, Dhanpat Rai & Co., New Delhi.
- ITL Education Solutions Limited, *Introduction to Information Technology* Pearson Publishers, New Delhi
- Madan, Susheela, *Computer Applications in Business*, Mayur Paperbacks, New Delhi
- Rajaram, V., *Introduction to Information Technology*, PHI.
- Saxena, Sanjay, *A First Course in Computers*, Vikas Publishing House.
- Sinha, Pradeep K., and Sinha, Preeti, *Foundation of Computing*, BPB Publications.

Latest editions of the text books can be used.

Teaching Learning Process

This course is well structured and sequenced attainment of Computer knowledge and its skills. It will constitute an important aspect of teaching learning process. The course would involve

lectures through proper demonstration supported by group tutorials, open ended projects and practice on computer.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes oral and written tests, observation of practical typing skills through touch methods.

Keywords

Animation, Assembler, Client-server, Compiler, E-typography, Interpreter, Transition, Protocols, Virus

B.A Programme-Commerce
OFFICE MANAGEMENT & SECRETARIAL PRACTICE
Paper 4: SEMESTER –IV
STENOGRAPHY (ENGLISH)
(Only English Medium)

Duration: 3 hrs.**Marks: 100****Credits: 6****Course Objective**

The main purpose of this course is to orient the students to understand the need of writing rapidly and accurately in this speed age. In order to make them a good writer, it is necessary for them to master the fascinating art of good writing. Every work has to be disposed of in the quickest possible time. As it is very important for an Executive Assistant/Secretary to write rapidly and accurately, the knowledge of art of writing through spoken sounds with the help of principles of Sir Isaac Pitman would help the students to take notes and carry out office work speedily.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basic concepts of stenography with grammalogues and logograms.

CO2: understand the basic concepts of circles and loops in stenography.

CO3: understand and practice the use of initial and final hooks.

CO4: understand and practice the halving and doubling principles in stenography

CO5: understand and practice the prefixes and suffixes signs in stenography.

Course Contents**Unit I: Basics of Stenography**

Stenography – Introduction, brief history of Pitman’s Shorthand, types of other writing methods. Consonants– Definitions, types of consonants, consonant and consonant stroke, form of strokes, number, size and direction of strokes, joining of strokes.

Vowels-its definition, long and short vowels, vowels signs and their places, position of outlines according to vowels, intervening vowel, diphthongs/triphones, punctuation signs, and their application.

Short Forms-Definition, importance and use of logograms, grammalogues and phraseography, the phraseograms, its essential qualities.

Alternative forms of strokes: downward R & L strokes, downward and upward H, tick H and dot H, upward, “ish” strokes, semi circle or abbreviated w and their use.

Unit II: Circles & Loops

Circle 'S' & 'Z', use of small circles with straight and curved strokes, exceptions to the use of Circle 'S'/'Z', Large Circles 'SW', 'SS' or 'SZ', use of large circles with straight and curved strokes, Use of large circles in Phraseography, Loops 'ST' and 'STR', use of small and big loops with straight and curved strokes, medial use of loops, exceptions to the use of loops

Unit III: Initial and Final Hooks

Small Initial Hooks: 'R' and 'L', use of initial hooks with straight and curved strokes, alternative forms for 'Fr', 'Vr' etc., use of circles and loops preceding initial hooks.

Small Final Hooks: 'N', 'F/V', use of final hooks with straight and curved strokes, medial use of small final hooks, use of small final hooks in Phraseography, Exceptions to the use of small final hooks, circles and loops to final hooks.

Large Final Hook 'Shun Hook': use of Shun Hook with straight and curved strokes, medial use of Shun Hook, Use of Shun Hook after Circle 'S' and 'NS', Use of Shun Hook in Phraseography and KW/GW/KY/GY, compound consonants.

Unit IV: Halving and Doubling Principles

Halving Principle: vocalizing of half length forms, halving for T or D, circle following half length forms, half length H, situations where halving principle not used. Halving and thickening of the strokes, M, N, L, R. The signs for RT and LT. Joining of strokes of unequal length. Use of halving principle for past-tense, halving principle in phraseography.

Doubling Principle: The general rule for doubling, doubling of straight strokes and the strokes MP and NG, alternative forms of MPR, MBR, NG-KR and NG-GR. Doubling of stroke L, circle S and double length strokes, use of doubling principle in phraseography.

Unit V: Prefixes and Suffixes

Diphones: Use of Diphones, Medial Semi-Circle, Left Semi-Circle, Right Semi-circle.

Prefixes: expression of the prefixes, initial common-, medial com-, accom-, intro-, etc.

Logograms as prefixes.

Suffixes: Suffixes and Terminations – The dot-ing, expressing –ality, -logical-ly, ment, mental-ly-ity, -ship, figures and contractions, etc.

References

- Aiyar, K.S.: *Reporter's Phrase Book*, A.H. Wheeler Publications.
- Bhatia, R.C., *"Principles of Short-hand Theory"*, G.Lal & Co.
- Hynes James: *The Practical Phraser*, Wheeler Publications.
- Kuthiala, O.P., *Shorthand Made Easy*, Pitman S.S. Publications
- Pitman, Isaac: *Pitman's Shorthand Instructor*, A.H. Wheeler Publications.

- Pitman, Isaac: *The New Phonographic : Phrase Book*.
- Thorpe, E and Kuthiala, O.P.: *You too can write 200 wpm and above*, Pitman SS Publication.

Note: Latest edition of text books may be used.

Additional Resources

- http://cbseacademic.nic.in/web_material/Curriculum/Vocational/2018/Study_Material_XII_Short_hand_English.PDF

Teaching Learning Process

This course is well structured and sequenced attainment of Stenography (English). This art of writing, based on (phonetics) sounds has been adopted throughout the world in the day to day working in organisations. With the help of the given chapters the students would be able to learn to make the outlines with proper pronunciation of words. In this way they will learn stenography and strengthen their English pronunciation also. Soon after the completion of this course, the student will be able to write/scribble accurately and speedily and once the speed and accuracy achieved, the same could be retained provided there is a regular practice.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes unit-wise written tests as well as assignments of Grammalogues and phraseography.

Keywords

Circles, Consonants, Diphones, Diphthongs, Doubling Principle, Figures, Grammalogues, Halving Principle, Hooks, Logograms, Loops, Phraseogram, Phraseography, Pitman, Shorthand, Stenography, Strokes, Suffix, Phonetics, Prefix, Terminations, Triphones, Vowels.

B.A Programme-Commerce
OFFICE MANAGEMENT & SECRETARIAL PRACTICE
Discipline Specific Elective Paper 5(a): SEMESTER -V
Practical Stenography and E-Typewriting
(Only English Medium)

Duration: 3 hrs.**Marks: 100****Credits: 6**

Marks: 100(Theory- 25 Marks, Internal Assessment = 25 Marks)
Practical -50 Marks

Course Objective

After learning the basic principles of Stenography by the students, it is essential that the students build up speed writing by practicing exercises and learning stenography transcriptions from Pitman Shorthand Instructor. The students will also get the proficiency in practical word processing and spreadsheet.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the basic English Transcription Concepts – as most of the shorthand outlines are same but their meanings in English are different.
- CO2: get the proficiency of Typing on Computer through Touch methods
- CO3: get the proficiency in Advanced Stenography skill and transcriptions
- CO4: prepare letters etc. with proper formatting and styles
- CO5: prepare pay-roll and result analysis etc.

Course Contents

Unit I: Basic English Transcription Concepts

Homonyms(words which have the same spelling and pronunciation, but have different meanings);
homophones(words which have the same pronunciation , but different spelling and meanings);
homographs (words that are spelt the same, but have different pronunciations and meanings)

Unit II: E-Typewriting- Practical

Practice on key board skills for the speed of e-typewriting

E-typewriting: Introduction, functions, importance, advantages and disadvantages.Practice of on and off of computer system.

Keyboard practice: Setting of fingers on home keys, guide keys, dead keys, and their functions

Touch and sight typewriting- Meaning, advantages and disadvantages. Typewriting speed and accuracy- (use of spacing and punctuation marks, errors and penalty. Calculation of running and accurate speed (gross and net speed)

Unit III: Advanced Stenography – Theory and Practical

Special contractions (Section 1 to 5 with exercises) , Advanced Phraseography(Section 1 to 7) with exercises , Intersections, List of Grammalogues (alphabetically and phonetically).

Daily practice of Seen Passages from above exercises at the speed of 60 w.p.m and transcribe on the computer.

Unit IV: Word Processing -Practical

Word processing (MS-Office): working with documents, use of different views, navigation through document, text manipulation, formatting of documents.Hyperlink,Mail Merge Document preparation : Styles of business letters, preparation of letters in word processor, generate notices, agenda and minutes of meeting, office orders, circulars, memorandums, resumes. Merging of letter through mail merge and Printing

Unit V: Spreadsheet -Practical

Spreadsheet (MS Excel): Need of Spreadsheet, creating, opening and saving workbook, working with worksheet, editing worksheet, using links, applying different views, formulas and functions.

Guidelines for the conduct of Practical Examination

Time: 3 Hours

Maximum Marks: 50

Question No.	Description	No. of words	Marks	Time Allowed
1.	Seen Dictation from Unit 3 of the syllabus at the speed of 80/60 words per minutes	180	10	5 minutes for dictation 5 minutes for reading and 30 minutes for transcription on Computer
2	Shorthand outlines from Unit 3	20	10	20 Minutes (the examinees will have to write the Shorthand outlines of the words on the printed sheet which would be the Question Paper as well as the Answer Sheet)

3	Speed Test @ 30 w.p.m. (10 minutes) from Unit 2	More than 1500 /2000 strokes	10	10 Minutes
4.	Project work – practical assessment from Unit 4 and 5 – two questions one from word processing and one of spreadsheet making the hyperlink		10 x 2	40 minutes

Note:

- 10 minutes time will be allowed to students for setting and adjustment of computers before the practical starts.
- 10 minutes time will be allowed to students for setting and adjustment of computers for e-typewriting speed test.
- The students have to produce the hard copies of the above questions for evaluation.
- Time should also be allowed for print-outs.

Practical:

There shall be Two Lectures per class and 4 Practical periods per batch to be taught in computer Lab.

Practical examination will be conducted by the Internal Examiner

References

- *700 Hundred Common Words – Reading and Dictation Exercises*
- Bhatia, D.P & Sangal, S.S., *Principles of Typewriting*, Pitman S.S.Publications
- *Computer E-Typewriting Master*
- Kailash, C.Chandra, N.and Pitman I., *Shorthand Magazines*, S.S.Publications 2012
- Kuthiala, *Shorthand Made Easy*, Pitman S.S.Publications
- Madan, S., *Computer Applications*, Mayur Paperbacks, New Delhi 2013.
- Pitman. I., *Pitman Shorthand Instructor and Key (old Course)*, Pearson Education Ltd. 2003.
- Sinha, P.K. and Sinha, P., *Computer Fundamentals*, BPB Publications. 2010
- Thoope Edgar, *2000 Common Words – Reading and Dictation Exercises*
- Tiwari H.N.and Thukral, S.*Information Technology*, International Book House Pvt. Ltd., Delhi 2014.

Latest addition of text books as well as softwares will be used.

Teaching Learning Process

This course is well structured and sequenced attainment of stenography and Typing speed. With the help of the given chapters and exercises the students would be able to not only strengthen their knowledge of rules of Pitman Shorthand but also adopt special methods for the formation of brief and legible outlines and transcribe them with higher speed, accuracy and with precise strokes. It would involve lectures supported by practicals.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes practical as internal assessment of Stenography as well as Typewriting.

Keywords

Contractions, dictation, grammalogues, homographs, Homonyms, Stenography, transcription, Phraseography.

B.A Programme-Commerce
OFFICE MANAGEMENT & SECRETARIAL PRACTICE
Discipline Specific Elective Paper 5(b): SEMESTER -V
Advanced Stenography
(Only English Medium)

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

Having learnt the fundamentals of Stenography from the Course in Pitman Shorthand Instructor Book. It is important for the students to practice the advanced course in Stenography to develop a high speed.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basic concepts of contractions to be used for speed purpose.

CO2: understand and practice in Shorthand - the figures and their transcriptions.

CO3: understand and practice in Shorthand-the Special contractions and their transcriptions.

CO4: understand and practice in Shorthand-the Intersections & Business Phrases and their transcriptions.

CO5: understand and practice in Shorthand-the Revisions of grammalogues, contractions, Advanced Phrases and their transcriptions.

Course Contents

Unit I

Dictation of revisionary exercises and contractions by reading, writing and copying shorthand outlines and reading accurately by the students.

- Chapter XXVIII – Exercise 100, Revisionary Exercise (c)
- Chapter XXIX – Contractions (Exercises 111 to 119)

Unit II

Dictation of exercises (read, copy and transcribe). Transcription of exercises using word processor.

- Chapter XXX – Figures etc. (Exercise 120)
- Chapter XXXI – Note Taking Transcription, etc.
- Chapter XXXII – Essential Vowels (Exercise 121 to 123)

Unit III

Dictation of exercises (read, copy and transcribe). Transcription of exercises using word processor.

- Chapter XXXIII – Special contractions (Exercise 124 to 144)
- Chapter XXXIV – Advanced Phraseography (Exercise 145 to 183)

Unit IV

Dictation of exercises (read, copy and transcribe). Transcription of exercises using word processor.

- Chapter XXXV – Intersections (Exercise 186 and 187)
- Chapter XXXVI – Business Phrases (Exercise 188 to 191)
- Chapter XLIII – Special list of words (Exercise 216 to 231)

Unit V

Dictation of exercises (read, copy and transcribe). Transcription of exercises using word processor.

- Chapter XLIV – Shorthand in Practice
- Revision of Grammalogues
- Special List of Contractions
- Business and Medical Transcriptions

References

- Pitman, Isaac: *Pitman Shorthand Instructor and Key* (old course), Sir Isaac Pitman Ltd., Pearson Education Ltd. and Dorling Kindersley Publishing.
- *Shorthand Magazines* by Kailash Chandra, Naresh Gupta and Pitman S.S. Publications.

Teaching Learning Process

This course is well structured and sequenced attainment of stenography speed. With the help of the given chapters and exercises the students would be able to not only strengthen their knowledge of rules of Pitman Shorthand but also adopt special methods for the formation of brief and legible outlines and transcribe them with higher speed, accuracy and with precise strokes. It would involve lectures supported by tutorials/practice sessions.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes written tests, dictation and observation of practical practice sessions of Stenography.

Keywords

Contractions, dictation, grammalogues, Stenography, transcription, Phraseography

(English Medium Only)**Duration: 5 hrs.****Marks: 100 (Practical)****Credits: 6****Course Objective**

To build higher speed in Stenography, typewriting and learn the advance skills on computers.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: learn the advanced phrases skills from the book.

CO2: get dictation of unseen passages and also be eligible to compete in the job market for secretarial jobs of personal secretary, office executives and office managers.

CO3: do transcriptions of dictated passages in MS-Word with a higher speed.

CO4: prepare pay-roll and employee data base etc.

CO5: make the presentation

Course Contents**Unit I: Advanced Stenography - Seen**

Daily practice of Seen Dictation exercises from Pitman Shorthand Instructor Book (Exercise 145-191) at the speed of 100 words per minutes. Practice in different settings (e.g. Class Rooms, Interviews for Social/Business Research Surveys).

Daily practice of Seen Passages from above exercises at the speed of 100 w.p.m (in graded manner) and transcribe on the computer

Suggested readings may also be used for practices.

Unit II: Advanced Stenography – Unseen

Practice of Unseen Passages at the speed of 80 words per minute (in graded manner) from monthly Shorthand Magazines with their transcription on computer.

Unit III: Word Processing (MS Word)

Word Processing (MS Word) – Inserting Table of Contents, Index and Managing Bibliography/References. Using Voice activated Word Processing in PC and Mobile Applications. Making the Hyperlinks

Practice of typewriting speed passages.

Unit IV: Spreadsheet (MS-Excel)

Spreadsheets (MS-Excel)- Preparation of Pay Rolls by applying mathematical and statistical functions. Preparation of mark sheets, Attendance Sheet, Employee Data Base by applying formulae and IF Function.

(Arithmetic and Logical functions)

Unit V: Power Point Presentation (PPT)

Preparing Presentations, Slides, Handouts, Speaker's Notes - Outlines -Media Clips - Charts – Graphs, Adding the Transitions to the Slide Show - Special effects in detail, - Setting Slide timings, Power point - Preparation and Presentation of slides in PowerPoint.

Guidelines for the conduct of Practical Examination

Time: 5 Hours

Marks: 100

Question No.	Description	No. of words	Marks	Time Allowed
1.	Seen Dictation from Unit 1 of the syllabus at the speed of 100 words per minutes	500	20	5 minutes for dictation 5 minutes for reading and 50 minutes for transcription on Computer
2.	Outlines of words consisting of phrases given in the syllabus	40 outlines	20	15 Minutes (the examinees will have to write the Shorthand outlines of the words on the printed sheet which would be the Question Paper as well as the Answer Sheet)
3.	Unseen Dictation at the speed of 80 words per minute	400	10	5 minutes for dictation 5 minutes for reading and 40 minutes for transcription on Computer
4.	One question from Unit 4/5 - Ms-Excel/power point and one from 3	1500/ 2000 strokes	25x2	80 Minutes (70+10 minutes)

Speed Test @ 30/40
w.p.m. (10 minutes)

Note:

- 10 minutes time be allowed to students for setting and adjustment of computers before the practical starts.
- 10 minutes time will be allowed to students for setting and adjustment of computers for e-typewriting speed test.
- The students have to produce the hard copies of the above questions for evaluation.
- Time should also be allowed for print-outs.

Practical:

There shall be Two Lectures per class and 4 Practical periods per batch to be taught in computer Lab.

Being practical no internal Assessment required

References

- *700 Hundred Common Words – Reading and Dictation Exercises*
- Bhatia, D.P & Sangal, S.S., *Principles of Typewriting*, Pitman S.S.Publications
- *Computer E-Typewriting Master*
- Kailash, C.Chandra, N.and Pitman I., *Shorthand Magazines*, S.S.Publications 2012
- Kuthiala, *Shorthand Made Easy*, Pitman S.S.Publications
- Madan, S., *Computer Applications*, Mayur Paperbacks, New Delhi 2013.
- Pitman. I., *Pitman Shorthand Instructor and Key (old Course)*, Pearson Education Ltd. 2003.
- Sinha, P.K. and Sinha, P., *Computer Fundamentals*, BPB Publications. 2010
- Thoope Edgar, *2000 Common Words – Reading and Dictation Exercises*
- Tiwari H.N.and Thukral, S.*Information Technology*, International Book House Pvt. Ltd., Delhi 2014

Latest addition of text books as well as softwares will be used.

Teaching Learning Process

This course is well structured and sequenced attainment of stenography speed. With the help of the given chapters and exercises the students would be able to not only strengthen their knowledge of rules of Pitman Shorthand but also adopt special methods for the formation of brief and legible

outlines and transcribe them with higher speed, accuracy and with precise strokes. It would involve lectures supported by tutorials/practice sessions.

Assessment Methods

The assessment method of the course is properly aligned and teaching learning processes and anticipated learning outcomes. It includes written tests, dictation and observation of practical practice sessions of Stenography

Keywords

Animations, contractions, dictation, grammalogues, Stenography, transcription, transition, Phraseography,

Computer Applications and Stenography (Practical)

Duration: 5 hrs.

Marks: 100

Credits: 6

Course Objective

To assess the level of mastery/competency acquired through a practical approach and hands on training in office management and secretarial practice course in the B.A. Program. While preparing Research Report on Office Management and Secretarial Practice the students will be able to acquire secretarial skills, knowledge, procedure and practices required for performing official jobs as Manager, Administrative Officer and familiarize with the working in modern IT environment. This course focuses on the production of reports by usage of IT Tools along with translation of Stenography Transcription Script.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: transcribe the dictations by using advanced phrases and outlines.

CO2: understand and develop the practical/research skills with hands on training in secretarial practice design with the understanding of organisational structure, processes and practices.

CO3: use practical approach in understanding of office systems and procedures with industry interface.

CO4: get proficiency in Office Management and Secretarial Practice skills using IT in their jobs.

CO5: discharge secretarial jobs with industry interface and improve their writing, reading and translation of shorthand scripts through Office Management and Secretarial Practices.

Course Contents

Unit-I: Shorthand Dictation and Transcription

Shorthand dictation of seen and unseen passages. Practice of outlines from Advanced phraseography, Intersections, Business Phrases, Political Phrases and Banking Phrases from Pitman's Shorthand Instructor (New Era Edition) by Isaac Pitman, London (old course).

Practice of transcription of dictations on seen and unseen passages from shorthand magazines or parliamentary/budget/banking/office administration reports/Business Research Survey.

Unit II: Research and Office Reports

Introduction, Meaning and Course Objectives of secretarial practice in project reports, importance of reports, essential features, content and format of the good report, samples of office report,

industry visit report, references and bibliography, writing of reports on office practices, preparation of stenography transcripts and its translation in office documentation, design of office reports.

Unit III: Structure of Reports

How to prepare the Reports: Executive summary (Abstract), Introduction- Background, Purpose, Nature and Scope, Objective of the study, Methodology, Discussions, Summary, Findings and Limitations.

Unit IV: Computer Applications for Writing Report

- (i) Preparation of Reports using keyboard skills in computer software – word processing, spreadsheet and power point– Practice of transcription/dictation exercises, content report exercises, tables, charts, use of arithmetic functions.
- (ii) Preparation and presentation of report in PowerPoint

Unit V: Visit to Industries and Writing of Report

- (i) Observe the office practices used by various industries for writing of business surveys/articles/research papers on the topics related to office management practices and secretarial practices.
- (ii) Daily practice on report writing, transcriptions and keyboard typewriting speed passages,

References

- Bhatia, R.C. *Business Communications* - Galgotia Publishers, New Delhi.
- Bhatia, R.C. *Office Management* - Galgotia Publishers, New Delhi.
- Bretag Crossman Bordia, *Communication Skills*, Tata Mcgraw Hill Education Private Limited, New Delhi.
- Computer e-Typewriting Tutor Master and Pitman Typing Speed Passage Part- 1 & II.
- MadaanSushila, *Computer Applications*, Mayur Paperbacks, New Delhi.
- Pitman, Isaac: *Pitman Shorthand Instructor and Key* (old course), Sir Isaac Pitman Ltd., Pearson Education Ltd. and Dorling Kindersley Publishing.
- Pitman, Isaac: *Pitman Shorthand Instructor and Key* (old course), Sir Isaac Pitman Ltd., Pearson Education Ltd. and Dorling Kindersley Publishing.
- Shorthand Magazines by Kailash Chandra, Naresh Chandra and Pitman S.S. Publications.
- Zane K.Quible, *Administrative Office Management*(Eight Edition) An Introduction, PHI Learning Private Limited, New Delhi.

Latest Editions of the Books will be used.

Additional Resources

Online projects reports through e-resources available in Colleges/Universities.

Teaching Learning Process

The course is well structured and outcome based on acquiring of competencies and mastery of office practices during two years of course study. With the help of industry interface students will be able to understand various activities of office management and secretarial practices used in today's modern office environment. This process will involve hands on practice and writing skills on daily basis for dictations, shorthand transcription, lectures, online material from Companies' web portal, practice on writing of research project office reports to acquire competency.

Assessment Methods

The students will be assessed through a Practical Exam based on well structured guided project research report.

**Guidelines for Office Management and Secretarial Practice
(Practical)****Duration: 5 Hours****Marks: 100**

Under the guidance of the Instructor (OMSP), each student of this Course shall undertake a visit to an organisation assigned to him/her and submit an office/project Report (English language and/or stenography transcript) highlighting his/her own experience and observation in the structure on areas prescribed. The duration of the visit should not be less than 15 days. The report in the neatly typed shaped (along with a stenography transcript) with a performance certificate from the office concerned specifying that he/she had visited the organisation during the period for the purpose, should be submitted by the student within one month from the date he/she was deputed for the purpose.

The assessment shall be done on the basis of information gathered by the student and produced in the Report alongwith translation in stenography transcript. The student achievement shall be assessed by using the following methods of assessment by both the internal and external examiner:

Sl.No.	Methods of Assessment	Weight age of marks	Evaluation
1	Practical Test from Unit-1, II, III& IV from the area chosen by the student based on the project report prepared by the student.	35	Internal and external examiner
2	Direct observation of Typing speed test	25	Internal and External Examiner
3	Secretarial Practice Project Report	15	Internal and External Examiner
4	Power Point presentation	15	Internal and External Examiner
5	Viva	10	Internal and External Examiner
Total		100	

Instructions:

Project Report on Office Management and Secretarial practices complete in all respect with the cover page and bibliography should carry 10 to 15 pages. The students will visit approved Business/Industrial Units/Govt./Service/Bank/Insurance Companies/educational Institutions/Courts/Tribunals/PSUs/SMSIs under the supervision of the teacher concerned and prepare the report. Two copies of the report will be prepared and submitted well in advance (one copy each will be served to the internal as well as external examiner) and they will fix the date for the Practical exam (along with other regular practical exams) as per above mentioned guidelines.

Note:

- 10 minutes time will be allowed to students for setting and adjustment of computers before the practical starts.
- 10 minutes time will be allowed to students for setting and adjustment of computers for e-typewriting speed test.
- The students have to produce the hard copies of the above questions for evaluation.
- Time should also be allowed for print-outs.

Structure:

The structure of the Office Management and Secretarial Practice/Project Report and prescribed areas are outlined below:

1. Topic
2. Introduction
3. Nature and Scope of the study
4. Background of the organisation visited by the student
5. Course Objectives of the study
6. Methodology
7. Summary and Results

Prescribed Area:

1. Organisation Structure and organisational chart
2. Details of the Office establishment
3. Procedure dealing with Receipt and Disposal of letters
4. Stenography dictations and transcriptions
5. Transcription of dictations on agendas and the minutes of the meeting
6. Stenography transcripts of contraction, special contractions and advance phraseography,
7. Functions of Secretary in an office, duties and responsibilities
8. System of filing and record management
9. Internal and External communication system
10. Office environment and working practices
11. Purchase and issue of materials from store/stock register
12. Office automation
13. Procedures for records management
14. Work Experience for taking dictation, transcriptions
15. Multipage Reports, letters, forms, statistical charts, tables
16. Any other special feature.

Unit No.	Course Learning Outcome	Teaching and Learning Activity	Assessment Tasks
1	Acquire the proficiency in shorthand skills, dictation and transcription of office notes	Lectures and hands on practices of daily dictations and shorthand transcription	Practical Exam (Unit-1,II,III & IV) secretarial practices and dictation exercises and Typing speed test (as per the

			guidelines of the Practical exam)
2	Development of writing research/official reports with the understanding of organisational structure, processes and practices adopted.	Lectures and online learning material from organisation's Web Portal	Final assessment through office/project report with shorthand transcript and oral test/viva (as per the guidelines of the Practical exam)
3	Hands on training in preparation of official documents in communication and IT environment.	Practical through usage of word processing, spreadsheets, power points.	Final assessment through power point presentation (as per the guidelines of the Practical exam).

Note: Being Practical Paper, there will be no Internal Assessment in this paper.

Key Words

Office Management and Secretarial Practices, Systems, Structure, Project Report, Stenography Transcripts

**B.A. Programme-Commerce
SKILL BASED COURSE (SEC) PAPER 3(a): SEMESTER III
Computer Applications in Business**

Duration: 3 hrs.**Marks: 100****Credits: 6**

Course Objective

To provide Information Technology skills and knowledge about hardware and software through practice on computer systems and to enhance the capabilities of students through acquiring knowledge about the processing of data and information in software packages - word processing, excel and power point.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the basics of computer systems, its fundamentals.

CO2: understand the components of computer system

CO3: acquire the knowledge and use of word processor, spreadsheet and power point

CO4: develop understanding about the usage and analysis of manual as well as online data in the IT platform.

CO5: acquire the knowledge and hands on experience working in spreadsheet program and hands on practice for presentation of power point report.

Unit I: Basics of Computer System

Introduction to Computer-Digital and Analog, History of Computers, Characteristics of Computers-fast speed of calculation, storing of information and accuracy, Advantages, Functions of Computer, Classification of Computers by size,

Unit II: Components of Computer System

The Computer System, Parts of Computers; Computer H/W Setup, Configuration, Networking, Mobile H/W Device and types, Storage Units – Main Memory, Secondary storage Units, Optical Dis, Megnetic Disk, Multimedia applications, wireless Networking.

Unit III: Computer Softwares

Operating System- Introduction to Operating Systems, An overview of various Computer & Mobile OS & Application (UN IX / Linux, DOS, Windows, Android, windows mobile, iOS Like), Features of latest Windows Operating Systems & its Management & Networking (Installation, backup, security, User control), Usage of payment gateways.

Unit IV: Usage of Essential Tools: Word Processing

Introduction to facilities & commonly used features of:

Word Processing : Working with word document, creating a document, typing and editing, opening an existing document, moving around in a document, saving document, printing document, closing and opening documents, review documents, word wrap, tab setting, grammar check, line spacing, margins and columns, rulers, status bar review documents, word wrap, tab setting, grammar check, line spacing, margins and columns, rulers, status bar, Inserting, filling and formatting a table, Mail Merge including linking with Access Database, Creating Macros -Sending E-mail from Word, text formatting, document formatting and inserting headers and footers, page numbers, setting up columns.

Import / Export of files Converting Word Document to Web Document, PDF files Hyperlinks; OLE Security features in MS-Word - Protection of Documents - Password for Documents - Checking for viruses in macros, referencing, creating bibliography, manage sources and citations.

Unit V: Power Point and Spreadsheet

Uses of power point, creating a power point presentation, power point views, saving the presentations, working with text, editing text/slides, formatting slides and text, formatting paragraphs, checking text, Handouts, Speaker's Notes - Outlines -Media Clips - Charts – Graphs, Designs, Adding the Transitions to the Slide Show - Special effects in detail, - Setting Slide timings, Printing and delivering Presentations.

Spreadsheet: Creating, opening, saving and closing a workbook, workbooks and worksheets, working in a workbook, working in a worksheet, moving within a worksheet, selecting cells and ranges of cells, auto calculate, selecting rows and columns, selecting cells by type of contents, special selecting technique, Rearranging Worksheet, entering the Data – text, numerals, logic values and error, editing, moving and copying data and formulas, Organizing Charts and graphs, Ranges and Functions & Formulae: Mathematical, Statistical Functions, .

References

- Basandra, Suresh K. *Management Information System*. New Delhi-Allahabad: Wheeler
- Eliason, A.L. *On-line Business Computer-Applications*. Chicago: Science Research Associates.
- Frye, Curtis D. *Step by Step Microsoft Excel 2010*. PHI.
- Kumar, Muneesh. *Business Information System*. Vikas Publishing House
- Leon, A. and Leon, M. *Fundamentals of Information Technology*. Leon, Vikas (4) Software manuals.
- Publication.
- Rajaraman, V. *Introduction to Information Technology*. PHI.
- Saxena, Sanjay, *A First Course in Computers*, Vikas Publishing House.
- Sinha, Pradeep K. and Sinha, Preeti. *Foundation of Computing*. BPB Publication.

Note: Latest edition of text book may be used.

Teaching Learning Process

Students will be able to work in IT environment though practice on computer systems while learning practically.

- Final Practical Exam in Computer Lab.
- Through assignments/ practical based skill enhancement through practical exercises from Unit I,II,III, IV & V.

Assessment Methods

As per the University norms, the details of assessment will be as shown below:

Time: 2Hrs, Maximum Marks: 50

(Practical-35 Marks, Viva-5 Marks and Work Book-10 Marks)

Teaching arrangements need to be made in the computer lab only.

There shall be 2 Lectures per class and 4 Practical periods per batch to be taught in Computer Lab.

Keywords: Computer System, Word Processor, Spreadsheet, Power Point, Practicals in Computer Lab.

B.A. Programme-Commerce
SKILL BASED COURSE (SEC) PAPER 3(b): SEMESTER III
Cyber Crimes and Laws

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

This paper intends to create an understanding towards the cyber crimes and to familiarize the students with the application of cyber laws in business and in day today for secure operations in cyber space.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: identify cyber crimes associated in online activities

CO2: work in the vertical having varied access points, data sources, network and system related issues, especially in online transactions.

CO3: generate and preserve electronic evidences for personal and professional use.

CO4: work in virtual space safely

CO5: understand business process or products not falling under the ambit of cyber crimes

Course Contents

Unit I: Cyber Crimes

Introduction- Computer crime and cyber crimes; Distinction between cyber crime and conventional crimes; cyber forensic; Kinds of cyber crimes- cyber stalking, cyber terrorism, forgery and fraud, crimes related to IPRs, computer vandalism; Privacy of online data; Cyber Jurisdiction; Copyright issues; and Domain name dispute etc.

Unit II: Definition and Terminology (Information Technology Act, 2000)

Concept of Internet, E Governance, E-Contract, E-Forms, Encryption, Data Security. Access, Addressee, Adjudicating Officer, Affixing Digital Signatures, Appropriate Government, Certifying

Authority, Certification Practice Statement, Computer, Computer Network, Computer Resource, Computer System, Cyber Appellate Tribunal, Data, Digital Signature, Electronic Record, Information, Intermediary, Key Pair, Originator, Public Key, Secure System, Verify, Subscriber as defined in the Information Technology Act, 2000.

Unit III: Electronic Records

Authentication of Electronic Records; Legal Recognition of Electronic Records; Legal Recognition of Digital Signatures; Use of Electronic Records and Digital Signatures in Government and its Agencies; Retention of Electronic Records; Attribution, Acknowledgement and Dispatch of Electronic Records; Secure Electronic Records and Digital Signatures.

Unit IV: Regulatory Framework

Regulation of Certifying Authorities; Appointment and Functions of Controller; License to issue Digital Signatures Certificate; Renewal of License; Controller's Powers; Procedure to be Followed by Certifying Authority; Issue, Suspension and Revocation of Digital Signatures Certificate, Duties of Subscribers;

Unit V Offences and Penalties

Penalties and Adjudication; Appellate Tribunal; Offences.

References

- Efraim Turban, Jae Lee, King, David, and Chung, HM.(2002). *Electronic Commerce-A managerial Perspective*. Pearson Education.
- Joseph, P.T. (2015). *E-Commerce-An Indian Perspective*. PHI
- Chaffey, Dave. (2009). *E-business and E-commerce Management- strategy, implementation and practice*. England. Pearson Education.
- Brian, Craig. (2012). *Cyber Law: The Law of the Internet and Information Technology*. Pearson Education.
- Sharma J. P., and Kanojia, Sunaina. (2019). *Cyber Laws*. New Delhi. Bharat Law house Pvt Ltd.

Additional Resources

- Information Technology Rules 2000 & Cyber Regulations Appellate Tribunal Rules 2000 with Information Technology Act 2000. Taxmann Publications Pvt. Ltd., New Delhi.
- Painttal, D. *Law of Information Technology*, New Delhi: Taxmann Publications Pvt. Ltd.
- Dietel, Harvey M., Dietel, Paul J., and Steinbuhler, Kate. (2001). *E-business and E-commerce for managers*. Pearson Education.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study the subject law. It includes lectures through presentations of case laws, expert lectures discussing

the real life cyber scams and the relevant precautionary measures, case study approach is widely followed, role plays, seminars, tutorials, project-based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Cyber Crimes, Information Technology Act, 2000, Electronic Records

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objectives

To enhance skills for effective and contemporary applications of E- commerce.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: comprehend the foundation of e-commerce, current and emerging business models.

CO2: recognize the dynamic of website designing for online business.

CO3: find out various components of internet information technology structure.

CO4: recognize how to meet the needs of the website visitors.

CO5: understand the importance of security, privacy, ethical and legal issues of e-commerce.

Course Contents

Unit I: Introduction to E-commerce

Scope of E- commerce, E -commerce Based Activities, Technical Components of E- commerce, E -commerce Applications, Frame Work of E -commerce, Supply Chain Management, E-commerce and E- Business, M-commerce, Pure Online V/S Brick and Click business.

Unit II: Planning online business

Nature and dynamics of Internet, electronic business models, B2B, B2C, C2C, C2B, **B2G**, website designing, assessing requirement for an online business, designing, developing and deploying the system.

Unit III: Technology for online business

Internet and its evolution, intranet and extranet, IT infrastructure, middleware, domain names, contents: text and integrating e -business application, components of internet information technology structure.

Unit IV: Operations of E- commerce

Online payment mechanism, electronic payment system, payment gateways, visitors to websites, tools for promoting websites, risk management options for e- payment systems.

Unit V: Security and Legal Aspects of E-commerce

Threats in E-commerce, security of clients and service provider, cyber laws-relevant provisions of Information Technology Act 2000: offences, secure electronic records and digital signatures, penalties, adjudication.

References

- Agarwala, Kamlesh N., Lal, Amit and Agarwala, Deeksha(2000) *Business on the Net: An Introduction to the whats and hows of E-commerce*. Macmillan India Ltd.
- Bajaj KK, Debjani Nag (2005) *E-Commerce*. Tata McGraw Hill Company” New Delhi
- Dietel, Harvey M., Dietel, Paul J., and Steinbuhler Kate(2001) *E- Business and E-commerce for Managers* Prentice Hall
- Diwan, Parag and Sharma, Sunil(2000) *Electronic commerce- A manager’s Guide to E-Business*, Vanity Books International ,Delhi
- Elias M. Awad (2006) *Electronic Commerce from vision to fulfillment*. Third Edition PHI publications.
- Kenneth C Laudon , Carol G Traver (2019) *E-Commerce: Business Technology and Society* Pearson
- Turban, E., et.al.(2006) *Electronic commerce: A Managerial perspective* Pearson Education Asia.
- Whiteley, David(2000) *E-Commerce: Strategy Technologies and Applications*. McGraw Hill, New York.

Additional Resources

- *IT Act 2000*
- Kumar A.(2017), *Cyber Laws* Book Age Publications, New Delhi

Teaching Learning Process

A blend of various learning methods like audio-visual materials, class presentations, expert lectures(Webinar), case studies and group discussion using ICT (such as: WhatsApp group, Google Group, Etc.).

Assessment Methods

Presentations, Online/Offline Quiz, Micro Research Projects, Group Discussion and Class Tests will be used to assess the students’ performance.

Keywords

Ecommerce, E-business, Mobile Commerce, Electronic Data, Digital Signature, Electronic Payment System, Supply Chain Management, Internet, Intranet and Extranet, Cyber Laws, Payment Gateways

B.A Programme-Commerce
SKILL BASED COURSE (SEC) PAPER 4(b): SEMESTER –IV
Investing in Stock Markets

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

This paper intends to provide basic skills to operate in stock markets and the ways of investing in it. It will enable the student to take up investment in stock markets independently.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: acquaint with the Investment Fundamentals of Equity shares, IPO/FPO & Bonds

CO2: understand online trading of stocks, Analysis of the company, the Principles of investing

CO3: perform Comparative analysis of companies, Stock valuations CO4: Learn to Invest in Mutual Fund

CO5: understand Derivatives: Instruments & Markets

Course Contents

Unit I: Investing Fundamentals

Types of Investment – Equity Shares, IPO/ FPO, Bonds. Indian Securities Market: the market participants, trading of securities, security market indices. Sources of financial information. Stock exchanges in India: BSE, NSE, MCX. Buying and selling of stocks: using brokerage and analysts' recommendations. Use of limit order and market order.

Unit II: Stock Analysis and Valuation

Online trading of stocks. Understanding stock quotations, types and placing of order. Risk: its valuation and mitigation, Analysis of the company: financial characteristics (as explained by ratio analysis, future prospects of the company, assessing quality of management using financial and non-financial data, balance sheet and quarterly results, cash flows and capital structure).

Unit III: Stock Analysis and Valuation-II

Comparative analysis of companies, Stock valuations: using ratios like PE ratio, PEG ratio, and Price Revenue ratio. Use of Historic prices, simple moving average, basic and advanced interactive charts. Examining the shareholding pattern of the company.

Pitfalls to avoid while investing: high P/E stocks, low price stocks, stop loss, excess averaging.

Unit IV: Investing in Mutual Funds

Background of Mutual Funds: Needs and advantages of investing in Mutual Funds. Net Asset Value, Types of Mutual funds: Open ended, closed ended, equity, debt, hybrid, money market,

Load vs. no load funds, Factors affecting choice of mutual funds. CRISIL Mutual Fund Ranking and its Usage.

Unit V: Understanding Derivatives

Futures, Options, trading in futures and options. Understanding stock market quotes on futures and options. Types of orders, Put and Call options: How Put and Call options work.

Commodities, Derivatives of commodities, trading of commodity derivatives on MCX, Currency derivatives and its trading.

References

- Kumar Vinod and Nangia Raj Sethi, *Investing in Stock Markets*, Anebooks
- Madura, Jeff, *Personal Finance*, Pearson
- Tripathi Vanita & Panwar, Neeti, *Investing in Stock Markets*, Taxmann Publication.

Additional Resources

- Aswath, Damodaran *Investment Validation Tools and Technique for Determining Mutual Funds*
- Chandra, Prasanna. *Investment Analysis and Portfolio Management*, Tata McGraw Hill
- Gurman and Jochnk, *Fundamentals of Investing*, Pearworth

Note: Latest edition of text books may be used.

Teaching Learning Process

As the course is designed to enable the student to take up investment in stock markets independently, the teaching learning process will be based on lectures.

Assessment Methods

The assessment of the students must be aligned with the course learning outcomes and requires Class Participation, Class Test, Assignment, Project Work, End Semester Examination

Keywords

Indian Securities Market, Stock Analysis, Stock Valuation, Mutual Funds, Futures, Options, trading in futures and options

**B.A Programme-Commerce
PAPER 5(a): SEMESTER –V
Entrepreneurship**

Duration: 3 hrs.

Marks: 100

Credits: 4

Course Objective

This course aims at imparting basic knowledge on entrepreneurship and new enterprise creation so that it is able to provide an opportunity for the students to opt for entrepreneurship as an alternative career option.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand entrepreneurship as volition in context of India

CO2: gather knowledge and ideas on the existing support system for entrepreneurial orientation

CO3: understand enterprise formation process for gaining ideas

CO4: understand requirements of post-enterprise creation for effective operations of the business

CO5: gain knowledge on available growth strategies for implementing effective suitable strategy for expansion and growth

Course Contents

Unit I: Introduction

Entrepreneurship- meaning, importance and determinants; Entrepreneurship in Indian scenario as a career option; Understanding intrapreneurship, technoentrepreneurship, netentrepreneurship, ecoentrepreneurship, and social entrepreneurship.

Unit II: Entrepreneurial Eco-System

Socio-economic support system for entrepreneurship, public and private system of stimulation; Role of development institutes; Availability of finance, marketing, technology and project related assistance; Role of trade associations and self-help groups for promotion of entrepreneurship; Types of business entities- micro, small and medium enterprises; Role of MSME sector in Indian economy; Nature of family business in India

Unit III: Enterprise Formation Process

Understanding and analyzing business opportunities; Market demand analysis, preparation of business plan, project feasibility study; Start ups and basic start ups problems; Cases of Indian start ups, sources of financing business start ups (practical knowledge on preparation of business plan/project report shall be taught in the class)

Unit IV: Managerial Aspects of Business

Managing finance- preparation of operating/cost budget, cash budget; Understanding management of short term and long term capital; Human resource planning; Contract management; Understanding marketing methods; Understanding of GST and other tax compliances

Unit V: Managing Growth

Business growth strategies specific to small enterprises; Enterprise life cycle and various growth strategies; Business collaboration and outsourcing of resources; Network management; Business succession planning for sustenance; Managing family business and its conflicts.

References

- Brandt, S. C. *Entrepreneurship: The Ten Commandments for Building a Growth Company*. MacMillan Business Books.
- Dollinger, M. J. *Entrepreneurship: Strategies and Resources*. Illinois: Irwin.
- Holt, D. H. *Entrepreneurship: New Venture Creation*. New Delhi: Prentice Hall of India.
- Panda, S. C. *Entrepreneurship Development*. New Delhi: Anmol Publications.
- Taneja, S., & Gupta, S. L. *Entrepreneurship Development-New Venture creation*. New Delhi: Galgotia Publishing House.
- Vasper, K. H. *New Venture Strategies* (Revised Edition ed.). New Jersey: Prentice-Hall.

Teaching Learning Process

Interactive class room teaching method along with practical guidance on project preparation may be carried out for the understanding of the entrepreneurial process.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Enterprise life cycle, Project feasibility study, Self-help groups, MSME sector, Start ups

**B.A Programme-Commerce
PAPER 5(b): SEMESTER –V
Advertising**

Duration: 3 hrs.

Marks: 100

Credits: 4

Course Objectives

The objective of the course is to familiarize the students with the basic concepts of advertising. To develop a customer oriented attitude for framing advertising policies. They will be able to learn the insights of advertising: preparing an advertising message, selecting an appropriate medium and evaluation of an advertising campaign.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: learn the concepts and techniques of advertising used in marketing

CO2: understand the major media decisions, media choice and scheduling.

CO3: comprehend various appeals and models used by the marketers for promoting their brands in the market.

CO4: measure advertising effectiveness with pre and post testing techniques.

CO5: know organisational arrangements for advertising in India.

Course Contents

Unit I: Introduction

Advertising: Meaning, Nature and Importance, types and objectives; Target audience selection-basis; Setting of Advertising Budget: determinants and major methods.

Unit II: Media Decisions

Major Media Types - their merits and limitations; Factors Influencing Media Choice; Media Scheduling.

Unit III: Message Development

Advertising Appeals; Elements of Print and Broadcast Copy.

Unit IV: Measuring Advertising Effectiveness

Arguments for and against measuring effectiveness; Evaluating Communication and Sales Effects; Pre and Post- testing Techniques.

Unit V: Organisational Arrangements

a) Advertising Agency: Role, Types and Selection of Advertising Agency

b) Ethical and Legal Aspects of Advertising in India

References

- Belch, G. E., M. A. Belch and Purani K. (2009), *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw Hill Education.
- Sharma, Kavita (2018), *Advertising: Planning and Decision Making*, Taxmann Publication Pvt. Ltd.
- Gupta, Ruchi (2017), *Advertising*, Scholar Tech Press.
-

Note: Latest edition of the books should be used.

Additional Resources

- Kapoor, Neeru (2008), *Advertising and Personal Selling*, Pinnacle.
- Shah, Kruti and A. D'Souza (2008), *Advertising and Promotions: An IMC Perspective*, McGraw Hill Education.
- IBS Case Study Centre, www.ibscdc.org

Note: Latest edition of the books should be used.

Teaching Learning Process

Experiential Learning via Simulation Exercises and Role Playing, Research Projects, Internships, Case Study Discussions and Presentations and Field Trips would be used for effective teaching learning process.

Assessment Methods

Class test, assignments, projects and presentations and end semester examination would be used for assessing the students and providing feedback to them.

Keywords

Advertising, Advertising Media, Communication and Sales Effects, Advertising Agency, Ethical Advertising

B.A Programme-Commerce PAPER 6(a): SEMESTER –VI Personal Selling & Salesmanship

Duration: 3 hrs.

Marks: 100

Credits: 4

Course Objectives

The purpose of this course is to familiarize the students with the fundamentals of personal selling and the selling process. They will be able to understand selling as a career and what it takes to be a good salesperson. They will be able to learn the various theories of selling and motivation.

Course Learning Outcomes

After completing the course, the student will be able to:

- CO1: explain the concepts of personal selling, roles and opportunities for sales persons.
- CO2: understand the theories, models and approaches of selling.
- CO3: comprehend the meaning of motivation in the context of personal selling.
- CO4: describe the role of a salesperson in entire personal selling process in order to develop a customer oriented attitude in selling.
- CO5: learn various sales reports and ethical issue in selling.

Course Contents

Unit I: Introduction to Personal Selling

Nature and Importance of Personal Selling; Differences among Personal Selling, Salesmanship and Sales Force Management; Role of Personal Selling in CRM; Qualities of a good salesperson; Types of Selling Situations; Types of Salespersons; Career Opportunities in Selling; Measures for making selling an attractive career.

Unit II: Theories of Selling

AIDAS Model of Selling; Problem Solving Approach; Right Set of Circumstances Theory and Modern Sales Approaches.

Unit III: Buying Motives

Concept of Motivation; Maslow's Theory of Need Hierarchy; Buying Motives and their uses in Personal Selling.

Unit IV: Personal Selling Process

Prospecting; Pre Approach; Approach; Presentation and Demonstration; Handling of Objections; Closing the Sale; Follow-Up.

Unit V: Sales Planning and Control

Sales Reports and Documents; Various Ethical Issues in Selling.

References

- Buskirk, R. A. B. D. Buskirk, F. A. Russell (1988), *Selling: Principles and Practices*, McGraw-Hill.
- Futrell, Charles (2013), *Fundamentals of Selling*, McGraw Hill Education.
- Kapoor, Neeru (2008), *Advertising and Personal Selling*, Pinnacle.

Note: Latest edition of the books should be used.

Additional Resources

- Castleberry, S.B. and Tanner, J. F. (2013), *Selling: Building Relationships*, McGraw Hill Education.
- Belch, G. E., M. A. Belch and Purani K. (2009), *Advertising and Promotion: An Integrated Marketing Communications Perspective*, McGraw Hill Education.
-

Note: Latest edition of the books should be used.

Teaching Learning Process

The teaching learning process helps students to become more effective learners in the course. Research Projects, Internships, Case Study Discussions and Presentations, Field Trips and Experiential Learning via Simulation Exercises and Role Playing would be used for effective teaching learning process:

Assessment Methods

Class test, assignments, projects and presentations and end semester examination would be used for assessing the students and providing feedback to them.

Keywords

Personal Selling, Salesmanship, Theories of Selling, Buying Motives, Selling Process

**B.A Programme-Commerce
PAPER 6(b): SEMESTER –VI
Collective Bargaining and Negotiation Skills**

Duration: 3 hrs.

Marks: 100

Credits: 4

Course Objective

To promote understanding of the concept and theories of collective bargaining, and also to provide exposure to the required skills in negotiating a contract.

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: identify issues in collective bargaining, its significance.

CO2: understand the levels, coverage and agreements of collective bargaining.

CO3: enable to liaison in negotiations

CO4: recognise the skills required for efficient negotiations.

CO5: administer the negotiation agreement and handle grievance management

Course Contents

Unit I: Issues in Collective Bargaining

Meaning, Definitions and Characteristics of Collective Bargaining ; Critical Issues in Collective Bargaining; Theories of Collective Bargaining: Hick's Analysis of Wages Setting under Collective Bargaining, Conflict-choice Model of Negotiation, A Behavioural Theory of Labour Negotiation.

Unit II: Collective Bargaining in India

Pre-requisites for successful Collective Bargaining in any Country; Collective Bargaining in Practice; Levels of Bargaining, Coverage and Duration of Agreements; Difficulties in the Bargaining Process and Administration of Agreements.

Unit III: Negotiating a Contract

Meaning of Negotiations, Pre-negotiation-Preparing the Charter of Demand(s), Creating the Bargaining Team, Submission of COD, Costing of Labour Contracts.

Unit IV: Negotiation Skills

Negotiation Process; Effective Negotiation; Preparing for Negotiation; Negotiating Integrative Agreements; Negotiation and Collective Bargaining; Approaches and Phases in Collective Bargaining; Coalition Bargaining and; Fractional Bargaining; Impasse Resolution; Contract Ratification.

Unit V: Administration

Post Negotiation-Administration of the Agreement, Grievance Management, Binding up the Wounds; Collective Bargaining & the emerging scenario.

References

- Venkataratnam, C. S. (2017). *Industrial Relations: Text and Cases*. Delhi: Oxford University Press.
- Salamon, Michael. (2001). *Industrial Relations—Theory & Practice*. London: Prentice Hall.
- Dubey, S., Jain, P. (2017) *Collective Bargaining and negotiation Skills*. Bookage Publications.

Additional Resources

- Dwivedi, R.S. (2002). *Managing Human Resources: Industrial Relations in Indian Enterprises*. New Delhi: Galgotia Publishing Company.
- Edwards, P. (2009). *Industrial Relations: Theory and Practice in Britain*. U.K: Blackwell Publishing.

Teaching Learning Process

The teaching -learning processes play a vital role in instilling in the student the curiosity to study this subject. It includes lectures through presentations of real life scenarios , expert lectures, case study involving industrial disputes , role plays , seminars , tutorials , project- based learning. Case laws comprehension and higher-order skills of reasoning and analysis will be encouraged through teaching strategies.

Assessment Methods

The assessment methods of this course are properly aligned with teaching learning processes and anticipated learning outcomes. It includes oral and written tests, case presentations, peer evaluation, problem solving exercises, observation of practical skills through case laws and viva voce interviews.

Keywords

Negotiation Skills, Collective Bargaining in India, Issues in Collective Bargaining

B.A Programme-Commerce
GENERIC ELECTIVE (GE) PAPER 5: SEMETER V
Modern Business Organisation

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The course aims to equip learners with working of different forms of business organisations as well as emerging modes of business

Course Learning Outcomes

After completing the course, the student shall be able to:

CO1: understand the concept underlying businesses and objectives thereof

CO2: realize the relevance of different types of organisational structure

CO3: analyze different forms of business organisations

CO4: evaluate the emerging modes of business

CO5: understand the emerging modes of business

Course Contents

Unit I: Nature and Purpose of Business

Concept and characteristics of business; Business, profession and employment- meaning and their distinctive features; Objectives of business - economic and social; Role of profit in business; Classification of business activities- industry and commerce.

Unit II: Organisational Structure

Concept, importance and types of structure– hierarchical, functional, flat, line-organisation, divisional, matrix, team-based and network; Mintzberg's five types of organisational structure; Formal and informal organisation; Delegation- concept, elements and importance; Decentralization- concept and importance.

Unit III: Forms of Business Organisations

Sole Proprietorship - meaning, features, merits and limitations; Partnership - features, types, merits and limitations of partnership and partners, registration of a partnership firm, partnership deed, type of partners; Company- private and public- their features, merits and limitations

Unit IV: Business Services

Banking- types of bank accounts- savings, current, recurring, fixed deposit and multiple option deposit accounts; Insurance- principles, concept of life, health, fire and marine insurance; Postal and telecom services- mail (UPC, registered post, parcel, speed post and courier) and other services

Unit V: Emerging Modes of Business

E-business - scope and benefits, resources required for successful e-business implementation, online transactions, payment mechanism, security and safety of business transactions; Outsourcing- concept, need and scope of BPO (business process outsourcing) and KPO (knowledge process outsourcing); Smart cards and ATM's- meaning and utility

References

- Chhabra, T. N. *Organisational Behavior*. Sun India Publications.
- Luthans, F. (1997). *Organisational Behavior*. McGraw-Hill International Editions.
- Moshal, B. S. *Organisational Behavior*. New Delhi: Ane Books Pvt. Ltd.
- Pareek, U. (2014). *Understanding Organisational Behavior*. Oxford University Press.
- Robbins, S. T., Judge, T. A., & Hasham, E. S. (2013). *Organisational Behavior*. Pearson.
- Sekaran, U. *Organisational Behavior: Text and Cases*. New Delhi: Tata McGraw Hill.
- Singh, A. K., & Singh, B. P. *Organisational Behavior*. New Delhi: Excel Books Pvt. Ltd.
- Singh, K. (2015). *Organisational Behavior: Texts & Cases* (3rd Edition ed.). India: Pearson.
- Greenberg, J., & Baron, R. A. *Behavior in Organisations*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Hersey, P. K., Blanchard, D., & Johnson, D. *Management of Organisational Behavior: Leading Human Resources*. Pearson Education.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Business, Profession, Employment, Company, Banking, Insurance, Telecom services and E-business

B.A Programme-Commerce
GENERIC ELECTIVE (GE) PAPER 6: SEMETER VI
Business Management

Duration: 3 hrs.

Marks: 100

Credits: 6

Course Objective

The course aims to equip learners with essential management related knowledge and skills and their applicability in real world.

Course Learning Outcomes

After completing the course, the student shall be able to:

- CO1: understand the evolution of management and its significance
- CO2: comprehend management's four functions: planning, organizing, leading, and controlling
- CO3: understand the role of motivation in business
- CO4: appreciate the changing dynamics of management practice
- CO5: understand the controlling and contemporary issues in management

Course Contents

Unit I: Introduction to Management

Evolution of management; Principles of management - concept, nature and significance; Fayol's principles of management; Taylor's scientific management- principles and techniques; Role of management in our lives; Functional areas of management – an overview.

Unit II: Functions of Management

Management functions- planning, organizing, staffing, directing and controlling; Coordination - concept, characteristics and importance; Relationship between planning, organizing, directing and controlling

Unit III: Planning and Organizing

Planning- meaning, strategic and operations planning; Decision-making; Organizing- orderly division of labor & specialization; Organisational structures; Factors affecting organisational design.

Unit IV: Directing and Staffing

Directing- concept and importance; Motivation- needs, incentives & rewards; Leadership- meaning and importance; Communication- meaning and importance; Staffing- concept importance and process; Recruitment – meaning and sources; Selection – concept and process

Unit V:Controlling and Contemporary Issues in Management

Principles of Controlling, performing controlling function; Management challenges of the 21st Century; Factors reshaping and redesigning management purpose, performance and reward perceptions- internationalization; Digitalization; Entrepreneurship & innovation; Workplace Diversity

References

- Barry, J., Chandler, J., Clark, H., Johnston, R., & Needle, D. (1999). *Organisation and Management: A Critical Text* . Cengage Learning.
- Basu, C. (2017). *Business Organisation and Management*. McGraw Hill Education.
- Drucker, P. F. (1999). *Management Challenges for the 21st Century*. HarperCollins Publishers Inc.
- Drucker, P. F. (1954). *The practice of management*. Newyork: Harper & Row.
- Kaul, V. K. (2012). *Business Organisation Management*. Pearson Education .
- Koontz, H., & Weihrich, H. (2012). *Essentials of Management: An International and Leadership Perspective*. Paperback.
- Singh, B. P., & Singh, A. K. *Essentials of Management*. New Delhi. Excel Books Pvt. Ltd.
- Chhabra, T. N. *Business Organisation and Management*. Sun India Publications. New Delhi.
- Gupta C. B. *Modern Business Organisation*. New Delhi. Mayur Paperbacks.
- Buskirk, R.H., et al. *Concepts of Business: An Introduction to Business System*. New York. Dryden Press.
- Burton G. and Thakur, M. *Management Today: Principles and Practice*. New Delhi. Tata McGraw Hill.
- Griffin. *Management Principles and Application*. Cengage Learning.

Teaching Learning Process

Interactive class room sessions with the help of power point presentations and group activities to ensure active participation and continuous learning.

Assessment Methods

Class tests/Assignments, Class participation, Presentations, End-semester examination

Keywords

Planning, Organizing, Directing, Decision-making, Controlling, Motivation, Recruitment and Selection

UNIVERSITY OF DELHI
DEPARTMENT OF MATHEMATICS
B.A. (Programme)

Learning Outcomes based Curriculum Framework (LOCF)

2019



Introduction

The modern citizen is routinely confronted by a maze of numbers and data of various forms in today's information-overload world. An increased knowledge of mathematics is essential to be able to make sense out of this. Mathematics is at the heart of many of today's advancements in economics, business, study of human behaviour, politics, science and technology. Studying mathematics along with social sciences can provide a firm foundation for further study in a variety of other disciplines. Students who have learned to logically question assertions, recognize patterns, and distinguish the essential and irrelevant aspects of problems can think deeply and precisely, nurture the products of their imagination to fruition, and share their ideas and insights

The design of the mathematical component in B.A. Programme seeks to balance a common intellectual foundation with opportunities to take advantage of the subject's diverse applications and hence create the connections between mathematics and other humanistic disciplines.

Learning outcomes of B.A. Programme:

A student opting for mathematics along with other humanity disciplines is able to:

- Solve problems using a broad range of significant mathematical techniques, including calculus, algebra, geometry, analysis, numerical methods, differential equations, probability and statistics along with hands-on-learning through CAS and LaTeX.
- Construct, modify and analyze mathematical models of systems encountered in disciplines such as economics, psychology, political sciences and sociology, assess the models' accuracy and usefulness, and draw contextual conclusions from them.
- Use mathematical, computational and statistical tools to detect patterns and model performance.
- Choose appropriate statistical methods and apply them in various data analysis problems.
- Use statistical software to perform data analysis.
- Have fundamental research design and mathematical/statistical skills needed to understand the acquired discipline specific knowledge.

SEMESTER WISE PLACEMENT OF MATHS COURSES FOR B.A. (PROG.)

Sem- ester	Core Course (12)	Ability Enhancement Compulsory Course (AEC) (2)	Skill Enhancement Course (SEC) (4)	Discipline Specific Elective Course (DSE) (4)
I	Calculus			
II	Algebra			
III	Analytic Geometry and Applied Algebra		SEC-1 Computer Algebra Systems	
IV	Analysis		SEC-2 Mathematical Typesetting System: LaTeX	
V			SEC-3 Transportation and Network Flow Problems	DSE-1 (i) Statistics OR (ii) Discrete Mathematics
VI			SEC-4 Statistical Software: R	DSE-2 (i) Numerical Methods OR (ii) Differential Equations

Semester-I

Paper I: Calculus

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: Calculus is referred as 'Mathematics of change' and is concerned with describing the precise way in which changes in one variable relate to the changes in another. Through this course, students can understand the quantitative change in the behaviour of the variables and apply them on the problems related to the environment.

Course Learning Outcomes: The students who take this course will be able to:

- i) Understand continuity and differentiability in terms of limits.
- ii) Describe asymptotic behavior in terms of limits involving infinity.
- iii) Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.
- iv) Understand the importance of mean value theorems.
- v) Learn about Maclaurin's series expansion of elementary functions.

Unit 1: Continuity and Differentiability of Functions

Limits and Continuity, Types of discontinuities; Differentiability of functions, Successive differentiation, Leibnitz theorem; Partial differentiation, Euler's theorem on homogeneous functions.

Unit 2: Tracing of Curves

Tangents and normals, Curvature, Singular points, Asymptotes, Tracing of curves.

Unit 3: Mean Value Theorems and its Applications

Rolle's theorem, Mean value theorems, Applications of mean value theorems to monotonic functions and inequalities; Taylor's theorem with Lagrange's and Cauchy's forms of remainder, Taylor's series, Maclaurin's series expansion of e^x , $\sin x$, $\cos x$, $\log(1+x)$ and $(1+x)^m$; Maxima and minima; Indeterminate forms.

References:

1. Anton, Howard, Bivens, Irl, & Davis, Stephen (2013). *Calculus* (10th ed.). Wiley India Pvt. Ltd. New Delhi. International Student Version. Indian Reprint 2016.
2. Prasad, Gorakh (2016). *Differential Calculus* (19th ed.). Pothishala Pvt. Ltd. Allahabad.

Additional Reading:

- i. Thomas Jr., George B., Weir, Maurice D., & Hass, Joel (2014). *Thomas' Calculus* (13th ed.). Pearson Education, Delhi. Indian Reprint 2017.

Teaching Plan (Paper-I: Calculus):

Weeks 1 and 2: Limits and continuity, Types of discontinuities.

[1] Chapter 1 (Sections 1.1 to 1.6)

[2] Chapter 2 (Section 2.7).

Week 3: Differentiability of functions.

[1] Chapter 1 (Section 2.2).

Week 4: Successive differentiation, Leibnitz theorem. [2] Chapter 5.

Week 5: Partial differentiation, Euler's theorem on homogeneous functions.

[2] Sections 12.1 to 12.3.

Week 6: Tangents and normals.

[2] Chapter 8 (Sections 8.1 to 8.3).

Week 7: Curvature, Singular points.

[2] Chapter 10 (Sections 10.1 to 10.3, up to Page 224), and Chapter 11 (Sections 11.1 to 11.4).

Weeks 8 and 9: Asymptotes, Tracing of Curves.

[2] Chapter 9 (Sections 9.1 to 9.6), and Chapter 11 (Section 11.5).

Weeks 10 and 11: Rolle's theorem, Mean value theorems: Lagrange's mean value theorem, Cauchy's mean value theorem with geometrical interpretations, Applications of mean value theorems to monotonic functions and inequalities.

[2] Chapter 7 (Sections 7.4 to 7.6).

Week 12: Taylor's theorem with Lagrange's and Cauchy's forms of remainder, Taylor's series.

[2] Chapter 7 (Section 7.7).

Week 13: Maclaurin's series expansion of e^x , $\sin x$, $\cos x$, $\log(1+x)$, and $(1+x)^m$.

[2] Chapter 7 (Section 7.8).

Week 14: Maxima and minima; Indeterminate forms.

[2] Chapter 15 (Sections 15.1 to 15.3).

[1] Chapter 6 (Section 6.5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand continuity and differentiability in terms of limits.	(i) Each topic to be explained with illustrations. (ii) Students to be encouraged to discover the relevant concepts. (iii) Students to be given homework/ assignments. (iv) Discuss and solve the problems in the class.	• Presentations and class discussions. • Assignments and class tests. • Student presentations. • Mid-term examinations. • End-term examinations.
2.	Describe asymptotic behavior in terms of limits involving infinity. Use derivatives to explore the behavior of a given function, locating and classifying its extrema, and graphing the function.		
3.	Understand the importance of mean value theorems. Learn about Maclaurin's series expansion of elementary functions.		

Keywords: Curvature, Euler's theorem on homogeneous functions, Leibnitz theorem, Maclaurin's theorem, Mean value theorems, Indeterminate forms Singular points and asymptotes, Tangents and normals, Taylor's series.

Semester-II

Paper II: Algebra

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: Students will get conceptual understanding and the applicability of the subject matter. helps students to see how linear algebra can be applied to real-life situations. Modern concepts and notation are used to introduce the various aspects of linear equations, leading readers easily to numerical computations and applications.

Course Learning Outcomes: The course will enable the students to understand:

- i) Solving higher order algebraic equations.
- ii) Become aware of De Moivre's theorem and its applications.
- iii) Solving simultaneous linear equations with at most four unknowns.
- iv) Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.

Unit 1: Theory of Equations and Expansions of Trigonometric Functions

Fundamental Theorem of Algebra, Relation between roots and coefficients of n th degree equation, Remainder and factor theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given, Symmetric functions of the roots for cubic and biquadratic; De Moivre's theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre's theorem, Expansion for $\cos nx$, $\sin nx$ in terms of powers of $\cos x$, $\sin x$, and $\cos^n x$, $\sin^n x$, in terms of cosine and sine of multiples of x .

Unit 2: Matrices

Matrices, Types of matrices, Rank of a matrix, Invariance of rank under elementary transformations, Reduction to normal form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four; Cayley–Hamilton theorem, Characteristic roots and vectors.

Unit 3: Groups, Rings and Vector Spaces

Integers modulo n , Permutations, Groups, Subgroups, Lagrange's theorem, Euler's theorem, Symmetry Groups of a segment of a line, and regular n -gons for $n = 3, 4, 5$, and 6 ; Rings and subrings in the context of $C[0,1]$ and $\mathbb{Z}_n$; Definition and examples of a vector space, Subspace and its properties, Linear independence, Basis and dimension of a vector space.

References:

1. Beachy, J. A., & Blair, W. D. (2006). *Abstract Algebra* (3rd ed.). Waveland Press, Inc.
2. Burnside, William Snow (1979). *The Theory of Equations*, Vol. 1 (11th ed.) S. Chand & Co. Delhi. Fourth Indian Reprint.
3. Gilbert, William J., & Vanstone, Scott A. (1993). *Classical Algebra* (3rd ed.). Waterloo Mathematics Foundation, Canada.
4. Meyer, Carl D. (2000). *Matrix Analysis and Applied Linear Algebra*. Society for Industrial and Applied Mathematics (Siam).

Additional Readings:

- i. Dickson, Leonard Eugene (2009). *First Course in The Theory of Equations*. The Project

Gutenberg EBook (<http://www.gutenberg.org/ebooks/29785>).

- ii. Gilbert, William J. (2004). *Modern Algebra with Applications* (2nd ed.). Wiley-Interscience, John Wiley & Sons.

Teaching Plan (Paper-II: Algebra):

Weeks 1 and 2: Fundamental Theorem of Algebra (statement only), Relation between roots and coefficients of n th degree equation, Remainder and Factor Theorem, Solutions of cubic and biquadratic equations, when some conditions on roots of the equation are given.

[2] Chapter 3.

Week 3: Symmetric functions of the roots for cubic and biquadratic equations.

[2] Chapter 4.

Weeks 4 and 5: De Moivre's theorem (both integral and rational index), Solutions of equations using trigonometry and De Moivre's theorem, Expansion for $\cos nx$, $\sin nx$ in terms of powers of $\cos x$, $\sin x$, and $\cos^n x$, $\sin^n x$, in terms of cosine and sine of multiples of x .

[3] Sections 7.6, and 7.7.

Week 6: Matrices, Types of matrices, Introduction elementary transformations.

[4] Chapter 3 (Sections 3.2, 3.5, and 3.7)

Week 7: Rank of a matrix. Invariance of rank under elementary transformations.

[4] Section 3.9.

Week 8: Reduction to normal (Echelon) form, Solutions of linear homogeneous and non-homogeneous equations with number of equations and unknowns up to four.

[4] Chapter 2 (Sections 2.1 to 2.5).

Week 9: Cayley–Hamilton theorem, Characteristic roots and vectors.

[4] Chapter 7 (Section 7.1, and Example 7.2.2)

Week 10: Integers modulo n , Permutations.

[1] Chapter 1 (Section 1.4), and Chapter 2 (Section 2.3).

Week 11: Groups, subgroups, Examples of groups, subgroups and simple theorems.

[1] Chapter 3 (Sections 3.1, and 3.2)

Week 12: Lagrange's theorem, Euler's theorem, Symmetry groups of a segment of a line, and regular n -gons for $n = 3, 4, 5$ and 6 ; Rings and subrings in the context of $C[0,1]$ and $\mathbb{Z}_n$.

[1] Chapter 3 (Sections 3.2, 3.3, and 3.6), and Chapter 5 (Section 5.1)

Weeks 13 and 14: Definition and examples of vector space, Subspace and its properties, Linear independence, Basis and dimension of a vector space.

[4] Chapter 4 (Sections 4.1, 4.3, and 4.4).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Solving higher order algebraic equations. Become aware of De Moivre's theorem and its applications.	(i) Each topic to be explained with examples.	• Student presentations.
2.	Solving simultaneous linear equations with at most four unknowns.	(ii) Students to be involved in discussions and encouraged to ask questions.	• Participation in discussions.
3.	Get an overview of abstract algebra by learning about algebraic structures namely, groups, rings and vector spaces.	(iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	• Assignments and class tests. • Mid-term examinations. • End-term examinations.

Keywords: Basis and dimension of vector space, Cayley–Hamilton theorem, Characteristic roots and vectors, Fundamental theorem of algebra, Linear dependence and independence, Lagrange's theorem, Permutations, Rank of a matrix.

Semester-III

Paper III: Analytic Geometry and Applied Algebra

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at identifying curves and applying mathematical models in daily life problems, studying geometric properties of various conic sections. The purpose of this course is to strengthen the mathematical skills along with the algebraic skills and concepts to assure success in the algebra.

Course Learning Outcomes: The course will enable the students to:

- i) Learn concepts in two-dimensional geometry.
- ii) Identify and sketch conics namely, ellipse, parabola and hyperbola.
- iii) Learn about three-dimensional objects such as spheres, conicoids, straight lines and planes using vectors.
- iv) Understand various applications of algebra in design of experiments, modelling of matching jobs, checking spellings, network reliability and scheduling of meetings.

Unit 1: Geometry

Techniques for sketching parabola, ellipse and hyperbola, Reflection properties of parabola, ellipse, hyperbola and their applications to signals, Classification of quadratic equations representing lines, parabola, ellipse and hyperbola.

Unit 2: 3-Dimensional Geometry and Vectors

Rectangular coordinates in 3-dimensional space, Spheres, Cylindrical surfaces, Cones, Vectors viewed geometrically, Vectors in coordinate systems, Vectors determined by length and angle, Dot product, Cross product and their geometrical properties, Parametric equations of lines in plane, Planes in 3-dimensional space.

Unit 3: Applied Algebra

Latin squares, Table for a finite group as a Latin square, Latin squares as in design of experiments, Mathematical models for matching jobs, Spelling checker, Network reliability, Street surveillance, Scheduling meetings, Interval graph modelling and influence model, Pitcher pouring puzzle.

References:

1. Anton, Howard; Bivens, Irl & Davis, Stephen (2013). *Calculus* (10th ed.). Wiley India Pvt. Ltd. New Delhi. International Student Version. India. Reprint 2016.
2. Gulberg, Jan. (1997). *Mathematics from the Birth of Numbers*. W.W. Norton & Co.
3. Tucker, Alan (2012). *Applied Combinatorics* (6th ed.). John Wiley & Sons, Inc.

Additional Reading:

- i. Lidl, Rudolf & Pilz, Günter (1998). *Applied Abstract Algebra* (2nd ed.). Springer. Indian Reprint 2014.

Teaching Plan (Paper III: Analytic Geometry and Applied Algebra):

Weeks 1 to 3: Techniques for sketching parabola, ellipse and hyperbola with problem solving.

[1] Chapter 11 (Section 11.4).

Weeks 4 and 5: Reflection properties of parabola, ellipse and hyperbola, Classification of quadratic equation representing lines, parabola, ellipse and hyperbola, Rotation of axis second degree equations

[1] Chapter 11 (Sections 11.4, and 11.5).

Weeks 6 and 7: Rectangular coordinates in 3-dimensional space with problems, Spheres, Cylindrical surfaces, Cones.

[1] Chapter 12 (Section 12.1).

Weeks 8 and 9: Vectors in coordinate systems, Vectors viewed geometrically, Vectors determined by length and angle, Dot product, Cross product and their geometrical properties.

[1] Chapter 12 (Sections 12.3, and 12.4).

Weeks 10 and 11: Parametric equations of lines in plane, Planes in 3-dimensional space.

[1] Chapter 12 (Sections 12.4, 12.5).

Weeks 12 to 14: Latin squares, Table for a finite group as a Latin square, Latin squares as in design of experiments, Mathematical models for matching jobs, Spelling checker, Network reliability, Street surveillance, Scheduling meetings. Interval graph modelling and Influence model, Pitcher pouring puzzle.

[2] Chapter 5 (Page 195).

[3] Chapter 1 (Section 1.1, Examples 1 to 6), and Chapter 3 (Section 3.2, Example 3, Page 106).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Learn concepts in two-dimensional geometry. Identify and sketch conics namely, ellipse, parabola and hyperbola.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	• Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Learn about three-dimensional objects such as spheres, conicoids, straight lines and planes using vectors.	(iii) Students to be given homework/assignments.	
3.	Understand various applications of algebra in design of experiments, modelling of matching jobs, checking spellings, network reliability and scheduling of meetings.	(iv) Students to be encouraged to give short presentations.	

Keywords: Latin squares, Parabola, Ellipse, Hyperbola, Pitcher pouring puzzle, Spelling checker.

Skill Enhancement Paper

SEC-1: Computer Algebra Systems

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: This course aims at providing basic knowledge to Computer Algebra Systems (CAS) and their programming language in order to apply them for plotting functions, finding roots to polynomials, computing limits and other mathematical tools.

Course Learning Outcomes: This course will enable the students to:

- i) Use CAS as a calculator and for plotting functions.
- ii) Understand the role of CAS finding roots of polynomials and solving general equations.
- iii) Employ CAS for computing limits, derivatives, and computing definite and indefinite integrals.
- iv) Use CAS to understand matrix operations and to find eigenvalues of matrices.

Unit 1: Introduction to CAS and Graphics

Computer Algebra Systems (CAS), Use of a CAS as a calculator, Simple programming in a CAS; Computing and plotting functions in 2D, Customizing plots, Animating plots; Producing table of values, Working with piecewise defined functions, Combining graphics.

Unit 2: Applications in Algebra

Factoring, Expanding and finding roots of polynomials, Working with rational and trigonometric functions, Solving general equations.

Unit 3: Applications of Calculus

Computing limits, First and higher order derivatives, Maxima and minima, Integration, Computing definite and indefinite integrals.

Unit 4: Working with Matrices

Performing Gaussian elimination, Operations (transpose, determinant, and inverse), Minors and cofactors, Solving systems of linear equations, Rank and nullity of a matrix, Eigenvalue, eigenvector and diagonalization.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Torrence, Bruce F., & Torrence, Eve A. (2009). *The Student's Introduction to Mathematica®: A Handbook for Precalculus, Calculus, and Linear Algebra* (2nd ed.). Cambridge University Press.

Note: Theoretical and Practical demonstration should be carried out **only in one** of the CAS: Mathematica/MATLAB/Maple/Maxima/Scilab or any other.

Practicals to be done in the Computer Lab using CAS Software:

[1] Chapter 12 (Exercises 1 to 4 and 8 to 12).

[2] Chapter 3 [Exercises 3.2 (1), 3.3 (1, 2 and 4), 3.4 (1 and 2), 3.5 (1 to 4), 3.6 (2 and 3)].

[2] Chapter 4 (Exercises 4.1, 4.2, 4.5, 4.7 and 4.9).

[2] Chapter 5 [Exercises 5.1 (1), 5.3, 5.5, 5.6 (1, 2 and 4), 5.10 (1 and 3), 5.11 (1 and 2)].

[2] Chapter 7 [Exercises 7.1 (1), 7.2, 7.3 (2), 7.4 (1) and 7.6].

Teaching Plan (Theory of SEC-1: Computer Algebra Systems):

Weeks 1 and 2: Computer Algebra Systems (CAS), Use of a CAS as a calculator, Simple programming in a CAS.

[1] Chapter 12 (Sections 12.1 to 12.5).

Weeks 3 to 5: Computing and plotting functions in 2D, Customizing plots, Animating plots, Producing table of values, Working with piecewise defined functions, Combining graphics.

[2] Chapter 1, Chapter 3 (Sections 3.1 to 3.6, and 3.8)

Weeks 6 to 8: Factoring, Expanding and finding roots of polynomials, Working with rational and trigonometric functions, Solving general equations.

[2] Sections 4.1 to 4.3, 4.5 to 4.7, and 4.9.

Weeks 9 to 11: Computing limits, First and higher order derivatives, Maxima and minima, Integration, computing definite and indefinite integrals.

[2] Chapter 5 (Sections 5.1, 5.3, 5.5, 5.6, 5.10, and 5.11).

Weeks 12 to 14: Performing Gaussian elimination, Operations (transpose, determinant, and inverse), Minors and cofactors, Solving systems of linear equations, Rank and nullity of a matrix, Eigenvalue, eigenvector and diagonalization.

[2] Chapter 7 (Sections 7.1 to 7.4, and 7.6 to 7.8).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Use CAS as a calculator and for plotting functions.	(i) Each topic to be explained with illustrations and using CAS. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	• Presentations and class discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Understand the role of CAS finding roots of polynomials and solving general equations.		
3.	Employ CAS for computing limits, derivatives, and computing definite and indefinite integrals.		
4.	Use CAS to understand matrix operations and to find eigenvalues of matrices.		

Keywords: Computer Algebra Systems (CAS), CAS in graphics, CAS in algebra, CAS in calculus.

Semester-IV

Paper IV: Analysis

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at building an understanding of convergence of sequence and series of real numbers and various methods/tools to test their convergence. The course also aims at building understanding of the theory of Riemann integration.

Course Learning Outcomes: The course will enable the students to:

- i) Understand basic properties of the field of real numbers.
- ii) Examine continuity and uniform continuity of functions using sequential criterion.
- iii) Test convergence of sequence and series of real numbers.
- iv) Distinguish between the notion of integral as anti-derivative and Riemann integral.

Unit 1: Real numbers and Real Valued Functions

Algebraic and order properties of $\mathbb{R}$, Absolute value and the real line, Suprema and infima, The completeness and Archimedean property of $\mathbb{R}$; Limit of functions, Sequential criterion for limits, Algebra of limits, Continuous functions, Sequential criterion for continuity and discontinuity, Properties of continuous functions, Uniform continuity.

Unit 2: Sequence and Series

Sequences and their limits, Convergent sequences, Limit theorems, Monotone sequences and their convergence, Subsequences, Cauchy sequence and convergence criterion; Infinite series and their convergence, Cauchy criterion for series, Positive term series, Comparison tests, Absolute and conditional convergence, Cauchy's n th root test, D'Alembert's ratio test, Raabe's test, Alternating series, Leibnitz test.

Unit 3: Riemann Integral

Riemann integral, Integrability of continuous and monotonic functions.

References:

1. Bartle, Robert G., & Sherbert, Donald R. (2015). *Introduction to Real Analysis* (4th ed.). Wiley India Edition.
2. Ross, Kenneth A. (2013). *Elementary Analysis: The Theory of Calculus* (2nd ed.). Undergraduate Texts in Mathematics, Springer. Indian Reprint.

Additional Readings:

- i. Bilodeau, Gerald G., Thie, Paul R., & Keough, G. E. (2010). *An Introduction to Analysis* (2nd ed.). Jones & Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.
- ii. Denlinger, Charles G. (2011). *Elements of Real Analysis*. Jones & Bartlett India Pvt. Ltd. Student Edition. Reprinted 2015.

Teaching Plan (Paper IV: Analysis):

Week 1: Algebraic and order properties of $\mathbb{R}$, Absolute value and the real line.

[1] Chapter 2 (Sections 2.1 and 2.2)

Weeks 2 and 3: Suprema and infima, The completeness properties of $\mathbb{R}$, Archimedean property of $\mathbb{R}$.

[1] Chapter 2 (Sections 2.3 and 2.4).

Weeks 4 and 5: Sequences and their limits, Convergent sequences, Limit theorems.

[1] Chapter 3 (Sections 3.1 and 3.2).

Week 6: Monotone sequences and monotone convergence theorem.

[1] Chapter 3 (Section 3.3).

Week 7: Subsequences, Cauchy sequence and Cauchy convergence criterion.

[1] Chapter 3 (Sections 3.4 [3.4.1, 3.4.2, 3.4.3, 3.4.5, 3.4.6{(a), (b)}, 3.4.8 (Statement only) and 3.5 [up to 3.5.6]).

Weeks 8 and 9: Infinite series, Convergence of a series, n th term test, Cauchy's criterion for series, The p -series, Positive term series, Comparison tests, Absolute and conditional convergence.

[1] Chapter 3 (Section 3.7), Chapter 9 [Section 9.1 (9.1.1 and 9.1.2)].

Week 10: Cauchy's n th root test, D'Alembert's ratio test, Raabe's test, Alternating series, Leibnitz test.

[1] Chapter 9 [Sections 9.2 (Statements of tests only) and 9.3 (9.3.1 and 9.3.2)].

Week 11: Limit of functions, Sequential criterion for limits, Algebra of limits.

[1] Chapter 4 (Sections 4.1 and 4.2).

Week 12: Continuous functions, Sequential criterion for continuity and discontinuity, Boundedness theorem, Intermediate value theorem, Uniform continuity.

[1] Chapter 5 (Sections 5.1, 5.3, and 5.4 excluding continuous extension and approximation)

Week 13: Riemann integral: Upper and lower integrals, Riemann integrable functions.

[2] Chapter 6 (Section 32, only statement of the results up to Page 274, with Examples 1, and 2)

Week 14: Riemann integrability of continuous and monotone functions.

[2] Chapter 6 [Section 33 (33.1 and 33.2)].

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Understand basic properties of the field of real numbers. Examine continuity and uniform continuity of functions using sequential criterion.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments.	• Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations.
2.	Test convergence of sequence and series of real numbers.	(iv) Students to be encouraged to give short presentations.	• End-term examinations.
3.	Distinguish between the notion of integral as anti-derivative and Riemann integral.		

Keywords: Continuity, Cauchy convergence criterion, Convergence, Cauchy's n th root test, D'Alembert's ratio test, Intermediate value theorem, Riemann integral, Supremum, Uniform continuity.

Skill Enhancement Paper

SEC-2: Mathematical Typesetting System: LaTeX

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: The purpose of this course is to help you begin using LaTeX, a mathematical typesetting system designed for the creation of beautiful books – and especially for books that contain a lot of mathematics, complicated symbols and formatting.

Course Learning Outcomes: This course will enable the students to:

- i) Create and typeset a LaTeX document.
- ii) Typeset a mathematical document using LaTeX.
- iii) Learn about pictures and graphics in LaTeX.
- iv) Create beamer presentations.

Unit 1: Getting Started with LaTeX

Introduction to TeX and LaTeX, Creating and typesetting a simple LaTeX document, Adding basic information to documents, Environments, Footnotes, Sectioning, Displayed material.

Unit 2: Mathematical Typesetting

Accents and symbols; Mathematical typesetting (elementary and advanced): Subscript/Superscript, Fractions, Roots, Ellipsis, Mathematical symbols, Arrays, Delimiters, Multiline formulas, Putting one thing above another, Spacing and changing style in math mode.

Unit 3: Graphics and PSTricks

Pictures and graphics in LaTeX, Simple pictures using PSTricks, Plotting of functions.

Unit 4: Getting Started with Beamer

Beamer, Frames, Setting up beamer document, Enhancing beamer presentation.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Lammport, Leslie (1994). *LaTeX: A Document Preparation System*, User's Guide and Reference Manual (2nd ed.). Pearson Education. Indian Reprint.

Additional Reading:

- i. Dongen, M. R. C. van (2012). *LaTeX and Friends*. Springer-Verlag.

Practicals to be done in the Computer Lab using a suitable LaTeX Editor:

[1] Chapter 9 (Exercises 4 to 10), Chapter 10 (Exercises 1, 3, 4, and 6 to 9), and Chapter 11 Exercises 1, 3, 4, 5).

Teaching Plan (Theory of SEC-2: Mathematical Typesetting System: LaTeX):

Weeks 1 to 3: Introduction to TeX and LaTeX, Creating and typesetting a simple LaTeX document, adding basic information to documents, Environments, Footnotes, Sectioning, Displayed material.

[1] Chapter 9 (Sections 9.1 to 9.5).

[2] Chapter 2 (Sections 2.1 to 2.5).

Weeks 4 to 7: Accents and symbols; Mathematical typesetting (elementary and advanced): Subscript/Superscript, Fractions, Roots, Ellipsis, Mathematical symbols, Arrays, Delimiters, Multiline formulas, Putting one thing above another, Spacing and changing style in math mode.

[1] Chapter 9 (Sections 9.6, and 9.7).

[2] Chapter 3 (Sections 3.1 to 3.3).

Weeks 8 to 11: Pictures and graphics in LaTeX, Simple pictures using PS Tricks, Plotting of functions.

[1] Chapter 9 (Section 9.8), and Chapter 10 (Sections 10.1 to 10.3)

[2] Chapter 7 (Sections 7.1, and 7.2)

Weeks 12 to 14: Beamer, Frames, Setting up beamer document, Enhancing beamer presentation.

[1] Chapter 11 (Sections 11.1 to 11.4)

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Create and typeset a LaTeX document.	(i) Topics to be explained using LaTeX editor. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	• Presentations and class discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Typeset a mathematical document using LaTeX.		
3.	Learn about pictures and graphics in LaTeX.		
4.	Create beamer presentations.		

Keywords: LaTeX, Mathematical typesetting, PSTricks, Beamer.

Semester-V

Skill Enhancement Paper

SEC-3: Transportation and Network Flow Problems

Total Marks: 100 (Theory: 55, Internal Assessment: 20, and Practical: 25)

Workload: 3 Lectures, 2 Practicals (per week) **Credits:** 4 (3+1)

Duration: 14 Weeks (42 Hrs. Theory + 28 Hrs. Practical) **Examination:** 3 Hrs.

Course Objectives: This course aims at providing applications of linear programming to solve real-life problems such as transportation problem, assignment problem, shortest-path problem, minimum spanning tree problem, maximum flow problem and minimum cost flow problem.

Course Learning Outcomes: This course will enable the students to:

- i) Formulate and solve transportation problems.
- ii) Learn to solve assignment problems using Hungarian method.
- iii) Solve travelling salesman problem.
- iv) Learn about network models and various network flow problems.
- v) Learn about project planning techniques namely, CPM and PERT.

Unit 1: Transportation Problems

Transportation problem and its mathematical formulation, North West corner method, Least cost method and Vogel's approximation method for determination of starting basic feasible solution, Algorithm for solving transportation problem.

Unit 2: Assignment and Traveling Salesperson Problems

Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem, Traveling salesperson problem.

Unit 3: Network Models

Network models, Minimum spanning tree algorithm, Shortest-route problem, Maximum flow model.

Unit 4: Project Management with CPM/PERT

Project network representation, CPM and PERT.

References:

1. Hillier, Frederick S., & Lieberman, Gerald J. (2017). *Introduction to Operations Research* (10th ed.). McGraw Hill Education (India) Pvt. Ltd. New Delhi.
2. Taha, Hamdy A. (2007). *Operations Research: An Introduction* (8th ed.). Pearson Education India. New Delhi.

Additional Reading:

- i. Bazaraa, Mokhtar S., Jarvis, John J., & Sherali, Hanif D. (2010). *Linear Programming and Network Flows* (4th ed.). John Wiley & Sons.

Practicals to be done in the Computer Lab using a suitable Software:

Use TORA/Excel spreadsheet to solve transportation problem, Assignment problem, Traveling salesperson problem, Shortest-route problem, Minimum spanning tree algorithm, Maximum flow model, CPM and PERT calculations of exercises from the Chapters 5 and 6 of [2].

[1] Case 9.1: Shipping Wood to Market, and Case 9.3: Project Pickings.

Teaching Plan (Theory of SEC-3: Transportation and Network Flow Problems):

Weeks 1 to 4: Transportation problem and its mathematical formulation, North West corner method, least cost method and Vogel's approximation method for determination of starting basic feasible solution. Algorithm for solving transportation problem.

[2] Chapter 5 (Sections 5.1, and 5.3).

Weeks 5 to 7: Assignment problem and its mathematical formulation, Hungarian method for solving assignment problem, traveling salesperson problem.

[2] Sections 5.4, and 9.3.

Weeks 8 to 11: Network models, minimum spanning tree algorithm, shortest-route problem, maximum flow model.

[2] Chapter 6 (Sections 6.1 to 6.4).

Weeks 12 to 14: Project network, CPM and PERT.

[2] Chapter 6 (Section 6.5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Formulate and solve transportation problems.	(i) Topics to be explained with illustrations using TORA/Excel. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	• Presentations and class discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Learn to solve assignment problems using Hungarian method. Solve travelling salesman problem.		
3.	Learn about network models and various network flow problems.		
4.	Learn about project planning techniques namely, CPM and PERT.		

Keywords: Transportation problem, Assignment problem, Traveling salesperson problem, Network flows, CPM, PERT.

Mathematics: Discipline Specific Elective (DSE) Course -1

Any *one* of the following:

DSE-1 (i): Statistics

DSE-1 (ii): Discrete Mathematics

DSE-1 (i): Statistics

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The course aims at building a strong foundation of theory of statistical distributions as well as understanding some of the most commonly used distributions. The course also aims to equip the students to analyze, interpret and draw conclusions from the given data.

Course Learning Outcomes: The course will enable the students to:

- i) Determine moments and distribution function using moment generating functions.
- ii) Learn about various discrete and continuous probability distributions.
- iii) Know about correlation and regression for two variables, weak law of large numbers and central limit theorem.
- iv) Test validity of hypothesis, using Chi-square, F and t-tests, respectively in sampling distributions.

Unit 1: Probability, Random Variables and Distribution Functions

Sample space, Events, Probability Classical, Relative frequency and axiomatic approaches to probability, Theorems of total and compound probability; Conditional probability, Independent events, Baye's Theorem; Random variables (discrete and continuous), Probability distribution, Expectation of a random variable, Moments, Moment generating functions.

Unit 2: Discrete and Continuous Probability Distributions

Discrete and continuous distribution, Binomial, Poisson, Geometric, Normal and exponential distributions, Bivariate distribution, Conditional distribution and marginal distribution, Covariance, Correlation and regression for two variables, Weak law of large numbers and central limit theorem for independent and identically distributed random variables.

Unit 3: Sampling Distributions

Statistical inference: Definitions of random sample, Parameter and statistic, Sampling distribution of mean, Standard error of sample mean; Mean, variance of random sample from a normal population; Mean, variance of random sample from a finite population; Chi-square distribution, F distribution and t distribution, Test of hypotheses based on a single sample.

References:

1. Devore, Jay L., & Berk, Kenneth N. (2007). *Modern Mathematical Statistics with Applications*. Thomson Brooks/Cole.
2. Miller, Irvin & Miller, Marylees (2006). John E. Freund's: *Mathematical Statistics with Applications* (7th ed.). Pearson Education, Asia.

Additional Readings:

- i. Hayter, Anthony (2012). *Probability and Statistics for the Engineers and Scientists* (4th ed.). Brooks/Cole, Cengage Learning.
- ii. Mood, Alexander M., Graybill, Franklin A., & Boes, Duane C. (1974). *Introduction to the Theory of Statistics* (3rd ed.). McGraw-Hill Inc. Indian Reprint 2017.
- iii. Rohtagi, Vijay K., & Saleh, A. K. Md. E. (2001). *An Introduction to Probability and Statistics* (2nd ed.). John Wiley & Sons, Inc. Wiley India Edition 2009.

Teaching Plan (DSE-1 (i): Statistics):

Week 1: Sample space, Events, Probability Classical, Relative frequency and axiomatic approaches to probability, Theorems of total and compound probability.

[1] Chapter 2 (Sections 2.1 to 2.3).

Week 2: Conditional probability, Independent events, Baye's theorem.

[1] Sections 2.4, and 2.5.

Week 3: Random Variables, Discrete and continuous random variables, Probability distribution functions discrete random variables, p.m.f, c.d.f, Expectation, Moments, Moment generating functions of discrete random variables.

[1] Chapter 3 (Sections 3.1 to 3.4).

Week 4: Probability Distribution functions continuous random variables, p.d.f, c.d.f, Expectation, Moments, Moment generating functions of continuous random variables.

[1] Sections 4.1, and 4.2.

Week 5: Discrete distribution: Binomial distribution and its m.g.f., Discrete distribution: Poisson and its m.g.f.

[1] Chapter 3 (Sections 3.5, and 3.7).

Week 6: Geometric distribution, Continuous distribution: Normal and its m.g.f.

[1] Chapter 3 (Sections 3.2, and 3.6, excluding negative binomial distribution)

[1] Chapter 4 (Section 6.5)

Weeks 7 and 8: Exponential distribution and its "memoryless" property, Bivariate distribution, conditional distribution and marginal distribution, Covariance, Correlation and regression.

[1] Chapter 4 (Section 4.3 Pages 193 to 196), and Chapter 5 (Sections 5.1 Exclude more than two variables, 5.2, and 5.3 omit bivariate normal distribution)

Week 9: Weak law of large numbers and central limit theorem for independent and identically distributed random variables.

[1] Chapter 6 (Section 6.2).

Weeks 10 and 11: Definitions of random sample, Parameter and statistic, Sampling distribution of mean, Standard error of sample mean, Mean, variance of random sample from a normal population, Mean, variance of random sample from a finite population.

[2] Chapter 8 (Sections 8.1 to 8.3).

Week 12: Chi-square distribution, t- distribution and F- distribution.

[1] Chapter 6 (Section 6.4).

Weeks 13 and 14: Test of hypotheses based on a single sample.

[1] Chapter 9 (Sections 9.1 to 9.4).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Determine moments and distribution function using moment generating functions.	(i) Each topic to be explained with examples.	• Student presentations.
2.	Learn about various discrete and continuous probability distributions.	(ii) Students to be involved in discussions and encouraged to ask questions.	• Participation in discussions.
	Know about correlation and	(iii) Students to be given	• Assignments and class tests.
			• Mid-term

	regression for two variables, weak law of large numbers and central limit theorem.	homework/assignments. (iv) Students to be encouraged to give short presentations.	examinations. • End-term examinations.
3.	Test validity of hypothesis, using Chi-square, F and t-tests, respectively in sampling distributions.		

Keywords: Bayes theorem, Binomial, Poisson, Geometric, Normal and exponential distributions, Central limit theorem, Chi-square distribution, F-distribution and t-distribution, Correlation and regression for two variables, Moments and moment generating functions, Weak law of large numbers.

DSE-1 (ii): Discrete Mathematics

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. The mathematics of modern computer science is built almost entirely on discrete math, in particular Boolean algebra and graph theory. The aim of this course is to make the students aware of the fundamentals of lattices, Boolean algebra and graph theory.

Course Learning Outcomes: The course will enable the students to understand:

- i) Learn about partial ordering of sets and various types of lattices.
- ii) Learn about Boolean algebra and switching circuits with Karnaugh maps.
- iii) Know about basics of graph theory and four color map problem.

Unit 1: Partial Ordering

Definition, Examples and properties of posets, Maps between posets, Algebraic lattice, Lattice as a poset, Duality principle, Sublattice, Hasse diagrams; Products and homomorphisms of lattices, Distributive lattice, Complemented lattice.

Unit 2: Boolean Algebra and Switching Circuits

Boolean algebra, Boolean polynomial, CN form, DN form; Simplification of Boolean polynomials, Karnaugh diagram; Switching circuits and its applications, Finding CN form and DN form.

Unit 3: Graph Theory

Graphs, Subgraph, Complete graph, Bipartite graph, Degree sequence, Euler's theorem for sum of degrees of all vertices, Eulerian circuit, Seven bridge problem, Hamiltonian cycle, Adjacency matrix, Dijkstra's shortest path algorithm (improved version), Digraphs; Definitions and examples of tree and spanning tree, Kruskal's algorithm to find the minimum spanning tree; Planar graphs, Coloring of a graph and chromatic number.

Reference:

1. Rosen, Kenneth H. (2011). *Discrete Mathematics and its Applications with Combinatorics and Graph Theory* (7th ed.). McGraw-Hill Education Private Limited. Special Indian Edition.

Additional Readings:

- i. Goodaire, Edgar G. & Parmenter, Michael M. (2011). *Discrete Mathematics with Graph Theory* (3rd ed.). Pearson Education (Singapore) Pvt. Ltd. Indian Reprint.
- ii. Hunter, David J. (2017). *Essentials of Discrete Mathematics* (3rd ed.). Jones & Bartlett Learning, LLC.
- iii. Lidl, Rudolf & Pilz, Günter (1998). *Applied Abstract Algebra* (2nd ed.). Springer. Indian Reprint 2014.

Teaching plan (DSE-1 (ii): Discrete Mathematics):

Week 1: Definition, Examples and properties of posets, Maps between posets.

[1] Chapter 7 (Sections 7.5, and 7.6, Pages 493 to 511)

Weeks 2 and 3: Algebraic lattice, Lattice as a poset, Duality principle, Sublattice, Hasse diagrams; Products and homomorphisms of lattices, Distributive lattice, Complemented lattice.

- [1] Chapter 7 (Section 7.6, Pages 511 to 521)
- Week 4:** Boolean algebra, Boolean polynomial, CN form, DN form.
[1] Chapter 10 (Sections 10.1, and 10.2, Pages 687 to 698)
- Week 5:** Simplification of Boolean polynomials, Karnaugh diagram.
[1] Chapter 10 (Section 10.4, Pages 704 to 718)
- Week 6:** Switching circuits and its applications, Finding CN form and DN form.
[1] Chapter 10 (Section 10.3, Pages 698 to 704)
- Week 7:** Graphs, Subgraph, Complete graph, Bipartite graph,
[1] Chapter 8 (Sections 8.1, and 8.2, Pages 527 to 549)
- Week 8:** Degree sequence, Euler's theorem for sum of degrees of all vertices.
[1] Chapter 8 (Sections 8.3, and 8.4, Pages 549 to 571)
- Week 9:** Eulerian circuit, Seven bridge problem, Hamiltonian cycle.
[1] Chapter 8 (Section 8.5, Pages 571 to 584)
- Week 10:** Adjacency matrix, Dijkstra's shortest path algorithm (improved version), Digraphs.
[1] Chapter 8 (Section 8.6, Pages 585 to 595)
- Week 11 and 12:** Definitions and examples of tree and spanning tree.
[1] Chapter 9 [Sections 9.1 (Pages 623 to 634), 9.3, and 9.4 (Pages 649 to 673)]
- Week 13:** Kruskal's algorithm to find the minimum spanning tree.
[1] Chapter 9 (Section 9.5, Pages 675 to 680)
- Week 14:** Planar graphs, coloring of a graph and chromatic number.
[1] Chapter 8 (Section 8.7, and 8.8, Pages 595 to 613).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Learn about partial ordering of sets and various types of lattices.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	• Student presentations. • Participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Learn about Boolean algebra and switching circuits with Karnaugh maps.		
3.	Know about basics of graph theory and four color map problem.		

Keywords: CN and DN form, Digraphs and planar graphs, Distributive and complemented lattice, Eulerian circuit, Karnaugh diagram, Posets and its lattices, Seven bridge problem, Switching circuits and its applications.

Semester-VI
Skill Enhancement Paper
SEC-4: Statistical Software: R

Total Marks: 100 (Theory: 38, Internal Assessment: 12, and Practical: 50)

Workload: 2 Lectures, 4 Practicals (per week) **Credits:** 4 (2+2)

Duration: 14 Weeks (28 Hrs. Theory + 56 Hrs. Practical) **Examination:** 2 Hrs.

Course Objectives: The purpose of this course is to help you begin using **R**, a powerful free software program for doing statistical computing and graphics. It can be used for exploring and plotting data, as well as performing statistical tests.

Course Learning Outcomes: This course will enable the students to:

- i) Be familiar with **R** syntax and use **R** as a calculator.
- ii) Understand the concepts of objects, vectors and data types.
- iii) Know about summary commands and summary table in **R**.
- iv) Visualize distribution of data in **R** and learn about normality test.
- v) Plot various graphs and charts using **R**.

Unit 1: Getting Started with R - The Statistical Programming Language

Introducing **R**, using **R** as a calculator; Explore data and relationships in **R**; Reading and getting data into **R**: combine and scan commands, viewing named objects and removing objects from **R**, Types and structures of data items with their properties, Working with history commands, Saving work in **R**; Manipulating vectors, Data frames, Matrices and lists; Viewing objects within objects, Constructing data objects and their conversions.

Unit 2: Descriptive Statistics and Tabulation

Summary commands: Summary statistics for vectors, Data frames, Matrices and lists; Summary tables.

Unit 3: Distribution of Data

Stem and leaf plot, Histograms, Density function and its plotting, The Shapiro–Wilk test for normality, The Kolmogorov–Smirnov test.

Unit 4: Graphical Analysis with R

Plotting in **R**: Box-whisker plots, Scatter plots, Pairs plots, Line charts, Pie charts, Cleveland dot charts, Bar charts; Copy and save graphics to other applications.

References:

1. Bindner, Donald & Erickson, Martin. (2011). *A Student's Guide to the Study, Practice, and Tools of Modern Mathematics*. CRC Press, Taylor & Francis Group, LLC.
2. Gardener, M. (2012). *Beginning R: The Statistical Programming Language*, Wiley Publications.

Additional Reading:

- i. Verzani, John (2014). *Using R for Introductory Statistics* (2nd ed.). CRC Press, Taylor & Francis Group.

Practicals to be done in the Computer Lab using Statistical Software R:

[1] Chapter 14 (Exercises 1 to 3). [2] Relevant exercises of Chapters 2 to 5, and 7.

Note: The practical may be done on the database to be downloaded from <https://data.gov.in/>

Teaching Plan (Theory of SEC-4: Statistical Software: R):

Weeks 1 to 3: Introducing R, using R as a calculator; Explore data and relationships in R, Reading and getting data into R: Combine and scan commands, viewing named objects and removing objects from R, Types and structures of data items with their properties, Working with history commands, Saving work in R.

[1] Chapter 14 (Sections 14.1 to 14.4).

[2] Chapter 2.

Weeks 4 and 5: Manipulating vectors, Data frames, Matrices and lists; Viewing objects within objects, Constructing data objects and their conversions.

[2] Chapter 3.

Weeks 6 to 8: Summary commands: Summary statistics for vectors, Data frames, Matrices and lists; Summary tables.

[2] Chapter 4.

Weeks 9 to 11: Stem and leaf plot, Histograms, Density function and its plotting, The Shapiro–Wilk test for normality, The Kolmogorov-Smirnov test.

[2] Chapter 5.

Weeks 12 to 14: Plotting in R: Box-whisker plots, Scatter plots, Pairs plots, Line charts, Pie charts, Cleveland dot charts, Bar charts; Copy and save graphics to other applications.

[1] Chapter 14 (Section 14.7).

[2] Chapter 7.

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Be familiar with R syntax and use R as a calculator. Understand the concepts of objects, vectors and data types.	(i) Topics to be explained with illustrations using R software. (ii) Students to be given homework/assignments. (iii) Students to be encouraged to look for new applications.	• Presentations and participation in discussions. • Assignments and class tests. • Mid-term examinations. • Practical examinations. • End-term examinations.
2.	Know about summary commands and summary table in R.		
3.	Visualize distribution of data in R and learn about normality test.		
4.	Plot various graphs and charts using R.		

Keywords: Objects, Vectors, Data types, Summary commands, Shapiro–Wilk test, Bar charts.

Mathematics: DSE–2

Any *one* of the following:

DSE-2 (i): Numerical Methods

DSE-2 (ii): Differential Equations

DSE-2 (i): Numerical Methods

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course Objectives: The goal of this paper is to acquaint students for the study of certain algorithms that uses numerical approximation for the problems of solving polynomial equations, transcendental equations, linear system of equations, interpolation, and problems of ordinary differential equations.

Course Learning Outcomes: After completion of this course, students will be able to:

- i) Find the consequences of finite precision and the inherent limits of numerical methods.
- ii) Appropriate numerical methods to solve algebraic and transcendental equations.
- iii) Solve first order initial value problems of ordinary differential equations numerically using Euler methods.

Unit 1: Errors and Roots of Transcendental and Polynomial Equations

Floating point representation and computer arithmetic, Significant digits; Errors: Roundoff error, Local truncation error, Global truncation error, Order of a method, Convergence and terminal conditions; Bisection method, Secant method, Regula–Falsi method, Newton–Raphson method.

Unit 2: Algebraic Linear Systems and Interpolation

Gaussian elimination method (with row pivoting), Gauss–Jordan method; Iterative methods: Jacobi method, Gauss–Seidel method; Interpolation: Lagrange form, Newton form, Finite difference operators, Gregory–Newton forward and backward difference interpolations, Piecewise polynomial interpolation (Linear and quadratic).

Unit 3: Numerical Differentiation, Integration and ODE

Numerical differentiation: First and second order derivatives, Richardson extrapolation method; numerical integration: Trapezoidal rule, Simpson’s rule; Ordinary differential equation: Euler’s method, Modified Euler’s methods (Heun’s and midpoint).

References:

1. Chapra, Steven C. (2018). *Applied Numerical Methods with MATLAB for Engineers and Scientists* (4th ed.). McGraw-Hill Education.
2. Fausett, Laurene V. (2009). *Applied Numerical Analysis Using MATLAB*. Pearson. India.
3. Jain, M. K., Iyengar, S. R. K., & Jain R. K. (2012). *Numerical Methods for Scientific and Engineering Computation* (6th ed.). New Age International Publishers. Delhi.

Additional Reading:

- i. Bradie, Brian (2006). *A Friendly Introduction to Numerical Analysis*. Pearson Education India. Dorling Kindersley (India) Pvt. Ltd. Third Impression, 2011.

Teaching Plan (DSE-2(i): Numerical Methods):

Weeks 1 and 2: Floating point representation and computer arithmetic, Significant digits; Errors: Roundoff error, Local truncation error, Global truncation error; Order of a method, Convergence and terminal conditions.

[2] Chapter 1 (Sections 1.2.3, 1.3.1, and 1.3.2).

[3] Chapter 1 (Sections 1.2, 1.3).

Week 3 and 4: Bisection method, Secant method, Regula–Falsi method, Newton–Raphson method.

[2] Chapter 2 (Sections 2.1 to 2.3).

[3] Chapter 2 (Sections 2.2 and 2.3).

Week 5: Gaussian elimination method (with row pivoting), Gauss–Jordan method; Iterative methods: Jacobi method, Gauss–Seidel method.

[2] Chapter 3 (Sections 3.1, and 3.2), Chapter 6 (Sections 6.1, and 6.2)

[3] Chapter 3 (Sections 3.2, and 3.4)

Week 6: Interpolation: Lagrange form, and Newton form.

[2] Chapter 8 (Section 8.1).

[3] Chapter 4 (Section 4.2)

Weeks 7 and 8: Finite difference operators, Gregory–Newton forward and backward difference interpolations.

[3] Chapter 4 (Sections 4.3, and 4.4).

Week 9: Piecewise polynomial interpolation: Linear and quadratic.

[2] Chapter 8 [Section 8.3 (8.3.1, and 8.3.2)].

[1] Chapter 18 (Sections 18.1 to 18.3)

Weeks 10, 11 and 12: Numerical differentiation: First and second order derivatives, Richardson extrapolation method; Numerical integration: Trapezoidal rule, Simpson’s rule.

[2] Chapter 11 [Sections 11.1 (11.1.1, 11.1.2 and 11.1.4), and 11.2 (11.2.1, and 11.2.2)]

Weeks 13 and 14: Ordinary differential equations: Euler’s method, Modified Euler’s methods (Heun’s and midpoint).

[1] Chapter 22 (Sections 22.1, 22.2 (up to Page 583) and 22.3).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Find the consequences of finite precision and the inherent limits of numerical methods.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions. (iii) Students to be given homework/assignments. (iv) Students to be encouraged to give short presentations.	• Presentations and participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Appropriate numerical methods to solve algebraic and transcendental equations.		
3.	Solve first order initial value problems of ordinary differential equations numerically using Euler methods.		

Keywords: Bisection method, Euler’s method, Gauss–Jordan method, Gauss–Seidel method, Jacobi method, Newton–Raphson method, Regula–Falsi method, Richardson extrapolation method, Secant method and Simpson’s rule.

DSE-2 (ii): Differential Equations

Total Marks: 100 (Theory: 75 and Internal Assessment: 25)

Workload: 5 Lectures, 1 Tutorial (per week) **Credits:** 6 (5+1)

Duration: 14 Weeks (70 Hrs.) **Examination:** 3 Hours.

Course objectives: The course aims at introducing ordinary and partial differential equations to the students and finding their solutions using various techniques with the tools needed to model complex real-world situations.

Course learning outcomes: The course will enable the students to:

- i) Solve ODE's and know about Wronskian and its properties.
- ii) Method of variation of parameters and total differential equations.
- iii) Solve linear PDE's of first order.
- iv) Understand Lagrange's and Charpit's methods for solving nonlinear PDE's of first order.

Unit1: Ordinary Differential Equations

First order exact differential equations including rules for finding integrating factors, First order higher degree equations solvable for x , y , p and Clairut's equations; Wronskian and its properties, Linear homogeneous equations with constant coefficients; The method of variation of parameters; Euler's equations; Simultaneous differential equations; Total differential equations.

Unit 2: Linear Partial Differential Equations

Order and degree of partial differential equations, Concept of linear partial differential equations, Formation of first order partial differential equations, Linear partial differential equations of first order and their solutions.

Unit 3: Non-linear Partial Differential Equations

Concept of non-linear partial differential equations, Lagrange's method, Charpit's method, classification of second order partial differential equations into elliptic, parabolic and hyperbolic through illustrations only.

References:

1. Ross, Shepley L. (1984). *Differential Equations* (3rd ed.). John Wiley & Sons, Inc.
2. Sneddon, I. N. (2006). *Elements of Partial Differential Equations*, Dover Publications. Indian Reprint.

Additional Readings:

- i. Anton, Howard, Bivens, Irl, & Davis, Stephen (2013). *Calculus* (10th ed.). John Wiley & Sons Singapore Pvt. Ltd. Reprint (2016) by Wiley India Pvt. Ltd. Delhi.
- ii. Brannan, James R., Boyce, William E., & McKibben, Mark A. (2015). *Differential Equations: An Introduction to Modern Methods and Applications* (3rd ed.). John Wiley & Sons, Inc.

Teaching Plan (DSE-2 (ii): Differential Equations):

Weeks 1 and 2: First order exact differential equations including rules for finding integrating factors.

[1] Chapter 2 (Section 2.1).

Weeks 3 and 4: First order higher degree equations solvable for x , y , p and Clairut's equations.

[1] Chapter 2 (Sections 2.2, and 2.3).

Weeks 5 and 6: Wronskian and its properties, Linear homogeneous equations with constant coefficients.

[1] Chapter 4 (Sections 4.1, and 4.2).

Week 7: The method of variation of parameters, Euler's equations.

[1] Sections 4.3, and 4.4.

Week 8: Simultaneous differential equations, Total differential equations.

[2] Chapter 1 (Sections 2, 3, 5, and 6)

Week 9: Order and degree of partial differential equations, Concept of linear partial differential equations, Formation of first order partial differential equations.

[2] Chapter 2 (Section 1.2).

Weeks 10 and 11: Statement of Theorem 2 with applications, Linear partial differential equations of first order and their solutions.

[2] Chapter 2 (Sections 3, 4, 5, and 6).

Week 12: Statements of Theorems 4, 5, and 6 with applications, Concept of non-linear partial differential equations, Lagrange's method.

[2] Chapter 2 (Sections 7, 8, and 9).

Weeks 13 and 14: Charpit's method, Classification of second order partial differential equations into elliptic, Parabolic and hyperbolic through illustrations only.

[2] Chapter 2 (Section 10), and Chapter 3 (Sections 1, and 5).

Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1.	Solve ODE's and know about Wronskian and its properties. Method of variation of parameters and total differential equations.	(i) Each topic to be explained with examples. (ii) Students to be involved in discussions and encouraged to ask questions.	• Presentations and participation in discussions. • Assignments and class tests. • Mid-term examinations. • End-term examinations.
2.	Solve linear PDE's of first order.	(iii) Students to be given homework/assignments.	
3.	Understand Lagrange's and Charpit's methods for solving nonlinear PDE's of first order.	(iv) Students to be encouraged to give short presentations.	

Keywords: Charpit's method, Clairut's equations, Euler's equations, Lagrange's method, Wronskian and its properties.

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