

B.A. Programme Application Courses and Foundation Courses

(I) B.A. Programme (Application Courses)

1. Creative Writing (English, Hindi and Punjabi)
2. Translation and Interpreting (English-Hindi-English/Punjabi-English-Punjabi)
3. Banking and Insurance
4. Entrepreneurship and Small Business
5. Tax Management
6. Consumer Affairs
7. Tourism
8. Globalization
9. Mass Communication
10. Voluntary Organizations
11. Legal Literacy
12. Labour and Development in India
13. Nutrition and Health
14. Family and Child Development
15. Life Crisis – Coping and Evolving
16. Disaster Management
17. Indian Art
18. Theatre and Performance
19. Film Studies
20. Conflict Resolution and Peace Building

(II) Foundation Courses

1. Social Enquiry
2. Contemporary India
3. Human Rights, Gender and Environment
4. Language, Literature and Culture

A.C. :

Item No. :

Annexure No.

B.A. PROGRAMME: APPLICATION COURSE
CREATIVE WRITING (ENGLISH)

SEMESTERISATION OF THE BA PROGRAMME

APPLICATION COURSE: Creative Writing in English (CWE)

(Offered to third year students and to be studied in the 5th & 6th semesters)

Prescribed Text: *Creative Writing: A Beginners' Manual* by Anjana Neira Dev, Anuradha Marwah and Swati Pal. Pearson: Delhi, 2008.

SEMESTER 5: CWE1

Unit 1: Creative Writing

Unit 2: The Art and Craft of Writing

Unit 3: Writing for the Media (formerly Unit 4)

SCHEME OF EVALUATION

A. Internal Assessment - 25%

1. Attendance - 5%

2. Assignments: - 10%

3. Class Test/Project - 10%

B. Practical - 25% - Portfolio and Viva Voce

(To be assessed by one external and one internal examiner, with common guidelines across the colleges)

Suggested Guidelines:

The students will prepare a portfolio of original writings which will include any 4 from:

a) Creativity in Everyday Life

b) Illustrated examples using tropes and figures of speech in writing

c) An Advertisement

d) A News Report

e) A Review of a film/book/play/restaurant

f) An Editorial

g) A blog entry

h) A page for an online newspaper

C. Semester end Examination - 50%

TOTAL: 100 MARKS

SEMESTER 6: CWE2

Unit 1: Modes of Creative Writing: Poetry, Fiction and Drama (formerly Unit 3)

Unit 2: Preparing for Publication (formerly Unit 5)

SCHEME OF EVALUATION

A. Internal Assessment

1. Attendance - 5%

2. Assignments: - 10%

3. Class Test/Project - 10%

B. Practical Examination - 25% - Portfolio and Viva Voce

[To be assessed by one external and one internal examiner, with common guidelines across the colleges]

Suggested Guidelines: The portfolio should include 4 original pieces of writing from among:

a) A Poem

b) A Short Story

c) A Dramatic Sequence

d) Writing for Children - a poem/short story/dramatic sequence

e) A Dummy Manuscript

f) A poem/short story/dramatic sequence in a different form from the one used in a)/b)/c)

C. Semester end Examination - 50%

TOTAL: 100 MARKS

NB: Some topics taught in the 5th semester may be part of the practical and the written examination in the 6th semester.

बी.ए. (प्रोग्राम)

अनुप्रयोग पाठ्यक्रम : सर्जनात्मक लेखन
सेमेस्टरीकृत : बी.ए. (प्रोग्राम)

अनुप्रयोग पाठ्यक्रम : सर्जनात्मक लेखन
(उन विद्यार्थियों के लिए जो तृतीय वर्ष में हैं और जिन्हें पाँचवें और छठे सेमेस्टर में पढ़ना है।)

निर्धारित पाठ : सर्जनात्मक लेखन : पाठ्यक्रम आरंभकर्ताओं के लिए एक पुस्तिका प्रस्तुति :
नीरादेव, अनुराधा मारवाह एवं स्वातिपाल, प्रकाशक, पीयर्सन, दिल्ली-2008

- सेमेस्टर-5 : सर्जनात्मक लेखन-1
- यूनिट-1 : सर्जनात्मक लेखन
यूनिट-2 : लेखन की कला एवं शिल्प
यूनिट-3 : मीडिया के लिए (पूर्व यूनिट-4)

मूल्यांकन की योजना

- अ. आंतरिक मूल्यांकन : 25%
1. उपस्थिति : 5%
2. कार्ययोजना : 10%
3. कक्ष-परीक्षण/प्रोजेक्ट : 10%
- ब. अभ्यास कार्य
(प्रयोगात्मक) : 25% योग्यता और मौखिकी

सभी कॉलेजों में आंतरिक मूल्यांकन एक ही निर्देश-नियम के अंतर्गत होंगे।

सुझाए गए नियम-निर्देश :

विद्यार्थियों द्वारा मौलिक लेखन का पोर्टफोलियो तैयार किया जाएगा। जिसके चार प्रारूप हैं :

- (क) प्रतिदिन के जीवन में रचनात्मकता
- (ख) सचित्र उदाहरण द्वारा आलंकारिक लेखन
- (ग) एक विज्ञापन
- (घ) एक समाचार रपट
- (ङ.) किसी एक फिल्म/पुस्तक/नाटक/रेस्तरां की समीक्षा
- (च) संपादकीय
- (छ) ब्लॉग प्रविष्टि
- (ज) ऑनलाइन समाचार-पत्र का पृष्ठ

स. सेमेस्टर एवं परीक्षा : 50%
कुल अंक : 100

सेमेस्टर-6 : सर्जनात्मक लेखन-2

यूनिट-1 : सर्जनात्मक लेखन की रीतियाँ : कविता, कथा-साहित्य और नाटक
(पूर्व यूनिट-3)

यूनिट-2 : प्रकाशन की तैयारी (पूर्व यूनिट-5)

मूल्यांकन की योजना

अ : आंतरिक मूल्यांकन

1. : उपस्थिति : 5%

2. : परियोजना कार्य : 10%

ब : प्रयोगात्मक परीक्षा : 25% पोर्टफोलियो और मौखिकी

(इसका मूल्यांकन सभी कॉलेजों में एवं आंतरिक परीक्षक और एक बाह्य परीक्षक के द्वारा किया जाएगा।)

सुझाए गए निर्देश-नियम :

विद्यार्थियों द्वारा मौलिक लेखन का पोर्टफोलियो तैयार किया जाएगा जिसके चार प्रारूप हैं :

- (क) एक कविता
- (ख) लघु कथा
- (ग) एक नाटकीय अंतसूत्र
- (घ) बच्चों के लिए कविता/लघु कथा/नाटकीय अंतःसूत्र लेखन
- (ड.) डमी पांडुलिपि
- (च) क/ख/ग : किसी एक में से प्रयुक्त लेखन के विभिन्न रूप

स : सेमेस्टर एवं परीक्षा : 50%

कुल अंक : 100

पुनश्च: सेमेस्टर-5 में पढ़ाए गए कुछ विषयों के अंश सेमेस्टर-6 में प्रयोगात्मक और लिखित परीक्षा के रूप में हो सकते हैं।

Sirjnatmak Lekhan Kala
(Creative Writing)

Course Objective:

1. To sensitize the students to the subtleties of linguistic expression.
2. To make them aware of the formal and stylistic aspects of different modes of creative writing.
3. To train them to develop their creative ideas and articulate them in different forms of writing.

Expected Learning Outcome:

The students would be expected to acquire basic tools of critical analysis, including analysis of form and style, and to develop their writing skills. The course would thus be of help to them in various careers including the media and publication.

Sirjnatmak Lekhan Kala : Dr. Jagjeet kaur , Manpreet Prakashan, 2010.

Evaluation: Semester 5

Written Examination : 50 Marks (30 marks for theory and 20 marks for Translation Exercise)

***Practical (including viva-voce)** : 25 Marks

Internal Assessment : 25 Marks

*(Note:- To be assessed by one internal and one external examiner with common guidelines across colleges.)

Paath-Kram da Sarup

Khand-1 Sirjnatmak lekhan:

- a. Sirjnatmak lekhan ki hai?
- b. Sahit ate Jan-Sanchaar.

Khand-2 Likhann di kala:

- a. Bhav/vichar ate us da vikas.
- b. Viyakaran, Chhand/Alankaar.
- c. Bhasha ate Sheillee.
- d. Bhasha de Vibhin roop.

Khand-3 Jan-Sanchar laee sirjanna:

1. Print Media.
2. Electronic Media.

Sirjnatmak Lekhnni Abhiaas (Practical):

Vidyaarthis hetth ditte visheyan vichon koee chaar visheyaan sambandhi swae likhian rachnavan taiyaar karange:

- i) Rozana jeevan de vich sirjannatmakta
- ii) Likhat vele alankaar te alankaarak shabdan di varton
- iii) Vigyapan
- iv) Khabran di report
- v) Film/Pustak/Natak/Restra di padchol
- vi) Sampadan
- vii) Blog likhna

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viii) Online akhbaar lai ik panna

B.A. PROGRAMME (III YEAR) SEMESTER 6TH PAPER NO. 24 (APPLICATION PAPER NO. 2)

Sirjnatmak Lekhan Kala (Creative Writing)

Evaluation: Semester 6

Written Examination : 50 Marks (30 marks for theory and 20 marks for Translation Exercise)

Practical (including viva-voce) : 25 Marks

Internal Assessment : 25 Marks

(Note:- To be assessed by one internal and one external examiner with common guidelines across colleges.)

Paath-Kram da Sarup

Khand-4 Sirjnatmak Lekhani de roop:

1. Kavita.
2. Natak.
3. Nikki Kahani

Khand-5 Prakashan:

1. Pathki Sambandh.
2. Hath-likhit nu prakashan/prasaran lai tiyaar karna.
3. Janchna/punar nirikhan.
4. Sampadna.
5. Sodhna.

Sirjnatmak Lekhni Abhiaas (Practical):

Vidyaarathi heth ditte visheyana vichon kini chaar visheyaan sambandhi svey likhi rachnavan taiyaar karange:

- i) Kavita
- ii) Nikki kahani
- iii) Natki-samvaad
- iv) Baal-sahit- Kavita/nikki-kahani/natki-samvaad
- v) Hath-likhat taiyaar karna
- vi) Kavita/nikki-kahani/natki-samvaadan vich pehle roopan (i, ii, iii) nalon vakhartan

Suggested Readings:

English Books:

Bell, Julia. (ed.) (2001) *The Creative Writing Coursebook: 40 Authors share Advice and Exercises for Fiction and Poetry*. Pan, Macmillan, USA.

Ritter, Robert, M. (ed.) (2000) *The Oxford Dictionary for Writers and Editors*.

Roberts, Edgar, V. (1982) *Writing Themes about Literature*, Prentice Hall Inc., New Jersey.

Singleton, John and M. Luckhurst (eds.) (1999). *The Creative Writing Handbook*. Palgrave,

Macmillan, USA.

Sova, Dawn, B. (2002) *How to write articles for Newspaper and Magazine*, Peterson's, New York.

Punjabi Books:

Behl, Navnindra (Dr.) (ed.) (1998) *Rangmanch ate Television Natak*, Punjabi Academy, Delhi.

Bhajan Singh (Giyani) (Dr.) (2000) *Punjabi Patarkari vichar Pravah*, Punjabi Academy, Delhi.

Jasuja, Gurcharan Singh. (2006) *Sahitik Swae Jeewani*, "Mai Natak Kiven Likhda Haan," Pg. 98-103, Publication Bureau, Punjabi University, Patiala.

Joginder Singh. (ed.) (2006) *Punjabi Bhasha: Gurmukhi lipi somay te vikas*, Chetna Prakashan, Ludhiana.

Sandhu, Gurmail. (2008) *Khuli Kavita de Maapdand*, Chetna Prakashan, Ludhiana.

Vinod, T.R. (2006) *Aao Novel Padiye*, Chetna Prakashan, Ludhiana.

B.A. Programme
Application Course: Translation and Interpreting

Translation and Interpreting

(The course may be offered in English, Hindi, or other Indian or Foreign Languages)

Semester 5

- Unit 1: What is Translation? (Meaning and Process of Translation): Selection, Comprehension and Analysis of the Original Text
- Unit 2: The relevance of translation in a multicultural and knowledge based society like India's
(Translation as an effective tool for inter and intra national communication. Role of translation in the transmission of knowledge of sciences, social sciences, humanities etc.)
- Unit 3: Profile of an ideal translator and his tools
(Required qualifications and competence of a translator and what professional tools he uses for translation)
- Unit 4: Basic concepts and terms
(Dialect, idiolect; Register, style; Transliteration, word-for-word translation, sense translation; Officialese)
- Unit 5: Equivalence in translation: Structures
(Exploring equivalence between the source language and the target language at the lexical (words), and the syntactical (sentences) levels.
- Unit 6: Equivalence in translation: Culture
(Discussing the Problems related to cultural specificity in the two languages and how they affect each other in translation).

Practice

- ❖ Translating texts from English to Hindi/MIL/Foreign Language and vice versa OR Hindi/ MIL/ to Foreign Language and vice versa; vetting translated texts.
- ❖ Discussing the problems arising out of the above activities

Evaluation : Semester 5

Written Examination: 50 marks (30 marks for theory and 20 marks for translation exercises)

Internal Assessment: 25 marks

Practical including viva voce : 25 marks

(to be assessed by one external and one internal examiner, with common guidelines across colleges)

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B.A. Programme
Application Course: Translation and Interpreting

Semester 6

- Unit 7: Challenges of Translating Poetry
(Problems faced by the translator while translating poetry. Why is translating poetry more difficult than translating prose?)
- Unit 8: Challenges of Translating Drama
(The specific problems of translating a drama text)
- Unit 9: Use of Translation in Modes of Mass Communication
(Use and function of translation in print and audio-visual media)
- Unit 10: Translation in Advertisements
(Use of translation in transmitting ad messages from one language into another, its challenges)
- Unit 11: Machine Translation
(Use of machine translation—scope, challenges and limitations)
- Unit 12: Interpreting
(Simultaneous vs. consecutive interpreting; Qualities of an interpreter; Real-life contexts in which interpreting is used)

Practice

- ❖ Examining texts in translation (including multiple translations of the same text) and comparing and contrasting them and suggesting improvements
- ❖ Simultaneous and consecutive oral translation
- ❖ Conference note-taking, liaison and ad-hoc interpreting
- ❖ Using reference materials such as dictionaries, encyclopedias, thesauruses, glossaries, translation software, etc.

Evaluation : Semester 6

Written Examination: 50 marks (30 marks for theory and 20 marks for translation exercises)

Internal Assessment: 25 marks

Practical including viva voce (on the oral i.e. interpreting component): 25 marks

(to be assessed by one external and one internal examiner, with common guidelines across colleges)

Essential Reading: *Translation and Interpreting: Reader and Workbook/Anuvad evan Bhashanantram: Path aur Abhyas*, edited by Ravinder Gargesh and Krishna Kumar Goswami (Delhi: Orient Longman, 2007)



Anuvaad ate Teekakaari Kala
(Translation and Interpreting)

Course Objective:

1. To make the student Familiar with the basic concepts relating to the theory and practice of translation.
2. To sensitize the students to the linguistic structures of the source and the target language.
3. To enable the students to translate literary/non-literary texts from:
 - English to Punjabi/MIL/Foreign language and vice-versa OR
 - Punjabi/MIL to Foreign Language and vice-versa
4. To train the students in cognitive processes and language skills to facilitate consecutive and simultaneous interpretation.
5. To create an awareness of the challenges and opportunities presented by linguistic and cultural differences in the context of globalization and the dynamic of the multilingualism of Indian society.

Expected Learning Outcome:

Students will acquire the necessary skills in translation and interpreting to enable them to take up careers in government, industry, media, tourism, public relation etc.

Anuvaad ate Teekakaari Kala : Dr. Jaspal kaur , Manpreet Prakashan, Delhi, 2010.

Evaluation: Semester 5

Written Examination : 50 Marks (30 marks for theory and 20 marks for Translation Exercise)

***Practical (including viva-voce)** : 25 Marks

Internal Assessment : 25 Marks

*(Note:- To be assessed by one internal and one external examiner with common guidelines across colleges.)

Paath-Kram da Sarup

Theory:

Khand-1 Anuvaad ki Hai? (Arth ate Anuvaad parkirya) Anuvaad di Prakirti, Mool paath di chonn, bodh ate vishleshann.

Khand-2 Bharat varge Bahu-Sabhiacharak ate Gyan-moolak Samajan vich Anuvaad da Mahatav.

(Rashtree, Anter-Rashtree Samvaadan laee Anuvaad, Gyan Khetran vich anuvaad di Bhumika masalan: vighyan , Samaj-vighyan etc.)

Khand-3 Ik adarsh Anuvaadak ate Anuvaad de Sand

(Anuvaadak laee anuvaad-yogta ate anuvaad peshe laee laazmi sand)

Khand-4 Mool Sankalp ate nem

(Up-Bhasha, Viaktigat-Bhasha, Register, Sheillee, lipiantar, Shabad anuvaad, Bhav-anuvaad, Sarkari)

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Khand-5 Anuvaad Samtulta: Sanrachnatmak pakh

(Mool Bhasha te Laksh Bhasha vich Samtulta: Shabad-banntar, viyakaran ate vaak-viyont)

Khand-6 Anuvaad Samtulta: Sabhiachaar

(Bhasha vakhartavan dian Samasiavan ate do vakh-vakh bhashavan da ik duje ute parbhav.)

Abhiaas. (Practical)

1. Angrezi ton Punjabi/ Hindi ton Punjabi/ Hor Bharti Bhashavan ton Punjabi/Videshi Bhasha ton Punjabi vich anuvaad, Punjabi ton vibhin Bhashavan vich anuvaad. Sanshodhit anuvaadit paath.
2. Anuvaad naal sambandhit mushkilaan sambandhi vichaar-vatandra ate smadhaan.

B.A. PROGRAMME (III YEAR) SEMESTER 6TH PAPER NO. 24 (APPLICATION PAPER NO. 2)

Anuvaad ate Teekakaari Kala

(Translation and Interpreting)

Evaluation: Semester 6

Written Examination : 50 Marks (30 marks for theory and 20 marks for Translation Exercise)

***Practical (including viva-voce) : 25 Marks**

Internal Assessment : 25 Marks

*(Note:- To be assessed by one internal and one external examiner with common guidelines across colleges.)

Paath-Kram da Sarup

Theory:

Khand-7 Kaav-Anuvaad dian Samaseavan

(Kavita anuvaad vele anuvaadak laee aunn vaaliyan mushkilaan, kavita anuvaad vartak anuvaad ton jatil kiven?)

Khand-8 Natak Anuvaad dian Samaseavan

(Naat-paath nu anuvaad karan vele aunn valiyan dikattan)

Khand-9 Jan-Sanchaar te Vigyapan laee Anuvaad

(Print ate electronic media laee anuvaad karaj te labh. Ik Bhasha ton dooji bhasha vich vigyapan anuvaad laee aukh)

Khand-10 Yantrik Anuvaad

(Yantrik anuvaad di varton: Karaj-khetar, Samaseavan ate simavan)



**BANKING AND INSURANCE
PAPER (i) : SEMESTER - V
BANKING**

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures : 60

Objective: The objective of this paper is to impart basic knowledge of Banking to the students.

Expected Learning Outcome: After the completion of the Course, the students would have acquired the necessary competence to handle any job upto the supervisory level related to Banking. The contents of the Course would have given them the foundation to successfully complete the Masters Course in the areas of Banking.

COURSE CONTENT

Unit – I

(Lectures 22)

- 1. Introduction to Banking Business; Banking Sectors** – Dual objectives of a bank, Retail, Corporate, Rural and International; Non banking Financial Intermediaries.
- 2. New Dimensions and Products** – Credit, Debit and Smart cards, E-banking.
- 3. Structure of the Indian Banking System:**
 - a) Commercial Banks – Public, Private sector and Foreign banks, Co-operative banks, Development banks
 - b) Understanding the Annual Report and Balance Sheet of a bank; Assets structure of a Commercial Bank

Unit – II

(Lectures 19)

- 1. Bank Customer Relationship:** Forms of Bank Customer relationship; Types and importance of deposits; Opening and Closure of deposits accounts; Types of advances and collaterals; Types of customers, Depositor's operations – significance and procedures, cheques, pay-in slips, drafts.
- 2. Assessment of Credit needs for Project and Working Capital Finance**
- 3. Export credits**

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Khand-11 Teekakaari

(Tatkaleen ate lagataar teekakaari: vaastvik zindgi de parsangan vich teekakaari di varton -- Samet Conference de note lainna, talmale ate uchechi teekakaari.)

Khand-12 Ik Adarsh Teekakaar ate Teekakaari de Sand

(Teekakaar laee Teekakaari di yogta ate Teekakaari peshe laee laazmi sand.)

Abhiaas. (Practical)

Angezi ton Punjabi/ Hindi ton Punjabi/ Hor Bharti Bhashavan ton Punjabi/Videshi Bhasha ton Punjabi vich anuvaad, Punjabi ton vibhin Bhashavan vich anuvaad.

1. Samanater ate silsalevaar mokhik (alikhit) anuvaad.
2. Kisse ghatna/stithi sambandhi akhin dittha haal.
3. Anuvaad laee sahayak granth:- shabad-kosh, vishv-kosh, teeka, sahit sandarbh kosh, etc.
4. tatkaleen ate lagataar mokhik anuvaad.
5. Adhunik takneek da anuvaad ate teekakari lai varton.
6. Anuvadit/Teekakaari rachnavan da nirikhann.
7. Conference de note lainna, talmale ate uchechi teekakaari.

Suggested Readings:

English Books:

Baker, Mona (ed.) (2001) *Routledge Encyclopedia of Translation Studies*, Routledge, U.K.

Biguenet, John and Rainer Schulte. (eds.) (1989), *The Craft of Translation (Chicago Guide to Writing, Editing and Publishing)*, University of Chicago Press.

Munday, Jeremy. (2001) *Introduction Translation Studies; Theories and Applications*, Routledge, UK.

Nida, E. and Taber. (eds.) (1974) *The Theory and the Practice of translating*. Leiden: Brill.

Ramakrishnan, S. (ed.) (1997) *Translation and Multilingualism*, Pencraft, Delhi.

Punjabi Books:

Anup Singh (1994) *Sampadan ate Prakashan Prakiriyaa*, Punjabi University, Patiala.

Dalbir Singh (1995) *Pattarkari: Hunar te Kala*, Punjabi University, Patiala.

Joginder Singh. (ed.) (2006) *Punjabi Bhasha: Gurmukhi lipi somay te vikas*, Chetna Prakashan, Ludhiana.

Satija, Mohinder Pratap & Mewa Singh (eds.) (1996) *Sandarbh ate Suchna-Sarot*, Punjabi University, Patiala.

Sharma, Asha, & M.P. Kohli, (1995) *Samachar Prannali te Sampadna*, Punjabi University, Patiala.

Grover, D.R. (1994) *Suchna-Sewavaan*, Punjabi University, Patiala.



Unit – III

(Lectures 19)

1. Banking Regulation Act, 1949
2. Reserve Bank of India Act, 1934 and Reserve Bank's instruments of credit control; Priority Sector Lending; Banking Ombudsman
3. Deficiencies in Indian Banking including Problems Accounts and Non-Performing Assets
4. Banking Sector reforms

References

1. Iyengar Vijayaragavan, Introduction to Banking, Excel Books
2. Indian Institute of Banking and Finance, Basics of Banking, Taxmann Publications Pvt. Ltd.
3. Nigam, B.M. Lal, Banking Law and Practice, Konark, New Delhi.
4. Read, E.W., Commercial Bank Management, Harper and Row Publishers, New York
5. Relevant Bare Acts on Banking Services
6. Seth, Marketing of Banking Services, Macmillan India Ltd., New Delhi
7. Sundhram, K.P.M.& Varshney, P.N., Banking Theory Law and Practice, Sultan Chand & Co. Ltd., New Delhi
8. Shekhar, K.C., Shekhar Lekshmy, Banking Theory and Practice, Vikas Publishing House Pvt. Ltd.

Note: Latest editions of these references may be considered.

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BANKING AND INSURANCE
PAPER (ii) : SEMESTER - VI
INSURANCE

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures : 60

Objective: This paper intends to impart basic knowledge of Insurance to the students.

Expected Learning Outcome: This paper is meant for students to gain basic knowledge of insurance principles, products, documentation, settlement of claims and regulatory framework. After the completion of the course, the students would have acquired foundations for completion of Masters Course in life and general insurance and become competent insurance professionals.

No. of Lectures
(Lectures 8)

UNIT-I: Introduction to Risk

- Meaning of Risk
- Types of Risk
- Risk Management
 - Objective
 - Process
 - Methods

(Lectures 12)

Unit-II: Introduction to Insurance

- Meaning and Nature
- Purpose and Need
- Insurance- Pooling of Risk
- Principles of Insurance
- Types of Insurance
- Terminology
- New Insurance Product
- Present State of Insurance Industry in India

(Lectures 16)

Unit- III: Legal Framework

- Essentials of General Contract Act (section 10) of Indian Contract Act 1872
- Essential features of Insurance Contracts
- Salient features of
 - Insurance Act, 1938
 - LIC Act, 1956
 - GIC Act, 1972
 - IRDA Act, 1999

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- Agency Law
- Consumer Protection Act 1986

Unit IV: Life Insurance

(Lectures 12)

- Meaning & Importance
- Types of Plans
- Pricing
- Underwriting
- Documentations
- Channels of Distributions
- Policy Servicing and Settlement of Claims

Unit V: Non-Life Insurance

(Lectures 12)

- Meaning and Importance
- Types
 - Fire
 - Marine
 - Health: Standard Mediciclaim Policy/ Critical illness/Health Plus/ Tailor made Policies; Claim Settlements, Cashless Facility, Role of TPA's
 - Miscellaneous Insurance: Motor Insurance; Personal Accident Insurance, Burglary Insurance, Fidelity Guarantee Insurance, Foreign Travel Insurance, Engineering Insurance, Rural Insurance.

References:

1. Mishra, M. N., *Insurance Principles and Practice*, S. Chand & Co. Ltd., New Delhi.
2. Mehr, R. I., *Fundamentals of insurance*, Irwin.
3. Rejda, G. E., *Principles of Risk Management and Insurance*, 8th Edition, Pearson Education.
4. Mittal, A. and Gupta, S. L., *Principles of Insurance and Risk Management*, Sultan Chand and Sons, New Delhi.
5. Life Insurance Corporation Act, 1956, Government of India.
6. The Marine Insurance Act, 1963, Government of India.
7. Relevant Bare Acts on Insurance Services.
8. Publications of Insurance Institutes of India, Mumbai.

Note: Latest edition of all these references may be considered.



ENTREPRENEURSHIP AND SMALL BUSINESS
Paper (i) : SEMESTER - V
Introduction to Entrepreneurship

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures: 60

1. **Entrepreneur-Entrepreneurship-Enterprise:** Conceptual issues. Entrepreneurship vs. Management. Roles and functions of entrepreneurs in relation to the enterprise and in relation to the economy. Entrepreneurship as an interactive process between the individual and the environment. Small business as the seedbed of entrepreneurship. Entrepreneurial competencies. Entrepreneurial motivation, performance and rewards.
(Lectures 20)
2. **Opportunity scouting and idea generation:** role of creativity & innovation and business research. Sources of business ideas. Entrepreneurial opportunities in contemporary business environment, for example opportunities in network-marketing, franchising, business process outsourcing in the early 21st century.
(Lectures 20)
3. **The process of setting up a small business:** preliminary screening and aspects of the detailed study of the feasibility of the business idea and financing/non-financing support agencies. Policies/programmes and procedures and the available schemes. Preparation of Project Report and Report on Experiential Learning of successful/unsuccessful entrepreneurs.
(Lectures 20)

The students should be encouraged to explore the following web- sites:

1. <http://www.nenonline.org>
2. <http://www.smallindustryindia.com>

Text Books:

1. Panda, Shiba Charan, *Entrepreneurship Development*, New Delhi, Anmol Publications, Latest Edition.
2. Taneja, Satish and Gupta, S.L. *Entrepreneurship Development-New Venture Creating*, Galgotia Publishing House, New Delhi, Latest Edition

Additional Readings

1. Brandt, Steven C., *The 10 Commandments for Building a Growth Company*, Macmillan Business Books, Delhi, Latest Edition.
2. Bhide, Amar V., *The Origin and Evolution of New Businesses*, Oxford University Press, New York, 2000.
3. Dollinger, Marc J., *Entrepreneurship: Strategies and Resources*, Illinois, Irwin, Latest Edition.

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ENTREPRENEURSHIP AND SMALL BUSINESS

Paper (ii) : SEMESTER - VI

Small Business Management

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures: 60

1. **Managerial roles and functions in a small business.** Designing and redesigning business processes, location, layout, operations planning & control. Basic awareness of the issues impinging on quality, productivity and environment. Managing business growth. The pros and cons of alternative growth options: internal expansion, acquisitions & mergers, integration & diversification. Crises in business growth.
(Lectures 20)
2. **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. Brief introduction to Single-Entry system of record keeping. Sources of risk/venture capital, fixed capital, working capital and a basic awareness of financial services such as leasing and factoring.
(Lectures 20)
3. **Issues in small business marketing.** The concept and application of product life cycle (ptc), advertising & publicity, sales & distribution management. The idea of consortium marketing, competitive bidding/tender marketing, negotiation with principal customers. The contemporary perspectives on Infrastructure Development, Product and Procurement Reservation, Marketing Assistance, Subsidies and other Fiscal & Monetary Incentives. National, state level and grass-root level financial and non-financial institutions in support of small business development. (Lectures 20)

Text Books:

1. Panda, Shiba Charan, Entrepreneurship Development, New Delhi, Anmol Publications, Latest Edition
2. Taneja, Satish and Gupta, S.L. Entrepreneurship Development-New Venture Creating, Galgotia Publishing House, New Delhi, Latest Edition

Additional Readings

1. Brandt, Steven C., *The 10 Commandments for Building a Growth Company*, Macmillan Business Books, Delhi, Latest Edition.
2. Bhide, Amar V., *The Origin and Evolution of New Businesses*, Oxford University Press, New York, 2000.
3. Dollinger, Marc J., *Entrepreneurship: Strategies and Resources*, Illinois, Irwin, Latest Edition.

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TAX MANAGEMENT
Paper (i) : SEMESTER - V
INCOME TAX

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures: 60

Course objective: To equip the students with application of principles and provisions of income tax laws, computation of income and taxation of an individual and the assessment procedures.

Expected Learning Outcome: The student will gain a working knowledge regarding computation of tax liability under income tax laws and the relevant procedures.

Course Content:

1. Basic concepts: Assessee, income, Concept of income, Period of Assessment(Previous Year, Assessment Year), Structure to compute tax liability, Residential Status and Tax Incidence. (10 Lectures)
2. Computation of total income under various heads such as Salaries, Income from House property, Profits and Gains of business and profession, Capital Gains, Income from other sources. (30 Lectures)
3. Clubbing of income, aggregation of income and set off and carry forward of losses; deductions from gross total income (pertaining to individuals and firms), rebates and reliefs in respect of income tax; computation of total income (pertaining to individuals and firms). (10 Lectures)
4. Assessment of individuals and firms. (5 Lectures)
5. Provisions concerning procedure of assessment. Tax deduction at source and advance tax. (5 Lectures)

Suggested Readings:

1. Dr Vinod K. Singhanian and Monika Singhanian, *Students Guide to Income Tax including Sales Tax* Taxman Publications Pvt. Ltd. Delhi, Latest edition.
2. Mahesh Chandra & D.C. Shukla. *Income Tax and Sales Tax*, Pragati Publication, Latest edition.

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TAX MANAGEMENT
PAPER (ii : SEMESTER - VI
Indirect Tax Laws and Wealth Tax

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures: 60

Course objective: To equip the students with application of principles and provisions of indirect tax laws and also the basic understanding of Wealth-Tax Act.

Expected Learning Outcome: The student will gain a working knowledge regarding indirect taxes and the relevant procedures. The student should also gain knowledge of wealth tax.

Course Content:

1. **Central Excise Laws:** Nature of excise duty; chargeability-scope and basis of the levy-meaning of goods, manufacture and manufacturer, classification and valuation of goods, duty payment and exemption provisions; provisions and procedure dealing with registration and clearance of goods; and overview of set off of duty schemes.

(15 Lectures)
2. **Customs Laws:** An overview of law and procedure; clearance of goods from the port, including baggage, goods imported or exported by post; stores and goods in transit; duty drawback provisions.

(15 Lectures)
3. **Central Sales Tax Laws:** Evolution and scope of levy of central Sales tax; Inter- State sale, sale outside a State and sale in the course of import and export-basic principles; registration of dealers and determination of taxable turnover

(12 Lectures)
4. **VAT:** Value added tax and its implications.

(3 Lectures)
5. **Wealth Tax Act:** Charge of wealth tax; assets, deemed assets and assets exempt from tax; valuation of assets; computation of net wealth, return of wealth.

(15 lectures)

Suggested Readings:

1. V.S., Datey, *Indirect Tax Law and Practice*, Taxmann Publications Pvt. Ltd., Delhi, Latest edition.

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2. *Commentary on Income Tax*- Chaturvedi & Pithisaria.

Journals

1. *Tax and corporate Reference* Bharat Law House
2. *Income tax reports*, Company Law Institute of India Pvt. Ltd.
3. *Taxman*. Published by Taxmann Allied Services Pvt. Ltd., Delhi.

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4. Dr Vinod K Singhanian & Monica Singhanian, Supplement to Students Guide to Income Tax (incorporating Central Sales Tax Act Wealth Tax Act) , Taxmann Publications, Delhi.

5. Dr Girish Ahuja & Dr Ravi Gupta , Systematic Approach to Wealth Tax.

Reference Books:

1. Jain P.K.. *Customs Tariff Act, Excise Tariff Act and their Manuals*, Centax Publications Ltd, New Delhi, Latest edition.
2. *Taxmann's Income Tax Act and Rules*, Latest edition.

Journals

1. *Tax and corporate Reference* Bharat Law House

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Final Syllabus - Consumer Affairs- 26th March 2010

BA Prog- Application Course- CONSUMER AFFAIRS

The Consumer Affairs (Application Course) shall consist of two papers of 100 marks each. The course structure consists of the following papers:

Semester 5: Consumer Affairs- I

Semester 6: Consumer Affairs- II

Course Objective:

These papers seek to make the students aware of consumer 's rights, **responsibilities** and social and legal framework of protection of consumer rights. It also provides an understanding of ethical and legal aspects of advertising, consumer problems and their redressal, product and service standards, standardization, and eco-friendly products.

Expected Learning Outcome:

The student is expected to become an aware and responsible consumer in the market place and society capable of taking action as an aware citizen to defend his/her rights and thereby contributing towards the development of the society, community and industry.

The paper also prepares students for jobs with voluntary organizations engaged in Consumer Protection, Consumer helplines, research in this field and customer care function of business.

Consumer Affairs- I

Unit I

1. Conceptual Framework (12 Lectures)

1.1 Concept of Consumer and **Consumer Welfare**, Characteristics of Consumer Buying and consumer decision making process, Consumer Buying Motives, Value for money, Consumer Surplus, Consumer Satisfaction and its measurement.

1.2 Influence of Environment on Consumer: Economic; Social, Cultural, Political and legal Environment, **Globalisation, liberalization and its impact on consumers**, Role of Media

Unit II (12 lectures)

2. Consumer Awareness and Problems

2.1 Consumer Interest in different market forms; Pricing, Quality and Consumer Welfare

2.2 Pricing decision in different Market forms: ; Concept of Price in Retail and Wholesale; Maximum Retail Price (MRP) and Local Taxes; **VAT** ; Fair Price, Concept and measurement of inflation.

2.3 Problems faced by consumers regarding products and services

2.4 Experiencing Dissatisfaction: Concept of Cognitive dissonance; complaining behaviour; Form of Complaint to a business. Making a complaint heard by the Business; Corporate Redressal Systems; Conciliation and Intermediation for out of court Redressal

Final Version Syllabus- 26th March 2010

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Unit – III (14 Lectures)

3.1 The Consumer 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.

3.2 Organizational set up under Consumer Protection Act.

3.2.1 Advisory Bodies : Consumer Protection Councils at the Central, State and District Levels, Basic Consumer Rights.

3.2.2 Adjudicatory Bodies: Their composition, powers and jurisdiction (pecuniary and territorial): District Forum; State Commission; National Commission

Unit IV (10 lectures)

4. Quality and Standardization

4.1 Role of National Standards: National Standards, Indian Standards Mark (ISI); Agmark; **HALL MARK; BEE; FPO**: Voluntary and Mandatory standards; Licensing and Surveillance. Consumer grievance redressal under the BIS Act, 1986; Introduction to International Standards

4.2 Product Testing: Concept of Comparative testing; International Principles for Testing for informing consumers; Testing for conformity to standards; Independence and accreditation of test laboratories.

4.3 Comparative Evaluation of Services: Methodology and usefulness

Unit V (12 lectures)

5.1 Advertisements and their Regulation

Social, ethical and legal aspects of advertising and sales promotion; Regulation of misleading and deceptive advertising and sales promotion; Self Regulation and Role of Advertising Standards Council of India; Code of Commercial Advertising of All India Radio and Doordarshan; disclosure in labeling and advertising

5.2 Sustainable Consumption and Production : Eco-friendly production, marketing and consumption; Green consumer, green consumption, green productivity, and impact of consumption choices on the environment; Ethical consumption, impact of production choices on the environment, ethical production; environmental logos (eco-marks).

5.3 Consumer Organisations: Need and Importance; Formation and their role in consumer protection including Advocacy and Campaigning for policy intervention; Evolution of Consumer Movement in India. Major Consumer Organisations in India, U.S and Europe; Role of Consumer Coops and Buying Clubs; Overview of Global Consumer Movement; Recent developments in Consumer Protection in India; Code of Ethics for Consumer Organisations (national and International)

Essential Reading

Consumer Affairs, by Sri Ram Khanna, Savita Hanspal, Sheetal Kapoor and H.K. Awasthi, (Hyderabad: Universities Press: 2007)

Suggested Readings Books:

1. Leftwich, Richard H. and Eckert Ross D, Price System and Resource Allocation, 9th Ed. (Dryden Press, Chicago, 1985).
2. Richard G. Lipsey, Introduction to Positive Economics, 6th Ed. (ELBS, Weinderfeld, 1983).
3. Watson, Donald D. and Holman, Mary A. Price Theory and Its Uses, 4th Ed. (Houghton Mifflin, Boston, 1977).
4. V. K. Aggarwal, Consumer protection: Law and Practice, 5th ed. (Bharat Law House, Delhi, 2003)
5. Pushpa Girimaji, Consumer Right for Everyone (Penguin Books), 2002
6. Morris, Gullian, Searlett, Lynn, Buying Green: Consumers, Product labels and environment, (Reason foundation, 1996)
7. Ralph Nader, The Consumer and Corporate Accountability, (USA, Harcourt Brace Jovanovich, Inc. 1973)
8. Aaker, Batra and Myers, Advertising Management, Chs. 18 & 19.
9. Russal and Lane Kleppners Advertising Procedure, Chs. 2, 25 and 26.
10. How to survive as a consumer : CUTS, India www.cuts.org.
11. For studying inflation: Government of India, Ministry of Labour & Employment, Labour Bureau, Shimla Report, www.labourbureau.nic.in and Economic Survey of India.

Periodicals

1. Consumer Protection Judgements (CPJ) (Relevant cases reported in various issues)
2. Recent issues of magazines:
 - i. Insight, published by CERC, Ahmedabad
 - ii. Consumer Voice, Published by VOICE, New Delhi (www.consumer-voice.org)
 - iii Ethical Consumer, Published by ECRA Publishing Ltd., U.K.
 - iv Upbhokta Jagran, Ministry of Consumer Affairs, Govt, of India.
 - v Down to Earth (magazine- fortnightly): Society for Environmental Communications

Consumer Affairs- II

Unit VI (20 lectures)

6. Grievance Redressal Mechanism under the Consumer Protection Act, 1986

6.1. 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.

6.2 Five Leading Cases on: Jurisdiction; Locus standii of Complainant; Payment of Compensation for loss or Injury; Consequence of Imprisonment; Relief to Consumer.

6.3 Role of Supreme Court under the CPA: Five recent cases on consumer protection decided by Supreme Court.

6.4 Leading Cases decided under Consumer Protection Act

- i. Medical Negligence
- ii. Banking, Insurance and Financial Service
- iii. Housing & Real Estate
- iv. Electricity, Water, and Telecom Services.
- v. Education & Training Service
- vi. Defective Product
- vii. Unfair Trade Practice

Unit VII (lectures 15)

7. Competition Policy and Law

- 7.1 How Competition Policy and Law Protects Public Interest;
- 7.2 Background of Monopolies Restrictive Trade Practices Control in India.
Concept of Anti-competitive practices: Restrictive Business Practices; Price Fixing; Predatory Pricing; Horizontal Arrangements; Vertical Arrangements; Minimum Resale Price; Mergers; Amalgamation.
- 7.3 Competition Act 2002: Objective, Purpose and Salient Features.
Concept of:- Agreements Having Adverse Impact on Competition; Abuse of Dominant Position; Regulation of Combination; 'Relevant Geographic Market' Factors; 'Relevant Product Market' Factors
- 7.4 Complaint and Procedures : For Investigation, Hearings and Enquiry; Remedies after enquiry and Enforcement of orders, including payment of compensation and penalties,
- 7.5 Two Leading cases.

Unit VIII (8 lectures)

8. Industry Regulators: Role, Function, and Purpose

- 8.1 Insurance Regulatory Development Authority (IRDA) and Insurance Ombudsman
- 8.2 Banking Ombudsman: Role of RBI
- 8.3 Investor Protection Role of SEBI & Stock Exchanges in Investor Protection
- 8.4 Telecom Regulatory Authority of India: Guidelines for handling Consumer Grievances, Evaluation of services of companies
- 8.5 State and Central Electricity Regulatory Authorities: DERC, Supply Code, Role of CGRF, tariff hearings

Unit IX(9 lectures)

- 9.1 Regulation of foods. **Food Safety and Standards Act, 2006**; Role of Food Safety Standards Authority. Labeling and Certification-AGMARK, FPO.
- 9.2 Energy Efficiency in Electrical Appliances; Energy Rating Mechanisms and Impact on Consumers. Energy Conservation Act, 2001.

9.3 Legal Metrology Act, 2009; Regulation of Weights and Measures-Packaging Commodities Rules under Weights and Measures Laws

Unit X (8 lectures)

10. International Guidelines for Protecting Consumer Interests

10.1 UN Guidelines of Consumer Protection

10.2 ISO 26000 Responsibility of organization to consumers and other stakeholders

10.3 ISO 10,000 suite: ISO 10001, 10002, 10003 and 10004.

10.4 Role of COPOLCO in protecting consumer interests

Essential Reading

Consumer Affairs, edited by Sri Ram Khanna, Savita Hanspal, Sheetal Kapoor and H.K. Awasthi, (Hyderabad: Universities Press: 2007)

Suggested Readings

Books:

1. The Competition Act, 2002

2. Ralph Nader, *The Consumer and Corporate Accountability*, (USA, Harcourt Brace Jovanovich, Inc. 1973)

3. How to survive as a consumer : CUTS, India www.cuts.org.

4. For Investor Protection: Chandra Prasanna, *Investment Analysis and Portfolio Management*, Tata McGraw Hill

5. [www. Sebi.gov.in](http://www.Sebi.gov.in)

Periodicals

1. Consumer Protection Judgements (CPJ) (Relevant cases reported in various issues)

2. Recent issues of magazines:

i. Insight, published by CERC, Ahmedabad

ii. Consumer Voice, Published by VOICE, New Delhi www.consumer-voice.org

iii. Ethical Consumer, Published by ECRA Publishing Ltd., U.K. www.ethicalconsumer.org.

iv. Upphokta Jagran, Ministry of Consumer Affairs, Govt of India.

v Down to Earth (magazine- fortnightly): Society for Environmental Communications



TOURISM
PAPER (i): SEMESTER - V
Tourism

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures : 60

Course Objective: The objective of this application course in Tourism is to familiarize the student with a brief background of tourism development with special reference to India. This would give him/her a comprehensive idea of travel and tourism trends as well.

Expected Learning Outcomes: The tourism industry is one of the largest employment generating industry in the world as it is largely a service industry. A student who has studied this course is equipped to work in a travel agency at the middle level, with some knowledge of computers.

SEMESTER -- 5

Unit I

Lectures -- 10

- Tourism: Concept & Perspectives
- Definition, Tourist, excursionist, incoming and outgoing
- Tourism Product – Characteristics
- Types of Products

Unit II.

Lectures -- 10

- Tourism and economy
- Tourism as an industry
- Economic impact
- Leakages

Unit – III

Lectures -- 10

- Approaches to Tourism Development: A Case study of some selected countries:- Switzerland, Thailand, China, Brazil & South Africa.

Unit IV

Lectures -- 15

- **Travel Management**
- Air, road rail travel arrangements,
- Travel organizations national and international, especially ITDC, DTTDC, TAAI, IATA, WTO

Unit V

Lectures -- 15

- Travel agency and tour operator,
- Accommodation
- Basics of ticketing.

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TOURISM
PAPER (ii) : SEMESTER - VI
Tourism

Total Marks	:	100
End – semester examination:		75
Internal Assessment	:	25

Lectures : 60

Objective: The tourism industry is one of the largest employments generating in the world as it is largely a service industry. The objective of this application course in Tourism is to familiarize the student with a brief background of tourism development with special reference to India. This would give him/her a comprehensive idea of travel and tourism trends as well. A student who has studied this course is equipped to work in a travel agency at the middle level, with some knowledge of computers.

Unit I

Lectures -- 5

- Tourism Marketing
- How Tourism marketing is different form marketing of other products, how to market the tourism product,
- Advertising
- Public Relations.

Unit II

Lectures -- 5

- Tourism and changing communication Technology
- New information technology
- CRS,

Unit III

Lectures -- 10

- Tourism in India: Policy and Performance
- Emergence of modern tourism in India,
- Planning and tourism
- National Action Plan on tourism and Tourism Policy.

Unit IV

Lectures -- 15

- Globalization and Tourism
- Globalization and Tourism in India
- Reason of slow growth rate in tourism in India
- Tourism (Incoming and Outgoing)
- Tourism experiences in Relation to India as a destination: with special reference to Goa.

Unit V

Lectures -- 25

- Emerging Dimensions: India Specific

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Application Course : Globalization

Course Objective:

To give the students an understanding of the globalization process, the principal mechanisms of international economic connections through which it works and an idea of some of the debates it has evoked.

Expected Learning Outcome:

Having studied this course the undergraduate students can equip themselves with some knowledge of the happenings in the field of economy, finance and politics that will provide them with a better perspective on developments in the world around them.

Semester 5

UNIT I

Structural Adjustment Programme, Globalization and the new global economy: globalization as representing the triumph of free market capitalism.

Continuity and change in the world economy since the 1970s.

Economic Policy Changes in the Advanced and Developing Nations and Developments in Communication Technology.

Geographical pattern of economic activity, patterns of international trade, foreign direct investment and capital flows.

UNIT II

Transnational Corporations and the Globalization Process: TNCs and FDI and technology flows; intra-firm and inter-firm trade; international production networks.

Structure and Working of the International Capital market: the main actors and instruments of international asset transaction; offshore banking ; Eurocurrencies and Eurocurrency trading ; global finance and hot money flows.

UNIT III

Regional and multilateral agreements: Brief History

Multilateral Institutions, their Structure and Working: International Monetary Fund and the World Bank.

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Suggested Readings Books:

1. Holloway, J. Christopher (1989): The Business of Tourism, Pitman Publishing, London.
2. Karma, Krishnan, K. & Chand, Mohinder (2002): Basics of Tourism: Theory, Operation and Practice, Kanishka Publishers, New Delhi
3. Bhatia, A.K. (1995): Tourism Development: Principles and Practices, Sterling, New Delhi
4. Gupta, I.C. & Kasbekar, Sushma (1995): Tourism Products of India, Indore
5. Brigs, Susan (1997): Successful Tourism Marketing: A Practical Handbook, Kogan Page, London
6. Negi, Jagmohan (1998): Travel Agency and Tour Operation: Concepts and Principles, Kanishka, New Delhi.
7. Bezbaruah, M.P. (1999): India Tourism Beyond the Millennium, Gyan, New Delhi
8. Kamra, Krishnan K. (1997): Tourism, Theory, Planning and Practice, Indus, New Delhi.
9. Doswell, Roger, (1997): Tourism: How Effective Management makes the difference, Butterworth.
10. Honey, Martha (1999): Ecotourism and Sustainable Development: Who Own Paradise? Washington, D.C: Island

Articles

- a) IITTM: Growth of Modern Tourism – Monograph, IITTM, New Delhi, 1989
 - b) IITTM: Tourism as an Industry, IITTM, New Delhi, 1989
 - c) Report of National Committee on Tourism, “Know India”, 1988
 - d) National Action Plan, 1992
 - e) Report: Workshop on Tourism Legislation, August 10-11, 1987 & February 22, 23, 1988. IITTM New Delhi
 - f) IITTM Journal of Travel and Tourism, Vol. I, No. I, April 1996 – March 1997, Vol. 2, No. 1, April 1997 – March 1998
- ASSOCHAM’s Tourism for Sustainable Development, New Delhi, 10th – 11th December 1999.

Agricultural globalization and Developing Countries.

Industry and Services in the globalization process : Labour, Migration and Outsourcing.

Financial globalization: footloose capital and capital controls.

Evaluation: Total	-	100
End – semester examination	-	75
Internal Assessment	-	25
a) Assignment, Projects etc.	-	10
b) Class Tests	-	10
c) Attendance	-	5

Semester 6

UNIT V

The World Trade Organization : Organizational structure and decision making process and its evolving role.

UNIT VI

Issues in Globalisation : Alternative perspectives on its nature and character.

Critical dimensions : economic, political, strategic, cultural and informatic.

Questioning the benefits of economic integration : Inequality and instability in global economy.

UNIT VII

Globalization, State, Sovereignty and the Civil Society.

The World Social Forum.

UNIT VIII

- In the second semester the students should submit assignment or term paper on any of the following which would form part of internal assessment:

- IMF-International Monetary Fund
- World Bank-International Bank for Reconstruction and Development (IBRD), International Development Agency (IDA), and International financial Corporation (IFC)
- Asian development Bank
- Climate Change and Globalization
- Economic Slowdown

Evaluation: Total	-	100
End – semester examination	-	75
Internal Assessment	-	25
a) Assignment, Projects etc.	-	10
b) Class Tests	-	10
c) Attendance	-	5

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REFERENCES :

1. Carlsson, I. Et al. (eds.) *Our Global Neighbourhood* (Oxford: Oxford University Press, 1995).
2. Daniels, P.W., and Lever, W.F., (eds.) *The Global Economy in Transition* (Harlow: Longman, 1997).
3. Dicken, P., *Global Shift: The Internationalisation of Economic Activity* (London: Paul Chapman, 1992, 2nd edn.)
4. Edwards, M., and Gaventa, J. (eds.), *Global Citizen Action: Perspectives and Challenges* (Boulder, Colo.: Westview Press, 2001).
5. Held, D., McGrew, A., Goldblatt, d., and Perraton, J., *Global Transformation: Politics, Economics and Culture* (Cambridge: Polity Press. 1999).
6. Held, David et al, *Global Transformation*, (Cambridge: Polity Press, 2001)
7. Herman, Edward and Robert W McChesney, *Globalization of culture* (New Delhi:Madhyam Books 2003)
8. Hirst, P., and Thompson, G., *Globalisation in Question: The International Economy and the Possibilities of Governance* (Cambridge: Polity Press, 1999, 2nd edn.).
9. Hoogvelt, A., *Globalisation and the Postcolonial World* (Basingstoke: Macmillan, 1997).
10. Jackson , H.J., *The world Trade Organisation* (London: The Royal Institute of International Affairs, 1998).
11. James, P., and Veltmeyer, H., *Globalisation Unmasked* (London: Zed Books, 2001).
12. Khor, Martin, *Rethinking Globalisation*, (London: Zed Books, 2001)
13. Kofman, E., and Youngs, G., (eds.) *Globalisation: Theory and Practice* (London: Pinter, 2001, 2nd edn.).
14. Munck, Ronald, *The New Great Transformation*, (Delhi: Madhyam, 2003).
15. Nayyar, D., (ed.) *Governing Globalisation : Issues and Institutions* (Delhi: Oxford University Press 2002)
16. O'Brien, R., Goetz, A.M., Scholte., J.A., and Williams, M., *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements* (Cambridge: Cambridge University Press, 2000).
17. Sakamoto, Y., (ed.), *Global Transformation: Challenges to the State System* (Tokyo: United Nations University Press, 1994).
18. Scholtze, J.A., *Globalisation: A Critical Introduction* (Basingstoke: Palgrave, 2000)
19. Stiglitz, J., *Globalization and its Discontents* (London: Pengiun, 2002). White, B., Little, R., and Smith, M., (eds.) *Issues in World Politics* (Basingstoke: Palgrave, 2001, 2nd edn.).

APPLICATION COURSE: MASS COMMUNICATION (MC)

(Offered to third year students and to be studied in the 5th & 6th semesters)

SEMESTER 5: MC1

- Unit: Introduction: Mass Communication and Society
- Unit 2: Modes of Mass Communication
- Unit 3: Language of Mass Communication
- Unit 4: Advertising (formerly Unit 5)

SCHEME OF EVALUATION

A. Internal Assessment - 25%

1. Attendance – 5%
2. Assignments: - 10%
3. Class Test/Project – 10%

B. Practical – 25% - Portfolio and Viva Voce

[To be assessed by one external and one internal examiner, with common guidelines across colleges]

Suggested Guidelines for Practical:

The practical should include:

1. Unit 1 - in depth perusal of an issue followed by writing skills for Developmental Stories. For example - rural issues, tribal issues, environmental issues, health and family planning, child immunisation, agricultural practices, etc.
2. Unit 4 - Making (could be computer aided) Story boards for audio-visual advertising and caption writing, etc.

C. End-semester Examination – 50%

TOTAL: 100 MARKS

SEMESTER 6: MC2

- Unit 1: Writing for the Media (formerly Unit 4)
- Unit 2: Cyber Media (formerly Unit 6)
- Unit 3: Mass Communication for Conflict Situations (formerly Unit 7)
- Unit 4: Media Ethics and Press Laws (formerly Unit 8)

SCHEME OF EVALUATION

A. Internal Assessment- 25%

1. Attendance – 5%
2. Assignments: - 10%
3. Class Test/Project – 10%

B. Practical Examination – 25% - Portfolio and Viva Voce (To be assessed by one external and one internal examiner, with common guidelines across colleges)

Suggested Guidelines for Practical

1. Unit 1 - Interviews, Features as a communication tool, investigative and interpretative reporting, editorials and middles, etc
2. Unit 2 - Designing/Updating a website
3. Unit 4 - Selected Case Studies of curbs on the Press and the struggle for Press Freedom

C. Semester end Examination – 50%: 50 Marks

TOTAL: 100 MARKS

NB1: The details of what is to be studied in each unit will remain the same and so will the list of recommended readings. This information is attached.

NB2: Some topics taught in the 5th semester may be part of the practical and the written examination in the 6th semester.

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Semester based syllabus for Application Course (B.A. Programme) on

VOLUNTARY ORGANIZATIONS

Course Objective:

- To explain the terms - voluntary action, voluntary organization and non- government organizations
- To describe the importance, goals, functions, role, achievements and limitations of voluntary organizations
- To indicate the steps in organization formation under existing legislations.

Expected Learning Outcome:

Conceptual understanding of voluntary action and functioning and management of voluntary organizations can help students to choose career in autonomous and non-governmental organizations.

Course Content:

Semester V

Unit I : Basic Concept Related to Voluntary Organizations

- Voluntary Organization and Voluntarism - the concepts in theoretical and historical perspective
- Classification of NGOs: Developmental, Social, Educational, Environmental and others.
 - Development NGOs : Role in Poverty, Education and Health for All, AIDS awareness Campaign, Campaign against Substance Abuse.
 - Social Movement NGOs-organization of Women, Dalits and Adivasis. Disabled People.
 - NGOs in Literacy Campaign and Education for all Campaign.
 - Environmental NGOs, Social Action groups and movements.

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- Non-governmental organization (NGOs), Social Action Groups, Advocacy Initiatives, Civil Society Organizations and Social Movements- meaning and distinctions.
- Voluntary Work in the Sarvodaya tradition.

Unit II : NGO Sector and Changing Trends

- NGO sector and the emerging global economy.
- United Nations Summits and the NGOs.
- NGOs in the Indian Planning framework
- NGOs and the changing role of the state in economic reforms in India since the 1990s - the debates.
- State, NGOs, Social Movements-the debate on depoliticisation of governance

Unit III : Formation and function of NGO's

- Launching and Managing of NGOs - Registration and FCRA, capacity building, preparing project proposals, conducting training and evaluation
- Funding of NGOs - national and international sources, Self-supporting peoples' organisations; accountability and transparency

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

Semester VI

Unit I : Programme Management in NGO's

- Concept of Right Based Programme development, implementation, monitoring and evaluation.
- Tools of programming – SWOC analyses, stake holder analyses, gender impact analyses, cost benefit analyses, situational analyses, problem tree, objective tree and others.

Unit II : Networking and Advocacy

- Meaning and concept of network and advocacy

- Types of networks – organizational, informational and electronic ; types of advocacy – confrontational and collaborative
- Examples of successful networking campaign and advocacy initiatives – the Sustainable Development Networking Programme (SDNP), Climate Action Network, Children’s Rights Alliance etc.
- Importance of networking and advocacy in development sector

Unit III

Case Study

- Case Study I (India) SEWA, Amul / Anand (co-operative sector), NAPM, Khadi and village industries
- Case Study II (International) Gramin Bank (Bangladesh), save the children, Amnesty International and others.

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

REFERENCES:

Murthy, Ranjani K and Nitya Rao, Addressing poverty : Indian NGOs and their Capacity Enhancement in the 1990s (New Delhi: FES, 1997)

Sommer, John G, Empowering the Oppressed (New Delhi): Sage, 2001)

Mohanty, Ranjita and Prayag Mehta, NGOs and Civil Society (New Delhi: Sanskriti, 2002, also in Hindi)

Planning Commission - Action Plan to bring about a Collaborative Relationship between Voluntary Organisations and Government (New Delhi : Planning Commission, 1994)

Choudhary D.P.	Voluntary Social Welfare in India, Sterling Publishers (P) Ltd.
Fernandes, W	Voluntary Action & Government Control Indian Social Institute.
Gerldin, M. Areas	The voluntary workers in social services. The Bedford Square Press of NCS, George Allen and Won win, 1967.

- Home, Anthts Social Workers and Volunteers, London
- Maaizels Joan
- Kulkarni, V.M. Voluntary Action in a Developing Society. IIPA, New Delhi.
- Lalith, NV Voluntary Work in India, a study of volunteers in welfare Agencies, New Delhi, 1984
- Mukherjee., K.K. Emerging Social changes and Voluntary Organizations: challenges and Responses, GramNiyojan Kendra, Gaziabad, 1989
- Mukherjee K.K. & Guide Book for strengthening Voluntary Organizations.
- Mukherjee, Sutapa Gram Niyojan Kendra, Gaziabad, 1989.
- PRIA NGO's in India: A critical Study, New Delhi, PRIA. 1991
- Ranade, S.N. Voluntary Action and Social Welfare India, Voluntary Action Research, Lexington, Books, London, 1974.
- Raiman, Eva Schindler , The Voluntary Community, University Associates
- Lippit, Ronald 1977
- California,
- Siwach, Raj Kumar Voluntary Organizations an- Social Welfare, Shanker Publications, Delhi, 2004.

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Semester based syllabus for Application Course (B.A. Programme) on

LEGAL LITERACY

Course Objective:

The proposed course aims to acquaint student with the structure and manner of functioning of the legal system in India

Expected Learning Outcome:

After this course, it is expected that the student should

- Be aware of the institutions that comprise the legal system - the courts, police, jails and the system of criminal justice administration
- Have a brief knowledge of the Constitution and laws of India, an understanding of the formal and alternate dispute redressal (ADR) mechanisms that exist in India, public interest litigation
- Have some working knowledge of how to affirm one's rights and be aware of one's duties within the legal framework; and the opportunities and challenges posed by the legal system for different sections of persons

This course consists of 100 marks -comprising 25 marks for evaluation of the practical work and a written paper of 75 marks

Semester IV

Course Content:

Unit I : Outline of the Legal system in India

Basics of Legal system, System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Manila courts and tribunals.High Courts and Supreme Court, Alternate disputes mechanisms such as lok adalats, non - formal mechanisms.

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Unit II : Brief understanding of the laws applicable in India

Constitution - fundamental rights and fundamental duties; Constitutional rights and their manner of enforcement, with emphasis on public interest litigation and the expansion of certain rights under Article 21 of the Constitution

Unit III : Laws relating to criminal jurisdiction

- Provision relating to filing an FIR, arrest, bail, search and seizure and some understanding of the questions of evidence and procedure in Cr. P.C. and related laws, Important offences under the Indian Penal Code, Juvenile Justice Act, Prevention of atrocities on Scheduled Castes and Scheduled Tribes, National Commission SC/ST
- Principles of Natural Justice, Fair comment under Contempt laws, Personal laws in India : Pluralism and Democracy

Practical application: Visit to either a court or a legal aid centre set up by the Legal Services Authority in Delhi or an NGO or a Lok Adalat, and to interview a litigant or person being counseled. Preparation of a case history.

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

Semester VI

Unit I : Brief Understanding of Business Law and Civil Law.

- Laws relating to contract, property; Tenancy laws, taxation, consumer rights, cyber crimes, intellectual property right and related concepts.
- Laws relating to dowry, sexual harassment and violence against women, Offences against women, National Commission for Women
- Labour laws in the context of globalisation
- Anti-terrorist laws: implications for security and human rights
- Consumer rights and Consumer laws

Unit II ; Access to courts and enforcement of rights

- Critical Understanding of the Functioning of the Legal System
- Legal Services Authorities Act and right to legal aid, ADR systems
- What to do if you are arrested ;,if you are a consumer with a grievance; if you are a victim of sexual harassment; domestic violence, child abuse, caste, ethnic and religious discrimination; filing a public interest litigation. How can you challenge administrative orders that violate rights, judicial and administrative remedies?

Unit III : Human Rights

- Concept and development of Human Rights ; notional and theories relating to rights ; classification of rights; issue of Human Rights in India ; role of media in protection of Human Rights ; Human Rights of Special Group – Women, children, aged, disabled, scheduled caste, scheduled tribes, minorities (educational, linguistic and religious); concept of Collective Rights-Right to clean environment, development, self determination.
- Science, technology and Human Rights-India and International perspective
- Emerging trends; Role of legal aid agencies, Human Rights Commissions, NGOs and civil liberties groups.

Practical application - Using a hypothetical case of (for example) child abuse or sexual harassment or any other violation of a right, preparation of an FIR or writing a complaint addressed to the appropriate authority.

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

Essential Reading

Creating Legal Awareness, edited by Kamala Sankaran and Ujjwal Singh (Delhi: OUP, 2007)

Reading list for course on Legal Literacy

Multiple Action Research Group, Our Laws Vols 1-10, Delhi. Available in Hindi also.

Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.

S.K. Agarwala, Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.

S.P. Sathe, Towards Gender Justice, Research Centre for Womens' Studies, SNDT Women's University, Bombay, 1993.

Asha Bajpai, Child Rights in India: Law, Policy, and Practice, Oxford University Press, New Delhi, 2003

Agnes, Flavia Law and Gender Equality, OUP, 1997.

Sagade, Jaga, Law of Maintenance: An Empirical Study, ILS Law College, Pune 1996.

B.L. Wadhwa, Public Interest Litigation - A Handbook, Universal, Delhi, 2003.

Nomita Aggarwal, Women and Law in India, New Century, Delhi, 2002.

P.C. Rao and William Sheffield Alternate Dispute Resolution: What it is and How it works, , Universal Law Books and Publishers, Delhi, 2002

V.N. Shukla's Constitution of India by Mahendra P. Singh, Eastern Book Co. 10th edition 2001.

Parmanand Singh, 'Access to Justice and the Indian Supreme Court', 10 & 11 Delhi Law Review 156, 1981-82.

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Semester based syllabus for Application Course (B.A. Programme) on

LABOUR AND DEVELOPMENT IN INDIA

Course Objective:

The Courses is intended to equip the student with conceptual, legal and empirical issues pertaining to labour in India. The focus of the course would be on the changing profile and position of labour in modern India and the specific problems posed in the context of a rapidly globalizing world.

The role of the state, nation and international labour organizations will be emphasized. Teaching may include field trips and interaction with labour and labour organizations and NGO's.

Expected Learning Outcome:

The students who shall take this course can understand the contemporary developments in Indian economy and society and its consequences from the vantage point of labour. Thus equipped, they may have opportunities to work in the NGO's labour organizations and the corporate sector.

Course Content

Semester V

Unit I : Patterns of Development and Changing Forms of Labour in India

- Labour, Employment and Work : Meanings and changing forms
- Pre and Post-colonial pattern of Development-Industrialization, planned Development and Economic Reforms- New economic policies
- Labour in the context of Globalised International Economy.
- Changing characteristics of Work force; Social identities of Labour - Caste, Gender, Community and Region.
- Workers in Organised Sector: Industrial Workers, Blue and White collar workers
- Workers in Organised Sector: Agricultural, Rural and Plantation Workers; Migrant

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Workers; Construction Workers; Bonded workers; Women and Child Workers

- Workers in Tertiary Sector

Unit II : Labour protest and Trade Union Movement

- Movement of Agricultural Labour
- Trade union - Density, Regional Patterns and Trends in various sectors of Labour, Trade Union Act, Labour Organisations: Strikes and Industrial action, Informal modes of labour protest

Unit III : State and Labour

- Labour Administration - Union Government and State Government
- Conciliation, Arbitration and Adjudication
- Labour Welfare Administration, National Labour Commission
- Mechanism of Wages Settlement, State, NGO's and Labour issues

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

Semester VI

Unit I : Legal Framework of Regulation of Labour

- Factory Acts, Industrial Disputes Act, Employees' State Insurance Act, Maternity Benefit Act, Provident Fund Act, Workman Compensation Act and other related legislations.
- Child Labour Laws – National and International legal provisions and perspectives

Unit II : International Labour Organisation and India

- International Labour Movement
- Structure and Role of the ILO
- ILO Programmes in India
- Other Labour specific organizations and forms – National and International

Unit III : Labour in a Globalising World

- Trends of Informalisation / Contractualisation / Outsourcing (BPO, LPO, KPO)
- Exit policy and social security
- Labour standards
- Trade Union Movement in the Globalising World
- Human rights and Labour rights
- Gender and Labour in the Globalising world
- Labour and WTO

Scheme of Evaluation

End-Semester Examination 75 marks

Internal Assessment 25

Total 100 marks

READINGS

- Jan Breman - 1) Footloose Labour, OUP, 1995
- Patronage and Exploitation, OUP, 1970
- Report of First National Commission on Labour (1967)
- Report of Second National Commission on Labour (2002)
- V.B. Karnik, Trade Union Movement in India
- Sukomal Sen Working class Movement in India

B.A. Programme (III Year)
(APPLICATION COURSE-NUTRITION AND HEALTH)
SEMESTER MODE

SEMESTER – V

Paper (i): Introduction to Nutrition and Health

SEMESTER – VI

Paper (ii): Nutrition in Health and Disease

SCHEME OF EXAMINATION

Name of Paper	Semester	Credits	Maximum Marks	Duration
Paper (i) Introduction to Nutrition and Health	V	4	100	3hrs
Paper (ii) Nutrition in Health and Disease	VI	4	100	3hrs

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SEMESTER - V

TITLE OF PAPER: INTRODUCTION TO NUTRITION AND HEALTH

Details Per Semester

Maximum Marks: 100 (75 + 25)

Duration of Exam: 3 Hrs.

Periods per Week: 4 theory classes +1 tutorial

Total Number of Periods in a semester: 50

Course Objectives:

- To familiarize the students regarding the fundamentals of basic nutrition.
- To help them in understanding the changing nutrition needs during life cycle.
- To enhance their capabilities for meeting nutrition and health requirements of the family.

Unit 1

2 Periods

Basic concept of food, nutrition and health

Unit 2

7 Periods

- Functions of food
- Food groups and the concept of a balanced diet.
- Introduction to the concept of energy and factors affecting energy requirements

Unit 3

28 periods

- Types of nutrients: Macronutrients and Micronutrients.
- Macronutrients – introduction, function and food sources of Carbohydrates, Protein and Fat.
- Micronutrients – introduction, function and food sources of Fat soluble vitamins (Vitamin A, Vitamin D, Vitamin E and Vitamin K) as well as water soluble vitamins (Thiamin, Riboflavin, Niacin, Folic Acid, Cyanocobalamin and Ascorbic Acid). Minerals (Calcium, Phosphorus, Iron and Iodine).



Unit 4

10 Periods

Nutritional needs during the life cycle including important physiological conditions:

Infancy

Preschool/Childhood

Adolescence

Pregnancy

Lactation.

Old Age

Unit 5

3 periods

- (i) Methods of cooking
- (ii) Healthy cooking practices

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SEMESTER - VI

TITLE OF PAPER: NUTRITION IN HEALTH AND DISEASE

Details Per Semester

Maximum Marks: 100 (75 + 25)

Duration of Exam: 3 Hrs.

Periods per Week: 4 theory classes +1 tutorial

Total Number of Periods in a semester: 50

Course Objectives:

- To make the students aware of commonly prevalent nutrition and health related disorders.
- To help them in identifying common remedial measures and dietary modifications with reference to such diseases.
- To give them basic understanding regarding certain social health related problems.

Unit 1

12 Periods

Major nutritional deficiency diseases- Protein Energy Malnutrition, Vitamin A Deficiency, Iron Deficiency Anemia, Iodine Deficiency Disorders - their causes, symptoms, treatment, prevention and government programmes.

Unit 2

15 Periods

Life style related diseases- Hypertension, Diabetes Mellitus, and Obesity - their causes and prevention through dietary/ lifestyle modifications.

Unit 3

10 periods

Common ailments- Cold, Cough, Fevers, Diarrhoea, Constipation – their causes and dietary treatment.

Unit 4

6 periods

Social health problems- Smoking, Alcoholism, Drug dependence and HIV-AIDS (Acquired Immuno Deficiency Syndrome).

Unit 5

7 periods

Role of microorganisms in food spoilage.
Food poisonings and intoxication
Hepatitis, Cholera, Botulism, Staphylococcal Intoxication

Suggested Readings

Bamji SM, Rao NP and Reddy V. Textbook of Human Nutrition; 1999, Oxford and IBH Publishing Co. Pvt. Ltd.

FAO. Human Energy Requirements; 2004. FAO/WHO/UN Expert Consultation Group Reports.

Ghosh S. Nutrition and Child Care – A Practical Guide; 1997, Jaypee Brothers.

Gopalan C et al. Nutritive Value of Indian Foods; 2004, NIN, Hyderabad.

Khanna K, Gupta S, Passi SJ, Seth R, Mahana R and Puri S. Textbook of Nutrition and Dietetics; 2005, Elite Publishing House, Delhi.

National Plan of Action on Nutrition; 1995, Food and nutrition Board, Dept. of Women and Child Development, Ministry of Human Resource Development, Govt. of India.

Park K. Preventive and Social Medicine; 2000, Banarsidas Bharot.

Sachdev HPS and Choudhury P. Nutrition in Children – Developing Country Concerns; 1995, Cambridge Press.

Shils et al. Modern Nutrition in Health and Disease. Tenth edition, 2006. Lippincott Williams and Wilkins.

Swaminathan MS. Advanced Textbook on Food and Nutrition; Vol. II; 1993. BAPPCO.

World Health Organization; 2003, Diet, Nutrition and the Prevention of Chronic Diseases. WHO/FAO Consultation, WHO technical report series 916.

B.A. Programme (III Year)
(Application Course – Family and Child Welfare)

SEMESTER – V

Paper (i): Introduction to Human Development

SEMESTER – VI

Paper (ii): Human Development and Life skills

SCHEME OF EXAMINATION

Name of Paper	Semester	Credits	Maximum Marks	Duration
Paper (i) Introduction to Human Development	V	4	100	3hrs
Paper (ii) Human Development and Life Skills	VI	4	100	3hrs

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Semester-V

Title of the paper: Introduction to Human Development

Details per Semester

Maximum Marks: 100 (75+ 25)

Duration of Exam: 3Hrs.

Periods per week: 4theory +1 tutorial

Total number of periods in a semester: 50

Course Objectives

- To introduce the students to the study of Human Development from conception to old age.
- To familiarize them with the factors affecting Human Development.
- To develop an overview of socio-cultural dimensions of Human Development.

Unit I: Life cycle approach to development

No. of Pds

Introduction to Human Development, historical perspectives, multidisciplinary approaches to the study of human development, brief overview of stages in human development across the life span. 20 Pds

Unit II: Social and cultural context in human development

Development of child in different cultural and sub cultural contexts, with special references to gender, social class, geographical location and role of family, peers, neighborhood and school. 20pds

Unit III: Family

Functions and types of family, changes in family structure-single parent families, women headed families, kinship. 08pds

Recommended Readings

1. Bigner J.J(1994) *Individual and family development:a life span interdisciplinary approach*. Prentice Hall.
2. Sharma Arti(2001) *Indian Psyche of Childhood*. Global Vision Publishing House.
3. Sapra R (2007)*Integrated approach to Human Development*. Vishwabharati Publications, New Delhi.

Semester –VI

Human Development and Life Skills

Details per Semester

Maximum Marks: 100 (75+ 25)

Duration of Exam: 3Hrs.

Periods per week: 4theory +1 tutorial

Total number of periods in a semester: 50

Course Objectives

- To understand the concept of self and identity formation from diverse perspectives.
- To develop an insight into various types of relationships and their impact on different stages of development.
- To understand the concept, development and importance of life skills at different stages of human development.

Unit I: Identity formation

No. of Pds.

Self perception and expressions of self across ages, development of identity during adolescence, youth and adulthood.

16 pds

Unit II: Development of relationships

Bonding with caregivers during early childhood years,
Role of family, peers and other role models in middle childhood and adolescence,
Significance of relationships in adulthood, parenthood and grandparenthood.

16 pds

Unit III: Mental health and coping strategies

Mental health issues across the life span, issues in sexuality, marriage and career.
Coping and adjustment mechanisms, resilience and social support, guidance and counseling and development of life skills for optimal wellbeing.

16 pds

Recommended Readings

Berk, L. (2003) Child Development. Pearson Education Inc.,India

Berki, B.G and Mukhopadya B. (1993) *Guidance and counseling-A manual*, Sterling Publication private limited.

Ghosh, S. (1999) *Adolescent Behaviour*. Penguin Publishers. India.

Kakkar, S. (1979). *Identity and adulthood*.

Mathur, I (2000) *Guidance and Counselling*. Author's Press

Papalia, D.E, Olds, S.W and Feldman, R.D (2005) *Human Development*. Tata McGraw-Hill Publishing Company limited, New Delhi.

Sapra R (2007) *Integrated approach to Human Development*. Vishwabharati Publications, New Delhi.

Sharma, N. (1999) *understanding Adolescence*, National Book Trust.

APPLICATION COURSE: LIFE CRISIS: COPING AND EVOLVING

SEMESTER V

Course Objective:

In traversing through life, every human being encounters a series of developmental, situational and social crisis. Life Crisis may be extremely painful and stressful, but through effective coping one can evolve into a stronger and more resilient person. Without going into technical and theoretical details, the course would equip the student to

- Understand the meaning and nature of life crisis and the need for coping.
- Identify types of crisis.
- Identify the physical and psychological consequences of crisis.
- Learn how to assess the impact of crisis.
- Understand methods of crisis intervention and application in various areas.
- Use interviewing skills and case study approach to crisis intervention.
- Recognize models of healthy personality and ways of evolving beyond the crisis situation.

It is expected that the student will not only be sensitized to the role of crisis in life, but will also be able to offer preliminary psychological help and support or suggest referrals to specialists if necessary. Above all, the student would learn that every crisis is an opportunity to help us evolve further and gain a greater sense of self - reflection, resilience, endurance and strength.

Course Content:**1. Introduction:**

- (a). Meaning and Nature of Life Crises
- (b). Need for Coping and Evolving

2. Types of Crises:

- (a). Maturation Crisis related to developmental stages of infancy, early childhood, adolescence, young adulthood, middle adulthood, late adulthood.
- (b). Situational Crisis.
 - (i) Natural disaster (earthquake, flood).
 - (ii) Environmental disaster (pollution, population density).
 - (iii) Personal and Social violence (Terrorism, child abuse, and violence against women)
- (c). Social Identity and Life Crisis (Gender, Minorities, Poverty, and Unemployment)

3. Physical and Psychological Consequences of Crises**4. Techniques for Assessing and Dealing with Crisis Reaction.**

- (a) Individual differences in Crisis Reactions.
- (b) Evaluating the extent of personality disruption, sleep disturbances, suicide proneness, anti- social and aggressive reactions, grief and bereavement, dependency

Evaluation:

Total Marks	100
End semester examination	75
Internal Assessment	25

Suggested Reading

1. Aguilera D.C. and Messick J.M., Mosby: Crises Intervention "*Theory and Methodology*", 1998. (or latest edition)
2. Schultz D.P.: Growth Psychology "*Models of the Healthy Personality*", Wadsworth Publishing 1997. (or latest edition)
3. Gilmar, B.: Applied Psychology "*Problems in Living and Work*". McGraw - Hill, New York 1967.
4. Rice, F. P. : Human Development "*A Life Span Approach*", Prentice Hall, N.J. 1993.

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B.A. Program

APPLICATION COURSE: LIFE CRISIS: COPING AND EVOLVING

SEMESTER VI

Course Content:

1. **Crisis Intervention: A case study approach.**
 - (a) Individual level.
 - (b) Family level.
 - (c) Group level.
 - (d) Community level
2. **Application and ethics in counseling in areas like-- Career, group, drug abuse, traumatic events**
3. **Evolving a healthy personality**
 - (a) The healthy personality model; self actualization and personal enhancement, value formation and social responsibility.
 - (b) Effective Crisis intervention counseling for achieving healthy personality.
 - (c) Case Studies of evolved and self -actualized persons.
4. **Report writing: Interviewing for a case study of an individual with Crisis experience**

Evaluation:

Total Marks	100
End semester examination	75
Internal Assessment	25

Suggested Reading:

1. Palmer, Stephen & Dryden, Windy "*Counseling for Stress Problems*", Sage Publications 1995.
2. Udupa, K. N. "*Stress and its Management by Yoga*", Motilal Banarsidas, Delhi 1985.
3. Lovallo, W. R. "*Stress and Health*", Sage Publications, 2004.
4. Pressey, S.L. & Kuhlen, R.G. "*Psychological Development through the Life Span*", Harper and Brothers New York.

DISASTER MANAGEMENT

Semester 5

Unit-I

Introduction of Risk Vulnerability, Resilience, Hazards & Disasters

- a) Meaning and Concept of different hazards, Disasters and Environmental stress
- b) Approaches to study disasters
 - Ecosystem
 - Perception approach
 - Human Ecology
 - Anthropological
 - Sociological
 - Developmental

Unit –II

Classification of Hazards & Disasters

- a) Natural hazards and Disasters
 - b) Man made hazards & Disasters
- a) Natural Hazards-

a.1 Planetary Hazards/ Disasters

a.1.1 Endogenous Hazards

Volcanic Hazards/ Disasters

- Causes and distribution of Volcanoes
- Hazardous effects of volcanic eruptions
- Environmental impacts of volcanic eruptions

Earthquake Hazards/ disasters

- Causes of Earthquakes
- Land Slides
- Distribution of earthquakes
- Hazardous effects of earthquakes
- Earthquake Hazards in India
- Human adjustment, perception & mitigation of earthquake.
- Tsunami, causes, distribution, human adaptation approaches, perception & management

a. 1.2 Exogenous hazards/ disasters

- Infrequent events
 - Cyclones- Tropical cyclones & Local storms
 - Destruction by tropical cyclones & local storms (causes, distribution human adjustment, perception & mitigation)
 - Lightning
 - Hailstorms

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- Cumulative atmospheric hazards/ disasters
 - Floods
 - Causes of floods
 - Flood hazards India
 - Flood control measures (Human adjustment, perception & mitigation)
 - Droughts
 - Impacts of droughts
 - Drought hazards in India
 - Drought control measures
 - Cold waves
 - Heat waves

a.2 Extra Planetary Hazards/ Disasters

b) Man induced Hazards /Disasters

- b.1 Physical hazards/ Disasters-Soil Erosion
 - Mechanics & forms of Soil Erosion
 - Factors & causes of Soil Erosion
 - Conservation measures of Soil Erosion
- b.2 Chemical hazards/ disasters
 - Release of toxic chemicals, nuclear explosion
 - Sedimentation processes
- b.3 Biological hazards/ disasters
 - Population Explosion
 - Terrorism

Unit -3

Emerging approaches in Disaster Management- Three Stages

1. A. Pre- disaster stage (preparedness)

- a) Preparing hazard Zonation maps, Predictability/ forecasting & Warning
- b) Preparing disaster preparedness plan
- c) Land use zoning
- d) Preparedness through (IEC) Information, education & Communication

B. Pre-disaster stage (mitigation)

- a) Disaster resistant house construction
- b) Population reduction in vulnerable areas
- c) Awareness

2. Emergency Stage

- a) Rescue training for search & operation at national & regional level
- b) Immediate relief
- c) Assessment surveys

3. Post Disaster stage-Rehabilitation

- a) Political Administrative Aspect
- b) Social Aspect
- c) Economic Aspect
- d) Environmental Aspect

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- Cumulative atmospheric hazards/ disasters
 - Floods
 - Causes of floods
 - Flood hazards India
 - Flood control measures (Human adjustment, perception & mitigation)
 - Droughts
 - Impacts of droughts
 - Drought hazards in India
 - Drought control measures
 - Cold waves
 - Heat waves

a.2 Extra Planetary Hazards/ Disasters

b) Man induced Hazards /Disasters

- b.1 Physical hazards/ Disasters-Soil Erosion
 - Mechanics & forms of Soil Erosion
 - Factors & causes of Soil Erosion
 - Conservation measures of Soil Erosion
- b.2 Chemical hazards/ disasters
 - Release of toxic chemicals, nuclear explosion
 - Sedimentation processes
- b.3 Biological hazards/ disasters
 - Population Explosion
 - Terrorism

Unit -3

Emerging approaches in Disaster Management- Three Stages

1. A. Pre- disaster stage (preparedness)

- a) Preparing hazard Zonation maps, Predictability/ forecasting & Warning
- b) Preparing disaster preparedness plan
- c) Land use zoning
- d) Preparedness through (IEC) Information, education & Communication

B. Pre-disaster stage (mitigation)

- a) Disaster resistant house construction
- b) Population reduction in vulnerable areas
- c) Awareness

2. Emergency Stage

- a) Rescue training for search & operation at national & regional level
- b) Immediate relief
- c) Assessment surveys

3. Post Disaster stage-Rehabilitation

- a) Political Administrative Aspect
- b) Social Aspect
- c) Economic Aspect
- d) Environmental Aspect

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End Semester Evaluation

Total Marks	: 100
End Semester Examination	: 75
Internal Assessment	: 25
a) Assignments and projects	: 20
b) Attendance	: 5

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Semester 6

Unit –4

Disaster Risk Reduction & Management

- a) Measures of adjustment to natural hazards
- b) Community based Disaster management (CBDM)
- c) Role of Women in Disaster Management
- d) Application of Information Technology in Disaster Management
- e) Basic Life Support in Disaster Management

Unit-5

Disaster Management- An integrated approach for disaster preparedness, mitigation & awareness.

Mitigation- I. Institutions- discuss the work of following Institution.

- a) International level Institutes and Organisation
 - International Council for Scientific Unions (ICSU), International Geo-sphere-Biosphere programme (IGBP)
 - World Meteorological organizations (WMO)
 - Various U.N agencies like UNCRD, IDNDR, WHO, UNESCO, UNICEF,
 - UNDP.
- b) National Level organisations
 - National Disaster Management Authority (NDMA)
 - Indian Metrological Department
 - Central Water Commission
 - National Institute of Disaster management
 - NEERI
 - National Response Mechanism in Disaster Management
- c) National Disaster management framework in India
- d) Role of media and NGO's
- e) Role of Technology in Disaster management (Remote Sensing, GIS, GPS and Ham radios)

Unit –6

- a. A regional survey of Land Subsidence, Coastal Disasters, & Disasters in Hills with particular reference to India
- b. Planning for sustainable development in India
 - Sustainable rural development: A Remedy to Disasters
 - Role of Panchayats in Disaster mitigations
- c. Disaster Management policies & programmes in India
 - Laws and Legislations in India,
 - Disaster Management Act 2005

Practice

1. Practical exercise will be set on each unit

2. Each student will be required to prepare a Field Study project work of Tsunami, Earthquake, Flood, Drought, Cyclone and Fire Hazards and other man made hazards & submit it at the end of year & this will be evaluated by an internal as well as external examination.

Evaluation

Total Marks-100

1. Annual Examination-75 Marks
2. Internal Assessment 25 Marks
 - (a. Assignment 10 Marks
 - (b. Field Report Project 10 Marks
 - (c. Attendance 5 Marks

References

- Jagbir Singh, (2010) Disaster Management, I.K. International Pvt. Ltd. New Delhi
- Dr. Jagbir Singh, (2009) Tsunami Disaster and its Mitigation, I.K. International Pvt. Ltd. New Delhi
- Jagbir Singh and AL Ramanthan (Ed) (2010) Solid Waste Management: Present and Future Challenges, I.K. International Pvt. Ltd. New Delhi
- Satender, (2003) Disaster Management in Hills, Concept Publishing Co., New Delhi.
- H.K. Gupta (Ed), (2003) Disaster Management, Universities Press, India.
- Kates, B.I & White, G.F, (1978) The Environment as Hazards, oxford, New York.
- M.C. Gupta, (2009) Manuals on Natural Disaster Management in India, National Centre for Disaster Management, IIPA, New Delhi, 2001.
- R.K. Bhandani An overview on Natural & Man made Disaster & their Reduction, CSIR, New Delhi
- R.B. Singh (Ed), (2000) Disaster Management, Rawat Publication, New Delhi.
- R.B. Singh, (1994) Space Technology for Disaster Mitigation in India (INCED), University of Tokyo.
- R.B. Singh (Ed) (1990) Environmental Geography, Heritage Publishers New Delhi
- Savinder Singh, (1997) Environmental Geography, Prayag Pustak Bhawan,
- Sheel Kumar (2007) Paryavaraniya Aapada Prabandan, Jyoti Enterprises, New Delhi.
- All India Foundation for Peace and Disaster Management, (2010) Role of Women in Disaster Preparedness, A special Report, aifpdm Publication, New Delhi


13/4/2020

Indian Art I : Aesthetics and Sculpture

Course Objective:

This course seeks to introduce students to 2000 years of Indian art. Certain aspects of Indian art like aesthetics and sculpture are deemed to be important and an attempt has been made to provide examples from various parts of India.

Expected Learning Outcome:

Knowledge this acquired can be applied in the fields of archeology museum, art critique, tourism, external and interior design and decoration.

Unit 1

Art and Aesthetics

This unit seeks to define Indian art and aesthetics (*Soundarya*)

1. The definition of art and the various kinds of art – visual, plastic, monumental, folk and popular art, the *desi* and the *margi*.
2. This will discuss
 - a. The various influences on Indian art through the ages (including that of the heterodox sects, foreign sources, brahmanical tradition, *tantricism*. Islam, colonialism and nationalism.
 - b. The social content of art
 - c. The concepts of audience, patronage and gender in art
3. The changing contours of Indian art and *soundarya* with special reference to the *natyashastra*, and the rasa theory.

Unit 2

Sculpture

This unit will discuss the sculpture traditions in terracotta, stone and bronze.

1. **The popular sculptural tradition in terracotta**
 - a. The Harappan terracottas
 - b. The Sunga-Kushana popular terracotta tradition
 - c. The medieval terracotta school of Bengal
 - d. Contemporary terracottas with special reference to Milamoyee Devi and Ambika Devi from Mithila, the Morna tradition
2. **Iconography in stone**
 - a. What is an icon

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- b. The imperial Mauryan impressions in stone – the Didarganj *Yakshi*
 - c. The formative post-Mauryan phase in iconography – the Gandhara, Mathura and Amravati schools
 - d. Medieval formalism and regionalism in stone – the Pal-Sena school and the Pratihara School.
 - e. Rituals in the evolving sculptural tradition – *Ganapati sthapati*; the Moderns.
3. **Popular/imperial expressions in bronze**
- a. Poetry in bronze – the Harappan Dancing Girl
 - b. Imperialism and the regionalism of the Chola bronzes
 - c. Dhokra of Bastar – tribal experiments with bronze

Reference:

For Unit 1

- A L Basham: *The Wonder that was India*. Rupa, Calcutta, 1985. *The introduction only*
- K Vatsayan: *The Square and the Circle in Indian Art*. Roli Books, New Delhi, 1983. *For Indian Aesthetics*.
- H Zimmern: *Myths and Symbolism Indian Art and Civilization*, Princeton Press, New Jersey, n.d.
- A T Embree: *Imagining India, Essays in Indian History*, S.K. Mukherjee, New Delhi, 1989. *The Introduction*.
- Partha Mitter: *Art and Nationalism in Colonial India*, CUP, Cambridge, 1994
- R. Mukherjee: *The Social Function of Art, Hind Kitab, and Bombay*, 1948
- A Coomaraswamy: *Introduction to Indian Art, Theosophical Society, Adyar, 1956*
- “ : *History of Indian and Indonesia Art*, Dover, New York, 1965
- Stella Kramrsich: *Art of India*, Orient book depot, Delhi, 1987.
- Alka Pandey: *Masterpieces of Indian Art*, Roli, New Delhi, 2004.
- R.C. Craven: *Indian Art*, Thames and Hudson, London, 1997.

For Unit 2

- Vidya Dehijia : *Looking again at Indian Art*, Publications Division, New Delhi, 1978 (the section on sculpture)

Alka

- “ : *Art of the Imperial Cholas Columbia University, New York, 1990, (the section on Chola sculpture)*
- Niharranjan Ray : *Idea and Image in Indian art, Munshiram Manoharlal, New Delhi, 1973.*
- Niharranjan Ray : *Maurya and Sunga Art, Indian Studies, Calcutta, 1965*
- T S Maxwell: Gods of Asia, Text Image and Meaning, OUP, New Delhi, 1996*
- A Coomaraswamy: *Elements of Buddhist Iconography, Manoharlal Munshiram, New Delhi, 1979.*
- “ : *The Arts and Crafts of India and Ceylon, Noonday, New York, 1964.*
- C Sivaramamurthy: *South Indian Bronzes, Lalit Kala Academy, New Delhi, 1963*
- “ : *Indian Bronzes, Marg, Bombay, 1972*
- Amy Poster: *From Indian Earth, Brooklyn Museum, New York, 1986. On terracotta.*
- P. Pal: *Hindu Religion and Iconology, Vichitra, L.A. 1981. The section on Tantricism, Images and Idol worship.*
- J.C. Harle: *The Art and Architecture of the Indian Subcontinent, 1987.*

Recommended Activities:

- Field trips to:
 - Ajanta, Ellora and Aurangabad
 - Sanchi, Udaygiri and Bhimbhetka
 - Elephanta, Kanheri, Karle
 - Mahabalipuram, Thanjavur and Kanchi
 - Sarnath, Rajgir, Nalanda
 - Khajuraho, Konark

AKU

Indian Art II : Painting and Architecture

Course Objective:

This course seeks to introduce students to 2000 years of Indian art. Certain aspects of Indian art like Painting and Architecture are deemed to be important and an attempt has been made to provide examples from various parts of India.

Expected Learning Outcome:

Knowledge this acquired can be applied in the fields of archeology museum, art critique, tourism, external and interior design and decoration.

Introduction:

Outline sketch of the stages in evolution of Painting and Architecture; their regional inheritances and regional and trans-regional influences.

Unit 1:

Paintings

This unit will focus on the various schools of paintings in India

1. The pre-historic rock art of Bhimbhethka
2. The fresco/mural tradition in ancient /medieval India: The Buddhist fresco tradition in Ajanta, the medieval mural (Pallava-Chola) tradition at Chimdambaran.
3. **The Art of the book**
 - a. The pre-Mughal tradition of manuscript paintings and calligraphy – the Jaina *Kalpasutras*.
 - b. The Islamic tradition of calligraphy
 - c. The Mughal miniatures and their succession schools (Case Studies: *Akbarnama* and the Kangra paintings).
4. **The beginning of a new idiom: The colonial and post-colonial paintings.**
 - a. Watercolors and oils: The Daniel brothers and the Company School
 - b. The Indian response (Raja Ravi Varma)
 - c. The Kalighat and Bazaar Paintings, the Bengal School, Amrita Shergill and the Progressive Artists Group (Calcutta, Mumbai).
 - d. An introduction to Folk Traditions in paintings – Madhubani, Warli, Phad, Patta-chitra

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Unit 2: Architecture

Art expresses in architecture – the sacred space

1. **Buddhist sacred architecture**
 - a. The evolution of the *stupa* – Bharhut and Amaravati
 - b. Rock cut architecture – the *vihara* of Nalanda and Kanheri and the *chaitya* at Karle
2. **The Brahmanical temple**
 - a. The Notion of sacred space, the basic plan and symbolism of the temple
 - b. The emergence of the temple: Sanchi and Udaygiri
 - c. The Post-Gupta proliferation and emergence of various temple styles: *nagara* (Khajuraho), *dravida* (Brihadeswara), *vessara* (Badami), Sun Temple (Konark), Jaina Temple Complex at Dilwara (Mount Abu).
3. **Islamic sacred space**
 - a. The development of the mosque – Quwaat-ul-Islam and Jama Masjid (Delhi)
 - b. Sufi mysticism and the *dargah* – Fatehpuri Sikri, Ajmer, Hazrat Nizamuddin.
 - c. Between the sacred and the secular – the tombs of medieval India (Lodhi Tombs, Humayun's Tomb and the Taj Mahal)
4. The Churches of India – art and architecture – Churches in Kochi and Goa
5. The Gurudwaras – art and architecture – Golden Temple, Amritsar
6. The Lotus Temple of the Bahai, New Delhi.

The palace of the prasada/haveli

- a. The ancient Indian palace at Kumrahar
- b. The evolution of the palace in the medieval period – Jahaz Mahal of Mandu
- c. The Mughal efflorescence – Moti Mahal
- d. The colonial imperial residences – Rashtrapati Bhavan

Art and urbanization

- a. The earliest city – Mohenjodaro/Dholavira
- b. The development of temple towns – Thanjavur
- c. The medieval fort town – Agra
- d. The colonial city – Lutyen's Delhi
- e. Post-colonial urbanism and art – Chandigarh

Reference:

For Unit 1

B N Goswami : *Essence of Indian Art, Asian Art Museum, San Francisco, 1956*
“ : *Pahari Masters and Court Painters of North India, Artibus Asea, Switzerland, 1992*

P. Pal : *The Flute and the Brush, California, 1976*

“ : *From Merchants to Emperors, British Artists and India, Cornell, Ithaca, 1986*

Upendra Thakur: *Madhubani Paintings, Abhinav, New Delhi, n.d.*

E. Neumeier: *Prehistoric Indian Rock Painting, OUP, Bombay, 1983. The section on Bhimbhetka.*

Walter Spink: *Ajanta to Ellora, Marg, Bombay, n.d.*

T Guha Thakurta: *The Making of a New Indian Art: Artists, Aesthetics and Nationalism, CUP, Cambridge, 1992*

P. Mitter: *Indian Art, OUP, Delhi, 1992*

P. Mitter: *Much Maligned Monster: A History of European Reaction to Indian Art, OUP, 1992*

For Unit 2

Percy Brown: *Indian Architecture, DB Taraporevala, Bombay, 1942*

Krishna Deva: *The Temples of India, Aryan Books, New Delhi, 1995*

Catherine Asher: *The Architecture of Mughal India.*

Oleg Grabar: *The Formation of Islamic Art, Yale, New Haven, 1987. The sections pertaining to India only.*

A Coomaraswamy: *Early Indian Architecture: Cities and City Gates, Munshiram Manaharlal, New Delhi, 1991*

GHR Tillotson: *The Tradition of Indian Architecture: Continuity, Controversy, and Change, OUP, New Delhi, 1989*

J C Harle, *The Art and Architecture of the Indian Subcontinent (1987)*

Recommended Activities:

- Visits to the National Museum, Red Fort and Jama Masjid, the Qutub Area, Humayun's Tomb, NGMA and the National Crafts Museum.
- Field trips to:
 - Ajanta, Ellora and Aurangabad
 - Sanchi, Udaygiri and Bhimbhetka
 - Elephanta, Kanheri, Karle
 - Mahabalipuram, Thanjavur and Kanchi
 - Sarnath, Rajgir, Nalanda
 - Khajuraho, Konark

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Theatre and Performance
(The course may be offered in English or Hindi)

Semester-5

1. Theories of Drama: Performance theory and Role Play, aesthetic and anthropological theories
2. History of theatre: the role of theatre in human culture with special reference to India
3. Forms and elements of theatre:
 - a. Classical and contemporary theatre
 - b. Stylized and naturalistic theatre
 - c. Types of theatre: dance music, puppet, mime, mask etc.
 - d. Types of stages: proscenium, thrust, round, open etc.
 - e. Stage and its requirements: set, properties, make-up, costume, lighting etc.

Practice

1. Floor exercises: theatre games, improvisations, exploring situations, scene building
2. Backstage work: management, planning, execution

Evaluation

Written examination: 50 marks

Practical including viva voce: 25 marks (to be assessed by one external and one internal examiner, with common guidelines across colleges)

Internal Assessment: 25 marks

Semester-6

1. Selects schools of drama: *Natyashastra*, Stanislavsky and Brecht
2. Text and its interpretation: *Mother Courage* and *Adhe Adhure*
3. Drama and its relation to education

Practice

1. Reading and analysis of scene excerpts and working out sequences and scenes
2. Scenic arrangement: blocking and *mis-en-scene*
3. Role-play: developing character, developing relations with other characters
4. Writing Projects: reviewing any current production; writing a sample 'theatre review' of a read text

Evaluation

Written examination: 50 marks

Practical: 25 marks ((to be assessed by one external and one internal examiner, with common guidelines across colleges)

Internal Assessment: 25 marks

FILM STUDIES
BA PROGRAMME APPLICATION COURSE III YEAR

Semester 5 (56 classes)

1 - Language of Film: (10 classes)

The Shot : Definitions and types

The camera – Movements and point-of view

Mise-en-scene

Sound

Editing

Films: The lectures should use a lot of clips from different films to illustrate the points. It is also suggested that at least one entire film should be screened for every topic of this course. In some cases two or three may be necessary as indicated below. For the full screening, any film of the Instructor's choice could be used to discuss and illustrate the language of cinema. This could be as varied as Chaplin's *Modern Times*; or Hitchcock's *Rear Window*; or Truffaut's *400 Blows*; or Ray's *Pather Panchali*, or Ghatak's *Meghe Dhaka Tara*; or Wong Kar Wai's *In the Mood for Love* or any other film.

2 – Early Cinema – the Beginnings (10 classes)

The Prehistory of Cinema
The Pioneers

Films: The Early Cinema shorts that should include the Lumiere, the Edison, the Melies, the Griffith shorts. It would also be interesting and instructive if a classic of the Silent period were to be screened. A very good example of a creative use of the language of cinema and the use of silent screen aesthetics in a non-Hollywood mode would be Carl Theodore Dreyer's *The Passion of Joan of Arc*.


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3 – Indian Cinema – the Beginnings (8 classes)

Phalke and the Swadeshi enterprise: the mythologicals The city

The early genres: Socials, historicals, the stunt film

Films : the *Phalke Shorts* ; any other short films of the silent period restored and collected by the National Film Archives of India; Kalipada Das's *Jamai Babu* (1931 or Chandulal Shah's *Gun Sundari* (27).

4 - Indian Cinema - the 30s to the 60s (8 Classes)

The Saint Films

Imagining the Nation

The Golden 50s

Films : Damle and Fattelal's *Sant Tukaram*

Raj Kapoor's *Awaara*

Mehboob's *Mother India*

Guru Dutt's *Pyasa*

5 – Authorship, Indian Art Cinema and The Indian New Wave:

Ritwik Ghatak, Satyajit Ray, Mrinal Sen and the New Wave Film-makers
(10 classes)

Films : Ghatak's *Meghe Dhaka Tara* or *Subaranarekha* or *Komol Gandhar*

Ray's *The Apu Trilogy* or *Charulata* or *Jalsaghar*

Sen's *The Calcutta Trilogy* or *Ek Din Pratidin* or *Khandahar* or *Genesis*.

For the New Wave Section :

Films : Any film or Mani Kaul's if available, or Kumar Shahin's *Tarang* or *Kasba* or M.S. Sathya's *Garm Hawa* or Govind Nihlani's *Tamas* or *Aakrosh* ; or Kundan Shah's *Jaane bhi do Yaaron*

6 – Themes from Contemporary Indian Cinema – 70's to date (10 classes)

The City
The Underworld
Communalism.

Films : Yash Chopra's *Deewar* or *Shakti* or
Vidhu Vinod Chopra's *Parinda* or Vikram Bhatt's *Ghulam*
Or
Ram Gopal Verma's *Satya* or *Company*
Mani Ratnam's *Bombay* or Mahesh Bhatt's *Zakhm* or Kamal Haasan's *Hey Ram*

Semester 5
Examination (100 marks)

50 marks: End semester examination

25 marks : Practical including viva voce

1. photo documentary with original script
2. a presentation on any topic from the semester
(may be on PPT or in written album form)
3. film review of a group of films.

(to be assessed by one external and one internal examiner, with common guidelines across the colleges)

25 marks: Internal Assessment:

- 5 marks: attendance
- 10 marks: class test
- 10 marks: 3 assignments/projects

Semester 6 (52 classes)

1 – International Film Movements I (10 classes)

Montage theory and Soviet Cinema of the 20s
German Expressionism and experiments with Mise-en-scene
French Poetic Realism

Films :

Eisenstein's *Battleship Potemkin*
Robert Wiene's *The Cabinet of Dr Caligari*
Jean Renoir's *The Rules of the Game*

2 – Classical Hollywood Cinema and Genre (10 classes)

Institutional mode of production

Narrative forms and drives

Continuity editing

Definitions of genre

History

Forms : the major generic forms of Hollywood.

Films : John Huston's *The Maltese Falcon* or Hitchcock's *Rear Window* or any other example of this cinema. In addition, genre films should be used to demonstrate the dominant genres of Hollywood. The films that could be used :-

John Ford's *Stagecoach* or any other Western

Billy Wilder's *Double Indemnity* or any other film Noir

Mark Sandrich's *Top Hat* or *Shall We Dance* or Gene Kelly's *Singing in the Rain* or any other Musical

King Vidor's *Stella Dallas* or Douglas Sirk's *imitation of life* or Vincent Minelli's *Home from the Hill* or any other Melodrama

Other genres like the road movie, science fiction could be illustrated through clips in the lecture.

3 – Melodrama (4 classes)

- Clips from different melodrama around the world could be used to illustrate the issues that need to be discussed. For the screening, any melodrama from any of the cinemas of the world would be useful. It would also be interesting to use a film from a cinema that has not been represented e.g. a German film or a film one of the Asian cinemas.

Films : Fassbinder's *The Marriage of Maria Braun* or Oshima's *The Ceremony* or Zhang Yimou's *Ju Dou*

If Melodrama has not been screened for the Genre class then those suggested could also be used here e.g. King Vidor's *Stella Dallas* or Douglas Sirk's *Tarnished Angels* or *Written on the Wind* or *Imitation of Life* or Vincent Minelli's *Home from the Hill* or any other Melodrama

4- International Film Movements II (10 classes)

Italian Neo – Realism

French New Wave

Japanese Cinema 30s – 60s

Films : Visconti's *La Terra Trema* or Rossellini's *Rome Open City* or *Germany Year Zero* or

Vittorio de Sica's *Bicycle Thieves*

Godard's *Breathless* or Truffaut's *400 Blows* or Resnais's *Last Year at Marienbad* or any other New Wave film

Mizoguchi's *Ugetsu Monogatari* or Kurosawa's *Roshomon* or Ozu's *Tokyo Story* or any other film

5 – Realism: (8 classes)

Clips from different realist movements around the world could be used to illustrate the issues that need to be discussed. For the screening, any realist film from any of the movements around the world would be useful. It would also be interesting to use a film from a cinema that has not been represented e.g. one of the Latin American films.

Films : Nelson Perreira de Santos's *Barren Winds (Vidas Secas)* or Thomas Alea's *Death of a Bureaucrat* or Bunuel's *Nazarin* or Any Iranian film by either Abbas Kiarostami or Makhmalbaf or Jafar Panahi or Bimal Roy's *Do Bigha Zamin*

6 – The Documentary (10 classes)

This unit needs a lot of illustrations through clips because the different kinds of documentaries and the world-wide spread of the form would be difficult to illustrate through several screenings. An area of focus could be selected and films from there could be used for the main screening. Of course, clips would have to be used to illustrate the tremendous diversity of forms and content of the documentary movement.

Films : Anand Patwardhan's work : *Prisoners of Conscience* or *Ram Ke Naam* or even *War and Peace* or Errol Morris's *The Thin Blue Line* or Michael Moore's *Roger and Me*

OR

– Contemporary International Trends

Since this is a really vast area and it is impossible to cover everything, some issues, cinemas and auteurs could be suggestively discussed or a focus selected for discussion. Questions could be set in such a way that each topic is covered thereby allowing some flexibility to the different colleges and the different teachers teaching the course.

Postmodernism

Digital Cinema

International Auteurs : Lars von Trier, Pedro Almodovar, Wong Kar Wai, Hou Hsiao Hsien

Films : Lars von Trier's *Dancer in the Dark* or Pedro Almodovar's *All about my Mother* Or Wong Kar Wai's *In the Mood for Love* or *Chungking Express* or Hou Hsien's *Flower's of Shanghai* Spielberg's *Minority Report* or Mohsen Makhmalbaf's *Kandahar*

Semester 6
Examination (100 marks)

50 marks: End semester examination

25 marks: Practical including viva voce

A viva voce after screening of selected film clips. The film clips may be taken from Semester 1 also.

(to be assessed by one external and one internal examiner, with common guidelines across the colleges)

25 marks: Internal Assessment

5 marks: attendance

10 marks: class test

10 marks: 3 assignments/projects

Semester V

Paper 1

CONFLICT RESOLUTION AND PEACE BUILDING

1. COURSE OVERVIEW

Course Objective:

The Course will seek to accomplish the following:

Equip students to

- . Gain an understanding of the basic nature and challenges of contemporary conflicts
- . Familiarize students with theoretical understandings of Conflict Resolution.
- . Develop capacities and skills for responding to social conflicts. This will include skill-building in dialogue, active listening, facilitation, mediation and negotiation techniques.
- . Facilitate knowledge about peace-building approaches in post-conflict regions.
- . Create an interactive space for the building of a network of young women and men committed to nonviolent social change who will be equipped with the skills to enter the field of Conflict Resolution as potential practitioners.
- . The Course dovetails well with the fields of Human Rights and Development in order to build a healthy synergy between the theory and practice of Conflict Transformation.

METHODOLOGY

The Course will be interactive, combining lectures, panel discussions, role-plays, filmscreenings and group exercises. These multiple formats are informed by the "elicitive approach to learning". Each student rather than simply being a recipient of information, is encouraged to share the valuable experiences and insights, on conflict and peace building, that he/she brings to the classroom discussion. The Course is therefore designed to address process as well as outcome.

Special emphasis will be placed on practical peace building strategies and developing skills in both analysis and intervention. Theoretical and practical links will in particular be explored as part of efforts to build a healthy synergy between research, theory and perspectives "from the field". Spread over one academic year, and designed to maximize knowledge sharing, reflection and potential skill-building, the course will comprise two units.

Unit 1

Introduction to Conflict Resolution

This unit will provide a broad introduction to the field of Conflict Resolution, reviewing theories models and skills for responding to conflicts in the South Asian region. It will familiarize students with the basic literature in the fields of Conflict Resolution and Conflict Transformation. A special emphasis will be laid on the paradigm shift that the field of Conflict Transformation presents, particularly in terms of how the next generation of leaders can be empowered to prioritize coexistence and nonviolent social change

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a) Mapping the field of Conflict Resolution: The State of the Discipline in the post-Cold War Era; Impact of Gandhian Philosophy on Conflict Resolution and Peace-Building. This section introduces basic definitions of, and approaches to, conflict resolution and will introduce theories that foreground the multi-disciplinary nature of the field.

b) From Resolution to Transformation: Culture-Specific Approaches to Building Peace Examples will be drawn from Northern Ireland, the Nordic countries, South Asia and the peace traditions of indigenous communities (such as the Aborigines, Maoris, and the Polynesians)

c) Multi-Track Diplomacy and Multi-Level Peace Processes: The Role of Government and Civil Society in Preventing and Transforming Conflict The nine-track diplomacy model conceptualized by peace practitioners Louise Diamond and John McDonald focusing on the role of groups such as the media, business, private citizens and faith-based groups in conflict resolution.

d) Actors and Approaches to Peace Building This model, introduced by conflict resolution scholar John Paul Lederach, focuses on the different sections and stakeholders in society equipped with distinct and complementary skills for conflict resolution

e) Conflict resolution at Different Levels: Interpersonal, Community, Intrastate and Interstate.

This section introduces approaches and skills to transform everyday conflicts as well as those that are 'protracted' in nature, involving skills in inter-personal communication.

Unit 2

Conflict Analysis

This unit deals with analytical frameworks, theories and models through which to identify the "root causes" of conflict and to engage with specific issues that becomesignificant in a South Asian context. It includes a generic introduction to the field of Conflict Analysis, highlighting a range of inter-disciplinary theories, and also examines the role of gender in contemporary conflict analysis.

a) Interrogating Conflict: The changing nature of typologies and trends in understanding and analyzing conflict in the post-cold war era

b) Sources of Conflict: Examining the structural causes of conflict (as introduced by Johan Galtung) as well as the factors involved in manifest and latent conflict

c) Introduction to the Goals and Methodology of Early Warning and Early Response: Addressing the analytical and action frameworks to assess conflict and peace indicators.

d) Models for Conflict Analysis: (Maire Dugan addressing "immediate issues", "relationships", "sub-system" and "system", Adam Curle, J. Rothman etc.,)

e) New Trends in Conflict Analysis: The Role of Identity, Gender and Culture3.

EVALUATION

Max. Marks 100

End-semester Examination 75 marks

Internal Assessment 25 marks

Semester VI

Paper II

Unit 3

Skill-building: Dialogue, Mediation, Facilitation and Negotiation

This module focuses on skill-building and techniques in important areas such as reflective dialogue, active listening and facilitation. Students will be exposed to culturally diverse models for mediation and negotiation. Through role-plays and simulations, students will be familiarized with the different stages of mediation and facilitation. Special attention will be given to models that look at dialogue for interethnic, inter-religious and other identity-based conflicts.

- a) Dialogue, Mediation, Facilitation and Negotiation: Definitions, Characteristics and Distinctions
- b) Introduction to Sustained Dialogue: Lessons learned from the Dartmouth Track Two process between the USA and the former Soviet Union during the Cold War
- c) Principled Negotiation: Philosophy, Goals, Methodology, Expected Outcome
- d) Role of Third Party Facilitation: Strengths and Weaknesses (Example of the Good Friday agreement in Northern Ireland and the Oslo Accords in the Middle East)
- e) Confronting Social Injustice: The Ethics and Ethos of Mediation and Facilitation (the example of the International Committee of the Red Cross could be used to study the relationship between neutrality, mediation, social justice and Humanitarian Law)

Unit 4

Violence, Nonviolence and Conflict Transformation

This unit will frame the use of violence and nonviolence within a broader context of social change and conflict transformation. It will examine the use of violence as a form or expression of both domination and 'resourcelessness'. It will also introduce the philosophy of nonviolence and examine the strategy and methods for nonviolent action, **Reconciliation and Restorative Justice** civilian-based defense, and civilian peacekeeping. Through case study analyses and role-plays, students will learn to identify nonviolent tactics and develop plans for nonviolent campaigns.

- a) Understanding Violence and Nonviolence as philosophy and strategy: costs and Consequences
- b) Strategy of Nonviolent Action
This will include an introduction to Methods of nonviolent protest and persuasion, social and economic non-cooperation, and methods of nonviolent intervention
- c) What is Reconciliation? What is the relationship between nonviolence, coexistence and reconciliation?
- d) Reconciliation and Restorative Justice: The South Africa Truth and Reconciliation Commission Process.
- e) Faith-based nonviolent traditions and the role of inter-faith dialogue
- f) Case Study of examples of Peace-building from South Asia such as Sri Lankan Peace process, India-Pakistan dialogues, the Naga peace initiatives, and peace initiatives on Kashmir

2. COURSE REQUIREMENTS

In addition to the assigned readings for each class, students will be expected to:-

- . Participate in group discussions and exercises
- . Write reflection papers on select readings from the course
- . Make group presentations

3. EVALUATION

Max. Marks 100

End-semester Examination 75 marks

Internal Assessment 25 marks

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Select Readings

Core Readings for Unit 1

1. John Paul Lederach, *Preparing for Peace: Conflict Transformation Across Cultures*, Syracuse University Press, 1995

John Paul Lederach, *Building Peace: Sustainable Reconciliation in Divided Societies*, United States Institute of Peace Press, Washington DC, 1997

Adam Curle, *Tools for Transformation: A Personal Study*, Hawthorn Press, Stroud, 1990

Eric Abitbol and Christopher Louise, *Up in Arms: The Role of Young People in Conflict and Peacemaking*, International Alert, London 1993

Conflict Resolution: Trends and Prospects A Symposium, WISCOMP, New Delhi 2003

Transcending Conflict: A Resourcebook on Conflict Transformation WISCOMP, New Delhi, 2004

Core Readings for Unit 2

Mahmud Ali Durrani, *India and Pakistan: The Cost of Conflict and the Benefits of Peace*, Oxford University Press, Karachi, 2001

Johan Galtung et al, *Searching for Peace: The Road to TRANSCEND*, Pluto Press, Sterling, VA, 2002.

Caroline O.N. Moser and Fiona C. Clark (Eds.), *Victims, Perpetrators or Actors? Gender, Armed Conflict and Political Violence*, Kali for Women New Delhi, 2001.

Core readings for Unit 3

Chester A. Crocker, Fen Osler Hampson and Pamela Aall (Eds.), *Herding Cats: Multiparty Mediation in a Complex World* United States Institute of Peace Press, Washington DC, 2001

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

Ronald S. Kraybill et. al, *Peace Skills: Manual for Community Mediators*, Jossey-Bass, San Francisco, 2001.

Jay Rothman, *Resolving Identity-based Conflict in Nations, Organizations and Communities*, Jossey-Bass Publishers, San Francisco, 1997.

James A. Schellenberg, *Conflict Resolution: Theory, Research and Practice*, State University of New York Press, Albany, 1996

Simon Fisher et al, *Working with Conflict: Skills and Strategies for Action*, Zed Books, London, 2000.

Core Readings for Unit 4

Peter Ackerman and Jack Duvall, *A Force More Powerful: A Century of Nonviolent Conflict*, Palgrave, New York, 2000

Robert J Burrowes, *The Strategy of Nonviolent Defense: A Gandhian Approach*, State University of New York Press, Albany, 1996

James Gilligan, *Preventing Violence*, Thames and Hudson, New York, 2001

Susan Collin Marks, *Watching the Wind: Conflict Resolution during South Africa's Transition to Democracy*, United States Institute of Peace Press, Washington DC, 2000

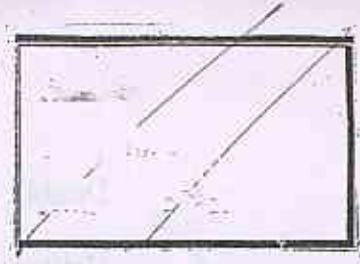
Mohammed Abu-Nimer (Ed.), *Reconciliation, Justice, and Coexistence: Theory and Practice*, Lexington Books, Lanham, 2001.

Martha Minow, *Between Vengeance and Forgiveness: Facing History after Genocide and Mass Violence*, Beacon Press, Boston, 1998.

Howard Zehr, *The Little Book of Restorative Justice*, Good Books, Intercourse, Pennsylvania, 2002.

Selected articles from *Gandhi Marg* and *Philosophy and Social Action*

ASB
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B.A. Programme – Foundation Courses

1. SOCIAL ENQUIRY I

Course Objective: The course is intended to introduce the students to the branches of knowledge, their evolution in different cultural traditions and show the distinct, yet complementary perspectives from which they can approach an issue or a problem. The aim is to stimulate questioning attitude from various vantage points rather than present masses of information in the fields of study.

Expected Learning outcome: The students should at the end of the course know the basic subject matter and significance of various branches of knowledge and how they are interconnected.

1. **What is Social Enquiry?** Meaning of the term 'social'; the distinction between common sense understanding and assertions supported by evidence and rational argument; Meaning of scientific enquiry and debates on it in light of contemporary concerns.
2. **Forms of Social Enquiry:** Humanities, Social Sciences, their focus, significance, and interconnections of disciplines.
3. **History:** What is history? Why study history? Historical Method, History and the issue of objectivity.
4. **Philosophy:** What is philosophy? Why study philosophy? What is a philosophical argument? The notions of truth and reason; Importance of Ethics.
5. **Politics:** What is politics? Why study politics? Major Political Traditions, Main approaches to political analysis and recent trends.

References:

1. Bhardwaj, Krishna (1978) *Classical Political Economy*, Orient Longman, Calcutta
2. Brody, Baruch A., (1977) *Beginning Philosophy*, Prentice Hall.
3. Browning Edgar, K. and Jacqueline Browning, (1989) *Microeconomic Theory and Applications*, Scott Foresman and Company, Illinois.
4. Carr, E.H. (1961) *What is History*, Macmillan, London (Hindi edition, Macmillan India, New Delhi).

5. Double, Richard, (1999) *Beginning Philosophy*, Oxford University Press.
6. Heilbroner, Robert (1969) *Wordly Philosophers: The Great Economic Thinkers*, Penguin Press, London.
7. Heywood, Andrew (1997) *Politics*, Hampshire and Macmillan, London.
8. Hobsbawm, E.J. (1997) *On History*, Abacus. (Hindi edition, Granthshilpi, New Delhi)
9. Marwick, Arthur (2001) *The New Nature of History*, Palgrave.
10. Maurice, Duverger, (1972) *Study of Politics*, Nelson, London.
11. Morgan, C.T. and R.A. King (1986) "Introduction to psychology", McGraw Hill. (or latest edition)
12. Russell, Bertrand (1967) "The Value of Philosophy" in *Problems of Philosophy*, Oxford University Press.

Additional Books in Hindi (2004)

1. Amin, Shahid and Gyanendra Pandey (eds) *Selections from Suoltern Studies*, Vol. I in Hindi, University of Delhi, Delhi.
2. Giddens, A (2004), *Capitalism and Modern Social Theory*, Hindi edition Granth Shilpi, New Delhi.

MA

B.A. Programme – Foundation Courses

2. SOCIAL ENQUIRY II

Course Objective: The course is intended to introduce the students to the branches of knowledge, their evolution in different cultural traditions and show the distinct, yet complementary perspectives from which they can approach an issue or a problem. The aim is to stimulate questioning attitude from various vantage points rather than present masses of information in the fields of study.

Expected Learning outcome: The students should at the end of the course know the basic subject matter and significance of various branches of knowledge and how they are interconnected.

1. Interpreting social enquiry; Understanding how the knowledge of different disciplines impact debates in society.
2. **Society:** What is sociology? Why study sociology? Major traditions in Sociology; Main tools of sociological analysis and recent trends.
3. **Economy:** What is economics? Why study economics? Major traditions in economics, Main tools of economic analysis and recent trends.
4. **Psychology:** What is Psychology? Why study Psychology? Major approaches, Main tools of Psychological analysis and recent trends.
5. **Environment:** What is Environment? Why study Environment? Main tools of Environmental analysis and recent trends in Environmental studies.
6. **Culture:** What is Culture? Significance of studying culture, Understanding diversity of cultures and traditions; the idea of aesthetic sensibility?

References:

1. Aron, Raymond (1963, 1970) *Main Currents in the Sociological Thought* (Vol. 1 and 2), Penguin Books, Harmondsworth.
2. Baron, R. (2002) *Psychology*, Pearson Education Asia, Singapore
3. Beatie, John (1968) *Other Cultures: Aims, Methods, and Achievement in Social Anthropology*, Free Press
4. Dahrendorf, R. (1959) *Class and Class conflict in Industrial Society*. Stanford Univ. Press

5. Das, R.C et.al (1998) *The Environmental Divide: The Dilemma and Developing Countries*, A.P.H. Publications, Delhi.
6. Giddens, A. (1989) *Sociology*, Polity Press, London
7. Goudiae A. (2000) *The Human Impact on the Natural Environment*. Blackwell Publishers, Oxford.
8. Samuelson, P. and William D. Nordhaus (2004) *Economics*, Mc Graw Hills College Div,
9. Williams, Raymond. (1953) *Culture and Society*, Penguin Australia.
10. Worsley, Peter (1970), *Introducing Sociology*, Harmondsworth, Penguin Books.

Additional Books in Hindi (2004)

3. Amin, Shahid and Gyanendra Pandey (eds) *Selections from Sualtern Studies*, Vol. I in Hindi, University of Delhi, Delhi.
4. Giddens, A (2004), *Capitalism and Modern Social Theory*, Hindi edition Granth Shilpi, New Delhi.



B.A. Programme - Foundation Courses

3. CONTEMPORARY INDIA : ECONOMICS AND SOCIETY

Course Objective:

This course attempts to familiarize the undergraduate students with the main economic and social developments that have taken place in India since independence.

The course will focus on the working of Indian economy and the social changes that have taken place over the past five decades.

Expected Learning Outcomes:

Students offering this course would be able to develop a perspective on the emerging trends in the economy in the context of globalization and the dynamics of the Indian society.

I

1. Basic features of the Indian economy in 1947: composition of national income, the agrarian scene and the industrial structure.
2. The evolution of economic policy since independence from planning in the Nehru-Mahalanobis era to economic reform and liberalization of the present times; the role of the state.

II

1. Dimensions of some of the major economic problems and a critical examination of public policy relating to them:
 - a) Poverty
 - b) Unemployment
 - c) Food insecurity
 - d) Regional disparity
2. Some other important constituents of economic policy in the present times; liberalization in the fiscal, financial and trade sectors, infrastructure constraints.
3. The nature of the social sector, a critical assessment of public policy in respect of education and health.
4. Science and Technology policy in India's development; Information Technology and Social Change.
5. Changing Social Structure: the changing caste-class relations in rural India, the new industrial class, growth of the middle class, changes in urban life.

6. Catalysts of social change: universalization of education, adult franchise, social movements and mass media.

References:

1. Bardhan, Pranab (1999) *The Political Economy of Development in India*, Oxford University Press, New Delhi.
2. Beteille, Andre, (ed.) (1965 and 2002), *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*, University of California Press, Berkeley.
3. Bhaduri, Amit and Deepak Nayyar (1996), *The Intelligent Person's Guide to Liberalization*. Orient Longman, Delhi. (Hindi edition Rajkamal, New Delhi)
4. Byres, Terence J. (ed.) (1997), *The State, Development Planning and Liberalization in India*, Oxford University Press, New Delhi.
5. Chakravarty, Sukhamoy (1987), *Development Planning*, The Indian Express Oxford University Press, New Delhi.
6. Dreze Jean and Amartya Sen, (1995), *India: Economic Development and Social Opportunity*, Oxford University Press, New Delhi.
7. Jalan, Bimal (2002) *India's Economy in the Millennium Selected Essays*, UBS Publisher, Delhi.
8. Srinivas, M.N. (1966) *Social Change in Modern India*, Oxford, New Delhi.
9. Srinivasan, T.N. (2000) *Eight Lectures on India's Economic Reforms*, Oxford University Press, Delhi.

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B.A. Programme – Foundation Courses

4. CONTEMPORARY INDIA : POLITICS AND SOCIETY

Course Objective:

This course attempts to familiarize the undergraduate students with the main political and social developments that have taken place in India since independence.

The course will focus on the working of Indian democracy and the social changes that have taken place over the past five decades.

Expected Learning Outcome:

Students offering this course would be able to develop a perspective on the functioning of democracy and institutions in India.

1. Democracy in India: nature and functioning; Parliamentary System, its achievements and problems; socio-economic dimensions of democracy.
2. Trends in occupational structure and social mobility.
3. The rise of new social forces – Movements of Dalits, OBCs, Adivasis, Women; the debate on representation and social justice.
4. Party system in India: One Party Dominant system to Multi-Party System, Coalition Politics – characteristics and performance.
5. Secularism, Communalism, and Minority Rights in India; Contemporary debates on nationalism in India.
6. Indian Federalism: the constitutional structure, political and fiscal dimensions, Democratic Decentralisation; Panchayati Raj.
7. Changing character of Public Administration and corporate governance in India.
8. India in the global strategic environment, security and foreign policy in the post-cold war era.

References:

1. Chatterjee, Partha (1998) *Possible India*, Oxford University Press, New Delhi.
2. Deshpande, Satish (2003) *Indian Society*, Penguin.

3. Frankel, Francine (2002) *Transforming India: Social and Political Dynamics of Democracy*, Oxford University Press, New Delhi.
4. Kaviraj, Sudipta (ed.) (1998), *Politics in India*, Oxford University Press, New Delhi.
5. Khilnani, Sunil (1999) *The Idea of India*, Farrar Straus and Giroux, London.
6. Kohli, Atul (ed.) (2001), *The Success of India's Democracy*, Cambridge University Press, Cambridge.
7. Kothari, Rajni (1970) *Politics in India*, Orient Longman, New Delhi.
8. Mandelbaum, D.G. (1987), *Society in India: Continuity and Change*, University of California Press, Berkeley.
9. Parnaik, Prabhat (2004) *Retreat to Unfreedom*, Tulika, New Delhi
10. Shah, Ghanshyam (2003) *Social Movements and the State*; Sage, Delhi.
11. Vora, R. and S. Palsikar, (eds) (2004) *Indian Democracy: Meanings and Practices*, Sage, Delhi.



Paper-1 Semester 3

HUMAN RIGHTS, GENDER AND ENVIRONMENT

Course Objective:

The 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.

Expected Learning Outcomes:

The study of this course will equip the students with theoretical and conceptual understanding of socio-economic and political problems of marginalised groups in society such as women, dalits, minorities and adivasis and repercussions of contemporary developments such as globalization on them.

I. UNDERSTANDING SOCIAL INEQUALITY

1. Caste, Gender, Ethnicity and Class as distinct categories and their interconnection.
2. Globalisation and its impact on workers, peasants, dalits, adivasis and women.

II. HUMAN RIGHTS

1. Human Rights: Various Meanings
2. UN Declarations and Covenants
3. Human Rights and Citizenship Rights
4. Human Rights and the Indian Constitution
5. Human Rights, Laws and Institutions in India; the role of the National Human Rights Commission
6. Human Rights of Marginalised Groups : Dalits, Adivasis, Women, Minorities and Unorganised Workers
7. Consumer Rights: The Consumer Protection Act and grievance redressal mechanisms
8. Human Rights Movement in India

Scheme of Examination

Annual Examination	:	75 marks
Internal Assessment	:	25 marks
Total Marks	:	100 marks

HUMAN RIGHTS, GENDER & ENVIRONMENT

Paper II Semester IV

I GENDER

1. Analysing Structures of Patriarchy
2. Gender, Culture and History
3. Economic Development and Women
4. The issue of Women's Political Participation and Representation in India
5. Laws, Institutions and Women's Rights in India
6. Women's Movement in India

II ENVIRONMENT

1. Environment and Sustainable Development
2. UN Environment Programme : Rio, Johannesburg and after
3. Issues of Industrial Pollution, Global Warming, threats to Bio-diversity
4. Environment Policy in India
5. Environmental Movement in India

Scheme of Examination

Annual Examination	:	75 marks
Internal Assessment	:	25 marks
Total Marks	:	100 marks

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**SEMESTERISATION OF THE BA PROGRAMME:
FOUNDATION & APPLICATION COURSES
FOUNDATION COURSE: LANGUAGE, LITERATURE AND CULTURE**

(Offered to second year students and to be studied in the 3rd & 4th semesters)

(ENGLISH AND HINDI MEDIUM)

SEMESTER 3: LLC1

1. LANGUAGE

(A) Language and Communication

- (i) Why Language Matters
- (ii) How language functions
 - (a) Speaker-Listener and Message
 - (b) Phonology, Grammar and Semantics
- (iii) Speech and Writing

(B) Language in Society

- (i) Language and Identity, Class and Ethnicity
- (ii) Language and Gender

(C) Language Contact and Variation

- (i) Language Development
- (ii) Language Varieties across Space: dialect, slang, standard and non-standard language

2. LITERATURE

A. Background Topics

1. The relation between language and literature
2. Oral and written literature
3. Salient features of ancient Sanskrit and Tamil literature

B. Lessons from "Indian Literature: An Introduction"

1. Valmiki
2. Veda Vyasa
3. Sudraka
4. Illanka Afikal
5. Namdev
6. Kabir
7. Mirabai
8. Amir Abdul Hassan Khasrau
9. Asadulla Khan Ghalib
10. Firaq Gorakhpuri

3. CULTURE AND SOCIETY IN CONTEMPORARY INDIA

(A) Study of Culture

- (i) The Idea of Culture
- (ii) The notion of Popular Culture
- (iii) Perspectives on Indian Culture and Value Systems

SCHEME OF EVALUATION

A. Internal Assessment – 25%

1. Attendance – 5%: 5 Marks
2. Assignments – 10%: 10 Marks
3. Class Test/Project – 10%: 10 Marks

B. End - semester Examination - 75%: 75 Marks

TOTAL: 100 Marks

We can retain the existing weightage of 35% for the Language section, 50% for the Literature section and 15% for the Culture and Media sections of the syllabus.

SEMESTER 4: LIC2

1. LANGUAGE

(C) Linguistic Diversity and Language Policy in India

- (i) The languages of India: Language families and scripts
- (ii) Language Policy
 - (a) Language policy under the British
 - (b) Language and the National Movement
 - (c) The Issue of a common official/link language
- (iii) Bilingualism and Multilingualism

2. LITERATURE

A. Background Topics

1. Modern Indian Literatures: Phases of Development in different regions
2. Literature and the National Movement
3. Trends in post-independence literature: Poetry, Fiction and Drama

B. Lessons from "Indian Literature: An Introduction"

11. Faiz Ahmed Faiz
12. Subramania Bharati
13. Tarabai Shinde
14. Rabindranth Tagore

15. Premchand
16. Shrilal Shukla
17. Ismat Chughtai
18. Thakazhi Sivasankara Pillai
19. Amrita Pritam
20. Masti Venkatesha Iyengar
21. Gudipati Venkat Chalam
22. Indira Goswami
23. J. P. Das
24. Omprakash Valmiki
25. Vikram Seth
26. Sitakant Mahapatra

3. CULTURE AND SOCIETY IN CONTEMPORARY INDIA

- (B) Culture and the Media
- (i) Newspapers and Magazines
 - (ii) Radio, Cinema and Television
 - (iii) Advertising
 - (iv) Globalisation and Culture

SCHEME OF EVALUATION

A. Internal Assessment – 25%

1. Attendance – 5%: 5 Marks
2. Assignments – 10%: 10 Marks
3. Class Test/Project – 10%: 10 Marks

B. End - semester Examination - 75%: 75 Marks

TOTAL: 100 Marks

We can retain the existing weightage of 35% for the Language section, 50% for the Literature section and 15% for the Culture and Media sections of the syllabus.

Recommended Readings

1. LANGUAGE

(A) Language and Communication

(i) Why Language Matters

1. Akmaljan, A., R. A. Demers, A. Farmer and R. M. Harnish. 2001. *Linguistics: An Introduction to Language and Communication*. MIT Press: Cambridge, MA (Indian Edition, 1991, Prentice Hall). [Chapter 1]
2. Aitchison, Jean. 1995. *Teach Yourself Linguistics*. McGraw Hill – NTC. [Chaps

1&2]

3. Aitchison, Jean. *The Language Web*. CUP: Cambridge. [Chapter 3]

(ii) **How Language Functions**

(a) **Speaker – Listener - Message**

1. Fromkin, Victoria, David Blair and Peter Collins. 1999. *An Introduction to Language*. Harcourt Brace, Jovanovich: NY. [Pages 362 – 370]

(b) **Phonology, Grammar, Semantics**

1. Ladefoged, Peter. 1975. *A Course in Phonetics*. Harcourt Brace, Jovanovich: NY. [Chapters 1, 2 and 7]

2. O'Connor, J. D. 1973. *Phonetics*. Penguin: London.

3. Poole, Geoffrey. 2002. *Syntactic Theory*. Palgrave. [Chapter 1]

4. Haegeman, Liliane. 1994. *Introduction to Government and Binding Theory*. Blackwell: Oxford. [Chapter 1]

5. Emmon Bach, 1989. *Informal Lectures on Formal Semantics*. SUNY Press: NY. [Lecture 1, pages 1 – 17]

6. Lyons, John. 1997. *Semantics*. Volume 1. CUP: Cambridge. [Chapter 1]

7. Chierchia, Gennaro and Sally McConnell Ginet. 1990. *Meaning and Grammar: An Introduction to Semantics*. MIT Press: Cambridge, MA. [Chapter 1]

(iii) **Speech and Writing**

1. Fromkin, Victoria and R. Rodman. 1974. *An Introduction to Language*. Holt, Rinehart and Winston: NY.

2. Sampson, G. 1985. *Writing Systems: An Introduction*. Hutchinson: London

3. Coulmas, F. 1989. *Writing Systems of the World*. Blackwell: Oxford.

(B) **Language in Society**

1. Cameron, Deborah (Ed). 1990. *The Feminist Critique of Language: A Reader*. Routledge: London. Pages 1 – 19, 56 – 68, 99 – 109, 134 – 147..

2. Crystal, David. 1997. *The Cambridge Encyclopaedia of Language*. CUP: Cambridge.

3. Fishman, A. Joshua. 1989. *Language and Ethnicity in Minority Sociolinguistic Perspective*. Multilingual Matters Ltd.: Cleveland, Philadelphia. Pages 4 – 22, 23 – 65.

4. Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. Longman: London and New York.

5. Poddar, A. 1969. *Language and Society in India: Proceedings of a Seminar*. IAS: Shimla. Pages 76 – 88, 136 – 143.

6. Wardaugh, Ronald. 1986. "Language and Culture" in *An Introduction to Sociolinguistics*. Basil Blackwell; Oxford. Pages 212 – 232.

(c) Language Contact and Variation

(i) Language Development

1. Southworth, F. C. and M. L. Aple. 1974. "Contact and Convergence in South Asian Languages" in *International Journal of Dravidian Linguistics*. 3.1

2. Subbarao, K. V. et al. 1989. "Verb 'say' in South Asian Languages" in Mukherjee, Aditi (Ed). *Language Change and Language Variation*. CAS in Linguistics, Osmania University: Hyderabad.

3. Bell, A. 1991. *The Language of News Media*. Blackwell: Oxford.

(ii) Language Varieties Across Space

1. Wardaugh, Ronald. 1986. *An Introduction to Sociolinguistics*. Basil Blackwell: Oxford. [Chapter 2, Chapter 5, Chapter 7]

2. Fairclough, Norman (Ed). 1992. *Critical Language Awareness*. Longman: Harlow. [Chapter 2, pages 33 – 54]

3. Labov, William. 1994. *Principles of Linguistics Change: Internal Factors*. Blackwell; Oxford. [Chapter 1, pages 1 – 73]

(C) Linguistic Diversity and Language Policy in India

(i) The Languages of India: Language families and Scripts

1. Krishnamurthi, Bh. K. 2003. *The Dravidian Languages*. CUP: Cambridge. [Chapter 1]

2. Burling, Robbins, 2003. "Tibeto-Burman Languages of Northeastern India" in Thurgood, Graham and Randy J. LaPolla. *The Sino Tibetan Languages*. Routledge.

3. Masica, C. 1991. *The Indo – Aryan Languages*. Cambridge Language Surveys. CUP: Cambridge, UK. [Chapters 1 and 2]

4. Ojha, G. H. 1960. *Palaeography of India*. Motilal Banarsidas: India.

5. Ojha, G. H. *Pracheen Bhartiya Lipimala*. Motilal Banarsidas: India.

(ii) Language Policy

1. Das Gupta, Jyotindra. 1970. *Language Conflict and National Development: Group Politics and National Language Policy in India*. OUP: Oxford. [Chaps 1

and 2]

2. Khubchandani, L. M. 1983. *Plural Languages, Plural Cultures*. University of Hawaii Press. [Chapters 5 and 6]
3. King, Christopher R. 1994. *One Language, Two Scripts*. OUP: Oxford. [Chapter 4]

(iii) Bilingualism and Multilingualism

1. Cummins J. and M. Swain. 1986. *Bilingualism in Education*. Longman: London. [Chapter 8]
2. Holmes, Janet. 1992. *An Introduction to Sociolinguistics*. Longman: London and New York. [Chapter 2]
3. Hamers, J. F. and M. H. A. Blanc. 1983. *Bilinguality and Bilingualism*. CUP: Cambridge, UK. [Chapter 8]

2. LITERATURE:

A History of Indian Literature edited by Sisir Kumar Das. Sahitya Akademi, Delhi, 1995.

Prescribed Text

Indian Literature: An Introduction edited by Anjana Neira Dev, Bajrang Bihari Tiwari and Sanam Khanna. Pearson: Delhi, 2005, reprinted 2006.

3. CULTURE

(A) The Study of Culture

1. Aurobindo, Sri. "Is India Civilised?" in *Foundations of Indian Culture*. Volume 20. [Pages 1 - 13]
2. Banga and Jaidev. 1996. *Cultural Reorientations in Modern India*. IAS: Shimla. [Pages 96 - 109]
3. Bennet, Tony. 1981. *From Popular Culture: Themes and Issues*. Part 1. Open University Press: London. [Pages 77 - 86]
4. Chaudhari, Nandita. 2004. *Listening to Culture*. Sage Publications: Delhi. [Pages 46 - 64]
5. Duncombe, Stephen. 2002. *Cultural Resistance Reader*. Verso: London.
6. Gokak, V. K. 1986. "Towards a Definition of Culture" in *India and World Culture*. Sahitya Akademi: New Delhi. [Pages 1 - 8]
7. Mathur, Kanwar, B. 2001. *Communication: Indian Perspectives and*

Prospects. Mohit Publications: New Delhi. [Chapter 5, pages 65 - 112]

8. Munns, Jessica and Gita Rajan. *A Cultural Studies Reader, History, Theory*.

9. Pannikar, K. N. 1995. "Culture and Ideology" in *Culture, Ideology and Hegemony: Intellectual and Social Consciousness in Colonial India*. Longman: London and New York. [Pages 86 - 107]

(B) Culture and the Media

1. Aggarwal, Vir Bala and V. S. Gupta. 2002. *Handbook on Journalism and Mass Communication*. Concept Publishing: Delhi.

2. Chandra, Jagdish. 2003. *Journalism: Changing Society, Emerging Trends*. Authorspeak: Delhi.

3. Dua, M. R. and T. Manonmani (Eds). 1997. *Communication and Culture: New Perspectives and Applications*. Galgotia Publishing Co.: New Delhi.

4. Hartley, John. 2004. *Key Concepts in Communication, Cultural and Media Studies*. 3rd Edition. Routledge: London and New York.

5. Jefferey, Robin. *Capitalism, Politics and the Indian Language Press, 1977 - 99*.

6. Kumar, Arvind. 2002. *Trends in Modern Journalism*. Sarup & Sons: New Delhi.

7. Kumar, Keval J. 2004. *Mass Communication in India*. 3rd Edition, Jaico Publishing House: Mumbai.