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HISTORY

Skill Enhancement Courses

SEC-1: INTRODUCTION TO ARCHAEOLOGY

Unit: I Definition & Components

Archaeology-Definition, aims, and scopes; Disciplinary relations – Archaeology relationship to History and Anthropology; main branches of Archaeology.

Unit: II Historiographical Trends

History of Archaeology-19th to 20th century developments; various schools of archaeological thoughts - Cultural-Historical, Processual and Post-processual schools; overview of some recent trends in archaeological theory and practice.

Unit:III Field Methods

Definition of an archaeological site; reading stratigraphy in Archaeology; Method of Archaeological Exploration; Excavation methods - Vertical and Horizontal method of excavation, excavation of human burials; Recording provenience -Three-dimensional method of recording archaeological finds.

Unit: IV Dating methods & reconstruction

Difference between Relative and Absolute Dating Methods; Typology, Stratigraphy, and Geochronology; Radiocarbon and Thermoluminescence Dating Methods; Reconstruction of prehistoric lifeways and interpretation of evidence (e.g.use of environmental, ethnographic, and experimental data).

ESSENTIAL READINGS:

Agrawal, D.P and M.G. Yadava. *Dating the Human Past*, ISPQS Monograph Series No. 1, 1995.

Bahn, C.P and C. Renfrew, *Archaeology: Theories, Methods, and Practice*, Thames & Hudson, 2016.

Barker, Philip. *Techniques of Archaeological Excavation*, Universe Books, New York, 1977.

Binford, L.R. *New Perspectives in Archaeology*, Aldine, Chicago, 1968.

Binford, L.R. *An Archaeological Perspective*, Seminar Press, New York, 1973.

Binford, L.R. *In pursuit of the Past: Decoding the Archaeological Record*, University of California Press, 2002 (Reprint).

Trigger, B. *A History of Archaeological Thought*, Cambridge University Press, 2006 (2nd Ed.).

Chakraborti, D.K. *A History of Indian Archaeology: From the Beginning to 1947*, New Delhi, Manohar, 1988.

Childe, V. Gordon. *What happened in History?* Penguin Books, London, 1960.

Clark, G. *Archaeology and Society*, Methuen & Co., 1947 (Revised 2nd Ed.).

POLITICAL SCIENCE

POL/HONS/OPT-503- LOCAL SELF GOVERNMENT IN INDIA

Course Rationale:

This paper deals with the grassroot level democratic units and their significance to our democracy and governance, their composition and powers and relevance of decentralization in contemporary set up. The course adds to the understanding of the students of the process and politics of building institutions, capacities of safeguards under the ongoing decentralization campaign.

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, ORIGIN, NATURE AND CHARACTERISTICS	16	20
UNIT-II	CONSTITUTIONAL PROVISIONS: 73 rd AND 74 th AMENDMENT ACTS.	12	20
UNIT-III	PANCHAYATI RAJ: STRUCTURE, FUNCTION AND SIGNIFICANCE	12	20
UNIT-IV	URBAN ADMINISTRATION: STRUCTURE, FUNCTION AND SIGNIFICANCE	12	20
UNIT-V	CHALLENGES BEFORE LOCAL SELF GOVERNMENT: FINANCIAL AND ADMINISTRATIVE	16	20
	Total	68	100

References

1. B S Baviskar, *Inclusion and Exclusion in Local Governance*, Sage Publications, New Delhi, 2009
2. Democracy in India in Zoya Hasan, E. Sridharan and R. Sudharan (ed.), *India's Living Constitution: Ideas, Practices and Controversies*, Permanent Black, 2002. pp.370-404
3. Desmond S King, *Challenges to Local Government*, Sage Publications, New Delhi, 1991
4. Desouza, Peter, 'Decentralization and Local Government: The Second Wind of
5. Jan Kooiman, *Modern Governance: New Government- Society Interactions*, Sage Publications, New Delhi, 2008
6. Janice Morphet, *Modern Local Government*, Sage Publications, New Delhi, 2008
7. M. Alam, 2007, *Panchayati Raj in India*, National Book Trust, New Delhi
8. M.P. Dube, and M. Padalia, (Ed.) 2002, *Democratic Decentralization and Panchayati Raj in India*, Anamika Publishers, New Delhi
9. R.P. Joshi, and G.S. Narwani, 2002, *Panchayati Raj in India*, Rawat Publication, Jaipur
10. Ray, B. Dutta, and Das, G. (Ed) *Dimensions of Rural Development in North East India*, Akansha, New Delhi

SCIENCE

1.

SKILL ENHANCEMENT COURSE (SEC)

SEC 1 : Aquarium Fish Keeping

SEC 2 : Apiculture

SEC 3 :

SEC 1 (AQUARIUM FISH KEEPING)

(Credits-3)

Unit 1:

The potential scope of aquarium fish industry as a cottage industry, exotic and endemic species of aquarium fishes.

Unit 2:

Common characters and sexual dimorphism of fresh water and marine aquarium fishes such as guppy, molly, sword tail, gold fish, angel fish, blue morph, anemone fish and butterfly fish.

Unit 3:

Use of live fish feed organisms; preparation and composition of formulated fish feeds.

Unit 4:

Live fish transport - fish handling, packing and forwarding techniques.

Unit 5:

General aquarium maintenance – budget for setting up an aquarium fish farm as a cottage industry.

EDUCATION

COURSE CODE-BA/EDU-402 SEMESTER-IV

EDUCATIONAL MEASUREMENT & EVALUATION

Course Objectives

1. To develop understanding of the concepts of measurement and evaluation in the field of education
2. To acquaint with different types of measuring instruments and their uses
3. To acquaint with the principals of test construction both educational and psychological
4. To develop understanding of a good measuring instrument and their importance in educational measurement

Course Contents

- Unit I Educational Measurement and Evaluation**
- a. Meaning & nature of educational measurement
 - b. Need for measurement in education
 - c. Concept of evaluation in education
 - d. Relation between measurement and evaluation
- Unit II Tools used in Educational Measurement**
- a. Measuring instrument and their classification
 - b. Types of scales in educational measurement
 - c. Norm referenced and criterions referenced test
 - d. Types of Examination – Objective & Essay/Descriptive Type
- Unit III Measuring instruments**
- a. Characteristics of a good measuring instrument
Validity, Reliability, Objectivity
- Unit IV Measurement of Attitude, Personality and Creativity**
- a. Measurement of attitude (Likert), personality (Rorschach-Ink Blot), creativity (Baquer Medhi)
- Unit V Test Construction and Standardization**
- a. General principles of test construction and standardization
 - b. Scoring of students achievement
 - c. Reporting test results & cumulative record card

Suggested Readings

1. Marami Goswami. 2003. Measurement and Evaluation in Psychology and Education.
2. Bepin Asthana. Measurement and Evaluation in Psychology and Education.
3. S.M. Sungoh. Educational Evaluation & Testing.

COURSE CODE-BA/EDU-302
SEMESTER-III

TRENDS & ISSUES OF COMTEMPORARY INDIAN EDUCATION

Course Objectives

1. To develop understanding of significant trends and issues in contemporary education
2. To focus on certain major national and social issues and the role of education in relation to them
3. To develop understanding of alternative systems of education

Course Contents

UNIT I

Continuing Education

- a. Concept of Adult, Continuing and Lifelong Education
- b. Efforts on Adult Education/Literacy- NAEP, NLM & Sakshar Bharat
- c. General/ Liberal Education through open learning system
- d. Technical/Vocational Education

UNIT II

Population Education

- a. Significance, need & objectives of Population Education
- b. Problems of Population Education
- c. Relation between Population Education & Sex Education
- d. National Population Policy 2000

UNIT III

Education of Women and Girls

- a. Concept and need of prioritizing education for women & girls
- b. Promoting gender equality
- c. Schemes of the Government of India for promoting girls' education
- d. Problems and remedial measures

UNIT IV

Value Education

- a. Meaning & significance of Value Education
- b. Modern & Traditional Values
- c. Role of education in inculcation of values
- d. Programs/methods for development of value

UNIT V

Open & Distance Education

- a. Concept, need and scope of distance education
- b. Modes of DE – correspondence education & open learning system
- c. Merits & limitations of Open & Distance Education

Suggested Readings

1. S.K Kochhar. Pivotal Issues in Indian Education.
2. J.C Aggarwal. Education in India. Policies, Programmes & Development.
3. R.P. Pathak. History, Development & Contemporary Problems of Indian Education.

17. ENG(H) ⁶⁰⁵ PAPER XIII (LITERARY THEORY) (This paper is compulsory)
100 marks: External exams 70 marks (Pass mark 28); Internal Assessment: 30 marks (Pass mark=12) Time: 3 hours

TO TEACH IN THE SIXTH SEMESTER

Descriptive: 5X14=70
5 credits

Objectives: To make point wise summary of the views of the critics in the prescribed texts and to understand and realize them in proper perspectives to apply them in analyzing the literary texts.

Unit I: – 14 Marks (15 lectures) 1 question of 14 marks.

- 1. Modernism

Unit II: – 14 marks : 1 question of 14 marks

- 1. Post Modernism

Unit III: – 14 marks : 1 question of 14 marks.

- 1. Structuralism

Unit IV: -14 marks : 1 question of 14 marks.

- 1. Post Structuralism

Unit V: -14 marks : 1 question of 14 marks.

- 1. Deconstruction

(To focus on Meaning, Features and Literary Perspective)

Recommended reading:

Das & Mohanty, *Literary Criticism*, Calcutta:OUP, 1985.

I. A. Richards, *Practical Criticism*

Guerin, *A Handbook of Critical Approaches to Literature*, OUP.

Jonathan Culler, *Literary Theory*, OUP.

David Daiches, *Critical Approaches to Literature*

Avik Gangopadhyay, *Literary Theories and Criticism Beyond Modernism*, Kolkata: Books Way, 2005.

Dennis Walder(ed), *Literature in the Modern World: Critical Essays & Documents*, Oxford: Oxford University Press, 2004.

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ENGLISH-FYUGP-NEP-AECC

Revised and approved by 37th Ac-12th December 2023

ABILITY ENHANCEMENT COMPULSORY COURSE:

ENGLISH-1:

English Communication (Compulsory)

Unit-I: Types and modes of Communication.

Unit-II: Language of Communication and Speaking skills

-Verbal and Non-Verbal (Spoken and Written)

-Personal, Social and Business

-Barriers and Strategies

-Intra Personal, Inter Personal and Group Communication.

-Monologue

-Dialogue

-Group Discussion

-Effective Communication/Mis-communication

-Interview

-Public Speech

Unit-III: Reading and Understanding and Writing Skills

-Close Reading

Margaret Atwood- "The Animals in that country", Kamala Das- Punishment in Kindergarten"

Suggested Readings

Wings of Poesy, Trinity, 2012

Ulka Anjaria, ed. *A History of the Indian Novel in English*, Cambridge UP, 2015.

Elleke Boehmer and Rosinka Chaudhuri, eds. *The Indian Postcolonial: A Critical Reader*, London; New York: Routledge, 2011

BA English (MAJOR) Courses

A. Core Courses

C-1/PAPER 1: INDIAN CLASSICAL LITERATURE (ICL)

Course Level Learning Outcomes:

Some of the course learning outcomes that students of this course are required to demonstrate run thus:

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

Course Content

Unit-I:

- a) The Indian Epic Tradition: Themes and Recensions
- b) Classical Drama: Theory and Practice
- c) Alankara and Rasa
- d) Dharma and the Heroic

Unit-II:

Kalidasa *Abhijnana Shakuntalam*, tr. Chandra Rajan, in *Kalidasa: The Loom of Time* (New Delhi: Penguin, 1989).

Unit-III: Vyasa 'The Dicing' and 'The Sequel to Dicing', 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. and ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69.

Unit-IV: Sudraka *Mrcchakatika*, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasi Das, 1962)

Unit-V: Ilango Adigal 'The Book of Banci', in *Cilappatikaram: The Tale of an Anklet*, tr. R. Parthasarathy (Delhi: Penguin, 2004) book 3.

C-1: HIS/MJ-101 History of India (From Earliest Times to Gupta Period)

Course Objectives: The student will learn the historiographical trends and the interpretation of the historical sources of ancient India, and also acquire knowledge of history from Pre-historic to the Gupta period.

Unit I : Sources, Historiography and Prehistoric India

- a) Sources and Historiographical trends of ancient Indian History up to 300 C.E.
- b) A survey of Prehistoric India: Palaeolithic, Mesolithic, Neolithic and Chalcolithic Cultures

Unit II : Harappan Civilization

- a) Origin, significant features, decline and survival
- b) Debate on the relationship of Harappan civilization and Vedic civilization

Unit III : Aryan Civilization

- a) Original home of Aryans, Myths of Aryan Invasion: Various theories
- b) Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
- c) Vedic Religion and Philosophy

Unit IV : India from Sixth Century BCE to Mauryan Age

- a) Mahajanapadas, rise of Magadha; growth of Urban Centers
- b) Religious heterodoxy in the sixth century BCE, Buddhism and Jainism
- c) The Mauryan Empire: Polity and economy; Ashoka and Ashoka's Dhamma, Fall of Mauryan Empire

Unit V : Post Mauryan to Gupta Age

- a) Polity in the Post Mauryan Age: Indo Greeks, Saka, Kushan, Satavahanas
- b) Sangam Age: Literature, Society and Culture
- c) Gupta Empire: Polity, Economy, Society and Cultural Developments

SUGGESTED READINGS:

- Dilip K Chakrabarti, *India-An Archaeological History: Palaeolithic Beginnings to Early History Foundation*.
- D.P. Agarwal, *The Archaeology of India*.
- R.C. Majumdar and A.D. Pusalkar (edited), *The History and Culture of Indian People Vol. I, Vedic Age*.
- R.C. Majumdar and A.D. Pusalkar (edited), *The History and Culture of Indian People Vol. II*.
- H.C. Raychaudhury, *Political History of Ancient India*. (Revised Edition).
- H.C. Raychaudhury, *The History and Culture of Ancient India, Vol III: The Classical age*.
- H.D. Sankalia, *Prehistory and Protohistory of India and Pakistan*.
- K.A. Nilakanta Sastri, *A History of South India, from Prehistoric Times to the Fall of Vijayanagar*.

POL/EL-601 PUBLIC ADMINISTRATION

Course Rationale: The course provides an introduction to the discipline of public administration. It is intended to cater to the needs of students in understanding the basic elements of administration. The paper covers Public Administration in its historical context. It seeks to embody a detailed discussion on Organization and Personnel Administration. The importance of administrative, legislative, executive and judicial control over administration is also highlighted

(Total Marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	MEANING, NATURE, SCOPE & SIGNIFICANCE	12	20
UNIT-II	EVOLUTION OF PUBLIC ADMINISTRATION, PUBLIC AND PRIVATE ADMINISTRATION	12	20
UNIT-III	PRINCIPLES OF ORGANISATION	12	20
UNIT-IV	PERSONNEL ADMINISTRATION: RECRUITMENT, TRAINING, PROMOTION, ROLE OF PUBLIC SERVICE COMMISSION (UPSC) AND STATE PUBLIC SERVICE COMMISSION	16	20
UNIT-V	CONTROL OVER ADMINISTRATION: ADMINISTRATIVE, LEGISLATIVE, EXECUTIVE AND JUDICIAL	16	20
	Total	68	100

References

1. A.R Tyagi AND Atma ram *Public Administration*, Company, New Delhi, 2002.
2. Avasthi and Maheshwari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
4. Bidyut Chakrabarty and Mohit Bhattacharya, *Public Administration: A Reader*, Oxford University Press, 2003
5. Bidyut Chakravarty and Mohit Bhattacharya, *Advanced Public Administration*, The World Press, Calcutta, 2007.
6. C.L. Baghel and Y. Kumar, *Public Administration* (two volumes), Kanishka Publishers, New Delhi, 2005
7. C.P. Bhambri, *Public Administration*, Sterling Publishers Pvt. Ltd, New Delhi, 1990.
8. L.D White, *Introduction to the study of Public Administration*, Mac Millan, New York, 1998.
9. M.P. Sharma & B. L. Sadana, *Public Administration Theory and Practice*, Kitab Mahal, Allahabad, 1999.

Course Rationale:

The main purpose of the paper is to acquaint the students with the dynamics of Indian Administration. The course is intended to provide a comprehensive analysis of the Union State administrative structures. Public Service Commission and the contemporary issues and challenges before Indian administrative.

(Total marks-100)

UNIT	TITLE	CONTACT HRS	WEIGHTAGE
UNIT-I	DEVELOPMENT OF INDIAN ADMINISTRATION COLONIAL TO WELFARE ADMINISTRATION	14	20
UNIT-II	UNION ADMINISTRATION: COUNCIL OF MINISTERS, CABINET SECRETARY, PRIME MINISTER'S OFFICE (PMO)	14	20
UNIT-III	STATE ADMINISTRATION: GOVERNOR, CHIEF MINISTER AND HIS SECRETARIAT	12	20
UNIT-IV	PUBLIC SERVICE COMMISSION: STRUCTURE AND FUNCTION OF UPSC AND STATE PUBLIC SERVICE COMMISSION	14	20
UNIT-V	ISSUES AND CHALLENGES BEFORE INDIAN ADMINISTRATION: ADMINISTRATIVE REFORMS AND REMOVAL OF CORRUPTION. (ROLE OF CVC, LOK AYUKTA AND LOK PAL)	14	20
	Total	68	100

References

1. A.R.Tyagi, *Public Administration*, Atma Ram and Sons, Delhi
2. Avasthi and Maheswari, *Public Administration*, Laxmi Narayan Agarwal, 2009
3. B.L.Fadia, and Kuldeep, *Public Administration*, Sahitya Bhawan Publication, Agra, 2008
4. Bidyut Chakrabarty and Mohit Bhattacharya, *Public Administration: A Reader*, Oxford University Press, 2003
5. Mohit Bhattacharya, *Public Administration*, World Press, 2007
6. R.K.Sapru, *Development Administration*, Sterling Publishers Pvt. Ltd, 1994
7. R.K.Sapru, *Administrative Theories and Management Thought*, Prentice Hall of India Pvt. Ltd., 2008
8. Rumki Basu, *Public Administration: Concepts and Theories*, Sterling Publishers Pvt. Ltd, 2004
9. S.R.Maheshwari, *Administrative Theory*, Macmillan India Ltd.

Course Code: SOC/H/GE-4
POPULATION AND SOCIETY

Course Objective:

This course provides a critical understanding of the interface between population and society. It analyses the role of fertility, mortality and migration on the composition, size, and structure of population. The course addresses the issue of domestic and international population movements and their economic, political and social implications.

Outline:

1. Introducing Population Studies

- a. Definition and nature of population studies
- b. Scope of Population Studies
- c. Sociology and Demography

2. Theories of Population Studies

- a. Malthusian
- b. Demographic Transition
- c. Post Malthusian

3. Fertility and Mortality

- a. Measures and Determinants of Fertility
- b. Differential Fertility
- c. Measures and Causes of Mortality
- d. Differential Mortality

4. Population and Gender

- a. Age and Sex Composition
- b. Factors affecting Age-Sex Composition
- c. Consequences of Age-Sex Composition

5. Contemporary Issues

- a. Population and Education
- b. Impact of population growth on environment
- c. Politics of migration
- d. Problems of immigration in northeast India

COURSE NO SOC 605: SOCIOLOGY OF CULTURE AND MASS MEDIA

Objectives:

This course intends to impart to the students the role of media in connecting an individual to the outside world. Media can break down barriers and can also create barriers among different cultures. Hence, the study of mass media and its impact on culture should be helpful for students in getting awareness about the world around them.

Course Outline:

UNIT I: CONCEPTS

- a. Meaning and Types
- b. Agencies of Mass Communication

UNIT II: CULTURE

- a. Folk culture
- b. Popular culture
- c. Mass culture

UNIT III: MASS MEDIA

- a. Print Media
- b. Electronic Media

UNIT IV: ABUSE OF MEDIA

- a. Cyber Crimes
- b. Effect on Indigenous Culture

UNIT V: IMPACT OF MASS MEDIA

- a. Fashion
- b. Global Culture
- c. Social Networking

Essential Readings:

1. Curran, J and M. Gurevitch (eds.); 1991; *Mass Media and Society*; London; Edward Arnold.
2. Featherstone, M; 1995; *Undoing Culture: Globalisation, Post-Modernism and Identity*; London; Sage Publications.
3. Fiske, J; 1989; *Understanding Popular Culture*; Boston; Unwin and Hyman.
4. Golding, P; 1974; *The Mass Media*; London; Orient Longman.
5. Leach, E; 1976; *Culture and Communication*; Cambridge; Cambridge University Press.
6. McLuhan, M; 1994; *Understanding Media: The Extension of Man*; London; Routledge.
7. McQuail, Dennis; 1994; *Mass Communication Theory*; London; Sage Publications.
8. Mowlana, Hamid; 1997; *Global Information and World Communication*; London; Sage Publications.
9. Robertson, R; 1992; *Globalisation, Social Theory and Global Culture*; London; Sage Publications.
10. Stevenson, N; 1996; *Understanding Media Cultures*; New Delhi; Sage Publications.

Unit 2: Job Satisfaction and Work Motivation

Concept of Job satisfaction and work motivation; Causes of Job Satisfaction; Outcomes of Job Satisfaction, Theories of Work Motivation and Applications

Unit 3: Communication in Organizations

Communication process; purpose of communication in organizations; communication networks; Barriers to effective communication; Managing communication

Unit 4: Leadership

The meaning of leadership; Early approaches to leadership; Contemporary approaches to leadership- Transformational & Transactional Leadership; Leadership in a globalized world; Indian perspective on leadership

Unit 5: Organisational Culture

Organizational Culture; Creating and Sustaining Culture; Creating Ethical Organizational Culture; Creating a Customer-Responsive Culture; Spirituality and Organizational Culture.

Readings:

- Adler, N.J. (1997). Global Leaders; A Dialogue with future history, *Journal of International Management*, 2, 21-33.
- Adler, N.J. (1997). Global Leadership: Women Leaders. *Management International Review*, Vol. 37, *International Human Resources and Cross Cultural Management*, 171-196.
- Chadha, N.K. (2007). *Organizational Behavior*. Galgotia Publishers: New Delhi. Greenberg, J. & Baron, R.A. (2007). *Behaviour in Organizations* (9th Ed.). India: Dorling Kindersley
- Griffin, R.W. & Moorhead, G. (2009). *Organizational Behavior: Managing People & Organizations*. Biztantra publishers
- Robbins, S. P. & Judge, T.A. (2007). *Organizational Behavior*. 12th Edition. New Delhi: Prentice Hall of India.
- Robbins, S. P. & Judge, T.A. (2008). *Essentials of Organizational Behavior*. 9th Edition. New Delhi: Prentice Hall of India.
- Singh, K. (2010). *Organizational Behavior: Texts & Cases*. India: Dorling Kindersley

DSC-PSY – 4 : INTRODUCTION TO SOCIAL PSYCHOLOGY

Objective:

- To understand the basics of social psychology and to understand the individual in the social world.

Unit 1: Introduction

Brief history of social psychology (special emphasis on India); Scope of social psychology; Applications of social psychology; Approaches towards understanding social behaviour

Unit 2: Individual Level Processes:

Person perception: attribution-theories (Kelley's, and Jones & Davis), biases and errors; Attitude: formation, change and resistance to change

Unit 3: Interpersonal Processes

Interpersonal attraction; Prosocial behaviour; Aggression

Unit 4: Group Dynamics

Key aspects of groups; Cooperation and conflict; Group decision making

Unit 5: Social influence

Conformity: factors influencing conformity, types of conformity; Compliance: types of compliance; Obedience: factors influencing obedience

Readings:

- Baron, R.A., Byrne, D. & Bhardwaj, G (2010). *Social Psychology* (12th Ed). New Delhi: Pearson.
- Chadha, N.K. (2012). *Social Psychology*. MacMillan: New Delhi
- Myers, D.G. (2008). *Social psychology*. New Delhi: Tata McGraw-Hill.

PASS COURSE(BA WITH PSYCHOLOGY)- SKILL ENHANCEMENT COURSES

SEC-PSY-1: EMOTIONAL INTELLIGENCE

Objective:

- To understand the concept of emotional intelligence and learn ways of developing it.

Unit 1: Introduction

Emotional Intelligence; EQ competencies: self-awareness, self-regulation, motivation, empathy, and interpersonal skills; Importance of Emotional Intelligence

Unit 2: Models of Emotional Intelligence

Ability models of EQ; Mixed models of EQ

Unit 3: Knowing One's and Others' Emotions

Levels of emotional awareness; Recognizing emotions in oneself; Universality of emotional expression; Perceiving emotions accurately in others

Unit 4: Managing Emotions

The relationship between emotions, thought and behaviour; Techniques to manage emotions

Unit 5: Applications

Workplace; Relationships; Conflict Management; Effective Leadership

Readings:

- Bar-On, R., & Parker, J.D.A.(Eds.) (2000). *The handbook of emotional intelligence*. San Francisco, California: Jossey Bros.
- Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam Book.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
- Singh, D. (2003). *Emotional intelligence at work* (2 nd ed.) New Delhi: Response Books.
- Sternberg, R.J.(2000). *Handbook of intelligence*. Cambridge University Press

**C-PSY – 13: UNDERSTANDING AND DEALING WITH PSYCHOLOGICAL
DISORDERS**

Objectives:

- To help students develop an understanding of the clinical picture and dynamics of psychological disorders.
- To introduce the therapeutic interventions for the various psychological disorders.

Unit 1: Schizophrenia Spectrum Disorders

Clinical Picture and causal factors

Unit 2: Mood Disorders

Clinical Picture and causal factors

Unit 3: Personality Disorders

Clinical Picture and causal factors

Unit 4: Sexual Disorders:

Clinical Picture and causal factors

Unit 5: Treatment of disorders

Biological treatment: Pharmacotherapy and Electroconvulsive therapy; Psychological treatment: Psychoanalytic therapy, Behaviour therapy and Cognitive-Behaviour therapy.

Readings:

- Barlow D.H. and Durand V.M. (2005). *Abnormal Psychology: An Integrated Approach* (4th Ed.). Wadsworth: New York.
- Bennett, P. (2006). *Abnormal and Clinical Psychology: An introductory textbook*. New York: Open University Press.
- Brewer, K. (2001). *Clinical Psychology*. Oxford: Heinemann Educational Publishers
- Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M. (2008). *Abnormal Psychology*. New Delhi: Pearson.
- Kearney, C. A. & Trull, T. J. (2012). *Abnormal Psychology and Life: A dimensional approach*. New Delhi: Cengage learning.
- Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). *Abnormal Psychology* (11th Ed.). NY: John Wiley.
- Plante, T.G. () *Contemporary Clinical Psychology* John Wiley & Sons.
- Riskind, J.H., Manos, M.J. and Alloy, L.B. (2004) *Abnormal Psychology: Current Perspectives*. McGraw Hill

B.Com (General.): Semester - I**Paper - BC 1.2: FINANCIAL ACCOUNTING****Duration: 3 hrs.****Marks: 100****Lectures: 52, Practical: 26**

Objective: The objective of this paper is to help students to acquire conceptual knowledge of the financial accounting and to impart skills for recording various kinds of business transactions.

Unit 1: (a) Theoretical Framework**3 Lectures**

- i. Accounting as an information system, the users of financial accounting information and their needs. Qualitative characteristics of accounting, information. Functions, advantages and limitations of accounting. Branches of accounting Bases of accounting; cash basis and accrual basis.
- ii. The nature of financial accounting principles – Basic concepts and conventions: entity, money measurement, going concern, cost, realization, accruals, periodicity, consistency, prudence (conservatism), materiality and full disclosures.\
- iii. Financial accounting standards: Concept, benefits, procedure for issuing accounting standards in India. Salient features of First-Time Adoption of Indian Accounting Standard (Ind-AS) 101. International Financial Reporting Standards (IFRS): - Need and procedures.

(b) Accounting Process**2 Lectures**

From recording of a business transaction to preparation of trial balance including adjustments

(c) Computerised Accounting Systems**26 Practical Lab**

Computerised Accounting Systems: Computerized Accounts by using any popular accounting software: Creating a Company; Configure and Features settings; Creating Accounting Ledgers and Groups; Creating Stock Items and Groups; Vouchers Entry.