

**Scheme and  
Syllabi & Courses of Study of  
Semester - III & IV  
For  
Bachelor of Arts in English  
(Honours/Research)**

A handwritten signature in black ink, located in the bottom right corner of the page. The signature is stylized and appears to be the initials 'Ahr' followed by a horizontal line.



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu

Accredited by the NAAC with 'A+' Grade

## SCHEME OF EXAMINATIONS

### BACHELOR OF ARTS IN ENGLISH (HONOURS/ RESEARCH)

For examinations to be held in Semester-III (December, 2023, 2024 and 2025), Semester-IV (May, 2024, 2025 and 2026).

#### Semester-III

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-301	British Literature: 18 <sup>th</sup> Century	4	60	40	100
2.	Major	UEG-302	Indian Writing in English	4	60	40	100
3.	Minor (Choose One) Contd. from Sem.II	USO-303 UPS-303 UPO-303 UEC-303	Sociology of India-I Foundations of Social Psychology Nationalism in India Indian Economy-I	4	60	40	100
4.	MD/ID	UG-304	Journalism and Mass Communication	3	45	30	75
5.	AEC	UG-305	Communication Skills	3	45	30	75
6.	SEC	UG-306	Financial Management	2	-	50	50
<b>Total</b>				<b>20</b>	<b>270</b>	<b>230</b>	<b>500</b>

Note: MD/ID - Multi/Inter Disciplinary, AEC - Ability Enhancement Courses, SEC - Skill Enhancement Courses.

#### Semester-IV

Sr.	Course Type	Course Code	Course Title	Cr.	Maximum Marks		
					Ext.	Int.	Total
1.	Major	UEG-401	British Literature: 19 <sup>th</sup> Century	4	60	40	100
2.	Major	UEG-402	American Literature	4	60	40	100
3.	Major	UEG-403	Women's Writing	4	60	40	100
4.	Major	UEG-404	Academic Writing and Composition	4	60	40	100
5.	Minor (Choose One) Contd. from Sem. III	USO-405 UPS-405 UPO-405 UEC-405	Sociology of India-II Foundations of Developmental Psychology Legal Literacy Indian Economy-II	4	60	40	100
<b>Total</b>				<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>

**Syllabus for  
Bachelor of Arts in English  
(Honours/Research)  
Semester-III**

## **BRITISH LITERATURE: 18<sup>TH</sup> CENTURY**

<b>Course Code</b>	<b>: UEG-301/303</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>External Marks</b>	<b>: 60</b>
<b>Course Type</b>	<b>: MAJOR/MINOR</b>	<b>Internal Marks</b>	<b>: 40</b>

### **A. COURSE LEARNING OUTCOME**

**After completing the course the students will be able to:**

- explain the significance of human values and moral values as reflected in the 18<sup>th</sup> Century British literature.
- foster the spirit of adventure as well as deep faith on god.
- examine the new literary form of poetry.
- describe the prominence of logic and reason in the 18<sup>th</sup> Century British literature.

### **B. COURSE CONTENTS**

#### **Unit-I**

William Congreve: The Way of the World

#### **Unit-II**

Jonathan Swift: Gulliver's Travels (Books III and IV)

#### **Unit-III**

Samuel Johnson: 'London'

#### **Unit-IV**

Thomas Gray: Elegy Written in a Country Churchyard'

Laurence Sterne: The Life and Opinions of Tristram Shandy, Gentleman

### **C. SUGGESTED READINGS:**

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

2. Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literature and Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: Croom Helm, 1984).
3. Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed. Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life of Pope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edition (New York: Norton, 2006) pp. 2693–4, 2774–7.

## INDIAN WRITING IN ENGLISH

Course Code	: UEG-302	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

### A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- explain various features of Indian literature in English.
- describe the regional literatures translated in English.
- evaluate the superstitious practices prevalent in Indian society.
- inculcate the spiritual values and importance of Guru for self-realization

### B. COURSE CONTENTS

#### Unit-I

R. K. Narayan *Swami and Friends*

#### Unit-II

Anita Desai *In Custody*

#### Unit-III

H.L.V. Derozio 'Freedom to the  
Slave' 'The Orphan Girl'

Kamala Das  
'Introduction' 'My  
Grandmother's

House' Nissim Ezekiel  
'Enterprise' 'The  
Night of the Scorpion'

Robin S. Ngangom 'The Strange Affair of Robin S. Ngangom' 'A Poem for Mother'

#### Unit-IV

Mulk Raj Anand 'Two Lady Rams'

Salman Rushdie 'The Free Radio'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

## **Suggested Topics and Background Prose Readings for Class Presentations**

### **Topics**

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English

Novel

The Aesthetics of Indian English Poetry

Modernism in Indian English Literature

### **C. SUGGESTED READINGS:**

1. Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.
2. Salman Rushdie, ‘Commonwealth Literature does not exist’, in *ImaginaryHomelands* (London: Granta Books, 1991) pp. 61–70.
3. Meenakshi Mukherjee, ‘Divided by a Common Language’, in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.
4. Bruce King, ‘Introduction’, in *Modern Indian Poetry in English* (New Delhi: OUP, 2ndedn, 2005) pp. 1–10.

## **SOCIOLOGY OF INDIA-I**

<b>Course Code</b>	<b>:</b>	<b>USO-301/303</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Credits</b>	<b>:</b>	<b>04</b>	<b>External Marks</b>	<b>:</b>	<b>60</b>
<b>Course Type</b>	<b>:</b>	<b>MAJOR/ MINOR</b>	<b>Internal Marks</b>	<b>:</b>	<b>40</b>

### **A. COURSE LEARNING OUTCOMES**

After completing the course, the learners will be able to:

- describe the various discourses of sociology.
- differentiate among different discourses in Indian perspective.

### **B. COURSE CONTENT**

#### **Unit I**

Indological Discourse: Meaning of Indology, Indological Perspectives, Influence of Indological Perspective, Critique of Indological Perspective

#### **Unit II**

Colonial Discourse: The Colonial Perspective, The Missionary Perspective.

#### **Unit III**

The Administrative Perspective: (Census and Survey, Villages and Cities), Influence of Discourse on Sociology of India

#### **Unit IV**

Nationalist Discourse: Concept of Nation and Nationalism, Indian Nation and Nationalism: Some Major Discourses A.R. Desai's Views on Nationalism, Partha Chatterjee's Views on Nationalism, Post Independent India and its Challenges

### **C. SUGGESTED READINGS:**

The Colonial Discourse (Week 1)

Cohn, B.S., 1990, An Anthropologist among the Historians and Other Essays, Delhi: Oxford University Press, Pp.136-171



The Nationalist Discourse (Week 2-3)

Kaviraj, S., 2010, *The Imaginary Institution of India*, Ranikhet: Permanent Black, Pp.85-126

The Subaltern Critique (Week 4)

Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press, Pp.1-8

Caste: Concept and Critique (Weeks 5-6)

Srinivas, M.N., 1969, „The Caste System in India“, in A. Bêteille (ed.) *Social Inequality: Selected Readings*, Harmondsworth: Penguin Books, Pp.265- 272

Mencher, J., 1991, „The Caste System Upside Down“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp.93-109

Agrarian Classes (Week 7)

Dhanagare, D.N., 1991, „The Model of Agrarian Classes in India“, in D. Gupta (ed.), *Social Stratification*, Delhi: Oxford University Press, Pp. 271-275

Industry and Labour (Week 8)

Breman, J., 1999, „The Study of Industrial Labour in Post Colonial India: The Formal Sector“, *Contributions to Indian Sociology*, 33(1&2), Pp.1-41

Tribe: Profile and Location (Week 9)

Haimendorf, C. V. F., 1967, „The Position of Tribal Population in India“, in P. Mason *India and Ceylon: Unity and Diversity*, New York: Oxford University Press, Chapter 9

Village: Structure and Change (Week 10)

Srinivas, M. N., 1987, *The Dominant Caste and Other Essays*, Delhi: Oxford University Press, Pp.20-59

Kinship: Principle and Pattern (Week 11)

Karve, I., 1994, „The Kinship Map of India“, in P. Uberoi (ed.) *Family, Kinship and Marriage in India*. Delhi: Oxford University Press, Pp.50-73

Religion and Society (Weeks 12-14)

Srinivas, M.N. and A. M. Shah, 1968, „Hinduism“, in D. L. Sills (ed.) *The International Encyclopaedia of Social Sciences*, Volume 6, New York: Macmillan, Pp.358-366

Momin, A.R., 1977, „The Indo Islamic Tradition“, *Sociological Bulletin*, 26, Pp.242-258

Uberoi, J.P.S., 1997, „The Five Symbols of Sikhism“, in T.N. Madan (ed.) *Religion in India*, Delhi: Oxford University Press, Pp. 320-332

## **FOUNDATIONS OF SOCIAL PSYCHOLOGY**

<b>Course Code</b>	<b>: UPS-302/303</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>External Marks</b>	<b>: 60</b>
<b>Course Type</b>	<b>: MAJOR/MINOR</b>	<b>Internal Marks</b>	<b>: 40</b>

### **A. OBJECTIVES**

**After completing the course the students will be able to:**

- Develop an understanding of the nuances of the social world as well as different perspectives on relations between individual and society.
- Introduce students to the realm of social influence and behaviour, as to how individuals think, feel and behave in social situations.

### **B. COURSE CONTENT**

#### **Unit-I**

##### **Introduction of social psychology**

- Definition and nature of social psychology, Brief history of social Psychology
- Methods of social psychology: Quantitative and qualitative methods
- Applications of social psychology: Environment, intergroup conflicts, health and gender issues, influence of social media

#### **Unit-II**

##### **Social cognition and attitudes**

- Social cognition and information processing: Schemas, stereotypes and cognitive strategies
- Perceiving self and others: Self-concept and self-esteem, impression formation, Impression Management
- Attitudes: Nature and measurement, attitude change,
- Attribution: nature and applications

#### **Unit-III**

##### **Affective processes in social context**

- Social affects (concepts of guilt, shame, envy, gratitude, forgiveness, compassion),

- Pro-social behaviour
- Aggression and social violence
- Inter-personal attraction

#### **Unit-IV**

##### **Group Processes and Collective behaviour**

- Group: Nature and group formation
- Group and performance: Social facilitation, Social loafing and social conformity
- Leadership: Qualities of leaders, types of leadership: Democratic, autocratic, laissez-faire and nurturant task leader

#### **C. SUGGESTED READINGS**

Baron, R.A., Byrne, D. & Bhardwaj, G. (2010). *Social Psychology* (12th Ed.). New Delhi: Pearson.

Baumeister, R.F. & Bushman, B.J. (2018). *Social Psychology and Human Nature*. New Delhi: Cengage Learning.

Franzoi, S.L. (2009). *Social Psychology* (5th Ed.). New York: McGraw-Hill

Hogg, M. & Vaughan, G.M. (2008). *Social Psychology*. Upper Saddle Rives, New Jersey: Prentice Hall.

Kassin, S., Fein, S., & Markus, H.R. (2008). *Social Psychology*. New York: Houghton Mifflin.

Misra, G. (2009). *Psychology in India: Theoretical and Methodological Developments (ICSSR Survey of Advances in Research)*, Vol 4. New Delhi: Pearson.

Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). *Social Psychology* (12th Ed.). New Delhi: Pearson.

## **NATIONALISM IN INDIA**

<b>Course Code</b>	<b>:</b>	<b>UPO-301/303</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Credits</b>	<b>:</b>	<b>04</b>	<b>External Marks</b>	<b>:</b>	<b>60</b>
<b>Course Type</b>	<b>:</b>	<b>MAJOR/ MINOR</b>	<b>Internal Marks</b>	<b>:</b>	<b>40</b>

### **A. COURSE LEARNING OUTCOMES**

After completing the course, the learners will be able to:

- understand the struggle of Indian people against colonialism.
- differentiate between different approaches to study nationalism in India
- analyze and recognise the different phases of national movement and events leading to independence and partition.
- highlight the different movements involving caste dimension , women, tribals and peasants in India

### **B. COURSE CONTENT**

#### **Unit I**

##### **Approaches to the Study of Nationalism in India**

Nationalist, Imperialist, Marxist, and Subaltern Interpretations

#### **Unit II**

##### **Reformism and Anti-Reformism in the Nineteenth Century**

Major Social and Religious Movements in 19th century

#### **Unit III**

##### **Nationalist Politics and Expansion of its Social Base**

a. Phases of Nationalist Movement: Liberal Constitutionalists, Swadeshi and the Radicals;

Beginning of Constitutionalism in India

b. Gandhi and Mass Mobilisation: Non-Cooperation Movement, Civil Disobedience

Movement, and Quit India Movement

c. Socialist Alternatives: Congress Socialists, Communists

#### **Unit IV**

##### **Social Movements**

a. The Women's Question: Participation in the National Movement and its Impact

- b. The Caste Question: Anti-Brahminical Politics
- c. Peasant, Tribals and Workers Movements

### **Partition and Independence**

- a. Communalism in Indian Politics
- b. The Two-Nation Theory, Negotiations over Partition

## **C. SUGGESTED READINGS**

### I. Approaches to the Study of Nationalism in India

Essential Readings:

- S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp. 184-191.
- R. Thapar, (2000) 'Interpretations of Colonial History: Colonial, Nationalist, Post-colonial', in P. DeSouza, (ed.) *Contemporary India: Transitions*, New Delhi: Sage Publications, pp. 25-36.

### II. Reformism and Anti-Reformism in the Nineteenth Century

Essential Readings:

- S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*, New Delhi: Orient Longman, pp.139-158, 234-276.
- A. Sen, (2007) 'The idea of Social Reform and its Critique among Hindus of Nineteenth Century India', in S. Bhattacharya, (ed.) *Development of Modern Indian Thought and the Social Sciences*, Vol. X. New Delhi: Oxford University Press.

### III. Nationalist Politics and Expansion of its Social Base

Essential Readings:

- S. Bandopadhyay, (2004) *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Longman, pp. 279-311.
- S. Sarkar, (1983) *Modern India (1885-1947)*, New Delhi: Macmillan, P. Chatterjee, (1993) 'The Nation and its Pasts', in P. Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*. New Delhi: Oxford University Press, pp. 76-115.

### IV. Social Movements

Essential Readings:

S. Bandopadhyay, (2004) *From Plassey to Partition: A history of Modern India*. New Delhi: Orient Longman, pp. 342-357, 369-381.

G. Shah, (2002) *Social Movements and the State*, New Delhi: Sage, pp. 13-31

V. Partition and Independence

A. Jalal, and S. Bose, (1997) *Modern South Asia: History, Culture, and Political Economy*. New Delhi: Oxford University Press, pp. 135-156.

A. Nandy, (2005) *Rashttravad banam Deshbhakti* Translated by A. Dubey, New Delhi: Vani Prakashan. pp. 23-33. (The original essay in English is from A. Nandy, (1994) New Delhi: Oxford University Press, pp. 1-8.)

Additional Readings:

B. Chakrabarty and R. Pandey, (2010) *Modern Indian Political Thought*, New Delhi: Sage Publications.

P. Chatterjee, (1993) *The Nation and its Fragments: Colonial and Postcolonial Histories*, New Delhi: Oxford University Press.

R. Pradhan, (2008) *Raj to Swaraj*, New Delhi: Macmillan (Available in Hindi).

S. Islam, (2006) *Bharat Mein Algaovaad aur Dharm*, New Delhi: Vani Prakashan.

## **INDIAN ECONOMY-I**

<b>Course Code</b>	<b>:</b>	<b>UEC-301/303</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Credits</b>	<b>:</b>	<b>04</b>	<b>External Marks</b>	<b>:</b>	<b>60</b>
<b>Course Type</b>	<b>:</b>	<b>MAJOR/ MINOR</b>	<b>Internal Marks</b>	<b>:</b>	<b>40</b>

### **A. COURSE LEARNING OUTCOMES**

After completing the course, the learners will be able to:

- describe major features of economy.
- analyse the appropriate frameworks.
- explain major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- elaborate rapid changes taking place in India.
- compare Indian economy internationally.

### **B. COURSE CONTENT**

#### **Unit I**

##### **Economic Development since Independence**

Major features of the economy at independence; growth and development under different policy regimes-goals, constraints, institutions and policy framework; an assessment of performance-sustainability and regional contrasts; structural change, savings and investment.

#### **Unit II**

##### **Population and Human Development**

Demographic trends and issues; education; health and malnutrition.

#### **Unit III**

##### **Growth and Distribution**

Trends and policies in poverty; inequality and unemployment.

#### **Unit IV**

##### **International Comparisons**

Introduction, Framework for International Comparison, Comparative Profile of Structural Changes in India with Other Countries, Comparative International Profile of 'Social and

Economic Development' Trade and Balance of Payment - An International Comparison of CAD, Role of Governance and Institutions: India in Comparative Perspective.

**C. SUGGESTED READINGS**

- Jean Dreze and Amartya Sen, Jean Dreze and Amartya Sen, 2013. *An Uncertain Glory: India and its Contradictions*, Princeton University Press.
- Pulapre Balakrishnan, 2007, The Recovery of India: Economic Growth in the Nehru Era, *Economic and Political Weekly*, November.
- Rakesh Mohan, 2008, -Growth Record of Indian Economy: 1950-2008. A Story of Sustained Savings and Investment, *Economic and Political Weekly*, May.
- S.L. Shetty, 2007, -India's Savings Performance since the Advent of Planning, in K.L. Krishna and A. Vaidyanathan, editors, *Institutions and Markets in India's Development*.
- Himanshu, 2010, Towards New Poverty Lines for India, *Economic and Political Weekly*, January.
- Jean Dreze and Angus Deaton, 2009, Food and Nutrition in India: Facts and Interpretations, *Economic and Political Weekly*, February.
- Himanshu. 2011, -Employment Trends in India: A Re-examination, *Economic and Political Weekly*, September.
- Rama Baru et al, 2010, -Inequities in Access to Health Services in India: Caste, Class and Region, *Economic and Political Weekly*, September.
- Geeta G. Kingdon, 2007, -The Progress of School Education in India, *Oxford Review of Economic Policy*.
- J.B.G. Tilak, 2007, -Post Elementary Education, Poverty and Development in India, *International Journal of Educational Development*.
- T. Dyson, 2008, -India's Demographic Transition and its Consequences for Development in Uma Kapila, editor, *Indian Economy Since Independence*, 19<sup>th</sup> edition, Academic Foundation.
- Kaushik Basu, 2009, -China and India: Idiosyncratic Paths to High Growth, *Economic and Political Weekly*, September.
- K. James, 2008, -Glorifying Malthus: Current Debate on Demographic Dividend in India *Economic and Political Weekly*, June.
- Reetika Khera, 2011, -India's Public Distribution System: Utilisation and Impact *Journal of Development Studies*.
- Aniruddha Krishna and Devendra Bajpai, 2011, -Lineal Spread and Radial Dissipation: Experiencing Growth in Rural India, 1992-2005, *Economic and Political Weekly*, September.
- Kaushik Basu and A. Maertens, eds, 2013, *The New Oxford Companion to Economics*, Oxford University Press.



## **JOURNALISM AND MASS COMMUNICATION**

<b>Course Code</b>	<b>: UG-304</b>	<b>Total Marks</b>	<b>: 75</b>
<b>Credits</b>	<b>: 03</b>	<b>External Marks</b>	<b>: 45</b>
<b>Course Type</b>	<b>: Multi/Inter Disciplinary (MD/ID)</b>	<b>Internal Marks</b>	<b>: 30</b>

### **A. COURSE LEARNING OUTCOMES:**

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

- i. describe the concepts and process of communication.
- ii. explain some basic models and theories of communication.
- iii. describe the concepts of journalism.

### **B. COURSE CONTENT**

#### **Unit-I**

Definition of communication, Communication and its role in society. Types of Communication-Verbal, Non-verbal, Intra-personal, Interpersonal, Group Communication, Mass Communication - Print, Radio, Television and film. Process of Mass Communication.

#### **Unit-II**

Models of Communication – Laswell – SMCR model, Shannon and Weaver – Osgood and Schramm. Dance Helical model of communication. Theories of Communication – Effects theories – Agenda setting theory – Uses and gratifications theory, Normative media theories, propaganda. – publicity, Knowledge Gap Hypothesis, Information rich and Information poor.

#### **Unit-III**

Journalism-Definition, scope and nature of Journalism; Role of journalism in a democracy/ society, creating awareness, building public opinion- Journalism and social change. Kinds of Journalism: Print, Broadcast, On-line (Cyber) journalism, Sports, Science, Education, Development, Community, Cheque book and Yellow Journalism.

### **C. SUGGESTED READING:**

- Baran and Davis, Mass Communication Theory, Indian Edition, (South West Coengate Learning, 2006) pages 42 64; 71 84; 148 153; 298 236
- Dennis McQuail, Mass Communication Theory, (London, Sage, 2000), pp 1 11; 41 54; 121 13 (fourth Edition)
- Flemming and Emma Hemmingway. An Introduction to Journalism; Vistaar Publications, 2006.
- Flemming, Carole. Introduction to Journalism. Vistaar Publications, 2006.
- George Rodmann. Mass Media in a Changing World; Mcgraw Hill Publication, 2007. Carole

- Hilliard, Robert L. Writing for Television, Radio and New Media. Wadsworth, 2011.
- Hohenberg, J. The Professional Journalist. Holt Rinehart & Winston. 1983.
- Itule, Bruce D., Anderson, Douglas and Simon, James. News Writing and Reporting for Today's Media; McGraw Hill Publication, 2006.
- John Fiske, Introduction to Communication Studies, (Routledge 1982), pp 1 38
- Keeble, Richard and Reeves, Ian. The Newspaper's Handbook; New York: Routledge Publication, 2014.
- Kevin Williams, Understanding Media Theory, (2003), pp.168 188
- M.L. Stein, Susan Paterno & R. Christopher Burnett. News writer's Handbook: An Introduction to Journalism; Blackwell Publishing, 2006.
- Michael Ruffner and Michael Burgoon, Interpersonal Communication (New York, Holt, Rinehart and Winston 1981, 21 34; 59 72
- Richard Keeble. The Newspaper's Handbook; Routledge Publication, 2006.
- Robin Jeffrey, Cell Phone Nation: How Mobile Phones have Revolutionized Business, Politics and Ordinary Life in India. New Delhi: Hachette (2013
- Rodmann, George. Mass Media in a Changing World. McGraw Hill Higher Education, 2009.
- Shrivastava, K.M. News Reporting and Editing. Sterling publisher. 2012.

## COMMUNICATION SKILLS

Course Code	: UG-305	Total Marks	: 75
Credits	: 03	External Marks	: 45
Course Type	: Ability Enhancement Course (AEC)	Internal Marks	: 30

### A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- *develop understanding of the significance of communication skills*
- *explain the difference between different discussion formats*
- *write official letters*
- *write and deliver welcome speech of an event*
- *propose vote of thanks for a guest lecture / conference / event*

### B. COURSE CONTENT

#### UNIT-I

##### Communication Skills

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem solving, role playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

#### UNIT-2

##### Delivery of speech

- 2.1. Delivery of a welcome speech for an event like induction / farewell programme / teacher's day etc.
- 2.2. Proposing vote of thanks on the conclusion of a programme like guest-lecture / induction / farewell / seminar / conference etc.

#### UNIT-3

##### Writing Official Letters

- 3.1. Writing a letter to the Principal of a college for a bonafide student certificate / migration certificate; Letter to the Municipal Commissioner for a social problem

- 3.2. Writing educational tour report, thank you letter after a visit to an institution, writing a bio-data

**C. SUGGESTED READINGS:**

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Business English*, Pearson, 2008.
3. *Language, Literature and Creativity*, Orient Blackswan, 2013.
4. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, Dr Ranjana Kaul, Dr Brati Biswas

# FINANCIAL MANAGEMENT

<b>Course Code</b>	<b>: UG-306</b>	<b>Total Marks</b>	<b>: 50</b>
<b>Credits</b>	<b>: 02</b>	<b>External Marks</b>	<b>: 0</b>
<b>Course Type</b>	<b>: Skill Enhancement Course (SEC)</b>	<b>Internal Marks</b>	<b>: 50</b>

## A. COURSE LEARNING OUTCOMES

**After completing the course the students will be able to:**

- describe the principles and practices of financial management.
- explore the changing trends in financing decision cost of capital and financing decision.
- inhibit the skills of dividend decisions and working capital decisions.

## B. COURSE CONTENT

### Unit-I

#### Financial Planning

- 1.1. Introduction on financial management and planning.  
Seven common money mistakes, an individual's economic life cycle.
- 1.2. Financial planning and importance.  
What should be included in a financial plan?  
Vision for the future.  
What's important about money to you?
- 1.3. Basic financial planning concepts.  
Ratios.  
What is risk?

### Unit-II

#### Financial Management & Financial Management Tool Planning

- 2.1. Key Personal Financial Goal.  
Buying house  
Funds for children's education.  
Retirement income.
- 2.2. Laying a solid foundation & build your wealth pyramid.  
How should you calculate your insurance needs?  
Different types of insurance policies
- 2.3. Investments  
Knowledge (basic business skills).

Asset allocation: diversifying investments.

Cash, Debt, Equity, Gold, Real estate, Personal fitness & relaxation, Contingency funds, Income tax planning.

### **Unit-III**

#### **Inheritance and Wealth Transfer**

##### 3.1. Creating a legacy.

What is estate planning?

Basic terms in estate planning

Updating the will.

What happens in case you die without a will?

##### 3.2. Behavioural finance.

##### 3.3. Parting thoughts.

Philanthropy.

Where do people get their advice from?

Tests.

#### **C. SUGGESTED READINGS**

1. Introduction to Financial Planning By Indian Institute of Banking & Finance.
2. Financial Planning: A Ready Reckoner Paperback – Picture Book, 1 July 2017, by Sinha (Author).
3. <https://www.nism.ac.in/>
4. <https://www.nseindia.com/learn/overview-about-nse-academy>
5. <https://ciel.co.in/>
6. James C. Van Horne and Sanjay Dhamija, Financial Management and Policy, Pearson Education
7. Levy H. and M. Sarnat. Principles of Financial Management. Pearson Education
8. Joy, O.M. Introduction to Financial Management. Mc Graw Hill Education.
9. Brigham and Houston, Fundamentals of Financial Management, Cengage Learning
10. Khan and Jain. Basic Financial Management, McGraw Hill Education
11. Chandra, P. Fundamentals of Financial Management. McGraw Hill Education
12. Singh, J.K. Financial Management- text and Problems. 2nd Ed. Dhanpat Rai and Company, Delhi.
13. Rustagi, R.P. Fundamentals of Financial Management. Taxmann Publication Pvt. Ltd.
14. Singh, Surender and Kaur, Rajeev. Fundamentals of Financial Management. Mayur Paperback, New Delhi.
15. Pandey, I.M. Financial Management. Vikas Publications. Health and Physical Education Class 11 (E): Educational Book Perfect Paperback, by V.K. Sharma.

**Syllabus for  
Bachelor of Arts in English  
(Honours/Research)  
Semester-IV**

## BRITISH LITERATURE: 19<sup>TH</sup> CENTURY

Course Code	: UEG-401/405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/MINOR	Internal Marks	: 40

### A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- differentiate between the prevailing controversy between science and religion in the 19<sup>th</sup> century.
- describe the concept of marriage and sexuality and its impact on the then society.
- explain the theme, plot, character and social milieu of the 19<sup>th</sup> century novels.
- precisely explain the massive literary outputs of the 19<sup>th</sup> century writers.

### B. COURSE CONTENTS

#### Unit-I

Jane: Austen *Pride and Prejudice*

#### Unit-II

Charlotte Bronte: *Jane Eyre*

#### Unit-III

Charles Dickens: *Hard Times*

Introduction to 19th Century Poetry:

#### Unit-IV

Alfred Tennyson: *The Lady of Shalott*, *Ulysses*, *The Defence of Lucknow*

Robert Browning: *My Last Duchess*, *The Last Ride Together*, *Fra Lippo Lippi*

Christina Rossetti: *Goblin Market*

### C. SUGGESTED READINGS:

1. Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers, 1963) pp. 186–8, 190–1, 199–201.
2. Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man in The Norton Anthology of English Literature*, 8th edition, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 1545–9.
3. John Stuart Mill, *The Subjection of Women in Norton Anthology of English Literature*, 8th edition, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.



# AMERICAN LITERATURE

Course Code : UEG-402  
Credits : 04  
Course Type : MAJOR

Total Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. COURSE LEARNING OUTCOMES

**After completing the course the students will be able to:**

- describe how the great American themes of self-reliance individualism, sin and redemption were shaped through its rich and varied literature.
- gain knowledge about how multiculturalism was shaped through its rich literature .
- learn some aspects of American English usage and diction.
- gain an understanding of how society, culture and politics affect literature.

## B. COURSE CONTENTS

### Unit-I

Tennessee Williams: *The Glass Menagerie*

### Unit-II

Toni Morrison *Beloved*

### Unit-III

Edgar Allan Poe 'The Purloined Letter'  
F. Scott Fitzgerald 'The Crack-up'  
William Faulkner 'Dry September'

### Unit-IV

Anne Bradstreet 'The Prologue'

Walt Whitman:  
'O Captain, My Captain'  
'Passage to India' (lines 1-68)  
Sherman Alexie:  
'Crow Testament'  
'Evolution'

## **Suggested Topics and Background Prose Readings for Class Presentations Topics**

The American Dream  
Social Realism and the American

Novel Folklore and the American  
Novel  
Black Women's Writings  
Questions of Form in American Poetry

### C. SUGGESTED READINGS:

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

## WOMEN'S WRITING

Course Code	: UEG-403	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

### A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- describe the gender equality and women's rights.
- enlist revolutionary changes occurred due to women empowerment.
- explain negative impact of female feticide and woman exploitation in the society.
- refine their knowledge comprehending the role of woman for the betterment of society.

### B. COURSE CONTENTS

#### Unit-I

Emily Dickinson 'I cannot live with you'  
'I'm wife; I've finished that'

Sylvia Plath  
'Daddy'  
'Lady Lazarus'

Eunice De Souza  
'Advice to Women'  
'Bequest'

#### Unit-II

Alice Walker *The Color Purple*

#### Unit-III

Charlotte Perkins Gilman 'The Yellow Wallpaper'  
Katherine Mansfield 'Bliss'  
Mahashweta Devi 'Draupadi', translation by Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

#### Unit-IV

Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita Ramabai Through Her Own Words: Selected Works*, tr. Meera Kosambi (New Delhi: OUP, 2000) pp. 295–324.

Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India*, vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

## Suggested Topics and Background Prose Readings for Class Presentations

The Confessional Mode in Women's  
Writing  
Sexual Politics  
Race, Caste and Gender  
Social Reform and Women's Rights

### C. SUGGESTED READINGS:

1. Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.
2. Simone de Beauvoir, 'Introduction', in *The Second Sex*, tr. Constance Borde and Shiela Malovany-Chevallier (London: Vintage, 2010) pp. 3–18.
3. Kumkum Sangari and Sudesh Vaid, eds., 'Introduction', in *Recasting Women: Essays in Colonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.
4. Chandra Talapade Mohanty, 'Under Western Eyes: Feminist Scholarship and Colonial Discourses', in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

# ACADEMIC WRITING AND COMPOSITION

Course Code	: UEG-404	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR	Internal Marks	: 40

## A. COURSE LEARNING OUTCOMES

After completing the course the students will be able to:

- identify techniques of academic writing and composition.
- write and compose academic articles

## B. COURSE CONTENTS

### Unit-I

Introduction to the Writing Process: Selecting and delimiting a topic; Collection of ideas or Subject-matter; Organization of ideas; Drafting; Editing; Re-reading and Re-writing

### Unit-II

Introduction to Academic Writing: Meaning, purpose & conventions  
Writing in one's own words: Summarizing and Paraphrasing

### Unit-III

Critical Thinking: Syntheses, Analyses, and Evaluation

### Unit-IV

Structuring an Argument: Introduction, Interjection, and Conclusion  
Citing Resources; Editing, Book and Media Review

## C. SUGGESTED READINGS:

1. Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for Academic Purposes* (Cambridge: CUP, 2006).
2. Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
3. Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
4. Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (New York: Norton, 2009).

## **SOCIOLOGY OF INDIA-II**

<b>Course Code</b>	<b>: USO-401/405</b>	<b>Total Marks</b>	<b>: 100</b>
<b>Credits</b>	<b>: 04</b>	<b>External Marks</b>	<b>: 60</b>
<b>Course Type</b>	<b>: MAJOR/ MINOR</b>	<b>Internal Marks</b>	<b>: 40</b>

### **A. COURSE LEARNING OUTCOMES**

After completing the course, the learners will be able to:

- reflect upon the variety of ideas and debates about the socio-political philosophy of Gandhi & Ambedkar.
- outline the concepts of nationalism, pluralism and Indian civilization
- describe the multiple socio-political forces and ideologies which shape the terrain of the nation.

### **B. COURSE CONTENT**

#### **Unit I**

##### **Ideas of India**

Constitutional foundations: It's making and basic features.

Assimilative, liberal and cultural nationalist imagination of India (Gandhi & Ambedkar)

Ethnographic Image of India

#### **Unit II**

##### **Ideological Images of India**

Ideological Images of India (Pluralism & Nationalism)

Indian Civilization

Social Change and Modernization in India

#### **Unit III**

##### **Resistance, Mobilization, Change**

Dalit Politics, Mobility and Change

Women's Movement, Peasant Movements

Ethnic Movements, Middle Class Phenomenon

#### **Unit IV**

##### **Challenges to Civilization, State and Society**

Communalism: Factors and Control measures

Secularism: Significance, Issues and Challenges

Nationalism: Concept and Growth Factors

## **SUGGESTED READINGS:**

### Gandhi and Ambedkar

Ambedkar, B. R., 1971 [1936], *Annihilation of Caste*, Jullunder: Bheem Patrika

### Indological and Ethnographic Approaches

Uberoi, P. et al., 2007, 'Introduction: The Professionalization of Indian Anthropology and Sociology: Peoples, Places and Institutions' in P. Uberoi et al (eds.) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black, Pp. 1-63

Dumont, L. and D. Pocock, 1957, 'For a Sociology of India', *Contributions to Indian Sociology*, 1, Pp.7-22

### Dalit Politics

Shah, G., 2001, *Dalit Identity and Politics*, New Delhi: Sage Publications, Pp.17-43 7

### Mobility and Change

Srinivas, M.N., 1956, 'A Note on Sanskritization and Westernization', *The Far Eastern Quarterly*, 15(4), Pp. 481-496

### Women's Movement

Menon, N., (ed.) 1999, *Gender and Politics in India*, Delhi: Oxford University Press, pp.342-369.

### Peasant Movements

Poucheпадass, J., 1980, 'Peasant Classes in Twentieth Century Agrarian Movements in India', in E. Hobsbawm (ed.) *Peasants in History*, Delhi: Oxford University Press, Pp.136-155

### Ethnic Movements

Baruah, S., 2010, 'The Assam Movement' in T.K. Oommen (ed.) *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp.191-208

### Middle Class Phenomenon

Deshpande, S., 2003, *Contemporary India: A Sociological View*, New Delhi: Penguin Books, Pp.125-150

### Communalism

Dumont, L., 1997, *Religion, Politics and History in India*, Paris: Mouton, Pp.89-110

### Secularism

Kumar, R., 1986, 'The Varieties of Secular Experience', in *Essays in the Social History of Modern India*, Calcutta: Oxford University Press, Pp.31-46

Madan, T.N., 1997, *Modern Myths, Locked Minds*, Delhi: Oxford University Press, Pp.233-265

### Nationalism

Oommen, T. K., 1997, *Citizenship and National identity: From Colonialism to Globalism*. New Delhi: Sage Publications, pp.143-172.

Ray, N. R., 1973, *Nationalism in India: A Historical Analysis of its Stresses and Strains*, Aligarh: Aligarh Muslim University Press.

# FOUNDATIONS OF DEVELOPMENTAL PSYCHOLOGY

<b>Course Code</b>	<b>:</b>	<b>UPS-401/405</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Credits</b>	<b>:</b>	<b>04</b>	<b>External Marks</b>	<b>:</b>	<b>60</b>
<b>Course Type</b>	<b>:</b>	<b>MAJOR/MAJOR</b>	<b>Internal Marks</b>	<b>:</b>	<b>40</b>

## A. OBJECTIVES

**After completing the course the students will be able to:**

- assess critically theories of life-span development.
- assess the biological, cognitive, and social factors that influence development throughout the lifespan.
- discuss methodological approaches used to study development
- examine developmental issues of adolescents and adults in the Indian context
- assess critically issues of disability and ageing in the Indian context

## B. COURSE CONTENT

### UNIT-I

#### Introduction of Developmental psychology

- Issues and theories in Developmental Psychology -Nature and nurture; continuity and discontinuity, plasticity in development.
- Theoretical Perspectives: Psychodynamic (Freud and Erikson); Behavioural (classical and operant conditioning; social learning theory).
- Cognitive (Piaget, information processing approaches).
- Socio-cultural (Vygotsky, Ecological model of Bronfenbrenner).
- Research methods: Longitudinal, cross sectional and sequential; ethics in research.

### Unit-II

#### Domains of Development across lifespan - I

- Physical development (from infancy to late adulthood)
- Cognitive development and language development, Role of language in cognitive development.

### Unit-III

#### Domains of Development across lifespan – II

- Socio-emotional development
- Moral development



## Unit-IV

### Developmental issues in Indian context

- Issues of social relevance (gender, disability and poverty)
- Developmental issues in children and adolescents
- Challenges of adulthood; Aging

### References:

- Berk, L. E. (2010). *Child development* (9th Ed.). New Delhi, India: Prentice Hall.
- Feldman, R. S., & Babu, N. (2011). *Discovering the life-span*. New Delhi, India: Pearson.
- Georgas, J., Berry, J. W., Van de Vijver, F. J., Kagitçibasi, Ç., & Poortinga, Y. H. (Eds.) (2006). *Families across cultures: A 30-nation psychological study*. New York: Cambridge University Press.
- Kakar, S. (2012). *The inner world: A psychoanalytic study of childhood and society in India* (4th Ed.). New Delhi, India: Oxford University Press.
- Mitchell, P., & Ziegler, F. (2007). *Fundamentals of development: The psychology of childhood*. New York: Psychology Press.
- Papalia, D. E., Olds, S. W., & Feldman, R. D. (2006). *Human development* (9th Ed). New Delhi, India: Tata McGraw-Hill.
- Santrock, J. W. (2012). *A topical approach to life-span development*. New Delhi, India: Tata McGraw-Hill.
- Saraswathi, T. S. (2003). *Cross-Cultural perspectives in human development: Theory, research and applications*. New Delhi, India: Sage Publications.
- Shaffer, D. R., & Kipp, K. (2007). *Developmental psychology: Childhood and adolescence*. Indian reprint: Thomson Wadsworth.
- Sharma, N., & Chaudhary, N. (2009). *Human development: Contexts and processes*. In G. Misra (Ed.), *Psychology in India, Vol 1: Basic psychological processes and human development*. India: Pearson.
- Srivastava, A. K. (Ed) (1997). *Child development: An Indian perspective*. New Delhi: NCERT

## LEGAL LITERACY

Course Code	: UPO-401/405	Total Marks	: 100
Credits	: 04	External Marks	: 60
Course Type	: MAJOR/ MINOR	Internal Marks	: 40

### A. COURSE LEARNING OUTCOMES

After completing the course, the learners will be able to:

- recognize and become aware of the institutions that comprise the legal system - 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
- develop the knowledge of how to affirm one's rights and be aware of one's duties within the legal framework.
- understand the opportunities and challenges posed by the legal system for different sections of persons.

### B. COURSE CONTENT

#### Unit I

##### Understanding Legal System

- 1.1 Outline of the Legal system in India
- 1.2 System of courts/tribunals and their jurisdiction in India - criminal and civil courts, writ jurisdiction, specialized courts such as juvenile courts, Mahila courts and tribunals.
- 1.3 Role of the police and executive in criminal law administration.
- 1.4 Alternate dispute mechanisms such as lok adalats, non - formal mechanisms.

#### Unit II

##### Constitution and Codes

- a. Constitution - fundamental rights, fundamental duties, other 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.
- 2.2 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, offences against women, juvenile justice, prevention of atrocities on Scheduled Castes and Scheduled Tribes.

2.3 Concepts like Burden of Proof, Presumption of Innocence, Principles of Natural Justice, Fair comment under Contempt laws.

2.4 Personal laws in India : Pluralism and Democracy

### **Unit III**

#### **Understanding Laws**

- 3.1 Laws relating to contract, property and tenancy laws.
- 3.2 Laws relating to dowry, sexual harassment and violence against women
- 3.3 Laws relating to consumer rights, cyber crimes
- 3.4 Anti-terrorist laws: implications for security and human rights

### **Unit IV**

#### **Access to courts and enforcement of rights**

- 4.1 Critical Understanding of the Functioning of the Legal System
- 4.2 Legal Services Authorities Act and right to legal aid, ADR systems
- 4.3 Practical application:  
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
- 4.4 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.

### **C. SUGGESTED READINGS**

#### **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 Sheffiled 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.
- J. Kothari, (2005) 'Criminal Law on Domestic Violence', Economic and Political Weekly, Vol. 40(46), pp. 4843-4849.
- H. Mander, and A. Joshi, The Movement for Right to Information in India, People's Power for the Control of Corruption. Available at <http://www.rti.gateway.org.in/Documents/References/English/Reports/12.%20An%20article%20on%20RTI%20by%20Harsh%20Mander.pdf>.
- P. Mathew, and P. Bakshi, (2005) 'Indian Legal System', New Delhi: Indian Social Institute.
- P. Mathew, and P. Bakshi, (2005) 'Women and the Constitution', New Delhi: Indian Social Institute.
- N. Menon, (2012) 'Sexual Violence', in Seeing Like a Feminist, New Delhi: Zubaan and Penguin, pp. 113-146.
- M, Mohanty et al. (2011) Weapon of the Oppressed, Inventory of People's Rights in India. Delhi: Danish Books.
- Centre for Good Governance, (2008) Right to Information Act, 2005: A Citizen's Guide, Available at <http://www.rti.gateway.org.in/Documents/Publications/A%20CITIZEN'S%20GUIDE.pdf>,
- A. Pandey, (2004) Rights of the Consumer. New Delhi: Indian Social Institute.

### **Rule of law and the Criminal Justice System in India**

- Andrew, (1996) 'Arbitrary Government and the Rule of Law', in Arguing About the Law, An Introduction to Legal Philosophy, Wordsworth, Boston., pp.3-19.
- SAHRDC, (2006) 'Criminal Procedure and Human Rights in India' in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.5-15.
- K. Sankaran and U. Singh, (2008) 'Introduction', in Towards Legal Literacy. New Delhi: Oxford University Press, pp. xi – xv.

### **Laws relating to criminal justice administration**

- Pandey, (2008) 'Laws Relating to Criminal Justice: Challenges and Prospects', in K. Sankaran and U. Singh, Towards Legal Literacy, New Delhi: Oxford University Press, pp.61-77.
- SAHRDC, (2006)'Reporting a Crime: First Information Report', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.16-26.
- SAHRDC, (2006) 'Bail', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure, New Delhi: Oxford University Press, pp.59-71.
- SAHRDC, (2006) 'Detention', in Oxford Handbook of Human Rights and Criminal Justice in India- The system and Procedure. New Delhi: Oxford University Press, Pp.72-84.
- P. Mathew, (2003) Your Rights if you are Arrested, New Delhi. Indian Social Institute.

### **Equality and non-discrimination**

- Gender Study Group, (1996) Sexual Harassment in Delhi University, A Report, Delhi: University of Delhi.

- P. Mathew, (2002) *The Law on Atrocities Against Scheduled Castes and Scheduled Tribes*, New Delhi: Indian Social Institute.
- K. Saxena, (2011) 'Dalits', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*. Delhi: Danish Books, Pp.15-38
- K. Saxena, (2011) 'Adivasis', in M. Mohanty et al., *Weapon of the Oppressed, Inventory of People's Rights in India*, Delhi: Danish Books, Pp.39-65.
- S. Durrany, (2006) *The Protection of Women From Domestic Violence Act 2005*, New Delhi: Indian Social Institute.
- V. Kumari, (2008) 'Offences Against Women', in K. Sankaran and U. Singh (eds.) *Towards Legal Literacy*, New Delhi: Oxford University Press.
- P. D. Mathew, (2004) *The Measure to Prevent Sexual Harassment of Women in Work Place*. New Delhi: Indian Social Institute.
- D. Srivastva, (2007) 'Sexual Harassment and Violence against Women in India: Constitutional and Legal Perspectives', in C. Kumar and K. Chockalingam (eds) *Human Rights, Justice, and Constitutional Empowerment*, Delhi: Oxford University Press.

### **Empowerment**

- S. Naib, (2013) 'Right to Information Act 2005', in *The Right to Information in India*, New Delhi: Oxford University Press, Available at [http://www.humanrightsinitiative.org/publications/rti/guide\\_to\\_use\\_rti\\_act\\_2005\\_English2012\\_light\\_Aspire.pdf](http://www.humanrightsinitiative.org/publications/rti/guide_to_use_rti_act_2005_English2012_light_Aspire.pdf).

### **Bare Acts:**

- Consumer Protection Act, 1986, Available at [http://chdsla.gov.in/right\\_menu/act/pdf/consumer.pdf](http://chdsla.gov.in/right_menu/act/pdf/consumer.pdf).
- Criminal law Amendment Act, 2013, Available at [http://egazette.nic.in/WriteReadData/2013/E\\_17\\_2013\\_212.pdf](http://egazette.nic.in/WriteReadData/2013/E_17_2013_212.pdf), Accessed: 10.04.2013.
- Protection of Women Against Domestic Violence Act, 2005, Available at <http://wcd.nic.in/wdvact.pdf>.
- Right to Information Act, 2005, Available at <http://righttoinformation.gov.in/rti-act.pdf>.
- Scheduled Castes and Scheduled Tribes Prevention of Atrocities Act, 1989, Available at <http://tribal.nic.in/writereaddata/linkimages/poaact989E4227472861.pdf>.
- Scheduled Tribes and Other Traditional Forest Dwellers (Recognition of Forest Rights) Act 2006, Available at <http://tribal.gov.in/writereaddata/mainlinkFile/File1033.pdf>.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights, Full Participation) Act, 1995, Available at [http://bhind.nic.in/Sparsh\\_disability%20act%201995.pdf](http://bhind.nic.in/Sparsh_disability%20act%201995.pdf).
- The Right of Children to Free and Compulsory Education Act, 2009, Available at <http://www.delta.org.in/form/rte.pdf>.
- The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Bill, 2012, Available at [http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C\\_2010\\_LS\\_Eng.pdf](http://164.100.24.219/BillsTexts/LSBillTexts/PassedLoksabha/144C_2010_LS_Eng.pdf).
- Criminal Law Amendment Act, 2013, Available at [mha.nic.in/pdfs/TheCrimnalLaw030413.pdf](http://mha.nic.in/pdfs/TheCrimnalLaw030413.pdf) File Format: PDF/Adobe Acrobat – Quick View.

## **INDIAN ECONOMY-II**

<b>Course Code</b>	<b>:</b>	<b>UEC-401/405</b>	<b>Total Marks</b>	<b>:</b>	<b>100</b>
<b>Credits</b>	<b>:</b>	<b>04</b>	<b>External Marks</b>	<b>:</b>	<b>60</b>
<b>Course Type</b>	<b>:</b>	<b>MAJOR/ MINOR</b>	<b>Internal Marks</b>	<b>:</b>	<b>40</b>

### **A. COURSE LEARNING OUTCOMES**

After completing the course, the learners will be able to:

- describe major features of economy.
- analyse the appropriate frameworks.
- explain major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points.
- elaborate rapid changes taking place in India.
- compare Indian economy internationally.

### **B. COURSE CONTENT**

#### **Unit I**

##### **Macroeconomic Policies and Their Impact**

Fiscal Policy; trade and investment policy; financial and monetary policies; labour regulation.

#### **Unit II**

##### **Policies and Performance in Agriculture**

Growth; productivity; agrarian structure and technology; capital formation; trade; pricing and procurement.

#### **Unit III**

##### **Policies and Performance in Industry**

Growth; productivity; diversification; small scale industries; public sector; competition policy; foreign investment.

#### **Unit IV**

##### **Trends and Performance in Services**

Growth of Services Sector in India. Nature, Scope, Trends & Importance of Service Sector in Current Scenario. Contribution of Service Sector to India's GDP. Government's reforms in various Services.

### C. SUGGESTED READINGS

- Shankar Acharya, 2010, —Macroeconomic Performance and Policies 2000-8, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- Rakesh Mohan, 2010, —India's Financial Sector and Monetary Policy Reforms, in Shankar Acharya and Rakesh Mohan, editors, *India's Economy: Performances and Challenges: Development and Participation*, Oxford University Press.
- Pulapre Balakrishnan, Ramesh Golait and Pankaj Kumar, 2008, —Agricultural Growth in India Since 1991, RBI DEAP Study no. 27.
- Kunal Sen, 2010, —Trade, Foreign Direct Investment and Industrial Transformation in India, in Premachandra Athukorala, editor, *The Rise of Asia*, Routledge.
- A. Ahsan, C. Pages and T. Roy, 2008, —Legislation, Enforcement and Adjudication in Indian Labour Markets: Origins, Consequences and the Way Forward, in D. Mazumdar and S. Sarkar, editors, *Globalization, Labour Markets and Inequality in India*, Routledge.
- Dipak Mazumdar and Sandeep Sarkar, 2009, —The Employment Problem in India and the Phenomenon of the Missing Middle, *Indian Journal of Labour Economics*.
- J. Dennis Rajakumar, 2011, —Size and Growth of Private Corporate Sector in Indian Manufacturing, *Economic and Political Weekly*, April.
- Ramesh Chand, 2010, *Understanding the Nature and Causes of Food Inflation*, *Economic and Political Weekly*, February.
- Bishwanath Goldar, 2011, *Organised Manufacturing Employment: Continuing the Debate*, *Economic and Political Weekly*, April.
- Kaushik Basu and A. Maertens, eds, 2013. *The New Oxford Companion to Economics in India*, Oxford University Press.