



SUPPORTING DOCUMENTS

1.3.1

SYLLABUS RELATED TO PROFESSIONAL ETHICS, GENDER/ETHICS/ HUMAN VALUES/ENVIRONMENT & SUSTAINABILITY/ CULTURAL DIVERSITY

Sr. No.	Syllabus
1.	Professional Ethics
2.	Gender
3.	Ethics/Human Values
4.	Environment & Sustainability
5.	Cultural Diversity



SYLLABI ADDRESSING PROFESSIONAL ETHICS

Ethics and Corporate Social Responsibility

SYLLABUS			
Bachelors in Business Administration			
BBA-1 st Year (2 nd Semester)			
Course : Ethics and Corporate Social Responsibility			
Course Code – 204	Lectures = 04	Tutorials = 02	
Credits 06	Generic Elective/Interdisciplinary Course(GE-02)		
Course Type	1 hr. Each (L = 60, T = 20)		
Lectures to be Delivered			
Semester End Examination System			
Maximum Marks Allotted	Minimum Pass Marks	Time Allowed	
70	32	3:00 hrs.	
Continuous Comprehensive Assessment (CCA) Pattern:			
Minor Test (Marks)	Class Test/Tutorials/Assignments (Marks)	Attendance (Marks)	Total Marks
15	10	05	30
<p>Objective : <i>The objective of this paper is to make the students more clear about the importance of ethics in business and practices of good corporate governance; It also talks about the corporate social responsibility.</i></p>			
Course Contents			
UNIT	TOPIC	DETAILS	
1	(a) Conceptual framework of business ethics	Business ethics: Meaning of ethics, why ethical problems occur in business. Ethical principles in business; Theories of Business Ethics, Globalization and Business Ethics.	
	(b) Moral Issues in business	An alternative to moral principles; Moral issues in Business; Worker's and employee's right and responsibilities, profit maximization vs social responsibility.	



2	(a) Corporate Governance	Concept, Need to improve corporate governance standards, Features of good governance, Models of Corporate Governance, Benefits of Good Corporate Governance.
	(b) Major Corporate Governance Failures	Junk Bond Scam(USA), Enron(USA), Andersen Worldwide(USA), Satyam Computer Services Ltd.(India); Common Governance Problems Noticed in various corporate failures is corporate Governance always the cause for Corporate failures?
3	(a) Concept of Corporate social responsibility	Meaning, Evolution of corporate social responsibility, CSR and Corporate Sustain ability, Business social performance.
	(b) Issues in CSR	Environmental aspect of CSR, Common indicators for measuring social responsibility, CSR Models, Drivers of CSR
4	(a) Regulatory Framework of Corporate Governance	Role played by regulators to improve corporate governance, accounting standards and corporate governance, corporate disclosure, insider trading, SEBI Norms based on KM Birla Committee Clause 49 of Listing Agreement.
	(b) Role of auditing in corporate governance	Role of auditors in enhancing corporate governance, duties and responsibility of auditors, corporate governance and internal auditors, Whistle blowing: kinds of whistle blowing, precluding the need for whistle blowing discrimination.

BACK



Corporate Governance And Auditing

Paper BC 3.2(a): CORPORATE GOVERNANCE AND AUDITING

Duration: 3 hrs.

Marks: 70(Regular students)
70 (ICDEOL students)

Lectures: 65

Objective: The course aims to provide knowledge of auditing principles, procedures and techniques in accordance with current legal requirements and professional standards and to give an overview of the principles of Corporate Governance and Corporate Social Responsibility.

Contents

UNIT	TOPIC	DETAILS
1	Corporate Governance	Evolution of Corporate Governance; Developments in India, Regulatory Framework of Corporate Governance in India, SEBI Guidelines on Corporate Governance; Reforms in Companies Act, Corporate management vs. Governance; Internal constituents of the Corporate Governance. Theories & Models, Broad Committees; Corporate Governance Reforms. Major Corporate Scandals in India and Abroad- Relevant case Studies; Common Governance Problems Noticed in various Corporate Failures. Codes & Standards on Corporate Governance. Clause 49 and Listing Agreement.
2	Corporate Social Responsibility (CSR)	Concept of CSR, Corporate Philanthropy, CSR and Corporate Sustainability; CSR and Business Ethics, CSR provisions under the Companies Act 2013; CSR Committee; CSR Models, Codes, and Standards on CSR. Rating Agencies; Green Governance;
3	Business Ethics	Introduction to Business Ethics: The concept, nature and growing significance of Ethics in Business, Ethical principles in Business, Ethics in Management, Theories of Business Ethics. Codes of ethics, ethics committee Morality and ethics, business values and ethics. Ethical Issues in Business: Ethics in various Functional Areas of Business: Ethics in Finance, Ethics in HRM, Ethics in Marketing, Environmental Ethics.
4	Introduction to Auditing	Introduction, Meaning, Objectives, Basic Principles and Techniques; Classification of Audit, Audit Planning, Internal Control – Internal Check and Internal Audit; Audit Procedure – Vouching and verification of Assets & Liabilities.

[BACK](#)



Human Resource Management

Paper BC 3.1 (a): HUMAN RESOURCE MANAGEMENT

Duration: 3 hrs.

Marks: 70(Regular students)
70 (ICDEOL students)

Lectures: 65

Objective: The course aims to acquaint students with the techniques and principles to manage human resource of an organisation.

Contents

UNIT	TOPIC	DETAILS
1	Introduction	Human Resource Management: Concept and Functions, Role, Status and competencies of HR Manager, HR Policies, Evolution of HRM, HRM vs HRD. Emerging Challenges of Human Resource Management; Workforce diversity; Empowerment; Downsizing; VRS; Human Resource Information
2	Acquisition of Human Resource	Human Resource Planning- Quantitative and Qualitative dimensions; job analysis – job description and job specification; Recruitment – Concept and sources; Selection – Concept and process; test and interview; placement and induction.
3	Training and Development	Concept and Importance; Identifying Training and Development Needs; Designing Training Programmes; Role-Specific and Competency-Based Training; Evaluating Training Effectiveness; Training Process Outsourcing; Management Development; Career Development.
4	Performance Appraisal	Nature, objectives and importance; Modern techniques of performance appraisal; potential appraisal and employee counselling; job changes - transfers and promotions; Compensation: concept and policies; job evaluation; methods of wage payments and incentive plans; fringe benefits; performance linked compensation
5	Maintenance	Employee health and safety; employee welfare; social security; Employer-Employee relations- an overview; grievance-handling and redressal; Industrial Disputes: causes and settlement machinery.

Suggested Readings:-

1. Gary Dessler. *A Framework for Human Resource Management*. Pearson Education.
2. DeCenzo, D.A. and S.P. Robbins, *Personnel/Human Resource Management*, Pearson Education.
3. Bohlendar and Snell, *Principles of Human Resource Management*, Cengage Learning
4. Ivancevich, John M. *Human Resource Management*. McGraw Hill.
5. Wreather and Davis. *Human Resource Management*. Pearson Education.
6. Robert L. Mathis and John H. Jackson. *Human Resource Management*. Cengage Learning.

BACK



Organizational Behavior

SYLLABUS DSC-12 ORGANIZATIONAL BEHAVIOUR (BAPSYCHA318TH)

Unit- 1: Introduction: Historical antecedents of Organizational Behaviour; Contemporary Trends and Challenges; Organizational Behavior: Challenges in the Indian Setting;

Unit- 2: Individual level processes; Employee attitudes: Job satisfaction: concept, nature and factors. Work Motivation: Maslow, McClelland, and Two factor theories.

Unit- 3: Dynamics of Organizational Behavior, Organizational Culture: concept, nature and factors.

Unit -4: Leadership: Basic approaches: Trait theories, Behavioral theories, Contingency theories; Contemporary Issues: Inspirational approaches to leadership, Contemporary leadership roles, Challenges to the leadership construct; Indian perspective

Readings:

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. New Delhi : Biztantra publishers.

Landy, F.J. & Conte, J.M. (2007) Work in the 21st Century: An Introduction to Industrial and Organizational Psychology. New York : Wiley Blackwell.

Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.

Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.

Prakash, A. (2011). Organizational behavior in India: An indigenous perspective. In G. Misra (Ed.), Handbook of Psychology. New Delhi: Oxford University Press.

Robbins, S. P. & Judge, T.A. (2007) Organizational Behavior(12th Ed). New Delhi: Prentice Hall of India.

Schermerhorn, J.R. , Hunt, J.G. & Osborn, R.N. (2008) Organizational Behavior (10th Ed.) New Delhi: Wiley India Pvt. Ltd. Singh, K. (2010). Organizational Behavior: Texts & Cases. India: Dorling Kindersley

Sinha, J.B.P. (2008). Culture and Organizational Behavior



SYLLABI ADDRESSING GENDER ISSUES

Contemporary India : Women & Empowerment

		2009.	
III	ENG GE 305	GE-1 Literature from Himachal Textbook under Preparation by the Department of English, Himachal Pradesh University.	
III	ENG GE 306	GE-2 Contemporary India: Women and Empowerment <ol style="list-style-type: none">1. Key Concepts: Sex and Gender, Socialization, Discrimination - Gendered and Sexual, Stereotyping, Feminism, Patriarchy, Femininities and Masculinities, Transgenders.2. "The Creation of Patriarchy." <i>The Creation of Patriarchy</i> by Gerda Lerner.3. "A Wife's Letter." Rabindra Nath Tagore. Trans. Prasenjit Gupta.4. "To Waris Shah." Amrita Pritam. Trans. by Amrita Pritam. <i>Selected Poems of Amrita Pritam</i>. A Dialogue Calcutta Publication. Ed. Pritish Nandy.5. Malavika Karlekar. "Domestic Violence." <i>Women' Studies in India</i>. Ed. Mary E. John.6. Gogu Shyamala. "Raw Wound." <i>Father Maybe an Elephant and Mother Only a Small Basket, But...</i>7. Rokeya Sakhawat Hossain: "Sultana's Dream" <i>Women Writing in India: 600 BC to the Present</i>. Vol. 1. New Delhi: OUP, 1995. Print.8. Shivani: "Dadi." ("Grandmother"). <i>Women Writing in India: 600 BC to the Present</i>. Vol. 2. New Delhi: OUP, 1995. Print.	6



		<p>Classroom Activity:</p> <p>1. Group Discussions and Presentations on:</p> <ol style="list-style-type: none">(i) Kinkari Devi(ii) Women Farmers in India(iii) Chipko Movement(iv) Women's Role in Traditional and Organic Farming <p>Suggested Readings:</p> <ul style="list-style-type: none">• <i>Masculinities</i>. R.W. Connell. Polity 2005.• <i>The Creation of Patriarchy</i>. Gerda Lerner. OUP, 1987.• <i>A Field of One's Own: Gender and Land Rights in South Asia</i>. Bina Aggarwal. CUP, 1994.• <i>50 Key Concepts in Gender Studies</i>. Jane Pilcher and Imelda Whelehan. Sage Publications, 2004.• <i>Seeing Like a Feminist</i>. Nivedita Menon. Zubaan, Penguin, 2012.• <i>Fields of Protest: Women's Movements in India</i>. Raka Ray, ed. University of Minnesota Press.• <i>Transcultural Negotiations of Gender</i>. Saugata Bhaduri and Indrani Mukherjee. Springer, ed., 2015.• <i>Women in India- A Social and Cultural History</i>. Vols I & II, ABC CLIO, LLC. Sita Anantha Ramam.• <i>Staying Alive: Women, Ecology and Survival in India</i>. Kali for Women. Vandana Shiva, 1995.• <i>Women in Modern India</i>. Geraldine Forbes. CUP, 2004. <p>Films:</p> <p><i>Kunku</i> (1937) (Marathi) <i>Mahanagar</i> (1963) <i>Pratighat</i> (1987) <i>Africh Masala</i> (1987) <i>Bandit Queen</i> (1994) <i>Hari Bhari</i> (2000) <i>Lajja</i> (2001) <i>Kavilpatti Veeralakshmi</i> (2003) <i>Matrubhoomi</i> (2003) <i>English Vinglish</i> (2012) <i>The World before Her</i> (2012) <i>Queen</i> (2014) <i>Pink</i> (2016) <i>Razi</i> (2018)</p>	
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Writing Skills

I	ENG AECC 104	AECC-2 Writing Skills I. Diary Writing II. Paragraph Writing III. Summary/Note-making IV. Formal and Informal Letter Writing V. CV/Resume Writing VI. Report Writing VII. Interview/Feature Article VIII. Notice Writing	4
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		Classroom Activity: Speaking Skills, Listening Skills, Mock Interview, Speech Making Project Work Suggested Projects: Sports Writing, Poetry about Women/Men, Poetry in Translation, Translating a Poem, Telling a Story, Fantasy Writing, Chat Shows, The Menace of Dowry, A Success Story, Creative Writing, Theatre Groups, Interviewing a Celebrity, Writing a Newspaper Article on a Current Topic, Today's Youth and Youth Icons, Leadership and Politics, Examination System and Benefits of Reform, the Epics, Communalism, Gender Discrimination, Social Activism. Recommended Reading: 1. <i>English Communication Skills: AECC under CBCS, HPL.</i> Meenakshi F. Paul and Madhumita Chakraborty. Macmillan, 2017.	
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BACK



Women's Writing

	Paper Code	Paper Name & Syllabus	Credits
III	ENG HONS 301	<p>C-11: Women's Writing</p> <p><u>Detailed Study:</u></p> <ol style="list-style-type: none">1. Emily Dickinson:<ol style="list-style-type: none">i "I Cannot Live with You"ii "I'm Wife; I've finished That"2. Sylvia Plath:<ol style="list-style-type: none">i "Daddy"ii "Lady Lazarus"3. Eunice De Souza:<ol style="list-style-type: none">i "Advice to Women"ii "Bequest"4. Katherine Mansfield:<ol style="list-style-type: none">i "Bliss"5. Mahashweta Devi:<p>"The Hunt" in <i>Imaginary Maps</i>. Trans. and Introduced by G.C. Spivak. New York: Routledge, 1995. 1-18. Print.</p>6. Rasundari Devi:<p>Excerpts from <i>Amar Jiban. Women's Writing in India</i>. Vol. 1. , Eds. Susie Tharu and K. Lalita. New Delhi: OUP, 1989. 191-2. Print.</p> <p><u>Non-Detailed Study:</u></p> <ol style="list-style-type: none">1. Alice Walker: <i>The Color Purple</i>2. Charlotte Perkins Gilman:<ol style="list-style-type: none">i "The Yellow Wallpaper"	6



3. Mary Wollstonecraft: *A Vindication of the Rights of Woman*. New York: Norton, 1988. Chapter: 1. 11–19; Chapter: 2. 19–38. Print.

Suggested Topics and Background Prose Readings for Class Presentations:

Topics:

- The Confessional Mode in Women's Writing
- Sexual Politics

- Race, Caste and Gender
- Social Reform and Women's Rights

Suggested Readings:

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



Contemporary Literary Theory

addition one question with internal choice will be set on the background and will be of general nature. The students will have to attempt three questions out of these. (3x17=51 mark)

SEMESTER IV

Course XIII Contemporary Literary Theory

1. Ferdinand de Saussure
 - a. 'The Object of Study'
 - b. 'Nature of the Linguistic Sign'

2. Jacques Derrida
 - a. 'Structure, Sign and Play in the Discourse of the Human Sciences'

3. Terry Eagleton
 - a. 'Capitalism, Modernism and Postmodernism'

4. Roland Barthes
 - a. 'The Death of the Author'

5. Elaine Showalter
 - a. 'Feminist Criticism in the Wilderness'

[1-5 in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London, New York: Longman, 1988)]

6. Toril Moi: 'Feminist Literary Theory'
[In *Modern Literary Theory: A Comparative Introduction*, ed. Ann Jefferson and David Rubey (2nd ed. London: Batsford, 1986)]

7. J. Hillis Miller
 - a. 'Culture Studies and Reading'

[In *Literary Theories: A Reader and Guide*, ed. Julian Wolfreys Edinburgh University Press, 1997]

8. Homi K. Bhabha
 - a. 'Dissemination: Time, Narrative and the Margins of Modern Nation'

[In *The Post-Colonial Studies Reader*, ed. Bill Ashcroft, Gareth Griffiths and Helen Triffin (London and New York: Routledge, 1995)]

9. Arun Mukherjee
 - a. 'Whose Postcolonialism and Whose Postmodernism?'

[in *World Literature Written in English*, 30,2 (1990):1-9 and in Arun Mukherjee, *Postcolonialism: My Living* (Toronto: TSAR, 1998)]

Instructions: Question No. 1 will be compulsory. The students will have to write short notes on six items (in about 100 words) out of given 12 items. (4x6=24 marks)

From each of the prescribed texts one question with internal choice will be set. In addition one question with internal choice will be set on the background and will be of general nature. The students will have to attempt three questions out of these. (3x17=51 mark)



Literature and Gender

R.K. Narayan:	<i>The Vendor of Sweets</i>
Anita Desai:	<i>Clear Light of Day</i>
A.K. Ramanujan:	'The Snakes,' 'Obituary,' 'The Striders'
Keki N. Daruwala:	'Ruminations,' 'The Fighting Eagles,' 'The Mistress,' 'Boat-ride Along the Ganga'
Nissim Ezekiel:	'Poet, Lover, Birdwatcher,' 'Enterprise,' 'The Visitor'

Instructions: Question No. 1 will be compulsory. The students will have to write short notes on six items (in about 100 words) out of given 12 items. (4x6=24 marks)

From each of the prescribed texts one question with internal choice will be set. In addition one question with internal choice will be set on the background and will be of general nature. The students will have to attempt three questions out of these.

(3x17=51 mark)

Course XVI Indian Writing in Translation

Kalidas:	<i>Abhijnanshakuntalam</i> (English translation by M.R. Kale, pub. Motilal Banarasidas)
Bhisham Sahni:	<i>Tamas</i>
U.R. Ananthamurthy:	<i>Samskar</i>
Mahasweta Devi:	<i>Rudali</i> (English translation by Anujam Katyal, pub. Seagull)
Shiv Kumar:	<i>Luna</i> (English translation by Ish Kumar)

OR

Literature and Gender

Virginia Woolf:	<i>A Room of One's Own</i>
Caryl Churchill:	<i>Cloud Nine</i>
Toni Morrison:	<i>Beloved</i>
Binodini Dasi:	<i>An Autobiography</i> (Translated into English by Rimli Bhattacharya)

BACK



Maria Campbell: *Half-Breed*
Drew Hayden Taylor: *Someday*
Kim Scott: *Benang*
Sally Morgan: *My Place*

Instructions: Question No. 1 will be compulsory. The students will have to write short notes on six items (in about 100 words) out of given 12 items. (4x6=24 marks)

From each of the prescribed texts one question with internal choice will be set. In addition one question with internal choice will be set on the background and will be of general nature. The students will have to attempt three questions out of these. (3x17=51 mark)

PATTERN OF TESTING

1. In Course I and Course V Question No. 1 will be compulsory. The students will have to write short notes (in about 150 to 200 words) on any three topics out of six given topics. (3x8=24 marks)
In addition to the compulsory question, **5 questions, each with internal choice, will be set.** The students will have to **attempt three questions out of these five.** (17x3=51 marks)
2. In Course VIII Question No. 1 will be compulsory. The students will have to write short notes on three topics (of about 100 to 150 words) out of six topics from both section I and section II. (5x3=15 marks)



Adhunik Hindi Kavita

आधुनिक हिंदी कविता

प्रश्न पत्र : Core Course
(DSC-1C)
HIND202

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 भारतेन्दु हरिश्चन्द्र तथा अयोध्या सिंह उपाध्याय 'हरिऔध' का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 1.2 भारतेन्दु हरिश्चन्द्र तथा अयोध्या सिंह उपाध्याय 'हरिऔध' की काव्यगत विशेषताएँ
- 1.3 भारतेन्दु हरिश्चन्द्र : कविताएँ -
भारत दुर्दशा
वर्षा विनोद
प्रेम शालिका
प्रेमाशु वर्षण
- 1.4 अयोध्या सिंह उपाध्याय 'हरिऔध' : कविताएँ -
प्रिय प्रवास
दुखिया के आँसू
एक बूँद
काँटा और फूल

इकाई - 2

- 2.1 मैथिलीशरण गुप्त तथा जयशंकर प्रसाद का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 2.2 मैथिलीशरण गुप्त तथा जयशंकर प्रसाद की काव्यगत विशेषताएँ
- 2.3 मैथिलीशरण गुप्त : कविताएँ -
भारत भारती
मातृभूमि
आशा
सन्देश
- 2.4 जयशंकर प्रसाद : कविताएँ -
ले चल वहाँ भुलावा देकर

BACK



इकाई - 3

- 3.1 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 सूर्यकांत त्रिपाठी निराला तथा सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' की काव्यगत विशेषताएँ
- 3.3 सूर्यकांत त्रिपाठी निराला : कविताएँ -
बर दे, वीणा वादिनी बर दे
तोड़ती पत्थर
स्नेह निर्झर सह गया है
विधवा
- 3.4 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : कविताएँ -
उड़ चल, हारिल
कलगी वाजरे की
सौंप
नया कवि : आत्म स्वीकार

इकाई - 4

- 4.1 नागार्जुन तथा नरेश मेहता का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 4.2 नागार्जुन तथा नरेश मेहता की काव्यगत विशेषताएँ
- 4.3 नागार्जुन : कविताएँ -
यह दन्तुरित मुस्कान
प्रेत का बयान
- 4.4 नरेश मेहता : कविताएँ -
तीर्थ जल
पीले फूल कनेर के
मेघ में

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.सी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया



**B. A. THIRD YEAR (GE I)
GE-1: HIST (A) 309
Women in Indian History**

- I.** Theory and concepts
 - a. Understanding gender and patriarchy
 - b. Historiography: women's history in India
- II.** Women in ancient India
 - a. Brahmanical and non- Brahmanical patriarchy in India
 - b. Women and property
- III.** Women in medieval India
 - a. Political processes, the harem and household
 - b. Women and literary activities; Imperial women: Razia Sultan, Nur Jahan, Jahanara
- IV.** Women in Modern India
 - a. Social reforms and women in the 19th century: social base, issues, achievements and limitations
 - b. Women and Indian Nationalism: Gandhi and women's participation; programmes; limitations and constraints

Recommended Books

1. Bhasin, Kamla, *Understanding Gender*, New Delhi, 2000.
2. Bock, Gisela, 'Women's History and Gender History: Aspects of an International Debate', *Gender and History*, 1 (1), Spring 1989, pp. 7-30
3. Bokhari, Afshan, 'Between Patron and Piety: Jahān Ārā Begam's Sufi Affiliations and Articulations in Seventeenth-century Mughal India', *In Sufism and Society: Arrangements of the Mystical in the Muslim World, 1200-1800*, New Delhi, 2011.
4. Chakravarti, Uma, 'Conceptualising Brahmanical Patriarchy in Early India: Gender, Class, Caste and State', *Economic and Political Weekly*, 28(14), 3 April 1993, pp.579-85.
5. Forbes, Geraldine, *Women in Modern India*, Cambridge, 1996.
6. Gupta, Charu, (ed.), *Gendering Colonial India: Reform, Print, Caste and Communalism*, Delhi, 2012.
7. Kumar, Radha. *The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*, Delhi, 1997.
8. कुमार, राधा, *स्त्री संघर्ष का इतिहास, 1800-1990*, वाणी प्रकाशन, दिल्ली, 2016.
9. Lal, Ruby, *Domesticity and Power in the Early Mughal World*, Cambridge, 2005.

Paper 3: Some Perspectives on Women's Rights in India.

- I. Definition of Human Rights:** UN Conventions & Indian Context
 - II. Indian Constitution & Women's Rights**
 - III. Preventive Acts:** Minimum Wage Act, 1948, Family Courts Act, 1986, Dowry Prohibition Act, 1961, Immoral Traffic Prevention Act, 1986, Domestic Violence Act, PNDT Act, 1994, latest measures
 - IV. Issues of violence against women and remedial measures**
 - V. Role of Non Government Institutions**
 - VI. Present Status:** Issues of enabling & empowering modalities.
- References:**
Bina Agarwal, *Field of Her Own*, New Delhi, Kali for Women,
Urvashi Butalia & T. Sarkar, ed, *Women & Hindu Rights*, New Delhi, Kali for Women, 1996,
Zoya Hasan, ed, *Forging Identities: Gender, Communities & Patriarchies*, EPW, December, 1995.



Paper 2: Women in Politics & Governance.

I. Theoretical Perspectives on Politics & Governance

II. Pre-Colonial Period: Women of learning & ruling classes

III. Colonial Period: Leaders in reforming activities, politics and national movement

IV. Electoral Politics, Women as voters & elected Representatives

V. Case Studies at local government levels, State Assemblies & Parliament.

References:

Raj Kumar, Women in Politics, Anmol Publishers, New Delhi, 2000

Raj Kumar, Women & Leadership, 2000

L.M.Sanghvi, Democracy & the Rule of Law, Ocean Books, Pvt Ltd, New Delhi, 2002

Paper 1: Women Studies in India.

I. Basic Concepts & Theories:

- Defining Gender,
- Patriarchy :Ideology & Practice
- Relationship between Gender, Caste, Class, Religion & Politics

II. Emergence of Women Studies in India

III. Gender & Social History:

- Family & Marriage
- Women's Question in the 19th century
- Women's Movement in Colonial & Post Colonial in India

IV. Gender, Law & Politics:

- Political participation
- Violence against women & Preventive laws

V. Gender, Development & Culture:

- Issues of labour & Health
- Access to resources
- Gender audit

References:

Kamla Bhasin, Understanding Gender

Kamla Bhasin, What is Patriarchy?

Madhu Vij, et al, Women Studies in India, A journey of 25 Years, Rawat, 2014

Kumkum Sangari & Sudesh Vaid, Recasting Women, Essay in Colonial History, Kali for women, Reprint, 2006

Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996

Nivedita Menon, Gender & Politics in India, New Delhi, OUP, 1999

Women in Print –The change over the last half century in reporting on women & Gender Issues in Indian newspapers, A study by UNIFEM, by Shri Venkatram, 2003



Paper: 4. Gender and Education in India.

I. Historiographical Trends

II. Education in Early and medieval times; Formal & Informal

III. Colonial Period: Socio-religious reform women & education for females.

IV. Role of School and Colleges in Colonial and Post Colonial Period.

V. Contours of Female literacy since 1950,

VI. Present Scenario: Education as a tool of empowerment.

References:

Aparna Basu, Growth of Education and Political Development in India, 1898-1920, 1974

Aparna Basu, Bharati Ray, Women Struggle, A History of the All India Women's Conference, 2002

Ram Nath Sharma Rajender Nath Sharma, History of Education in India, Atlantic Publishers, 1996

Radha Kumar, A History of Doing

Usha Sharma, Women Education in Modern India



Maternal & Child Nutrition

BANHE-A-303: MATERNAL AND CHILD NUTRITION (SEC-3)

(CREDITS: THEORY 4)

OBJECTIVES

1. To understand the role of nutrition for the pregnant women, lactating mothers, breast feeding and complementary foods.
2. To enable the students to know about child health, morbidity, maternal and child health programmes.

Distribution of marks for Continuous Comprehensive Assessment

1. Minor Test : 15 Marks
2. Class Tests, : 10 Marks
Tutorials /Assignments
3. Attendance : 5 Marks

Total Marks : 15+10+5 = 30 Marks

(1) Distribution of marks for conducting Minor Test

Note: Time permitted for conducting minor test shall be 1 hour.

Two types of questions will be set in Minor Test:

- (i) Ten MCQ's of $\frac{1}{2}$ mark each = 5 marks.
- (ii) Two questions of 5 marks each (2X5=10) of short answer type.

Total marks of Minor Test = 5+10 = 15

Attendance: 5 marks (as per University rules)

Term End Examination

Maximum marks: 70

Minimum marks: 25

Maximum time: 3 hrs.

(1) **Instructions for Paper setters:**

The question paper will consist of 5 sections:

- A. Compulsory
- B. Unit I
- C. Unit II
- D. Unit III
- E. Unit IV



Section A: It will be a compulsory question consisting of 22 marks with 5 very short answer type questions of 2 marks each and 4 short answer type questions of 3 marks each covering the entire syllabus.

Section B: There will be two questions of 12 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section C: There will be two questions of 12 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section D: There will be two questions of 12 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Section E: There will be two questions of 12 marks each. These questions may contain sub parts and will be of long answer type. The student will attempt one out of the two questions.

Total marks: 22+12+12+12+12 = 70

(2) Instructions for the students:

The students are required to attempt 5 questions in all. One compulsory question from section A and selecting one question from each of the sections B, C, D and E of the question paper.

THEORY

LECTURES: 60

UNIT I:

20 periods

- Nutritional needs during pregnancy, common disorders of pregnancy (Anaemia, HIV infection, Pregnancy induced hypertension), relationship between maternal diet and birth outcome
- Maternal health and nutritional status, maternal mortality and issues relating to maternal health

UNIT II:

15 periods

- Nutritional needs of nursing mothers and infants, determinants of birth weight and consequences of low birth weight, Breast feeding biology, Breast feeding support and counseling

UNIT III:

15 periods

- Infant and young child feeding and care –Current feeding practices and nutritional



concerns, guidelines for infant and young child feeding, Breast feeding, weaning and complementary feeding

- Assessment and management of moderate and severe malnutrition among children, Micronutrient malnutrition among preschool children
- Child health and morbidity, neonatal, infant and child mortality, IMR and U 5 MR; link between mortality and malnutrition

UNIT IV:

10 periods

Overview of maternal and child nutrition policies and programmes

RECOMMENDED READINGS

- Wadhwa, A and Sharma, S (2003). Nutrition in the Community - A Textbook. Elite Publishing House Pvt. Ltd. New Delhi.
- Park, K (2011). Park's Textbook of Preventive and Social Medicine, 21st Edition. M/s Banarasidas Bhanot Publishers, Jabalpur, India.
- Bamji, M.S, Krishnaswamy, K and Brahmam, GNV (eds.) (2009). Textbook of Human Nutrition, 3rd edition. Oxford and IBH Publishing Co. Pvt. Ltd. New Delhi.



Human Rights, Gender and Environment

**B.A. Political Science Syllabus (Regular)
BA-III Year (Annual System)
Generic Elective-2 Generic-2
Code: GE-2-POLS306
Human Rights, Gender and Environment**

Course Code	GE-2-POLS306	
Credits-6	L -Lecture	T- Tutorial
	L= 5	T =1
Course Type	GE	

Term End Examination System

Maximum Marks	Minimum Pass Marks	Total Maximum aggregate marks Annual exam + CCA/IA	Minimum Aggregate Pass marks in Percentage Annual exam +CCA/IA	Time Allowed
70	25	100	40%	3.00 Hrs.

Continuous Comprehensive Assessment CCA/IA Pattern

Attendance	Class Test	House Test	Assignment/Seminar/Class Test/Tutorial/Quiz etc.	Total Maximum marks CCA/IA	Minimum Pass Marks	Total maximum aggregate marks	Minimum aggregate pass marks in percentage annual examination + CCA/IA
5	5	10	10	30	11	100	40%

Course Content

Unit	Topic
I	Human Rights: Meanings and Scope. UN Declarations and Covenants.
II	Human Rights in India: Constitutional Provisions and Practices. The Role of National Human Rights Commission (NHRC).
III	Analyzing Structures of Patriarchy. Economic Development and Women. The Issue of Women Political Participation and Representation in India.
IV	Environmental and Sustainable Development. UN Environment Programme: Rio, Johannesburg and after. Environmental Policy in India.

Suggested Readings

1. Anil Agarwal and Smita Narain (1991). **Global Warming and Unequal World: A Case of Environmental Colonialism**, Centre for Science and Environment, Delhi.
2. Upendra Baxi (2002) **The Future of Human Rights**. Oxford University Press, Delhi.
3. Andre Betelle (2003) **Antinomies of Society: Essays on Ideology and Institutions**. Oxford University Press, Delhi.
4. V. Geetha (2002) **Gender**, Stree Publications, Kolkata.
5. Ghanshyam Shah (1991) **Social Movements in India**, Sage Publications, Delhi.



Democratic Awareness Through Legal Literacy

**B.A. Political Science Syllabus (Regular)
BA-III Year (Annual System)
Skill Enhancement Course-SEC-3
Code: SEC-3-POLS303
Democratic Awareness Through Legal Literacy**

Course Code	SEC-3-POLS303	
Credits-4	L =Lecture	T= Tutorial
	L= 3	T =1
Course Type	SEC	

Term End Examination System

Maximum Marks	Minimum Pass Marks	Total Maximum aggregate marks Annual exam + CCA/IA	Minimum Aggregate Pass marks in Percentage Annual exam +CCA/IA	Time Allowed
70	25	100	40%	3.00 Hrs.

Continuous Comprehensive Assessment CCA/IA Pattern

Attendance	Class Test	House Test	Assignment/Seminar/Class Test/Tutorial/Quiz etc.	Total Maximum marks CCA/IA	Minimum Pass Marks	Total maximum aggregate marks	Minimum aggregate pass marks in percentage annual examination + CCA/IA
5	5	10	10	30	11	100	40%

Course Content

Unit	Topic
I	Outlining the Legal System in India: Criminal and Civil Courts; Juvenile Courts, Mahila Courts, Role of Tribunals.
II	Understanding the Application of Law. Criminal Jurisdiction, Filing an FIR, Arrest, Bail Search and Seizure. Prevention of Atrocities on Scheduled Castes and Scheduled Tribes.
III	Dowry, Sexual Harassment and Violence Against Women. Consumer Rights and Cybercrimes.
IV	Functioning of Legal System: Legal Services Authorities Act. Preventive Detention Act and National Security Act.

Suggested Reading

1. Kamala Sankaran and Ujjwal Singh (2007) **Creating Legal Awareness**, (eds) Oxford University Press, Delhi.
2. **Legal literacy**: available amongst interdisciplinary courses on Institute of Life Long Learning (Delhi University) Virtual Learning Portal namely vle.du.ac.in
3. Multiple Action Research Group, Our Laws Vols 1-10, Delhi. Available in Hindi also.
4. Indian Social Institute, New Delhi, Legal Literacy Series Booklets. Available in Hindi also.
5. S.K. Agarwala Public Interest Litigation in India, K.M. Munshi Memorial Lecture, Second Series, Indian Law Institute, Delhi, 1985.



SYLLABI ADDRESSING ETHICS/ HUMAN VALUES

Popular Literature

II	ENG HONS 202	<p>C-6: Popular Literature</p> <p><u>Detailed Study:</u></p> <p>i Lewis Carroll. <i>Through the Looking Glass</i>.</p> <p>ii Shyam Selvadurai. <i>Funny Boy</i>.</p> <p><u>Non-Detailed Study:</u></p> <p>i Agatha Christie. <i>The Murder of Roger Ackroyd</i>.</p> <p>ii P.C. Joshi 1857 in Folk Songs, New Delhi: People Publishing House, 1994. pp. 1-50.</p> <p>iii Dharamveer Bharati. <i>Andha Yug</i>. Trans. Alok Bhalla. New Delhi: OUP, 2009. Print.</p> <p>Suggested Topics and Background Prose Readings for Class Presentations:</p> <p>Topics:</p> <ul style="list-style-type: none"> • Coming of Age • The Canonical and the Popular • Caste, Gender and Identity • Ethics and Education in Children's Literature • Sense and Nonsense • The Graphic Novel <p>Suggested Readings:</p> <p>1. Chelva Kanaganayakam. "Dancing in the Rarefied Air: Reading Contemporary Sri Lankan Literature." <i>ARIEL</i> (Jan. 1998). Rpt. <i>Post Independence Voices in South Asian Writings</i>. Eds. Malashri Lal, Alamgir Hashmi and Victor J. Ramraj. Delhi: Doaba Publications, 2001. 51-65. Print.</p>	6
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		<p>2. Sumathi Ramaswamy. Introduction. <i>Beyond Appearances?: Visual Practices and Ideologies in Modern India</i>. Delhi: Sage, 2003. xiii-xxix. Print.</p> <p>3. Leslie Fiedler. "Towards a Definition of Popular Literature." <i>Super Culture: American Popular Culture and Europe</i>. Ed. C.W.E. Bigsby. Ohio: Bowling Green University Press, 1975. 29-38. Print.</p> <p>4. Felicity Hughes. "Children's Literature: Theory and Practice." <i>English Literary History</i>. Vol. 45. 1978. 542-61. Print.</p>	
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English Literature 2

		<p style="text-align: center;">DIVYAKRISHNA</p> <p>iii. "At the Lahore Karhai" by Imtiaz Dharker iv. "The Brand Expands" by Naomi Klein</p> <p>Selections from Vinod Sood, et al, eds. <i>The Individual and Society: Essays, Stories and Poems</i>. Delhi: Pearson, 2005.</p>	
I	ENG DSC 103/ ENG HONS GE 102	<p>DSC-1B English Literature-2 (Poems, Short-Stories and Essays) (Core Course for students who choose English as Discipline and Generic Elective (Interdisciplinary) for Honours Students of other subjects)</p> <p><u>Detailed Study:</u></p> <p>UNIT-I Linguistic Plurality within Sufi and Bhakti Traditions:</p> <ol style="list-style-type: none"> i. Excerpts from "The Mad Lover" by Sisir Kumar Das ii. "Kafi 7" by Bulla Shah iii. "Vachana" by Mahadeviyakka iv. "Baul Song" (Anonymous) <p>UNIT-II Language Politics: Hindi and Urdu:</p> <ol style="list-style-type: none"> i. Excerpts from "Introduction: A Conspectus" in <i>A House Divided</i> by Amrit Rai ii. "Ghazal" by Amir Khusrau iii. "Lajwanti" by Rajinder Singh Bedi iv. "Hindi" by Raghuveer Sahai <p>UNIT-III Tribal Verse:</p> <ol style="list-style-type: none"> i. Excerpts from "Introduction" to <i>Painted Words: An Anthology of Tribal Verse</i> by G. N. Devy ii. <i>Songs of Birth and Death</i> "A Munda Song" "A Kondh Song" iii. "Adi Song for the Recovery of Lost Health" <p>UNIT-IV Dalit Voices:</p> <ol style="list-style-type: none"> i. Excerpts from "Dalit Sahitya: The Historical Background" by Eleanor Zelliot 	6



		<p>ii. "Habit" by F.M. Shinde "An Untitled Poem" by N.T. Rajkumar "Excerpts from <i>Karukku</i>" by Bama</p> <p><u>Non-Detailed Study:</u></p> <p>UNIT-V Writing in English:</p> <p>i. "Mother Tongue" by Padma Sachdev ii. "Excerpts from <i>Kanthapura</i>" by Raja Rao</p> <p>UNIT-VI Woman Speak: Examples from Kannada and Bangla:</p> <p>i. Excerpts from "A Flowering Tree: A Woman's Tale" by A. K. Ramanujan ii. Excerpts from "A Woman's Retelling of the Rama Tale" by Nabaneeta Deb Sen</p> <p>UNIT-VII Literary Cultures: Gujarati and Sindhi:</p> <p>i. Excerpts from "At the Crossroads of Indic and Iranian Civilizations" by Ali S. Asani</p> <p>Units I-VII are from <i>Cultural Diversity, Linguistic Plurality and Literary Traditions in India</i> by Sukrita Paul Kumar, et.al. Macmillan India, 2005.</p> <p>UNIT-VIII Nationalism:</p> <p>i. "Nationalism in West" ii. "Nationalism in India"</p> <p>From <i>Nationalism</i> by Rabindranath Tagore. Macmillan, 1995.</p> <p>UNIT-IX Aspects of Civilization:</p> <p>i. "What is True Civilization" (52-54) ii. "Civilization" (30-32) From <i>Hind Swaraj</i> by M. K. Gandhi. Navjeevan</p>	
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BACK



Anivarya Hindi 'Rachna Punj'

द्वितीय वर्ष

अनिवार्य हिन्दी 'रचना पुंज'

प्रश्न पत्र : Core B.A./B.Com.

SKT/HINDI -2

HIND201

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रिगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

निर्धारित पुस्तक : रचना पुंज (पद्य-गद्य-संकलन) (सं०) प्रोफेसर कुमार कृष्ण, कमल प्रकाशन, विलासपुर, हिमाचल प्रदेश, मूल्य 45 रु० ।

इस पुस्तक में से व्याख्या तथा प्रश्नों के लिए निम्नलिखित कवि/लेखक तथा पद्यांश/गद्यांश निर्धारित हैं ।

इकाई - 1

- 1.1 कवीर, घनानंद, सूर्यकांत त्रिपाठी निराला तथा बालकृष्ण शर्मा नवीन का सामान्य परिचय
- 1.2 कवीर - पन्द्रह दोहे, घनानंद 3 कवित्त, 3 सवैये
- 1.3 सूर्यकांत त्रिपाठी निराला : तोड़ती पत्थर, विनय बालकृष्ण शर्मा नवीन : विप्लव गायन

इकाई - 2

- 2.1 सच्चिदानन्द हीरानन्द वात्स्यायन 'अज्ञेय' गजानन माधव मुक्तिबोध एवं सुदामा पाण्डे धूमिल का सामान्य परिचय
- 2.2 अज्ञेय : कितनी नावों में कितनी बार, दूर्वाचल
- 2.3 धूमिल : मुझे तुम्हारा साथ मिला है, ओ मेघ
- 2.3 धूमिल : दस्तक, रोटी और संसद

इकाई - 3

- 3.1 प्रेमचन्द, मोहन राकेश, काशीनाथ सिंह, उदय प्रकाश का सामान्य परिचय
- 3.2 प्रेमचन्द : ईदगाह, मोहन राकेश : मलवे का मालिक
- काशीनाथ सिंह : अपना रास्ता लो बाबा, उदय प्रकाश : छप्पन तोले का करधन

इकाई - 4

- 4.1 महादेवी वर्मा, रामधारीसिंह दिनकर और श्रीलाल शुक्ल का सामान्य परिचय



4.2 महादेवी वर्मा : जीने की कला, रामधारी सिंह 'दिनकर' : नेता नहीं,
नागरिक चाहिए, श्रीलाल शुक्ल : अंगद का पाँव

8

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा । पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे । वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे । $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.सी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे । सभी प्रश्न अनिवार्य होंगे । प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया

BACK



Hindi Gadya Sahitya

हिंदी गद्य साहित्य

प्रश्न पत्र : Core Course
(DSC-1D)
HIND203

Credits : 06
पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं
प्राइवेट परीक्षार्थी)
पूर्णांक : 70 (रेगुलर परीक्षार्थी)
आन्तरिक मूल्यांकन : 30
समय : तीन घण्टे

इकाई - 1

- 1.1 जैनेन्द्र कुमार : व्यक्तित्व एवं कृतित्व
- 1.2 उपन्यास : त्यागपत्र - पाठपरक अध्ययन
- 1.3 त्यागपत्र : तात्विक समीक्षा

इकाई - 2

- 2.1 प्रेमचंद, जयशंकर प्रसाद, यशपाल एवं उषा प्रियंवदा का व्यक्तित्व एवं कृतित्व
- 2.2 निम्नलिखित कहानियों का पाठपरक अध्ययन
कहानी : नमक का दरोगा - प्रेमचंद
आकाशदीप - जयशंकर प्रसाद
परदा - यशपाल
वापसी - उषा प्रियंवदा
- 2.3 उपर्युक्त कहानियों की तात्विक समीक्षा

इकाई - 3

- 3.1 रामचन्द्र शुक्ल तथा हजारीप्रसाद द्विवेदी का व्यक्तित्व एवं कृतित्व
- 3.2 निम्नलिखित निवन्धों का पाठपरक अध्ययन
निवन्ध : लोभ और प्रीति - रामचन्द्र शुक्ल
कुटज - हजारीप्रसाद द्विवेदी
- 3.3 उपर्युक्त निवन्धों की तात्विक समीक्षा

इकाई - 4

- 4.1 महादेवी वर्मा तथा प्रभा खेतान का व्यक्तित्व एवं कृतित्व
- 4.2 निम्नलिखित निवन्धों का पाठपरक अध्ययन
निवन्ध : संस्कृति और शिक्षा (चिन्तन के क्षण संग्रह से) - महादेवी वर्मा
भूमण्डलीकरण, धार्मिक समाज और पूँजीवाद - प्रभा खेतान

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक (रेगुलर, आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न की दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा। प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$7 + 7 = 14$ अंक (रेगुलर)
 $10\% + 10\% = 21\%$ अंक (आई.सी.डी.ई.ओ.एल. एवं प्राइवेट)

अंक विभाजन :

रेगुलर : $14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70$ अंक

आई.सी.डी.ई.ओ.एल. एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंकों का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक



Chhayavadottar Hindi Kavita

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छायावादोत्तर हिंदी कविता

प्रश्न पत्र : **Discipline Specific Elective**

(DSE-1B)

HIND306

Credits : 06

पूर्णांक : 100 (आई.सी.डी.ई.ओ.एल. एवं

प्राइवेट परीक्षार्थी)

पूर्णांक : 70 (रेगुलर परीक्षार्थी)

आन्तरिक मूल्यांकन : 30

समय : तीन घण्टे

इकाई - 1

- 1.1 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' तथा गजानन माधव मुक्तिबोध का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 1.2 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' तथा गजानन माधव मुक्तिबोध की काव्यगत विशेषताएँ
- 1.3 सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' : कविताएँ -
कलगी बाजरे की
यह दीप अकेला
- 1.4 गजानन माधव मुक्तिबोध : कविताएँ -
भूल गलती
एक रंग का राग

इकाई - 2

- 2.1 नागार्जुन तथा शमशेर बहादुर सिंह का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 2.2 नागार्जुन तथा शमशेर बहादुर सिंह की काव्यगत विशेषताएँ
- 2.3 नागार्जुन : कविताएँ -
अकाल और उसके बाद
कालिदास
- 2.4 शमशेर बहादुर सिंह : कविताएँ -
सूना सूना पथ है, उदास झरना
वह सलोना जिस्म

BACK



इकाई - 3

- 3.1 भवानी प्रसाद मिश्र तथा कुँवर नारायण का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 3.2 भवानी प्रसाद मिश्र तथा कुँवर नारायण की काव्यगत विशेषताएँ
- 3.3 भवानी प्रसाद मिश्र : कविताएँ -
कहीं नहीं बचे
गीत फरोश
- 3.4 कुँवर नारायण : कविताएँ -
नचिकेता

इकाई - 4

- 4.1 सर्वेश्वरदयाल सक्सेना तथा केदारनाथ सिंह का व्यक्तित्व एवं कृतित्व : सामान्य परिचय
- 4.2 सर्वेश्वरदयाल सक्सेना तथा केदारनाथ सिंह की काव्यगत विशेषताएँ

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- 4.3 सर्वेश्वरदयाल सक्सेना : कविताएँ -
मैंने कब कहा
हम ले चलेंगे
- 4.4 केदारनाथ सिंह : कविताएँ -
रचना की आधी रात



फर्क नहीं पड़ता

प्राश्निक के लिए निर्देश :

1. प्रश्न पत्र दो भागों में विभक्त होगा। पहला भाग अनिवार्य है, जिसमें एक प्रश्न के अन्तर्गत 14 वस्तुनिष्ठ बहुविकल्पीय प्रश्न पूछे जाएंगे। वस्तुनिष्ठ प्रश्न समान रूप से चारों इकाइयों में से पूछे जाएंगे। $14 \times 1 = 14$ अंक(रेगुलर, आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)
2. दूसरे भाग के अन्तर्गत चार प्रश्न शत-प्रतिशत विकल्प के साथ चारों इकाइयों में से पूछे जाएंगे। सभी प्रश्न अनिवार्य होंगे। प्रत्येक प्रश्न को दो उपविभागों में विभाजित किया जाएगा, जिनमें से दूसरा उपविभाग व्याख्या से सम्बन्धित रहेगा। प्रत्येक प्रश्न के लिए 7 अंक निर्धारित किए गए हैं।

$$7 + 7 = 14 \text{ अंक (रेगुलर)}$$

$$10\% + 10\% = 21\% \text{ अंक(आई.सी.डी.ई.ओ.एल.एवं प्राइवेट)}$$

अंक विभाजन :

$$\text{रेगुलर} : 14 + 14(7+7) + 14(7+7) + 14(7+7) + 14(7+7) = 70 \text{ अंक}$$

आई.सी.डी.ई.ओ.एल.एवं प्राइवेट विद्यार्थियों के लिए दूसरे भाग के अन्तर्गत प्रत्येक प्रश्न 21% अंको का होगा। $14 + 21\% + 21\% + 21\% + 21\% = 100$ अंक

Substance Use Disorders

SYLLABUS(GE-2) SUBSTANCE USE DISORDERS (BAPSYCA312TH)

Unit-I: Nature of substance use disorders. Alcoholism: Effects and stages.

Unit-II: Drug abuse: Introduction to different category of drugs, stimulants, depressants, opioids, hallucinogens in brief.

Unit-III: Main Causal factors of alcoholism and drug abuse.

Unit-IV: Prevention of substance uses in brief.

Recommended Books

- Blaney, P. H. (2008). Oxford Textbook of Psychopathology . Amazon.
Carson, R. C., Butcher, J. N. , Mineka, S. & Hooley, J. M. (2013). Abnormal Psychology 13th Ed. New Delhi: Pearson Education.
Carson, R.C, Butcher, J.N. and Mineka, S. (1995). Abnormal Psychology and Modern Life, 10th edition.
Chauhan, B. R. (2001). Asamanya Manovigyan. Kurukshetra: Azad Publication
Coleman, James (1980). Abnormal Psychology and Modern Life. New Delhi: Pearson Publications Pvt. Ltd.
Davey, G. (2012). Psychopathology: Research, Assessment and Treatment in Clinical Psychology. Wiley Blackwell.
Davison, G.C. and Neale, J.M. (1998). Abnormal Psychology (7th ed.). New York: John Wiley.
Dixit, Nirupama (2010). Asamanya Manovigyan. Agra: Aggrawal Publications.
Herpertz, S. C. (Ed.).(2013) Psychopathology. Karger AG Basel Publishers.
Jaspers, K. , Hoenig, J., & Marian, W. H. (2007). General Psychopathology (vol.-1).

BACK



- Blaney, P. H. (2008). Oxford Textbook of Psychopathology . Amazon.
- Carson, R. C., Butcher, J. N. , Mineka, S. & Hooley, J. M. (2013). Abnormal Psychology 13th Ed. New Delhi: Pearson Education.
- Carson, R.C, Butcher, J.N. and Mineka, S. (1995). Abnormal Psychology and Modern Life, 10th edition.
- Chauhan, B. R. (2001). Asamanya Manovigyan. Kurukshetra: Azad Publication
- Coleman, James (1980). Abnormal Psychology and Modern Life. New Delhi: Pearson Publications Pvt. Ltd.
- Davey, G. (2012). Psychopathology: Research, Assessment and Treatment in Clinical Psychology. Wiley Blackwell.
- Davison, G.C. and Neale, J.M. (1998). Abnormal Psychology (7th ed.). New York: John Wiley.
- Dixit, Nirupama (2010). Asamanya Manovigyan. Agra: Aggrawal Publications.
- Herpertz, S. C. (Ed.).(2013) Psychopathology. Karger AG Basel Publishers.
- Jaspers, K. , Hoenig, J., & Marlan, W. H. (2007). General Psychopathology (vol.-1). Amazon.
- Lamm, A. (1997). Introduction to Psychopathology. NY: Sage.
- Mangal, S. K. (2008). Abnormal Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Mohanty, G. (2004). A textbook of abnormal Psychology. New Delhi: Kalyani Publishers.
- Sarason, I. G. , & Sarason, B. R. (1996). Abnormal Psychology. New Delhi: Prentice Hall of India.
- Sharma, R. N. (1993). Abnormal Psychology. New Delhi: Surjeet Publications.
- Singh, L., & Tiwari, G. (2008). Asamanya Manovigyan. Agra: Vinod Pustak Mandir.
- Singh, R. N. (2009). Adhunik Asamanya Manovigyan. Agra: Aggrawal Publications.
- Srivastava, A. (2010). Manovikriti Vigyan. Agra: Aggrawal Publications.
- Srivastava, D.N. (1991). Adhunik Asamanya Manovigyan (6th ed.). Agra : Sahitya.



SYLLABI ADDRESSING ENVIRONMENT & SUSTAINABILITY

Course: BIOTECH2C11TH ENVIRONMENTAL BIOTECHNOLOGY

Theory examination: 50 marks

Practical examination: 20 marks

Internal Assessment: 30 marks

Note: The Examiner will set a total of nine (9) questions covering all topics/ units of the prescribed course by setting at least two questions from each unit. Out of the nine questions, one question containing ten (10) short-answer type questions that will cover entire course will be compulsory. The candidate will attempt a total of five questions (one from each unit) including the compulsory question. All questions will carry equal marks.

UNIT I (18 Periods)

Conventional fuels and their environmental impact: Firewood, Plant, Animal, Water, Coal and Gas. Modern fuels and their environmental impact – Methanogenic bacteria, Biogas, Microbial hydrogen Production, Conversion of sugar to alcohol Gasohol

UNIT II (20 Periods)

Bioremediation of soil & water contaminated with oil spills, heavy metals and detergents. Degradation of lignin and cellulose using microbes. Phyto-remediation. Degradation of pesticides and other toxic chemicals by micro-organisms- degradation aromatic and chlorinated hydrocarbons and petroleum products.

UNIT III (12 Periods)

Treatment of municipal waste and Industrial effluents. Bio-fertilizers. Role of symbiotic and asymbiotic nitrogen fixing bacteria in the enrichment of soil. Algal and fungal biofertilizers (VAM)

UNIT IV (10 Periods)

Bioleaching, Enrichment of ores by microorganisms (Gold, Copper and Uranium). Environmental significance of genetically modified microbes, plants and animals.

Course: BIOTECH2C11PR ENVIRONMENTAL BIOTECHNOLOGY

PRACTICALS

1. Calculation of Total Dissolved Solids (TDS) of water sample.
2. Calculation of BOD of water sample.
3. Calculation of COD of water sample.
4. Bacterial Examination of Water by MPN Method.

SUGGESTED READING

1. Environmental Science, S.C. Santra
2. Environmental Biotechnology, Pradipta Kumar Mohapatra
3. Environmental Biotechnology – Concepts and Applications, Hans-Joachim Jordening and Jesef Winter
4. Waste Water Engineering, Metcalf and Eddy, Tata McGraw hill
5. Agricultural Biotechnology, S.S. Purohit

BACK



Course: BIOTECH3DSE11TH
ECOLOGY AND ENVIRONMENT MANAGEMENT

Theory examination: 50 marks

Practical examination: 20 marks

Internal Assessment: 30 marks

Note: The Examiner will set a total of nine (9) questions covering all topics/ units of the prescribed course by setting at least two questions from each unit. Out of the nine questions, one question containing ten (10) short-answer type questions that will cover entire course will be compulsory. The candidate will attempt a total of five questions (one from each unit) including the compulsory question. All questions will carry equal marks.

UNIT-I (12 Periods)

Our Environment: Geological consideration of Atmosphere, Hydrosphere, Lithosphere Scope of Ecology. Development & Evolution of Ecosystem. Principles & Concepts of Ecosystem. Structure of ecosystem. Strata of an ecosystem. Types of ecosystem including habitats. Cybernetics & Homeostasis. Biological control of chemical environment.

UNIT II (20 Periods)

Energy transfer in an Ecosystem. Food chain, food web, Energy budget, Production & decomposition in a system. Ecological efficiencies, Trophic structure & energy pyramids, Ecological energetic, principles pertaining to limiting factors, Bio-geochemical cycles (N,C,P cycles).

UNIT-III (18 Periods)

Pollution & environmental Health related to Soil, Water, Air, Food, Pesticides, Metals, Solvents, Radiations, Carcinogen, Poisons. Detection of Environmental pollutant. Indicators & detection systems. Bio-transformation, Plastic, Aromatics, Hazardous wastes Environmental cleanup : Case studies

UNIT-IV (10 Periods)

Environmental biotechnologies, Biotechnologies in protection and preservation of environment. Bioremediation, Waste disposal.

Course: BIOTECH3DSE11PR
ECOLOGY AND ENVIRONMENT MANAGEMENT

PRACTICALS

1. Study of all the biotic and abiotic components of any simple ecosystem- natural pond or terrestrial ecosystem or human modified ecosystem.
2. Determination of population density in a terrestrial community or hypothetical community by quad rate method and calculation of the Simpson's and Shannon- Weiner diversity index for the same community.
3. Principle of GPS (Global Positioning System).
4. Study of the life table and fecundity table, plotting of the three types of survivorship curves from the hypothetical data.
5. Study of the types of soil, their texture by sieve method and rapid tests for -pH, chlorides, nitrates, carbonates and organic carbon

BACK



Environmental Economics

Course No. ECONA316
Course title: Environmental Economics
Nature of Course: GEC – 4
Number of credits: 6
Number of Lectures (L): Practical (P): Tutorial (T): 44:0:16

Course Description

This course focuses on economic causes of environmental problems. In particular, economic principles are applied to environmental questions and their management through various economic institutions, economic incentives and other instruments and policies. The course does not require any prior knowledge of economics. The course will be useful for students aiming towards careers in the government sector, NGOs, policy analysis, business and journalism.

Course Outline

Unit	Title	Credits	
		L	T
I.	Introduction to Environmental Economics Introduction; The economy and the environment: Inter-linkages; First two laws of thermodynamics. Environment as a necessity and luxury – population and environment linkage. Economic Efficiency and Market Failures: Environment quality as a public good, Private and Social cost, Pareto optimality and market failure in the presence of externalities; Economic Efficiency, Deviation from Efficiency; Common property	11	4
II.	Population, Pollution and Environment Theory of Demographic Transition; Economics of Pollution: Damage functions and abatement cost functions; Marginal decisions; Optimal level of pollution; Market solutions and government actions; Economic incentives and least-cost solutions; Command and control policies. Environmental issues in developed and developing countries; Use of Resources; Environmental Protection laws; Environmental Education and its merits.	12	4
III.	Valuing the Environment Economic valuation of environmental goods; Types of environmental values; Monetary valuation techniques; Non-monetary valuation techniques; Comparing methodologies. Cost-Benefit Analysis and the Environment: The theory of cost-benefit analysis; Idea of discounting and choice of discount rate; Framework for cost-benefit analysis; Discounting and future generations.	10	4
IV.	Economic Growth and Sustainable Development Economic growth, development and sustainable development; The environmental Kuznets curve; Economics of sustainable development. International Environmental Issues: Economics of climate change; Trade and the environment. Indian environment policies and performance, pollution control boards and their functions.	11	4

Suggested Readings:

1. Kolstad, C.D. (2007), Environmental Economics, Oxford University Press, New Delhi.
2. Nick Hanley et al (2007), Environmental Economics: Theory and Practice, Palgrave MacMillan.
3. Katar Singh and Anil Sisodia (2007), *Environmental Economics: Theory and Application*, Sage Publications, New Delhi.
4. Karpagam (2008), Environmental Economics, Sterling Publishers, New Delhi
5. R.K. Lekhi et al. (2008), Development and Environmental Economics, Kalyani Publishers, Ludhiana.
6. S.P. Misra & S.N. Pandey (2008), Essential Environmental Studies, Anu Books, New Delhi.
7. Maureen L. Cropper and Wallace E. Cates, 1992, —Environmental Economics: A Survey, *Journal of Economic Literature*, Volume 30:675-740.
8. Charles Kolstad, *Intermediate Environmental Economics*, Oxford University Press, 2nd edition, 2010.

BACK



Environment Science

Course: ENVSIAECC02 ENVIRONMENT SCIENCE

Theory examination: 100 marks

Note: The Examiner will set a total of nine (9) questions covering all topics/ units of the prescribed course by setting at least two questions from each unit. Out of the nine questions, one question containing ten (10) short-answer type questions of 2 marks each that will cover entire course will be compulsory. The candidate will attempt a total of five questions (one from each unit) including the compulsory question. All questions will carry equal marks.

UNIT I (20 Periods)

Introduction to environmental studies & ecosystems: Multidisciplinary nature of environmental studies: Scope and importance; What is an ecosystem? The structure and function of ecosystem, Energy flow in an ecosystem, food chains, food webs and ecological succession, forest ecosystem, grassland ecosystem, desert ecosystem, aquatic ecosystems; Levels of biological diversity such as genetic, species and ecosystem diversity; biogeography zones of India, biodiversity patterns and global biodiversity hot spots, India as a mega-biodiversity nation, endangered and endemic species of India, threats to biodiversity, habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions, conservation of biodiversity, *in-situ* and *ex-situ* conservation of biodiversity, concept of sustainability and sustainable development.

UNIT II (15 Periods)

Natural resources & its management and conservation: Land resources and land use change: Land degradation, soil erosion and desertification; Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations; Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state); Energy resources: Renewable and non renewable energy sources, use of alternate energy sources and growing energy needs.

UNIT III (15 Periods)

Environmental pollution & management: Environmental pollution: types, causes, effects and controls; Air, water, soil and noise pollution, Solid waste management: Control measures of urban and industrial waste. Climate change, global warming, ozone layer depletion, acid rain and their impact on human communities and agriculture. Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act, Water (Prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act; International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD); Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

UNIT IV (10 Periods)

Environment & social issues: Human population growth: Impacts on environment, human health and welfare; Resettlement and rehabilitation of project affected persons; case studies; Disaster management: floods, earthquake, cyclones and landslides; Environmental movements: Chipko, Silent valley, Bishnois of Rajasthan; Environmental ethics: Role of Indian and other religions and cultures in environmental conservation; environmental communication and public awareness.

SUGGESTED READING

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fractured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed Books.
8. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
9. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
10. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
11. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
12. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.



Environmental Geography

5. Environmental Geography- GEOGH205CC

Course Code	GEOGH205CC		
Credits-6	L	T	P
	65	25	0
Course Type	Core		
Lectures to be Delivered	90		

Note: CCA & AE scheme is same as in Paper GEOGH101CC

Unit	Topic	Allotted Time (Hours)		
		L	T	P
I.	Definition and Scope of Environmental Geography Meaning and Components of Environment Ecosystem- Concept, components and Functions	20	7	0
II.	Human-Environment Relationship Environmental determinism and Possibilism Biomes- Definition, Mountain and Desert Regions	15	6	0
III.	Environmental Problems Their Causes Impacts and Management Air and water Pollution Biodiversity Loss	15	6	0
IV.	Environmental Management Initiatives in India Environmental Protection Act, 1982, Environmental Policy of India(2006) Chipko Movement	15	6	0
Total Hours		65	25	0

Reading List

1. Chandna R. C., 2002: *Environmental Geography*, Kalyani, Ludhiana.
2. Cunningham W.P. and Cunningham M.A., 2004: *Principals of Environmental Science: Inquiry and Applications*, Tata Macgraw Hill, New Delhi.
3. Coude A., 2001: *The Nature of the Environment*, Blackwell, Oxford.
4. Singh, R. B. (Eds.) (2009) *Biogeography and Biodiversity*. Rawat Publication, Jaipur
5. Miller G. T., 2004: *Environmental Science: Working with the Earth*, Thomson Brooks Cole, Singapore.
6. MoEF, 2006: *National Environmental Policy-2006*, Ministry of Environment and Forests, Government of India.
7. Singh, R. B. and Htetala, R. (Eds.) (2014) *Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies*, Springer
8. Odum, E. P. et al, 2005: *Fundamentals of Ecology*, Cengage Learning India.
9. Singh S., 1997: *Environmental Geography*, Prayag Pustak Bhawan, Allahabad.
10. UNEP, 2007: *Global Environment Outlook: GEO4: Environment For Development*, United Nations



SYLLABI ADDRESSING CULTURAL DIVERSITY
Indian History & Culture

37

B. A. THIRD YEAR (SEC V)
SEC-3: HIST (A) 317
Indian History and Culture

- I.** Environment; Culture, Tradition & Practices:
 - Historical overview
 - Oral & codified information on medicinal Plants
 - Water & Water Bodies
- II.** Urbanization and Urbanism:
 - Issues of settlements & Landscapes
 - Social differentiations
 - Communication networks
- III.** Social inequality and Gender:
 - Status within Households: An overview
 - Present context
 - Issues of Violence
 - Employment, distribution of resources
- IV.** Cultural Heritage:
 - Main components
 - Built Heritage
 - Fairs & Festivals

A visit/field work/survey of/to an exhibition /water bodies/ local fairs & festivals/ is part of this course. Total weightage & distribution of marks for evaluation of the field report/survey would be at par with tutorial/home assignments.

Recommended Books

1. Banga, Indu (ed.), *The City in Indian History: Urban Demography, Society & Polity*, Delhi, 1991.
2. Bhattacharya, Bimalendu, *Urban Development in India*, Delhi, 1991.

BACK