

FYUGP B.A.(HONS) IN ECONOMICS / B.A.(HONS.) IN ECONOMICS( RESEARCH) UNDER THE HONORS SCHOOL SYSTEM FOR THE SESSION 2023-24


FIRST YEAR TEMPLATE AS PER NEP

Semester	Major Discipline Specific Core (4 credits)	Minor Disciplinary (4 credits)	Skill Enhancement Course/ Internship/ Community work/ Field Project/ Dissertation (3 credits)	Multidisciplinary (3 credits)	AEC (2 credits)	Value Added (2 credit)	Total Credits
I (100 level)	DSC-1 DSC-2	MDC-1	SEC-1	MDSC-1	AEC-1	VAC-1 VAC-2	24
II (100 level)	DSC-3 DSC-4	MDC-2	SEC-2	MDSC-2	AEC-2	VAC-3 VAC-4	24

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**FYUGP B.A. (HONS) IN ECONOMICS /  
B.A. (HONS.) IN ECONOMICS  
(RESEARCH) UNDER THE HONORS  
SCHOOL SYSTEM FOR THE SESSION  
2023-24**

1. Outline of Syllabi and Course Structure for various Courses in the Department of Economics 2023-24 for B.A. 1<sup>st</sup> Year as per NEP
2. 1<sup>st</sup> year Template as per NEP

  
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**Course Structure for FYUGP B.A. (Hons.) Economics 1<sup>st</sup> and 2<sup>nd</sup> Sem for 2023-24 Session**

Semester-I			
Course	Course Code	Paper	Credits
Economics Core Course 1	ECO-C1	Introductory Microeconomics	4
Economics Core Course 2	ECO-C2	Mathematical Methods for Economics-I	4
Skill Enhancement Course 1	ECO-SEC1	Data Collection and Handling Techniques	3
Multidisciplinary Course 1	MDSC-1	Fundamentals of Sociology	3
Ability Enhancement Compulsory Course 1	AEC-1	English	2
Value Added Course 1	ECO-VAC1	Indian Economic Thought	2
Value Added Course 2	ECO-VAC2	Any course offered by Maths/Stats/Computer Science	2
Minor (any one):			
Statistics Course 1	STATMI01	Probability Theory and Descriptive Statistics-1	4
Mathematics Course 1:	MAT-MI-11	Calculus	4
Semester-II			
Economics Core Course 3	ECO-C3	Introductory Macroeconomics	
Economics Core Course 4	ECO-C4	Mathematical Methods for Economics-II	
Skill Enhancement Course 2	ECO-SE-2	Data Analysis for Beginners	3
Multidisciplinary Course 2	MDSC-2	Social Stratification	3
Ability Enhancement Compulsory Course 2	AEC-2	English	2
Value Added Course 3	ECO-VAC3	Introduction to Environmental Economics	2
Value Added Course 4	ECO-VAC4	Any course offered by Maths/Stats/Computer Science	
Minor (any one)			
Statistics Course 2	STATMI02	Probability Theory and Descriptive Statistics-II	4
Mathematics Course 2	MAT-MI-21 & MAT-MI-22	Algebra & Differential Equations	3 & 3

  
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**NEP Outlines of Syllabi and Course Structure for various Courses in the Department of Economics 2023-24.**

**B.A. (Hons.) Semester I (under NEP)**

- ECO-C1 : Economics Core Course 1: Introductory Microeconomics (4 credits)
- ECO-C2 : Economics Core Course 2: Mathematical Methods for Economics-I (4 credits)
- ECO-SEC1 : Skill Enhancement Course I: Data Collection and Handling Techniques (3 credits) / Any other course offered by Maths / Statistics / Computer Science Departments of the Panjab University of same or more credits
- MDSC1 : Multidisciplinary Course 1: Fundamentals of Sociology (3 credits)/ any other course offered by the Panjab University of same or more credits
- AEC1: Ability Enhancement Compulsory Course (AEC) –I (2 credits) (offered by English Department)
- ECOVAC1: Value Added Course 1: Indian Economic Thought (2 credits)/ any other course offered by the Panjab University of same or more credits
- ECOVAC2: Value Added Course 2: Any other course offered by Maths / Statistics / Computer Science Departments the Panjab University of same or more credits

**Minor 1 (any one)**

STATMI01\*: PROBABILITY THEORY and DESCRIPTIVE STATISTICS-I (6 credits) /Any other course offered by the Statistics Department of same or more credits

Or

MAT-MI-11\*: Calculus (6 credits)/any other course offered by Maths. Department of same or more credits

**\*\*ECO-C1 (4 credits) + ECO VAC1 (2 credits) would be offered as Minor-1 (6 credits) to Non Economics Honors students in the Semester-I**

**B.A. (Hons.) Semester II (under NEP)**

- ECO-C3 : Economics Core Course 3: Introductory Macroeconomics –II (4 credits)
- ECO-C4 : Economics Core Course 4: Mathematical Methods for Economics-II (4 credits)
- ECO-SEC2 : Skill Enhancement Course 2 : Data Analysis for Beginners (3 credits) / Any other course offered by Maths / Statistics / Computer Science Departments the Panjab University of same or more credits

  
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MDSC2 : Multidisciplinary Course 2: Social Stratification (3 credits)/ Any other course offered by the Panjab University of same or more credits

AEC2 : Ability Enhancement Compulsory Course (AECC) –II (2 credits) (offered by English Deptt.)

ECO VAC3 : Value Added Course 3: Introduction to Environmental Economics (2 credits)/ Any other course offered by the Panjab University of same or more credits

ECOVAC4: Value Added Course 4: Any other course offered by Maths / Statistics / Computer Science Departments the Panjab University of same or more credits

Minor 2 (any one)

STATMI02\*: PROBABILITY THEORY and DESCRIPTIVE STATISTICS-II (6 credits)/ Any other course offered by Statistics Departments the Panjab University of same or more credits

Or

MAT-MI-21\*: Algebra (3 credits) + MAT-MI-22\*: Differential Equations (3 credits)/ Any other course offered by the Maths Department, Panjab University of same or more credits

\*\*ECO-C2 (4 credits) + ECO VAC3 (2 credits) would be offered as Minor-2(6 credits) to Non Economics Honors students in the semester-II

Note:

\* 1. A 6 credit minor (150 marks ) would be treated at par with a 4 credit minor ( 100 marks ) and 150 marks to be normalized to 100 for BA. Thus Maths and Stats minor students would have more than 4 teaching hours every week.

\*\* 2. Regarding balancing of BSc BA Minor credits the first year  
A B.Sc. student who opts for a minor of 4 credits from B.A. will cover the remaining 2 credits from the VAC of the same subject of 2 credits thus earning total 6 credits in that minor and would have two VAC courses in the first and second semester . In the first semester 1 to 2 VAC courses are allowed.

  
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Course Structure for B.A. (Hons.) Economics

Syllabi of B.A. (Hons.) Semester- I (under NEP)

ECO-C1: INTRODUCTORY MICROECONOMICS

Max. Marks: 80

Time: 3 Hrs.

Credits: 4

**Course Description**

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 80 marks and continuous evaluation 20 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 9 questions in all.

The first question **compulsory** comprising 15 short answer type questions spread over the whole syllabus. The candidates are required to attempt 10 questions. Each question shall be of two marks (10 x 2= 20).


Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks (15x4=60)

**UNIT- I**

Exploring the subject matter of Economics. Why study economics? Scope and method of economics; the economic problem: scarcity and choice; the question of what to produce, how to produce and how to distribute output

Cardinal Utility Analysis.

Ordinal Utility Analysis: The consumption decision - budget constraint, consumption and income/price changes, demand for all other goods and price changes; description of preferences (representing preferences with indifference curves); properties of indifference curves; consumers optimum choice; income and substitution effects.

  
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## UNIT- II

Theory of production: laws governing short run and long run. Producers equilibrium and expansion path

Cost Theory: Short run and long run cost curves.

The Firm and Industry under Perfect Market Structure: Price and output determination; short run and long run.

## UNIT- III

Determinants of individual demand/supply; demand/supply schedule and demand/supply curve; market versus individual demand/supply; shifts in the demand/supply curve, demand and supply together; how prices allocate resources. The basic competitive model. Supply and Demand How Markets Work, Markets and Welfare Markets and competition

Elasticity of demand: its measurements, applications and determinants.

Consumer surplus; producer surplus and the efficiency of the markets.

Concept of dead weight loss; Govt. intervention in the form of Taxes and Subsidies.

## UNIT- IV

Single seller monopoly: Price and output determination

Input Markets Labour and land markets - basic concepts (derived demand, productivity of an input, marginal productivity of labour, marginal revenue product); demand for labour; input demand curves; shifts in input demand curves; competitive labour markets and firms profit maximisation conditions in input market ; and labour markets and public policy. Derivation of labour supply and savings decision - choice between leisure and consumption.

### Readings:

1. Karl, E. Case., and Ray C. Fair, (2007). *Principles of Economics* (8th ed.). Pearson Education Inc.
2. N. Gregory Mankiw. (2007) *Economics: Principles and Applications*. (4th ed.). India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited.
3. Joseph E. Stiglitz, and Carl E. Walsh. (2007) . *Economics* (4th ed.). W.W. Norton & Company, Inc., New York, International Student Edition.
4. Salvatore. D (2006) *Theory and Problems of Microeconomic Theory* (Sachems series) (3<sup>rd</sup> ed.) Tata McGraw-Hill Publishing Company Ltd.
5. Salvatore.D. (2007). *Micro economic theory and Applications* (4<sup>th</sup> ed.) Oxford University Press.

  
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**ECO-C2: MATHEMATICAL METHODS FOR ECONOMICS-I**

**Max. Marks: 80**

**Time: 3 Hrs.**

**Credits: 4**

**Course Description**

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 80 marks and continuous evaluation 20 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**


- There shall be 9 questions in all.

The first question **compulsory** comprising 15 short answer type questions spread over the whole syllabus. The candidates are required to attempt 10 questions. Each question shall be of two marks ( $10 \times 2 = 20$ ).

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks ( $15 \times 4 = 60$ ).

**UNIT- I**

**Preliminaries and Functions of one real variable:** Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems. Graphs; elementary types of functions: quadratic, polynomial, power, exponential, logarithmic; sequences and series: convergence, algebraic properties and applications; continuous functions: characterizations, properties with respect to various operations and applications.

  
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## UNIT- II

**Differentiable Functions and Single-variable optimization:** Differentiable functions: characterizations, properties with respect to various operations and applications; second and higher order derivatives: properties and applications. Geometric properties of functions: convex functions, their characterizations and applications; local and global optima: geometric characterizations, characterizations using calculus and applications.

## UNIT- III

**Integration of functions:** Methods of Substitution and partial fractions and simple economic applications

## UNIT- IV

**Difference equations:** Introduction, solution of difference equations upto 2<sup>nd</sup> order, simple economic applications.

### Readings:

K. Sydsaeter and P. Hammond, (2002). *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi.

## ECOSEC-1: Data Collection and Handling Techniques

Max marks: 60

Max Time: 03 Hours  
(credits-03)

Course Objective: To provide skills to undertake data based research so that students get the competency of executing sample surveys and knowledge about secondary data collection.

**Pedagogy of the Course Work:** 80%Class room teaching.

20% Internal Assessment.

### Instructions for Paper-setter and candidates:

- The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3= 15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15marks (15x3=45).

### Unit-I

Research: Meaning, objectives, Characteristics, Types, Process and Utility, Research method Vs. Methodology. Research Design-Meaning, Types and Features of Good Research Design. Types of Data: Primary vs Secondary, Cross Section or Micro Data, Time Series Data, Pooling of data Panel data, Census vs sampled data.

### Unit II

Sampling – Concepts of Statistical Population, Sample, Sampling Frame, Sampling and non-Sampling Errors, Sample Size. Census and Sampling survey. Characteristics of good sampling. Sampling Techniques: Simple Random Sampling; PPS Sampling; Stratified Random Sampling; Multistage Sampling (Applications only), determination of sample size.

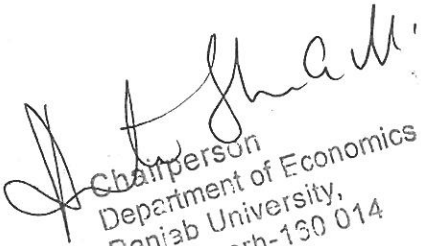
### Unit III

Methods of collection of Primary data (observation method, interview method, collection of data through questionnaires- Designing of questionnaire, collection of data through schedules- Designing of schedules). Measurement and scaling, validity and reliability. Collection of Secondary Data Selection of appropriate method of data collection.

\*\*\*\*Practical Work: Students are required to formulate a research problem and need to prepare a questionnaire for the same along with appropriate measurement and scaling techniques.

### References:

1. Bethlehem, J. (2009). *Applied survey methods: A statistical perspective*. Wiley.
2. Cochran, W. (2008). *Sampling techniques, 3rd ed*. Wiley.
3. Cooper, D., Schindler, P., Sharma, J. (2012). *Business research methods, 12th ed*. McGraw-Hill.
4. Flick, U. (2012). *Introducing research methodology: A beginner's guide to doing a research project*. Sage Publications.
5. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
6. Kothari, C.R. (2009). *Research Methods and Techniques*, Wiley Eastern.
7. Kumar, R. (2014). *Research methodology: A step by step guide for beginners, 4th ed*. Sage Publications.

  
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**MDSC1: FUNDAMENTALS OF SOCIOLOGY**

**Max.Marks: 60**

**Time: 3Hrs.  
Credits: 3**

**Course Description**

The systematic study of human behaviour and human society is a relatively recent development. The central emphasis of the paper would be to develop a conceptual clarity regarding the basic sociological terms and themes, thus leading to a development of a sociological terms and themes, thus leading to a development of a sociological outwork. The course would also discuss the works of founding father which led to the development to sociological thinking.

**Pedagogy of the Course Work:** 80%Class room teaching.  
20% Internal Assessment.

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3= 15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15marks (15x3=45).

**UNIT – I**

***Developing Sociological Outlook:*** Definition and Scope; Significance and Uses of Sociology; Relationship of Sociology with other Social Sciences – Anthropology, Economics, Political Science, Psychology, Philosophy and History.

**UNIT – II**

***Basic Concepts: Society*** – Meaning and Characteristics, Theories of Origin, Individual and Society. Community, Association and Institution – Meaning, Characteristics and Differences. Groups – Definition, Characteristics and Classification.

**UNIT – III**

***Culture and Socialization:*** Culture-Definition, Cultural Lag, Acculturation, Assimilation, Pluralism. Culture and Personality.

  
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**Civilization:** Definition, Traditional and Modern. Socialization – Meaning, Stages, Agencies.

**Essential Readings:**

1. Giddens, Anthony .*Sociology, Cambridge* (4<sup>th</sup>ed.). PolityPress.
2. Haralambos, Michael.(2015). *Sociology: Themes and Perspectives*.Oxford.
3. Davis, Kingley.(2002). *Human Society*. Surjeet Publications,Delhi.
4. Maclver, R S & Page Charles. *Society: An Introductory Analysis* (Latest ed.). Macmillan India Ltd.
5. Johnson, Harry (2003). *Sociology: A Systematic Introduction*. Allied Publishers, NewDelhi.
6. Inkeles Alex. (2004).*What is Sociology? An Introduction to the Discipline and Profession*. Prentice-Hall,India.
7. Bradshaw, York W, et.al. (2001). *Sociology for a New Century*, Piner Forge Press, California.

**Further Readings:**

1. Johnson, Doley Paul.(1986).*Sociological Theory* (Or later ed.). New York,McMillan.
2. Ritzer, George. (2011).*Sociological Theory* .London (Or latest ed.). McGraw-Hill.
3. CoserLewis. (2004). *Masters of Sociological Thought*, Rawat Publications, NewDelhi.
4. Rao Shankar C.N. (2012).*Sociology: principles with an Introduction to Social Thought*.S.Chand and Company Pvt.Ltd.

**ECOVAC-1: Indian Economic Thought**

**Max. Marks: 40**

**Time: 1.5 Hrs.**

**Credits: 2**

**Course Objective:** The course aims at enabling the students to acquire and demonstrate the knowledge on economic thought with its historical perspective.

Instructions for Paper-setter and candidates:

- The maximum marks for the paper will be 50. The question paper will be of 40 marks and continuous evaluation 10 marks. Time allowed will be 1.5 hours.

The paper-setter must put a note in the question paper in this regard.

- There shall be 5 questions in all.

The first question compulsory comprising 10 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of two marks (5x2= 10).

Rest of the paper shall contain two units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each

unit. Each question will carry 10 marks (15x2=30).

  
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**Pre-independence Indian Economic thought**

Kautilya's Arthashastra: The economic functions of the state, Taxation and pricing policy, The land system

Dadabhai Naoroji and the drain theory: What is the drain?, Criticisms and Long-run relevance

Ranade and the economics of development: Poverty and industrialisation, Agrarian policy, Railway investment.

Unit 2

**Indian Economic thought towards independence**

Gokhale and the economics of education

Gandhian economics: Methodological issues, Consumption behaviour: the limitation of wants, Swadeshi; Trusteeship and industrial relations; Charity, leisure and the sanctity of work

**References:**

Dasgupta, A.K. (1993). A History of Indian Economic Thought (1st ed.). Routledge.

Kautilya. & Shamasastri, R. (1967). *Kautilya's Arthashastra*. Mysore, India : Mysore Publishing and Printing House

Naoroji, D. (1901). Poverty and Un-British Rule in India. United Kingdom: S. Sonnenschein.

Chandra, B., Ranade, M. G. (1990). Ranade's Economic Writings. India: Gian Publishing House.

Gokhale, G. K. (2018). Gopal Krishna Gokhale: Select Speeches and Writings. India: National Book Trust, India.

Village Swaraj by M.K. Gandhi. (2021). (n.p.): Prabhat Prakashan.

Dasgupta, A. K. (1996). Gandhi's Economic Thought. (n.p.): Taylor & Francis.

**STAT-MA-01:PROBABILITY THEORY and DESCRIPTIVE STATISTICS-I**

**Credit: 6**  
**L-4, T-1, P-1**

- Notes:**
1. A candidate shall offer this subject in B.A./B.Sc. only if he/she takes up Mathematics as a subject in B.A./B.Sc.
  2. Students are to be engaged to 7 hours of teaching per week (4 lectures for theory, 1 lecture for tutorial and 2 lectures for practical).

Paper Title with code	Lecture(L) )/Credit	Tutorial(T) )/ Credit	Practical(P) )/ Credit	Marks Distribution	
				Theory	Practical
STAT-MA-	Lecture :4	Tutorial:1	Practical	Theory	Practical



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101:PROBABILITY THEORY and DESCRIPTIVE STATISTICS-I	Credit: 4	Credit:1	Lecture:2 Credit:1	Max. Marks: 75 Theory: 65 Internal Assessment : 10 Time: 3 Hours	Max. Marks: 25 Viva voce: 5 Record of the practical: 5 Written practical Exam: 15 Time: 3 Hours
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**Objective:** The objective of the course is to make the students conversant with various techniques used in summarization and analysis of data. The focus will be both on theoretical as well as practical approach. This course will lay the foundation to probability theory of outcomes of real life random experiments. The focus will be on theoretical as well as practical approach.

**Learning Outcomes:** On completion of this course students will be able to:

- Understand the concepts of probability, random variables and independence of random variables.
- Calculate probabilities and derive the marginal and conditional distributions of bivariate random variables.
- Understand the significance of statistics and probability in the real world.
- Calculate and apply measures of location and measures of dispersion grouped and ungrouped data cases.
- Understand the nature of statistical data.
- Organize, present, analyze and compare different sets of data using charts, diagrams and numerical measures.

**Notes:**

1. There will be in all nine (9) questions, all of equal marks. The first question is **compulsory** and will be of short answer type covering the entire syllabus. Out of the remaining eight (8) questions, four (4) questions will be set from each Unit. The candidate will be required to attempt five questions in all including the compulsory first question and two questions from each Unit.
2. Simple non-programmable calculator is allowed.
3. Statistical tables and log tables will be provided on request.

**Unit-I**

*Important Concepts in Probability:* Random experiment, trial, sample point and sample space, definition of an event, mutually exclusive, exhaustive, independent and equally likely events. Definition of probability –classical and relative frequency approach to probability, their demerits and axiomatic approach to probability. Properties of probability based on axiomatic approach, conditional probability, Bayes’ theorem and its applications (concepts and simple applications).

  
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*Random Variables:* Definition of discrete random variables, probability mass function, continuous random variable, probability density function, illustrations of random variables and their properties, distribution function and its properties, expectation of a random variable and its properties – moments, (only definition), moment generating function. Two dimensional random variables- joint, marginal and conditional distributions. Distribution of random variables.

## Unit-II

*Collection of Data:* Primary data – designing a questionnaire and a schedule. Secondary data- its major sources including some government publications. Concept of a Statistical Population and samples from a population; qualitative and quantitative data; discrete and continuous data.

*Presentation of Data:* Diagrammatic representations of data, frequency distribution, graphical representation, histogram, frequency polygon, frequency curves and ogives, stem-and-leaf-display, Box and whisker plot.

*Analysis of Quantitative Data:* univariate data concepts of central tendency, dispersion and relative dispersion, skewness and kurtosis and their measures including those based on quartiles and moments. Sheppard's correction for moments (without derivation).

### Suggested Readings

1. Meyer P.L (1971) : *Introductory Probability and Statistical applications.*  
Addison Wesley.
2. Goon A.M., Gupta M.K., Dasgupta.B. (2005) : *Fundamentals of Statistics, Vol. I, World Press, Calcutta.*
3. Daniel, W.W. and Cross C.L.(2013) : *Biostatistics (7th edition) Wiley.*

### Additional Readings

1. Mood A.M, Graybill F.A and Boes D.C. (1977) : *Introduction to the Theory of Statistics, McGraw Hill.*
2. Miller, I. and Miller, M. (2002) : John E. Freund's *Mathematical Statistics* (6th addition, low price edition).  
Prentice Hall of India.
3. Sheldon M.R. (2000) : *Introduction to Probability Models, Fourth Edition.*
4. Croxton F.E, Cowden D.J and Kelin S (1973) : *Applied General Statistics, Prentice Hall of India.*
5. Lipshut Z, S., Lipson, Lipson, M.L. and Jain, K. (2010) : *Schaum's outlines on Probability, Second Special Indian Edition, Tata McGraw Hill Education Private Limited.*

c. Spiegel, M.R, Stephens,  
L.J. and Kumar N. (2010)

: Schaum's outlines *Statistics*, (4th edition) Tata McGraw Hill  
Education Private Limited.

**B.A./B.SC.(GENERAL) FIRST YEAR (SEMESTER SYSTEM ) 2023-24 SYLLABUS**

**STAT-MA-101: PROBABILITY THEORY and DESCRIPTIVE STATISTICS-I (PRACTICAL)**

**Notes:**

- (i) The practical of paper STAT-MA-101 will be based on the following topics:
- (ii) The Practical Question Paper will contain five questions. A student will be required to attempt any three questions, each of 5 marks, in three hours duration.
1. Presentation of data by Frequency tables
  2. Diagrams: Bar, Multiple Bar, Stacked Bar, Line and Pie
  3. Graphs: histogram, frequency polygon, frequency curves and ogives, stem-and-leaf-display
  4. Measures of central tendency
  5. Measures of dispersion
  6. Measures of Skewness
  7. Box and Whisker Plot
  8. Measures of Kurtosis.

**MAT-MI-11: Calculus**


**Max. Marks: 150 (Including Internal Assessment-30)**

**Time allowed: 3hrs.  
Credits: 6**

Candidates will be asked to attempt five questions out of nine, carrying equal marks. Question No.1 spread over the whole syllabus will be compulsory.

There will be two questions from each unit and the students will have to attempt one from each unit.

Objective: The main goal of this course is to deliver the basics of sequences and series; differential and integral calculus, for real as well as multivariate functions. It is expected that the students develop a taste of writing proofs, particularly for Unit I and Unit III, rather than applying formulas only.

  
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### Unit-I

Differential Calculus: Precise definition of limit, continuity, one-sided limit, limits involving infinity, asymptotes of graphs, tangents and the derivative at a point, the derivative of a function, extreme values of functions, mean value theorem, monotone functions and the first derivative test, test for concavity, tracing of curves.

(Scope: Sections 2.3 – 2.6, 3.1, 3.2, 4.1 – 4.4 of (A)).

### Unit-II

Integral Calculus: Riemann sums, definite integrals, area between curves, volumes using cross sections and cylindrical shells, arc length and areas of surfaces of revolution.

(Scope: Sections 5.1, 5.6, 6.1 – 6.4 of (A)).

### Unit-III

Infinite sequences and Series: sequences, infinite series, the integral test, comparison test, the root and ratio test, alternating series, absolute and conditional convergence, power series, Taylor and Maclaurin series, Power series, convergence of Taylor series, application of Taylor series.

(Scope: Sections 10.1 - 10.10 of (A).)

### Unit-IV

Polar Coordinates: Polar Coordinates, graphing in Polar coordinates, areas and lengths in Polar coordinates.

Multivariable Functions: Limits and continuity for functions of several variables, partial derivatives, the chain rule, directional derivatives, gradient vectors, tangent planes, extreme values and saddle points.

(Scope: Sections 11.3-11.5, 14.2 – 14.7 of (A)).


7

Essential Textbooks

(A) George B. Thomas, Maurice D. Weir and Joel R. Hass, Thomas' Calculus, 12<sup>th</sup> Ed., Pearson Education, 2014.

### Further Readings

1. Joseph L. Taylor Foundations of Analysis, Pure and Applied Undergraduate Texts, 18, American Mathematical Society, Providence, RI, 2012.
2. Shanti Narayan, Integral Calculus, S. Chand and Company Ltd, 2001.
3. M.J. Strauss, G.L. Bradley and K. J. Smith, Calculus, 3rd Ed., Dorling Kindersley (India) P. Ltd. (Pearson Education), 2007.
4. H. Anton, I. Bivens and S. Davis, Calculus, 7th Ed., John Wiley and Sons, 2002.
5. R. Courant and F. John, Introduction to Calculus and Analysis (Volumes I & II), Springer-Verlag, Inc., 1989.

  
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## SEMESTER- II

### ECO-C3: INTRODUCTORY MACROECONOMICS

Max. Marks: 80

Time: 3 Hrs.  
Credits: 4

**Course Objective:** This is the first module in a three-module sequence that introduces students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variables like GDP, savings, investment, money, inflation and the balance of payments. It also introduces students to simple analytical frameworks (e.g., the IS-LM model) for determination of equilibrium output.

#### **Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 80 marks and continuous evaluation 20 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 9 questions in all.

The first question would be compulsory, shall be short answer type (word limit 25-30 each). It would carry 15 short questions, spread over the entire syllabus. The candidates will be required to attempt any 10 short answer type questions. Each short answer type question would carry 2 marks (10 x 2= 20).

Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidate shall be required to attempt one question from each unit-4 in all. Each question shall carry 15 marks (15 x 4= 60)

#### Unit-I

**Introduction to macroeconomics and national income accounting** Basic issues studied in macroeconomics: Measurement of gross domestic product; income, expenditure and the circular flow; real versus nominal GDP; price indices; national income accounting for an open economy; balance of payments: current and capital accounts

#### Unit-II

**Money** Functions of money; quantity theory of money; determination of money supply and demand; credit creation; tools of monetary policy



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Unit-III

Inflation Types; Social Costs; Hyperinflation.

Unit-IV

**The closed economy in the short run**

Classical and Keynesian systems; simple Keynesian model of income determination; IS-LM model; fiscal and monetary multipliers

**Readings:**

1. Abel, A., Bernanke, B. (2016). Macroeconomics, 9th ed. Pearson Education.
2. Blanchard, O. (2018). Macroeconomics, 7th ed. Pearson Education.
3. Dornbusch, R., Fischer, S., Startz, R. (2018). Macroeconomics, 12th ed. McGraw-Hill.
4. Jones, C. (2016). Macroeconomics, 4th ed. W. W. Norton.
5. Mankiw, N. (2016). Macroeconomics, 9th ed. worth Publishers.
- 6.

**ECO- C4: MATHEMATICAL METHODS FOR ECONOMICS -II**

Max. Marks: 80

Time: 3 Hrs.

Credits: 4

**Course Description**

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 80 marks and continuous evaluation 20 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 9 questions in all.

The first question **compulsory** comprising 15 short answer type questions spread over the whole syllabus. The candidates are required to attempt 10 questions. Each question shall be of two marks ( $10 \times 2 = 20$ ).

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks ( $15 \times 4 = 60$ ).

  
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### UNIT- I

**Differential Equation:** Introduction; Solution: Variable Separable Case, Homogeneous Case, Standard Linear Differential Equation, Bernoulli's form, Exact Equation; Solution of Linear differential Equation with Constant Coefficients; Simple Application Questions.

### UNIT- II

**Linear algebra:** Vector spaces: algebraic and geometric properties, scalar products, norms, orthogonality; linear transformations: properties, matrix representations and elementary operations; systems of linear equations: properties of their solution sets; determinants: characterization, properties and economic applications.

### UNIT- III

**Functions of several real variables:** Geometric representations: graphs and level curves; differentiable functions: characterizations, properties with respect to various operations and applications; second order derivatives: properties and applications; the implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions: characterizations and economic applications.

### UNIT- IV

**Multi-variable optimization:** Convex sets; geometric properties of functions: convex functions, their characterizations, properties and applications; further geometric properties of functions: quasi convex functions, their characterizations, properties and applications; unconstrained optimization: geometric characterizations, characterizations using calculus and applications; constrained optimization with equality constraints: geometric characterizations, lagrange characterization using calculus and applications; properties of value function: envelope theorem and economic applications.

#### Readings:

K. Sydsaeter and P. Hammond (2002). *Mathematics for Economic Analysis*, Pearson Educational Asia: Delhi.

### ECOSEC -2: Data Analysis for Beginners

Max marks: 60 (credits-03)

Max Time: 03 Hours

Course Objective: To provide skills to undertake data based research so that students get the competency of executing sample surveys and knowledge about secondary data collection.

**Pedagogy of the Course Work:** 80% Class room teaching.  
20% Internal Assessment.

  
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**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3= 15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15marks (15x3=45).

**Unit-I**

Collection of primary data through questionnaire (online (google form)/ face to face)  
Errors in surveys: Misunderstanding of question and answers, problem of non-response.  
Processing of Data: Questionnaire checking, Editing, Coding, classification, Tabulation. Graphical representation (Bar charts, Pie Charts, line graphs) Data cleaning, Data Adjusting.

**Unit II**

Analysis of Data and Interpretation: Measures of central tendency (Arithmetic mean median and mode), Dispersion, simple correlation (Karl Pearson and Spearman Rank Correlation) and simple regression.


**Unit III**

Preparation of a Report: Types of Report, Research Report Format, Principles of Writing Reports, Documentation, Footnotes and References & Bibliography.  
Use of computers in research.  
Ethics and scientific integrity: standards of conduct, privacy in data, Plagiarism.

\*\*\*\*Practical Work: Project Report (collection data through questionnaire on a research problem and preparation, analysis and interpretation of data)

References:

1. Bethlehem, J. (2009). *Applied survey methods: A statistical perspective*. Wiley.
2. Cochran, W. (2008). *Sampling techniques, 3rd ed.* Wiley.
3. Cooper, D., Schindler, P., Sharma, J. (2012). *Business research methods, 12th ed.* McGraw-Hill.
4. Flick, U. (2012). *Introducing research methodology: A beginner's guide to doing a research project*. Sage Publications.
5. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
6. Kothari, C.R. (2009). *Research Methods and Techniques*, Wiley Eastern.
7. Kumar, R. (2014). *Research methodology: A step by step guide for beginners, 4th ed.* Sage Publications.

  
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- 22 -

MDSC2: Social Stratification

Max. Marks: 80

Times: 3 Hrs.  
Credits: 3

**Course Description**

The systematic study of human behaviour and human society is a relatively recent development. The central emphasis of the paper would be to develop a conceptual clarity regarding the basic sociological terms and themes, thus leading to a development of a sociological terms and themes, thus leading to a development of a sociological outwork. The course would also discuss the works of founding father which led to the development to sociological thinking.

**Pedagogy of the Course Work:** 80% Class room teaching.  
20% Internal Assessment.

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3= 15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15marks (15x3=45).

UNIT – I

**Social Stratification:** Concept - Social Stratification, Inequalities and Differentiation. Elements: Position, Role and Status.

UNIT II


**Forms of Stratification and Social Mobility:** Forms of Stratification – Caste, Class, Race and Gender. Social Mobility: Definition; Indicators – Social, Economic, Political; Types – Horizontal and Vertical (Upward and Downward) and Intergenerational.

UNIT – III

**Social Change:** Social Change – Definition. Factors: Demographic, Technological, Educational, Legislative. Processes of Change: Sanskritization, Westernization, Modernization and Globalization.

UNIT – IV

**Social Change in India:** Change in Caste Structure; Rise of Middle and Neo-Middle Class; Changing Status of Women; Resurgence of Ethnicity.

  
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**Essential Readings:**

1. Beteille, Andre (2002). *Equality and Universality – Essays in Political Theory*. Oxford University Press.
- 2.
3. Tumin, Melvin, Singh, G. (1985). *Social Stratification*, (Latest ed.) Prentice Hall, New Delhi.
4. *The New Middle Class in India – A Sociological Analysis*, Jaipur, Rawat.
5. Singh, Yogendra (1986). *Modernization of Indian Tradition*, Jaipur, Rawat (or latest ed.)
6. Srinivas, M.N. (2010). *Social Change in Modern India*, Orient Black Swan Pvt.Ltd.
7. Sharma, K.L. (2006). *Social Stratification and Mobility*, Rawat Publication, New Delhi.
8. Abraham Francis, M. (2004). *Modern Sociological Theory – An Introduction*, Oxford University Press, Delhi.

**Further Readings:**

1. D'Souza, V. S. (1981). *Inequality and Its Perpetuation*, Manohar Publications, New Delhi.
2. Singh, K.S. (ed.) (1992). *Ethnicity Caste and People: India and Soviet Union*. Manohar Publications, New Delhi.
3. Singer Milton, CochaBeemard (2001). *Structure and Change in Indian Society*, Rawat Publications, New Delhi.
4. AtalYogesh.(2006). *Changing Indian Society*, Rawat Publications, NewDelhi.
5. Beteille, Andre (2009). *Sociology – Essays on Approach & Method*. Oxford University Press.
6. Rao Shankar C.N. (2012). *Sociology: principles with an Introduction to Social Thought*.S.Chand and Company Pvt. Ltd.
7. Rao Shankar C.N. (2012). *SOCIOLOGY OF INDIAN SOCIETY*.S.Chand and Company Pvt.Ltd.
8. Haralambos, Michael.(2015). *Sociology: Themes and Perspectives*. Oxford.
9. Ministry of Women and Child Development, GOI. Report of the High Level Committee on Status of Women in India (2015).<http://www.wcd.nic.in/documents/hlc-status-women>

**Further Readings:**

5. Johnson, DoleyPaul.(1986). *Sociological Theory (Or later ed.)*. New York,McMillan.
6. Ritzer, George. (2011). *Sociological Theory* .London (Or latest ed.). McGraw-Hill.
7. Coser Lewis. (2004). *Masters of Sociological Thought*, Rawat Publications, NewDelhi.
8. Rao Shankar C.N. (2012). *Sociology: principles with an Introduction to Social Thought*.S.Chand and Company Pvt.Ltd

**ECO-AEC2–Introduction to Environmental Economics**

**Max. Marks: 40**

**Time: 1.5 Hrs.**

**Credits: 2**

**Course Objective:** This paper aims to make aware students about the importance of environment in economics and vice-versa. It helps them to know the ways of sustaining our natural resources by optimally allocating them for future use.

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The maximum marks for the paper will be 50. The question paper will be of 40 marks and continuous evaluation 10 marks. Time allowed will be 1.5 hours.

The paper-setter must put a note in the question paper in this regard.

- There shall be 5 questions in all.

The first question compulsory comprising 10 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of two marks (5x2= 20).

Rest of the paper shall contain two units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks (15x2=30).

### Unit – I

Introduction: Basic concepts of Environment, Economics and Ecology. Relation between Environment and Economy (inter linkages), the natural environment and the human economy. Environmental Externalities in Production and consumption. Managing externalities with taxes and subsidies and Property Rights. Coase Theorem

### Unit -II

The open access and the public good problem; common property resources and economic problem. Indian Law pertaining to Environmental protection .Environment Protection Act 1986. Environmental Ethics: Issues and possible solutions , problems related to lifestyle, sustainable development ;consumerism and waste management .

Essential Readings:

Maddala ,G.S. (2004):Microeconomics; Theory and Practice

Pindyck ,R & Rubinfeld, D : Microeconomics ,8<sup>th</sup> edition

Eugine, T. (2005) : Environmental Economics. Varinda Publications, Delhi.

Goodstein, E.S. (2002) : Economics and the Environment (third edition)

John Wiley & Sons., Inc.

Hussen, Ahmed (2004) : Principles of Environmental Economics

(second edition), Routledge, Taylore& Francis Group,

London & New York.

Kolstad. C.D. (2011) : Intermediate Environmental Economics (second

  
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STAT-MA-102: PROBABILITY THEORY and DESCRIPTIVE STATISTICS-II

Credit: 6  
L-4, T-1, P-1

- Notes: 1. A candidate shall offer this subject in B.A./B.Sc. only if he/she takes up Mathematics as a subject in B.A./B.Sc.
2. Students are to be engaged to 7 hours of teaching per week (4 lectures for theory, 1 lecture for tutorial and 2 lectures for practical).

Paper Title with code	Lecture(L)/ Credit	Tutorial(T)/ Credit	Practical(P) / Credit	Marks Distribution	
				Theory	Practical
STAT-MA-102:PROBABILITY THEORY and DESCRIPTIVE STATISTICS-II	Lecture :4 Credit: 4	Tutorial:1 Credit:1	Practical Lecture:2 Credit:1	Max. Marks: 75	Max. Marks: 25
				Theory: 65 Internal Assessment : 10 Time: 3 Hours	Viva voce: 5 Record of the practical: 5 Written practical Exam: 15 Time: 3 Hours

**Objective:** This course will lay the foundation to probability theory of outcomes of real life random experiments through various Statistical distributions. The objective of the course is to make the students conversant with various techniques used in analysis of data.

**Learning Outcomes:** On completion of this course students will be able to:

- Understand about various discrete and continuous distributions.
- Describe the usage of weak laws of large numbers and central limit theorem.
- Understand about the types of correlations for bivariate and multivariate data and their uses in real life problems.
- Highlight the concept of linear regression and its applications in real life.
- Understand the various measures of association between attributes.

**Notes:**

1. There will be in all nine (9) questions, all of equal marks. The first question is **compulsory** and will be of short answer type covering the entire syllabus. Out of the remaining eight (8) questions, four (4) questions will be set from each Unit. The candidate will be required to attempt five questions in all including the compulsory first question and two questions from each Unit.

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2. Simple non-programmable calculator is allowed.

3. Statistical tables and log tables will be provided on request.

### Unit-I

*Standard Univariate Distributions and their Properties:* Discrete uniform, Binominal, Poisson, Hypergeometric, Geometric and negative binomial distributions, uniform, normal, exponential, gamma, beta distributions.

Bivariate normal distribution and associated marginal and conditional probability distributions (without derivation).

Chebyshev's inequality and its applications, statements and applications of weak law of large numbers, and Central Limit Theorems (De-moivre's – Laplace and Lindeberg –Levy).

### Unit-II

*Bivariate Data:* scatter diagram, product moment correlation coefficient, properties and coefficient of determination. Spearman's rank correlation coefficient. Simple linear regression and its properties, principle of least square, fitting of linear regression and related results

*Multivariate Data:* multiple and partial correlation in three variables. (only results no derivations).

*Analysis of Categorical Data (using 2x2 contingency table):* consistency of categorical data independence and association of attributes. Various measures of association:-Yule coefficient, coefficient of colligation & coefficient  $V_{AB}$ .

### References:

1. Meyer P.L (1971) : *Introductory Probability and Statistical applications.* Addison Wesley.
- 2 Goon A.M., Gupta M.K., Das Gupta.B. (2005) : *Fundamentals of Statistics, Vol. I, World Press, Calcutta.*
3. Daniel, W.W. and Cross C.L.(2013) : *Biostatistics: A Foundation for analysis in the Health Sciences, Tenth Edition, Wiley*

### Additional References:

1. Mood A.M, Graybill F.A and Boes D.C. (1977) : *Introduction to the Theory of Statistics.* McGraw Hill.
2. Miller, I. and Miller, M. (2002) : *John E. Frensd's Mathematical Statistics (6<sup>th</sup> addition, low price edition).* Prentice Hall of India.
3. Sheldon M.R. (2000) : *Introduction to Probability Models, Fourth Edition.*
4. Croxton F.E, Cowden D.J And Kelin S (1973) : *Applied General Statistics, Prentice Hall of India.*

  
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5. Lipshut Z.S., Lipson, : Schaum's outlines on Probability, Second Special Indian Edition.  
Lipson, M.L. and Tata McGraw Hill Education Private Limited.  
Jain, K. (2010)
6. Spiegel, M.R, Stephens, : Schaum's outlines *Statistics*, (4<sup>th</sup> edition) Tata McGraw Hill  
L.J. and Kumar N. (2010) Private Limited. Education

### STAT-MA-102: PROBABILITY THEORY and DESCRIPTIVE STATISTICS-II (PRACTICAL)

#### Notes:

- (i) The practical of paper STAT-MA-102 will be based on the following topics:
- (ii) The Practical Question Paper will contain five questions. A student will be required to attempt any three questions, each of 5 marks, in three hours duration.

1. Product Moment Correlation.
2. Spearman's rank correlation
3. Linear Regression of two variables.
4. Fitting of Curves (reducible to linear form) by the least square method.
5. Multiple and Partial correlations up to three variables.
6. Measures of Association.
7. Fitting of Binomial, Poisson and Normal distributions

### MAT-MI-21: Algebra

Credits: 3

Max. Marks: 75 (Including Internal Assessment-15)

Time allowed: 3hrs.

Candidates will be asked to attempt five questions out of nine, carrying equal marks. Question No.1 spread over the whole syllabus will be compulsory.

There will be two questions from each unit and the students will have to attempt one from each unit.

Objective: The main objective is to introduce basic notions in linear algebra that are often used in mathematics and other sciences. The emphasis will be to combine the abstract concepts with examples in order to intensify the understanding of the subject.

#### Unit-I

Review of system of linear equations, general theory of system of linear equations, rank of a matrix, row and column ranks of a matrix, system of homogenous and non-homogeneous linear equations.

#### Unit-II

A deeper look at Complex Numbers, taking roots of complex numbers, quick review of operations on



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polynomials, divisors and greatest common divisor, roots of polynomials, fundamental theorem, corollaries of fundamental theorem.

Unit-III

Evaluating roots of polynomials of third and fourth degree, bounds of roots, Sturm's theorem, Descarte's rule of signs, approximation of roots.

Unit-IV

Vector spaces, generating and linearly independent sets, existence of basis and the dimension of a vector space, subspaces and quotient spaces, linear transformations, Rank-nullity theorem and its applications, Cayley-Hamilton Theorem, eigenvalues, eigenvectors and Eigen spaces.

(Scope as in Chapters 2, 3, 4, 5, 7 and 9 of (A.)  
Essential Textbook

(A) A. Kurosh Higher Algebra, MIR Moscow, 1982.

13

Further Readings

1. V. Sahai and V. Bist, Linear Algebra, 2nd Ed., Narosa Publishing house 2013.
2. David C. Lay, Linear Algebra and its Applications (3rd Ed.), Pearson Education Asia, 2007.
3. S.H. Friedberg, A.J. Insel and L.E. Spence, Linear Algebra, Prentice Hall, 2003.
4. K. Hoffman and R. Kunze, Linear Algebra, (2nd Ed.), Prentice-Hall of India, 1989.
5. S. Lang, Linear Algebra, Springer-Verlag, 1989.
6. P. Lax, Linear Algebra, John Wiley and Sons, New York. Indian Ed. 1997.
7. P. B. Bhattacharya, S.K. Jain and S. R. Nagpaul, First Course in Linear Algebra, Wiley Eastern Limited.

MAT-MI-22: Differential Equations

Credits: 3

Max. Marks: 75 (Including Internal Assessment-15)

Time allowed: 3hrs.

Candidates will be asked to attempt five questions out of nine, carrying equal marks. Question No.1 spread over the whole syllabus will be compulsory.

There will be two questions from each unit and the students will have to attempt one from each unit.  
Objective: The main objective is to exhibit the techniques for obtaining solutions to ordinary differential equations, the basic ideas and the theory behind those techniques. The emphasis will be to combine the abstract concepts with examples in order to intensify the understanding of the subject.

  
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**Unit-I**

Origin of Differential Equations, Basic definitions, Family of solutions, Geometric interpretation, Isoclines, Initial and boundary value problem. Basic Existence Theorem (Statement).

**Unit-II**

Equations of Order One, Separation of variables, Exact Equations, Linear Equations, Integrating factors, Bernoulli's equation, Elementary applications.

**Unit-III**

General linear equations: General solutions, Linear independence of solutions, differential operators. Linear equations with constant coefficients: Auxiliary equation.

**Unit-IV**

Non-homogeneous equations: Method of undetermined coefficients, Variation of parameter method, Nonlinear Equations.

(Scope as in Ch. 1, sections 2.1-2.6, 5.1-5.5, 6.1-6.9, 7.1-7.3, 7.5, 8.3,8.5, 9.1-9.4 and Ch. 16 of (A)).  
Essential Textbook

(A) Earl D. Rainville and P. E. Benediet, Elementary differential equations, Seventh Edition, Macmillan, Publishing Company, 1989.

**Further Readings**

1. S. L. Ross, Differential Equations, 3rd ed., John Wiley and Sons, India 2004.  
15
2. W. E. Boyce and R. C. Dprima, Elementary differential equations and boundary value problems, Seventh Edition, John Wiley and Sons, Inc., 2001
3. E. A. Coddington, An introduction to ordinary differential equations, Prentice- Hall Pearson, 2014.

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**Current Agenda Item:-****Certificate Course in Governance and Leadership****Gender Equality and Human Rights**

*Objectives:* The aim of this paper is to create awareness about gender equality and human rights, two critical aspects of good governance and leadership. These are also crucial components of sustainable development and the course would acquaint the student with knowledge about gender, gender construction as well as the various national and international instruments for human rights and women's human rights.

*Teaching Pedagogy:* Classroom teaching will be supplemented by seminars, class discussion, term papers and other writing assignments, presentations, case studies, field visits etc.

**INSTRUCTIONS FOR PAPER SETTERS AND THE CANDIDATES**

- (i) There will be 80 marks for the theory paper and 20 marks for internal assessment.
- (ii) For improvement and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in the theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (ii) in the question paper.

There shall be 9 questions in all, out of which the candidate shall attempt 5 questions. First question shall be Short Answer type containing 15 short questions spread over the whole syllabus to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions of 2 marks each. It shall carry 20 marks and shall be compulsory. Rest of the paper shall contain 4 units. Each Unit shall have two questions and the candidate shall attempt one question from each Unit- 4 in all.

**Unit I: Conceptualising Sex and Gender:**

- Distinction between sex and gender
- Theories of Gender Construction: Biological, Sociological, Psychological, Anthropological
- Gender Terminology- cisgender, gender identity, gender expression, , transgender, nonbinary, gender dysphoria, sexual orientation, intersex
- Basic Concepts: Patriarchy, Equality, Empowerment, Masculinity, Femininity.

**Unit II: Human rights:**

- Concept and Origin,
- Three generations of rights,
- Feminist critique of human rights

**Unit III: Major Human Rights Instruments:**


- Universal Declaration of Human Rights,
- International Convention of Civil and Political Rights,
- International Convention on Economic, Social and Cultural Rights,
- Convention on the Elimination of All forms of Discrimination against Women
- Vienna Conference on Human Rights

**Unit IV: Indian Constitution and Human Rights:**

- Fundamental Rights and Directive Principles of State Policy; Fundamental Duties
- Status of Women's Human Rights in India

**Essential Readings:**

- Anderson, Margaret, (1993), **Thinking About Women**, New York: Macmillan.
- Bakshi, P.M., (2006), **Constitution of India**, New Delhi: Universal Law Pub.
- Basu, D.D., (Latest edition) **Introduction to the Constitution of India**, Agra: Wadhwa and Co..
- Bhasin, Kamla, (2000), **Understanding Gender**, New Delhi: Kali for Women.
- Connel, R.W., (2002), **Gender**, Cambridge: Polity.
- Cook, Rebecca J., (1994), **Human Rights of Women: National and International Perspectives**, Philadelphia: University of Pennsylvania, Press.
- Kapoor, S.K., (2009), **International Law and Human Rights**, Allahabad: Central Law Pub.
- Khan, Sabira, (2004), **Human Rights in India: Protection and Violation**, Delhi: Devika Pub.
- Lorber, Judith and Farell, Susan A. (ed), (1991) **The Social Construction of Gender**, New Delhi: Sage,
- Sinha, M.K., (2013), **Implementations of Basic Human Rights**, Gurgaon: Lexis Nexis.
- Tiwari, R.K., (2011), **Introduction to Human Rights**, Delhi :Neeraj Publishing House.
- Woodward, Kath, (2012), **The Short Guide of Gender**, Jaipur: Rawat Publications.

  
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**PANJAB UNIVERSITY, CHANDIGARH**

(Estd. under the Panjab University Act VII of 1947-enacted by the Govt. of India)



**FACULTY OF ARTS**

**SYLLABI**

**FOR**

**MASTER OF SOCIAL WORK**

**(1<sup>ST</sup> TO IV<sup>TH</sup> SEMESTER)**

**EXAMINATIONS: 2023 -2024 ONWARDS**

  
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## COURSE DETAILS

The students are required to successfully complete 128 credits including theory papers, and field work during the MSW course. There are in all twenty- four papers, which are broadly grouped under two major categories as shown below:

- (a) Core Social Work Courses (CSW)
- (b) Social Work Practice Concentrations (SWP)

The core social work courses have eight theory papers and field work and will be offered during the first and second semesters of this program. All of these courses are compulsory for all the students.

The Social Work Practice Concentrations have twelve theory papers and concurrent field work which will be offered during the third and fourth semesters of the program.

The students, depending upon their interest, will have the choice to opt for any four of the social work practice papers in every semester.

Concurrent Field Work/ Practicum will be compulsory from 1<sup>st</sup> to 4<sup>th</sup> semester of 16 credits each.

Rural Camp is also a part of Social Work Practicum in the 3<sup>rd</sup> or 4<sup>th</sup> semester which is compulsory and has marks attached to it in the fieldwork component.

Field Work as compulsory part consisting of 16 hours in a week (8 hours a day).

Theory paper shall be of 100 marks (80 marks for written examination and 20 marks for internal assessment), while fieldwork/practicum examination shall be of 200 marks (150 marks for field work report and 50 marks for viva-voice) per semester.


The students are required to complete an Internship Program of four weeks (minimum of 200 hours) with 25 working days after the second semester and Block Fieldwork Placement of 300 hours with 45 days of working after the fourth semester examinations. Each student is required to produce a completion certificate form indicating satisfactory completion of the internship and block fieldwork placement from the organization they are placed in failing which the conferment of degree shall be withheld.

  
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- 34 -

**SEMESTER WISE DETAIL OF THE COURSE**

<b>Core Social Work Courses (CSW)</b>			
	<b>Subject Code</b>	<b>Title</b>	<b>Credits</b>
<b>Semester I</b>	CSW 101	Social Work: Evolution and Contemporary Ideologies	4
	CSW 102	Working with Diverse Communities	4
	CSW103	Interface of Social Work with Other Social Science Disciplines	4
	CSW 104	Research Methods in Social Work	4
	FWP 100	Concurrent Field Work/ Practicum	16
	<b>Semester II</b>	CSW 201	Social Case Work
CSW 202		Social Group Work	4
CSW 203		Community Organization and Development	4
CSW 204		Social Welfare Administration	4
FWP 200		Concurrent Field Work/ Practicum	16
<b>Social Work Practice Concentrations (SWP)</b>			
<b>Semester III</b>	SWP 301	Social Work Practice in Mental Health	4
	SWP 302	Gender and Family	4
	SWP 303	Social Work and Disaster Management	4
	SWP 304	Human Resource Management and Labour Welfare	4
	SWP 305	Social Work with Elderly & Persons with Disabilities	4
	SWP 306	Social Entrepreneurship & Social Work	4
	FWP 300	Concurrent Field Work/ Practicum	16
<b>Semester IV</b>	SWP 401	Child and Youth Development	4
	SWP 402	Urban Development & Social Work	4
	SWP 403	Healthcare and Social Work	4
	SWP 404	Corporate Social Responsibility & Social Work	4
	SWP 405	Population and Environment	4
	SWP 406	Counselling in Social Work	4
	FWP 400	Concurrent Field Work/ Practicum	16

  
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## **FIELD WORK/PRACTICUM**

Supervised field visit/field work practicum shall be an integral part of this training programme to enable the students to integrate the knowledge acquired in the classroom with actual practice. Every student shall be required to put in 16 hours of field work, spread over two days a week, concurrently during two years academic programme, spread over four semesters. All the students shall be required to submit field-work/practicum reports every week to the field supervisor on designated time. For all reports submitted late or not submitted, marks shall be deducted accordingly.

A variety of learning opportunities shall be made available to the students during the field work/practicum (i) to develop their ability to observe and analyse social realities (ii) to appreciate individual's, group's or society's response to people's needs and problems (iii) to develop critical understanding of the application of legislation and social policy (iv) to develop the ability to recognize the need for newer programmes (v) to develop the capacity for self-direction, growth and change through self-awareness and (vi) to enhance writing skills to document practice appropriately. To meet these objectives the following field work/practicum opportunities shall be provided:

- I. **Observation/Orientation Visits**
- II. **Concurrent Field Work**
- III. **Individual/Group Conferences**
- IV. **Rural Camp**
- V. **Workshops**
- VI. **Internship Program and Block Field Placement**
- VII. **Training programmes**
- VIII. **Seminars/Conferences etc.**

### **❖ Observation/Orientation Visits:**

Observation visits shall be arranged for providing an exposure to and understanding of the services provided in response to people's needs. Emphasis shall be laid on acquiring skills of systematic observation, developing a spirit of inquiry, appreciating the services provided, understanding the policy and its relevance, and identifying the gaps in the service system.

### **❖ Concurrent Field Work:**

Concurrent field work emphasises on learning skills which revolve around specific task where cause effect relationships are understood. Generally, persons have problems but they are more victims of their own circumstances. The major emphasis of concurrent field work is on practising all the primary and secondary methods of social work. It is also a calculative mechanism to provide students a platform to practice social work methods tools and techniques in an open community as well as closed agencies.

❖ **Individual/Group Conferences:**

The structured experiences during the conferences shall provide the opportunity of learning by doing in a safe environment of the classroom. This classroom environment, wherein the students and facilitators meet to experience certain intervention skills, shall be the most non-threatening methods of learning especially for the beginners. Learning opportunity shall be conducted through a game/form, or other simulated experiences with a view to help the students to enhance their self-awareness (own strengths and limitations) in relationship to professional role and to understand non-verbal messages-body language, empathy and like skills.

❖ **Rural Camp:**

Rural camp is a compulsory part of Field Work training just like concurrent fieldwork, internship and block placement. Camp in the slums/rural areas shall provide opportunities to experience living conditions – housing, water supply, sanitation, and other amenities – in addition to the social, economic, educational and political life of the people. Students will develop understanding of the governmental and developmental services in the context of emerging social realities. This experience shall help the students in acquiring skills in planning, organizing, implementing the camp for conscious use of time, communication skills, team spirit, handling relationships, conflicts, differences of opinions, evaluation, sharing of resources, coping skills in problem situations, cooperation and coordination.

If any student cites any reason (physical, medical, social, family etc.) for exemption from the Rural Camp would follow the under laid guidelines:

- 03 weeks (21 days) of extra Field Work along with concurrent Field Work Internship/Block Placement.
- No expenses will be borne by the department as per previous practice.
- The marks allocated for the Rural Camp shall be detained of such students for this substitution. The students shall not claim for any marks for the same even after fulfilling the mandatory condition of doing 3 weeks of Field Work in lieu of the Rural Camp.
- If the candidate fails to fulfil this condition, then his/her conferment of degree shall be withheld.

The decision of choosing the venue, organisation, community and dates for the rural camp is entirely the decision of the department itself.

❖ **Workshops/Seminars/Conferences:**

Workshops shall be organized to help the students acquire specific skills for situations encountered during practice and acquire skills for intervention. These may be for problems, issues or concerns like First AID, Menstrual Hygiene Management, Animal Welfare, Work with Alcoholics and their Families, Couples undergoing Marital Stress, Elderly, Adolescents, HIV/AIDS affected Persons, Disabled Persons etc.

❖ **Internship Program and Block Field Placement:**

Soon after the completion of II & IV semester theory examination respectively, all students shall be required to work for four weeks and six weeks respectively, continuously in specific agencies/organizations of their choice or as may be assigned. It is compulsory for each student to submit a certificate indicating satisfactory completion of Internship Program and Block Field Placement, attendance sheet and all other necessary documents from the agency/organization the student has worked with, to become eligible for obtaining the degree of Master of Social Work.

\*All reports submitted after the submission date won't be marked/evaluated and marks will be deducted accordingly.

\*The Field Work viva-voce examination will be conducted by an external examiner from the discipline of Social Work only and is from any other educational institute. The external examiner will be paid as per his or her designation keeping in the view the Panjab University rules and regulations from the field work society and all the expenses of his/her boarding and lodging shall be borne from the field work society itself. The external examiner could be of respective designations – Assistant Professor, Associate Professor and Professor.

  
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## (SYLLABI AND COURSES OF READING FOR MASTER OF SOCIAL WORK)

### CSW 101: SOCIAL WORK: EVOLUTION AND CONTEMPORARY IDEOLOGIES

**Objectives of the Paper:** This course seeks to introduce the students to (i) the evolution of the social work in India and developed countries (ii) the contemporary ideologies of social work profession in the India and the West (iii) the contemporary reality in its historical context to develop their sensitivity towards marginalization of vulnerable groups.

#### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

#### **Course Content**

**Unit I: Basics of Social Work:** Charity, Philanthropy, Individual Initiatives, State Initiatives; Social Work- Definition, Objectives and Functions; Concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Policy, Social Security, Social Justice and Social Development.

**Unit II: Historical development of Social Work:** History of Social Work in UK and USA; Social Reform Movements; Gandhian Social Work; Relationship of Social Work with Religions (Hinduism, Islam, Sikhism, Jainism, Buddhism and Christianity).

**Unit III: Social Work Education in India:** Evolution and Nature; Fieldwork- Nature and Objectives- Importance of Field Work & Supervision in Social Work; Introduction to Primary Methods and Secondary Methods of Social Work; Changing curriculum and the Status of Social Work Education in India and Abroad, especially after COVID-19 pandemic.

**Unit IV: Social Work as a Profession:** Philosophy, Values, Principles and Code of Ethics of professional Social Work; Knowledge and Skills base of Social Work; Theories of Social Work- Ecological Systems Theory, Psychodynamic Theory, Social Learning Theory, Strengths Perspective, Radical Social Work, and Task centred Approach; Levels of Social Work- Micro, Mezzo, and Macro; Professional Associations of Social Work in India and abroad. Prospects and challenges in Social Work Profession.

**Suggested Readings:**

- Bhatt, S.& Singh, A.P. (2015). Social Work Practice: The Changing Context, The Readers Paradise, New Delhi.
- Hepworth, Dean H. (2010). Direct social work practice-Theory and skills (8<sup>th</sup>edition). New York: Brooks/Cole.
- Bhattacharya, Sanjay. (2008). Social work psycho-social and health aspects. New Delhi: Deep and Deep Publications.
- Yagna J. Stephen and Johnson C. Louise. (2007). Social work practice – A Generalist Approach. New Delhi: Pearson Education.
- Cox, David and Manohar Pawar. (2006). International social work. New Delhi: Vistar Publications.
- Payne, M. (2005). Modern Social Work Theory. New York: Palgrave/Macmillan .Rameshwari, Devi.
- Zastrow, H.C. (2003). The practice of social work, Canada: Thomson Learning Academic Centre
- Desai, Murali. (2002). Ideologies and Social Work (Historical and Contemporary Analysis), Jaipur: Rawat Publications.
- Prakash, Ravi. (2000). Social work practice. Jaipur: Mangal Deep Publications.
- Dubois, Brenda, Krogsrud, Karla, Micky - Third Edition. (1999). Social work – An Empowering Profession. London: Allyn and Bacon.
- Singh, K. (1994). Social work theory and practice. Lucknow: Prakasahan Kendra.
- Jacob, K.K. (1994). Social work education in India. New Delhi: Himanshu Publishers.
- Chowdhry, Paul. (1992). Introduction to social work. New Delhi: Atma Ram and Sons.
- Skidmore, R.A., Milton G. Thackrey, and A. William Farley. (1991). Introduction to Social Work. New Jersey, Englewood Cliffs: Prentice Hall.
- Sheaffer Bradford. (1989). Social work: A profession of many faces (5<sup>th</sup>ed.) Boston: Allyn & Bacon.
- Fink, Arthur et al. (1985). The fields of social work. Beverly Hills, Calif: Sage Publications.
- Singh, R.R. (1985). Field Work in Social Work Education, A perspective for Human Service Profession, New Delhi: Concept Publishing Company.
- Nair, T. Krishnan. (1981). Social work education and social work practice in India. Madras: Association of School of Social Work in India.
- Pathak, S.H. (1981). Social welfare: An Evolutionary and Development Perspective. New Delhi: Macmillan Publication.
- Wadia, A. R. (1961). History and philosophy of social work in India. New Delhi: Allied Publishers.
- Dasgupta, S. (1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services.
- Gore, M. S. (1965). Social work and social work education. Bombay: Asia Publication House



## CSW 102: WORKING WITH DIVERSE COMMUNITIES

**Objectives of the Paper:** This course intends to acquaint students (i) with the basic features of the tribal, rural and urban communities (ii) with the emerging social and political issues within the communities (iii) with the state policies for the development of these communities, so that their capacity to understand the uniqueness of these communities is enhanced for making meaningful interventions as well as establishing and sustaining relationship in these communities.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

### **Course Content**

**Unit I: Urban Community:** Concept, Meaning, Definition; Different types of Communities – Tribal, Rural, Urban and their Basic Features; Urban Communities: Meaning, Definition, Characteristics; 74th Amendment Act 1992; Contemporary Issues of Urban Areas; Urban Welfare Programmes - Pradhan Mantri Awas Yojana (PMAY) – Housing for all (Urban), Deendayal Antyodaya Yojana -National Urban Livelihoods Mission (DAY-NULM).

**Unit II: Rural Communities:** Meaning, Definition, Characteristics; 73<sup>rd</sup> Amendment Act 1992; Local Self Governance from National to Panchayat level; Participatory Rural Appraisal (PRA); Contemporary Issues of Rural Areas: Poverty, Water and Sanitation; Agrarian crisis, Livelihood and Land Reforms; The Mahatma Gandhi National Rural Employment Guarantee Act 2005(MGNREGA), Deendayal Antyodaya Yojana – National Rural Livelihood Mission (DAY -NRLM).

**Unit III: Tribal Community:** Concept, Definition, Tribal Social System and Structure; Tribal and Constitutional Provisions; Issues Relating to Tribal Communities – Land, Environment, Forest and Gender Issues, Developmental Issues, Transition and Change; Tribal Welfare Programmes -Vanbandhu Kalyan Yojana (VKY), Adivasi Mahila Sashaktikaran Yojana (AMSY), Pradhan Mantri Van Dhan Yojana, National Forest Policy of 1988.

**Unit IV: Role of Social Worker and Development Agencies:** National Bank for Agriculture and Rural Development (NABARD); Millennium Development Goals & Sustainable Development Goals; National Institution for Transforming India (NITI Aayog); Community Welfare Programmes-Jal Jeevan Mission and Swachh Bharat Mission; Role of Social Worker in Different Communities.

**Suggested Readings:**

- Ahluwalia, Isher Judge et al. (2014). Urbanisation in India: Challenges, Opportunities and the Way Forward. New Delhi: Sage Publication.
- Rao, K. Gopalkrishna (2010) Changing Rural Society in India, New Delhi: Author press India.
- Chacko, M. Pariyaram (2005) Tribal Communities and Social Change (Themes in Indian Sociology), New Delhi: Sage Publications.
- Pfeffer, George and Behera, D. K. (eds.) (2005) Contemporary Society: Tribal Studies: Tribal Situation in India, Volume 6, New Delhi: Concept Publishing House
- Diwan, Govinda (2003) Community Participation and Empowerment in Primary Education, New Delhi: Sage Publications.
- Kumar, A. (2002) Tribal Development in India, New Delhi: Sapru and Sons.
- Gill, Rajesh (1993) "Urban Poverty in India: Theoretical Understanding and Policy Implications", Urban India, Vol. XIII, No. 2.
- National Institute of Urban Affairs (1988) State of India's Urbanization, New Delhi: NIUA.
- Bhargava, Gopal (ed.) (1981) Urban Problems and Policy Perspectives, New Delhi: Abhinav Publications.
- Desai, A. R. (1977) Rural Sociology in India, Bombay: Popular Prakashan.

**Additional Readings:**

- Munshi, Indra (2007) Adivasi Life Stories - Contexts, Constraints, Choices, Jaipur: Rawat
- Payne, Malcolm (2005) The Origins of Social Work: Continuity and Change, London: Palgrave MacMillan.
- Ramachandran R (1997) Urbanization and Urban Systems in India, New Delhi: OUP.
- Cohen A. P (1985) The Symbolic Construction of Community, London: Routledge.
- Walter, C. Neala (1990) Developing Rural India: Policies, Politics and Progress, New Delhi: Allied Publishers.
- Mehta, S. R. (1984) Rural Development: Policies and Programmes, New Delhi: Sage Publications.
- Rao, M. S. A. (1974) Urban Sociology in India: Reader and Source, New Delhi: Orient Longmans Ltd.

  
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## CSW 103: INTERFACE OF SOCIAL WORK WITH OTHER SOCIAL SCIENCE DISCIPLINES

**Objectives of the Paper:** To understand the relationship between social work and other social science disciplines to promote their understanding of inter-related subjects in the field of social sciences and how these disciplines help each other in dealing with societal issues.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### **Course Content**

**Unit I: Introduction to Sociology:** Society- Meaning, Types and Characteristics; Relevance to Social Work Practice; Basic Concepts - Society, Social Institutions, Social Systems, Social Structure, Social Stratification, Social Mobility, Social Control; Interface between Caste/Race/Ethnicity and Religion; Understanding Gender and Society & Social Construction of Gender.

**Unit II: Culture and Social Change:** Culture - Concept, Meaning, Functions, Characteristics, Dimensions of Culture, Cultural Lag, Socialisation; Social Processes: Meaning and Kinds of Social Interaction – Cooperation, Competition, Conflict, Accommodation, Assimilation, Integration and Development; Social Change- Meaning, Definition, Factors affecting Social Change; Conformity and Deviance; Changing Cultural Construct: Divorce, Cohabitation, Issues of LGBTQ Community.

**Unit III: Psychology:** Concept and Definition of Psychology Roots , Psychology as a Scientific Discipline; Various Perspectives in Psychology- Behavioural, Cognitive, Humanistic, Psychodynamic, and Socio-cultural; Personality: Meaning, Concept and Determinants; Stages of Development; Motivation, Perception and Learning; Intelligence: Meaning, Concept and Types of Intelligence, Social Intelligence, Emotional Intelligence (E.Q), Intelligence Quotient (I.Q), Happiness Quotient (H.Q).

**Unit IV: Social Work and Human Rights:** Human Rights- Meaning, Definition, Concept, Classification of Human Rights, Universal Declaration of Human Rights, Human Rights in the Constitution of India (Fundamental Rights and Directive Principles of the State Policy); National Human Rights Commission of

India, National Commission for Women, National Commission for Minorities, National Commission for SC & ST; The Legal Aid, Public Interest Litigation, Sexual Harassment of Women at Workplace Act 2013, Right to Information 2005, Right to Education Act 2009.

**Suggested Readings:**

- Haralambos & Holborn. (2022). Sociology: Themes and Perspectives, 8th Edition, New Hill Publishing Co Ltd.
- Agarwal, Suresh. (2015). Sociological Theory, Rawat Publications, New Delhi, Darya Ganj Shankar.
- Paula, Nicolson and Rowan, Bayne. (2014). Psychology for Social Work Theory Penguin Books India Pvt. Ltd.
- Giddens, Anthony. (2013). Sociology (Seventh Edition), Cambridge, Polity Press
- Crawford, Karen and Janet, Walker. (2010). Social Work and Human
- Archambeault, John. (2009). Social Work and Mental Health, UK: Learning.
- Susan C. Mapp. (2008). Human Rights and Social Justice in a Global World.
- Baxi.U. (2007). Human Rights in a Post Human World. Cambridge University.
- C.N.Rao, (2007). Sociology: Principles of Sociology with an Introduction to Social Thoughts Sultan Chand & Sons Private Ltd, New Delhi, Darya Ganj.
- Mangal, S. K. (2007). General Psychology, New Delhi: Sterling Publisher, Matters Ltd.
- Biswal.T. (2006). Human Rights – Gender and Environment. Vira Publications.
- Ingleby, Ewan. (2006). Applied Psychology for Social Work, UK: Learning.
- Tapan Biswal. (2006). Human Rights – Gender and Environment. Vira Publications. York: McGraw HillInc.
- Kohli A.S. (2004). Human Rights and Social Work Issues. Society for Community, London.
- Aish Kumar Das. (2004). Human Rights in India. Sarup and Sons. New Delhi.
- Feldman, Robert. S. (2004). Understanding Psychology, New York: Tata McGraw.
- Das A.K. (2004). Human Rights in India. Sarup and Sons. New Delhi, Segment Book Distributors.
- Sawant. P.B. (2004). Human Rights. Society for Community Organisation.
- Shantha Kumar. (2004). Human Rights, People's Watch. Madurai.
- Deshpande, Satish, (2003) Contemporary India- A Sociological View, New Delhi, Development, UK: Learning Matters Pvt Ltd. (3rd Edition).
- Chiranjivi J. (2002). Human Rights in India. Oxford University Press. New Delhi.
- Rao, C.N.S., 2002, Sociology: Primary Principles, Mumbai, Sultan Chand & Co.
- Bruce, Steve, (2000). Sociology: A Very Short Introduction, New Delhi, Oxford University.
- Basu Durga das. (1994). Human rights in Constitutional Law. Princeton Hall.
- Ghurye. G.S. (1995), Caste, Class and Occupation, Mumbai, Popular Prakasha.
- Madurai, Srinivas M.N. (1966). Social Change in India, New Delhi, Orient Longman.

## CSW 104: RESEARCH METHODS IN SOCIAL WORK

**Objectives of the Paper:** This course intends to equip the students (i) with skills required for understanding the importance of scientific, analytic, and ethical approach to build knowledge for practice (ii) in developing their ability to use different research designs, sampling strategies and tools for collecting information / knowledge (iii) to conduct research with an aim to develop, use and effectively communicate empirically based knowledge to provide high-quality services; to initiate change; to improve practice, policy and social service delivery; and to evaluate one's own practice.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I- Research:** Meaning, Significance and Objectives; Importance of Research in Social Work; Types of Social Work Research: Meaning and Goals; Techniques of Data Collection – Observation, Interview Schedule and Questionnaire; Steps in the Process of Research – Problem Selection, Field Investigation, Data Processing (Coding, Tabulation and Classification) Analysis and Report Writing.

**Unit II- Research Design:** Meaning, Concept & Types: Experimental, Descriptive, Explanatory, Historical, Case Study; Participatory Action Research; Quantitative and Qualitative Research; Impact Assessment, Policy Research. Pre-testing, Pilot Study.

**Unit III- Sampling and Hypothesis:** Purpose of Sampling; Concepts Related to Sampling – Population, Universe, Sampling Frame and Sampling Unit; Meaning and types of Probability and Non-Probability Sampling; Techniques and Procedures in Sample Selection – Data: Primary & Secondary- Meaning, Types, Sources - Primary, Secondary, Naturalistic Inquiry; Triangulation; Ethics in Research, Hypothesis – Meaning, Characteristics and Types.

**Unit IV- Statistics in Social Work:** Importance and limitations of Statistics; Variables – Discrete and Continuous; Quantitative and Qualitative; Independent and Dependent; Measurement – Nominal, Ordinal,

Ratio and Interval; Grouping Data – Frequency Distribution and its Construction; Measures of Central Tendency – Arithmetic Mean, Median and Mode; Measures of Dispersion: Meaning, Assumptions; Uses of Range, Inter Quartile Range, Mean Deviation, Variance and Standard Deviation; Correlation: Meaning, Assumptions, Uses and Interpretation.

**Suggested Readings:**

- Andrews, Richard. (South Asia edition 2005). Research Questions. London: Continuum.
- Costello, Patrick (S. Asia Edition 2005) Action Research. London: Continuum.
- Babbie, E. (ed) (2004). The Practice of Social Research, Thomson Wadsworth, Belmont (USA).
- Alston, M. Bocoles, W. (Indian Edition 2003). Research for social workers: An Introduction to methods. Jaipur: Rawat Publications.
- Clarke, A.(2003), Evaluation Research. Sage Publications, New Delhi.
- Baker, Therese L. (1994) Doing social research, Singapore: McGraw Hill.
- Denzin, N.K., Lincoln. Y.S. (ed), 1994, Handbook of qualitative research. Sage Publications, New Delhi.
- Bailey, Kenneth D. (1978) Methods of social research. New York: McNeil Pub.
- Black, James A & Champion, Dean J. (1976) Methods and Issues in Social Research. Bombay.
- Claire, S, et al. 3rd ed, (1976), Research Methods in Social Relations. Holt, Rich andWinston, New York.

  
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## CSW 201: SOCIAL CASE WORK

**Objective of the Paper:** This paper focuses on Case work which is the first primary method of Social Work and in this the individual is helped through various sessions in order to make them self-reliant. It also discusses how Case work is practised in diverse settings.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Social Case Work as a method of Social Work:** Concept & Definition; Historical Development of Social Case Work; Distinction between Needs and Wants; Objectives of Working with Individuals; Values, Principles, Skills and Components of Case Work.

**Unit II: Approaches of Social Case Work:** Psycho- Social Approach, Functional Approach, Problem-Solving Approach, Task Centred Approach, Person-in-Environment Approach, Strength Based Approach, Crisis Intervention Approach, Eclectic Approach- Application of these Approaches to Understand Clients and Their Contexts; Phases of Social Case Work Process- Study, Assessment, Intervention, Termination, and Evaluation.

**Unit III: Tools and Techniques in Social Case Work:** Listening, Observation, Interview, Home Visits, Collateral Contacts, Referrals; Techniques in Practice- Ventilation, Emotional Support, Action Oriented Support, Advocacy, Environment Modification, Modelling, Role Play and Confrontation; Case History, Record Keeping- Face Sheet, Narrative, Process and Summary Recording.

**Unit IV: Case Work in Different Settings:** Families, Adoption Agencies, Educational, Correctional and Mental Health Settings, Oppressed and Marginalised Groups; Casework in Crisis Situations- Violence, Abuse, Rape, Conflicts, Disaster and Natural Calamities; Developing Skills of a Social Case Worker

(Interpersonal and Intrapersonal Skills, Interviewing Skills, Empathy, Counselling and Documentation Skills); Ethical Issues and Dilemmas in Social Case Work.

**Suggested Readings:**

- Richmond, M (1922). What is Social Case Work- An Introductory Description, New York, Russel Sage Foundation.
- Mujawar, W. R., & Sadar, N. K. (2010). Field Work Training in Social Work. New Delhi: Mangalam Publications.
- Segal, E. A. (2010). Professional Social Work. New Delhi: Cengage Learning India Pvt.
- Bhattacharya, S. (2009). Social Case Work Administration and Development. New Delhi: Rawat Publications.
- Jeffrey, K. A., & Shepard, D. S. (2009). Counselling: theories and practice. New Delhi: Cengage Learning India Pvt. Ltd.
- Upadhyay, R. K. (2003). Social casework: A therapeutic approach. New Delhi: Rawat Publications.
- Trevithick, P. (2000). Social work skills: A practice handbook. Open University Press.
- Mathew, G., & Tata Institute of Social, S. (1992). An Introduction to Social Case Work: Tata Institute of Social Sciences.
- Paul. Timms, N. (1972). Recording in social work: Routledge and K. Paul.
- Timms, N. (1966). Social casework: principles and practice. Routledge & Kegan.
- Perlman, H. H. (1957). Social casework: a problem-solving process: University of Chicago Press.Ltd.

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**Objectives of the Paper:** The focus of this paper is on Social Group Work which is the second primary method of Social Work having a perspective of making people self-reliant through group activity and it is practiced in diverse settings.

**Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

**Course Content**

**Unit I: Social Group Work:** Concept, Purpose of Social Group Work; Historical Development of Group Work; History of Social Group Work in India; Principles, Skills and Techniques of Group Work; Type of Groups in Social Work Practice- Task Centered Groups- Based on Client Needs & Treatment Groups- Support Group, Education Group, Growth Group, Therapy Group, Socialization Group.

**Unit II: Theoretical Approaches of Group Work Practice:** Group Therapy, Transactional Analysis, Gestalt Therapy, Support Groups; Stages of Group Development- Forming, Storming, Norming, Performing and Adjourning. Models of Social Group Work- Social Goals, Remedial and Reciprocal Model; Values, Principles and their Importance in Group Work.

**Unit III: Techniques:** Programme Planning, Monitoring and Evaluation; Group Discussion, Group Counselling and Recording; Group Work Processes- Sub-group, Group Conflict, Group Decision Making, Leadership in Groups; Group Dynamics- Concept, and Areas-Communication and Interaction Patterns, Group Cohesion, Social Control Dynamics and Group Culture.

**Unit IV: Group Work Practice in Diverse Settings:** Disaster Survivors, Substance Abusers, Alcoholics Anonymous, Elderly in Distress, School Children and Youth, People with Mental Health Issues; Roles and Responsibilities of a Group Worker in Different Settings; Ethical Issues and Dilemmas in Social Group Work Practice.

**Suggested Readings:**

- Toseland, R. W., & Rivas, R. F. (2012). An introduction to group work practice. Boston: Pearson Allyn & Bacon.
- Doel, M. & Sawda, C. (2003). The essentials of group worker. London: Jessica Kingsley Pub.
- Toseland, R. and Rivas, R. (1995). An introduction to group work practice, (Massachusetts: Allyn and Bacon).
- Cartwright, Dorwin and Zander, Alwin. (1995). Group dynamics. New York: Row, Peterson & Co.
- Konopka, G. (1983 3rd Ed.). Social group work: A helping process. New Jersey: Prentice Hall.
- Douglas, T. (1978). Basic group work. London: Tavistock Publication.
- Northen, H. (1976). Theory of social work with groups. New York: Columbia University Press.
- Douglas, T. (1976). Group process in social work: A theoretical synthesis. New York: John Wiley & Sons.
- Barhard,. (1975). The use of groups in social work practice. USA: Routledge & Kegan Paul Ltd.
- Trecker, H.B. (1970). Social group work-principles and practices. New York: Associate Press
- Coyle, Grace, L. (1947). Group experience and democratic values. New York: The Women 's Press.
- Northen, H. (1969). Social work with groups. New York: Columbia University, Press.
- Klein J. (1967). The study of groups. London: Routledge and Kegan Paul Ltd.
- Phillips, H. (1962). Essentials of social group work skills. New York: Associate Press.
- Bhatt R.M. (1960). Records of group work practice in India. Baroda: Baroda University.
- Delhi School of Social Work (1958). Field work records in group work and community organization. London: Tavistock Publication.
- Trecker, H.B. (1955). Group work: Foundations & frontiers. New York: Whiteside & William Marrow & Co.
- Konopka, G. (1954). Group work in institution. New York: Associate Press.
- Ryland & Wilson. (1949). Social group work practice. USA: Houghton Mifflin Co.

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## CSW 203: COMMUNITY ORGANISATION AND DEVELOPMENT

**Objectives of the Paper:** This course is to prop up the understanding of the students in relation to the (i) various aspects of community organization in India (ii) models and approaches of community development along with discrimination exercised in community development programmes (iii) methods used for community organization and development (iv) role of the social worker community organizer in building consensus around community issues.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Community:** Concept (Sociological and Practitioner); Community Work within Social Work; Definition, Objectives, Principles and Relevance of Community Organization Practice; Historical Development of Community Organization; Community Organization in India.

**Unit II: Community Organization:** Process of Community Organization - Study and Survey, Analysis, Assessment, Discussion, Organization, Action, Reflection, Modification and Continuation; Models of Community Organization - Locality Development Model, Social Planning Model, Social Action Model; Approaches (Directive and Non-directive). Role of Advocacy, Extension and Dissemination in the Community.

**Unit III: Community Development:** Concept, History, Principles, Objectives and Community Development; Models of Participation and Empowerment: Assets-Based Community Development, Theoretical Path for Community Engagement; Community Leadership; Discrimination and Community Development Programming; Types of Discrimination & their Impact on Capacity Development, Addressing these at the Community Level; Community Development Programme - Gram Panchayat Development Plan (GPDP).

**Unit IV: Community Organizer: Role of the Community Organizer within Different Models (Enabler, Educator, Advocate, Guide, Broker, Networking and Therapist); Skills and Attributes of a Community Organization Practitioner – Problem Analysis, Resource Mobilization, Communicator, Conflict Resolution, Organizing Meetings, Writing and Documenting, Networking, Training.**

**Suggested Readings:**

- Lal (2017), India Social: How social media is Leading the change and Changing the Country, Hachette India.
- Beher A & Samuel J (2006) Social Watch in India: Citizens Report on Governance and Development, Pune: NCAS.
- Freire (2005), Pedagogy of the Oppressed, The Continuum International Publishing Group Ltd, United States of America.
- Chambers Robert (2005) Ideas for Development, Earth Scan, London.
- Chatterjee (2004), Up Against Caste: Comparative Study of Ambedkar and Periyar, Rawat Publications.
- National Centre for Advocacy Studies (2000) Fearless Minds: Rights Based Approach to Organizing and Advocacy, Pune: National Centre for Advocacy.
- PRIA (1995) Participatory Evaluation: Issues and Concerns, New Delhi: PRIA.
- Dhama, O. P & Bhatnager, O.P. (1994) Education and Communication for Development. New Delhi: Oxford & IBG Pub. Co. Pvt; Ltd.
- Cox Fred (1987), Community organization, Michigan: F.E. Peacock Publishers.
- Rao, MSA (1979) Social Movements in India, New Delhi: Vol. 1 and 2, Manohar Publication.
- Friedlander, W.A. (1978) Concepts and Methods in Social Work, Eaglewood Cliffs, New Delhi: Bentic Hall International Inc.
- Milson Fred (1973) An Introduction to Community Work, Rutledge & Kegan Paul, New Delhi: London OXFORD & IBH Publishing Co. Pvt. Ltd.
- Gangrade, K.D (1971) Community Organization in India, Mumbai: Popular Prakashan.
- Ross, Murray & Lappin, Ben (1967) Community Organization; Theory, Principles, and Practice, New York: Harper & Row.
- Khinduka, S. K & Coughlin, Bernard (1965) Social Work in India, New Delhi: Kitab Mahal.
- Dunham Arthur (1962) Community Welfare Organization: Principles and Practice, New York: Thomas Crowell

  
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**CSW 204: SOCIAL WELFARE ADMINISTRATION**

**Objectives of the Paper:** To have a complete understanding of Social Welfare Administration as a Secondary Method of Social Work Practice. This includes Working of Government Departments at Various Levels, Policy Formulation and Administrative Processes.

**Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

**Course Content**

**Unit I: Basic Concepts:** Social Action - Concept and History, Social Action as a Secondary Method of Social Work Intervention; Strategies Involved in Social Action; Social Welfare - Concept and Definitions; Models of Social Welfare Administration; History of Social Welfare with Special Reference to India.

**Unit II: Social Welfare Administration:** Concept and Evolution of Development Administration in India; Structure of Social Welfare at the Central, State and Local Level; Programmes of Central Social Welfare Board and State Social Welfare Boards; Administrative Structure—Memorandum of Association, Functions, and Responsibilities of Governing Board, Committees and Office Bearers. Motivational Theories: Maslow’s Theory, McGregor’s Theory X and Theory Y, McClelland’s Theory of Needs.

**Unit III: Social Policy:** Concept, Definitions, Models of Social Policy; Social Advocacy; National Policy on Voluntary Sector (2007); Procedures in Registering an Organization – Societies Registration Act, 1860, Indian Trust Act, 1882, The Companies Act, 1956. District Social Welfare Office: Roles and Responsibilities.

**Unit IV: Administrative Processes:** Meaning & Nature; Planning, Organizing, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCORB); Mobilization of Financial Resources, Grants in Aid; Foreign Contribution Regulation Act 1976; Exemption from Income Tax; Administrative Skills – Writing Reports, Letters and Minutes of Meeting; Project Formulation, Implementation, Monitoring and Evaluation.

**Suggested Readings:**

- Mullard, M. and Spicker (1998): Social Policy in a Changing Society, London: Routledge.
- Spicker, Paul (1998): Principles of Social Welfare: An Introduction to Thinking About the Welfare State, London: Routledge.
- Bandyopadhyay, D. (1997): "People's Participation in Planning Kerala Experiment, & quot.
- Rao, V (1994): "Social Policy: The Means and Ends Question, & quot; Indian Journal of Public Administration, Vol. L, No. 1, Jan-March.
- Weimer, D.L. and Vining A.R. (1994): Policy Analysis : Concepts and Practice, New Jersey: Prentice Hall.
- Bhanti, R. (1993): Social Policy and Development in Rajasthan, Udaipur: Himanshu Publications.
- Mundle, S. (1993): "Policies, Paradigms and Development Debate at the Close of Twentieth Century, & quot; Economic and Political Weekly, Vol. XXXVIII, No.26, Sept. 4, 1993, Wheatsepat Books.
- Rastogi, P.N. (1992): Policy Analysis and Problem-Solving for Social Systems, New Delhi: Sage Publications.
- Dimitto, D.M. (1991): Social Welfare: Politics and Public Policy, New Jersey: Prentice Hall.
- Bulmer, M. et.al. (1989): The Goals of Social Policy, London: Unwin Hyman.
- Chakraborty, S. (1987): Development Planning – Indian Experience, Oxford: Clarendon Press
- Jones, K. et.al. (1983): Issues in Social Policy, London: Routledge and Kogan Paul.
- Mac Pherson, S. (1982): Social Policy in the Third World, New York: John Wiley and Sons.
- Huttman, E.D. (1981): Introduction to Social Policy, New York: McGraw Hill.
- Lindblom, C.E. (1980): The Policy-Making Process, New Jersey: Prentice Hall.
- Madison, B.Q. (1980): The Meaning of Social Policy, London: Croom Helm.
- Mac Pherson, S. (1980): Social Policy in the Third World, London: Wheat Speat Books.
- Kulkarni, P.D. (1979): Social Policy and Social Development in India, Madras: Association of Schools of Social Work in India.
- Mishra, R. (1977): Society and Social Policy, London: Macmillan Ltd.
- Kahn, A.E. (1973): Social Policy and Social Services, New York: Random House.
- Livingstone, A. (1969): Social Policy in Developing Countries, London: Routledge and Kogan Paul
- Kulkarni, P.D. (1952): Social Policy in India, New York: McGraw Hill Book Company.
- Jenks, W. (1876): Social Policy in a Changing World, Geneva: I.L.O.
- Hebsur, R.K. (ed.): Social Intervention for Justice, Bombay: TISS
- Mathur, K. Bjorkman: Top Policy Makers in India, New Delhi: Concept Publishing Co.
- Rao, V. and Mander, H.: An Agenda for Caring: Interventions for the Marginalised, New Delhi: VHAI.

### **SWP 301: SOCIAL WORK PRACTICE IN MENTAL HEALTH**

**Objectives of the Paper:** To Understand about the Role of Social Work in the Field of Mental Health (i) To Understand various mental health problems (ii) To understand the role of psychiatric social worker (iii) to acquire skills and techniques used for psychiatric social work.

#### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

#### **Course Content**

**Unit I: Health and Mental Health:** Concept of Wellbeing, Health and Mental Health; Historical Perspective in Mental Health; Models of Mental Health- Bio-Psychosocial Model, Structural Model, Social Determinant Model, Recovery Model; Changing Trends in Mental Health; National Mental Health Programme and Mental Healthcare Act, 2017.

**Unit II: Psychiatric Social Work:** Concept and History; Importance of Psychiatric Social Work, Major Approaches in Psychiatric Social Work; Genogram: Concept and Importance; Family Dynamics and Interaction; Family Life Cycle; Family Case Work.

**Unit III: Classification of Disorder:** Classification of Mental and Behavioural Disorders- DSM and ICD Systems, Clinical Symptoms; Causes of Mental Disorders, Schizophrenia, Dissociative Identity Disorder, Mania and Depression, Delusions and Hallucinations, Affective Disorder, Drug Addiction, Obsessive Compulsive Disorder; Anxiety Disorder, Dementia. Recording Case History: Concept and Importance in Mental Disorders; Consequences of Mental Illness and Its Solution.

**Unit IV: Social Work Intervention:** Social Work Interventions, Role of Multi-Disciplinary Team; Family Interventions- Psycho-Education, Social Skills Training, Activities of Daily Living; Vocational Skills

Training, Rehabilitation in Mental Health; Prevention and Promotion of Mental Health and Wellbeing.  
Psychiatric Social Work Practice: Role of Social Worker in Mental Healthcare Setting.

**Suggested Readings:**

- Wolf, C., & Serpa, J. G. (2015). A clinician's guide to teaching mindfulness: The Comprehensive Session-by-Session Program for Mental Health Professionals and Health Care Providers. Oakland: New Harbinger Publications.
- Francis, A. P. (Ed.). (2014). Social Work in Mental Health: contexts and theories for practice. New Delhi: Sage Publications India.
- Taylor, E. H. (2014). Assessing, Diagnosing, and Treating Serious Mental Disorders: A Bioecological Approach. New York: Oxford University Press.
- Chavan, B. S., Gupta, N., Sidana, A., Priti, A., & Jadav, S. (2013). Community mental health in India. New Delhi: Jaypee Brothers Medical Pub.
- Sisti, D. A., Caplan, A. L., & Rimon-Greenspan, H. (Eds.). (2013). Applied Ethics in Mental Health Care: An Interdisciplinary Reader. London: MIT Press.
- Kishor, J. (2012). National Health Programmes of India: National Policies and Legislations Related to Health. New Delhi: Century Publications.
- Thornicroft, G., Szukler, G., Mueser, K. T., & Drake, R. E. (2011). Oxford textbook of community mental health. New York: Oxford
- Birn, A., Pillay, Y. & Holtz, T. H. (2009). Textbook of International Health: Global Health in a Dynamic World. USA: Oxford University Press.
- Park, J.E. & Park, K. (2009). Textbook of Preventive and Social Medicine. Jabalpur: Banarasidas Bhanot.
- Bentley, K.J. (2001). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Wadsworth Publishing.
- Carson R.C., Butcher, J.N. & Mineka, S. (2000). Abnormal Psychology and Modern Life. Singapore: Pearson Education.
- World Health Organization. (1992). The ICD-10 classification of mental and behavioural disorders: clinical descriptions and diagnostic guidelines (Vol. 1). World Health Organization.
- Turner, F. (ed.) (1978) Social Work Treatment: Interlocking Perspectives. New York: The Free Press.



**SWP 302: GENDER AND FAMILY**

**Objectives of the Paper:** This paper is equipped to make the students understand that gender difference is the product of, not the cause of gender inequality, and how the institutions like family, workplace; state and law create gender differences and reproduce gender-inequalities. Also, despite extreme and persistent gender-inequalities in our society and by engendering trait, and not people, men and women may not become similar but definitely more equal.

**Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

**Course Content**

**Unit I: Basics about Gender:** Concept of Sex and Gender; Different Theoretical Models to Understand Women’s Position in the Society: Liberal, Radical, Socialist, Post-modern Feminism; Current Issues and Position of Women—Global and Local Situation; History of Women’s Movement in India; Diverse Gender Issues, Concerns and Challenges faced by Women in Indian Society.

**Unit II: Family and Its Roles:** Definition, Types and Functions of Family; Changes in the Institution of the Family; Family Communication; Family Counselling; Marital Counselling; Understanding the Nature and Difficulties Faced by Families in India; Family with Problems and Problem Families; National Programme for Family Planning; Skills and Techniques for Family Based Social Work Interventions.

**Unit III: Legislations for Different Gender:** Women and Work (Paid, Unpaid Work, Division of Household Labour, Domestic Work); Social Legislation Relating to Women: The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013, Maternity Benefit Act 1961, National Commission for Women, Transgender Rights and Welfare Boards Working for Gender Equality, Sukanya Samridhi Yojna.

**Unit IV: Gender and Family Welfare:** Enforcement of Laws – Family Courts, Mahila Adalats; Reproductive Health and Rights; National Institute of Public Cooperation and Child Development; Family

  
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Policies and Programmes in India- An overview; Protection of Women from Domestic Violence Act (2005), Dowry Prohibition Act (1961); Role of Social Worker in Gender and Family Concerns.

### Suggested Readings

- Koggel, Christine and Cynthia Bisman (eds.) (2017). Gender Justice and Development: Local and Global, Volume I, London: Routledge.
- Scaria, Mary (2008) Human Rights Law and Gender Justice, New Delhi.
- Edgell, Stephen (2006) The Sociology of Work: Continuity & Change in Paid and Unpaid work, Thousand Oaks: Sage Publication.
- Flavia, Agnes (2001) Law and Gender Inequality: The Politics of Women's Rights in India, New Delhi: Oxford University Press.
- Arya, Sadhna (2000) Women, Gender Equality and the State, New Delhi: Deep and Deep Publication.
- Dube, Leela and Parliwal, Rajni (1990) Structures and Strategies: Women, Work and Family, New Delhi: Sage Publication.
- Lengermann, Patricia M. and Jill Niebrugge-Brantley (1996) "Contemporary Feminist Theory" in George Ritzer's Sociological Theory, (Fourth Edition), New York.
- McGraw-Hill Companies, Inc., pp. 436-486. Sangari, Kumkum and Chakravarti Uma (1999) From Myths to Markets: Essays on Gender, New Delhi: Manohar Pubs.

### Additional Readings

- Leslie, Julia (ed.) (2000) Invented Identities: The Interplay of Gender, Religion and Politics in India, New Delhi: O.U.P.
- Aggarwal, Bina (ed.) (1994) A Field of One's Own: Gender and Land Rights in South Asia, Cambridge: Cambridge University Press.
- Blumberg, Rae Lesser (ed.) (1991) Gender, Family and Economy: The Triple Overlap, London: Sage Publications.
- Lorber Judith and Susan A. Farrell (eds.) (1991) The Social Construction of Gender, New Delhi: Sage Publication.
- Okin, Susan Moller (1991) Justice, Gender, and the Family, New York: Basic Books.
- Aggarwal, Bina (ed.) (1988) Structures of Patriarchy: State, Community and Household in Modernizing Asia, New Delhi: Kali for Women.

  
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**Objectives of the Paper:** This course aims at acquainting the students with (i) the phenomenon of disaster (ii) the various ways of managing disaster (iii) the devastating impact of disasters on various groups in society (iv) the process of rehabilitation after the disaster.

**Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

**Course Content**

**Unit I: Disaster:** Meaning - Concept of Hazard & Risk; Vulnerability and Disaster – Impact of Disasters - Physical, Economic, Political, Psychosocial, Ecological and others; Developmental Aspects of Disasters - Types and Classification of Disasters - Nature Induced Disasters and Human Induced Disasters- CBRN (Chemical, Biological, Radiological and Nuclear).

**Unit II: Disaster Management Cycle:** Mitigation and Prevention, Preparedness, Prediction and Early Warning, Rescue and Relief, Impact Assessment, Response, Recovery, Reconstruction; Disaster Risk Reduction; Community Based Disaster Risk Management (CBDRM); Advocacy and Networking; National Disaster Profile of India.

**Unit III: Global and National Issues and Initiatives-** National Disaster Management Framework 2005; Administrative and Institutional Structures for Disaster Management; National Disaster Management Plan 2019; Role of International Organisations – United Nations Environment Programme (UNEP), United Nations Framework Convention on Climate Change (UNFCCC), United Nations International Strategy for Disaster Reduction (UNISDR); Role of the Central and the State Governments and Non-Governmental Organisations.

**Unit IV: Psychosocial and Mental Health Consequences of Disaster:** Principles and Techniques of Psychosocial Care in Post Disaster Situations; Specific Psychosocial Needs of Vulnerable Groups like Children, Women, Persons with Disability, Transgender, Destitute and Orphans; Post Trauma Care and

Counselling including Grief Counselling with Survivor; NDMA Guidelines on Psychosocial Support and Mental Health Service.

**Suggested Readings:**

- Arulsamy, S. and J. Jeyadevi (2016) Disaster Management, Hyderabad: Neelkamal Publications.
- Clarke, Daniel J. and S. Dercon (2016) Dull Disasters? How Planning Ahead Will Make a Difference, New Delhi: OUP.
- Rapp, Randy R. (2011) Disaster Recovery Project Management: Bringing Order from Chaos, Purdue University Press, West Lafayette (IN): Purdue University Press.
- Singh, R. B. (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Jaipur: Rawat Publication.
- Bryant, Edward (2005) Natural Hazards, Cambridge (UK): Cambridge University Press.
- Abarquex, I. and Z. Murshed (2004) Community-Based Disaster Risk Management: Field Practitioners' Handbook, New Delhi: Asian Disaster Preparedness Center.
- Blaikie P, Cannon T, Davis, I and Wisner B. (2004) At risk: Natural hazards, people's vulnerability and Disaster, London: Routledge.
- Parasuraman, S. and Unnikrishnan, P.V. (2000): India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Clarke, J. I., Peter Curson, et al. (ed) (1991), Population and Disaster, Oxford: Basil Blackwell Ltd.

**Additional Readings**

- Parry, Richard Lloyd (2017) Ghosts of the Tsunami: Death and Life in Japan's Disaster Zone, Malaysia: MCD Publishers.
- Alexievich, Svetlana and Keith Gessen (2006) Voices from Chernobyl: The Oral History of a Nuclear Disaster, New York: Picador.
- Maskrey, Andrew (1989), Disaster Mitigation: A Community Based Approach, Oxford University Press.
- Cuny, Frederick (1984), Disasters and Development, Oxford: Oxford University Press.
- Garb, S. and Eng. E (1969) Disasters Handbook, New York: Springer Publication.

  
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## SWP 304: HUMAN RESOURCE MANAGEMENT AND LABOUR WELFARE

**Objectives of the Paper:** This course aims at acquainting the students with (i) the phenomenon of human resource management (ii) the concept of human resource development (iii) legislations relating to industrial relations (iv) the issues of labour welfare.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Human Resource Management:** Concept, Philosophy, Principles, Role, Importance and Functions; Qualities and Competencies of a Good Human Resource Manager; Personnel Policy – Definition, Purpose, Need, Importance and Types of Personnel Policies; Human Resource Planning – Concept and Process; Job Satisfaction, Job Description, Job Classification, Job Analysis and Job Evaluations; Other important Issues – Induction, Placement, Transfers, Promotion Retirement, Stress and Dismissal; Human Resource Acquisition: Recruitment – Concept, Selection Process and Problems; Use of Social Media as a Means of Recruitment.

**Unit II: Human Resource Development (HRD):** Concept, Need and Objectives; Instruments and their Implementation; HRD for Workers – Rationale, Training, Counselling and Functions; Training and Development- Need, Importance and Objectives; Performance Appraisal System – Concept, Techniques, Approach and Importance of Performance Management System; Leadership- Traits, Types; Equal Remuneration Act, 1976.

**Unit III: Industrial Relations Legislation:** Industrial Dispute - Meaning, Causes, and Forms of Disputes: Industrial Disputes Act, 1947; Grievances: Meaning, Causes and Redressal Procedure; Labour Legislations: Concept, Need and Historical Development of Labour Legislation in India; Occupational Safety and Health- The Factories Act, 1948; Mines Act 1952; Labour Problems and Solutions- Indebtedness, Absenteeism, Alcoholism, Personal and Family Counselling.

**Unit IV: Labour Welfare:** Minimum Wages Act 1948, The Contract Labour (Regulations and Abolition) Act, 1970; Labour Welfare: Concept, Scope and Philosophy, Principles of Labour Welfare, International and National Agencies of Labour Welfare; Role of Social Worker in HRM.

**Suggested Readings:**

- Babu Sharath and Rashmi Shetty (2007). Social Justice and Labour Jurisprudence. SAGE Publication. New Delhi.
- Sarma, A.M. (2005), Aspects of Labour Welfare and Social Security. Himalaya Publishing House, Mumbai.
- Yadav, L.B.(ed.) (2000), Reading in Social and Labour Welfare. Institute For Sustainable Development, Lucknow.
- Kapoor, N.D. (1995) Handbook of Industrial Law. Sultan chand & Company. New Delhi.
- Kapoor, N.D (1993) Elements of Industrial Law. Sultan Chand & Sons. New Delhi.
- Vaidyanathan, S. (1986) Factory Laws Applicable in Tamilnadu. Vols: 1, 2. 3. Madras Book Agency. Madras.
- Dasgupta, S.K. (1983) Commercial & Industrial Law. Sterling Publishers. New Delhi.
- Ramaswamy. E.A. & Uma Ramaswamy (1981) Industry and Labour: An Introduction Oxford University Press. New Delhi.
- Bare Acts.

  
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## SWP 305: SOCIAL WORK WITH ELDERLY AND PERSONS WITH DISABILITIES

**Objectives of the Paper:** This course aims at apprising the students about Problems of elderly and Disabled Population (i) the changing demography of the elderly population in India (ii) their contemporary issues and concerns within the family (iii) the policies and programmes affecting the needs of the elderly (iv) the urgency for perceiving ageing positively in order to enhance the quality of life of the aged, their families as well as the community (V) the concept of disability and the experiences of the disabled persons (vi) the legal provisions available for the disabled persons (iv) the need of a skilled worker for counselling, rehabilitating and reintegrating the disabled in the society.

### **Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

### **Course Content**

**Unit I: Introduction to Ageing:** Concept, Process of Ageing, Theories of Ageing, Needs and Challenges of Elderly, Health Issues of Elder Population, Elderly Abuse, Demography of Ageing, Stereotypes regarding Old Age; Role of Family in Issues and Concerns of the Elderly (Neglect, Abuse, Abandonment, Housing, Illness and Death of the Spouse).

**Unit II: Ageing and Legislations:** Constitutional and Legislative Provisions; Privileges, Benefits and Facilities by Government of India (The Maintenance and Welfare of Parents and Senior Citizens Act, 2007); Social Security Schemes; National Policy on Aging; Care for Elderly – Institutional and Non Institutional Services for the Welfare of the Aged; Information and Availability of Physical Aids and Geriatric Treatment, Atal Pension Yojna.

**Unit III: Introduction to Disability:** Concept and Definition, Causes of Disability and their Impact on Persons with Disability, Types of Disability, Exclusion/Inclusion Lens to Understanding Disability; The Process of Rehabilitation, Early Identification, Social Inclusion and Empowerment within the Family and Community; Understanding the Experience of Disability; The Rights of Persons with Disabilities Act 2016, Sugamya Bharat Abhiyan, Equal Opportunity Cell (EOC).

**Unit IV: Social Work Interventions for Elderly and Persons with Disability:** Enhancing Quality of Life through Education for Preparation for New Roles and Activities; Initiating Social Networks; Intervention Needs – Retirement Planning, Promoting Savings, Investments and Opportunities for Income Generation, Raising Family Awareness; Disability Intervention Strategies at Community and Policy Levels – Awareness, Community Education and Sensitization, Community Based Rehabilitation, Advocacy and Lobbying, Formation of Advocacy Campaigns.

**Suggested Readings:**

- Bhumali, Anil (2009) Rights of disabled women and children in India, New Delhi: Serials Publications.
- Government of India (1993) National Policy for Persons with Disabilities, New Delhi: Ministry of Social Justice and Empowerment.
- Mani, D. Ram (1988) The Physically Handicapped in India, New Delhi: Shilpa Publications.
- Mohisini, S. R. and P. K. Gandhi (1982) The Physically Handicapped and the Government, New Delhi: Seema Publications
- Karna, G. N. (2001) Disability studies in India: Retrospect and Prospects, New Delhi: Gyan Publishing House.
- Pandey R. S. and Lal Advani (1995) Perspectives in Disability and Rehabilitation, New Delhi: Vikas Pub. House.
- Desai. M and Siva Raju. (2000) The Elderly in India. New Delhi: Sage Publications.
- Irudaya Rajan et al. (1997) Indian Elderly: Asset or Liability. New Delhi: Sage Publications.
- Khan, M. Z. (1997) Elderly in Metropolis. New Delhi: Inter India Publishers.
- Dandekar, K. (1996) The Elderly in India. New Delhi: Sage Publications.
- Marshal, M. (1993) Social Work with old-people, London: Macmillan Press

**Additional Readings:**

- Shubha, S. et al. (2000) Senior Citizens Guide, New Delhi: Help Age India.
- Chowdhry, Paul D. (1992) Aging and the Aged: A Source Book, New Delhi: Inter India Publications.
- Krishnan, P and K. Mahadevan (eds) (1992) The Elderly Population in the Developed World: Policies, Problems and Perspectives, Delhi: B. R. Publishing.
- Sharma, M. L. and Dak, T. M. (eds.) (1987) Aging in India, New Delhi: Ajanta Publications.
- Beaver, Marion L. (1983) Human Service Practice with The Elderly, London: Prentice-Hall, International, Inc.
- Oliver, M. (1983) Social Work with the Disabled, London: Macmillan.



**Objectives of the Paper:** To Understand the Concept of Social Entrepreneurship & Working of NGO's.(i) to know the concept of Entrepreneurship, Social Entrepreneurship (ii) To understand for formation and running of an NGO.

**Instructions for the Paper-setter/Examiner and Candidate**

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

**Course Content**

**Unit I: Social Entrepreneurship: Meaning, Definition: Entrepreneur, Entrepreneurship. Types of Entrepreneurs –Social Entrepreneur, Serial Entrepreneur, Life Style Entrepreneur. Types of Entrepreneurships – Creative Entrepreneurship, Inclusive Entrepreneurship, Knowledge Entrepreneurship. Entrepreneurial Characteristics: Inspiration, Creativity, Direct Action, Courage and Fortitude; Systems Thinking, Design Thinking and Asset Mapping.**

**Unit II: Social Entrepreneurship: Characteristics of Social Entrepreneur- Social Catalysts, Socially Aware, Opportunity Seeking, Innovative, Resourceful, Accountable. Differences between Business and Social Entrepreneur, Entrepreneurship.**

**Unit III: NGO's: Meaning, Definition, Concepts, Types, Functions, Approaches and Models - Vision, Mission and Goals in NGOs - Role of NGO's in Community Development.**

**Unit IV: NGO's Management: Meaning, Definition, Concepts, Objectives and Functions, Human Resource Management in NGOs - Leadership in the NGO's Context – Practice of Human Resources Management in NGO's -Human Resources Management and Role of Creating Change Agents – Staffing, Recruiting, Induction and Training.**

**Suggested Readings:**

- Lan Smillie, John Hailey (2000). Managing for Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
- Ian Smillie, John Hailey (2000). Managing for Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
- Ian Smillie, John Hailey (2000). Managing for Change: Leadership, Strategy and Management in Asian NGOs. Earthscan Publications.
- Allen, L.A. (2002) Management and Organization, Mcgraw Hill publishing co., ltd. Chandrabose.D.(2002). Principles of Management and Administration PHI.
- Goel, O.P. (2004). Strategic management and policy issues of NGOs. Neha Publishers and Distributors.
- Bornstein, David. (2004). How to Change the World: Social Entrepreneurs and The Power of New Ideas New York, Ny: Oxford University Press.
- Kumar, R., Goel, S. L. (2005). Administration and Management of NGOs: Text and Case Studies. Deep and Deep Publications.
- Brinkerhoff Smith (2007). NGOs and the Millennium Development Goals. Palgrave Scholarly US.
- Rugendyke Barb Rugendyke (2007). NGOs as Advocates for Development in a Globalising World. Taylor and Francis.
- Dees, j. Gregory. (2007). "The Meaning of Social Entrepreneurship".Center for The Advancement.
- Martin, Roger and Osberg, Sally. (2008). "Social Entrepreneurship: The Case for Definition", Stanford Social Innovation Review.
- Vasanth Desai. (2008) Entrepreneurial Development, Himalaya Publishing House.
- S.S.Khanka. (2009). Entrepreneurship in India, perspective and practice, Akansha Publishing House, New Delhi.
- Hannagan. (2009). Management Concepts and Practices, Macmillan India Ltd.
- Deb Prasanna Choudhury (2011). Strategic Planning and Management of Non-profit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books.
- Deb Prasanna Choudhury (2011). Strategic Planning and Management of Non-profit Organizations and NGOs Theory, Practice, Research and Cases. Asian Books.
- Deb Prasanna Choudhury (2011). Strategic Planning and Management of Non-Profit Organizations and NGOs Theory, Practice, Research and Cases.
- Banerjee, G. D. (2012). NGOs: Issues in Governance- Accountability Policies and Principles. Neha Publishers and Distributors.

## SWP 401: CHILD AND YOUTH DEVELOPMENT

**Objectives of the Paper:** This course seeks to augment the awareness of the students concerning (i) the concept of child welfare in the light of international context (ii) the difficulties faced by the at risk children (iii) the interventions made by the governmental and non - governmental organizations (iv) pertinent issues affecting the today's youth.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 =60 marks)

### Course Content

**Unit I: Concept of Child:** Social Construction of Childhood; Situational Analysis of Child in India; Convention on the Rights of the Child (CRC) and Global Movement; Understanding Vulnerability and Marginalization – Street Children, Destitute Children, Domestic Violence; Children in Conflict with Law and Children in Need of Care and Protection; The Protection of Children from Sexual Offenses Act, 2012; Central Adoption Resource Authority.

**Unit II: Legislations and Schemes:** Juvenile Delinquency - Definition, Concept, Causes and Types; Legislations and Programs for Children - Integrated Child Development Scheme; The Child Labour (Prohibition and Regulation) Act 1986; Juvenile Justice (Care and Protection) Act 2015; National Commission for Protection of Child Rights.

**Unit III: Youth and Development:** Situational Analysis of Youth in India; Characteristics of Youth based on Location – Urban, Rural and Tribal; Critical Issues Affecting Youth in Relation to their Developmental Roles and Tasks; High-risk Behaviour – Substance Abuse, Sexual Behaviour, HIV/AIDS; Agencies for Youth Development-Nehru Yuva Kendra Sanghathan, National Cadet Corps (NCC), National Service Scheme; National Youth Policy 2014; The Bharat Scouts and Guides.

**Unit IV: Social Work Interventions:** Approaches- Curative, Preventive, Rehabilitative; Institutional Services: Child Care Institutions, Aftercare Homes, Issues in Institutional Care, Non-Institutional Services; Application of Social Work Methods in Working with Youth and Youth Groups; Contribution of NGOs; Role of United Nations and other International Agencies in Child and Youth welfare.

**Suggested Readings:**

- Werner, Jon M. and Randy L. DeSimone (2016) Human Resource Development, New Delhi: Cengage Learning India Pvt. Ltd.
- Hall Sharma, R. C. (2016) Industrial Relations and Labour Legislation, New Delhi: Prentice-Hall India.
- Kumar, Vyas Rajesh (2012) Labour Welfare in India, Saarbrücken (Germany): Lambert Academic Publishing.
- Singh, Ajit K, (2011) Family and Child Welfare, New Delhi: Centrum Press.
- Gill, McIvor and Raynor, Peter (2007) Developments in Social Work with Offenders, London: Jessica Kingsley Publishers.
- Rao, T. V. (2006) Human Resource Development, New Delhi: OUP.
- Narain, Jai P. (ed.) (2004) AIDS in Asia: The Challenge Ahead, New Delhi: Sage Publications.
- Bajpai, Asha (2003) Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University Press.
- Banerjee, B. G. (1987) Child Development and Socialisation, New Delhi: Deep and Deep Publication.
- NIPCCD (1997) National Evaluation of Integrated Child Development Services, Delhi
- Tripathi, P. C. (1994) Personnel Management and Industrial Relations, New Delhi: Sultan Chand and Company.

**Additional Readings**

- Balan, K. R. (1995) What the Management Defines... Public Relations Refines, New Delhi: Sterling Publishers Pvt. Ltd.
- Dwivedi, R. S. (1982) Management of Human Resources, New Delhi: Oxford and IBH Publishing Company.
- Moorthy, M. V. (1982) Principles of Labour Welfare, New Delhi: Oxford University Press.
- Ramaswamy, E. A. and Uma Ramaswamy (1981) Industry and Labour: An Introduction, New Delhi: Oxford University Press.
- Putti, M. Joseph (1980) Personnel – The Management of Securing and Maintaining the Work Force, New Delhi: Sultan Chand and Co.
- Bhousle, Y. B. (1977) Personnel Management: The Indian Scene, New Delhi: Sultan Chand and Company.

## SWP 402: URBAN DEVELOPMENT AND SOCIAL WORK

**Objectives of the Paper:** The course has been designed to educate the students about the (i) conceptual understanding of poverty in general and urban poverty in particular (ii) the empirical issues concerning urban poverty in India with a focus upon large metropolitan cities and (iii) policies and programmes initiated by Indian State in order to tackle the problems of urban poverty and slums in India.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Urbanization, Poverty and Slums:** Concept of Urban, Urbane, Urbanization; Meaning, Features of Developed and Developing Countries; Urban Growth; Over-Urbanization; Migration Streams and their Linkages with Urbanization; Poverty: Definition, Poverty in the Indian Context, Non-Economic Indicators of Poverty; Gender Issues in Urban Planning; Slum Population in Indian Cities, Basic Services Issues in Indian Slums; Difference between Urban and Rural Areas.

**Unit II: Environment and Society:** Meaning of Environment, Environmental, Global Warming, Concept of Environmentalism, Pollution, Deforestation, Displacement of People and the Problem of Resettlement, Land Degradation and Wastelands, Danger to Bio Diversity, Ecological Threat to Agro-Systems; Environmental Education; Social Forestry and Afforestation Program; Biogas and Renewable Energy Program; Role of Voluntary Organizations and Popular Participation in Environmental Protection and Preservation.

**Unit III: Social Issues in India:** Concept of Social Issues; Multiculturalism (Caste, Language, Religion); Social Deprivation (Increase Social Differentiation, Inequality); Communalism (Concepts, Factors Generating Communalism, Measures for Combating); Riots (Concepts, Social and Political Significance, Measures to Deal with it); Corruption (Concepts, Forces Generating Corruption and Suggestion for Dealing with Corruption); Youth Unrest (Concept, Mass Media Influence, Youth Movement); Issues of Sustainable Development.

**Unit IV: Urban Planning in India:** National Commission on Urbanization; Poverty Alleviation Programmes and Urban Planning in India – Atal Mission for Rejuvenation and Urban Transformation, Members of Parliament Local Area Development Scheme, Self-Employment Programme of Urban Poor; Slum Rehabilitation Programmes, Smart Cities Mission.

**Suggested Readings:**

- Gottdiener, Mark (2014) The New Urban Sociology, Boulder (Colorado): Westview Press.
- Ahluwalia, Isher Judge et al. (2014) Urbanisation in India: Challenges, Opportunities and the Way Forward, New Delhi: Sage
- Abrahamson, Mark (2013) Urban Sociology: A Global Introduction, Cambridge: Cambridge University Press.
- Sivaramakrishnan, K. C. (2007) Handbook of Urbanization in India, New Delhi: Oxford University Press.
- National Academic Council, (2003) Cities Transformed: Demographic Change and Its Implications in the Developing World, Orlando (FL): Academic Press Rakodi.
- Carole and Lloyd John T. (eds.) (2002) Urban Livelihoods: A People Centred Approach to Reducing Poverty, London: Earthscan Publication Ltd.
- Gill, Rajesh (1997), "Issues and Perspectives on Urban Poverty: The Indian Experience", in Urban India, Vol. XVII, Jan.-June/July-Dec. Nos. 1 and 2.
- Harpham, T. and Tanner, Marcel (eds.) (1995) Urban Health in Developing Countries, London: Earthscan Publication Ltd.
- Government of India (1988) Report of National Commission on Urbanization, Vols. I and 2.
- Sundaram, K.V. (1977) Urban and Regional Planning in India, New Delhi: Vikas Publishing House Pvt. Ltd.

**Additional Reading:**

- Smith, Michael Peter (2001) Transnational Urbanism: Locating Globalisation, London: Blackwell.
- Flanagan, William G. (1990) Urban Sociology: Images and Structure, Boston: Allyn and Bacon.
- Mills, E. S. and Becker, C. M. (1986) Studies in Indian Urban Development, New Delhi: Oxford University Press.
- Prothero, R. Mansell and Murray Chapman (1983) Circulation in Third World Countries, London: Routledge and Kegan Paul.
- Bhargava, Gopal (ed.) (1981) Urban Problems and Policy Perspectives, New Delhi: Abhinav Publications.
- Singh, Andrea Menefee (1976) Neighbourhood and Social Network in Urban India, New Delhi: Marwah Publications

- 10 -

## SWP 403: HEALTHCARE AND SOCIAL WORK

**Objectives of the Paper:** The course has been designed to educate the students about (i) the concept of health and its various aspects (ii) the healthcare service structure in India (iii) the notion of community health and (iv) the role of a social worker in the area of healthcare.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Health:** Meaning, Components, Determinants and Indicators; Dimensions of Health, Wellbeing and Disease; WHO: Concept of Health; Communicable and Non-Communicable Diseases; Health Problems: Social, Cultural, Economic and Ethical Aspects; Health Issues in Context of Children, Women and Elderly; Sexual and Reproductive Health and Rights.

**Unit II: Medical Social Work:** Historical Development of Medical Social Work in India; Relevance of Medical Social Work as a Field of Social Work Practice; Types of Healthcare Services- Emergency, Preventative, Rehabilitative, Long-Term, Hospital, Diagnostic, Primary, Palliative, and Home Care; Behaviour Change Communication, Counselling, Treatment and Rehabilitation.

**Unit III: Structure of Healthcare System in India:** Levels of Healthcare- Primary, Secondary and Tertiary Level and their Functions; Alma Ata Declaration 1978; Public Health and Marginalized Groups: Issues of Availability, Accessibility and Affordability; National Family Health Survey (NFHS); National Health Policy 2017; National Health Programmes- National Health Mission (NHM), National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS), National Tobacco Control Programme (NTCP), Covid-19 Pandemic, Ayushman Bharat Yojna.

**Unit IV: Community Health and Programmes:** Meaning and Concept of Community Health, Community Needs Assessment. National Health Programmes- National Vector Borne Disease Control Programme (NVBDCP), National Aids Control Program (NACO), Revised National Tuberculosis Control Programme

(RNTCP), Pulse Polio Programme, Ayushman Bharat Yojana, Mission Indradhanush; Role of NGOs, International Health Agencies, CSR and Public Private Partnership (PPP) Model in Promoting Healthcare Initiatives in India; Role of ASHA and Social Worker in Different Healthcare Settings. Role of Frontline Worker in Healthcare Settings.

**Suggested Readings:**

- Lloyd, M. (2010). A practical guide to care planning in Health and Social care: Maiden England: Open University Press.
- Park, J.E. (2009). Textbook of Social and Preventive Medicine, Jabalpur: Banarsidas Bhanot.
- Levy, B.S. (2006). Social Injustice and Public Health. New York: Oxford and Sidel.
- Schneider, Mary- Jane (2006). Introduction to Public Health. London: Jones and Bartlett.
- National Health Policy. (2002). New Delhi: Department of Health Ministry of Health and Family Welfare.
- Breslow, L. (2002). Encyclopaedia of Public Health. New York: Macmillan Reference USA.
- Duggal, R. and Gangoli, L. (2005). Review of Healthcare in India. Mumbai: CEHAT.
- Dziegielewski, S (2003). The changing face of Health care social work: Professional Practice in managed Behavioral Health care, New York: Springer Publishing Company.
- Rowitz, L. (2003). Public Health Leadership. Boston: Jones and Bartlett Publishers.
- Holland, W. W., Knox, G. and Detel, R. (2002). Oxford Textbook of Public Health. Volume 1, 2 and 3, Oxford: Oxford University Press.
- Qadeer, I. Sen, K. and Nayar, K. R. (Eds.) (2001). Public Health and the Poverty of Reforms. New Delhi: Sage Publications.
- Moye, L. and Kapadia, A. S. (2000). Difference equations with Public Health Applications. New York: Marcel Dekker.
- Ramachandrudu, G. (1997). Health Planning in India, New Delhi: A.P.H. Publishing Corporation
- Pokrana (1994). Social Beliefs, Cultural practices in Health and Disease, New Delhi: Rawat Publications.
- National Health Policy. (1983). New Delhi: Ministry of Health and Family Welfare.
- Smith, B.C. (1979). Community Health: an Epidemiological Approach. New York: Macmillan Pub.Co.
- Hilleboe, H.E and Larimore, G.W. (1966). Preventive Medicine, Philadelphia: W.B. Saunders company.
- Government of India (1946). Report of the Health Survey and Planning Committee. Simla: Government of India Press.
- Mathur, J.S. (191). Introduction to Preventive and Social Medicine, New Delhi: Oxford and L.B.H. publishing company.



- 12 -

## SWP 404: CORPORATE SOCIAL RESPONSIBILITY AND SOCIAL WORK

**Objectives of the Paper:** To Understand the Role of Corporate Social Responsibility in Building the Society as an Area of Social Work Practice. (i) the concept of Corporate Social Responsibility and its application in various fields (ii) legislations relating to industrial relations (iii) the issue related to CSR Legislation

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Social Responsibility:** Meaning and Concept; Introduction to Corporate Social Responsibility (CSR): Meaning & Definition of CSR, Evolution of CSR in India, Charity, Philanthropy, Corporate Philanthropy, Corporate Citizenship, CSR through Triple Bottom Line and Sustainable Business; Relation between CSR and Corporate Governance; Models of CSR; Major codes on CSR. Concept of Entrepreneurship, Entrepreneurs, and Difference Between Entrepreneur/ Intrapreneur.

**Unit II: CSR Legislation in India:** Section 135 of Companies Act 2013, Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board and Computation of Net Profit's Implementing Process in India; Funding; Indian Institute of Corporate Affairs (IICA), Format for Annual Report on CSR activities; CSR Audit & Reporting Guidelines by Companies Act 2013, Understanding Roles and Responsibilities of Corporate Foundations; Current Trends and Practices of CSR in India, Review of successful Corporate Initiatives; Challenges of CSR.

**Unit III: Sustainability:** Concept and Seven Key Factors- UN Sustainable Development Goals and Sustainability- Global Initiatives on Environmental Sustainability, Role of Civil Society-Social Entrepreneurs and Supply Chain. Global Reporting Initiative and Corporate Sustainability Reporting Guidelines- Social Accountability International Standards. Social Life Cycle Assessment- United Nations Environment Programme (UNEP) Guidelines Impact Assessment, Social Auditing, Process, Social Audit

Standard, Social Audit Verification, Social Accounting, Social Marketing- Stakeholders: Internal, External, Stakeholder Mapping.

**Unit IV: Social Enterprises:** Concept, Definitions and Importance of Social Enterprises, Similarities and Differences between Social Enterprises and Non-profits, Types of Social Enterprises; Concept, Definition and Importance of Social Entrepreneurship, Aatmanirbhar Bharat, Social Entrepreneurship and Business Entrepreneurship.

**Suggested Readings:**

- Benn & Bolton, (2011). Key concepts in corporate social responsibility. Australia:Sage Publications Ltd.
- Werther, W. B. & Chandler, D. (2011). Strategic corporate social responsibility. Thousand Oaks, CA: Sage
- Crane, A. et al., (2008). The Oxford handbook of Corporate Social Responsibility. New York: Oxford University Press Inc.
- Grace, D. and S. Cohen (2005). Business ethics: Australian problems and cases. Oxford: Oxford University Press.
- Andres R (2005) The Sustainability Revolution: Portrait of a Paradigm Shift. NewSociety Publishers: New Delhi
- Reddy, Sumati and Stefan Seuring. (2004). Corporate Social Responsibility: Sustainable Supply Chains. Hyderabad: ICFAI University Press.
- Ellington. J. (1998). Cannibals with forks: The triple bottom line of 21<sup>st</sup> Century Business. New Society Publishers.
- Cannon, T. (1992). Corporate responsibility (1st ed.) London: Pitman Publishing.
- Brummer, J.J. (1991). Corporate Responsibility and Legitimacy: An Interdisciplinary Analysis. Westport, CT: Greenwood Press.
- Bradshaw, T. and D. Vogel. (1981). Corporations and their critics: Issues and answers to the problems of corporate social responsibility. New York: McGraw Hill Book Company

  
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## SWP 405: POPULATION AND ENVIRONMENT

**Objective of the Paper:** This course aims at introducing the students to (i) the concept of population and its various determinants (ii) population policy and the population development in India (iii) the population-environment dynamics (iv) the need for a sustainable development model.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Population: Components, Structure, Dynamics; Significance of Study of population, Population Characteristics in India, Age and Sex Structure, Fertility, Maternal Mortality, Infant Mortality, Life Expectancy, Human Migration, Factors Inducing and Obstructing Migration, Consequences of Migration.**

**Unit II: Population Policy in India, Population and Development: Historical Assessment & Critical Review of Family Planning Programme in India, National Population Policy 2000, Reproductive and Child Health Approach.**

**Unit III: Environment and Society: Meaning of Environment, Environmental, Global Warming, Pollution, Deforestation, Displacement of People and the Problem of Resettlement, Land Degradation and Wastelands, Danger to Bio Diversity, Ecological threat to Agro-Systems, Impact of Ecological Degradation and Wastelands, Danger to Bio Diversity, Ecological threat to Agro-systems; Impact of Ecological Degradation on Tribal's and Women Environmental Policy in India, Swachh Bharat Mission, Vocal for Local**

**Unit IV: Towards a Sustainable Development Model of Environment: Measures – Environmental Education; Social Forestry and Afforestation Program; Biogas and Renewable Energy Program; Efficient Water Management Programs; Use of Appropriate Technology, Public Interest Litigation (PIL) and Judicial Activism; Environmental Movements; Role of Voluntary Organizations and Popular Participation in**

Environmental Protection and Preservation; The Chipko Movement, Movements against Narmada Valley and Tehri Dam Projects.

**Suggested Readings:**

- Schlottmann, Christopher et al. (eds.) (2017) Environment and Society: A Reader, N.Y.: NYU Press.
- Srinivasan, Krishnamurthy (2017) Population Concerns in India: Shifting Trends, Policies and Programs, New Delhi: Sage Publication.
- Robbins, Paul and John Hintz (2014) Environment and Society: A Critical Introduction, 2nd edition, London: Wiley-Blackwell.
- James, K. S. and Arvind Pandey (2010) Population, Gender and Health in India: Methods, Processes and Policies, New Delhi: Academic Foundation.
- Poston Jr., Dudley L. and Leon F. Bouvier (2010) Population and Society: An Introduction to Demography, Cambridge: Cambridge University Press.
- Singh, R. B. (2002) (ed.) Human Dimensions of Sustainable Development, New Delhi: Rawat Publications.
- Mahesh, K. and B. Bhattacharya (eds.) (1999) Judging the Judges, N. Delhi: Gyan Publication.
- Bhardwaj, H. R. (1997) Lawyers and Judges, New Delhi: Konark Publication.
- Bhende, A. and Kanitkar, T. (1995) Principles of population Studies, Mumbai: Himalaya Publishing House.
- Sen, G. et al. (1994) Population Policies Reconsidered: Health, Empowerment and Rights, Boston: Harvard School of Public Health.
- Sharma, S. L. (1993) "Managing Environmental Crisis: Regulatory vis-à-vis Participatory Approach" in J. L. Rastogi and Bidhi Chand (eds.) Management and Business Education, Jaipur: Rawat Pub.
- Singh, Gian (1991) Environmental Deterioration in India: Causes and Control, New Delhi: Agricole.
- Davis, K. and M. S. Bernstam (1991) Resources, Environment and Population, New York: Oxford University Press.
- Deoria, R. S. et al. (1990) Man, Development and Environment, N. Delhi: Ashish Pub.
- Katyal, J. and M. Satake (1989) Environmental Pollution, New Delhi: Anmol Publication.
- Tewari, K. M. (1989) Social Forestry in India, Dehradun: Natraj Publication.
- Khoshoo, T. N. (1986) Environmental Priorities in India and Sustainable Development, New Delhi: Indian Science Congress Association.
- Bandhu, Desh and N. L. Ramanathan (eds.) (1982) Education for Environmental Planning and Conservation, Dehradun; Netaj Publication.

## SWP 406: COUNSELLING IN SOCIAL WORK

**Objectives of the Paper:** To Understand the process and usage of Counselling in Social Work Intervention Programs. i) To understand the Counselling Process and its Stages. ii) Assessment and Action, Models and Approaches the Counselling. iii) to understand the challenges and skills related to Counselling.

### Instructions for the Paper-setter/Examiner and Candidate

Duration of examination for theory paper shall be three hours.

The theory paper shall be of 80 marks and shall comprise of nine questions. The candidates shall be required to attempt five questions.

Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over the whole syllabus, to be answered in 30 to 35 words and carrying 2 marks each. (10 x 2 = 20 marks)

In addition to Question No. 1, candidates are required to attempt 4 long answer type questions, by selecting one from each of the four units. Each unit shall have two questions of 15 marks each. (4 x 15 = 60 marks)

### Course Content

**Unit I: Concept of Counselling:** Nature, Goals, Foundation of Counselling: Historical and Philosophical; Concept and Dynamics of Self; Psychodynamic Model; Socio-Cognitive Model; Self Esteem: Nature, Factors, Strategies for Maintaining and Enhancing Self Esteem; Work Place Adjustment and Interpersonal Relations.

**Unit II: Counselling Process:** Stages of Counselling, Exploration, Assessment and Action, Models and Approaches of Guidance and Counselling, Psychodynamic Therapy, Cognitive Rational Therapy, Transpersonal and Eastern Approaches, Group Therapy and Group Counselling, Preventive and Rehabilitative Counselling.

**Unit III: Challenges in Counselling:** Personal Issues, Biases, Attitude Impacting Counselling Process and Practice, Self- Concept of the Counsellor, Addressing Burnout, The Role of Supervision and Personal Therapy for Counsellors, Psychiatric Interviewing, Limitations and Difficulties Faced in Counselling.

**Unit IV: Counselling Skills:** Basic Counselling Skills, Core Counselling Skills, Advance Counselling Skills, Professional Skills in Therapeutic Counselling and Qualities of Counsellor and Ethical and Legal Issues in the Counselling Profession: Client Welfare; Client Right, Confidentiality, Privacy; Informed Consent, Termination & Referral.

**Suggested Readings:**

- Hannah Bradby (2009), Medical Sociology, SAGE Publications.
- Rath. Sangeeta (2009), Work and Family Dynamics of Mental Health in Women, Mangalam Publication, New Delhi
- Farmer R L (2009), Neuroscience and Social Work Practice: The Missing Link, SAGE Publications, New Delhi.
- Richart Nelson Jones (2008), Basic Counselling Skills, SAGE Publications.
- Dave Parul, Mehta Pallavi (2008), Mental health and Ageing Women — Important Correlates, Kalpaz Publications, New Delhi.
- Hayward Cynthia (2008), Healthcare Facility Planning: Thinking Strategically, PHI Learning Pvt. Ltd., New Delhi.
- K. S. Lakshmi (ED) (2008), Encyclopaedia of Guidance and Counselling, Mittal Publications, New Delhi.
- David Marks, Michael Murray (2008), health Psychology: Therapy, Research and Practice, SAGE Publications, New Delhi.
- Bhattacharya Sanjay (2008), Social Work: Psycho-social and Health Aspects, Deep and Deep, New Delhi.
- Brian Dames-Linda Gask (2007), Medical and Psychiatric Issues for Counselling, SAGE Publications, London.
- Sadock B J and Sadock VA (2007), Synopsis of Psychiatry, Worters Kluwar, New Delhi.
- Carson, RC and Others (2007), Abnormal Psychology, Pearson Education, New Delhi.
- Shashiprabha Sharma (2006), Fundamentals of Mental Health Education, Kanishka Publications, New Delhi.
- Taylor Sheley (2006), Health Psychology, Tata McGraw-Hill Publication, New Delhi.
- Vyas Suresh (2006), Essentials of Health Management, Mangal Deep Publications, Jaipur.
- Tew, J Editor (2005), Social Perspectives in Mental Health, Jessica Kingsley, London.
- Gupta, Shah and Kant M S (2004), Hospital and Healthcare Administration, Jaydeep Brothers, Bangalore.
- Stanly N and Others (2003), Child Protection and Mental health, Policy Press, UK.
- Gerald Corey (2001), Theories -Practices of Counselling and Psychotherapy, Brooks-Cole,UK, USA.
- Rowan Barne, Paula Niolson (ED) (2000), Counselling Skills for Medical and Health Practitioners, University Press, Hyderabad.

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Chairperson  
Centre for Social Work  
Panjab University, Chd

**DEFENCE & STRATEGIC STUDIES**

①

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Outlines of Tests, Syllabi and Courses of Reading in the subject of Defence & Strategic Studies for B.A. (General) 1<sup>st</sup> and 2<sup>nd</sup> Semester

Semester	Course	Credit
Sem-1	<b>Major/Discipline Specific Core (DSC-1)</b> <b>Theory+Practical</b> Theory- National Security: Conceptual Aspects(Credit-3) Practical- Introduction to Map Reading (Credit-1)	4
Sem-1	<b>Minor Discipline Course (MDC-1)</b>	4
Sem-1	<b>Multi-Disciplinary Course (MDSC-1)</b> Paper- International Relation: Strategic Aspects	3
Sem-1	<b>Ability Enhancement Compulsory Course (AEC-1)</b>	2
Sem-1	<b>Ability Enhancement Compulsory Course (AEC-2)</b>	2
Sem-1	<b>Value Added Course (VAC-1)</b>	2
Sem-1	<b>Skill Enhancement Course (SEC-1)</b>	3
Sem-1	<b>CEOIF-I (Community Service/ Outreach )</b>	2
	<b>Total Credits</b>	<b>22</b>

Semester	Course	Credit
Sem-2	<b>Major/Discipline Specific Core (DSC-2)</b> <b>Theory+Practical</b> Theory-National Security of India: An Overview (Credit-3) Practical- Understanding the India's Borders Through Maps(Credit-1)	4
Sem-2	<b>Minor Discipline Course (MDC-2)</b>	4
Sem-2	<b>Multi-Disciplinary Course (MDSC-2)</b> Paper- National Cadet Corps (NCC): An Introduction	3
Sem-2	<b>Ability Enhancement Compulsory Course (AEC-3)</b>	2
Sem-2	<b>Ability Enhancement Compulsory Course (AEC-4)</b>	2
Sem-2	<b>Value Added Course (VAC-2)</b>	2
Sem-2	<b>Skill Enhancement Course (SEC-2)</b>	3
Sem-2	<b>CEOIF-2 (Internship)</b>	2
	<b>Total Credits</b>	<b>22</b>

**DEFENCE & STRATEGIC STUDIES**

**SEMESTER – I**

**Major/Discipline Specific Core (DSC-1)**

**(Theory+Practical) (Credit 04)**

**Theory Paper- National Security: Conceptual Aspects  
(Instructions for the Paper Setter and the Students)**

Maximum Marks: 75 marks

Theory: 65 marks

Internal Assessment: 10 marks

Time: 3 hours

**Course Objectives:**

The paper deals with the conceptual aspects of national security and its various attributes.

**Course Outcome:**

On successful completion of course the students will be able to conceptualize the various dimensions of National security and the attributes of National Power and National Interest. They will be able to identify the multifaceted challenges affecting the security perspective of India i.e., Internal or External.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

**Note:**

1. The Syllabus has been divided into Four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 1.5 marks of each. It shall carry 15 marks and shall be **compulsory** question.
4. Rest of the paper shall contain Four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit. All questions shall carry 12.5 marks.



5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (5) in the question paper**

**Unit-I**

1. Definition of State, Nation and Nation-States.
2. National Security: Definition, Concept & Core Values.

**Unit-II**

3. Frontiers, Borders and Boundaries: Concepts and Evolution.
4. Elements of National Security: Geography, Mineral Resources, Economic Stability, Military preparedness, Socio-Political Factors, Science and Technology.

**Unit-III**

5. Concept of Power, National Power & Comprehensive National Power (CNP).
6. National Interest: Methods of Promoting National Interest.

**Unit-IV**

7. Terrorism, Insurgency and Low Intensity Conflicts.
8. Non-Traditional Dimensions of Security: Energy, Food, Water, Health Environment, Drug Trafficking, Money Laundering, Cyber Security.

**Suggested Readings**

1. Annual Reports of Ministry of Defence, Government of India.
2. ARTRAC (1999). National Security: Fundamentals, Doctrines and Concepts. Shimla, Himachal Pradesh. ARTRAC, Indian Army
3. Chadha, V. (2021). CDS and Beyond; Integration of the Indian Armed Forces. New Delhi, India. KW Publishers Pvt Ltd.
4. Chima, J. S. (2010). Sikh Separatist Insurgency in India. New Delhi, India. Sage Publications.
5. CPPR-Centre for Strategic Studies. (2014). National Security Management in Federal Structures: Perspective from India and the United States. Kochi, India. Centre for Public Policy Research.
6. Dang, S. P. (2000). Terrorism in Punjab. Gyan Publishing House.

7. Das, G. (2011). Securing India's Borders; Challenges and Policy Options. New Delhi, India. Pentagon Press.
8. Das, P. (2021). India's Approach to Border Management; From Barriers to Bridges. New Delhi, India. KW Publishers Pvt Ltd.
9. Donald, S. (2013). National Security for the new Era. New York, USA. Routledge
10. Gill, K. P. S. (Ed.). (2001). Terror and Containment: Perspectives of India's Internal Security. New Delhi, India. Gyan Publishing House.
11. Gupta, A. (2018). How India Manages Its National Security. Gurgaon, India. Penguin.
12. Ingersoll, R. S. & Frazier, D. (2012). Regional Powers and Security Orders: A Theoretical Framework. U.K. Routledge.
13. Kanti P. B. & Pant, H. V. (Eds.). (2013). India's National Security: A Reader. Oxford University Press.
14. Padukone, N. (2010). Security in a Complex Era: Emerging Challenges Facing India. New Delhi, India. KW Publishers.
15. Paranjpe, S. (2017). India's Internal Security: Issues & Perspectives. New Delhi, India. Kalinga Publications.
16. Rammohun, E. N.; Singh, A. P. & Agarwal, A. K. (2012). Maoist Insurgency and India's Internal Security Architecture. New Delhi, India. Vij Books India Pvt Ltd.
17. Sudhakar, M. S. (2012). Human Rights and Internal Security. Bangalore, India. Manglam Publications.

## Practical

### Practical Paper: Introduction to Map Reading

#### (Instructions for the Paper Setter and the Students)

Maximum Marks: 25 marks

Time: 1 hours

#### Note:

1. There will be 2 hours of Teaching per week for practical.
2. For practical classes, the number of students in one group shall not exceed fifteen.
3. Practical exercise should be carried out on drawing sheets with explanatory notes or on computer.
4. Practical examination will be compulsory for regular and correspondence students.
5. The written and practical examination including viva-voce shall be conducted at the respective college itself.
6. Practical examination at the respective colleges shall be conducted by one internal and one external examiner.

#### Section-A: Practical Test (Written Exam)- 10 Marks

1. There will be four questions in all carrying 05 marks each and candidates will be required to attempt any two questions.
2. Examiners are required to set the question paper at least half an hour before the examination.

#### Section-B: Practical File & Viva-Voce- 15 Marks

1. Practical File: 10 Marks
2. Viva-Voce: 05 Marks

#### Course Contents for Practical

1. Maps: Definition and Features; Classification and its utility for Military; Enlargement and Reduction of Maps.
2. Conventional Signs: Military and Geographical
3. North: Types of North and Finding Out True North; The Pole Star Method; The Equal Altitude Method; Watch Method & Compass Method.
4. Scale: Definition, Methods of Representing Scale: Inter-conversion of Scale into Representative Fraction, Construction of Simple Scale Line and the Comparative Scale Lines.
5. GRID System: Four Figure, Six Figure & Eight Figure Map References
6. Service Protector: Its type and Uses.

**Multi-Disciplinary Course (MDSC-1)**

**Credit-3**

**Paper: International Relations: Strategic Aspects**

**(Instructions for the Paper Setter and the Students)**

Maximum Marks: 75 marks

Theory: 65 marks

Internal Assessment: 10 marks

Time: 3 hours

**Course Objectives:**

The paper focuses on understanding the concept of international relations in world affairs and its various attributes in defining the strategic and security environment.

**Course Outcome:**

On successful completion of course the students will be able to explain the concept of power, security and war and the strategic role played by them in International political and security framework. Further, the importance of International organisations in defining the concept of security in International relations will be analysed.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

**Note:**

1. The Syllabus has been divided into three (3) units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be **compulsory** question.
4. Rest of the paper shall contain three (3) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each Unit. All questions shall carry 15 marks.

5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (5) in the question paper**

#### UNIT-I

1. International Relations: Meaning, Concept and its Relationship with Strategic Aspects.
2. National Interest and War: Definition of National interest & its relationship with security; War as an instrument of National Policy.

#### UNIT-II

3. Balance of Power: Meaning, Historical Development, Evaluation and its functioning.
4. Cold War: Definition, Causes, Means and effects.

#### UNIT-III

5. Collective Security: Meaning and Concept; Role of United Nations Organization in maintaining Collective Security.
6. Role of Security Alliances in maintaining Collective Security with special reference to NATO.

#### **Suggested Readings**

1. Baylis, J., Smith, S., & Owens, P. (2011). The globalization of world politics: an introduction to International Relations. In Oxford University Press eBooks. Oxford University Press. <https://philpapers.org/rec/BAYTGO-7>
2. Beitz, C. R. (1980). Political Theory and International Relations. Michigan Law Review, 78(5), 834. <https://doi.org/10.2307/1288081>
3. Chilcote, R. H. (1994). Theories of Comparative Politics: The Search for A Paradigm Reconsidered, Second Edition.
4. Hayden, M. K., Levy, J. S., & Hart, H. (2015). The SAGE Handbook of Research in International Education. <https://sk.sagepub.com/Reference/the-sage-handbook-of-research-in-international-education-2e>
5. Hollis, M., & Smith, S. (1990). Explaining and Understanding International Relations.
6. Jackson, R. B., & Sørensen, G. (2007). Introduction to International Relations: Theories and Approaches.
7. Mearsheimer, J. J. (2014). The Tragedy of Great Power Politics. New York, USA. W. W. Norton & Company.

8. Schulzinger, R. D. (1990). Henry Kissinger: Doctor of Diplomacy. *Political Science Quarterly*, 105(2), 312. <https://doi.org/10.2307/2151029>
9. Walker, R. (1993). Inside/outside: international relations as political theory. *Choice Reviews Online*, 30(11), 30-6414. <https://doi.org/10.5860/choice.30-6414>
10. Waltz, K. N. (1960). Man, the State and War: A Theoretical Analysis. *Political Science Quarterly*, 75(3), 448. <https://doi.org/10.2307/2146402>

**DEFENCE & STRATEGIC STUDIES**

**SEMESTER – II**

**Major/Discipline Specific Core (DSC-2)**

**(Theory+Practical) (Credit 04)**

**Theory Paper- National Security of India: An Overview  
(Instructions for the Paper Setter and the Students)**

Maximum Marks: 75 marks  
Theory: 65 marks  
Internal Assessment: 10 marks  
Time: 3 hours

**Course Objectives:**

This paper deals with the major security threats affecting the internal and external security environment of India with a focus to understand the geo-political and geo strategic challenges emanating since 1947.

**Course Outcome:**

On successful completion of course the students will be able to explain the changing dimensions of India's Internal and External security environment since 1947.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

**Note:**

1. The Syllabus has been divided into Four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 1.5 marks of each. It shall carry 15 marks and shall be **compulsory** question.
4. Rest of the paper shall contain Four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit. All questions shall carry 12.5 marks.

5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (5) in the question paper**

#### **Unit-I**

1. India's security challenges since 1947:
  - a) Geo-political effects of Partition: Boundaries and Frontiers.
  - b) Integration of States: J & K, Junagarh, Hyderabad and Goa.

#### **Unit-II**

2. External Security Threats to India:
  - a) Nature of Threats and Challenges from Pakistan & China
  - b) Other Regional Security Threats

#### **Unit-III**

3. Internal Security Challenges:
  - a) Cross Border Terrorism/Proxy War
  - b) Naxalism/Left Wing Extremism & Insurgency

#### **Unit-IV**

4. Indian Ocean and India's Maritime Security.
5. Nuclear Factor in South Asia & its Impact on India's Security.

#### **Suggested Readings**

1. Anthony, M. C. & Alistair, D.B. C. (2013). Non-Traditional Security in Asia: Issues, Challenges and Framework for Action. Singapore. Institute of Southeast Asian Studies.
2. Bhatt, M. S. (Ed.). (2004). Poverty and Food Security in India: Problems and Policies, New Delhi, India. Aakar Books.
3. Buzan, B.; Waeber, O. & Wilde, J. D. (1998). Theory on Non- Traditional security threats, Security: A New Framework for Analysis. Colorado, U.K. Lynne Rienner Publishers.
4. Dixit, K. C. (2012). Building Army's Human Resource for Sub-Conventional Warfare. New Delhi, India. Manohar Parrikar Institute for Defence Studies and Analyses.
5. Gautam, P. K. (2003). Environmental Security: Internal and External Dimensions and Response. New Delhi, India. Knowledge World Publishers.
6. Jason, M. & Ashid, K. (2014) India's Human Security: Lost Debates, Forgotten People, Intractable Challenges. New York, USA. Routledge Publication.



7. Joshi S. (2011). Navigating the Near: Non-traditional Security Threats to India 2022. New Delhi, India. Knowledge World Publishers.
8. Malviya, G. (2005). Security Dimensions of Peninsular India. Chennai, India. Centre for Security Analysis.
9. Meenakshi, G. & Das, G. S. (2011). Regional Conference on Non-Traditional Security Discourse: Gender and South Asia: A Report. New Delhi, India. Women in Security Conflict Management and Peace, Foundation for Universal Responsibility.
10. Mishra, R. & Sakhuja, V. (Eds.). (2015). Evolving Dynamics of the Indian Ocean: Prospects and the Way Forward. Delhi, India. Shipra Publications.
11. Navniit, G. (2010). National Security: Emerging Dimension and Threats. Washington D. C., USA. Pentagon Security International.
12. Raghavan, V.R. (2007). India and ASEAN: Non-Traditional Security Threats. Chennai, India. East West Books.
13. Swain. A. (2013). Understanding Emerging Security Challenges: Threats and Opportunities. London, U.K. Routledge.
14. Vohra, R. & Ghosh, P. K. (Eds.). (2008). China and the Indian Ocean region, National Maritime Foundation. New Delhi, India. Anamaya Publishers.

**Practical**

**Practical Paper: Understanding the India's Borders Through Maps/ Graphics  
(Instructions for the Paper Setter and the Students)**

Maximum Marks: 25 marks  
Time: 1 hours

**Note:**

1. There will be 2 hours of Teaching per week for practical.
2. For practical classes, the number of students in one group shall not exceed fifteen.
3. Practical exercise should be carried out on drawing sheets with explanatory notes or on computer.
4. Practical examination will be compulsory for regular and correspondence students.
5. The written and practical examination including viva-voce shall be conducted at the respective college itself.
6. Practical examination at the respective colleges shall be conducted by one internal and one external examiner.

**Section-A: Practical Test (Written Exam)- 10 Marks**

1. There will be four questions in all carrying 05 marks each and candidates will be required to attempt any two questions.
2. Examiners are required to set the question paper at least half an hour before the examination.

**Section-B: Practical File & Viva-Voce- 15 Marks**

1. Practical File: 10 Marks
2. Viva-Voce: 05 Marks

**Course Contents for Practical**

**Understanding India's Borders through Maps/Graphics:**

- 1) International Boundary (IB)
- 2) Line of Control (LOC)
- 3) Line of Actual Control (LAC)
- 4) Actual Ground Positioning Line (AGPL)
- 5) Coast Line, Off Shore Territories and Exclusive Economic Zone (EEZ)
- 6) Air Defence Identification Zones (ADIZ) and Air Corridors
- 7) Sea Lanes of Communications (SLOCs) and Maritime Corridors

**Multi-Disciplinary Course (MDSC-2)**

**Credit 03**

**Paper: National Cadet Corps (NCC): An Introduction**  
**(Instructions for the Paper Setter and the Students)**

Maximum Marks: 75 marks

Theory: 65 marks

Internal Assessment: 10 marks

Time: 3 hours

**Course Objectives:**

The paper focuses on the role and responsibilities NCC inculcate amongst the student which will enhance their personality and furthermore helps in National Integration and Nation Building.

**Course Outcome:**

On successful completion of course the students will be able to understand the significance of statutory bodies in raising a disciplined force structure in the country which will further enhance the character and strength of the nation.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

**Note:**

1. The Syllabus has been divided into three (3) units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be **compulsory** question.
4. Rest of the paper shall contain three (3) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each Unit. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (5) in the question paper**

### UNIT-I

1. National Cadet Corps (NCC): Historical Development & Importance
2. National Cadet Corps (NCC): Aim, Objectives & Organisational Structure

### UNIT-II

3. Role of NCC in Personality Development, Discipline & Leadership
4. Role of NCC in Self Defence, Social Awareness & Community Development

### UNIT-III

5. Role of NCC in Nation Building.
6. Role of NCC in National Integration: Importance and Necessity.

### Suggested Readings

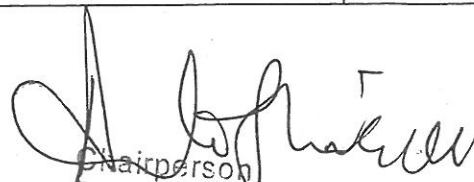
1. Chauhan, Dr. R. K. (2021). NCC (Rashtriya Cadet Corps). New Delhi, India. Akriti Prakashan.
2. Gaur, S. (2023). National Cadet Corps. New Delhi, India. AKG Publishing House.
3. Gupta, R. K. (2023). NCC; Handbook of NCC Cadets for 'A', 'B' and 'C' Certificate Examinations. New Delhi, India. Ramesh Publishing House.
4. Longer, V. (1983). Youth in Step. New Delhi, India: Lancer International,
5. Maikap, S.C. (1979). Cadet Corps in India; Its Evolution and Impact. Darbari Udjog.
6. National Cadet Corps Youth in Action. (2003). New Delhi, India: Lancer Publisher & Distributors.
7. NCC Directorate Odisha. Cadet's Hand Book. <https://necorissa.org/old/Doc/Ncc-CadetHandbook.pdf>
8. NCC. (2019). Cadet's Hand Book (Army) Common Subjects. <https://www.darshan.ac.in/U01/Page/66---16-06-2021-02-48-07.pdf>
9. NDMA. (2012). Handbook for Training and Capacity Building of Civil Defence & Sister Organisation. National Disaster Management Authority, Government of India. <https://ndma.gov.in/sites/default/files/PDF/Reports.ndmacivildefencepart-1.pdf>
10. Sharma, M. M. (1980). The National Cadet Corps of India. S.A.S. Nagar, India. Vision Books.
11. Sobti, V. & Sobti, R. C. (Eds.). (2023). Frontline Workers and Women as Warriors in the Covid-19 Pandemic. Oxon, United Kingdom. Routledge
12. Vashisht, Lt. Gen V. (2019). Youth Development through National Cadet Corps. Vivekananda International Foundation. <https://www.vifindia.org/sites/default/files/youth-development-through-national-cadet-corps.pdf>

-92-

## ECONOMICS

**Outlines of Test, Syllabi and Course of Reading in the subject of Economics for  
B.A. (General) 1<sup>st</sup> and 2<sup>nd</sup> Semester 2023-2024**

Semester-I		
Course	Paper	Credits
<b>Major or Discipline Specific Core (DSC-1)</b>	Principles of Micro Economics	4
<b>Minor Discipline Courses (MDC-1)</b> Same as DSC-1 for Non Economics students	Principles of Micro Economics	4
<b>Skill Enhancement Course (SEC-1)</b>	Data collection and handling I	3
<b>Multi-Disciplinary Course (MDSC-1):</b> For Non Economics students	Introductory Micro Economics	3
Semester-II		
<b>Major or Discipline Specific Core (DSC-2)</b>	Contemporary Issues In Indian Economy	4
<b>Minor Discipline Courses (MDC-2)</b> For Same as DSC-2 for Non Economics students	Contemporary Issues In Indian Economy	4
<b>Multi-Disciplinary Courses (MDSC-2)</b> For Non Economics students	Indian Economy	3
<b>Skill Enhancement Course (SEC 2)</b>	Data collection and handling-II	3
<b>Value Added Course (VAC-2)</b>	Introduction to Environmental Economics	2

  
 Chairperson  
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SEMESTER-I

**DSC1 & MDC1 –Principles of Micro Economics**

**Max.Marks:90**

**Time: 3 Hrs.**

**Credits (04)**

**Course Objective:**

Microeconomics is concerned with the analysis of economic phenomena from the perspective of the individual. The course covers the basic concepts and tools needed to undertake the analysis of such problems that arise due to the law of scarcity. The course also aims at introduction of the functioning of competitive and noncompetitive product markets and performance of the markets for resources. The students are expected to develop rudimentary understanding of how and why consumers, firms, and markets in the economy function the way they do.

**Pedagogy of the Course Work:** 90%Classroomteaching.

10%Internal Evaluation

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 90 marks and continuous evaluation 10 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 9 questions in all.

The first question is **compulsory** comprising 12 short answer type questions spread over the whole syllabus. The candidates are required to attempt 9 questions. Each question shall be of **two** marks ( $9 \times 2 = 18$ ).

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 18 marks ( $18 \times 4 = 72$ ).

  
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### Unit-I

*Introduction:* Definition, Meaning, Nature and Scope of Economics. The Economic Problem: Scarcity and Choice, Functions of an Economic System. Circular Flow of Economic Activity and Systems of Economic Organization. Nature of Economic Reasoning.

*Theory of Demand :* Law of Demand and its exceptions, Determinants of demand, Movement and Shift in the demand curve , Elasticity of Demand and its measurement

### Unit-II

*Theory of consumer Behaviour :* Cardinal Utility Analysis ,Consumer Surplus

*Theory of Production :* Concept, Law of Variable Proportions.

*Theory of Costs:* Concept, Law of Variable Proportions .Cost Concepts and Cost Curves in Short and Long periods (Traditional Theory of Costs).

### Unit-III

*Revenue:* Concepts of Revenue, Relationship between Average Revenue, Marginal Revenue and Elasticity of Demand.

*Market Forms and Price and Output Determination:* Price and Output Determination of the Firm and Industry under Perfect Competition in Short and Long run .

### Unit-IV

Law of Supply. Elasticity: Concept, Measurement, Determinants and Importance. Market Equilibrium; Excess Demand, Excess Supply and Changes in Equilibrium.

Price and Output Determination and Equilibrium under Monopoly in Short and Long run .

  
Chairperson  
Department of Economics  
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Chandigarh-160 014



**Recommended Readings:**

1. Case, Karl E and Fair, Ray C : 'Principles of Economics', 6<sup>th</sup> edition. Pearson (First Indian Print 2002 Education Asia).
1. Lipsey, R. G. & Crystal, K. A. (2011) : Principles of Economics, Oxford University Press, New Delhi.
2. Samuelson, P. A. (trans. Piar Singh) (1972) : Arth-Shastar Ek Prambhik Vishleshan, Punjabi University, Patiala
3. Stonier, A. W. & Hague, D. C. (2005) : A Text Book of Economic Theory.

**Supplementary Readings:**

1. Gregory Mankiw. (2007) *Economics: Principles and Applications*. (4th ed.). India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited.
2. Pindyck, Robert, S., Rubinfeld Daniel, L. and Mehta, P. L. (2013) : Microeconomics, Prentice Hall of India, New Delhi.
3. Robinson, John (Trans.) (Latest Edition) : Apuran Prityogita Di Arhiki, Punjabi University, Patiala.
4. Salvatore, D (2009) : Micro Economics: Theory & Applications, Oxford University Press, New York.

  
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- 36 -

**SEC -I :Data collection and handling I**

Max marks: 75  
Max Time:03Hours  
(credits-03)

**Course Objective:** To provide skills to undertake data based research so that students get the competency of executing sample surveys and knowledge about secondary data collection.

**Pedagogy of the Course Work:** 90%Classroomteaching.

10%Internal Assessment.

**Instructions for Paper-setter and candidates:**

The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15 .

**The paper-setter must put a note in the question paper in this regard.**

There shall be 7 questions in all.

The first question is compulsory comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3marks (5x3=15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15marks (15x3=45).

**Unit-I**

Research Design-Meaning, Types and Features of Good Research Design

Types of Data ; Census vs Sampled data; Primary vs Secondary ; Cross Section or Micro Data, Time Series Data, Pooling of data , Panel data,.

Sampling – Concepts of Statistical Population, Sample, Sampling Frame, Sampling and non-Sampling Errors . Characteristics of good sampling.  
Determination of sample size ; various methods

  
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## Unit II

Sample Size: Various methods for determining sample size

Sampling Techniques: Simple Random Sampling; PPS Sampling; Stratified Random Sampling; Multistage Sampling, Non Probability sampling

## Unit III

Methods of Primary data Collection :Observation method, interview method, collection of data through questionnaires- Designing of questionnaire, collection of data through schedules- Designing of schedule. Collection of primary data through questionnaire online (google form) Errors in surveys: Misunderstanding of question and answers, problem of non-response.

\*\*\*\*Practical Work: Students are required to formulate a research problem and need to prepare a questionnaire for the same along with appropriate measurement and scaling techniques.

### References:

1. Bethlehem, J. (2009). *Applied survey methods: A statistical perspective*. Wiley.
2. Cochran, W. (2008). *Sampling techniques, 3rd ed.* Wiley.
3. Cooper, D., Schindler, P., Sharma, J. (2012). *Business research methods, 12th ed.* McGraw-Hill.
4. Flick, U. (2012). *Introducing research methodology: A beginner's guide to doing a research project*. Sage Publications.
5. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
6. Kothari, C.R. (2009). *Research Methods and Techniques*, Wiley Eastern.
7. Kumar, R. (2014). *Research methodology: A step by step guide for beginners, 4th ed.* Sage Publications.

  
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**SEMESTER-I**

**MDSC1 –Introductory Micro Economics**

Max marks: 75  
Max Time: 03 Hours  
(credits-03)

**Course Objective:**

Microeconomics is concerned with the analysis of economic phenomena from the perspective of the individual. The course covers the basic concepts and tools needed to undertake the analysis of such problems that arise due to the law of scarcity.

**Pedagogy of the Course Work:** 90% Classroom teaching.

10% Internal Assessment.

**Instructions for Paper-setter and candidates:**

The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15.

**The paper-setter must put a note in the question paper in this regard.**

There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks ( $5 \times 3 = 15$ ).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks ( $15 \times 3 = 45$ ).

**Unit-I**

*Introduction:* Definition, and Scope of Economics.

The Economic Problem: Scarcity and Choice, Functions of an Economic System.  
Circular Flow of Economic Activity

*Theory of Demand :* Law of Demand Measurement, Determinants and its exceptions,

  
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## Unit-II

*Theory of Consumer Behaviour* : Cardinal Utility Analysis, Concept of Consumer Surplus

*Theory of Production* : Concept, Law of Variable Proportions

*Theory of Costs*:

Cost Concepts and Cost Curves in Short and Long periods

## Unit-III

Price and Output Determination of the Firm and Industry under Perfect Competition

Law of Supply: Measurement, Determinants and Importance.

Market Equilibrium; Excess Demand, Excess Supply and Changes in Equilibrium.

### Recommended Readings:


1. Case, Karl E and Fair, Ray C : 'Principles of Economics', 6<sup>th</sup> edition. Pearson (First Indian Print 2002 Education Asia).
2. Gregory Mankiw. (2007) *Economics: Principles and Applications*. (4th ed.). India edition by South Western, a part of Cengage Learning, Cengage Learning India Private Limited.
3. Lipsey, R.G. & Crystal, K.A. (2011) : Principles of Economics, Oxford University Press, New Delhi.
4. Stonier, A.W. & Hague, D.C. (2005) : A Text Book of Economic Theory.



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**Supplementary Readings:**

1. Pindyck, Robert, S., Rubinfeld  
Daniel,  
L. and Mehta, P.L. (2013) : Microeconomics, Prentice Hall of India,  
New Delhi.
2. Salvatore, D (2009) :  
MicroEconomics: Theory & Applications, Oxford University Press, New York.
3. Lipsey, R.G. & Crystal, K.A. (2011) : Principles of Economics, Oxford University Press,  
New Delhi.

  
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**VAC-1: Introduction to Health Economics**

Max Marks : 40

Time: 1.5 Hrs.

Credits:2

**OBJECTIVE:** This course discusses on the basis of health economics, like meaning, scope, subject matter of health economics. Students will be able to acquaint with the policies related to health stated by government of India. The stiff competition and the day to day hurdles in a student's life make them vulnerable for several mental and physical stress and illnesses. Hence, health insurance for students in India has become a necessity. This course will acquaint the students about various health insurance policies that will be benefitted for the students. This course will be able to provide the knowledge of recent health related policies started by government of India and their benefits.

Pedagogy of the course work: 40% class room teaching  
10% internal evaluation

**Instructions for the paper-setter and candidates:**

- The maximum marks for the paper will be 40. The question paper will be of 40 marks and continuous evaluation of 10 marks.
- There will be 5 questions in all.

The first question is compulsory comprising 7 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question will be of 2 marks (5x2 =10)

Rest of the paper will contain two units. Two questions will be asked from each unit and the candidates will be given internal choice. The candidates will attempt one question from each unit. Each question will carry 15 marks (15x2 =30).

**UNIT -1**

Meaning, Definition and Basic concepts of health economics;  
Nature and scope of health economics;  
Important determinants and factors influencing health economics.


**UNIT-II**

Health insurance: importance, government health insurance plans and schemes in India;  
Benefits of health insurance plans for students;  
Ayushman Bharat – National Health Protection Mission (Meaning, components, Benefits and limitations)

  
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## REFERENCES

1. Bhattacharya, J., Hyde, T., Tu, P. (2014). *Health Economics*, Palgrave Macmillan.
2. James W. Henderson (2005). *Health Economics and Policy*; Thompson – South Western.
3. Goel, S.L. (2001). *Health Care Administration*, Sterling Publishers Pvt. Ltd., New Delhi.
4. Goel, S.L (2008). *Health Education Theory and Practice*, Deep and Deep Publication, New Delhi
5. Mukhopadhyay, Alok (1992). *State of India's Health, Voluntary Health Association of India*, 1992.
6. Park K, Sharma, Manoj (2016). *Theoretical Foundations of Health Education & Health Promotion*, Jones & Bartlett Learning Burlington, Jabalpur.
7. Pranay G. Lal and Byword (2005). *Report of The National Commission on Macroeconomic and Health & Family Welfare*, Government of India, New Delhi.
8. Subramanian, R. (1966). *Health Education a Practical Guide for Health Personnel*, The State Health Education Bureau, Directorate of Health Services, Trivandrum.
9. World Development Report (1993). *Investing in Health*, The World Bank.
10. W.H.O. Alma-Ata 1978: *Primary Health Care Programmes*, ICMR, New Delhi

  
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**SEMESTER-II**

**DSC2 & MDC2 : CONTEMPORARY ISSUES IN INDIAN ECONOMY-1**

**Max.Marks:90**  
**Time: 3 Hrs.**  
**(CREDITS 04)**

**Objective:** The objective of this paper is to acquaint the students with the strategy of economic development of the Indian Economy since Independence. The paper also aims at creating an awareness among the students regarding the contemporary issues pertaining to various sectors of the economy.

**Pedagogy of the Course Work:** 90%Classroomteaching.

10%Internal Evaluation

**Instructions for Paper-setter and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 90 marks and continuous evaluation 10 marks. Time allowed will be 3 hours.

**The paper-setter must put a note in the question paper in this regard.**

- There shall be 9 questions in all.

The first question is **compulsory** comprising 12 short answer type questions spread over the whole syllabus. The candidates are required to attempt 9 questions. Each question shall be of **two** marks (9x2=18).

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 18 marks (18x4=72 ).

**Unit-I**

Indian Economy on the Eve of Independence. Features, Traditional village society and its transformation State of Agriculture and Industry during the British rule and Characteristics of Indian Economy since Independence:



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## Unit-II

Agriculture: Importance of Agriculture; Causes of Backwardness and Low productivity; Land Reforms, New Agricultural Strategy, Green Revolution and Critical Evaluation with Special Reference to Environmental Degradation; Agriculture Marketing in India, New developments in Agriculture.

## Unit-III

Industry: Problems of Industrial Development, Industrial Policy since independence with Special Emphasis on Recent Trends of Liberalization; Role and Problems of Small and Large Scale Industries in the era of Globalisation. Major Large Scale Industries: Iron & Steel, Cotton Textile, Petroleum & I.T.

## Unit-IV

Planning: Importance, Objectives, Strategy, Appraisal of Indian Planning; NITI Aayog and Planning Agenda, Population and Economic development, Unemployment and Poverty.

### Books Recommended:

- 1 Dhar, P.K(Latest Edition) Indian Economy, Kalyani Publishers, Ludhiana.
- 2 Gill, K : Evolution of Indian Economy, NCERT, New Delhi.
- 3 Aggarwal, A N(Latest Edition). Indian Economy, Wiley Eastern Ltd.
- 4 Datt, Rudder & Sundram, KPM : Indian Economy, S. Chand & Co.(Latest Edition)
- 5 Soni, R. N. : Leading Issues in Agriculture Economics, Sohan Lal Nagin Chand & Sons.
- 6 Ghosh, A (Trans. Avtar Narinder Singh) : Bharti Arth Vivshta (Punjabi University, Patiala).
- 7 Singh, Chander Gupta : Bharti Arth Shastar (Punjabi University, Patiala).
- 8 Mishra, S.K. & Puri, V.K.(English & Hindi Medium) : Indian Economy, Himalaya Publishing House, Mumbai (Latest Edition)

  
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**SEC -2 :Data collection and handling-II**

**Max marks: 75**  
**Max Time:03 Hours**  
**Credits :3**

**Course Objective:** To provide skills to undertake data based research so that students get the competency of executing sample surveys and knowledge about secondary data collection.

**Pedagogy of the Course Work:** 90%Classroomteaching.

10%Internal Assessment.

**Instructions for Paper-setter and candidates:**

The maximum marks for the paper will be 75. The question paper will be of 60marks and internal assessment 15.

**The paper-setter must put anote in the question paper in this regard.**

There shall be 7 questionsinall.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3=15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question willcarry15marks(15x3=45).

**Unit-I**

Collection of Secondary Data ; Data sources  
Selection of appropriate method of data collection.

Processing of Data: Questionnaire checking, Editing, Coding, classification.  
Data cleaning , Data Adjusting ; Interpolation and Extrapolation.

Tabulation ; Types of tables , Graphical representation ; Scattergram , , histogram Bar charts, Pie Charts, line graphs, frequency and cumulative frequency polygon.

  
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## Unit II

Data Analysis and Interpretation: Measures of central tendency (Arithmetic mean median and mode), Measures of Dispersion, Simple correlation (Karl Pearson and Spearman Rank Correlation) using excel..

## Unit III

Ethics for data collection & handling :Stakeholders in research, Ethical issues concerning participants , researchers and sponsoring organisation ,Standards of conduct, privacy in data.

\*\*\*\*Practical Work: Project Report (collection data through questionnaire on a research problem and preparation, analysis and interpretation of data)

### References:

1. Bethlehem, J. (2009). *Applied survey methods: A statistical perspective*. Wiley.
2. Cochran, W. (2008). *Sampling techniques, 3rd ed*. Wiley.
3. Cooper, D., Schindler, P., Sharma, J. (2012). *Business research methods, 12th ed*. McGraw-Hill.
4. Flick, U. (2012). *Introducing research methodology: A beginner's guide to doing a research project*. Sage Publications.
5. Groves, R., Fowler, F., Couper, M., Lepkowski, J., Singer, E., Tourangeau, R. (2009). *Survey Methodology*. Wiley.
6. Kothari, C.R. (2009). *Research Methods and Techniques*, Wiley Eastern.
7. Kumar, R. (2014). *Research methodology: A step by step guide for beginners, 4th ed*. Sage Publications.

  
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**SEMESTER-II**

**MDSC2 : INDIAN ECONOMY**

Max marks: 75  
Max Time: 03 Hours  
(credits-03)

**Objective:** The objective of this paper is to acquaint the students with the strategy of economic development of the Indian Economy since Independence. The paper also aims at creating unawareness among the students regarding the contemporary issues pertaining to various sectors of the economy.

**Pedagogy of the Course Work:** 90% Classroom teaching.

10% Internal Evaluation

**Instructions for Paper-setter and candidates:**

The maximum marks for the paper will be 75. The question paper will be of 60 marks and internal assessment 15 .

**The paper-setter must put a note in the question paper in this regard.**

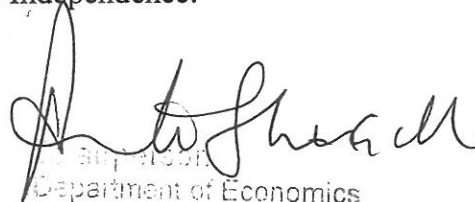
There shall be 7 questions in all.

The first question is **compulsory** comprising 8 short answer type questions spread over the whole syllabus. The candidates are required to attempt 5 questions. Each question shall be of 3 marks (5x3=15).

Rest of the paper shall contain three units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks (15x3=45).

**Unit-I**

Indian Economy on the Eve of Independence. Features, Traditional village society and its transformation State of agriculture and industry during the British rule and Characteristics of Indian Economy since Independence:

  
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## Unit-II

Agriculture: Importance of Agriculture; Causes of Backwardness and Low productivity; Land Reforms, New Agricultural Strategy, Impact of Green Revolution , Defects of Agriculture Marketing

## Unit-III

Industry: Problems of Industrial Development; Industrial Policy since independence with Special Emphasis on Recent Trends of Liberalization;

Planning: Importance, Appraisal of Indian Planning; NITI Aayog and

Planning Agenda

### Books Recommended:

- |    |   |  |
|----|---|--|
| 9  | Dhar, P.K<br>(Latest<br>Edition)          | : Indian Economy, Kalyani Publishers, Ludhiana.                          |
| 10 | Gill, K                                   | : Evolution of Indian Economy, NCERT, New Delhi.                         |
| 11 | Aggarwal, A N<br>(Latest<br>Edition).     | Indian Economy, Wiley Eastern Ltd.                                       |
| 12 | Datt, Rudder & Sundram, KPM               | : Indian Economy, S.Chand & Co.(Latest Edition)                          |
| 13 | Soni, R. N.                               | : Leading Issues in Agriculture Economics, Sohan Lal Nagin Chand & Sons. |
| 14 | Ghosh. A (Trans. Avtar<br>Narinder Singh) | 15 : Bharti Arth Vivshta (Punjabi University, Patiala).                  |

  
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**VAC2- Introduction to Environmental Economics**

**Max. Marks: 40**

**Time: 1.5 Hrs.**

**Credits: 2**

**Course Objective:** This paper aims to make aware students about the importance of environment in economics and vice-versa. It helps them to know the ways of sustaining our natural resources by optimally allocating them for future use.

Instructions for Paper-setter and candidates:

The maximum marks for the paper will be 50. The question paper will be of 40 marks and continuous evaluation 10 marks. Time allowed will be 1.5 hours.

The paper-setter must put a note in the question paper in this regard.

There shall be 5 questions in all.

The first question compulsory comprising 7 short answer type questions spread over the whole syllabus. The candidates are required to attempt 10 questions. Each question shall be of two marks ( $5 \times 2 = 10$ ).

Rest of the paper shall contain two units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 10 marks ( $15 \times 2 = 30$ ).

**Unit – I**

Introduction: Basic concepts of Environment, Economics and Ecology. Relation between Environment and Economy (inter linkages), the natural environment and the human economy.

Environmental Externalities in Production and Consumption. Managing externalities with taxes and subsidies and Property Rights. Coase Theorem



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## Unit -II

Pollution and resource degradation as externalities: the open access and the public good problem; common property resources and economic problem.

Indian Law pertaining to Environmental protection .Environment Protection Act 1986.  
Environmental Ethics : Issues and possible solutions , problems related to lifestyle, sustainable development ; consumerism and waste management .

### Essential Readings:

Maddala ,G.S. (1989):Microeconomics; Theory and Practice,New York : McGraw-Hill

Pindyck ,R&Rubinfeld, D : Microeconomics ,8<sup>th</sup> edition ,Pearson

Eugine, T. (2005) : Environmental Economics ,Varinda Publications, Delhi.

Goodstein, E.S. (2002) : Economics and the Environment (third edition) John Wiley & Sons., Inc.

Kolstad. C.D. (2011) : Intermediate Environmental Economics (second edition ) Oxford University Press

Nandimath, O.V. (2009) : Handbook of Environmental Decision Making in India, Oxford Univ. Press.

  
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**UNDERGRADUATE PROGRAMME UNDER NEP 2020**  
**B.A./B.SC. GEOGRAPHY (GENRAL), B.A./B.SC. GEOGRAPHY (HONOURS), B.A./B.SC.**  
**GEOGRAPHY (HONOURS WITH RESEARCH)**  
**PANJAB UNIVERSITY, CHANDIGARH**

<b>YEAR 1 (UG CERTIFICATE)</b>				
<b>CourseType</b>	<b>CourseCode</b>	<b>CourseTitle</b>	<b>Marks</b>	<b>Credit</b>
<b>SEMESTER-I</b>				
DisciplineSpecificCore	DSC-1	Introduction to Geography	100	4
MinorDisciplinary	MDC-1	To be chosen by the student by making choice of Major and Minor	100	4
AbilityEnhancement	AEC-1	English	50	2
	AEC-2	MIL	50	2
Value Added	VAC 1		50	2
SkillEnhancement	SEC-1		75	3
Multidisciplinary	MDSC-1	Geography and Environment	75	3
Community Service/Outreach	CEOIF-1	Community Service/Outreach	50	2
		<b>Total:</b>	<b>550</b>	<b>22</b>
<b>SEMESTER-II</b>				
DisciplineSpecificCore	DSC-2	Geomorphology	100	4
Minor-Discipline	MDC-2	To be chosen by the student by making choice of Major and Minor	100	4
AbilityEnhancement	AEC-3	English	50	2
	AEC-4	MIL	50	2
Value Added	VAC-2		50	2
SkillEnhancement	SEC-2		75	3
Multidisciplinary	MDSC-2	Fundamentals of Disaster Management	75	3
Internship	CEOIF-2	Internship	50	2
		<b>Total:</b>	<b>550</b>	<b>22</b>
<b>Under Graduate Certificate Awarded with Cumulative Credits</b>				<b>44</b>

## SEMESTER I

### DSC-1: INTRODUCTION TO GEOGRAPHY

Course: Discipline Specific Core Course (DSC)

Course Code: DSC-1

Maximum Marks: 100

Total Credits: 4

**COURSE OUTCOMES:** At the end of the course the students will be able to:

- ❖ Understand the distinctiveness of geography as a field of learning in Social Sciences
- ❖ Understand the nature, scope and significance of geography
- ❖ Critically understand various processes shaping the Earth
- ❖ Evaluate various landforms on earth's surface

#### INSTRUCTIONS FOR EXAMINERS:

1. \_\_\_\_\_
2. \_\_\_\_\_

#### COURSE CONTENT

##### *Unit I: Placing Geography in Context*

1. Meaning, Nature, Divisions and Significance of Geography
2. Key Themes in Geography: Location, Place, Movement, Region, Human-Environment
3. Geography as (a) Spatial science; (b) Social science

##### *Unit II: Geometry of the Earth*

1. Latitude, Longitude, Time Zones and International Date Line
2. Size and Shape of the Earth.
3. Earth-Sun Geometry: Rotation and Revolution, Earth's Axis Tilt and Solar Altitude

##### *Unit III: Earth Processes and Mechanisms*

1. Internal Structure of the Earth: Evidences, Layers and properties of earth's interior
2. Continental Drift: Theory and Evidences
3. Plate Tectonics: Tectonic plates, movements and Mechanisms

##### *Unit IV: Major Earth Features and Landforms*

1. Types and Characteristics of Rocks: Igneous, Sedimentary, and Metamorphic
2. Characteristics, Types and distribution of Mountains
3. Characteristics and Types of Plains and Plateaus

#### LIST OF READINGS

##### Essential Readings:

1. Blij, H.J. De & Peter O Muller: *Physical Geography of the Environment*, New York, John Wiley & Sons, 1996.
2. Bryant, R.H.: *Physical Geography*, New Delhi, Rupa Publications, 2011.
3. Bierman, P. R. and Montgomery, D.R.: *Key Concepts in Geomorphology*, Macmillan Education, New York, 2014.
4. Huggett, R. J.: *Fundamentals of Geomorphology*, Routledge, New York, 2011.

5. Khullar, D. R.: *Physical Geography*, Kalyani Publishers, Ludhiana, 2022.
6. Singh, S.: *Geomorphology*, Pravalika Publications, Allahabad, 2019.
7. Singh, S.: *Bhautik Bhugol ka Swaroop*, Prayag Pustak, Allahabad, 2009.

**Suggested Readings:**

1. Thornbury, W. D.: *Principles of Geomorphology*, John Wiley and Sons, New York, 1968.
2. Christopherson, R. W.: *Geosystems: An Introduction to Physical Geography*, Macmillan Publishing Company, 2011.
3. Selby, M.J.: *Earth's Changing Surface*, Indian Edition, OUP, New Delhi, 2005.
4. Skinner, B. J. and Porter, S. C.: *The Dynamic Earth: An Introduction to Physical Geology*, John Wiley and Sons, USA, 2004.

**MDSC-1: GEOGRAPHY AND ENVIRONMENT**

**Course:** Multi-Disciplinary Course

**Course Code:** MDSC-1

**Maximum Marks:** 75

**Total Credits:** 3

**COURSE OUTCOMES:** At the end of the course, the students will be able to:

- ❖ Comprehend key concepts and environmental processes
- ❖ Analyse human-environment associations and environmental issues
- ❖ Critically evaluate environmental sustainability
- ❖ Critique policies and initiatives for environmental conservation and management

**INSTRUCTIONS FOR EXAMINERS:**

1. -----
2. -----

**COURSE CONTENT**

***Unit I: Introduction to Environment***

1. Key Concepts: Environment, Ecology, and Spheres of Earth's Environment
2. Nature and Scope of Environmental Geography
3. Ecosystem Approach: Meaning, Components, types and Characteristics

***Unit II: Environmental Pollution***

1. Environmental Pollution: Air, Water and Soil
2. Degradation and exploitation of Forest Resources
3. Environment and energy Resources: Non-renewable and Renewable

***Unit III: Contemporary Environmental Issues***

1. Population and Environment Interface
2. Global Warming and Climate Change
3. Biodiversity Loss and extinction; protection of biodiversity

**Unit IV: Environmental Sustainability**

1. Sustainable Development- Meaning, concept and approaches
2. Ecological and Carbon footprints: Meaning, concepts and approaches
3. Environmental conservation and management: Approaches and strategies

**LIST OF READINGS**

**Essential Readings:**

1. Allison, S.K. and Stephen D. Murphy: *Routledge Handbook of Ecological and Environmental Restoration*, Routledge, 2017.
2. Brar, K. K.: *Green Revolution: Ecological Implications*, Dominant Publishers, Delhi, 1999.
3. MacDonald, Glen: *Biogeography: Introduction to Space, Time, and Life*, John Wiley, New York, 2003.
4. Odum, E.P. and Barrett, G.W.: *Fundamentals of Ecology*, 5<sup>th</sup> edition, Cengage Learning India Private Limited: New Delhi, 2009.
5. Singh, Savindra: *Environmental Geography*, Pravalika Publications, Allahabad, 2018.

**Suggested Readings:**

1. Ellis, Erle C., Kees Klein Goldewijk, Stefan Siebert, Deborah Lightman and Navin Ramankutty: Anthropogenic transformation of the biomes, 1700 to 2000. *Global Ecology and Biogeography*. 19: 589–606, 2010.
2. Mathur, H.S.: *Essentials of Biogeography*, Pointer Publishers: Jaipur, 1988.
3. Robinson, H.: *Biogeography*, The English Language Book Society and Macdonald and Evans: London, 1982.
4. Steffen, W.: Jacques Grinevals, Paul Crutzen and J. McNeil. The Anthropocene: Conceptual and Historical Perspectives. *Philosophical Transactions of the Royal Society, A*. 369: 842-867. 2011
5. Tivy, Joy: *Biogeography: A Study of Plants in the Ecosphere*, Longman Scientific & Technical, U.K., 1993.

**SEMESTER II**

**DSC-2: GEOMORPHOLOGY**

**Course:** Discipline Specific Core Course (DSC)

**Course Code:** DSC-2

**Maximum Marks:** 100

**Total Credits:** 4

**COURSE OUTCOMES:** At the end of the course the students will be able to:

- ❖ Understand the nature, scope and significance of Geomorphology
- ❖ Critically understand the various processes and mechanisms that shape the Earth
- ❖ Understand the physical manifestations of the various processes on Earth's surface

**INSTRUCTIONS FOR EXAMINERS:**

1. -----
2. -----

**COURSE CONTENT**

**Unit I: Foundations to Geomorphology**

1. Geomorphology: Nature, Scope and Applications
2. Factors Controlling Landform Development



3. Classification of Earth Movement; Theory of Isostasy

**Unit II: Endogenic Processes and Mechanism**

1. Diastrophism: Epeirogenic and Orogenic Forces and Associated Features
2. Types and Features associated with Folds and Faults
3. Sudden Movements: Mechanisms, Types, Distribution of Volcano and Earthquake

**Unit III: Exogenic Processes and Mechanisms**

1. Weathering: Types, processes and Contributing Factors
2. Mass Movement: Classification and Characteristics
3. Erosion and Deposition Processes

**Unit IV: Geomorphic Processes, Agents and Dynamics**

1. Fluvial Processes and Landforms
2. Glacial Processes and Landforms
3. Aeolian, Processes and Landforms

**LIST OF READINGS**

**Essential Readings:**

1. Anderson, R. S. and Anderson, S.P.: *Geomorphology: The Mechanics and Chemistry of Landscapes*, Cambridge University Press, Cambridge, 2010.
2. Bierman, P.R. and Montgomery, D.R.: *Key Concepts in Geomorphology*, Macmillan Education, New York, 2014.
3. Huggett, R. J.: *Fundamentals of Geomorphology*, Routledge, New York, 2011.
4. Khullar, D. R.: *Physical Geography*, Kalyani Publishers, Ludhiana, 2022.
5. Singh, S.: *Geomorphology*, Pravalika Publications, Allahabad, 2019.
6. Singh, S.: *Bhautik Bhugol ka Swaroop*, Prayag Pustak, Allahabad, 2009.

**Suggested Readings:**

1. Thornbury, W. D.: *Principles of Geomorphology*, John Wiley and Sons, New York, 1968.
2. Christopherson, R. W.: *Geosystems: An Introduction to Physical Geography*, Macmillan Publishing Company, 2011.
3. Selby, M.J.: *Earth's Changing Surface*, Indian Edition, OUP, New Delhi, 2005.
4. Skinner, B. J. and Porter, S. C.: *The Dynamic Earth: An Introduction to Physical Geology*, John Wiley and Sons, USA, 2004.

**MDSC-2: FUNDAMENTALS OF DISASTER MANAGEMENT**

**Course:** Multi-Disciplinary Course

**Course Code:** MDSC-2

**Maximum Marks:** 75

**Total Credits:** 3

**COURSE OUTCOMES:** At the end of this course, the students will be able to:

- ❖ Evaluate hazard and disaster mechanisms
- ❖ Determine disaster resilience and design mechanisms for safer society
- ❖ Critical evaluation of disaster management plans and policies

## INSTRUCTIONS FOR EXAMINERS:

1. -----
2. -----

## COURSE CONTENT

### *Unit I: Basic Concepts*

1. Basic Concepts: Hazard, Disaster
2. Key Concepts: Vulnerability, Risk
3. Classification/Types of Hazards and Disasters

### *Unit II: Disaster Management Initiatives*

1. Disaster Management: Pre-disaster; Emergency and Post-disaster phase
2. Hyogo Framework (HFA) for Action
3. Sendai Framework for Disaster Management

### *Unit-III: Disasters and Disaster Management in India*

1. Geography of Hazards/Disasters in India.
2. Earthquakes and Floods as Disaster in India
3. Disaster Management Policy of India

### *Unit IV: Addressing Disaster Management*

1. Community Based Disaster Risk Management (CBDRM)
2. Role of NGOs and Media in Disaster Management
3. Gender Sensitivity in Disaster Management

## LIST OF READINGS

### Essential Readings:

1. Blaikie, P. and Others (1994). *At Risk: Natural Hazards, People's Vulnerability, and Disasters*, Routledge, London.
2. Birkmann, J. (2006). *Measuring Vulnerability to Natural Hazards: Towards Disaster Resilient Societies*. US: United Nations University Press.
3. Coppola, Damon P. (2015). *Introduction to International Disaster Management*. Third Edition, Elsevier, London.
4. Gupta, M.C.; L.C. Gupta, B.K. Tamini, Vinod K. Sharma (2000). *Manual on Natural Disaster Management in India*, National Disaster Management Centre, New Delhi
5. Hyndman, D. and D. Hyndman. (2009). *Natural Hazards and Disasters*. 2<sup>nd</sup> edition. USA, Belmont: Brooks/Cole.

### Suggested Readings

1. Alexander, D. E. (2000). *Confronting Catastrophe: New Perspectives on Natural Disasters*. Harpenden, U.K: Terra Publishing.
2. Burton, I., Kates, R.W. and White, G.F. (1993). *Environment as Hazard*, 2nd edition, Guilford Press, New York.
3. Hewitt, K. (1997). *Regions of Risk: A Geographical Introduction to Disasters*, Longman. London.
4. Kasperson, J.X., Kasperson, R.E. and Turner, B. L. (1995). *Regions at Risk: Comparisons of Threatened Environments*, United Nation University Press, Tokyo.
5. Schneider, S.K. (1995). *Flirting with Disaster: Public Management in Crisis Situations*, M.E. Sharpe, New York

-117-

Syllabus 2023-24

## Under Graduate in History (Major and Minor)

Semester 1

S. No	Title	credit
1	Discipline Specific Course ( DSC-1) History of India upto c. 1200	4
2	Multi Discipline Course (MDC- 1 ) (To be chosen by the students by making the choice of Major and Minor)	4
3	Ability Enhancement Course (AEC-1)- English  (AEC-2) Modern Indian Language (MIL)	2+2
4	Value Added Course (VAC-1)	2
5	Skill Enhancement Course (SEC-1)	3
6	Multidisciplinary Course (MDSC-1)	3
7	Field Project (GEOIF-1)	2
	Total Credits	22

Discipline Specific Course ( DSC-1)  
History of India upto c. 1200

Credits 4  
Theory Examination: 60  
Internal Assessment: 40

**Instructions for the Paper Setter:**

- The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. Each essay type question carries 10 marks.
- Internal Assessment will be divided into following criteria:-
 

Mid Semester Test:	: 20 marks
Assignment Report and Class presentation	: 15 marks
Attendance	: 5 marks

**Concepts and Terms:**

Gopati; Bhupati; Vidatha; Janapada; Mahajanapada; Gana-Sangha; Gahapati; Karshapana(Punch Marked Coins); Pataliputra; Ashoka's Dhamma; Silk-Route; Sreni; Bali/Bhaga/ Shulka; Vishti; Prasasti; Mahayana; Hinayana; Agraharas; Devadana; Vanigramma; Samanta; Tirthankara/Arhat; Nirvana; Bodhgaya; Jataka; Arthsastra; Takshila; Uttarapatha; Dakshinapatha; Mandapika; Nagaram.

## Unit-I

Indian Historiography: Colonialist; Nationalist; Marxist and Subaltern

## Unit 2

Theories of Kingship, Sabha and Samiti, Saptanga Theory of Arthsastra

Unit 3

Agrarian and non-agrarian Taxation, Roads and Means of Transportation

Unit 4

Varna-ashramdharma; Jainism and Buddhism

**Essential Readings**

1. E. Sreedharan, *A Textbook of Historiography 500 BC to AD 2000*. Orient BlackSwan: Hyderabad, 2009 reprint.
2. R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*. Motilal Banarsidass: Delhi, 2009 reprint.
3. Upender Singh, *History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*. Pearson: Noida, 2016.
4. Romila Thapar, *The Penguin History of Early India: From the Origins to AD 1300*. New Delhi: Penguin Books.
5. A.L. Basham, *The Wonder That Was India: A Survey of the History and Culture of the Indian Sub-continent Before the Coming of the Muslims*. London: Picador, 2004 reprint.

Value Added Course-1 (VAC-1)

**Understanding India- 1**

**Credit:2**

**Theory Exam: 40**

**Internal Assessment: 10**

**Instructions for the Paper Setter:**

1. The duration of examination shall be 2 hours with maximum marks 40. There will be 6 questions over all. The students have to attempt any four picking 2 out of each unit in about 700-1000 words. Each question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-  
Mid Semester Test: : 4marks  
Assignment Report and Class presentation : 4 marks  
Attendance : 2 marks

Unit-1

Unity in Diversity; Six Schools of Philosophy; Theory of Universal Brotherhood

Unit-2

Yoga; Theory of Karma; Theory of Ahimsa; Purushartha- dharam, arth, kama, moksha.

**Essential Reading:**

1. A.L. Basham, *The Wonder That Was India: A Survey of the History and Culture of the Indian Sub-continent Before the Coming of the Muslims*. London: Picador, 2004 reprint.
2. Radhakrishnan (1954), *The Hindu Way of Life*, London.
3. Bhagwan Das (1947), *Purushuratha*, New Delhi (hindi edition).

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Skill Enhancement Course -1 (SEC-1)

Museology and Conservation

Credits: 3

Theory Exam:60  
Internal Assessment: 40

**Instructions for the Paper Setter:**

1. The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. The fourth essay type question can be attempted from any unit. Each essay type question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-  
Mid Semester Test: : 4marks  
Assignment Report and Class presentation : 4 marks  
Attendance : 2 marks

Unit I

Emergence of Museums, Definition of Museum, Types of Museums.

Unit II

Social responsibilities of Museum, Museum Management: Exhibition, Planning and Designing

Unit III

Case Study of Museum: Government Museum and Art Gallery (Chandigarh), Partition Museum (Amritsar); *Jang i azadi* Memorial and Museum (Jalandhar)

**Reading List**

1. RoychowdhuryMadhuparna, *Displaying India's Heritage: Archaeology and the Museum Movement in Colonial India*. Hyderabad: Orient BlackSwan, 2018.
2. Singh, Kavita., 'The Museum is National,' in India International Centre Quarterly, Vol. 29, No. 3/4, 2002-03, pp. 176-196.
3. Jain, Ravindra K., 'Museum and Its Communities', in India International Centre Quarterly, Vol. 40, No. 2, 2013, pp. 50-53.
4. Baxi Smita J. and Vinod P. Dwivedi (1973), *Modern Museum: Organisation and Practice in India*, Abhinav Publication,
5. Manvi Seth (2018), *Of Muses , Museum & Museology*, Subhi Publication, Gurgaon.
6. Dolak, J (2022), *Museology and its Theory*, Technical Museum, Brno.

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-120-

**Multidisciplinary Course(MDSC-1)**

**3 Credits**

**Punjab upto C.E. 1000 A.D.**

**Theory Exam:60**

**Internal Assessment: 40**

**Instructions for the Paper Setter:**

1. The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. The fourth essay type question can be attempted from any unit. Each essay type question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-  
Mid Semester Test: : 4marks  
Assignment Report and Class presentation : 4 marks  
Attendance : 2 marks

**UNIT I**

Impact of Geography on the History of Punjab; Harappan Civilization: Economy and Socio-religious life; decline.

**UNIT II**

Vedic age: Economy, Society and Religion; Society and Religion under the Mauryas

**UNIT III**

Society and Religion under Shakas and Kushanas; Society and Religion under the Guptas; Society and Religion under the Vardhans

**Essential Readings**

Grewal, J.S. (2004), *Social and Cultural History of the Punjab: Prehistoric, Ancient and Early Medieval*, New Delhi: Manohar, 2004.

Joshi, L.M and Singh Fauja (1977), ed., *History and Culture of Punjab*, Vol.I, Punjabi University, Patiala.

Prakash, Buddha (1983), *Glimpses of Ancient Punjab*, P.U., Patiala.

Thapar, Romila (1966), *A History of India*, Vol I, Penguin Books, 1966.

**Field Project (CEOIF-1)**

**2 Credits**

**A student is required to undertake a field survey and undertake Field Project. The visit will constitute 1 credit and the report prepared on the field survey (in 2000-3000 words) will constitute 1 credit.**

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Chandigarh-160014

-121-

Semester 2

S. No	Title	credit
1	Discipline Specific Course ( DSC-2) History of India c. 1200-1947 CE	4
2	Multi Discipline Course (MDC- 1 ) (To be chosen by the students by making the choice of Major and Minor)	4
3	Ability Enhancement Course (AEC-3)- English  (AEC-4) Modern Indian Language (MIL)	2+2
4	Value Added Course (VAC-2)	2
5	Skill Enhancement Course (SEC-2)	3
6	Multidisciplinary Course (MDSC-2)	3
7	Field Project (CEOIF-2)	2
	Total Credit	22

Discipline Specific Course ( DSC-2)

History of India c. 1200-1947 CE

Credit:4

Theory Examination: 60  
Internal Assessment: 40

**Instructions for the Paper Setter:**

1. The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. Each essay type question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-
  - Mid Semester Test: : 20 marks
  - Assignment Report and Class presentation : 15 marks
  - Attendance : 5 marks

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**Concepts and Terms:**

Dar al-Harb; Dar-al-Islam; Dar-al-Sulah; Zimmi; Shaik ul-Islam; BandaganiKhas/ Amir-i-Chahalgani; Tazik; Balban's Theory of Kingship; Farr ilzidi; Sulhi Kul; Satnamis; Jats' Revolt In Doab; Chauth; Sardeshmukhi, Peshwa, Dual Policy of Clive, Cartez, Doctrine of Lapse, Ghadar, Kama Gata Maru incident, Rowalatt Act 1919, Gurudwara Reform Movement (1920-1925), Bhagat Singh, Sukhdev Singh, Simon Commission, Subhash Chandra Bose, INA

Unit-I

Emergence of Medieval States- Kingship, Nobility and Ulema.

Unit 2

Emergence of Vijaynagar, Maratha Empire, Khalsa Raj

Unit 3

Arrival of the European Trading with special reference to the British East India Company; Indian Resistance 1857

Unit 4

Contribution of Ghadar, Akalis, Naujawan Bharat Sabha and INA in Indian Independence

**Essential Readings**

Chandra Satish (2007), Medieval India: From Sultanate to the Mughals Empire (1526-1748), 2 vols., Har Anand Publications.

Farooqui A (2019), The Establishment of British Rule 1757-1813, New Delhi, Tulika.

Raychaudhuri T and Irfan Habib (1984), ed., Cambridge Economic History of India , Vol. 1. Orient.

Rai Satya M (1995), Punjabi Heroic Tradition (1900-1947), Publication Bureau, Punjabi University Patiala.

Puri Harish K (2022), Ghadar Movement: A Short History, NBT, New Delhi

Value Added Course (VAC-2)

**Understanding India- 2**

**Credit:2**

**Theory Exam: 40**

**Internal Assessment: 10**

**Instructions for the Paper Setter:**

1. The duration of examination shall be 2 hours with maximum marks 40. There will be 6 questions over all. The students have to attempt any four picking 2 out of each unit in about 700-1000 words. Each question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-  
Mid Semester Test: : 4marks  
Assignment Report and Class presentation : 4 marks

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-123-

Attendance : 2 marks

Unit – 1

Charvaka and lokayat; Bhakti movement – saguna and nirguna

Unit -2

Female Saints of Medieval India; Sufism- *pir, samaand wahadat al wujud*(Unit of being).

**Essential Readings:**

Bhandarkar, R.G. (2016), Vaishnavism, Shaivism and minor Religious Systems, New York; Routledge.

Burz Richard (1976), The Bhakti Sect of Vallabhacharya, Faridabad: Thomson Press (India).

Deberry, William Theodore et.al. (1963),ed, Sources of Indian Tradition, Delhi: MunshiramManoharlal.

Grewal, J.S. (2006), Religious Movements and Institutions in Medieval India, PHISPC, New Delhi: Oxford University Press.

Mishra, Neeru (2004), Sufis and Sufism: Some Reflections, New Delhi: Manohar.

Rizvi, S.A.A. (1993), Muslim Revivalist Movements in Northern India in the Sixteenth and Seventeenth Centuries, New Delhi: MunshiramManoharlal.

Vandeville Charlotte (199), Myths, Saints legends in Medieval India, Delhi: Oxford University Press.

**Skill Enhancement Course (SEC-2)**

**Archive and Record Management**

**Credits: 3**

**Theory Exam:60  
Internal Assessment: 40**

**Instructions for the Paper Setter:**

1. The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. The fourth essay type question can be attempted from any unit. Each essay type question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-  
Mid Semester Test: : 4marks  
Assignment Report and Class presentation : 4 marks  
Attendance : 2 marks

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Chandigarh-160014

-124-

Unit 1

Definition, types and scope of Archival Records, Role of National Archives of India

Unit 2

Archive Management; Processing Records and Archives; Digital Archives Management

Unit 3

Material Description, Access, copyright and licensing; Reference and User Services; Stakeholder and Funders

**Essential Readings:**

Sengupta, Syamalendu (2004), *Experiencing History Through Archives: Restoration of Memory and Repair of Records*. New Delhi: MunshiramManoharlal, 2004.

Ford J.W.W (1990), *Archival Principles and Practice: A Guide for Archives Management*, Chicago.

Rasta Pirkko (1992), *Manuals and textbooks of archives administration and management: A RAMP Study*, Paris.

**Multidisciplinary Course (MDSC-2)**

**Punjab from C.E.1000 to 1700 A.D.**

**Theory Exam:60**

**Internal Assessment: 40**

**Instructions for the Paper Setter:**

1. The duration of examination shall be three hours with maximum marks 60. There will be 9 questions overall and the student is expected to attempt five. Question no. 1 is compulsory. There will be twelve questions and students have to attempt 10 questions in 25-30 words. Each short question carries 2 marks each. The students have to attempt one essay type question (in 700-1000 words) from each unit. The fourth essay type question can be attempted from any unit. Each essay type question carries 10 marks.
2. Internal Assessment will be divided into following criteria:-

Mid Semester Test:	: 4marks
Assignment Report and Class presentation	: 4 marks
Attendance	: 2 marks

**Unit I**

Society and Religion in the Punjab during the Turko-Afghan rule; Guru Nanak : His teachings, concept of Langar and Sangat.

**Unit-II**

Development of Sikhism (1539-1581): Contribution of Guru Angad Dev, Guru Amar Das and Guru Ram Das for the development of Sikhism; Compilation of *Adi-Granth*

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### Unit III

Transformation of Sikhism: Martyrdom of Guru Arjan Dev; Guru Hargobind's New policy; Martyrdom of Guru Tegh Bahadur; Foundation of the Khalsa and its significance.

#### Essential Readings

Fenech Louis E (2000), '*Martyrdom in the Sikh tradition*', New Delhi.

Grewal, J.S. (1999), '*The Sikhs of the Punjab*', The New Cambridge History of India, New Delhi.

Grewal, J.S. (1979), '*Guru Nanak in History*', Chandigarh.

Grewal, J.S. (2007), '*Sikh Ideology, Polity and Social Order*', New Delhi.

Mcleod, W.H. (1968), '*Guru Nanak and the Sikh Religion*', New Delhi.

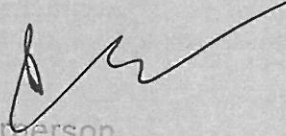
Singh, Surinder. (2020), '*The Making of Medieval Panjab: Politics, Society and Culture, c. 1000-c. 1500*'. New Delhi.

Singh, Surinder (2022) '*Medieval Panjab in Transition: Authority, Resistance and Spirituality, c. 1500-c. 1700*'. New Delhi..

#### Field Project (CEOIF-2)

2 Credits

A student is required to undertake a field survey and undertake Field Project. The visit will constitute 1 credit and the report prepared on the field survey (in 2000-3000 words) will constitute 1 credit.

  
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Semester I		
Course	Paper	Credits
Major or Discipline Specific Core (DSC)-1	Introduction to Philosophy	04
Minor Discipline Courses (MDC)-1	--	04
Ability Enhancement Compulsory Course (AEC)-1	--	02
Ability Enhancement Compulsory Course (AEC)-2	--	02
Value Added Courses (VAC)-1	Philosophy of Swami Vivekananda	02
Skill Enhancement Courses (SEC)-1	Applied Reasoning	03
Multi-Disciplinary Courses (MDSC)-1	Yoga and Meditation	03
CEOIF-1	Community Service/Outreach	02
<b>Total</b>		<b>22</b>
Semester II		
Course	Paper	Credits
Major or Discipline Specific Core (DSC)-2	Logic	04
Minor Discipline Courses (MDC)-2	--	04
Ability Enhancement Compulsory Course (AEC)-3	--	02
Ability Enhancement Compulsory Course (AEC)-4	--	02
Value Added Courses (VAC)-2	Philosophical Thoughts of Dr. B.R. Ambedkar	02
Skill Enhancement Course (SEC)-2	Ethical Decision Making	03
Multi-Disciplinary Courses (MDSC)-2	Environmental Ethics	03
CEOIF-2	Internship	02
<b>Total</b>		<b>22</b>

*Done by hand*

- 127 -

**Semester I**

**Major or Discipline Specific Core (DSC)-I**

**Paper: Introduction to Philosophy**

Max. Marks: 100

Theory: 90 Marks

Internal Assessment: 10 Marks

Time: 03 Hours

**Learning outcomes**

1. Awareness about the basic nature of philosophy and its major branches.
2. It enables student to understand the fundamental concepts of morality, public institutions and society at large.
3. It equips students to develop theoretical and conceptual clarity of basic problems of philosophy and every-day-life.

**Teaching – Learning methods**

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment and e-learning methods etc. will be used as critical pedagogy.

**Assessment methods**

It would include summative assessment and cumulative method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 15 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

**Unit-I:**

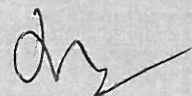
- Nature, Problems and Significance of Philosophy.
- Introduction to the Main Branches of Philosophy (Metaphysics, Epistemology, Aesthetics).

**Unit-II:**

- Methods of Doing Philosophy: Analytical and Critical Method.
- Relation of Philosophy with Science and Religion.

**Unit-III:**

- Ethics and Social Philosophy: Good Life and Good Society



- Morality in Public and Private Life
- Individual and Society

**Unit-IV:**

- Tolerance: Respect for Cultural Pluralism and Social diversities.
- Justice: Virtue, Fairness, Equality.
- Caste System in India : Jyoti Ba Phule, Gandhi, Ambedkar.

**Essential Readings:**

- Daya Krishan: The Nature of Philosophy, ICPR New Delhi, 2009.
- Edward Craig: Philosophy : A Very Short Introduction, Indian Edition, Oxford University Press, Oxford, 2006.
- Gary Cox, How to Be a Philosopher, Bloomsbury, London, 2015.
- John Hospers: An Introduction to Philosophical Analysis (4th edition), Rutledge , London & New York, 2016.
- H.H. Titus : Living Issues in Philosophy, Oxford University Press, Oxford, 1993.
- Richard E.Creel: Thinking Philosophically: An Introduction to Critical Reflection and Rational Dialogue, Blackwell Publishers, Oxford Massachusetts, 2001.

**Suggested Readings:**

- Anthony O'Hear: Philosophy in the New Century, Continuum, London & New York, 2001.
- Bertrand Russell: Problems of Philosophy, Wilder Publications, 2009.
- Dr. B.R. Ambedkar : Annihilation of Caste, Navayana Publishers, New Delhi, 1936.
- Jyotiba Phule : Gulamgiri (The Slavery), Hindi Translator S. Murti, Cultural Publishers, Lucknow, 3rd Ed. 1994.
- Mahadev Prasad: Mahatama Gandhi ka Samaj Darshan (4<sup>th</sup> Edition), Haryana Sahitya Academy, Chandigarh, 1989.
- Nicholas Fearn, Philosophy: The Latest Answers to the Oldest Questions, Atlantic Books, London.
- Richard Osborne: Philosophy for Beginners, Orient Logman Pvt. Ltd., New Delhi, 2007.



Value Added Courses (VAC)-1

Paper: Philosophy of Swami Vivekananda

Max. Marks: 50

Theory: 45 Marks

Internal Assessment: 05 Marks

Time: 03 Hours

**Learning outcomes**

The student would critically engage with different writings of Swami Vivekananda as one of the important precursors of Indian modernity and how his thoughts have a meaningful connection with contemporary Indian Philosophy and its consequences for humanity at large.

**Teaching – Learning methods**

The pedagogy for this value added course needs to be activity oriented. Therefore, more emphasis is on class room discussions, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, e-learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

The candidate shall attempt 3 questions in all (one compulsory and one each from two units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 5. Each question will carry 3 marks. Rest of the paper shall contain 2 units and students have to attempt one question from each unit and every question shall carry 15 marks.

**Unit-I:**

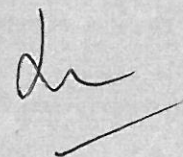
- Swami Vivekananda , his early life and his making under Sri Ramakrishna
- Idea of Religion, Religion as the foundation of morality, Universal Religion

**Unit-II:**

- Doctrine of Man-making education and national integration
- Swami Vivekananda and his message to youth

**Essential Readings:**

- Swami Vivekananda : The Complete Works of Swami Vivekananda, Advaita Ashrma, Kolkata, 2013.





- Swami Tapasyananda: Swami Vivekananda, His Life and Legacy, Sri Ramakrishna Math, Chennai, 2013
- Swami Vivekananda: To the Youth of India, Advaita Ashrama, Kolkata, 2005.

**Suggested Readings:**

- Amita P.Sen: Swami Vivekananda, Oxford University Press, New Delhi, 2003.
- Merina Islam, Desh Raj Sirswal: Philosophy of Swami Vivekananda, CPPIS, Pehowa (Kurukshetra), 2012.
- Rekha Jhanji (Ed): The Philosophy of Vivekananda, Aryan Books International, New Delhi, 2007.
- Swami Jyotirmayananda: Vivekananda: His Gospel of Man Making with Garland of Tributes, Madras, 1986.

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**Skill Enhancement Courses (SEC)-1**

**Paper: Applied Reasoning**

Max. Marks: 75

Theory: 67 Marks

Internal Assessment: 08 Marks

Time: 03 Hours

**Learning outcomes**

1. The students are going to be exposed as how to acquire knowledge about the logical reasoning.
2. This would also enable students how to develop an argumentative skill while understanding the context from every-day-life. In the process students are going to learning the basic concepts of reasoning from applied perspective.

**Teaching – Learning methods**

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, video or e-learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 7. Each question will carry 03 marks and total 15 marks for first question. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 13 marks.

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

**Unit-I:**

- Nature and Scope of Logic.
- Terms and Propositions: Distribution of Terms and Types of Proposition

**Unit-II:**

- Aristotle's Classification of Proposition.
- Venn Diagramme for Categorical Propositions



**Unit-III:**

- **Inference:** Immediate Inferences: Square of Opposition and Conversion, Obversion, Contraposition and Inversion.
- **Categorical Syllogism:** Structure, Rules of Syllogism and its fallacies.

**Unit-IV:**

- Practices of Immediate and Mediate Inferences.
- **Fallacies:** Formal and Informal.

**Recommended Readings:**

- Chhanda Chakraborti : *Logic: Informal, Symbolic & Inductive*, Prentice Hall of India Pvt. Ltd., 2007.
- Copi, Cohen, Jetli & Prabhakar: *Introduction to Logic*, Pearson Education, 2006.
- Krishana Jain: *A Text Book of Logic*, Ajanta Books International, New Delhi, 2001.
- Edgar Thorpe : *Course in Mental Ability and Quantitative Aptitude for Competitive Examinations*, Tata McGraw Hill Education Pvt. Ltd., New Delhi, 2013.

**Suggested Readings:**

- B. N. Kaul : *A Course in Deductive Logic*, Sultan Chand & Sons, New Delhi.
- B.S. Sijwali, *Analytical and Logical Reasoning*, Arihant Publications (India) Pvt. Ltd., Meerut (UP).
- Cohen & Nagal: *Introduction to Logic and Scientific Method*, Macmillan Publishing Company, London.
- K.K. Sharma : *Verbal Reasoning for Competitions*, Krishna Prakashan Media (P) Ltd, Meerut (U.P.).
- R.S. Aggarwal : *A Modern Approach to Verbal & Non-Verbal Reasoning*, S. Chand & Company Ltd., Ram Nagar, New Delhi.
- Ravi Chopra : *Reasoning N' Reasoning*, Galgotia Publications Pvt. Ltd., 5 Ansari Road, New Delhi.
- Sanjay Sinha : *Test of Reasoning (Verbal & Non-Verbal)*, Jawahar Publishers, New Delhi.

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**Multi-Disciplinary Courses (MDSC)-1**

**Paper: Yoga and Meditation**

Max. Marks: 75

Theory: 67 Marks

Internal Assessment: 08 Marks

Time: 03 Hours

**Learning outcomes**

1. It course would enable students as how to attain knowledge about the yoga and its application in ever-day-life perspective.
2. This course would also expose students how to acquire learning methods within India's philosophical intellectual tradition and how to develop an academic understanding about philosophical heritage of Yoga.

**Teaching – Learning methods**

The pedagogy for this multidisciplinary course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 7. Each question will carry 3 marks and total 15 marks for first question. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 13 marks.

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

**Unit-I**

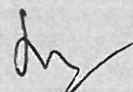
- Meaning, Definition and Nature of Yoga according to Maharishi Patanjali

**Unit- II**

- Types of Yoga: Karma Yoga, Gyana Yoga, Bhakti Yoga, Raja Yoga

**Unit-III**

- Astanga Yoga: Yama, Niyama, Asanas, Pranayama, Dharna Dhayan, Samadhi.



**Unit –IV**

- Swami Vivekananda : Meditation and its Methods
- Yoga and Stress Management

**Essential Readings:**

Acharya Yatendra, Yoga and Stress Management, Fingerprint Publishing, Prakash Books India Pvt. Ltd, New delhi, 2019.

Swami Vivekananda: Patanjali Yoga Sutras, Srishti Publishers and Distributors.

Swami Vivekananda: Meditation and its Methods, Grapevine India Publishers Pvt. Ltd, 2018.

Swammi Vivekananda: The Complete Book of Yoga: Karma Yoga, Bhakti Yoga, Raja Yoga, Jnana Yoga, Fingerprint Publishing, Prakash Books India Pvt. Ltd, New delhi, 2019.

**Suggested Readings:**

Patanjali, The Yoga Sutras of Patanjali, General Press, 2019.

Swaami Rama, Mediation and its Practice, Himalayan Institute Press, 1999.

**CEOIF-1 : Community Service/ Outreach**

Credits: 02

**Semester II**

**Major or Discipline Specific Core (DSC)-2**

**Paper: Logic**

Max. Marks: 100

Theory: 90 Marks

Internal Assessment: 10 Marks

Time: 03 Hours

**Learning outcomes**

This course would enable as how to acquire knowledge about nature of Logic and its scope. Consequently, it would enhance the reasoning and logical capacity of argument building.

**Teaching- Learning methods**

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment and e-learning methods etc. will be used as critical pedagogy.

**Assessment methods**

This would include summative assessment and cumulative method comprising of assignment, internal/term examination, regularity in classes and end semester final examination.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 15 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

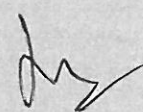
For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

**Unit-I:**

- Nature and Scope of Logic.
- Laws of thought: Law of identity; Law of Contradiction; Law of Excluded Middle and Law of Sufficient Reason.

**Unit-II:**

- Proposition: Term and proposition, Nature of Categorical Proposition; Aristotle's Classification of Proposition.
- Argument: Immediate Inference and Mediate Inference: Square of Opposition: Contradictories, Contraries, Sub Contraries and Sub-Alterns ; Conversion, Obversion, Contraposition and Inversion.



**Unit-III:**

- Categorical Syllogism: Structure, Rules of Syllogism and its fallacies, Validity through Venn diagram.
- Truth-Functional Logic: Introduction to Truth-Tables, Negation, Conjunction, Disjunction, Implications and Equivalences.

**Unit-IV:**

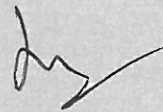
- Nature of Induction: Distinction between Deduction and Induction.
- Kinds of Induction.
- Causation : Nature of Cause, Plurality of Causes.

**Essential Readings:**

- Chhanda Chakraborti :*Logic: Informal, Symbolic & Inductive*, Prentice Hall of India Pvt. Ltd.2007.
- Copi, Cohen, Jetli & Prabhakar: *Introduction to Logic*, Pearson Education, 2007.
- Krishana Jain: *A Text Book of Logic*, Ajanta Books International, New Delhi, 2001.

**Suggested Readings:**

- Ashok Kumar Verma, *Pratikatamak Tarkshastra Praveshika*, Motilal Banarasidass, Delhi, 2008.
- B. N. Kaul :*A Course in Deductive Logic*, Sultan Chand & Sons, New Delhi.
- B.L.Sharma: *Tarkshastra Pravesh* (4th Edition), Haryana Sahitya Academy, Chandigarh, 1997.
- Cohen & Nagel: *Introduction to Logic and Scientific Method*, Macmillan Publishing Company, London.
- I.M. Copi: *Symboic Logic* (5<sup>th</sup> Edition), Prentice Hall of India Pvt. Ltd., New Delhi, 1999.
- Usha Kushwaha: *Tarakshastra : Ek Parichay*, Pearson , Delhi, 2011.



**Value Added Courses (VAC)-2**

**Paper: Philosophical Thoughts of Dr. B.R. Ambedkar**

Max. Marks: 50  
Theory: 45 Marks  
Internal Assessment: 05 Marks  
Time: 03 Hours

**Learning outcomes**

1. The student would critically engage with different aspects of the philosophy of Dr. B.R. Ambedkar and their applications in socio-political context of the nation.
2. This course would enable students to understand conceptual and theoretical understanding of Indian public sphere and students will be able to critically appreciate and understand the questions of constitutional justice and equality related debates from life-world of Ambedkar's thought and philosophy.

**Teaching – Learning methods**

The pedagogy for this value added course needs to be activity oriented. Therefore, more emphasis is on class room discussions, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, e-learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

The candidate shall attempt 3 questions in all (one compulsory and one each from two units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 5. Each question will carry 3 marks. Rest of the paper shall contain 2 units and students have to attempt one question from each unit and every question shall carry 15 marks.

**Unit-I: Ambedkar and Indian Philosophy**

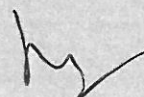
- Philosophy of Dr. B.R. Ambedkar in Socio- Political Context
- Construction of rational, moral and humanistic religion

**Unit-II: Moral and Political Philosophy**

- Human Dignity and Social Justice
- Ambedkarism: Casteless society and Dalit Movement

**Essential Writings:**

1. Rodrigues, Valerian(ed). The Essential Writings of B.R. Ambedkar, New Delhi: Oxford Press, 2002 (Chapters):

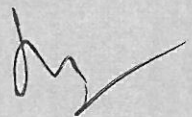




- B.R. Ambedkar, Introduction, p.10-40
  - B.R. Ambedkar, Castes in India, pp.241-261
  - B.R. Ambedkar, 'Annihilation of Caste,' pp.263-301
  - B.R. Ambedkar, Krishna and His Gita, pp.193-204
  - B.R. Ambedkar . Democracy, pp.60-65
  - B.R. Ambedkar, Political safeguards for Depressed classes, pp.379-382
  - B.R. Ambedkar , Basic Features of Indian constitution, pp.473-495
2. Moon, Vasant (Compiled) Dr. Babasaheb Ambedkar Writings and Speeches Vol.3, Education Department, Government of Maharashtra, 1987. (Chapters):
- B.R. Ambedkar, 'Philosophy of Hinduism'
  - B.R. Ambedkar, 'Buddha or Karl Marx,'
3. B.R. Ambedkar , 'What the Buddha Taught,' from Buddha and His Dhamma, Dr. Babasaheb Ambedkar Writings and Speeches Vol.11, Education Department, Government of Maharashtra, 1979.

**Suggested Readings:**

- Dr. Babasaheb Ambedkar Writings and Speeches (Vol.1-17). Re-printed by Dr. Ambedkar Foundation, New Delhi : January, 2014.
- Selected Works Of DR. B. R. Ambedkar, Courtesy:  
<http://drambedkarbooks.wordpress.com>



- 138 -

**Skill Enhancement Course (SEC)-2**

**Paper: Ethical Decision Making**

Max. Marks: 75

Theory: 67 Marks

Internal Assessment: 08 Marks

Time: 03 Hours

**Learning Outcomes**

1. This course would enable student how to learn the basic concepts of ethics and their applications in the process of ethical decision making.
2. This course would be equipping students to develop critical capacity to address the ethical and moral dilemmas of every-day-life situations.

**Teaching – Learning methods**

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, e-learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

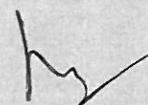
**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 7. Each question will carry 03 marks and total 15 marks for first question. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 13 marks.

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

**Unit-I: Ethics**

- Meaning, Nature and Scope of Ethics.
- Ethics in Personal and Public Relationships.



**Unit-II: Ethics and Human Interface**

- Approaches of Ethics: Deontological Approach, the Utilitarian Approach, the Virtue Approach.

**Unit-III: Ethics and Human Values**

- Socialization and Human Values
- Human Values and Constitution of India

**Unit-IV: Ethical Decision Making**

- Ethical Reasoning and Moral Dilemmas
- Moral Judgments and Objects of Moral Judgment.

**Essential Readings:**

- Aristotle : Nichomachian Ethics, Harvard University Press, 1926.
- Isha Sengupata: A Short History of Western Philosophy, New Central Book Agency(P) Ltd., Kolkata, 2012.
- Kant, Immanuel: Groundwork of the Metaphysics of Morals, Trans. H J Paton, as The Moral Law. London.
- Mill, J.S. : Utilitarianism, London, in Mary Warnock. Ed. 1962.
- Nanda Kishore, Reddy and Santosh Ajmera, Ethics, Integrity and Aptitude, McGraw Hill Education (India) Pvt. Ltd. New Delhi, 2016.
- N. Hartmann : Moral Phenomena, New Macmillan. 1950.

**Suggested Readings:**

- Anoop Verma: Philosophers from Socrates to Sartre, Spectrum Books Pvt. Ltd., 2011.
- G.Subba Rao, P.N.Roy Chowdhury: Ethics, Integrity and Aptitude, Access Publishing India Pvt. Ltd, 2015.
- N.C. Padhi and S.C. Panigrahi: Ethics: Indian and Western, Ananya Publications, Cuttak.
- Sharma, I.C.: Ethical Philosophies of India, London: George Allen and Unwin Ltd., 1965.
- V.P. Verma: Nitishastra ke Mul Siddhant, Allied Publication Ltd., New Delhi, 2001.

-140-

## Multi-Disciplinary Courses (MDSC)-2

### Paper: Environmental Ethics

Max. Marks: 75

Theory: 67 Marks

Internal Assessment: 08 Marks

Time: 03 Hours

#### Learning outcomes

1. This course would enable students to understand the basic concepts related to environmental ethics and also awareness about environmental issues.
2. This course will be raising the intellectual capacity of students as how to make distinction between anthropocentric and eco-centric discourses of development.

#### Teaching – Learning methods

The pedagogy for this multidisciplinary course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

#### Assessment methods

The summative assessment and cumulative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

#### Instructions for Paper-Setters and Candidates

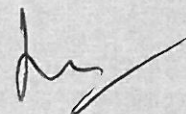
The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 10 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 7. Each question will carry 03 marks and total 15 marks for first question. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 13 marks.

For Private students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

#### Unit-I

- Meaning and Nature of Environmental Ethics, The Emergence of Environmental ethics.

#### Unit-II



- Environmental Problems: Pollution, Land Degradation, Global Warming, Organic Farming.

#### **Unit-III**

- Sustainability and Preservation, the ethics of climate change.

#### **Unit-IV**

- Issues of Environmental ethics in Religion

#### **Essential Readings:**

Robin Attfield, Environmental Ethics: A Very Short Introduction, Oxford University Press, 2018.

Gauri Suresh, Environmental Studies and Ethics, Dreamtech Press, Wiley India Pvt. Ltd, Noida, 2021.

#### **Suggested Readings:**

Joseph R. DesJardins, Environmental Ethics; An Introduction to Environmental Philosophy, Wadsworth Publishing Co Inc, 2012.

D.C. Srivastava, Reading in Environmental Ethics: Multidisciplinary Perspectives, Rawat Publications, 2005.

#### **CEOIF-2: Internship**

Credits: 02



-142-

Annexure-I


Appendix to Item No. ~~X~~

**POLICE ADMINISTRATION**

Outlines of Test, Syllabi and Course of Reading in the subject of Police Administration for B.A. (General) 1<sup>st</sup> and 2<sup>nd</sup> Semester.

6


Semester	Course	Credit
Sem- I	<b>Major/Discipline Specific Core (DSC-1)</b> Paper- Police Administration in India <b>Theory+ Tutorial</b> Theory (Credit-3) Tutorial (Credit-1)	4
	<b>Minor Disciplinary Course (MDC-1)</b> (to be selected by the candidate)	4
	<b>Multi-Disciplinary Course (MDSC-1)</b> Paper- Criminal Justice Administration in India <b>Theory+ Tutorial</b> Theory (Credit-2) Tutorial (Credit-1)	3
	<b>Ability Enhancement Compulsory Course (AEC-1)</b> English	2
	<b>Ability Enhancement Compulsory Course (AEC-1)</b> MIL	2
	<b>Value Added Course (VAC-I)</b> To be selected by the candidate from the basket of Value Added Course offered by the Department/College.	2
	<b>Skill Enhancement Course (SEC-1)</b> To be selected by the candidate from the basket of Skill Enhancement Course offered by the Department/College.	3
	<b>Internship/Community Engagement/ Field based Project Report</b> <del>(To be selected by the candidate)</del>	2
	<b>Total Credits</b>	22

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Semes	Course	Credit
Sem- II	<b>Major/Discipline Specific Core (DSC-2)</b> Paper- Police Administration and Crime <b>Theory+ Tutorial</b> Theory (Credit-3) Tutorial (Credit-1)	4
	<b>Minor Disciplinary Course (MDC-2)</b> (to be selected by the candidate)	4
	<b>Multi-Disciplinary Course (MDSC-2)</b> Paper- Crime Investigation <b>Theory+ Tutorial</b> Theory (Credit-2) Tutorial (Credit-1)	3
	<b>Ability Enhancement Compulsory Course (AEC-3)</b> English	2
	<b>Ability Enhancement Compulsory Course (AEC-4)</b> MIL	2
	<b>Value Added Course (VAC-II)</b> To be selected by the candidate from the basket of Value Added Course offered by the Department/College.	2
	<b>Skill Enhancement Course (SEC-2)</b> To be selected by the candidate from the basket of Skill Enhancement Course offered by the Department/College.	3
	<b>Internship/Community Engagement/ Field based Project Report</b> (To be selected by the candidate)	2
	<b>Total Credits</b>	22

  
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-144-

**POLICE ADMINISTRATION**

Syllabus of B.A. (Hons.) 1<sup>st</sup> Sem. Examination 2023 under NEP

Paper I: BAHPOAD-DSC1: Police Administration in India

Total Credits: 4 (Theory: 3 lectures + Tutorial: 1 lecture)

Max. Marks: 100

Theory: 90 marks

Int. Ass. : 10 marks

Time: 3 Hours

**Course Objective**

The principal objective of this paper is to acquaint the students with the Indian Police Administration along with its history and growth. Considerable attention has been paid to the concept and significance of reforms in Police Administration with special reference to reform initiatives after independence. The endeavor of the course would be to familiarize the students with the Police Administration at the Union Level with special focus on the Union Ministry of Home Affairs and Central Armed Police Forces. The powers, functions and role of Police at Union, State, District and Police Station level will also be discussed.

**Course Outcomes**

At the end of this course students will be able to know the role, concept & significance of police. They will also imparted knowledge about working of various Central Armed Police Forces & Police Administration at state & district level. The student would understand the working and environment in which the police in India at various levels, functions and the challenges faced by them. It will enhance their efficiency when they join police organisations later.

**Pedagogy of the Course Work:** 90% Class room teaching,  
10% Internal Assessment comprising Unit test,  
Assignments and class room participation.

**Instructions for Paper-setter and candidates:**

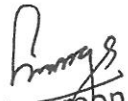
- i. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 12 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions carrying 2 marks (9x2 = 18 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 18 marks (4x18 = 72 marks).
- ii. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper –setter must put note (ii) in the question paper.**

**Course Contents**

**Unit-I**

Concept, Role and Significance of Police; Origin and development of Police in Ancient, Medieval and British Period. Police Reforms in India after Independence.

  
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**Unit-II**

Organization and Working of Union Ministry of Home Affairs; Organization and Working of Central Police Organizations with special reference to Central Bureau of Investigation (CBI); Intelligence Bureau (IB); Bureau of Police Research and Development (BPR&D); and National Crime Records Bureau (NCRB).

**Unit-III**

Origin, Structure and Working of Central Armed Police Forces (CAPFs) with Special Reference to BSF, CRPF, ITBP, CISF and SSB.

**Unit-IV**

Organization and Working of Police Administration at the State Level, District Level and Police Station Level. Commissionerate System of Policing. Community Policing: Concept and significance.

**Essential Readings:**

1. Gupta, Anandswarup : The Police in British India: 1861-1947, Bureau of Police Research & Development, New Delhi, 2007.
2. Srivastava, Aparna : Role of Police in a Changing Society, A.P.H. Publishing Corporation, New Delhi, 1999.
3. Sharma, P. D. : Indian Police – A Developmental Approach, Research Publications, New Delhi, 1977.
4. Sen, Shankar : Indian Police Today, Ashish Publishing House, New Delhi, 1994.
5. K.P Singh : Police Gyan Vigyan, Bright Law House, New Delhi, 2004.
6. Dr. Kuldeep Singh : Police Administration: Theory and Practice, Selective & Scientific Books, New Delhi, 2022.

**Further Readings**

1. Vadackumchery, James: National Police Commission: Issues for Rethinking, APH Publishing Corporation, New Delhi, 1998.
2. Saxena, Anil K. : Professionalism in Indian Police, A.P.H. Publishing Corporation, New Delhi, 1997.
3. Chaturvedi, J.C. : Police Administration and Investigation of Crime, Isha Books, Delhi, 2006.
4. Bailey, David, H. : The Police and Political Development in India, Princeton University Press, New Jersey, 1969.

-146-

## POLICE ADMINISTRATION

Syllabus of B.A. (Hons.) 1<sup>st</sup> Sem. Examination 2023 under NEP

Paper I: BAHPOAD- MDSC1: Criminal Justice Administration in India

Total Credits: 3 (Theory: 2 lectures + Tutorial: 1 lecture)

Max. Marks: 75

Theory: 60 marks

Int. Ass. : 15 marks

Time: 3 Hours

### Course Objective

The principal objective of this paper is to acquaint the students with the Criminal Justice Administration in India. The students will be given inputs on various pillars of Criminal Justice Administration specially Police, Courts and Prison system in India. The students will study the role and significance of police, its evolution from ancient times till independence and police reforms in India after independence. Further, The student will be imparted knowledge on criminal courts and their jurisdiction, criminal justice administration under CrPC and prosecution system in India.

### Course Outcomes

The purpose of this paper is to impart knowledge about the working of various pillars of criminal justice system in India. After successful completion of the course, the student would be able to understand how various pillars of the criminal justice system such as police, courts and prison function in India.

### Pedagogy of the Course Work:

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

### Instructions for Paper-setter and candidates:

- iii. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks (6x2 = 12 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks (4x12 = 48 marks).
- iv. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper –setter must put note (ii) in the question paper.

### Unit-I

Concept, Role and Significance of Police; Origin and development of Police in Ancient, Medieval and British Period. Organization and Working of Police at the State, District and Police Station Level.

5  
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-148-

### Unit-II

Criminal courts and their jurisdiction: Supreme court of India; High courts; and Subordinate courts.  
Criminal Justice Administration under CrPC- role of magistrates and trial courts.  
Prosecution system- Prosecutorial functions.

### Unit-III

Prison Administration: Origin of Prison System, Statutory Prisons in India. Classification and Organization of Various Categories of Prisons in India.

### Unit-IV

Police Reforms in India after Independence.  
Problems of Prisons in India.  
Public Interest Litigation; Judicial Review.

#### Essential Readings:

1. Gupta, Anandswarup : The Police in British India: 1861-1947, Bureau of Police Research & Development, New Delhi, 2007.
2. Srivastava, Aparna : Role of Police in a Changing Society, A.P.H. Publishing Corporation, New Delhi, 1999.
3. Sharma, P. D. : Indian Police – A Developmental Approach, Research Publications, New Delhi, 1977.
4. Sen, Shankar : Indian Police Today, Ashish Publishing House, New Delhi, 1994.
5. K.P Singh : Police Gyan Vigyan, Bright Law House, New Delhi, 2004.
6. Paranjpe, N.V. : Criminology and Penology, Central Law Publications, Allahabad, 2008
7. Dr. Kuldeep Singh : Police Administration: Theory and Practice, Selective & Scientific Books, New Delhi, 2022.

#### Further Readings

1. Chaturvedi, J.C. : Police Administration and Investigation of Crime, Isha Books, Delhi, 2006.
2. Saxena, Anil K. : Professionalism in Indian Police, A.P.H. Publishing Corporation, New Delhi, 1997.
3. Singh Deipa, Singh K P : Criminology, Penology and Victimology, The Bright Law House, New Delhi, 2013.

-148-

**B.A. (Hons.) 2<sup>nd</sup> Sem. Examination 2023 under NEP**  
**Paper II: BAHPOAD-DSC-2: Police Administration and Crime**  
**Total Credits: 4 (Theory: 3 lectures + Tutorial: 1 lecture)**

**Max. Marks: 100**  
**Theory: 90 marks**  
**Int. Ass. : 10 marks**  
**Time: 3 Hours**

**Course Objective**

The objective of this course is to introduce to the students, the Concept, Characteristics, and Causes of Crime. The endeavour also is to discuss the special forms of crime. Towards the end the students will be imparted knowledge relating to the role of Police in controlling crime.

**Course Outcomes**

The purpose of this paper is to impart knowledge about concept, characteristic & classification of crime. At the end of this course students will be able to know different types of crime & role of police in crime control. It will enhance their understanding about different types of crime and help them in evolving strategies to check crime as a practitioner.

**Pedagogy of the Course Work:** 90% Class room teaching,  
10% Internal Assessment comprising Unit test,  
Assignments and class room participation.

**Instructions for Paper-setter and candidates:**

- i. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 12 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions carrying 2 marks (9x2 = 18 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 18 marks (4x18 = 72 marks).
- ii. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper –setter must put note (ii) in the question paper.**

**Course Contents**


**Unit – I**

Crime: Concept, Characteristics and Classification.  
Causative factors of Crime.  
Crime Statistics in India: Sources and Problems.

**Unit- II**

Organized Crime: Meaning, Characteristics and Types.  
White Collar Crime: Meaning, Elements and Types.  
Cyber Crime: Meaning, Causes and Types.

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**Unit- III**

Crime Against Women: Concept, Incidence and Remedies.

Juvenile Delinquency: Meaning, Causes and Treatment.

Youth and Crime: Meaning, Characteristics and Trends.

**Unit- IV**

Drug related Crimes: Concept, Extent and Remedial Measures.

Custodial Crime: Concept, Extent and Remedial Measures.

Role of Police in Crime Control.

**Essential Readings**

1. Paranjpe, N.V. : Criminology and Penology, Central law Publication, Allahabad, 2008
2. Ahuja, R. : Criminology, Rawat Publication, Jaipur, 2008
3. Siddique, Ahmad : Criminology- Problems and Perspectives, eastern Books Co., Lucknow, 1993
4. Dr. Deipa Singh, Dr. K P Singh : Criminology, Penology and Victimology, The Bright Law House, New Delhi, 2013.

**Further Readings**

1. Gandhirajan, C. K : Organized Crime, A.P.H. Publishing Corp., New Delhi. 2004
2. Rao Venugopal Rao : Facets of Crime in India, Allied Publishers Private Limited, Bombay, 1967
3. Abadinsky, Howard : Organized Crime, Wordsworth- Thomson Learning Academy Resources Centre, C.A. 2003.



- 156 -

**B.A. (Hons.) 2<sup>nd</sup> Sem. Examination 2023 under NEP**

**Paper II: BAHPOAD- MDSC2: Crime Investigation**

**Total Credits: 3 (Theory: 2 lectures + Tutorial: 1 lecture)**

**Max. Marks: 75**

**Theory: 60 marks**

**Int. Ass. : 15 marks**

**Time: 3 Hours**

**Course Objective**

The course has been designed to impart students knowledge about the crime investigation done by the police after the incidence of crime. The students will be taught about the crime scene, its importance, inspection of crime scene and its preservation along with the investigation officer and his/ her role.

Further the students would be made aware about investigation, interrogation and interview techniques with a focus on witnesses, women and juvenile offenders.

**Course Outcomes**

The course intends to provide knowledge and develop skills among the students about the crime scene management. The students, after the successful completion of the course, would be able to learn how to preserve crime scene. They will also learn how to investigate various types of crime. Further, efforts will be made to develop skills among the students on interrogation and interview skills specially women and juvenile offenders.

**Pedagogy of the Course Work:**

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

**Instructions for Paper-setter and candidates:**

- i. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks (6x2 = 12 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks (4x12 = 48 marks).
- ii. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper –setter must put note (ii) in the question paper.**

**Unit-I**

Investigating Officer: Power of observation and its importance in Investigation; and Qualities of investigating officer.

-151-

**Unit-II**

Crime Scene: importance of crime scene; inspection of crime scene; and preservation of crime scene.

**Unit-III**

Investigation; interrogation; and interviews.

**Unit-IV**

Examination of witnesses; interrogation of women accused; and interrogation of juvenile offenders.

**Essentials Readings:**

1. Adams, Thomas F. : Police Field Operations, Prentice Hall, New Jersey, 1998
2. Petraco, Nicholas & Sherman, Hal : Illustrated Guide to Crime Scene Investigation, C.R.C. Press, Taylor & Francis Group Boca Raton, London, 2006.
3. Williams, J.E. Hall : The Role of the Prosecutor, Avebury, Gower Publishing Company, Ltd., England, 1988.
4. Carter, Robert E. : Arson Investigation, Glencoe Publishing Co., California, 1978.
5. International Association : Criminal Investigation: Basic Procedures, Bureau of of Chiefs of Police Operations and Research, Maryland, USA1975.
6. Fuqua, Paul & Wilson, Jerry V. : Security Investigator's Handbook, Gulf Publishing Company, London, 1979.
7. Vadackumchery, James : Professional Police Witness Interviewing, A.P.H. Publishing Corporation, New Delhi, 1999.
8. Dr. Kuldeep Singh : Police Studies, Bright Law House, New Delhi, 2015.

**Further Readings**

1. Singh, S.P. : Combating Bio- terrorism with Special Reference to Anthrax Bacteria, Reliance Publishing House, New Delhi, 2002.
2. Dutta, K.K. : Some Aspects of Criminal Law, A.P.H. Publishing Corporation, New Delhi, 1998.
3. Ghosh, S.K. and Rustamji, K.F. : Encyclopaedia of Police in India, Volume III Ashish Publishing House, New Delhi, 1997.
4. Vadackumchery, James : Indian Police and Miscarriage of Justice, A.P.H Publishing Corporation, New Delhi, 1997.
5. Vadackumchery, James : Police, the Court and Injustice, A.P.H. Publishing Corporation, New Delhi, 1999.
6. Sharma, R : Human Rights and Bail, A.P.H. Publishing Corporation, New Delhi, 2002.



-152-

Proposed syllabus

Appendix to Item No. XI

B.A./B.SC.(GENERAL) FIRST YEAR (SEMESTER SYSTEM ) 2023-24

7

Semester – I

BA (General) Political Science

Semester – I	Major Discipline Specific Core (Course- Core-I): Political Theory	Credit – 4
	Minor Discipline course (Course – I)	Credit – 4
	Multi-Disciplinary course (Course – I): Rights: Ideas and Movements	Credit – 3
	Ability Enhancement (Course – I) : Communication Skill and Grammar: English	Credit – 2
	Ability Enhancement (Course – I): Communication skill and Grammar :Hindi/Punjabi	Credit – 2
	Skill Enhancement (Course – I): Computer Literacy	Credit – 3
	Value Added (Course – I): Gender Issues in India	Credit – 2
	Internship (Community Service/ Outreach/ internship/ field based project(s))	Credit – 2
	<b>Total credits</b>	<b>Total - 22</b>

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## MAJOR DISCIPLINE SPECIFIC CORE (COURSE - CORE-I): POLITICAL THEORY

Total Credits	: 4 credits
Semester	: 15 weeks
Class lecture	: 60 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 100 marks
Theory	: 90 marks
Internal Assessment	: 10 marks

### INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:

- i. There shall be 9 questions in all.
- ii. In Question No. One, 15 short answer type questions be asked spreading over whole syllabus to be answered in 10-20 words each. The students shall have to attempt 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be a compulsory question.
- iii. Rest of the paper shall contain 4 Units. Each Unit shall have two questions and the candidates shall be given internal choice. The candidates shall attempt one question from each Unit i.e. 4 in all of 18 marks each.
- iv. For private and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper-setter must put note (d) in the question paper.**

### Objectives

The objective of this paper is to introduce first year undergraduate students to some of the basic aspects, concepts and themes in the discipline of Political Science.

### Unit-I

- *Political Science*: Meaning, Definition and Scope.
- Relationship of Political Science with other Social Sciences: History, Sociology and Economics

### Unit-II

- *The State*: Definition, Elements and its Distinction from Government and Society.
- *Theories of the Origin of State*: Social Contract, Historical/Evolutionary.

### Unit-III

- *State*: Liberal, Marxian  
Gandhi: Ideal State
- *Welfare State*: meaning and functions

### Unit-IV

- *Sovereignty*: Definition, Attributes/ Characteristics and Types.
- *Theories of Sovereignty*: Monistic and Pluralistic.
- *Political System*: a) Meaning & Characteristics.
- *Political System*: b) Functions according to David Easton & Almond & Powell.

### Books Recommended

1. A.C. Kapoor (2009) *Principles of Political Science*, S. Chand & Company, New Delhi
2. Andrew Heywood (1997) *Politics*, Macmillan, London
3. Andrew Heywood (1999) *Political Theory: An Introduction*, MacMillan Press, London
4. Andrew Heywood (2004) *Political Theory: An Introduction*, Third Edition, Palgrave MacMillan
5. Aron I. Skoble & Fiber R. Maclian (eds.) (1999) *Political Philosophy: Essential Selections*, Pearson Education
6. Frank Bealey, Richard Chapman and Michael Sheehan (1999) *Elements in Political Science*, Edinburgh University Press, Edinburgh
7. J.C. Johri (2009) *Principles of Modern Political Science*, Sterling Publishers, New Delhi.
8. M.P. Jain (Punjabi & Hindi) (19910) *Political Theory*, Authors Guild Publication, Delhi
9. O.P. Gauba (2009) *An Introduction to Political Theory*, Macmillan India Ltd., New Delhi
10. Robert A. Dahl & Bruce S. Finebric Kner (2003) *Modern Political Analysis*, Sixth Edition Pearson, Education
11. S.P. Verma (1983) *Modern Political Theory*, General Publishing House, New Delhi


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**MINOR DISCIPLINE COURSE (COURSE – I):**

Total Credits : 4 credits  
Semester : 15 weeks  
Class lecture : 60 hours (three 1 hour lecture per week)  
Field based learning/project/workshop activities: one 2 hour duration per week  
Max. Marks : 100 marks  
Theory : 90 marks  
Internal Assessment : 10 marks

**Any student opting Political Science as his/her minor course would be taking up the discipline specific course as his/her minor course.**

**The students would choose core paper from any other discipline (4 credits)**

  
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## MULTI-DISCIPLINARY COURSE (COURSE – D): RIGHTS: IDEAS AND MOVEMENTS

Total Credits	: 3 credits
Semester	: 15 weeks
Class lecture	: 45 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	one 2 hour duration per week
Max. Marks	: 75 marks
Theory	: 60 marks
Internal Assessment	: 15 marks

### INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:

- i. There shall be 4 questions in all.  
In Question No. One, 15 short answer type questions be asked spreading over whole syllabus to be answered in 10-20 words each. The students shall have to attempt 10 short answer type questions i.e. 1.5 marks of each. It shall carry 15 marks and shall be a compulsory question.
- ii. Rest of the paper shall contain 3 Units. Each Unit shall have two questions and the candidates shall be given internal choice. The candidates shall attempt one question from each Unit i.e. 3 in all of 15 marks each.
- iii. For private and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper-setter must put note (d) in the question paper.**

### Objectives

The paper introduces the various ways in which the notion of rights has been conceptualized in theory and the debates emerging from the rights-based movements.

### Unit-I

Notions of Rights: Nature/Characteristics, Classification of Rights: Civil, Economic and Political

### Unit-II

Human Rights: Nature/Characteristics

Farmers Movement: Issues in Post Green Revolution Period

Environment Movement: Narmada Bachao Movement, Tehri Dam Conflict

### Unit-III

National Human Rights Commission: Composition and Functions

Issues of Displaced People with special reference to North-Western India

### Books Recommended

1. Arnold, Christopher (1978), *Ideas and Ideology: Human Rights*, Edward Arnold.
2. Baviskar, Amita (1995), *In the Belly of the River: Tribal Conflicts Over Development in the Valley*, OUP, Delhi.
3. Baxi, Upendra (2002), *The Future of Human Rights*, Oxford University Press, Delhi.
4. Beteille, Andre (2003), *Antinomies of Society: Essays on Ideology and Institutions*, Oxford University Press, Delhi.
5. Bose, Tapan K. and Rita Manchanda (1998), *States, Citizens and Outsiders: The Uprooted Peoples of South Asia*, *South Asia Forum for Human Rights*, Kathmandu.
6. Butalia, Urvashi (1998) *The Other Side of Silence: Voices from the Partition of India*, Viking, Delhi.
7. Claude, Richard Pieree and Burns H. Weston (1989), *Human Rights in the World Community: Issues and Actions*, University of Pennsylvania Press, Philadelphia.
8. D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241- 262.
9. D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70
10. Donnelly, Jack, *The Concept of Human Rights*, Croom Helm, London, 1985.
11. Dubois, M (1991) "The Governance of the Third World: A Foucauldian Perspective on Power Relations in Development", *Alternatives*, 16, 1, Winter.
12. Freedon, Michael (1998) *Rights, World View*, Delhi.
13. Gordenker, Leon (1987) *Refugees in International Politics*, Columbia University Press, New York.
14. Gudwin-Gill, Guy S. (1983), *The Refugee in International Law*, Clarendon, Oxford.

15. Haragopal, G. (1997) *The Political Economy of Human Rights*, Himachal Publishing House, Mumbai.
16. J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.
17. Kochler, Hans (1995) "The Concept of the Nation and the Question of Nationalism : The Traditional "Nation State" vs. a Multicultural 'Community State' in Michael Dunne and Tizianno Bonazzi (eds.) *Citizenship and Rights in Multicultural Societies*, Keele University Press, Keele.
18. Kothari, Smith and Harsh Sethi (ed.) (1989), *Rethinking Human Rights, Challenges for Theory and Action*, Lokayan.
19. Kothari, Smitu (1990) "The Human Rights Movement in India," *Social Action*, January-March Pp. 1-15.
20. Kumar, Radha (1997) *Divide and Fall? Bosnia in the Annals of Partition*, Verso, London, 1997.
21. Kymlicka Will, *Multicultural Citizenship: A Liberal Theory of Minority Rights*, Clarendon, Oxford, 1996.
22. M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
23. Macfarlane, L. J., *The Theory and Practice of Human Rights*, Maurice Temple Smith, London, 1985.
24. Motilal, Shashi and Nanda, Bijayalaxmi (2006) *Human Rights, Gender and the Environment*, New Delhi: Allied Publishers.
25. Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) *Human Rights, Gender and the Environment*, New Delhi: Pearson.
26. R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.
27. Tripathy, Radhanath (ed.) (2019) *Human Rights, Gender and the Environment*, New Delhi: Scholartech Press.

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**Ability enhancement (course – I): Communication skill and Grammar: English**

Total Credits	: 2 credits
Semester:	
Class lecture	: 30 hours (two 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 50 marks
Theory	: 40 marks
Internal Assessment	: 10 marks

Content to be prepared by the Department of English.

**Ability enhancement (course – I): Communication skill and Grammar: Hindi/Punjabi**

Total Credits	: 2 credits
Semester:	
Class lecture	: 30 hours (two 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 50 marks
Theory	: 40 marks
Internal Assessment	: 10 marks

Content to be prepared by the Department of English/Hindi/Punjabi.

**Skill Enhancement (course – I): Computer Literacy**

Total Credits	: 3 credits
Semester	: 15 weeks
Class lecture	: 45 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	one 2 hour duration per week
Max. Marks	: 75 marks
Theory	: 60 marks
Internal Assessment	: 15 marks

Content to be prepared by the Department of Computer

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## Value Added (Course– I): Gender Issues in India

Total Credits	: 2 credits
Semester:	
Class lecture	: 30 hours (two 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 50 marks
Theory	: 40 marks
Internal Assessment	: 10 marks

**Note: The course shall be conducted through class lecture, workshop, presentations, written assignment.**

### Objectives

The paper introduces the various ways in which the notion of women issues, problems, role and rights have been conceptualized in theory.

### Unit-I

Feminism: Characteristics and nature

Issue and problems of women in India: A study of social, economic and cultural perspective

### Unit-II

Role of women in India Politics in Post Independent era

Gender inequality in India: causes and remedies

### Books recommended

1. A. Taneja, (2005) Gandhi Women and the National Movement 1920-1947, New Delhi; Haranand Publisher.
2. Allison Jagger (1983), *Feminist Politics and Human Nature*, Rowman & Allanheld
3. Anne Philips (1991), *Engendering Democracy*, Cambridge, Polity Press
4. Carole Pateman (1989), *The Sexual Contract*, Stanford University Press
5. Chakravarti, Uma (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree
6. Germaine Greer (1970) *The Female Eunuch*
7. Iris Marion Young (1990), *Justice and the Politics of Difference*, Princeton University Press
8. Judith Butler (1990), *Gender Trouble: Feminism and the Subversion of Identity*, New York, Routledge.
9. Kate Millet (1969), *Sexual Politics*, Granada Publishing
10. Menon, Nivedita (ed) (2000) *Gender and Politics in India*, Oxford University Press, Delhi. Patel,
11. Motilal, Shashi and Nanda, Bijayalaxmi (2006) *Human Rights, Gender and the Environment*, New Delhi: Allied Publishers.
12. Nancy Fraser and Linda J. Nicholson (1988), *Social Criticism without Philosophy: An Encounter between Feminism and Postmodernism in Theory Culture Society*.
13. Priyam, Manisha; Banerjee, Madhulika and Menon, Krishna (2009) *Human Rights, Gender and the Environment*, New Delhi: Pearson.
14. Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218
15. Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph 114
16. Simone de Beauvoir (1972) *The Second Sex*, 1949 translated by H.M. Parshley, Penguin
17. Sujata et al (eds) (2003) *Gender and Caste: Issues in Contemporary Indian Feminism*, Kali for Women, Delhi.
18. Susan Moller Okin (1979) *Women in Western Political Thought*, Princeton, Princeton University Press.
19. Tripathy, Radhanath (ed.) (2019) *Human Rights, Gender and the Environment*, New Delhi: Scholartech Press.

## Internship

(Community Service/Outreach/internship/field based project(s))

Total Credits : 2 credits

Semester:

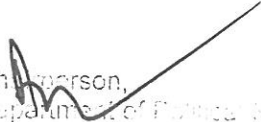
Class lecture : 30 hours (two 1 hour work in the field)

Field based learning/project/workshop activities: one 2 hour duration per week

Max. Marks : 100 marks

Theory : 90 marks

Internal Assessment : 10 marks

  
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**B.A./B.SC.(GENERAL) SECOND YEAR (SEMESTER SYSTEM ) 2023-24**

**Semester – II**

**BA (General) Political Science**

Semester – II	Major Discipline Specific Core (Course- CORE-II): Indian Government and Politics	Credit – 4
	Minor Discipline Course (Course – II)	Credit – 4
	Multi-Disciplinary Course (Course – II): Indian Constitution: An Introduction	Credit – 3
	Ability enhancement (Course – II) : Communication skill and Grammar: English	Credit – 2
	Ability Enhancement (Course – II): Communication skill and Grammar: Punjabi/Hindi	Credit – 2
	Skill Enhancement (Course – II): Advanced Computer Literacy	Credit – 3
	Value added (Course – II): Modern Indian Knowledge Traditions	Credit – 2
	Summer Internship (Community Service/ Outreach/ internship/ field based project(s))	Credit – 2
	<b>Total credits</b>	<b>Total - 22</b>

  
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**MAJOR DISCIPLINE SPECIFIC CORE (COURSE - CORE-II): INDIAN GOVERNMENT AND POLITICS**

Total Credits	: 4 credits
Semester	: 15 weeks
Class lecture	: 60 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 100 marks
Theory	: 90 marks
Internal Assessment	: 10 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

- i. There shall be 9 questions in all.
- ii. In Question No. One, 15 short answer type questions be asked spreading over whole syllabus to be answered in 10-20 words each. The students shall have to attempt 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be a compulsory question.
- iii. Rest of the paper shall contain 4 Units. Each Unit shall have two questions and the candidates shall be given internal choice. The candidates shall attempt one question from each Unit i.e. 4 in all of 18 marks each.
- iv. For private and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper-setter must put note (d) in the question paper.**

**Objectives**

This paper provides students with a basic knowledge of the fundamental elements and institutions of government, politics and processes in India at both the center and state levels.

**Unit-I**

1. Basic Features of Indian Constitution
2. Preamble and its perceptions
3. Indian Federalism: Features and emerging trends

**Unit-II**

1. Fundamental Rights (Art14-Art 32) : Meaning, Explanation
2. Fundamental Duties- Meaning, Explanation
3. Directive Principles of State Policy (Art 36 - Art 51): Liberal, Socialist, Gandhian and International

**Unit-III**

1. President: Election, Powers, Position
2. Parliament: Composition and Powers
3. Prime Minister: Appointment, Powers, Position
4. Supreme Court: Composition, Jurisdiction

**Unit-IV**

1. Governor: Appointment, Powers, Role
2. State Legislature: Composition, Functions of legislative assembly
3. High Court: Composition, Jurisdiction

**Books Recommended:**

1. A. Thiruvengadam, (2017), The Constitution of India, A Contextual Analysis, Oxford: Bloomsbury (Ch.2 Parliament and the Executive, pp.39-70)
2. A.G. Noorani (2000) Constitutional Questions in India, Oxford University Press
3. Acharya, A. (2008) 'Affirmative Action', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 298-307.
4. Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 58-73.
5. Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.
6. Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.
7. C.P. Bhambri (1997) The Indian State Fifty Years, New Delhi, Shipra

8. Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 149- 165.
9. Chakravarty, B. & Pandey, K. P. (2006) Indian Government and Politics. New Delhi: Sage.
10. Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 241-288.
11. D.D. Basu (1994) An Introduction to the Constitution of India, New Delhi, Prentice Hall, 1994.
12. E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in Coalition Politics and Democratic Consolidation in Asia, New Delhi: Oxford University Press.
13. F.R. Frankel (2005), India's Political Economy 1947-2004: The Gradual Revolution, Oxford, Oxford University Press.
14. Frances E O. (1985) 'The Myth of State Intervention in the Family', University of Michigan Journal of Law Reform. 18 (4), pp. 835-64.
15. G. Austin (1966) The Indian Constitution: Corner Stone of a Nation, Oxford, Oxford University Press.
16. G. Austin (1999) Working a Democratic Constitution: A History of the Indian Experience, New Delhi, Oxford University Press.
17. G. Austin (2010), The Indian Constitution: Cornerstone of a Nation, New Delhi: Oxford University Press, 15th print (Chapter 7: The Judiciary and the Social Revolution, pp.164-185)
18. Iqbal Narain (ed.) (1967) State Politics in India, Meerut, Meenakshi Parkashan
19. Jha, M. (2001) 'Ramabai: Gender and Caste', in Singh, M.P. and Roy, H. (eds.) Indian Political Thought: Themes and Thinkers, New Delhi:
20. Kumar Ashutosh (2017), 'Rethinking State Politics in India', Second Edition, Routledge Taylor & Francis Group London and New York.
21. M.V. Pylee (1977) Constitutional Government in India, Bombay, Asia Publishing House
22. M.V. Pylee (1998) An Introduction to the Constitution of India, New Delhi, Vikas, 1998.
23. Menon, K. (2008) Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 74-82.
24. Niraja Gopal Jayal (ed.) (2001) Democracy in India, Oxford University Press, Delhi
25. P. Brass (1974) Language, Religion and Politics in North India, London, Cambridge University Press
26. P. Brass (1994) Politics of India Since Independence, Hyderabad, Orient Longman, 1990.
27. P. Brass (1995) Ethnic Groups and the State, London, Croom Helm, 1995.
28. P. Brass, Caste (1985) Faction and Party in Indian Politics, Vol. II : Election Studies, Delhi, Chanakya Publications
29. P. Chatterjee (2011), The State, in N G Jayal and P Mehta (eds) The Oxford Companion to Politics in India, OUP, New Delhi. pp. 3-14.
30. Partha Chatterjee (ed.) (1999) State and Politics in India, Oxford University Press, 1999.
31. Pearson. Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 224-235
32. R. Kothari (1967) Party System and Election Studies, Bombay, Asia Publishing House
33. R. Kothari (1970) Politics in India, New Delhi, Orient Longman
34. R. Kothari (1988) State Against Democracy: In Search of Human Governance, Delhi, Ajanta
35. R. Kothari, (1970) 'Introduction', in Caste in Indian Politics, Delhi: Orient Longman, pp.3- 25.
36. Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory, New York: Oxford University Press, pp. 103-125.
37. S. Deshpande (2016), 'Caste in and as Indian Democracy', New Delhi: Seminar, No.677, pp. 54-58.
38. S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) Politics and Ethics of the Indian Constitution, New Delhi: Oxford University Press, pp. 143-163.
39. S.K. Chaube (2010), The Making and Working of the Indian Constitution, New Delhi: National Book Trust (Chapter V: 'The Rights of the Indians', pp.33-61
40. S.P. Verma, and C.P. Bhambri (ed.) (1967), Election and Politics Consciousness in India, Meerut, Meenakshi Parkashan
41. Sethi, A. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 308-319
42. Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 40-57.
43. Sumit Ganguly (ed.) (2009) India's Foreign Policy: Retrospect and Prospect, OUP.
44. Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.
45. T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) Indian Democracy: Meanings and Practices, New Delhi: Sage, pp. 235-256.
46. Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 88-105.
47. U. Chakravarti. (2003) 'Caste and Gender in Contemporary India', in Gendering Caste Through a Feminist Lens. Calcutta: Stree, pp.139-317.

48. Wolf, J. (2008) 'Social Justice', in McKinnon, C. (ed.) Issues in Political Theory. New York: Oxford University Press, pp. 172-193.
49. Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P.R. DeSouza and E. Sridharan (eds.) India's Political Parties, New Delhi: Sage Publications, pp. 73-115.
50. Zoya Hasan, E. Sridharan and R. Sudarshan (ed.) (2004), India's Living Constitution : Ideas, Practices, Controversies, Permanent Black, New Delhi.

**MINOR DISCIPLINE COURSE (COURSE – II):**

Total Credits	: 4 credits
Semester	: 15 weeks
Class lecture	: 60 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	one 2 hour duration per week
Max. Marks	: 100 marks
Theory	: 90 marks
Internal Assessment	: 10 marks

**Any student opting Political Science as his/her minor course would be taking up the discipline specific course as his/her minor course.**

**The students would choose core paper from any other discipline (4 credits)**

**MULTI-DISCIPLINARY COURSE (COURSE – II): INDIAN CONSTITUTION: AN INTRODUCTION**

Total Credits	: 3 credits
Semester	: 15 weeks
Class lecture	: 45 hours (three 1 hour lecture per week)
Field based learning/project/workshop activities:	one 2 hour duration per week
Max. Marks	: 75 marks
Theory	: 60 marks
Internal Assessment	: 15 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

- i. There shall be 4 questions in all.  
In Question No. One, 15 short answer type questions be asked spreading over whole syllabus to be answered in 10-20 words each. The students shall have to attempt 10 short answer type questions i.e. 1.5 marks of each. It shall carry 15 marks and shall be a compulsory question.
- ii. Rest of the paper shall contain 3 Units. Each Unit shall have two questions and the candidates shall be given internal choice. The candidates shall attempt one question from each Unit i.e. 3 in all of 15 marks each.
- iii. For private and reappear candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper-setter must put note (d) in the question paper.

**Objectives**

The Constitution of India is the foundational text of constitutional democracy in India. It is also the supreme law of the land. The course aims to enable students from different disciplines to have an overview of the constitutional antecedents and the historical context of its origin and its basic tenets, which provide the organizing framework for democracy in India, the course expects to bring historical insights in making the constitutional text comprehensible to the students belonging to the new millennium.

The course traces the history of the Constitution both in the colonial legislations and in the declaration and reports produced in the course of the Indian National Movement. It focuses on the creation and the working of the Constituent Assembly as part of a transformative vision for independent India. The basic features of the Constitution form the core themes of the course introducing students to the philosophy behind them and the final form in which they were adopted in the Indian Constitution to make it a document for social revolution. The course aims at providing students coming from different disciplines with both a textual and a contextual introduction to the Indian Constitution.

**Unit-I**

Founding Principles of Indian Constitution: Preamble  
Indian Constitution: salient features

**Unit-II**

Fundamental Rights: Articles 14 to 32  
Fundamental Duties

**Unit-III**

Union Parliament: Lok Sabha: powers and functions, Rajya Sabha: powers and functions  
President: Powers and Position  
Supreme Court Jurisdiction

**Books recommended**

**1. Making of the Constitution of India: Constitutional Antecedents, Constituent Assembly Debates**

**(a) Constitutional antecedents**

1. Arun Thiruvengadam, 2018, Origin and Crafting of the Constitution (pp. 11 to 26), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.



2. D D Basu, 2011, The Historical background in *Introduction to the Constitution of India* (20th ed.). 134 Lexis Nexis, India.
3. Shibani Kinkar Chaube, 2010, Pre History, in *The Making and Working of the Indian Constitution*, NBT, India.

**(b) Making of the Constitution of India**

1. Granville Austin, 1966, The Constituent Assembly- Microcosm in Action, in *Indian Constitution, Cornerstone of a Nation*, OUP.
2. Shibani Kinkar Chaube, 2000, Birth of the Constituent Assembly, in *Constituent Assembly of India: Springboard of Revolution*, Manohar.
3. Subhash Kashyap, 1994, Making of the Constitution, in *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, NBT, India.
4. Udit Bhatia, 2018, edited, *The Indian Constituent Assembly: Deliberations on Democracy*, London, Routledge.

**2. Basic Features of the Indian Constitution**

1. B R Ambedkar, 2010, Basic features of the Indian Constitution, in Valerian Rodrigues (ed), *The essential writings of BR Ambedkar*. Oxford University Press, India.
2. D D Basu, 2011, Outstanding Feature of Our Constitution in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.
3. Ivor Jennings, 1953, Introduction, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.
4. Madhav Khosla, 2012, *The Indian Constitution*. New Delhi: Oxford University Press.
5. Madhav Khosla, 2020. *India's Founding Moment: The Constitution of a Most Surprising Democracy*. Cambridge: Harvard University Press
6. Sujit Choudhry, Madhav Khosla and Pratap Bhanu Mehta, 2016, *The Oxford Handbook of the Indian Constitution*, New York, Oxford University Press.

**3. Fundamental Rights**

1. *Constitution*, NBT, India. D D Basu, 2011, Fundamental Rights and Duties (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India. Arun Thiruvengadam, 2018, Fundamental rights, Directive Principles and the Judiciary (pp. 118-137), in *The Constitution of India, a Contextual Analysis*, Hart Publishing.
2. Primary text: Article 14- 32, Part III, The Constitution of India Granville Austin, 1966, The Conscience of the Constitution- Fundamental Rights and Directive
3. Principles of State Policy- I (pp. 63-94), in *Indian Constitution, Cornerstone of a Nation*, OUP Shibani Kinkar Chaube, 2010, Rights of Indians, in *The Making and Working of the Indian*

**4. Obligations of State and Duties of Citizens**

1. D D Basu, 2011, Directive Principles of State Policy (pp. 79- 142), in *Introduction to the Constitution of India* (20th ed.). Lexis Nexis, India.
2. Gautam Bhatia, 2016, Directive Principles of State Policy, in Sujit Choudhry, et al, *The Oxford Handbook of the Indian Constitution*, New Delhi: OUP
3. Ivor Jennings, 1953, Directives of Social Policy, in *Some Characteristics of Indian Constitution*, 135 G Cumberlege and Oxford University Press.
4. Primary text: Article 36- 51A, Part IV and IVA, The Constitution of India
5. Shibani Kinkar Chaube, 2010, Duties of State and Citizens, in *The Making and Working of the Indian Constitution*, NBT, India.

**5. Organs of Constitutional Governance- Legislature, Executive and Judiciary**

1. Arun Thiruvengadam, 2018, The Executive and the Parliament, in *The Constitution of India, a Contextual Analysis*, Hart Publishing
2. *Constitution*, NBT, India Granville Austin, 1966, *Indian Constitution, Cornerstone of a Nation*, OUP, pp. 145- 230.
3. *Constitution*, NBT, India S.K. Chaube, Union Government 2: The Legislature, in *The Making and Working of Indian*

4. D.D. Basu, 2011, The Judicature (pp. 299- 313), in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.
5. M.R. Madhavan, 2017, Parliament, in D. Kapur, P.B. Mehta and M Vaishnav (eds.), *Rethinking Public Institutions in India*, Oxford University Press
6. Pratap Bhanu Mehta, 2005, India's Judiciary: the Promise of Uncertainty, in *Public Institutions in India: Performance and Design*, OUP, India.
7. Primary Text: Part V, The Constitution of India S.K. Chaube, Union Government- 1: The Executive, in *The Making and Working of Indian*
8. Punam S Khanna, 2008, The Indian Judicial system, in K Sankaran and U K Singh (eds), *Towards Legal Literacy: An Introduction to Law in India*, OUP.
9. Sudha Pai, 2020, *Constitutional and Democratic Institutions in India: A Critical Analysis*, Hyderabad, Orient Blackswan.

#### 6. Centre-State Relations and Decentralization

1. D D Basu, 2011, Distribution of Legislative and Executive Powers, in *Introduction to the Constitution of India* (20thed.). Lexis Nexis, India.
2. Ivor Jennings, 1953, Indian Federalism, in *Some Characteristics of Indian Constitution*, G Cumberlege and Oxford University Press.
3. M.P. Singh and Rekha Saxena, 2013, Asymmetrical Federalism, in *Federalising India in the Age of Globalisation*, Primus
4. S.K. Chaube, Local Government, in *The Making and Working of Indian Constitution*, NBT, India.

**Ability enhancement (course – I): Communication skill and Grammar: English**

Total Credits : 2 credits  
Semester:  
Class lecture : 30 hours (two 1 hour lecture per week)  
Field based learning/project/workshop activities: One 2 hour duration per week  
Max. Marks : 50 marks  
Theory : 40 marks  
Internal Assessment : 10 marks

Content to be prepared by the Department of English.

**Ability enhancement (course – I): Communication skill and Grammar: Hindi/Punjabi**

Total Credits : 2 credits  
Semester:  
Class lecture : 30 hours (two 1 hour lecture per week)  
Field based learning/project/workshop activities: One 2 hour duration per week  
Max. Marks : 50 marks  
Theory : 40 marks  
Internal Assessment : 10 marks

Content to be prepared by the Department of Hindi/Punjabi.

**Skill Enhancement (course – I): Computer Literacy**

Total Credits : 3 credits  
Semester : 15 weeks  
Class lecture : 45 hours (three 1 hour lecture per week)  
Field based learning/project/workshop activities: one 2 hour duration per week  
Max. Marks : 75 marks  
Theory : 60 marks  
Internal Assessment : 15 marks

Content to be prepared by the Department of Computer

Chairperson,  
Department of Technical Education  
Per  
Chandigarh

## Value Added (course – I): MODERN INDIAN KNOWLEDGE TRADITION

Total Credits	: 2 credits
Semester:	
Class lecture	: 30 hours (two 1 hour lecture per week)
Field based learning/project/workshop activities:	One 2 hour duration per week
Max. Marks	: 50 marks
Theory	: 40 marks
Internal Assessment	: 10 marks

**Note: The course shall be conducted through class lecture, workshop, presentations, written assignment.**

### Objectives

This paper is designed for students who are from other disciplines and wish to have a basic understanding of the various themes that has shaped Indian society and politics. It revolves around key concepts based on original texts which would help the students to critically engage with the ideas.

### Unit-I

Vivekananda: Spiritualism and Nationalism  
Gandhi: Satyagraha and Ahinsa

### Unit-II

Ambedkar: Nyaya (Social Justice)  
Deen Dayal Upadhyaya : Integral Humanism

### Books recommended

#### Vivekananda: Spiritualism and Nationalism

1. Pearson Kiggley, Dermot (1990) 'Vivekananda's western message from the East' in William Radice (ed) Swami Vivekananda and modernization of Hinduism, New Delhi: Oxford University Press.
2. Sen, Amiya P. (2011), 'Vivekanand: Cultural Nationalism', in M. P. Singh and Himanshu Roy (ed.), *Indian Political Thought: Themes and Thinkers* Delhi.

#### Gandhi: Satyagraha and Ahinsa

1. Dalton, Denis (1982) *Indian Idea of freedom*, Gurgaon: Academic Press, pp 154-190
2. Parel, A. (ed.) (2002), 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

#### Ambedkar: Nyaya (Social Justice)

1. Pantham, Thomas and Kenneth Deutsch (ed) (1986) *Political Thought in Modern India*, New Delhi: Sage, pp 161-175
2. Rodrigues, Valerian (2002) *The Essential writings of B.R Ambedkar*, Delhi: Oxford University Press, pp 1-44

-170-

## Summer Internship

(Community Service/Outreach/internship/field based project(s))

Total Credits : 2 credits

Semester:

Class lecture : 30 hours (two 1 hour work in the field)

Field based learning/project/workshop activities: one 2 hour duration per week

Max. Marks : 100 marks

Theory : 90 marks

Internal Assessment : 10 marks

Charpreet  
Department of Political Science  
Panjab University,  
Chandigarh



Appendix to Item No. 2038/AM  
588/PS4  
16/05/23

-171-

8

PSYCHOLOGY

B.A. (GENERAL) FIRST YEAR EXAMINATION, 2023-24

SEMESTER-I Paper : Introduction to Psychology-I

**Semester-I**

Max. Marks	:	100
Theory	:	60 marks
Practical	:	30 marks
Internship/Community Activities	:	10 Marks

Objectives : (I) The course introduces to the students the general concepts and historical viewpoints in general psychology. The students would also get an understanding of the principles and theories in different areas like personality, motivation, intelligence, etc. The course also appraises them of the concept of growth and development and also introduces them to the elementary statistics.

(II) Pedagogy of the Course Work: 60% Lectures and inclass activities (including expert lectures). 30% Internship/Community activities.

**Unit-I**

Nature, Scope, History and Psychology as a Science

**Unit-II**

Learning Meaning, Nature, Types and Theories

**Unit-III**

Emotion Meaning, Nature, Types and Theories: James- Lange, Cannon Bard, Schacter-Singer Theory

**Unit-IV**

Practical (2 credits)

Familiarization of any Five Tests/Tools

-172-

**Instructions for Paper Setters:**

Total :06 Questions (02 from each Unit of Theory) Any 04 Questions are to attempt  
(15 marks for each question) Total Marks for theory = 60  
Total Marks for Practical=30  
10 marks Internship/Community Services  
Total aggregate marks =100

**Credits descriptions:**

Core Course-06 Credits (04 Theories and 02 Practical)  
01 Credit = 01 Hour theory Per Week  
01 Credit =02 Hours per Week practical  
01 Credit = 02Hour Two weeks for Internship (04 weeks @02credits)

**Suggested Readings:**

1. Baron, R.A. (2003). Psychology, New Delhi : Pearson Education.
2. Ciccarelli, D. (2008). Introduction to Psychology, Delhi: Pearson.
3. Das, J.P. (1998). The Working Mind: An Introduction to Psychology. New Delhi: Sage.
4. Feldman, R.S. (2014). Understanding Psychology. New Delhi : Tata McGraw Hill.
5. Garrett, H.E. (1966). Statistics in Psychology and Education, New Delhi : Vakils, Feffer and Simons.
6. Kerlinger, F. N. (1964). Foundations of Behavioural Research. New York: Rinehart and Winston.
7. Morgan, C.T., King, R.A., J.R. Weisz and Schopler, J. (1987). Introduction to Psychology, Singapore: McGraw, Hill.

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Dr. *[Signature]*  
15/5/2023

Chairperson,  
Deptt. of Psychology  
P.U. Chandigarh



-173-

PSYCHOLOGY

B.A. (GENERAL) FIRST YEAR EXAMINATION, 2023-24  
SEMESTER-II Paper : Introduction to Psychology-II

Semester-II

Max. Marks	:	100
Theory	:	60 marks
Practical	:	30 marks
Internship/Community Activities	:	10 Marks

Objectives : (I) The course introduces to the students the general concepts and historical viewpoints in general psychology. The students would also get an understanding of the principles and theories in different areas like personality, motivation, intelligence, etc. The course also appraises them of the concept of growth and development and also introduces them to the elementary statistics.

(II) Pedagogy of the Course Work: 60% Lectures and inclass activities (including expert lectures). 30% Internship/Community activities

MAJOR II (4 Credits)  
Introduction to Psychology-II  
(04 Credits)

Unit-I,  
Intelligence Concept and Nature, Factors affecting, Types and Theories: Spearman, Thurston, Cattell,  
Unit-II,  
Personality Concept, Nature, Types, measurement and Theories: Trait Theories and Psychoanalytic Theory.  
Unit-III,  
Motivation Concept, Nature, Types and Theories: Humanistic-Maslow, Need Theories- McClelland and Murray.  
Unit-IV,

- Practical:  
Any Four Practical: (2 credits)
1. Measurement of Motivation
  2. Big Five Personality Inventory.
  3. Verbal Test of Intelligence
  4. Non Verbal Test of Intelligence
  5. 16-PF test

-174-

**Instructions for Paper Setters:**

Total :06 Questions (02 from each Unit of Theory) Any 04 Questions are to attempt  
(15 marks for each question) Total Marks for theory = 60  
Total Marks for Practical=30  
10 marks Internship/Community Services  
Total aggregate marks =100

**Credits descriptions:**

Core Course-06 Credits (04 Theories and 02 Practical)  
01 Credit = 01 Hour theory Per Week  
01 Credit =02 Hours per Week practical  
01 Credit = 02Hour Two weeks for Internship (04 weeks @02credits)

**Suggested Readings:**

1. Baron, R.A. (2002). Psychology; New Delhi : Pearson Education.
2. Ciccarelli, D. (2008). Introduction to Psychology; Delhi: Pearson.
3. Das, J.P. (1998). The Working Mind: An Introduction to Psychology. New Delhi: Sage.
4. Feldman, R.S. (1996). Understanding Psychology, New Delhi : Tata McGraw Hill.
5. Garrett, H.E. (1966): Statistics in Psychology and Education; New Delhi Vakils, Feffer and Simons.
6. Guilford, J.P., and Fruchter, B. (1981). Fundamental Statistics in Psychology and Education Singapore: McGraw Hill.
7. Kerlinger, F. N. (1964).Foundations of Behavioural Research. New York: Holy, Tinvsy snf Eindyon.
8. Morgan, C.T., King, R.A., Weisz ,J.R. and Schopler, J. (1987). Introduction to Psychology, Singapore: McGraw, Hill.

*Dr. Anil*  
15/5/2023

**Chairmerson,**  
**Deptt. of Psychology**  
**P.U. Chandigarh**

# Dept. of Psychology, Panjab University, Chandigarh

## NEP 2020 COURSE OUTLINE (PSYCHOLOGY) Sem-1 and Sem-2

Discipline Specific courses core	Minor	Ability enhance. (Languages)	Skill enhance. Courses/internship/dissertation	Value added courses	Multidisciplinary	CEOIF	Total credits
<p><b>Semester-I</b>  <b>MAJOR I</b> (04 Credits)                      Introduction to Psychology-I</p> <p><b>Unit-I</b>, Nature, Scope, History and Psychology as a Science</p> <p><b>Unit-II</b>, Learning Meaning, Nature, Types and Theories</p> <p><b>Unit-III</b>, Emotion Meaning, Nature, Types and Theories: James-Lange, Cannon Bard, Schacter-Singer Theory</p> <p><b>Unit-IV</b>, Practical (2 credits)</p> <p>Familiarization of any Five Tests/Tools</p>	<p>M.A. GANDHIAN AND PEACE STUDIES- (Credit-04)                      Conflict and Conflict Resolution, Conflict Management and Transformation</p>	<p>A. Common to all (Credit-02)</p> <p>B. Common to all (02 Credits)</p>	<p>Cyber Security (Credit-03)</p>	<p>Yoga &amp; Meditation (Credit-02)</p>	<p>Introduction to Social Psychology (03 credits)</p>	<p>Internship (2 credits)</p>	24
<p><b>Semester-II</b>  <b>MAJOR II</b> (4 Credits)                      Introduction to Psychology-II (04 Credits)</p> <p><b>Unit-I</b>, Intelligence Concept and Nature, Factors affecting, Types and Theories: Spearman, Thurston, Cattell,</p> <p><b>Unit-II</b>, Personality Concept, Nature, Types, measurement and Theories: Trait Theories and Psychoanalytic</p>	<p>SOCIOLOGY - (Credit-04)                      Sociology of Deviance: Concepts and Theories, Sociology of Crime, Sociology of Aging</p>	<p>C. Common to all (Credit-03)</p> <p>D. Common to all (Credit-03)</p>	<p>Basics of SPSS Dept of Statistics (Credit-02)</p>	<p>Music &amp; Human Behavior (Credit-02)</p>	<p>Basic Statistics (03 Credits)</p>	<p>CEOIF Community Service (2 credits)</p>	24

-176-


<p>Theory. Unit-III, Motivation Concept, Nature, Types and Theories: Humanistic-Maslow), Need Theories- McClelland and Murray. Unit-IV, Practical: Any Four Practical: (2 credits)</p> <ol style="list-style-type: none"> <li>1. Measurement of Motivation</li> <li>2. Big Five Personality Inventory.</li> <li>3. Verbal Test of Intelligence</li> <li>4. Non Verbal Test of Intelligence</li> <li>5. 16-PF test</li> </ol>						
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**Instructions for Paper Setters:**

- Total
- 06 Questions (02 from each Unit of Theory) Any 04 Questions are to attempt (15 marks for each question) Total Marks for theory = 60
- Total Marks for Practical=30
- Internship/Community Services =10 marks
- Total aggregate marks =100

**Credits descriptions:**

- Core Course-06 Credits (04 Theories and 02 Practical)
- 01 Credit = 01 Hour theory Per Week
- 01 Credit =02 Hours per Week practical
- 01 Credit = 02Hour Two weeks for Internship (04 weeks @02credits)



**Chalmerson,**  
Deptt. of Psychology  
P.U. Chandigarh

-177-

Proposed Syllabus (Subject to be approved by the competent authorities)

B.A./B.SC.(General) First Year (Semester System) 2023-24

9

## UG Degree with Public Administration Major

Semester I		
Course	Paper	Credits
Major or Discipline Specific Core (DSC)-1	Fundamentals of Public Administration	04
Minor Discipline Courses (MDC)-1	To be chosen by the student by making choice of major and minor	04
Ability Enhancement Compulsory Course (AEC)-1	English	02
Ability Enhancement Compulsory Course (AEC)-2	Modern Indian Language (MIL)	02
Value Added Courses (VAC)-1	Information and Communication Technology and Governance	02
Skill Enhancement Courses (SEC)-1	Personality Development and Communication	03
Multi-Disciplinary Courses (MDSC)-1	Basics of Public Administration	03
Community Service/Outreach (CEOIF)	--	02
<b>Total</b>		<b>22</b>
Semester II		
Course	Paper	Credits
Major or Discipline Specific Core (DSC)-2	Indian Administrative System	04
Minor Discipline Courses (MDC)-2	To be chosen by the student by making choice of major and minor	04
Ability Enhancement Compulsory Course (AEC)-3	English	02
Ability Enhancement Compulsory Course (AEC)-4	Modern Indian Language (MIL)	02
Value Added Courses (VAC)-2	Universal Constitutional Values	02
Skill Enhancement Course (SEC)-2	Office Management	03
Multi-Disciplinary Courses (MDSC)-2	Basics of Indian Administration	03
Summer Internship/ Community Service/Outreach/Field Based Project (CEOIF)	--	02
<b>Total</b>		<b>22</b>

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 Deptt. of Public Administration  
 Panjab University, Chandigarh 1

-178-

## Semester I

### Major or Discipline Specific Core (DSC)-I

#### Paper: Fundamentals of Public Administration

Max. Marks: 100  
Theory: 90 Marks  
Internal Assessment: 10 Marks  
Time: 03 Hours

#### Learning outcomes

1. Awareness about the evolution and growth of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of basic concepts and dynamics (both ecological and others) relating to Public organizations.

#### Teaching – Learning methods

Pedagogical methods such as class room lectures and students-teacher interactions, group discussion, quiz, seminar and assignment etc will be used.

#### Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

#### Pedagogy of the Course Work

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

#### INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

#### Unit-I

Meaning, Nature, Scope and Significance of Public Administration; Public and Private Administration; Public Administration as a Science or an Art; Relationship of Public Administration with other Social Sciences; Evolution of Public Administration since 1887.

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Chairperson 22/05/2023  
Faculty of Public Administration  
University of Chandigarh

-179-

## Unit-II

Organization: Meaning, Types: Formal and Informal Organization

Introduction to the forms and features of organization: Department, Government Company, Public Corporation, Boards and Commissions

Principles of Organization: Hierarchy, Span of Control, Unity of Command, Authority and Responsibility.

## Unit-III

Chief Executive- Types, functions and Role

Line, Staff and Auxiliary Agencies

Centralisation and Decentralisation

Decision Making: Meaning, types and process

## Unit-IV

Coordination: Concept, Methods and Hindrances

Communication: Concept, Process and Barriers

Supervision: Concept and Methods

Leadership: Concept, Styles, Qualities of a Good Administrator

### Essential Readings

Awasthi, A. and Maheshwari, S.R. (2011). Public Administration. Agra: Laxmi Narain Aggarwal Publication.

Basu, Rumki (1990). Introduction to Public Administration. New Delhi: Sterling Publishers.

Basu, Rumki (2008). Public Administration: Theory and Concept. New Delhi: Sterling Publishers.

Bhattacharya, Mohit (2002). Public Administration: Structure, Process and Behaviour. Calcutta: World Press.

Bhattacharya, Mohit (2012). New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributors.

Fadia, B.L. and Fadia, Kuldeep (2011). Public Administration: Administrative Theories and Concepts. Agra: Sahitya Bhawan Publication

Goel, S.L. (2003). Public Administration: Theory and Practice. New Delhi: Deep & Deep Publishers.

Mahajan, Chander Mohan. Elements of Public Administration, Patiala: Publication Bureau (Panjabi) Punjabi University.

Nigro, Felix A. and Nigro, Llyod G. (1970). Modern Public Administration. New York: Harper and Row.

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3  
Deptt. of Public Administration  
Panjab University, Chandigarh

Ojha, Pundrik and Sharma, Kiran (2009). Public Administration: Theory and Practice Jalandhar: Raj Publishers.

Puri, K.K. (2004). Elements of Public Administration. Jalandhar: Bharat Prakash

Sapru, R.K. (2008). Administrative Theories and Management Thought. New Delhi: Prentice-Hall of India.

Sharma, M.P. and Sadana, B.L. (2009). Public Administration in Theory and Practice. Allahabad: Kitab Mahal.

Singh, Sahib and Singh, Swinder (2015). Public Administration: Theory and Practice. Jalandhar: New Academic Publishing Co.

### Further Readings

Gladden, E.N. (1964). An Introduction to Public Administration. London: Staples Press.

Golembiewski, Robert T. (1977). Public Administration as a Developing Discipline. New York: Marcel Dekker.

Henry, Nicholas (2012). Public Administration and Public Affairs (12th ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

Koontz, H. and O' Donnell, Cyril (1972). Principles of Management: An Analysis of Managerial Functions. New York: McGraw Hill

Naidu, S.P. (2005). Public Administration concept and Theories. New Delhi, New Age International Publication.

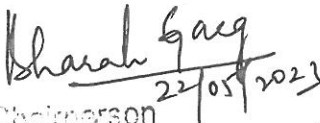
Ojha, Pundrik and Sharma, Kiran (2012). Public Administration: Theory and Practice. Jalandhar: Raj Publishers.

Pfiffner John, M. and Presthus, R.Vance (1953). Public Administration. New York: Ronald Press.

Pfiffner, John M. and Sherwood, Frank P. (1960). Administrative Organization. New Delhi: Prentice Hall.

Phillip, A.T. and Rao. K.H. Sivaji (1989). Indian Government and Politics. New Delhi: Sterling Publishers.

Self, Peter. (1972). Administrative Theories and Politics. London: George Allen and Unwin.

  
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Value Added Courses (VAC)-1

Paper: Information and Communication Technology and Governance

Max. Marks: 50  
Theory: 45 Marks  
Internal Assessment: 05 Marks  
Time: 03 Hours

Learning outcomes

1. To understand the meaning and significance of communication in the contemporary times.
2. Identify and explain the initiatives of Indian government in the direction of ICT.
3. Comprehend the major areas of service delivery by the government.

Teaching – Learning methods

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

Pedagogy of the Course Work

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

Unit 1

Communication: Meaning, Types, Principles

ICT: Concept, Components, Advantages and disadvantages

Data communications and networking

Unit 2

Role of ICT in Governance: Government to Business; Government to Citizen; Government to Government

National e-Governance Plan: Concept and Role

e-PRAMAAN: Concept and Services

Recommended Readings:

Gopalsamy, N, Information technology and e-governance (2018) New Age International (P) Ltd. Publishers.

Verma, T.S and Namdeo Vinay (2021) Information and Communication technology, Notion Press

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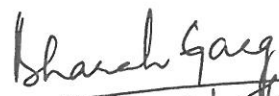
Pandey, P.K. (2020), Information technology Tools and Network basics. T Balaji Publication, Parayagraj.

Sinha, R.P. (2006) E-Governance in India- Initiatives and issues, Concept Publishing Company

**Websites**

<https://neity.gov.in>

<https://epramaan.gov.in>

  
22/05/2023  
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Panjab University, Chandigarh

**Skill Enhancement Courses (SEC)-1**

**Paper: Personality Development and Communication**

Max. Marks: 75

Theory: 60 Marks

Internal Assessment: 15 Marks

Time: 03 Hours

**Learning outcomes**

1. Acquiring theoretical knowledge of concepts such as personality, skills, values, communication, motivation, knowledge
2. Developing the capacity to understand themselves based on their theoretical understanding of personality, skills, values, communication, motivation, time and knowledge
3. Acquiring desirable attitude, interpersonal skills, time management and knowledge management required for rational decision making

**Teaching – Learning methods**

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**Pedagogy of the Course Work**

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

**Instructions for Paper-setter and candidates:**

- i. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks (6x2 = 12 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks (4x12 = 48 marks).
- ii. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper -setter must put note (ii) in the question paper.**

**Unit 1**

Personality: Concept; Types; Traits

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Deptt. of Public Administration  
Panjab University, Chandigarh

-184-

Personality Development: Concept; Skills; Stages of personality development; Factors affecting personality development.

Morale: Concept, causes of low morale and measures for improvement

### Unit 2

Motivation: Meaning, Theories

Conflict: Meaning, Reasons; Consequences; Approaches to Conflict resolution

Interpersonal Communication: Meaning, Steps and Importance

### Unit 3

Stress Management: Concept, Causes of stress, Techniques of Stress Management

Time Management: Concept, Importance, Techniques

Knowledge Management: Concept, Types and Significance

#### Recommended Readings:

Adair, John (2009) Effective Communication (Revised Edition). Pan MacMillan: London

Baron, Robert A and Misra, Girishwar (2015) Psychology (Indian Sub-continent Edition). Pearson: New Delhi

Becker, Ethan F. and Wortmann, Jon (2009) Mastering Communication at Work: How to Lead, Manage, and Influence? McGraw Hill: New Delhi

Carmine, Gallo (2014) Talk like Ted: The 9 Public Speaking Secrets of the World's Top Minds. Pan MacMillan : London

Dixit, Sudhir (2018) Time Management. Manjul Publishing House

Gracia, Helio Fred (2012) The Power of Communication: The Skills to Build Trust, Inspire Loyalty and Lead Effectively. Pearson Education: New Jersey

Hurlock, E. B. (2006) Personality Development (28th Reprint). Tata McGraw Hill: New Delhi

Kandamuru, Acharya Seshaiyah (2018) Personality Development; Know How to expand personality. Notion Press Media Pvt. Ltd.

Khan, S R (2014) Personality Development. Ramesh Publishing House: Delhi

Kumar, Pravesh (2005) All About Self-Motivation. Goodwill Publishing House: New Delhi

*Shavul Garg*  
22/05/2023

Chairperson  
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Panjab University, Chandigarh

-185-

## Multi-Disciplinary Courses (MDSC)-1

### Paper: Basics of Public Administration

Max. Marks: 75

Theory: 60 Marks

Internal Assessment: 15 Marks

Time: 03 Hours

#### Learning outcomes

1. Awareness about the scope and significance of the discipline of Public Administration.
2. Learning of basic principles and approaches of Public Administration.
3. Theoretical clarity of contemporary concepts and dynamics relating to Public organizations

#### Teaching Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos. Assessment methods Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

#### Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

#### Pedagogy of the Course Work

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

#### Instructions for Paper-setter and candidates:

- i. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks ( $6 \times 2 = 12$  marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks ( $4 \times 12 = 48$  marks).
- ii. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

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The paper -setter must put note (ii) in the question paper.

**Unit 1**

Meaning and Significance of Public Administration

Public Administration and Private Administration

Principles of Organisation: Hierarchy, Span of Control, Unity of Command

Authority and Responsibility

**Unit 2**

Communication: Concept; Types; Process; Barriers

Coordination: Concept; Methods; Hindrances

Leadership: Concept; Styles; Qualities of a good leader

**Unit 3**

Good Governance: Concept; Elements; Importance

e-Governance: Concept; Benefits of e-Governance for government and citizens

Right to Information: Salient features of RTI Act; Benefits

**Recommended Readings:**

Awasthi, A. and Maheshwari, S.R. (2011). Public Administration. Agra: Laxmi Narain Aggarwal Publication.

Basu, Rumki (1990). Introduction to Public Administration. New Delhi: Sterling Publishers.

Basu, Rumki (2008). Public Administration: Theory and Concept. New Delhi: Sterling Publishers.

Bhattacharya, Mohit (2002). Public Administration: Structure, Process and Behaviour. Calcutta: World Press.

Bhattacharya, Mohit (2012). New Horizons of Public Administration. New Delhi: Jawahar Publishers & Distributers.

Fadia, B.L. and Fadia, Kuldeep (2011). Public Administration: Administrative Theories and Concepts. Agra: Sahitya Bhawan Publication

Goel, S.L. (2003). Public Administration: Theory and Practice. New Delhi: Deep & Deep Publishers.

**Mahajan, Chander Mohan and Sharma, Ajay Kumar (2022). Administrative Theory. Chandigarh: Umang Publishers.**

Nigro, Felix A. and Nigro, Llyod G. (1970). Modern Public Administration. New York: Harper and Row.

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22/05/2023  
Chairperson  
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Ojha, Pundrik and Sharma, Kiran (2009). Public Administration: Theory and Practice  
Jalandhar: Raj Publishers.

Puri, K.K. (2004). Elements of Public Administration. Jalandhar: Bharat Prakash

Sapru, R.K. (2008). Administrative Theories and Management Thought. New Delhi: Prentice-  
Hall of India.

Sharma, M.P. and Sadana, B.L. (2009). Public Administration in Theory and Practice.  
Allahabad: Kitab Mahal.

Singh, Sahib and Singh, Swinder (2015). Public Administration: Theory and Practice.  
Jalandhar: New Academic Publishing Co.

### Community Service/Outreach (CEOIF)

Credits: 02

(15 Weeks - 30 hours)

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Panjab University, Chandigarh

-188-

## Semester II

### Major or Discipline Specific Core (DSC)-2

#### Paper: Indian Administrative System

Max. Marks: 100

Theory: 90 Marks

Internal Assessment: 10 Marks

Time: 03 Hours

#### Learning outcomes

1. Knowledge about the evolution and growth of Indian Administration
2. Familiarity with the constitutional framework on which Indian Administration is based.
3. Grasping the role of Union Executive
4. Understanding the in-built control mechanisms over constitutional bodies in particular and administration in general
5. Delineating the constitutional provisions and dynamics of union -state relationships
6. Awareness about the institutions and mechanism in force for citizen-state interface

#### Teaching Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos. Assessment methods Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

#### Assessment methods

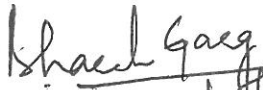
The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

#### Pedagogy of the Course Work

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

#### INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:

For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

  
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The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

### Unit-I

Features of Indian Administration

Union Executive: President; Prime Minister, and Council of Ministers

Union Legislature: Lok Sabha - Composition,

Functions and Role: Rajya Sabha - Composition, Functions and Role

### Unit-II

State Executive: Governor, Chief Minister and State Council of Ministers

State-Legislature: Legislative Assembly and Legislative Council - Composition, Functions and Role

Centre-State Relations: Administrative and Legislative

### Unit-III

Union and State Judiciary: Supreme Court - Composition, Functions and Role

High Court - Composition, Functions and Role

Control over Administration: Legislative and Judicial

Delegated Legislation: Meaning, Reasons and Safeguards

### Unit-IV

Cabinet Secretariat - Composition, Functions and Role State Secretariat- Composition, Functions and Role District Administration: Structure and Functions

### Essential Readings

Arora, Ramesh. K and Chaturvedi, Geeta (2000). Indian Public Administration: Institution and Issues. New Delhi: WishwasPrakashan.

Awasthi, A. (1980). Central Administration. New Delhi: Tata McGraw Hill.

Fadia, B.L. and Fadia, Kuldeep (2011). Indian Administration. Agra: SahityaBhawan Publication.

Maheshwari, S.R. (1979). State Government in India. New Delhi: Mac. Millan.

Maheshwari, S.R. (2001). Indian Administration. New Delhi: Orient Longman.

Puri, K.K. (2006). Indian Administration. Jalandhar: Bharat Prakashan.

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Sapru, R.K. (2001). Indian Administration. Ludhiana: Kalyani Publishers.

Sharma, P.D. and Sharma, B.M. (2009). Indian Administration Retrospect and Prospect. Jaipur: Rawat Publication.

Singh, Sahib and Singh, Swinder (2007). Public Administration: Theory and Practice. Jalandhar: New Academic Publishing Co.

#### Further Readings

Government of India (2009). Organisational Structure of Government of India - Fifteenth Report. New Delhi: Second Administrative Reforms Commission.

Government of India (2009). State and District Administration - Thirteenth Report. New Delhi: Second Administrative Reforms Commission.

Pylee, M.V. (1965). Constitutional Government in India. Bombay: Asia Publishing House

*Shard Garg*  
22/05/2023  
Chairperson  
Dept. of Public Administration  
Faculty of Social Sciences

- 191 -

**Value Added Courses (VAC)-2**

**Paper: Universal Constitutional Values**

Max. Marks: 50

Theory: 45 Marks

Internal Assessment: 05 Marks

Time: 03 Hours

**Learning outcomes**

1. To understand the meaning and significance of universal constitutional values in a democratic society.
2. Identify and explain the core values enshrined in the Constitution of India.
3. Analyze and evaluate the implementation and challenges of constitutional values in Indian Constitution.

**Teaching - Learning methods**

The pedagogy for this skill enhancement course needs to be activity oriented. Therefore, more emphasis is on class room discussions and seminars, practical activities as identified by the instructor/teacher to deliver the course content instead of the conventional lecture method.

**Assessment methods**

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**INSTRUCTIONS FOR PAPER-SETTERS AND CANDIDATES:**

For Private/University School of Open Learning (USOL) students, who have not been assessed earlier for the internal assessment, the marks secured by them in the paper will proportionately be increased in lieu of the internal assessment. The Paper-Setter must put a note in question paper in this regard.

The candidate shall attempt 5 questions in all (one compulsory and one each from four units). The first compulsory question shall comprise of 12 short-answer type questions, covering the whole syllabus, to be answered in 25-30 words each, out of which the candidate would be required to attempt any 9. Each question will carry 2 marks. Rest of the paper shall contain 4 units, each unit having two questions, out of which the candidate would be required to attempt one. Each question will carry 18 marks.

**Unit 1**

Constitutional Values of Indian State  
The Preamble of the Indian Constitution  
Implementation and challenges of constitutional values

**Unit 2**

Fundamental Rights  
Fundamental Duties  
Directive Principles of State Policy

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**Recommended Readings:**

Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra

Basu, D. D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi

Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi Palmer, N D (1961) Indian Political System.

Sharma, M (2007) Indian Administration. Anmol: New Delhi

Sharma, Prabhu Data and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur

**Skill Enhancement Course (SEC)-2**

**Paper: Office Management**

Max. Marks: 75

Theory: 60 Marks

Internal Assessment: 15 Marks

Time: 03 Hours

**Learning Outcomes**

Administrative efficiency has, at its core, the systematization of organization and procedures thereby evolving work systems that are appropriate and procedures that eliminate unnecessary delays and allow the office work to be done effectively and at a reasonable cost. The Objectives of the course is to train the student to look at the setting up and working of an efficient and cost-effective office by familiarizing him with the core areas and issues of office administration.

**Teaching Learning methods**

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos. Assessment methods Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

**Assessment methods**

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

**Pedagogy of the Course Work**

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Chairperson  
Dept. of Public Administration  
Punjab University, Chandigarh

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

**Instructions for Paper-setter and candidates:**

- iii. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks (6x2 = 12 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks (4x12 = 48 marks).
- iv. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper -setter must put note (ii) in the question paper.**

**Unit 1**

Administrative and Office Management: Concept, nature and scope;  
Qualities for an Office Professional;  
Manners and etiquette at the Work Place;  
Personal Desk Efficiency

**Unit 2**

Office communication: Role, Types & Means;  
Handling incoming and outgoing mail;  
Handling telephone and other office equipment;  
Managing Travel arrangements

**Unit 3**

Meetings: Planning, Arranging and Managing;  
Stores and Inventory Management;  
Discipline and Disciplinary Action;  
Personal and Professional Development; Stress management

**Essential Readings**

Chopra, K. R. (2008). Office Management. Mumbai: Himalaya Books.

Ghosh, Prasanta K. (2003). Office Management: Principles and Practice. New Delhi: Sultan Chand & Sons.

S, Gadkari. (1997). Office Management for Public Administration-Principles and Techniques. New Delhi: Concept Publishing Company.

Parkash, Shital and Jaya Prakash (2019) Skill Development Course for Office Professionals, Pustak Mahal, New Delhi

Relevant Websites /Internet Sources

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### Further Readings

- Carl, Heyel. (1972). Handbook of Office Management and Administrative Services. New York: McGraw Hill.
- G, Whitehead. (1982). Office Practice Made Simple. London: The English Language Book Society.
- Gopalkrishan, P. (1999). Handbook of Materials Management. New Delhi: Prentice Hall of India.
- K. R, Sharma., Gupta, K. Shashi & Nayyar, Sushil. (2002). Office Management. Ludhiana: Kalyani Publishers.

### Multi-Disciplinary Courses (MDSC)-2

#### Paper: Basics of Indian Administration

Max. Marks: 75  
Theory: 60 Marks  
Internal Assessment: 15 Marks  
Time: 03 Hours

#### Learning outcomes

1. Familiarity with the constitutional framework on which Indian Administration is based.
2. Grasping the role of Union Executive and State Executive.
3. Delineating the relationship between political and permanent executive.
4. Understanding the role of constitutional agencies.

#### Teaching Learning methods

Conventional class room method supplemented with class room interactions, discussions, case studies, workshops on specific themes, independent/group project work on an organization/administrative mechanism and e-resources in the form of films/videos. Assessment methods Regularity of attendance, class room participation in discussion, submission of allotted assignments (preferably with a case study), snap tests, quizzes, mid-semester internal examination and finally end semester examination will help in evaluating the learning levels of students.

#### Assessment methods

The summative method comprising of regularity of students in classes, participation in practical activities, seminars, workshops, video learning sessions and submission of allotted assignments and internal and end semester examinations are to be used for grading the levels of learning of the students.

*Bhavel Garg*  
Chairperson 22/05/2023  
Dept. of Public Administration  
Punjab University, Chandigarh

- 195 -

### Pedagogy of the Course Work

The students will be assessed on the basis of written examination comprising of 60 marks and continuous internal assessment of 15 marks on the basis of Unit test, Snap test, Attendance, Class assignments and class room participations.

#### Instructions for Paper-setter and candidates:

- v. There shall be 9 questions in all. The first question shall be compulsory and be short answer type containing 10 short questions spread over the whole syllabus and to be answered in about 25 to 30 words. The candidate is required to attempt any 6 short answer type questions carrying 2 marks (6x2 = 12 marks). Rest of the paper shall contain 4 units. Each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall have two questions and the candidates shall attempt one question from each unit i.e. four questions in all. Each question will carry 12 marks (4x12 = 48 marks).
- vi. For private candidates who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper -setter must put note (ii) in the question paper.**

#### Unit-I

Features of Indian Administration

President: Election, Powers and Role

Prime Minister: Appointment, Powers and Role

#### Unit-II

Governor: Appointment, Powers and Role

Chief Minister: Appointment, Powers and Role

Relationship between Political and Permanent Executive

#### Unit-III

Union Public Service Commission: Composition and Functions

State Public Service Commission: Composition and Functions

Comptroller and Auditor General: Appointment and Functions

Election Commission of India: Composition and Functions

#### Essential Readings:

Arora, Ramesh K. and Goyal, Rajni (1997) Indian Public Administration: Institutions and Issues. New Age International Publishers: New Delhi

Avasthi, A and Avasthi, A P (2004) Indian Administration. Laksmi Narain Aggarwal: Agra

Fadia, B L and Fadia, Kuldeep (2017) Indian Administration, (New Edition). Sahitya Bhawan: Agra

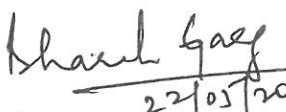
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-198-

- Basu, D. D (2013) Introduction to the Constitution of India (21st Edition). Lexus Nexus: New Delhi
- Chakraborty, Bidyut (2016) Indian Administration. Sage: New Delhi
- Ghuman, B S; Monga, Anil and Johal, Ramanjit Kaur (Eds.) (2012) Corruption and Quality of Governance: Experiences of Select Commonwealth Countries. Aalekh Publishers: Jaipur
- Kangle R P (1972) The Kautilya Arthshastra. Motilal Banarsidass: New Delhi
- Kapur, Devesh; Mehta, Pratap Bhanu and Vaishnav, Milan (Eds.) (2017) Rethinking Public Institutions in India. Oxford University Press: New Delhi
- Maheshwari, S R (2000) Indian Administration. Orient Longman: New Delhi Palmer, N D (1961) Indian Political System.
- Sharma, Ashok(2016) Administrative Institutions in India. RBSA Publishers: Jaipur
- Sharma, M (2007) Indian Administration. Anmol: New Delhi
- Sharma, Prabhu Datta and Sharma, B M(2009) Indian Administration: Retrospect and Prospect. Rawat Publications: Jaipur

**Summer Internship/ Community Service/  
Outreach/Field Based Project (CEOIF)**  
(15 Weeks - 30 hours)

Credits: 02

  
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-197-

**B.A./B.Sc. General First Semester Sociology**  
(Semester System 2023-24)

10

Semester -I  
B.A. General Sociology

Semester-I	Course	Paper	Credits
	Major Discipline Specific course-I	Introduction to Sociology	Credit 4
	Minor Discipline Specific course-I	Fundamental of Sociology	Credit 4
	Multi-Disciplinary course-I	Understanding Contemporary Social Issues	Credit 3
	Ability Enhancement course-I	Communication Skill and Grammar English	Credit 2
	Ability Enhancement course-I	Communication Skill and Grammar Hindi/Punjabi	Credit 2
	Skill Enhancement course-I	Basics of Social Research	Credit 3
	Value Added course-I	Indian Traditions and Values	Credit 2
	Summer Internship/Community Service/Outreach CEOIF-I	Internship At Nearby Village/Urban Slum/Old age Home	02
	Total Credits		22

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-198-  
MAJOR DISCIPLINE SPECIFIC COURSE-I  
INTRODUCTION TO SOCIOLOGY

Credits 4  
Max. Marks: 100  
Theory: 90 marks  
Time: 3 Hours

Internal Assessment: 10 marks

INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:

- (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine short answer type questions out of 12, i.e.  $9 \times 2 = 18$  marks. In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $4 \times 18 = 72$  marks.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
The paper-setter must put note (ii) in the question paper.

**Objective:**

This paper aims at introducing Fundamentals of Sociology to the beginners of the subject, the basic understanding about Sociology as a discipline. Study of various terms, concepts and processes will help students in formulating a Sociological Viewpoint and an easy comprehension of the discipline at later stages.

**Course Content:**

**Unit-I**

Introduction to Sociology: Origin and Development; Nature and Significance.  
Relationship of Sociology with other Social Sciences – Anthropology, History and Psychology.

**Unit-II**

Understanding Society: Meaning, Characteristics, Theories of Origin of Society – Organic and Social Contract. Relationship between Individual and Society.  
Social Groups - Meaning, Characteristics and Classification Primary and Secondary Groups In-groups & Out-groups, Reference Group.

**Unit-III**

Culture: Meaning and Features, Culture and Civilization, Cultural Lag, Acculturation, Assimilation, Cultural Pluralism.  
Dimensions of Culture: Cultural Trait, Cultural Patterns, Cultural Complexes, Cultural Relativism.

**Unit-IV**

Socialization: Meaning, Stages, Agencies and Theories of Mead and Cooley.  
Social Control: Meaning, Types and Agencies – Formal and Informal

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**Essential Readings:**

1. Bhushan Vidya & Sachdeva D.D. (2014): An Introduction of Sociology Kitab Mahal, Allahabad
2. Bottomore, T.B. (1975): Introduction to Sociology, Bombay: Blackie and Sons.
3. Bottomore, T.B. (1975): Sociology: A Guide to Problems and Literature (Hindi and English), Bombay: Blackie and Sons.
4. Davis, Kingsley (1978): Human Society, London: MacMillan Company.
5. Dube, S.C. (1990): Understanding Society - A Text Book, NCERT.
6. MacIver, R.M. and C.H. Page: Society, London: MacMillan Company.
7. Macionis, John, J. (2005): Society: The Basics, New York: Prentice Hall.
8. Madhurima (2015): Readings in Sociology – Semester-1, Jalandhar: New Academic Publishing House (All Mediums).
9. Rao, Shankar, C.N. (2013): Sociology—Primary Principles of Sociology. S.S. Chand and Company Ltd.
10. Sharma, R.N. (2001): Samajshastra Ke Sidhant, New Delhi: Atlantic Publishers.

**Further Readings:**

1. Broom, L. and P. Selznick (1968): Sociology, New York: Harper and Row.
2. Berger, Peter L. (1998): Invitation to Sociology: A Humanistic Perspective, U.S.A.: Pelican Books.
3. Giddens, Anthony Sutton Philip M (2013): Sociology: Seventh Edition, Polity press
4. Haralambos, M. (2010) Heald R.M.: Sociology: Themes & Perspectives, New Delhi: Oxford University Press.
5. Harlombos & Holborn (2014): Sociology: Themes & Perspectives Collins Education E Editing Work
6. Schaefer, Richard, T. and Robert P. Lamm (1999): Sociology, New Delhi: Tata-McGraw Hill.
7. Vardhan, Ranjay, 2023, Covidalization: Covid Socialization A New Concept in Social Science, Chandigarh: Mohindra Publishing House

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-200- 4

## MINOR DISCIPLINE SPECIFIC COURSE-I

### FUNDAMENTAL OF SOCIOLOGY

Credit 4

Max. Marks: 100

Theory: 90 marks

Time: 3 Hours

Internal Assessment: 10 marks

#### INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:

(i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine short answer type questions out of 12, i.e.  $9 \times 2 = 18$  marks. In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $4 \times 18 = 72$  marks. .

(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper-setter must put note (ii) in the question paper.

#### Objective:

This paper aims at introducing Fundamentals of Sociology to the beginners of the subject, the basic understanding about Sociology as a discipline. Study of various terms, concepts and processes will help students in formulating a Sociological Viewpoint and an easy comprehension of the discipline at later stages.

#### UNIT- I

Origin and Significance of Sociology  
Nature and Scope of Sociology

#### UNIT- II

Relationship between Individual and Society  
Community and Association

#### UNIT- III

Social Group- Characteristics  
Types- Primary and Secondary, Ingroup and Outgroup

#### UNIT- IV

Socialization -Meaning. Significance, Agencies  
Social Control-Meaning and Agencies

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### Essential Readings:

1. Bhushan Vidya & Sachdeva D. (2014) : An Introduction of Sociology Kitab Maaal, Allahabad
2. Bottomore, T.B. (1975) : Introduction to Sociology, Bombay : Blackie and Sons.
3. Bottomore, T.B. (1975) : Sociology : A Guide to Problems and Literature (Hindi and English), Bombay : Blackie and Sons.
4. Davis, Kingsley (1978) : Human Society, London : MacMillan Company.
5. Dube, S.C. (1990) : Understanding Society - A Text Book, NCERT.
6. Maciver, R.M. and C.H. Page : Society, London : MacMillan Company.
7. Macionis, John, J. (2005) : Society: The Basics, New York : Prentice Hall.
8. Madhurima (2015): Readings in Sociology – Semester-1, Jalandhar: New Academic Publishing House (All Mediums).
9. Rao, Shankar, C.N. (2013): Sociology—Primary Principles of Sociology. S.S. Chand and Company Ltd.
10. Sharma, R.N. (2001): Samajshastra Ke Sidhant, New Delhi: Atlantic Publishers.

### Further Readings:

1. Broom, L. and P. Selznick (1968): Sociology, New York : Harper and Row.
2. Berger, Peter L. (1998): Invitation to Sociology: A Humanistic Perspective, U.S.A.: Pelican Books.
3. Giddens, Anthony Sutton Philip M (2013): Sociology: Seventh Edition, Polity press
4. Haralambos, M. (2010) Heald R.M. : Sociology: Themes & Perspectives, New Delhi: Oxford University Press.
5. Harlombos & Holborn (2014) : Sociology : Themes & Perspectives Collins Education E Editing Work
6. Schaefer, Richard, T. and Robert P. Lamm (1999): Sociology, New Delhi: Tata-McGraw Hill.
7. Vardhan, Ranjay, 2023, Covidalization: Covid Socialization A New Concept in Social Science, Chandigarh: Mohindra Publishing House

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**MULTI-DISCIPLINARY COURSE-I  
UNDERSTANDING CONTEMPORARY SOCIAL ISSUES**

Credit 3

Maximum Marks 75

Time : 3 hours

Theory 68

Internal Assessment: 7 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

(i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 10 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt Seven short answer type questions out of 10, i.e.,  $7 \times 2 = 14$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $3 \times 18 = 54$  marks.

(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper-setter must put note (ii) in the question paper.

**Objective:**

This paper aims at introducing the students to the concept, types and stages of social problems. It also aims at providing detailed knowledge about specific social problems at personal and societal level

**Course Content**

**UNIT- I**

Understanding Social Problems  
When an Issue Become a Social Problem  
Stages of Social Problem

**UNIT- II**

Drug Addiction, Suicide, Problem of Adolescence

**UNIT- III**

Cyber Crime, Corruption, Poverty

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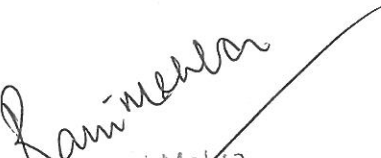
**Essential Readings:**

1. Ahuja, Ram (2003), Social Problems in India, Rawat Publications: Jaipur.
2. Julian Joseph (1989) Social Problems (6th edition) New Jersey: Prentice Hall.
3. Kapoor.T. (1985) Drug Epidemic among Indian Youth, New Delhi: Mittal Pub.
4. Modi, Ishwar and Modi, Shalini (1997) Drugs: Addiction and Prevention, Jaipur: Rawat Publication.
5. Shankar Rao, C.N. (2007), Indian Society, Delhi: S. Chand and Company.
6. Srivastava C.P. (2001) Corruption: India's Enemy within, Delhi: MacMillan.
7. Sharma, R.K. (1998), Social Problems and Welfare, Atlantic Publishers: New Delhi.
8. Aziz, Abdul (1994) Poverty, Alleviation in India: Policies and Programs, New Delhi: Ashish Publication.

**Further Readings**

1. Bansal,S.K. (2013), Cyber Crime, New Delhi:APJ Publications
2. Pendse Neelkanth Ganjan, Sarkar Sukanta (2015) Social Problems in India, Delhi: Kanpur Publications
3. Murickan J. (ed.) (1989) Poverty in India: Challenges & Responses, Bangalore:Xavier Board Publication.
4. Mitra, S.M. (2005), Indian Problems, New Delhi: Eastern Book Corporation

  
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**SKILL ENHANCEMENT COURSE-I  
BASICS OF SOCIAL RESEARCH**

Credit 3  
Maximum Marks 75  
Time: 3 hours

Theory 68      Internal Assessment: 7 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

(i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 10 short answer type questions of 3 marks each and will cover the entire syllabus. The students are required to attempt Seven short answer type questions out of 10, i.e.,  $7 \times 2 = 14$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $3 \times 18 = 54$  marks. .  
(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
The paper-setter must put note (ii) in the question paper.

**Objective:**

This paper aims at introducing Fundamentals of Research to the beginners of the subject, The students will be introduced with basic methods and techniques in social research. The objective of this course is to familiarize the students with the various methods of data collection

**UNIT- I**

Meaning and Importance of Social Research  
Stages of Social Research

**UNIT- II**

Objectivity in Social Sciences- Hypothesis, Sampling and Its Types

**UNIT- III**

Techniques of Data Collection- Interview Method, Schedule and Questionnaire, Case study Method

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### Essential Readings:

1. Selltitz, Claire et.al: Research Methods in Social Relations (Revised ed.), New York: Henry Hold & Co. (latest edition).
2. Goode, W.J. & Hatt, P.K. (2006) : Methods in Social Research, Delhi, Surjeet Publications
3. Young, P.V. : Scientific Social Surveys and Research, New Delhi: Prentice Hall of India Private Ltd., (1988)
4. Mukerjee, P.N.: Methodology on Social Research: Dilemmas and Perspectives, New Delhi: Sage, 2000.

### Further Readings :

1. Festinger, L. & Katz, D. : Research Methods in Behavioural Science, New York: Dryden Press, (1953)
2. Lindzey, Gardner & Aronson : The Handbook of Social Psychology (2nd ed.), Addison: Wesley Pub. Comp., (1968)
3. Robson, Colin : Real World Research, Oxford: Blackwell, (2000)
4. Bryman Alman, (2014) : Social Research Methods, New Delhi, Oxford University Press
5. Neuman, W.L., (2007) : Social Research Methods : Qualitative and Quantitative Approaches, Delhi, Pearson Education

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**VALUE ADDED COURSE-I**  
**INDIAN TRADITIONS AND VALUES**

Credit 2

Maximum Marks 50 Theory 45

Internal Assessment: 5 marks

Time: 2 hours

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES** The Paper is of 45 Instructions for theory paper:

Note: (1) Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answers should be in 100-200 words. The students are required to attempt any 5 out of total 8 questions based on the entire syllabus, i.e.,  $5 \times 3 = 15$  marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 15 marks each. The candidates will be required to attempt one question from each unit. i.e.,  $2 \times 15 = 30$  marks.

ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper-setter must put note (ii) in the question paper.

**Objectives**

The paper aims to introduce the students to the historical moorings of values based in the system of Ashrama and Purushartha. The students will know the meaning of customs and traditions with particular reference to the concept of Vasudev Kutumbakkam

**UNIT- I**

Historical Moorings of Indian Values  
Ashrama and Purushartha

**UNIT- II**

Custom and Traditions- Meaning, Significance of Vasudev Kutumbakkam

**Essential Readings**

1. Ahuja Ram, 2020, Society In India: Concepts, Theories and Recent Trends, Jaipur, Rawat Publications
2. Kapadia, K.M, 1958, Marriage and Family in India, Bombay, Oxford University Press
3. Patel. S., 1980, Hinduism: Religion and a Way of Life, New Delhi, Associated Publishing House
4. Shankar Rao C.N., 2013 Sociology of Indian Society, New Delhi, S. Chand & Company
5. Singh, Yogendra, 1973 *Modernization of Indian Tradition*, Jaipur, Rawat Publications

**Further Readings**

1. Radhakrishnan, S., 1979, The Hindu View of Life, Bombay, Blackie and Son Private Ltd.
2. Prabhu, P.N. 1954 *Hindu Social Organization*, Bombay, Popular Book Depot.
3. Shobhita Jain, 1996, Bharat Main Parivar, Vivah Aur Natedari- Family, Marriage and Kinship in India) Rawat Publications

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**B.A./B.Sc. General First Semester Sociology  
(Semester System 2023-24)**

**Semester -II  
B.A. General Sociology**

Semester-II	Course	Paper	Credits
	Major or Discipline Specific Core (DSC) -2	Social Stratification	04
	Minor Discipline Courses (MDC)-2	Social Structure	04
	Ability Enhancement Compulsory Course (AEC)-3	English Grammar	02
	Ability Enhancement Compulsory Course (AEC)-4	Hindi/Punjabi	02
	Skill Enhancement Course (SEC)-2	Basics of Social Research-II	03
	Multi-Disciplinary Courses (MDSC)-2	Social Institutions In India	03
	Value Added course-II	Human Rights and Value Education	02
	Summer Internship/Community Service/Outreach CEOIF-II	Internship At Nearby Village/Urban Slum/Old age Home	02
	<b>Total</b>		<b>22</b>

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**MAJOR OR DISCIPLINE SPECIFIC CORE (DSC) -2****SOCIAL STRATIFICATION**

Credits 4

Max. Marks: 100

Theory: 90 marks

Time: 3 Hours

Internal Assessment: 10 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

(i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine short answer type questions out of 12, i.e.,  $9 \times 2 = 18$  marks. In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.,  $4 \times 18 = 72$  marks.

(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper-setter must put note (ii) in the question paper.

**Objectives**

All over the world, social groups are differentiated from one another and often ranked in terms of certain criteria. In this paper, students are exposed to the theoretical understanding of social stratification. In the Indian context, it is pertinent to apprise the students of the concept of social mobility and various factors that contribute to it. The major purpose of this course is to prepare the students to understand the hierarchical structure of groups in various societies and help them understand the social mobility

**Course Content****Unit-I**

Social Stratification – Meaning, feature and functions; Inequalities – Social and Natural. Elements: Differentiation, Hierarchy, Ranking, Reward, Evaluation.

**Unit-II**

Theories of Social Stratification: Functionalist – Davis and Moore. Conflict – Marx. Class, Status, Party – Weber.

**Unit-III**

Forms of Social stratification: Caste, Class, Race and Gender. Interface between caste and class.

**Unit-IV**

Social Mobility – Meaning, types, factors. Indicators – Education, Occupation, Income.

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**Essential Readings:**

1. Bendix, R. & Lipset, S.M. (1974) : Class, Status & Power : Social Stratification in Comparative Perspective, London : Routledge & Kegan Paul.
2. Ghurye, G.S. (1983) : Caste, Class and Occupation, Bombay : Popular Prakashan.
3. Giddens, Anthony (2001) : Sociology : A Text Book for the Nineties, London : Polity.
4. Haralambos, M. (1998) : Sociology : Themes and Perspectives, New Delhi : Oxford University Press.
5. Macionis, John J. (2005) : Society : The Basics, New York : Prentice Hall.
6. Sharma, K.L. (1980) : Essays in Social Stratification, Jaipur : Rawat.
7. Tumin, M. (1987) : Social Stratification, New Delhi : Prentice Hall.
8. Sharma K.L. (2009) : Social Inequality in India, Jaipur Rawat Publication

**Further Readings :**

1. Beteille, Andre (ed.) (1978) : Social Inequality, Auckland : Penguin Books.
2. Beteille, Andre (1996) : "Varna & Jati", Sociological Bulletin, Vol. 45, No. 1 (March) Pages 15-27.
3. Culvert (1982) : The Concept of Class, London : Hutchinson.
4. Gupta, Dipankar (2008) : Social Stratification, New Delhi : Oxford University Press.
5. Hughes, John et al (1995) : Understanding Classical Sociology, Marx, Weber & Durkheim, London : Sage.
6. Richardson, C.J. (1977) : Contemporary Social Mobility, L and Francies Printer.
7. Inglis David & John Bone (ed) (2006) : Social Stratification Dimensions of Social Stratification Caste ethnicity & Gender Taylor & Francis
8. Levine, Rhona (ed) (2006) : Social class & Stratification Rowman & Littlefield Publishers.
9. Singh, Yogendra, (2006) : Social Stratification and Change in India, New Delhi
10. Ritzer, George (2012) : Sociological Theory, Manohar Publication Tata McGraw Hill Education Private Limited, New Delhi
11. Mac Ion's John J, Plummmer Ken, (2014) : Sociology: A Global Introduction, New Delhi, Pearson
12. Samdna Peter (1990) : Social class & Stratification Routledge, N.Y.
13. Giddens, Anthony & Sutton W.Philip (2007) : Sociology: Introductory Readings Polity Press, Malden: M.A.
14. Schaefer, Richard, T. (2010) : Sociology: A brief Introductions Tata Mcgraw Hill., N.Y.

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-210-

14

## MINOR DISCIPLINE COURSES (MDC)-2 SOCIAL STRUCTURE

Credits 4

Max. Marks: 100

Theory: 90 marks

Time: 3 Hours

Internal Assessment: 10 marks

### INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:

(i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine short answer type questions out of 12, i.e.  $9 \times 2 = 18$  marks. In addition to it, Question Nos. II to IX will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $4 \times 18 = 72$  marks. .

(ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper-setter must put note (ii) in the question paper.

### Objectives:

This paper basically introduces students both to conceptual and some theoretical understanding of social structure and social change. Students are introduced to characteristics and elements of social structure and to understand the meaning, process and factors of social change.

### Course Content

#### UNIT- I

Social Structure, Meaning, Characteristics, Elements

#### UNIT- II

Status, Role- Meaning, Types and Related Terms

#### UNIT- III

Norms and Values- Features, Functions and Types

#### UNIT- IV

Prestige, Power and Authority- Meaning and Types

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**Essential Readings:**

1. Bierstedt, Robert (1970): Social Order, New York: McGraw Hill.
2. Haferkamp, H. and Smelser, N.J. (1992): Social Change and Modernity, Berkeley: University of California Press.
3. Macionis, John, J. (2005): Society : The Basics, New York : Prentice Hall.
4. Madhurima (2016) : Readings in Sociology – Semester-II, Jalandhar : New Academic Publishing House (All Mediums).
5. Shankar Rao C.N., 2013 Sociology of Indian Society, New Delhi, S. Chand & Company
6. Macionis, John J. (2005) : Society : The Basics, New York : Prentice Hall. 7. Giddens, Anthony & Sutton W. Philip (2010) : Sociology : Introductory Readings, U.K.: Polity Press.

**Further Readings :**

1. Radcliffe-Brown, A.R. (1979) : Structure and Function in Primitive Society, London : Routledge and Kegan Paul.
2. Haralambos, M. (1998) : Sociology : Themes and Perspectives, New Delhi : Oxford University Press.
3. Talcott, Parsons (1959) : Social System, London : Tavistock Publications.
4. Singer, M. (1972) : When a Great Tradition Modernizes : An Anthropological Approach to Indian Civilization, New York : Praeger Publishers
5. Johnson, Harry, M. (1998) : Sociology : A Systematic Introduction, Delhi : Allied Publishers.

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**SKILL ENHANCEMENT COURSE (SEC)-2  
BASICS OF SOCIAL RESEARCH-II**

Credit 3

Maximum Marks 75

Time: 3 hours

Theory: 68

Internal Assessment: 7 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

- (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 10 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt Seven short answer type questions out of 10, i.e.  $7 \times 2 = 14$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $3 \times 18 = 54$  marks. .
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.  
The paper-setter must put note (ii) in the question paper.

**Objective:**

This paper aims at introducing basics of research design. Types of qualitative and quantitative methods.

**Course Content**

**UNIT- I**

Research Design-Meaning and Types

**UNIT- II**

Qualitative Methods- Case Study, Ethnography, Action Research

**UNIT- III**

Quantitative Methods- Observation, Survey, Experimental Methods

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**Essential Readings:**

1. Bailey, K. D., (1997) Methods of Social Research, New York, The Free Press.
2. Bernard, H. Russell (2000) Social Research Methods – Qualitative and Quantitative Approaches, New Delhi, Sage Publications India Pvt. Ltd.
3. Colin, R. (2000) Real World Research Oxford, Blackwell,
4. Goode, W.J. and Hatt P.K. (1952), Methods in Social Research, New York: McGraw Hill, International Students Edition.
5. Moser and Kalton (1980) Survey Methods in Social Investigation. Heinemann Educational Books.
6. Punch, K. F, (1998) Introduction of Social Research, Quantitative & Qualitative Approach, New Delhi, Sage Robson,
7. Tashakkori, A. and Charles Teddlie, (2003) Handbook of Mixed Methods, New Delhi, Sage.
8. Tim, May, (2001) Social Research: Issues, Methods and Process. Buckingham, Open University Press.

**Further Readings :**

1. Barly, Kenneth, D. (1978) Methods of Social Research, New York. The Free Press.
2. Bryant, G.A. (1985) Positivism in Social Theory and Research, Macmillan.
3. Giddens, Anthony, (1974), Positivism and Sociology, London: Hienmann.
4. Hindess, Barry (1977) Philosophy and Methodology in Social Sciences; The Harvester Press.
5. Madge, John, (1976) The Tools of Social Science, London, Longman.



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**MULTI-DISCIPLINARY COURSE-II**  
**SOCIAL INSTITUTIONS IN INDIA Credit 3**

Credit 3  
Maximum Marks 75  
Time: 3 hours

Theory 68

Internal Assessment: 7 marks

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

- (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 10 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt Seven short answer type questions out of 10, i.e.,  $7 \times 2 = 14$  marks. In addition to it, Question Nos. II to VII will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 18 marks each i.e.  $3 \times 18 = 54$  marks.
- (ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper-setter must put note (ii) in the question paper.

**Objective:**

This paper aims at introducing basic social institutions to the students, In this paper, social institution as a concept is introduced to the students. Study of various institutions which are foundations of human society, will help students to look at society in an objective and analytical way.

**Course Content**

**UNIT- I**

Meaning and Features  
Family-Definition, Types, Functions, Changing Trends

**UNIT- II**

Marriage -Definition, Types, Features, Changing Trends

**UNIT- III**

Kinship-Definition, Types, Kinship Categories, Lineage and Descent

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**Essential Readings:**

1. Christensen, H.(ed.) (1964) : Handbook of Marriage & Family, New Delhi: Allyn and Bacon.
2. Fox, Robin (1967) : Kinship and Marriage : An Anthropological Perspective; Baltimore: Penguin Books.
3. Giddens, Anthony (2013) : Sociology : A Text Book for the Nineties, London : Polity.
4. Haralambos, M. (1998) : Sociology : Themes and Perspectives, New Delhi : Oxford University Press.
5. Johnson, Harry, M. (1998) : Sociology : A Systematic Introduction, Delhi : Allied Publishers.
6. Macionis, John J. (2005) : Society : The Basics, New York : Prentice Hall.
7. Giddens, Anthony & Sutton W. Philip (2010): Sociology : Introductory Readings, U.K.: Polity Press.
8. Schacfer, Richard, T.(2010) : Sociology : A Brief Introductions, N.Y.: Tata McGraw Hill.

**Further Readings:**

1. K.M. Kapadia (1996) : Marriage & Family in India, Delhi, Oxford University Press
2. Bronislaw Malinowski (1944) : A Scientific Theory of Culture & other Essay (ed.) Huntington Cairns, C Hapel Hall, The University of North Caroliva Press.
3. ParticiaUberoi (1997) : Family, Kinship & Marriage in India, New Delhi, Oxford University Press
4. Radcliff Brown, A.R. (1979) : Structure and Functions in Primitive Society, London: Routledge and Kegan Paul.
5. Harlombos&Holborn,(2016) : Sociology Themes and perspectives, London, Collins
6. Madan, T.N.,(2001) : Family and Kinship, New Delhi, Oxford University Press

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**VALUE ADDED COURSE- II**  
**HUMAN RIGHTS AND VALUE EDUCATION**

Credit 2  
Maximum Marks 50 Theory 35 Project work 10 Internal Assessment: 5 marks  
Time: 2 hours

**INSTRUCTIONS FOR THE PAPER-SETTER AND THE CANDIDATES:**

Note: (1) Question No. I will be compulsory comprising of 8 short answer type questions of 3 marks each and will cover the entire syllabus. The answers should be in 100-200 words. The students are required to attempt any 5 out of total 8 questions based on the entire syllabus, i.e.,  $5 \times 3 = 15$  marks. In addition to it, Question Nos. II to V will consist of long answer (essay type) questions, two Questions from each Unit with internal choice carrying 10 marks each. The candidates will be required to attempt one question from each unit. i.e.  $2 \times 10 = 20$  marks.

ii) For private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment. The paper-setter must put note (ii) in the question paper.

**Objectives:**

The course is designed to make students aware about the human rights and values. An attempt has been to define the human rights as enshrined in UDHR. The importance of values education with special attention to universal modern values has been explained to the students.

**Course Content**

**UNIT- I**

Human Rights: Concepts, Characteristics, Universal Declaration of Human Rights

**UNIT- II**

Value Education: Meaning and Importance  
Values – Liberty, Equality, Fraternity, Justice

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**Essential Reading:**

1. Andrew Heywood, *Political Theory*, Palgrave Macmillan, 2004 (Third Edition)
2. Andrew Heywood, *Politics*, Palgrave Macmillan, 2013 (Fourth Edition)
3. Andrew Vincent, *Modern Political Ideologies*, Macmillan, 2013 (Fourth Edition)
4. Khanna, Avinash Rai, Samaj Chintan, Prekashan, 2020
5. Rajeev Bhargava and Ashok Acharya (ed) *Political Theory: An Introduction* (Available in Hindi translation), Pearson Education, 2008
6. O. P. Gauba, *An introduction to Political Theory*, Macmillan, 2010 ( Fifth Edition)
7. Will Kymlicka, *Contemporary Political Philosophy* (Available in Hindi translation), OUP, 2002 (Second Edition)
8. Dudley Knowles, *Political Philosophy*, Routledge, 2001
9. Jonathan Wolff, *An Introduction to Political Philosophy*, OUP, 1996
10. John Dryzek, Bonnie Honig and Anne Phillips (eds), *The Oxford Handbook of Political Theory*, OUP, 2008
11. Jean Hampton, *Political Philosophy*, New Delhi, Oxford University Press, 1998

**Further Readings:**

1. Bandyopadhyay, Sekhar (ed.) *Nationalist Movement in India* Delhi, Oxford University Press, New Delhi, 2009.
2. David Held, *Political Theory and the Modern State*, Polity Press, 1989
3. Saez, Lawrence, *Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System*, Sage, New Delhi, 2002.

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## SCHOOL OF COMMUNICATION STUDIES, PANJAB UNIVERSITY

UG DEGREE with a JOURNALISM AND MASS COMMUNICATION MAJOR (First Year)  
Or

CERTIFICATE IN JOURNALISM AND MASS COMMUNICATION


## List of Courses offered by SCS

SEMESTER I					
S. No	Course Typology	Course & Title	Mode	Duration	Credits/ Marks
1	DSC (Core Major) 1	Introduction to Mass Communication	Offline	75 Hours Theory: 45 Prac: 30	4 (100 marks) Th Ex: 60 IA: 15 Prac: 25
2	Multi-Disciplinary 1 (for other depts)	Communication and Legacy Media	Offline	60 Hours Theory: 30 Prac: 30	3 (75 marks) Th Ex: 40 IA: 10 Prac: 25
3	AEC 1	Communication Skills 1	Offline	45 Hours Theory: 15 Prac: 30	2 (50 marks) Th Ex: 20 IA: 05 Prac: 25
4	AEC 2	Communication Skills 2	Offline	45 Hours Theory: 15 Prac: 30	2 (50 marks) Th Ex: 20 IA: 05 Prac: 25
5	SEC 1	Creative Writing	Offline	60 Hours Theory: 30 Prac: 30	3 (75 marks) Th Ex: 40 IA: 10 Prac: 25
6	VAC 1	Press, Nationalism and India's Freedom Struggle	Offline	30 Hours Theory: 30	2 (50 marks) Th Ex: 40 IA: 10
7	Vocational Course	Radio Production	Offline	30 Hours Prac: 30	2 (50 marks) Prac: 50
8 ✕	Minor Discipline 1	History of Press	Offline	75 Hours Theory: 60 Prac: 40	4 (100 marks) Th Ex: 60 IA: 15 Prac: 25

✕ To be chosen by the student by making choice of major and minor

SEMESTER II					
S. No	Course Typology	Course & Title	Mode	Duration	Credits/Marks
1	DSC (Core Major) 2	Fundamentals of Journalism	Offline	75 Hours Theory: 45 Prac: 30	4 (100 marks) Th Ex: 60 IA: 15 Prac: 25
2	Multi-Disciplinary 2 (for other depts)	Digital and Social Media	Offline	60 Hours Theory: 30 Prac: 30	3 (75 marks) Th Ex: 40 IA: 10 Prac: 25
3	SEC 2	Computer Applications for Media	Blended	60 Hours Theory: 30 Prac: 30	3 (75 marks) Th Ex: 40 IA: 10 Prac: 25
4	SEC 3	Event Management	Offline	60 Hours Theory: 30 Prac: 30	3 (75 marks) Th Ex: 40 IA: 10 Prac: 25
5	VAC 2	Artificial Intelligence in your Life	Offline	30 Hours Theory: 30	2 (50 marks) Th Ex: 40 IA: 10
6	Minor Discipline 1	Media Management	Offline	75 Hours Theory: 60 Prac: 40	4 (100 marks) Th Ex: 60 IA: 15 Prac: 25

\* To be chosen by student by making choice of Major and Minor

  
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 Panjab University, Chandigarh

220

**SEMESTER I**

**Course Title: History of Press**

**Typology of Course: Discipline Specific Course (Minor)**

**Level of Course: Foundation or Introductory Course Level 100-199**

**No. of Seats: 25**

**Number of times offered per semester: Once**

**Mode: Offline**

**Course Duration: 75 hours [Theory (03 hours/week) + Practical (02 hours/week)]**

**Credits: 04 [Theory (03) + Practical (01)]**

**Marks: 100 [Theory Exams (60) + Internal Assessment (15) + Practical (25)]**

**Co-ordinating Department: School of Communication Studies, Panjab University**

**(A) Course Objectives:**

The paper will orient the students towards the study of journalism by giving a historical background and a context to the changes that are visible in the media. They will also be sensitized to the history of the press in post-Independence India.

**(B) Learning Objectives**

At the end of this course the students will develop respect for the traditions and systems of media. Having studied the historical evolution and growth and understanding the role played by the socio political dynamics of contemporary scenario on media systems, the students will be sensitised to its duties, responsibilities and problems.

**(C) Pedagogy of the Course Work:**

75% Lectures (including expert lectures)


25% Unit tests, snap tests, assignments, attendance and class room participation.

**Instructions for paper setters and candidates:**

- The maximum marks for the paper will be 100. The question paper will be of 75 marks and internal assessment of 25 marks. Time allowed will be 3 hours.
- There shall be 9 questions in all.

The first question is compulsory comprising 8 short answer type questions spread over the whole syllabus to be answered in about 100-150 words each. The candidates are required to attempt 5 questions. Each question shall be of 3 marks. (5X3 = 15 marks)

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks. (4X15 = 60 marks)

  
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UNIT - I

- Brief introduction of the evolution of early newspapers in Britain
- 17<sup>th</sup> century: early restrictions, Aeropagitica
- 18<sup>th</sup> century: Stamp Act, The Times of London
- 19<sup>th</sup> & 20<sup>th</sup> century: Early history of Radio and Television

UNIT - II

- Brief introduction of the evolution of early newspapers in USA including Colonial newspapers and Revolutionary role of press during the American Revolution (1765 - 1783)
- Party Press (1801- 1833), Penny Press (1833-1860)
- Civil War Journalism (1860- 1872): Age of reconstruction and financial adjustment
- New Journalism (1878): Joseph Pulitzer - New York World, W.R. Hearst - New York Journal (1890 - 1904)

UNIT - III

- Brief introduction of the evolution of early newspapers in India, The forerunners (1780 - 1818), Hicky and Buckingham
- Early restrictions, (1818 - 1868)
- Rise of nationalist press, Vernacular Press Act and other restrictions (1869 - 1919)
- Assertive role of press (1919 - 1947)

UNIT - IV

- Growth of press in independent India (1947-1975)
- Press Enquiry Committee, The Press Commissions I & II
- Press during Emergency, 1975- 1977
- Changing media scene post liberalisation (1977- date)

**Practical Exercise:** Students are divided into groups. Each group is assigned a period in history. The group researches and makes a short presentation on the given period.

**ESSENTIAL READING**

- 1 Barns, Margarita, (1940), *Indian Press*, George Allen & Unwin, London.
- 2 Basu, Durgada, (1982), *The Law of the Press in India*, Prentice-Hall, New Delhi.
- 3 Cheney, William, (1955), *Freedom of the Press*, Harcourt-Brace, New York.
- 4 Elliott, Deni (ed.), (1986), *Responsible Journalism*, Sage Beverly Hills.
- 5 Herd, Harold, (1976), *The March of Journalism*, Greenwood Press, Connecticut.
- 6 Karkhanis, Sharad, (1981), *Indian Politics & Role of the Press*, Vikas Publishers, New Delhi.
- 7 Kubre, Sidney, (1970), *Foundations of American Journalism*, Greenwood Press, Conn.
- 8 Mankekar, D.R., (1973), *The Press versus the Govt. Indian Book Co*, New Delhi
- 9 Natarajan, J, (1955), *History of Indian Journalism*, Publications Division, I & B Min.
- 10 Payne, Lee & George Henry, (1940), *History of Journalism in the U.S.*, Greenwood Press, Connecticut.
- 11 Julie Hidgepeth Williams, James D. Startt, William David, (1994), *The History of American*

  
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- Journalism*, Greenwood Press.
- 12 KC Sharma, & JN Sharma, (2008), *Journalism in India: History Growth Development*, Oscar Publications.
- 13 Shakuntala Rao, (2009), *Globalization of Indian Journalism 'Journalism Studies*, Routledge
- 14 Martin D Corhoy , (2008), *Journalism*, Sage.
- 15 Andrew Mar, (2005), *My trade: A short history of British Journalism*, Pan Books.
- 16 Christopher Callahan, (2002), *A Journalists Guide to the Internet: The Net as a Reporting Tool*, Ally & Bacon

**ADDITIONAL READING**

- 1 Govt. of India, (1975), *Report of the Commission of Freedom of the Press*, USA University of Chicago Press, Chicago
- 2 Crawford, Nelson Antrim, (1969), *The Ethics of Journalism*, Greenwood Press, Connecticut
- 3 Hooper, David, (1984), *Public Scandal, Odium and contempt* Secker & Warburg, London.
- 4 Lichtenberg, Judith M. (ed), (1990), *Democracy and Mass Media*, Cambridge Univ. Press, Cambridge.
- 5 Mazumdar, Aurobindo, (1993), *Indian Press and Freedom Struggle*, Orient-Longman, Calcutta.
- 6 Thomas, Sunny, (1984), *Truth, Images & Distortions*, Heritage Publishers, New Delhi.
- 7 Shamra KC, (2007), *Journalism in India: A story, Growth, Development*, Indiana, New Delhi.
- 8 Rajnish, (2007), *Emergence of Investigative Journalism*, Indiana, New Delhi.



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-223-

## SEMESTER II

**Course Title:** Media Management

**Typology of Course:** Discipline Specific Course (Minor)

**Level of Course:** Foundation or Introductory Course Level 100-199

**No. of Seats:** 25

**Number of times offered per semester:** Once

**Mode:** Offline

**Course Duration:** 75 hours [Theory (03 hours/week) + Practical (02 hours/week)]

**Credits:** 04 [Theory (03) + Practical (01)]

**Marks:** 100 [Theory Exams (60) + Internal Assessment (15) + Practical (25)]

**Co-ordinating Department:** School of Communication Studies, Panjab University

### (A) Course Objectives:

This paper is designed to provide students with detailed insight into the structures, management, processes, and economics of media industry in India. This course will provide a firm foundation for understanding how the media industries operate in the globalized scenario.

### (B) Learning Outcome

Upon completion of this course students should be able to demonstrate an enriched understanding of the organizational structures and functioning of media industries. They will be adept at creating their own jobs through entrepreneurial media ventures. They will also be able to understand the impact of Convergence, Blockchains and new technologies on the media landscape. This course is industry oriented and has good employment opportunities in the management side of media organisations.

### (B) Pedagogy of the Course Work:

75% Lectures (including expert lectures)

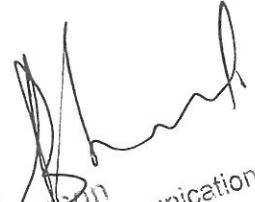
25% Unit tests, snap tests, assignments, attendance and class room participation.

### Instructions for papersetters and candidates:

- The maximum marks for the paper will be 100. The question paper will be of 75 marks and internal assessment of 25 marks. Time allowed will be 3 hours.
- There shall be 9 questions in all.

The first question is compulsory comprising 8 short answer type questions spread over the whole syllabus to be answered in about 100-150 words each. The candidates are required to attempt 5 questions. Each question shall be of 3 marks. (5X3 = 15 marks)

Rest of the paper shall contain four units. Two questions shall be asked from each unit and the candidates shall be given internal choice. The candidates shall attempt one question from each unit. Each question will carry 15 marks. (4X15 = 60 marks)

  
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### Unit I

- An overview of Media as an industry, Emergence of global media
- Global and Indian media players and their holdings
- Introduction to Indian Media and Entertainment Sector (IEM) comprising Filmed Entertainment, Television, Music, Radio, Print, Online media, Gaming, VFX, AI
- Management of Media organizations
  - Management as a process.
  - Approaches to Management such as Classical school, Human Relations School, and Modern approach.

### Unit II

- Media market scenario
  - Ownership and its types, advantages, and disadvantages
  - Cross Media ownership; Vertical and Horizontal integration.
  - Monopolies and Oligopolies
- Economics of print and electronic media in the global marketplace
  - Consolidation and Convergence
  - Forces affecting markets viz. economic, technological, regulatory, global, social
- Foreign equity in Indian Media; Economic, social, and cultural effects of globalisation of media.
- Strategic alliances in media market for newsgathering, content creation, dissemination.

### Unit III

- Newspaper Business Management, Definition, Classification of newspapers
- Newspaper as a product, Constraints of newspaper industry in India
- Structure of various departments of a newspaper, news agencies, magazines
- Electronic Media Management: Structure of radio and television organizations, new media, Online Publications, OTT platforms

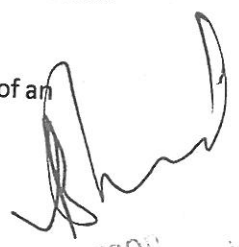
### Unit IV

- Collaborations, integrating distribution and production
- Entrepreneurship, different stages of a startup
- Developing a business plan and strategy, Leading a team
- Application of Blockchains in Media industry

Practical: Reading of the FICCI Report and Class presentations of the same.

### **ESSENTIAL READING**

1. Alan B Albarran (2002) *Media Economics: Understanding markets, industries and concepts.* Wiley-Blackwell
2. Alison Alexander (2004) *Media Economics: Theory and Practice*, Lawrence Erlbaum
3. Colin Hoskins, Stuart McFadyen, & Adam Finn (2012) *Media economics: applying economics to new and traditional media.* Sage Publications
4. B.K Chaturvedi, ( 2009) *Media management*, Global Vision Publishing House
5. Louisa S. Ha, Richard J. Ganahl ( 2006) , *Webcasting Worldwide: Business Models of an Emerging Global Medium*, Routledge

  
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6. Mishra, Saroj Kumar (2019) *Media Management*, Gyan Geeta Prakashan
7. Redmond James and Trager Robert, (2004), *Balancing on the Wire: The Art of Managing Media Organizations*, 2nd ed., Atomic Dog
8. Roberts Gene (2001), *Leaving Readers Behind: The Age of Corporate Newspapering*, ed. by (University of Arkansas Press)
9. Roberts Gene (2002), *Breach of Faith: A Crisis of Coverage in the Age of Corporate Newspapering*, ed. (University of Arkansas Press)
10. Serrin William , ( 2000), *The Business of Journalism*, edited by The New Press

#### ADDITIONAL READING

1. Adarsh Kumar Varma ( 2003), *12 ½, Management Mantras of Journalism*, Kanishka Publishers, New Delhi
2. Alan Albarran, Bozena Mierzejewska, Jaemin Jung, ( 2018) *Handbook of Media Management and Economics*, Routledge
3. Kundra, S ( 2005), *Media management*, Saujanya books Pvt Ltd, New Delhi
4. Shamsi N Afeque, ( 2006), *Media Organisation And Management*, Anmol Publications Pvt Ltd, New Delhi
5. Ulrike Rohn, Tom Evens ( 2020) , *Media Management Matters: Challenges and Opportunities for Bridging Theory and Practice*, Routledge

  
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Chandigarh



UG Degree Programme With Single Major Women's Studies

Serial No.	Course Typology	Title of Course	Credits	Mode	Duration	Coordinating Departments
1	DSC-1	Introduction to Women's Studies	4	Offline	75 hrs	DCWSD, PU
2	Minor Discipline Courses (MDC)-1		4	Offline/Online	75 hrs	Could be chosen from a basket of disciplines offered by the Institution
	AEC-1	English	2	Offline	45 hrs	Dept of English
	AEC-2	Hindi/Punjabi (MIL)	2	Offline	45 hrs	Dept. of Hindi/Punjabi
	VAC-1	Understanding Gender	2	Offline	30 hours	DCWSD, PU
	SEC-1	Computer Skills	3	Offline	45 hours	Dept. of Computer Sciences, PU
	MDSC-1	Women and Legal Rights	3	Offline	45 hours	DCWSD, PU
	CEOIF	Community Service/Outreach	2	Offline		
	UHV*	UHV	3	Offline	45 hours	UHV Cell, PU
			22			
<b>Semester II</b>						
	DSC-2	Understanding	4	Offline		DCWSD

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-227-

MDC-2	feminism	4	Offline/ Online	Could be chosen from a basket of disciplines offered by the Institution
AEC-1	English	2	Offline	Dept. of English, PU
AEC-2	Hindi/Punjabi (MIL)	2	Offline	Dept. of Hindi/Punjabi
VAC-2	Gender Based Violence	2	Offline	
SEC-2	Academic writing/ Presentations using Software	3	Offline	Dept. of English, PU/ Computer Science Dept
MDSC-2	Status of Women in India	3	Offline	DCWSD, PU
CEOIF-1 Summer Internship/Community Service/Outreach/Internship/Field Based Projects	Summer Internship	2	Offline	
		22		
		credits		

\*Credits for UHV course would go into the credit back of the student. The student could take up this course in any semester.

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**Outlines of Tests, Syllabi and Courses of Reading in the subject of Women's Studies for B.A. (General) 1st and 2nd Semester for the Session**

**B.A. - 1<sup>ST</sup> SEMESTER**

**DISCIPLINE SPECIFIC COURSE-CORE -1**

**4 Credits**

**Introduction to Women's Studies**

Maximum Marks : 100 marks

Theory : 90 marks

Internal Assessment : 10 marks

Time : 3 hours

**Objectives:** The objective of this course is to conscientise the students about some of the key concepts in women's studies, their meaning from a feminist and gender perspective with special reference to India.

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be compulsory question.
4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 18 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

**Course Contents**

**Unit I: Gender**

- Sex and Gender: Definition and Difference
- Social Construction of Gender: From infancy to Adulthood to Old age

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Gender Stereotypes: Genesis and Persistence through Family, School, Peer Group and media

**Unit II: Patriarchy**

- Definition and Origin of Patriarchy
- Manifestations of Patriarchy: a) Preference for Son  
b) Discrimination against girl-child and women in the family  
c) Violence against Women  
d) Discrimination against Women at the Workplace

**Unit III: Empowerment**

- Definition
- Types of Empowerment- a) Social – with reference to women’s role in marriage and family  
b) Political-73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Acts  
c) Economic – Employment and Property Rights

**Unit IV: Women’s Studies**

- a) Definition,
- b) Rationale for Women’s Studies,
- c) Evolution of Women’s Studies,
- d) Women’s Studies as a discipline

**Essential Readings:**

Anderson, Margaret, **Thinking About Women**, Macmillan, New York, 1993.

AnuAneja, (2019) **Women’s and Gender Studies in India: Crossings**, Routledge

Bhasin, Kamla, **What is Patriarchy?**, Kali for Women, New Delhi, 1994.

Bhasin, Kamla, **Understanding Gender**, Kali for Women, New Delhi, 2000.

Connel, R.W., **Gender**, Polity, Cambridge, 2002.

Jain, Devaki and Rajput, Pam (eds.) **Narratives from the Women’s Studies Family**, Sage, New Delhi, 2003.

Sam Killermann, (2017) **A Guide to Gender: The Social Justice Advocate’s Handbook**, Impetus Books

MadhuVij et al, (2014) **Women’s Studies in India: A Journey of 25 years**, Rawat, New Delhi

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Mary E John (2008) **Women's Studies in India: A Reader**, Penguin 1<sup>st</sup>ed

Poonacha, Veena, **Understanding Women's Studies**, RCWS, SNDT University, Mumbai, 1999.

Singh, UmeshPratap, Garg, Rajesh Kumar and Nigam, Vivek Kumar, **Women Empowerment: Dimension and Direction**, Adhyayan Publishers and Distributors, New Delhi, 2012.

Woodward, Kath, **The Short Guide of Gender**, Rawat Publications, Jaipur, 2012.

**Further Readings:**

Lerner, Gerda, **The Creation of Patriarchy**, Oxford University Press, New Delhi, 1986.

Lorber, Judith and Farrell, Susan A. (ed), **The Social Construction of Gender**, Sage, New Delhi, 1991.

Mies, Maria, **Indian Women and Patriarchy**, Concept Publishing Company, New Delhi, 1980.

Rajput, Pam & Kaur, Manvinder, "Women's Studies in Higher Education in India: Some Reflections", **Samyukta**, Vol III, No.1, January 2003.

BasabiChakraborty, "Women's Studies: Various Aspects", UrbeePrakashan, 2014

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**MDC -1**

**4 credits**

(Syllabus to be framed by the Respective Board of Studies)

**Ability Enhancement Course I**

**2 Credits**

English (Syllabus to be made by Respective Board of Studies)

**Ability Enhancement Course II**

**2 Credits**

Hindi/Punjabi (Syllabus to be made by Respective Board of Studies)

**Skill Enhancement Course**

**3 Credits**

Computer Skills(Syllabus to be framed by Respective Board of Studies)

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Value Added Course

2 Credits

### Understanding Gender

Maximum Marks : 50 marks

Theory : 40 marks

Internal Assessment : 10 marks

Time : 3 hours

Objectives: The Course aims to acquaint the student with various aspects of gender construction, its impact on the lives of men and women as well as impact on society and nation. It would further help the student identify the way forward in order to overcome the negative consequences and move on the path towards fulfilling the SDG 5 of Gender Equality.

Pedagogy of the Course Work: Lectures, assignments, presentations, field visits, documentaries and other media

Note:

1. The Syllabus has been divided into two units.
2. There shall be 5 questions in all.
3. The first question shall be short answer type containing 10 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 5 short answer type questions i.e. 2 marks of each. It shall carry 10 marks and shall be compulsory question.
4. Rest of the paper shall contain 2 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

#### Course Contents:

- Unit I            Understanding Gender and Gender Construction
- Difference Between Sex and Gender
  - Gender Construction through Life Cycle approach
  - Agencies Impacting Gender Construction- Family, Educational Institutions, Media
- Unit II            Impact of Gender Construction and Way Forward
- Impact on Women
  - Impact on Men
  - Impact on Society and Nation

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- Way Forward
  - Action to be taken by:
    - Individual
    - Society
    - State
    - International Community

**Essential Readings:**

AnuAneja, **Women's and Gender Studies in India: Crossings**, Routledge, 2019

Bhasin, Kamla, **Understanding Gender**, Kali for Women, New Delhi, 2000.

Connel, R.W., **Gender**, Polity, Cambridge, 2002.

Sam Killermann, (2017) **A Guide to Gender: The Social Justice Advocate's Handbook**, Impetus Books

Woodward, Kath, **The Short Guide of Gender**, Rawat Publications, Jaipur, 2012.

Lorber, Judith and Farrell, Susan A. (ed), **The Social Construction of Gender**, Sage, New Delhi, 1991.

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Multi-disciplinary Course

3 Credits

### Women and Legal Rights

Maximum Marks : 75 marks

Theory : 65 marks

Internal Assessment : 10 marks

Time : 3 hours

**Objectives:** The course seeks to create an awareness among students about the women's rights in India both in the Constitution as well as through various legislative enactments. In addition, it seeks to acquaint the student of multidisciplinary studies with various issues which impact women's access to and availability of rights.

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into three units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.
4. Rest of the paper shall contain 3 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

### Course Contents:

#### Unit I: Constitution of India and Women's Rights

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties

#### Unit II: Women's Legal Rights

- Protection of Women from Domestic violence Act, 2005
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013



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- Maternity Benefits Act
- Rape Laws (CrPC Amendment 2013)

Unit III: Women's Rights Issues in India:

- a) Cultural violations of women's rights (Casteism and communalism)
- b) Violence against women
- c) Reproductive rights
- d) Right to education
- e) Right to Livelihood

**Essential Readings:**

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

Anand, A.S., **Justice for Women: Concepts and Experience**, Universal Law Pub., New Delhi, 2002.

Bakshi, P.M., **Constitution of India**, Universal Law Pub., New Delhi, 2006.

Basu, D.D., **Introduction to the Constitution of India**, Wadhwa and Co. Agra, 2001.

Chawla, Monica, **Gender Justice: Women and Law in India**, Deep and Deep, New Delhi, 2006.

Diwan, Paras, **Family law, (Law of Marriage and Divorce in India)**, Sterling Publishers Pvt. Ltd., New Delhi, 1983.

Gill, Kulwant, **Hindu Women's Right to Property in India**, Deep and Deep, New Delhi, 1986.

Kapur, Ratna and Crossman, Brenda, **Subversive Sites: Feminist Engagements with Law in India**, Sage, New Delhi, 1996.

Kapur, Ratna (ed.), **Feminist Terrains in Legal Domain: Interdisciplinary Essays on Women and Law in India**, Kali for Women, New Delhi, 1996.

Mitter, Dwarka Nath, **The Position of Women in Hindu Law**, Cosmo Pub., New Delhi, 2006.

Shams, Shamusuddin, **Women, Law and Social Change**, Ashish Publishing House, New Delhi, 1991.

Sivaramayya, B., **Matrimonial Property in India**, Oxford University Publications, New Delhi, 1999.

Mukhopadhyay, Swapna, **In the Name of Justice: Women and Law in Society**,

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Manohar, New Delhi, 1998.

T, Brettel, Dawson, (ed.), **Women, Law and Social Change: Core Reading and Current Issues**, 2<sup>nd</sup>ed., O N, Captus Press, New York, 1990.

**Relevant Bare Acts**

**Further Readings:**

Bhandari, Asha and Mehta, Rekha, **Women, Justice and the Rule of Law**, Serials Publications, New Delhi, 2009.

Crites L. Lavra el., **Women, The Court and Equality**, Sage, New Delhi, 1987.

Desai, A.R., **Women's Liberation and Politics of Religious Personal Laws in India**, C.G.Shah Memorial Trust, Bombay, 1986.

Diwan, Paras, **Dowry and Protection to Married Women**, Deep and Deep Publication, New Delhi, 1987.

Ghosh, S. K., **Women in Changing Society**, Ashish Publishing House, New Delhi, 1984. Government of India, **Muslim Personal Law (Shariat) Application Act, 1937**.

Jaisingh, Indira (ed.), **Justice for Women: Personal Laws, Women's Rights and Law Reforms**, The Other India Press, Mapuse, Goa, 1996.

K.Uma Devi (ed.), **Property Rights of Women**, Serials Pub., New Delhi, 2006.

Kant, Anjani, **Women and the Law**, A.P.H. Pub., New Delhi, 2008.

Krishna Iyer, V. R., **Law and Religion**, Deep and Deep Publication, New Delhi, 1984. Parashar, Archana, **Redefining Family Law in India**, Routledge, London, 2008.

Ratra, Amiteshwar, Kaur, Parveen and Chhikara, Sudha, **Marriage and Family: In Diverse and Changing Scenario**, Deep and Deep, New Delhi, 2006.

Sarkar, Tanika & Butalia, Urvashi, **Women and Hindu Right**, Kali for Women, New Delhi, 1996.

Singh, InduPrakash, **Women, law and Social Change in India**, Radiant, New Delhi, 1989.

CEOIF

Community Service/Outreach

2 Credits

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## SEMESTER II

Discipline Specific Core Paper

4 Credits

### Understanding Feminism

#### Objectives:

This course offers the prominent theories that feminists have formulated to explain the matrix of gender inequality from the nineteenth century to the present. It further seeks to introduce the student to the key debates within feminist theories as well as the shifts in feminism.

Note: The students are expected to have a general understanding of the various strands of feminism and not of any specific feminist thinker in this course.

Maximum Marks : 100 marks

Theory : 90 marks

Internal Assessment : 10 marks

Time : 3 hours

Pedagogy of the Course Work: Lectures, assignments, presentations, field visits, documentaries and other media

#### Note:

1. The Syllabus has been divided into four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be compulsory question.
4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 18 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

#### Course Contents:

##### Unit I : Feminism

- (a) Definition,
- (b) Emergence of Feminism with special focus on
  - o Women in French Revolution,

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- o Suffrage Movement in the U.S.A.( with reference to Seneca Falls Convention and Declaration of Sentiments,
  - o Suffrage Movement in the U.K.
- (c) Three Waves of Feminism

**Unit II: Strands of Feminism -I**

- a) Liberal Feminism,
- b) Socialist Feminism,
- c) Marxist Feminism,

**Unit III: Strands of Feminism - II**

- a) Radical Feminism
- b) Post modern Feminism
- c) Psycho-analytic Feminism (Freudian).

**Unit IV – Strands of Feminism- III**

- a) Black Feminism
- b) Cultural Feminism
- c) Feminism and environmental issues

**Essential Readings:**

Agarwal, Bina, **The Gender and Environment Debate: Lessons from India, Feminist Studies**, Vol 18, No.1, Spring 1992, pp 119-158.

Anderson, Margaret, **Thinking About Women**, Macmillan, New York, 1993

Beasley, Chris, **What is Feminism?**, Sage, London, 1999

bell hooks, **Ain't I a Woman: Black Women and Feminism**, Pluto Press, London, 1982.

Chatterjee, Mohini, **Feminism and Gender Equality**, Aavishkar, Jaipur, 2005

Collins, Patricia Hill, **Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment**, Routledge, New York, 1999.

Desai, Leela, **Issues in Feminism**, Pointer Pub, Jaipur, 2004

Molyneux, Maxinne and Steiberg, Deborah Lynn, **Mies and Shiva's Ecofeminism: A New Testament**, *Feminist Review*, No.49, Spring 1995, pp 86-10

**Further Readings**

Banks, Olive, **Faces of Feminism: A Study of Feminism as a Social Movement**, St. Martin's Press, New York, 1981.

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Freeman, Jo, (ed), **Women: A Feminist Perspective**, Palo Alto, California: Mayfield, 1975.

Kosambi, Meera, **Crossing Thresholds: Feminist Essays in Social History**, Permanent Black, New Delhi, 2007

Mishra, Binod, (ed), **Critical Responses to Feminism**, Sapru& Sons, New Delhi, 2006

Pan Anandita, **Mapping Dalit Feminism**, Sage, New Delhi, 2020

Shukla, Bhaskar A., **Feminism: From Mary Wollstonecraft to Betty Friedan**, Sapru& Sons, New Delhi, 2007

Spender, Dale, **Feminist Theorists: Three Centuries of Women's Intellectual Traditions**, The Women's Press, London, 1982.

Sen, Sanjay; Pegu, Kushal, **Feminism : Theory and Practice**, Mahaveer Publications, 2021

**Minor Discipline -1**

**4 credits**

(Syllabus to be framed by the Respective Board of Studies)

**Ability Enhancement Course I**

**2Credits**

English (Syllabus to be made by Respective Board of Studies)

**Ability Enhancement Course II**

**2 credits**

Communication Skills(Syllabus to be made by Respective Board of Studies)

**Skill Enhancement Course**

**3 Credits**

Academic Writing/Presentations Using Software  
(Syllabus to be framed by Respective Board of Studies)

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Value Added Course

2 Credits

**Gender Based Violence**

Maximum Marks : 50 marks

Theory :25 marks

Internal Assessment :25 marks

Time : 3 hours

Objectives: The course seeks to create awareness among the students about the issues relating to gender based violence and its impact on persons, community as well as the State.

Pedagogy of the Course Work: The course shall partially be run in Workshop mode, while Lectures, assignments, presentations, field visits, documentaries and other media will also form part of the pedagogy.

Note:

Evaluation of Theory Part:

1. The Syllabus has been divided into two units.
2. There shall be 5 questions in all.
3. The first question shall be short answer type containing 10 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 5 short answer type questions i.e. 1 marks of each. It shall carry 5 marks and shall be compulsory question.
4. Rest of the paper shall contain 2 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 10 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

Evaluation for Internal Assessment:

The students shall be required to

- Make a IEC campaign to stop gender based violence
- Write an assignment
- Prepare a role play (group activity)
- Poster making and presentation
- Visit to one stop crisis Centre and report

Each activity shall carry five marks. Evaluation shall be done by the concerned teacher and an expert appointed by the Head of the Institution.

**Course Contents**

**Unit I Gender Based Violence**

- Definition, Forms of Violence

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- Causes of Gender Based Violence
- Consequences- Individual, family, community, nation
- Laws relating to Violence- CrPC Amendment Act 2013, PWDVA 2005

### Unit III Laws relating to Gender Based Violence in India

- CrPC Amendment Act 2013
- PWDVA 2005
- Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal Act) 2013
- Transgender Persons (Protection of Rights ) Act 2019

Multi –disciplinary Course

3 Credits

### Status of Women in India

Maximum Marks : 75 marks

Theory : 65 marks

Internal Assessment : 10 marks

Time : 3 hours

Objectives: The course seeks to acquaint students with the various issues encountered by women in India in their everyday lives as well as the overall status of women through an analysis of demographical as well as socio-cultural factors. Becoming aware of the current position and the causes would enable the students to forge a path to improving the situation.

Pedagogy of the Course Work: Lectures, assignments, presentations, field visits, documentaries and other media

#### Note:

1. The Syllabus has been divided into three units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.
4. Rest of the paper shall contain 3 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.

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5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

### Course Contents

**Unit I: Concept:** Meaning, Definition and Types of Status: (i) Ascribed Status, (ii) Achieved Status, Factors and Indicators of Status of Women

#### Unit II: Status of Women in India

- a) Sex Ratio: Age Specific Sex Ratio: Trends, Change in Sex Ratio: Causes and Consequences
- b) Education: Gender Gaps in Literacy Rates, School Enrolment and Dropout rates, Higher Education, Obstacles to Women's Education: Socio Cultural, Economic and Infrastructural
- c) Work Participation: Changing definition, Gender differentials in Work Participation Rates, Obstacles to Women's Workforce Participation

#### Unit III: Status of Women in India

- (a) Violence against Women: Definition, Violence across the life-cycle, Extent of Violence
- (b) Health: Definition of Health & Reproductive Health, Factors affecting Women's Health Status, Issues relating to women's health status in India

#### Essential Readings:

Chatterjee, Meera, **A Report on Indian Women from Birth to Twenty**, NIPCCD, New Delhi, 1999.

Gopalan, Sarala and Shiva, Mira, **National Profile on Women, Health and Development**, VHAI, & WHO, 2000.

Gopalan, Sarala, **Towards Equality- The Unfinished Agenda: Status of Women in India-2001**, National Commission for Women, New Delhi, 2002.

Menon-Sen, Kalayani and Shiva Kumar, A.K., **Women in India! How Free? How qual?**, Report Commissioned by the Office of the United Nations Resident Coordinator in India, New Delhi, 2001.

**National Human Development Report, 2001**, Planning Commission, Govt. of India, March 2002.

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Studies and Development  
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Commission on the Status of women in India, **Status of Women in India**, GOI, 2015

Sinha, S.N. and Basu, S.k, (2018) **Women in Ancient India: Vedic to Vatsyana**, Khanna pub

Anandita Pan, (2020) **Mapping Dalit Feminism: Towards an Intersectional Standpoint**, Sage

**Further Readings:**

Ali, ArunaAsaf, **Resurgence of Indian Women**, Nehru Memorial Museum and Library, New Delhi, Radiant, 1991

Ali, AzraAsghar, **The Emergence of Feminism Among Indian Muslim Women, 1920-1947**, Oxford, Karachi, 2000

Anand, Meena **Dalit Women : Fear and Discrimination**, Isha Books, Delhi, 2005

Bhattacharya, Rinki (ed), **Behind Closed Doors : Domestic Violence in India**, Sage, New Delhi, 2004

Choudhary, Prem, **Contentious Marriages: Eloping Couples: Gender, Caste and Patriarchy in Northern India**, OUP, New Delhi, 2007

Desai, Neera and Krishnaraj, Maithreyi (ed), **Women and Society in India**, Ajanta Publication, New Delhi, 1987.

Kumar, Hajira (ed), **Status of Muslim Women in India**, Aakar Books, Delhi, 2002


Mohanti, Bedabati, **Violence Against Women: an Analysis of Contemporary Realities**, Kanishka Publications, New Delhi, 2005

MohiniGiri, V., **Deprived Devis : Women's Unequal Status in Society** Gyan, New Delhi, 2006

Rajawat, Mamta, **Dalit Women: Issues and Perspectives**, Anmol Pub, New Delhi, 2006

**Summer Internship**

**2 credits**

  
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Appendix to Item 13 No-XVII

-244-



**FACULTY OF ARTS  
CENTRE FOR HUMAN RIGHTS AND DUTIES  
PANJABUNIVERSITY, CHANDIGARH**

**Syllabi for B.A Majors in Human Rights and Duties under Faculty of Arts  
based on the UGC Under Graduate Curriculum Framework-2022 (UGCF)  
(AS Per NEP-2020)**

Semester I				Semester II			
Course	Title	L-T-P	Credits	Course	Title	L-T-P	Credits
Discipline Specific Course-core -I	Historical and Philosophical Perspectives on Human Rights	3-1-0	4	Discipline Specific Course-core -II	United Nations and Human Rights	3-1-0	4
*Minor Discipline I	---	3-1-0	4	*Minor Discipline - II	---	3-1-0	4
**Multi-Disciplinary Course- I	Human Rights and Duties in India	2-1-0	3	Multi-Disciplinary Course -II	Human Rights Movements in India	2-1-0	3
Ability Enhancement - I	English	2-0-0	2	Ability Enhancement - III	English	2-0-0	2
Ability Enhancement - II	Hindi/Punjabi	2-0-0	2	Ability Enhancement - IV	Hindi/Punjabi	2-0-0	2
Skill Enhancement - 1	Para-Legal Skills Training	2-0-1	3	Skill Enhancement - II	Non-Profits, Fundraising and Crowdfunding	2-1-0	3
VAC-I	Understanding Human Rights	1-0-1	2	VAC-II	Right to Information and Human Rights	1-0-1	2
CEOIF-1	Community Service/Outreach	0-0-2	2	CEOIF-2	Internship	0-0-2	2
***UHV	Universal Human Values	2-1-0	3				
<b>Total Credits</b>			<b>22</b>	<b>Total Credits</b>			<b>22</b>

**Note : \*Minor Discipline-** Students will choose minor discipline from pool of courses offered by other departments.

**\*\*Multi-Disciplinary Course** -Open to Students from other departments

**\*\*\*UHV** - The students will do an additional 3 credit course on Universal Human Values. However, the total credit distribution of Semester would be 22 credits only.

**L-T-P** : Lecture-Tutorial- Practical/Practice

Chairperson  
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Panjab University, Chandigarh

-245-

**B.A. Major in Human Rights and Duties- 1<sup>st</sup> Semester**

**Outlines of Tests, Syllabi and Courses of Reading in the subject for B.A.  
(General) 1<sup>st</sup> Semester for the Session 2023-2024.**

**DISCIPLINE SPECIFIC CORE COURSE-I**  
**Historical and Philosophical Perspectives on Human Rights**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
DSC-I Historical and Philosophical Perspectives on Human Rights	4	3	1	0

Maximum Marks : 100 marks

Theory: 80 marks

Internal Assessment: 20 marks

**Course Objectives**

The paper seeks, a) to introduce the students to the basic concepts of human rights and duties; b) to acquaint them with the evolutionary and theoretical perspectives of human rights; c) to familiarize them about the development debate; and d) to inform them about the general problems relating to human rights.

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be compulsory question.
4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 18 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper.

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**B.A. Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Course Contents**

**Unit I: Conceptual Background of Human Rights and Duties**

Human Rights : Meaning, Nature and Scope  
Duties: Meaning and Types  
Interrelationship between Rights and Duties

**Unit II: Theoretical Perspectives**

Natural Rights  
Legal / Positivist  
Liberal  
Marxist

**Unit III: Historical Development of Human Rights**

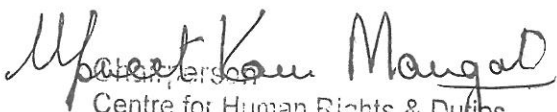
Magna Carta 1215  
English Bill of Rights 1689  
American Declaration of Independence 1776  
French Declaration of the Rights of Man and of the Citizen 1789

**Unit IV: International Bill of Rights**

Universal Declaration of Human Rights 1948  
International Covenant on Civil and Political Rights 1966  
International Covenant on Economic, Social and Cultural Rights 1966

**Essential Readings:**

- Clapham, A. (2007), *Human Rights: A Very Small Introduction*, New Delhi: Oxford University Press.
- Donnelly, J. (2021). *Universal Human Rights in Theory and Practice (4th ed.)*. Cornell University Press.
- Freeman, Michael (2003), *Human Rights: An Interdisciplinary Approach*, Cambridge: Polity Press.
- Goodhart, M. (2019). *Human Rights: Politics and Practice (3rd ed.)*.USA : Oxford University Press.
- Jaswal, P.S. & Jaswal, N (1996), *Human Rights and the Law*, New Delhi: APH Publishing Corporation.
- Malhotra, S. et al. (2005), *Human Rights: Emerging Issues*, New Delhi: Kilaso Books.
- Parekh, P.H. (2005), *Human Rights Year Book*, New Delhi: Universal Law Publishing Co.
- Rehman, M.N. et. al. (2000), *Human Rights and Human Development, Concepts and Contexts*, New Delhi, Manak Publications.

  
Centre for Human Rights & Duties  
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**B.A. Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

- Reichert, Elisabeth (2003), *Social Work and Human Rights – A Formation of Policy and Practice*, Jaipur : Rawat Publication.
- Sachs, Aaron (1995), *Eco-Justice: Linking Human Rights and the Environment*, Washington Worldwitch Institute.
- Talwar, P. (2006), *Human Rights*, New Delhi: Isha Books.

**Further Readings:**

- Bashir, M. (2020). *Human Rights and the United Nations*. Oxford University Press.
- Besson, S. (Ed.). (2019). *The Oxford Handbook of Comparative Human Rights Law*. Oxford University Press.
- Shelton, D. (ed.). (2013), *The Oxford Handbook of International Human Rights Law*, UK: Oxford University Press.
- Zarsky, Lyuba (ed.) (2002), *Human Rights and Environment*, London: Earthscan Pub.

**Minor Discipline –I**  
**Syllabus to be framed by Respective Board of Studies**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Syllabus to be framed by Board of Studies of Respective Board of Studies MD1	4	3	1	0

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Chairperson  
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Punjab University Chandigarh

-248-

**B.A. Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Multidisciplinary Course -I  
Human Rights and Duties in India**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Human Rights and Duties in India MDSC-I	3	2	1	0

Maximum Marks : 75 marks

Theory : 65 marks

Internal Assessment: 10 marks

**B.A. Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Course Objectives:** The paper a) traces the origin and development of human rights in India; b) discusses the constitutional-legal framework in India; c) describes the enforcement and redressal agencies; and d) analyzes the human rights issues in the Indian context.

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into three units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.
4. Rest of the paper shall contain 3 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper.

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**B.A. Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Course Contents**

**UNIT - I**

- Rights Discourse in Indian National Movement
- Making of the Constitution and Human Rights Concerns
- Fundamental Rights and Fundamental Duties
- Directive Principles of State Policy

**UNIT - II**

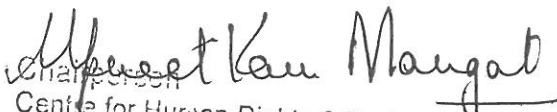
- Role of Judiciary : Independence of judiciary, judicial review, judicial activism
- State of Human Rights in Contemporary India with special reference to AFSPA, Article 370, Citizenship Amendment Act, 2019 and NRC

**UNIT - III**

- National Human Rights Commission (NHRC)
- National Commission for Women (NCW)
- National Commission on Protection of Child Rights (NCPCR)

**Essential Readings:**

- Alam. A. (2005), *Human Rights in India*, Delhi: Raj Publishing House.
- Austin, G (2002), *Working of a Democratic Constitution: The Indian Experience*, New Delhi: Orient Longman.
- Noorani, A.G. (2012), South Asian Human Rights Documentation Centre: *Challenges to Civil Rights Guarantees in India*, New Delhi: Oxford University Press.
- Pande, A. (2022). *Human Rights in India: Issues and Challenges*. New Delhi: Oxford University Press.
- Prasad, A. (2020). *Human Rights in India: A Legal Perspective*. New Delhi: Eastern Book Company.
- Ramanathan, U. (2022). *Human Rights and Public Policy in India*. New Delhi: Routledge.
- Ray, Arun (2009), *National Human Rights Commission in India: Formation, Functioning and Future Prospects*, New Delhi: Atlantic.

  
Chairperson  
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Panjab University, Chandigarh



-250-

**B.A.Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

- Ray, S. (2019). *Human Rights and Social Justice in India*. New Delhi: Oxford University Press.
- Roy, A. (2021). *Human Rights and Democracy in India*. New York: Columbia University Press.
- Chitkara, M.G. (1996), *Human Rights Commitment and Betrayal*, Ajit Publishing Corporation.
- Singla, Nidhi, "Forgotten Youth: Disability and Development in India" A Paper presented, University of Cambridge.
- Tyne, Claude H. Van (1990), *India Freedom Movement*, Delhi: Akashdeep Publishing House.

**Further Readings:**

- Baxi, U. (2022). *Human rights and the Indian judiciary: Retrospect and Prospect*. London :Oxford University Press.
- Bharadwaj, A. (2019). *NGOs and Human Rights in India: A Study of the role and Impact of NGOs in promoting Human Rights*. Jaipur :RawatPublications.
- Chakrabarti, S. (2021). *Human Rights and Social Movements in India*. New Delhi :Sage Publications.
- Kannabiran, K.G. (2003), *The Wages of Impurity: Justice and Human Rights*, New Delhi: Orient Longman.
- Ray, S.N. (1974), *Judicial Review and Fundamental Rights*, Calcutta: Eastern Law House.
- Sathe, S.P. (2009), *Judicial Activism in India*, New Delhi: OUP.
- Fadia B.L. and Fadia K., *India in Administration*, Agra: Sathiya Bhawan Publication.

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Panjab University, Chandigarh

*Alpmeet Kaur Mangal*

-251-

**B.A.Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Ability Enhancement Course -I  
English(Syllabus to be made by Respective Board of Studies)**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
AEC-I English (Syllabus to be made by Respective Board of Studies)	2	1	1	0

**Note :** English Syllabus to be made by Respective Board of Studies

**Ability Enhancement-2  
Hindi/Punjabi(Syllabus to be made by Respective Board of Studies)**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
AEC-2 Hindi/Punjabi (Syllabus to be made by Respective Board of Studies)	2	1	1	0

**Note :** Hindi /Punjabi Syllabus to be made by Respective Board of Studies

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Chairperson  
Centre for Human Rights & Duties  
Panjab University, Chandigarh

-252-

**B.A.Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Skill Enhancement Course -I**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
SEC-1 Para-Legal Skill Training/ Art Lab for Human Rights	3	1	0	2

**Note :** Students to choose SEC from pool of courses.

**Value Added Course-I  
Understanding Human Rights**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
VAC-1 Understanding Human Rights	2	1	0	1

Maximum Marks :50 marks      Theory :40 marks      InternalAssessment:10marks

**Course Objectives:** The aim of the course is to create awareness about human rights for beginners.

**Duration of the Course - 15 days (30 Hours)**

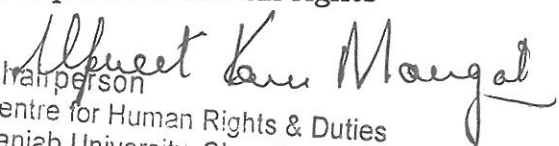
**Course Contents**

The programmewould be as under:

**Module I :** *Introducing Human Rights* – Understanding the idea of Human Rights through a walkthrough of the historical, philosophical and cultural premises (4 hours)

**Module II :** *Indian Constitution and Human Rights* - Developing in-depth insight into the constitutional, statutory and institutional aspects of human rights

Chairperson  
Centre for Human Rights & Duties  
Panjab University, Chandigarh



-253-

**B.A.Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

protection in India. (8 hours)

**Module III** : *United Nations and Human Rights* – Recognizing and interpreting United Nations international human rights law (8 hours)

**Module IV** : *Human Rights : What you can do* – Capacity building for respecting , defending and promoting human rights (8 hours)

**Module V** : Test your Knowledge and be Awarded – Assessment will be done (4hours)

**CEOIF-1**

**Community Service/Outreach**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Community Service/Outreach (CEOIF-1)	2	0	0	2

Maximum Marks : 50 marks      Report : 40 marks      Viva-Voce:10marks

**Objective:** Exposing students to ground realities of human rights in India and generate interest in taking up rights-based work.

**Course Outline:**

- Conduct outreach workshops or undertake community service/field-based project to spread awareness on Human Rights Issues.
- Students will be required to conduct a survey (minimum 25 respondents) on assessing the awareness of the human rights or any other form of human rights Practice as decided from time to time.
- Students may share their experiences of community service , outreach or field -based project in the form of Report and viva-voce presentation.

Chairperson  
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Panjab University, Chandigarh

*Alpreet Kaur Mangat*

-254-

**B.A.Majors in Human Rights and Duties- 1<sup>st</sup>Semester**

**Universal Human Values (UHV)**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
UHV - Universal Human Values	3	2	1	0

**Note :** Course Outline and Assessment Criteria to be framed by UHV Cell , Panjab University, Chandigarh

*Alpreet Kaur Mangal*  
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Centre for Human Rights & Duties  
Panjab University, Chandigarh

- 255 -

**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup> Semester**

**Outlines of Tests, Syllabi and Courses of Reading in the subject for B.A. (General) 2<sup>nd</sup> Semester for the Session 2023-2024.**

**DISCIPLINE SPECIFIC CORE COURSE-2**

**United Nations and Human Rights**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
DSC-2 United Nations and Human Rights	4	3	1	0

Maximum Marks :100 marks

Theory :80marks

Internal Assessment:20marks

**Course Objectives**

The paper provides an overview of the United Nations human rights architecture and offers basic knowledge regarding the work of various UN human rights mechanisms. It focuses on how the Human Rights Council functions and the various functions taken by the Office of High Commissioner of Human Rights (OHCHR) for the promotion and protection of human rights.

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into four (4) units.
2. There shall be 9 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e., 2 marks of each. It shall carry 18 marks and shall be compulsory question.
4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e., the candidates shall attempt one question from each. All questions shall carry 18 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper.

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Panjab University, Chandigarh

*Upreet Kaur Mangat*

**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup> Semester**

**Course Contents**

**Unit I**

**UN Charter Based Bodies and Human Rights:** General Assembly; Security Council; Economic and Social Council (ECOSOC); The Secretariat; International Court of Justice.

**Human Rights Treaty Based Bodies: State Reporting;** General Comments; Inquiries; Complaint Procedures

**Unit II**

**Human Rights Council**

1946-2006: From the Commission on Human Rights to the Human Rights Council; Composition, Working Methods, and Mandate; Universal Periodic Review.

**Unit III**

**Office of the High Commissioner for Human Rights (OHCHR)**

Structure & Functions: Technical Cooperation Activities; Human Rights Education and Information; Human Rights Components of Peacekeeping Operations.

**Unit IV**

**Universal Periodic Review (UPR) and India**

Universal Periodic Review: Process & Procedure; Government of India's Submission for UPR; Role of Working Group on Human Rights in India (WGHR) and the UN.

**References**

**Essential Readings:**

Alston, P. & Goodman, R. (2012). *International Human Rights*. New York: Oxford University Press.

Bashir, M. (2020). *Human Rights and the United Nations*. Oxford University Press.

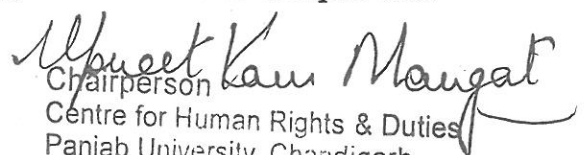
Broderick, A. (2019). *Children's Rights and the United Nations*. Oxford University Press.

Cook, R. J., & Dickens, B. M. (2019). Human rights and the United Nations: A great paradox. *Journal of Law and Society*, 46(1), 121-141.

De Feyter, K., Gomez-Arboleya, A., & Nguyễn Lê, A. (Eds.). (2020). *Human Rights and International Solidarity in the 21st Century: The Role of the United Nations*. Routledge.

Eide, A., & Rosas, A. (Eds.). (2020). *The UN Convention on the Rights of the Child: A Commentary*. Oxford University Press.

Freedman, R. (2013). *The United Nations Human Rights Council : A critique and early assessment*. London : Routledge.

  
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**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup>Semester**

Kālin, W. (2019). *The United Nations and Human Rights: A Critical Appraisal*. Cambridge University Press.

Kalin, W &Kunzli, J. (2011). *The Law of International Human Rights Protection*. New York: Oxford University Press.

McCorquodale, R. (2019). *The United Nations and Human Rights: A Guide for a New Era*. Routledge.

Moeckli, D. Shah, S. & Sivakumaran, S. (2013). *International Human Rights Law*. New York : Oxford University Press

Ramcharan, B. (2013). *The UN Human Rights Council*. New York : Routledge.

Sheeran, S. (2021). *The United Nations and the Politics of Human Rights*. Cambridge University Press.

Smith, R. (2015). *Textbook on International Human Rights*. New York: Oxford University Press.

United Nations. (2008). *The United Nations Human Rights System: How to make it Work for You*. New York: United Nations.

**Further Readings:**

Universal Periodic Review Second Cycle -India Report  
<http://www.ohchr.org/EN/HRBodies/UPR/Pages/INSession13.aspx>  
WGHR. *Human Rights in India: Status Report 2012*. New Delhi: WGHR

**Minor Discipline -2**

**Syllabus to be framed by Respective Board of Studies**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Syllabus to be framed by Board of Studies of Different Faculties	4	3	1	0

**Note :** Syllabus to be framed by Board of Studies of Different Faculties.

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*Chakraborty*



-258-

**B.A.Majors in Human Rights and Duties- 2<sup>nd</sup>Semester**

**Multidisciplinary Course -2**

**Human Rights Movements in India**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Human Rights Movements in India MDSC-2	3	2	1	0

Maximum Marks : 75 marks

Theory : 65 marks Internal Assessment: 10 marks

**Pedagogy of the Course Work:** Lectures, assignments, presentations, field visits, documentaries and other media

**Note:**

1. The Syllabus has been divided into three units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 12 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.
4. Rest of the paper shall contain 3 units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

**Course Contents**

**UNIT - I**

- Conceptual Framework of Human Rights Movements: Meaning and Role
- Evolution of Human Rights Movements in India
- Human Rights Movements in Contemporary India

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Centre for Human Rights & Duties

**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup> Semester**

**UNIT - II**

- Dalit Movement
- Tribal Movement
- Women's Movement

**UNIT - III**

- Peasants' Movement
- Trade Union Movement
- Environmental Movements for Sustainable Development

**Essential Readings:**

- Austin, Granville (2000), *Working of a Democratic Constitution: The Indian Experience*, New Delhi: Oxford University Press.
- Eide, Asbjorn (1986), "Human Rights Movement and the Transformation of International Order", *Alternatives*, Vol.11, No.3, pp.367-402.
- Chawla, M. (2019). *Women's Movements in India: Issues and Perspectives*. Mumbai: Yoda Press.
- Chakrabarti, S. (2021). *Human Rights and Social Movements in India*. New Delhi : Sage Publications.
- Kannabiran, K.G. (2003), *The Wages of Impunity: Power, Justice and Human Rights*, New Delhi: Orient Longman.
- Karna, G. N. (2000), "Disability Rights Movement: Conceptual Framework and Its Implications for India", *Disabilities and Impairments*, Vol.14, No.1, pp.15-22.
- Kaushik, Vijay (1999), *Women's Movements and Human Rights*, Jaipur: Pointer Publishers.
- Kothari, Smitu (1990), "Human Rights Movement in India: A Critical Overview", *Social Action*, Vol.40, No.1, pp.1-15.
- Oommen, T.K (ed.) (2010), *Social Movements I: Issues of Identity*, New Delhi: OUP.
- Oommen, T.K (ed.) (2010), *Social Movements II: Concerns of Equity and Security*, New Delhi: OUP.
- Shah, Ghanshyam (2004), *Social Movements in India*, New Delhi: Sage.

  
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Panjab University, Chandigarh

**B.A. Major in Human Rights and Duties- 2<sup>nd</sup> Semester**

**Further Readings:**

- Baxi, Upendra (2002), *The Future of Human Rights*, New Delhi: OUP.
- Kothari, Smitu and Harsh Sethi (ed.) (1991), *Rethinking Human Rights: Challenge for Theory and Action*, Delhi: Lokayan.
- Bhatia, K. L. (1997), *Judicial Review and Judicial Activism: A Comparative Study of India and Germany from an Indian Perspective*, New Delhi: Deep & Deep Publication.
- Jain, Mahaveer (1997), *Bonded Labour, Justice Through Judiciary*, New Delhi: Manak Publication.
- Khosla, Sunil (2008), *Judicial Activism in India: Problems and Prospects*, Chandigarh: Arun Publishing House.
- Pande, A. (2022). *Human Rights in India: Issues and Challenges*. New Delhi: Oxford University Press.
- Prasad, A. (2020). *Human Rights in India: A Legal Perspective*. New Delhi: Eastern Book Company.

  
Chairperson  
Centre for Human Rights & Duties  
Panjab University, Chandigarh

-261-

**B.A.Majors in Human Rights and Duties- 2<sup>nd</sup>Semester**

**Ability Enhancement Course - 3**  
**English(Syllabus to be made by Respective Board of Studies)**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>AEC-I</b> <b>English</b> <b>(Syllabus to be made by Respective Board of Studies)</b>	2	2	0	0

**Note :** English Syllabus to be made by Respective Board of Studies

**Ability Enhancement-4**  
**Hindi/Punjabi(Syllabus to be made by Respective Board of Studies)**

**CREDIT DISTRIBUTION OF THE COURSE**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
<b>AEC-2</b> <b>Hindi/Punjabi</b> <b>(Syllabus to be made by Respective Board of Studies)</b>	2	2	0	0

**Note :** English Syllabus to be made by Respective Board of Studies

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Panjab University, Chandigarh

- 262 -

**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup> Semester**

**Skill Enhancement Course -2**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
SEC-2 Non-Profits, Fundraising and Crowdfunding/ Translation Lab for Legal Literacy	3	1	0	2

**Note :** Students to choose SEC from pool of courses.

**Value Added Course-2  
Right to Information and Human Rights**

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
VAC-2 Right to Information and Human Rights	2	1	0	1

Maximum Marks :50 marks      Theory :40 marks      Internal Assessment:10marks

**Course Objectives:** The aim of the course is to create awareness about right to information.

**Duration of the Course - 15 days (30 Hours)**

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**B.A. Majors in Human Rights and Duties- 2<sup>nd</sup>Semester**

**Course Contents**

The programme would be as under:

**Module I :** *Introduction to Right to Information-* Genesis of RTI movement in India(4 hours)

**Module II :** *Overview of RTI, Act 2005-*Explanation of important concepts/Terms in the RTI Act/ Exemptions of from Disclosure of Information/Partial Disclosure/Third Party Information(8 hours)

**Module III :***Public Authorities and their Obligations under the Act and Role of Public Information Officers; First Appeals and Appellate Officers, Information Commissions : Powers and Functions(8 hours)*

**Module IV :***RTILearning Drafting Skills – Group Exercise for hands on experience to file RTI (8 hours)*

**Module V :** Test your Knowledge and be Awarded – Assessment will be done (4 hours)

**CEOIF-2**

Summer Internship

Course Title & Code	Credits	Credit distribution of the course		
		Lecture	Tutorial	Practical/ Practice
Summer Internship (CEOIF-2)	2	0	0	2

Maximum Marks : 50 marks      Report : 40 marks      Viva-Voce:10marks

**Objective :**Exposing students to ground realities of human rights in India and generate interest intaking up rights-based work.

**Course Outline:**

- Undertake internships with Government, Non-Governmental organisations or research centres working for the promotion of human rights or;
- Students shall be required to sharetheir experiences of internship in the form of Report and viva-voce presentation.

*Alkesh Kumar Mangal*  
Chairperson  
Centre for Human Rights & Duties  
Panjab University, Chandigarh

## Gandhian &amp; Peace Studies

(14)

-264-

B.A Ist Sem	22	B. A. 2 <sup>nd</sup> Sem	22
Discipline Specific Course-core -1 Mahatma Gandhi: Family and Early Life (India, England and South Africa)	04	Discipline Specific Course-core - 2 Socio-Political Thought of Mahatma Gandhi	04
Minor Discipline - 1 MDC (To be chosen by the student by making choice of Major and Minor)	04	Minor discipline -2 MDC (To be chosen by the student by making choice of Major and Minor)	04
Multi-disciplinary -1 Gandhi in Freedom Struggle - South Africa and India	03	Multi-disciplinary -2 Economic Thought of Mahatma Gandhi	03
Ability Enhancement - 1 AEC 1 (English)	02	Ability Enhancement-3 AEC- 3 (English)	02
Ability Enhancement - 2 AEC-2 (MIL)	02	Ability Enhancement-4 AEC-4 (MIL)	02
Skill Enhancement -1 Gandhi's Perspective of Communication and Development	03	Skill Enhancement -2 Gandhi and interpersonal skills	03
Value Added Course - 1 Training in Non-violence in Gandhian Way	02	Value Added Course - 2 Gandhi and Experiential Learning , Work Education through Community Engagement	02
Practical/Presentation on the Life and Work of Mahatma Gandhi (Topics be decided by the concerned teachers)	02	Practical/Presentation on the Relevance of Socio-Political-Economic Thought of Mahatma Gandhi (Topics be decided by the concerned teachers)	02

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Outlines of Tests, Syllabi and Courses of Reading in the subject of Gandhian Studies for  
B.A. (General) 1<sup>st</sup> and 2<sup>nd</sup> Semester for the Session

B.A. – 1<sup>st</sup> Semester

Discipline Specific Course-core -1

04

**Mahatma Gandhi: Family and Early Life (India, England and South Africa)**

Maximum Marks : 100 marks

Theory : 90 marks

Internal Assessment : 10 marks

Time : 3 hours

**Course Objectives:**

The paper is designed to acquaint the students with the early life of Mahatma Gandhi in India England and South Africa

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

- Note:**
1. The Syllabus has been divided into four (4) units.
  2. There shall be 9 questions in all.
  3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be compulsory question.
  4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 18 marks.
  5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

UNIT-I

**Family and Schooling**

- a) Family Background – Parents, Rambha & Others
- b) Neighbourhood and Early Impact
- c) Schooling
- d) Influence of Indian Scriptures

UNIT-II

**Law Student in London**

- a) Dilemma Before Going to London
- b) As a Law Student
- c) Vegetarianism
- d) Self-transformation and Home Coming

UNIT-III

**Gandhi in South Africa**

- a) Journey to South Africa
- b) Encounter with Racial Discrimination/Apartheid
- c) Conditions of Indians in South Africa
- d) Birth of Satyagraha

UNIT-IV

**Satyagraha in Practice**

- a) Disfranchisement of Indians
- b) Establishment of Natal Indian Congress

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- c) Asiatic Law Amendment Ordinance
- d) Home Coming

**ESSENTIAL READINGS**

1. Bhattacharyya, Buddhadeva (1969). *Evolution of the Political Philosophy of Gandhi*. Calcutta: Calcutta Book House.
2. Chandran, Devansan D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
3. Gandhi, M.K. (1986,1995, 2004). *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House.
4. Gandhi, M.K. (1987). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
5. Gandhi, M.K. (1992). *Hind Swaraj* (Ahmedabad: Navajivan Publishing House.
6. Malhotra, S.L. (2001). *Lawyer to Mahatma: Life, Work and Transformation of M.K. Gandhi*. New Delhi: Deep & Deep Publication.
7. Nanda, B.R. (1976). *Mahatma Gandhi – A Biography*. London: George Allen and Unwin.

**FURTHER READINGS**

1. Allen, Douglas (ed.) (2009). *The Philosophy of Mahatma Gandhi for the Twenty First Century*. New Delhi: Oxford University Press.
2. Bandyopadhyaya, J. (1969). *Social and Political Thought of Gandhi*. Calcutta: Allied Publishers.
3. Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins
4. Payne, Robert (1997). *The Life and Death of Mahatma Gandhi*. New Delhi: Rupa & Co.
5. Fischer, Louis (1996). *Life of Mahatma Gandhi*. Bombay: Bhartiya Vidya Bhawan.

Minor Discipline - 1

MDC

04

(To be chosen by the student by making choice of Major and Minor)

Multi-disciplinary -1

03

**Gandhi in Freedom Struggle – South Africa and India**

Maximum Marks : 75 marks

Theory : 65 marks

Internal Assessment : 10 marks

Time : 2 hrs: 30 mns

**Course Objectives:**

The paper is designed to acquaint the students with life in South Africa and struggle against racial discrimination

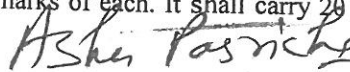
**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

**Note:**

1. The Syllabus has been divided into three (3) units.
2. There shall be 7 questions in all.
3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.

  
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4. Rest of the paper shall contain three (3) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

### UNIT-I

#### **Struggle for Human Rights in South Africa**

- a) Green Pamphlet
- b) Indian Opinion
- c) Visit to London
- d) Interaction and Confrontation: Race & Caste

### UNIT-II

#### **Establishing Ashrams**

- a) Influences of John Ruskin and Henry David Thoreau
- b) Influences of Leo Tolstoy and Emerson
- c) Experience of Community Life in South Africa
- d) Phoenix Settlement and Tolstoy Farm

### UNIT-III

#### **Gandhi's entry into Indian Politics**

- a) Early Political Activities (1915 to 1917)
- b) Champaran Satyagraha
- c) Kheda Satyagraha
- d) Ahmadabad Mill Strike

### ESSENTIAL READINGS

1. Brown, Judith M. (1972). *Gandhi's Rise to Power: Indian Politics 1915-1922*. London: Cambridge University Press.
2. Chandran, Devansan D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
3. Fischer, Louis (1983). *Life of Mahatma Gandhi*. New York: Harper and Row.
4. Gandhi, M.K. (2001). *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House
5. Gandhi, M.K. (1992). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
6. Gandhi, M.K. (1999). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
7. Kripalani, J.B. (1971). *Mahatma Gandhi, His Life and Thought*. New Delhi: Publications Division, Ministry of Information and Broadcasting.
8. Malhotra, S.L. (2001). *Lawyer to Mahatma: Life, Work and Transformation of M.K. Gandhi*. New Delhi: Deep & Deep Publication.
9. Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins.
10. Parekh, Bhikhu (1989). *Gandhi's Political Philosophy: A Critical Examination*. Delhi: Ajanta.

### FURTHER READINGS

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1. Allen, Douglas (ed.) (2009). *The Philosophy of Mahatma Gandhi for the Twenty First Century*. New Delhi: Oxford University Press.
2. Bandyopadhyaya, J. (1969). *Social and Political Thought of Gandhi*. Calcutta: Allied Publishers.
3. Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins
4. Payne, Robert (1997). *The Life and Death of Mahatma Gandhi*. New Delhi: Rupa & Co.
5. Fischer, Louis (1996). *Life of Mahatma Gandhi*. Bombay: Bhartiya Vidya Bhawan.
6. Chandran, Devansan D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
7. Bondurant, John V. (1959). *Conquest of Violence: The Gandhian Philosophy of Conflict*. Bombay: Oxford University Press.
8. Ganguly, Debjani & Docker, John (eds.). (2009). *Rethinking Gandhi and Non-violence Relationlity Global Perspective*. New Delhi: Orient Blackswan Pvt.

Ability Enhancement - 1  
AEC - 1 (English)

02

Ability Enhancement - 2  
AEC - 2 (MIL)

02

Skill Enhancement -1

03

### Gandhi's Perspective of Communication and Development

Maximum Marks : 75 marks  
Theory : 65 marks  
Internal Assessment : 10 marks  
Time : 2 hrs 30 mns.

#### Course Objectives:

The paper is designed to acquaint the students with basic concepts of communication and development and to make them understand the how knowledge of media and information literary is helpful for understanding and critically resolving social issues and also able to develop and sharpen skills for using media, information and digital communication in the Gandhian Perspective

#### Pedagogy of the Course Work


90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

- Note:
1. The Syllabus has been divided into three (3) units.
  2. There shall be 7 questions in all.
  3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions i.e. 2 marks of each. It shall carry 20 marks and shall be **compulsory** question.
  4. Rest of the paper shall contain three (3) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
  5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

#### Unit I

  
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**Communication: Basic Concepts**

- a) Meaning, Definition and Forms
- b) Concept, Nature and Scope
- c) Principles and Process of Communication
- d) Functions of Communication

**Unit- II**

**Types and Tools of Communication**

- a) Types of Communication transactions
- b) Formal and Informal Communication
- c) Verbal and Non-verbal communication
- d) Gandhi as a Communicator

**Unit - III**

**Development Programmes**

- a) Development Issues and goals
- b) National Development Programmes – goals, strategies, structure and achievement
- c) Literacy and Development Support Communication
- d) Health and Development Support Communication

**ESSENTIAL READINGS**

1. McQuail, D. (1996). *Sociology of Mass Communication*. Penguin Books: Australia
2. Kumar, J. Keval (2012). *Mass Communication in India*. Delhi: Jaico
3. Mikkelsen, Britha (2002). *Methods for Development Work and Research*. New Delhi: Sage Publications
4. Dahama, O.P. and Bhatnagar, O.P. (2003). *Education and Communication for Development*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
5. Kumar & Hansra (1997). *Extension Education for Human Resource Development*. New Delhi: Concept Publishers.

**FURTHER READINGS**

1. Barker, L. (1990). *Communication*. New Jersey: Prentice Hall Inc.
2. Patri and Patri (2002). *Essentials of Communication*. Greenspan Publications
3. Menon, Mridula, Gandhi, Ved Prakash (1997). *Media and Communications- Vol. I*. New Delhi: Kanishka Publishers/Distributor
4. Trecker, H.B. (1970). *Social Group Work- Principles and Practices*. New York: Association Press
5. Wholey, J. Hartry, S. Harry, P. Kathryn, E. (2004, 2<sup>nd</sup>). *Hand Book of Practical Programme Evaluation*. Jossey- Bass: A Wiley Imprint

Value Added Course-1

02

**Training in Non-violence**

Maximum Marks : 50 marks  
Theory : 40 marks  
Internal Assessment : 10 marks  
Time : 2 hrs

**Course Objectives:**

The paper is designed to acquaint the students with the training in Non-violence and also to know the significance and relevance of Gandhian Values in the Globalised World.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)  
10% Unit Tests, Snap Tests, assignments, attendance and class room participation

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- Note:
1. The Syllabus has been divided into Two (2) units.
  2. There shall be 5 questions in all.
  3. The first question shall be short answer type containing 10 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 05 short answer type questions i.e. 2 marks of each. It shall carry 10 marks and shall be compulsory question.
  4. Rest of the paper shall contain two (2) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
  5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

### UNIT-I

#### Understanding Non-violence

- a) Philosophy of Non-violence
- b) Sociology of Non-violence
- c) Types of Non-violence
- d) Gandhian Principles of Non-violence and truth

### UNIT-II

#### Non-violence Training: Tasks and Tools

- a) Tasks and tools for unleashing power
- b) Possibility of non-violence change in our life, communities and society
- c) Case Studies
- d) Short Presentations

### ESSENTIAL READINGS

1. Bhattacharyya, Buddhadeva (1969). *Evolution of the Political Philosophy of Gandhi*. Calcutta: Calcutta Book House.
2. Chandran, Devansan D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
3. Gandhi, M.K. (1986,1995, 2004). *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House.
4. Gandhi, M.K. (1987). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
5. Gandhi, M.K. (1992). *Hind Swaraj* (Ahmedabad: Navajivan Publishing House).
6. Malhotra, S.L. (2001). *Lawyer to Mahatma: Life, Work and Transformation of M.K. Gandhi*. New Delhi: Deep & Deep Publication.
7. Nanda, B.R. (1976). *Mahatma Gandhi – A Biography*. London: George Allen and Unwin.
8. Fischer, Louis (1983). *Life of Mahatma Gandhi*. New York: Harper and Row.
11. Gandhi, M.K. (2001). *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House
12. Gandhi, M.K. (1992). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
13. Kripalani, J.B. (1971). *Mahatma Gandhi, His Life and Thought*. New Delhi: Publications Division, Ministry of Information and Broadcasting.

### FURTHER READINGS

1. Allen, Douglas (ed.) (2009). *The Philosophy of Mahatma Gandhi for the Twenty First Century*. New Delhi: Oxford University Press.
2. Bandyopadhaya, J. (1969). *Social and Political Thought of Gandhi*. Calcutta: Allied Publishers.
3. Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins
4. Payne, Robert (1997). *The Life and Death of Mahatma Gandhi*. New Delhi: Rupa & Co.
5. Fischer, Louis (1996). *Life of Mahatma Gandhi*. Bombay: Bhartiya Vidya Bhawan

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6. Chandran, Devansen D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
7. Bondurant, John V. (1959). *Conquest of Violence: The Gandhian Philosophy of Conflict*. Bombay: Oxford University Press.
8. Ganguly, Debjani & Docker, John (eds.). (2009). *Rethinking Gandhi and Non-violence Relationlity Global Perspective*. New Delhi: Orient Blackswan Pvt.

Practical/Presentations  
Life and Work of Mahatma Gandhi  
(Topics be decided by the concerned teachers)

02

**B.A. – 2<sup>nd</sup> Semester**

Discipline Specific Course-core – 2

04

**Socio-Political Thought of Mahatma Gandhi**

Maximum Marks : 100 marks  
Theory : 90 marks  
Internal Assessment : 10 marks  
Time : 3 hours

**Course Objectives:**

The paper is designed to acquaint the students with the Political Thought of Mahatma Gandhi.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

- Note:**
1. The Syllabus has been divided into four (4) units.
  2. There shall be 9 questions in all.
  3. The first question shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 9 short answer type questions i.e. 2 marks of each. It shall carry 18 marks and shall be compulsory question.
  4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit-4 in all. All questions shall carry 18 marks.

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5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

UNIT-I

**Fundamentals of Gandhi's Social Thought**

- Truth & Non-violence
- Sarvodaya
- Education
- Morality and Religion

UNIT-II

**Gandhi and Social Justice**

- Drive against Untouchability
  - Caste System
  - Communal Award
  - Poona Pact
- Women Empowerment

UNIT-III

**Fundamentals of Gandhi's Political Thought**

- Theory of Ends and Means
- Satyagraha: Meaning, Essentials, Forms & Significance  
Satyagraha & Passive Resistance
- Ideal Society, State and Rama Rajya
- Spiritualization of Politics

UNIT-IV

**Democracy & Decentralization**

- Panchayat Raj /Gram Swaraj
- Freedom & Equality
- Rights and Duties
- Communal Harmony

ESSENTIAL READINGS

- Chandran, Devansan D.S. (1969). *Making of the Mahatma*. New Delhi: Orient Longman.
- Fischer, Louis (1983). *Life of Mahatma Gandhi*. New York: Harper and Row.
- Gandhi, M.K. (2001). *An Autobiography or The Story of My Experiments with Truth*. Ahmedabad: Navajivan Publishing House
- Gandhi, M.K. (1992). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.
- Gandhi, M.K. (1999). *Hind Swaraj*. Ahmedabad: Navajivan Publishing House.
- Kripalani, J.B. (1971). *Mahatma Gandhi, His Life and Thought*. New Delhi: Publications Division, Ministry of Information and Broadcasting.
- Malhotra, S.L. (2001). *Lawyer to Mahatma: Life, Work and Transformation of M.K. Gandhi*. New Delhi: Deep & Deep Publication.
- Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins.
- Parekh, Bhikhu (1989). *Gandhi's Political Philosophy: A Critical Examination*. Delhi: Ajanta.

FURTHER READINGS

- Bandyopadhaya, J. (1969). *Social and Political Thought of Gandhi*. Calcutta: Allied Publishers.
- Iyer, Raghavan N. (1973). *The Moral & Political Thought of Mahatma Gandhi*. London: Oxford University Press.

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3. Nanda, B.R. (1998). *Making of a Nation: India's Road to Independence*. New Delhi: Harper Collins
4. Payne, Robert (1997). *The Life and Death of Mahatma Gandhi*. New Delhi: Rupa & Co.
5. Fischer, Louis (1996). *Life of Mahatma Gandhi*. Bombay: Bhartiya Vidya Bhawan.

Minor discipline

04

MDC

(To be chosen by the student by making choice of Major and Minor)

Multi-disciplinary

03

**Economic Thought of Mahatma Gandhi**

Maximum Marks : 75 marks

Theory : 65 marks

Internal Assessment : 10 marks

Time : 2 hrs : 30mns

**Course Objectives:**

The paper is designed to acquaint the students with the Economic Thought of Mahatma Gandhi.

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)

10% Unit Tests, Snap Tests, assignments, attendance and class room participation

- Note:**
1. The Syllabus has been divided into three (3) units.
  2. There shall be 9 questions in all.
  3. The first question is compulsory and shall be short answer type containing 15 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 10 short answer type questions carrying 18 marks i.e. 2 marks of each. It shall carry 20 marks and shall be compulsory question.
  4. Rest of the paper shall contain four (4) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each unit. All questions shall carry 15 marks.
  5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

**The paper setter must put note (5) in the question paper**

**UNIT-I**

**Bases of Gandhian Economic Thought**

- a) Indian Influences on Gandhi's Economic Thought
- b) Western Influences on Gandhi's Economic Thought
- c) Fundamental Principles of Gandhi's Economic Thought

**UNIT-II**

**Critique of Mechanization**

- a) Gandhi's Views on Machinery
- b) Labour-Capital Relations
- c) Theory of Trusteeship

**UNIT-III**

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**Essence of Gandhian Economy**

- a) Doctrine of Swadeshi
- b) Concept of Wantlessness
- c) Economics of Khadi

**ESSENTIAL READINGS**

1. Biswas, S.C. (ed.) (1960). *Gandhi: Theory and Practice, Social Impact and Contemporary Relevance*. Shimla: Indian Institute of Advanced Studies.
2. Dasgupta, Ajit, K. (1996). *Gandhi's Economic Thought*. London: Routledge.
3. Diwan, Romesh & Lutz (1985). *Essays in Gandhian Economics*. Delhi: Gandhi Peace Foundation.
4. Kumarappa, J.C. (1962). *Gandhian Economic Thought*. Varanasi: Sarva Seva Sangh
5. Mehta, Usha (2008). *The Multi-Dimensional Thought of Mahatma Gandhi*. Mumbai: Mani Bhavan Gandhi Sangrahalaya.
6. Sethi, J.D. (1996). *International Economic Disorder, A Theory of Economic Darwinism & A Gandhian Solution*. Shimla: Indian Institute of Advanced Studies.

**FURTHER READINGS**

1. Dantwala, M. L. (1945). *Gandhism Reconsidered* (Bombay: Padma Publications Publications.
2. Gandhi, M.K. (1982). *Hind Swaraj or Indian Home Rule*. Ahmedabad: Navajivan Publishing House.
3. Mehta, J. K. (1956). *A Philosophical Interpretation of Economics*. London: Oxford University Press.
4. Schumacher, E.F. (1989). *Small is Beautiful*. London: Abacus.
5. Sethi, J.D. (1976). *Gandhi Today*. New Delhi: Vikas Publishing House.

Ability Enhancement 03  
AEC -3 (English)

Ability Enhancement 03  
AEC - 4 (MIL)

Skill Enhancement 02

**Gandhi and Interpersonal Skills**

Maximum Marks : 50 marks  
Theory : 40 marks  
Internal Assessment : 10 marks  
Time : 2 hrs

**Course Objectives:**

The paper is designed to acquaint the students with the Gandhi and Interpersonal skills to improve general and academic listening skills and make effective presentations .

**Pedagogy of the Course Work**

90% Lecturers (including expert lectures)  
10% Unit Tests, Snap Tests, assignments, attendance and class room participation

- Note:**
1. The Syllabus has been divided into Two (2) units.
  2. There shall be 5 questions in all.
  3. The first question shall be short answer type containing 10 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 05 short answer type questions i.e. 2 marks of each. It shall carry 10 marks and shall be compulsory question.

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- 4. Rest of the paper shall contain two (2) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
- 5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

**Unit - I**

**Listening as a Key skill**

Its importance- speaking - give personal information - ask for personal information - express ability - enquire about ability - ask for clarification Improving pronunciation - pronunciation basics taking lecture notes - preparing to listen to a lecture - articulate a complete idea as opposed to producing fragmented utterances.

**Unit - II**

**Interpersonal skills of Gandhi**

Persistence, Optimism, Self -Control, Self-awareness, Empathy, Social Skills, Self - Motivation

**ESSENTIAL READINGS**

- 1. Brooks, Margret (2011). *Skills for Success. Listening and Speaking*. Oxford: Oxford University Press.
- 2. Richards, C. Jack. & David Bholke (2010). *Speak Now*. Oxford: Oxford University Press.

**FURTHER READINGS**

- 1. Brooks, Margret (2011). *Skills for Success. Listening and Speaking*. Oxford: Oxford University Press.
- 2. Vargo, Mari (2013). *Speak Now Level 4*. Oxford: Oxford University Press.
- 3. Richards C. Jack (2006). *Person to Person (Starter)*. Oxford: Oxford University Press.
- 4. Ladousse, Gillian Porter (2014). *Role Play*. Oxford: Oxford University Press.

Value Added Course - 2

02

**Gandhi and Experiential Learning ,  
Work Education through Community Engagement**

**Maximum Marks: 50 marks**

**Theory : 40 marks**

Internal Assessment : 10 marks

Time : 2 hours

**Course Objectives:**

The Paper is designed to acquaint the students with the concept of Nai Talim (New Education) as proposed by Mahatma Gandhi and how this concept can help in attaining the different skills

**Pedagogy of the Course Work**

80% Lectures (including expert lectures)

20% Unit Tests, Snap Tests, Assignments, Attendance and Class Room Participation

- Note: 1. The Syllabus has been divided into Two (2) units.
- 2. There shall be 5 questions in all.

Chairperson  
Department of Gandhian and Peace Studies  
Panjab University, Chandigarh

3. The first question shall be short answer type containing 10 short answer type questions spread over the whole syllabus and each to be answered in about 25 to 30 words. The candidate is required to attempt any 05 short answer type questions i.e. 2 marks of each. It shall carry 10 marks and shall be compulsory question.
4. Rest of the paper shall contain two (2) units and each unit shall have two questions and the candidates shall be given internal choice i.e. the candidates shall attempt one question from each. All questions shall carry 15 marks.
5. For the private candidates, who have not been assessed earlier for internal assessment, the marks secured by them in theory paper will proportionately be increased to maximum marks of the paper in lieu of internal assessment.

The paper setter must put note (5) in the question paper

### UNIT - I

#### Gandhian Tools

Nail Talim – Meaning, Concept  
Community Engagement

### UNIT - II

#### Nail Talim and Field Engagement

Field Work


### ESSENTIAL READINGS

1. Bhave, Vinoba (1973). *Swaraj Sastra, the principles of a non-violent political order*. Varanasi: Sarva Seva Sangh Prakashan.
2. Gandhi, M.K. (2001). *An Autobiography or the story of my experiments with truth*. Ahmedabad: Navajivan Publishing House.
3. Gandhi, M.K. (2002). *Constructive programme: Its meaning and place*. Ahmedabad: Navajivan Publishing House.
4. Gandhi, M.K. (1999). *Hind swaraj*. Ahmedabad: Navajivan Publishing House.
5. Gandhi, M.K. (1992). *Satyagraha in South Africa*. Ahmedabad: Navajivan Publishing House.

### FURTHER READINGS

1. Basham, A.L. and Bhattacharya, Arun (1988) (Eds.). *Father of the nation: Life & message of Mahatma*. New Delhi: Ashish.
2. Bhattacharya, Bhabani, L. (1977). *Mahatma Gandhi the writer*. Delhi: Arnold Heine Mann.
3. Parel, Anthony J. (1997) (Ed.). *Hind Swaraj, and other writings*. New Delhi: Cambridge University Press.

Practical/Presentations on the  
Socio-Political-Economic Thought of Mahatma Gandhi  
(Topics be decided by the concerned teachers)



Chairperson  
Department of Gandhian and Peace Studies  
Panjab University, Chandigarh



-277-

**B.A./B. SC.(GENERAL) FIRST YEAR (SEMESTER SYSTEM ) 2023-24 SYLLABUS  
PROPOSED DRAFT OF THE SYLLABUS**

**PAPER-I, HINDUISM**

**COMPARATIVE STUDY OF RELIGION**

**SEMESTER- I**

Theory: 80 percent

Internal Assessment: 20 percent

DSC -1 :04 credits

MDC-1 :04credits

VAC-1 :02 credits

SEC-1 :03 credits

MDSC-1 :03 credits

**Objectives:**

The course is designed for the students who want to pursue semester based graduate degree programme with Comparative Study of Religion as DSC-1, MDC-1, SEC-1, MDSC-1 subject. It is open to any student drawn from multiple disciplinary backgrounds after completion of 10+2 course as one of the elective subject at the graduate level curriculum; it purports to develop a broad understanding of Indian Religions and awareness regarding the origin, development, features and teachings of different religions.

**Pedagogy:**

The Pedagogy of the course involves classroom lectures, assignments, discussions, special lectures.

Field trip and feedback from the students.

**INSTRUCTIONS FOR PAPER-SETTER AND CANDIDATES:**

Note: (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine answer type questions out of twelve. Question No. I would carry 18 marks (9x2).

In addition to it, Questions No. II to IX will consist of eight long answer (Essay Type) questions which will be further divided into four units with each Unit having two questions to ensure internal choice to the candidate. The students are required to attempt any four out of these eight essay type questions selecting one question from each Unit. In all, each question in this section shall carry 18 marks and this section shall carry 72 marks (4x18).

**Course Contents****Credits**

DSC-1 Vaishnavism : origin, development; features and institutions	- 04 credits
MDC-1 Shaivism and Shaktism origin, development; features and institutions	- 04 credits
VAC-1 Festivals Pilgrimages: Significance and role in Social values	- 02 credits
SEC-1 Musicology and religious tradition of India	- 03 credits
MDSC-1 Bhakti Movement : History and Literature with reference to Ramanuj and Chaitainya	- 03 credits

**Essential Readings:**

1. Bhandarkar, R.G., *Vaishnavism, Shaivism and Minor Religious Systems*, Varanasi 1965.
2. Jayaswal, Suvira, *the Origin and Development of Vaishnavism*, New Delhi, 1981.
3. Majumdar, A.K., Chaitanya, *His Life and Doctrine: A Study in Vaishnavism*, Bombay: Bhartiya Vidya Bhavan, 1969.
4. Sharma, Krishna, *Bhakti and the Bhakti Movement: A New Perspective*, New Delhi: Munshiram Manoharlal, 1987.
5. ਉਪਾਧਿਆਇ ਬਲਦੇਵ, ਭਾਰਤੀ ਦਰਸ਼ਨ ਕੀ ਰੂਪਰੇਖਾ, ਮੋਤੀਲਾਲ ਬਨਾਰਸੀ ਦਾਸ, ਦਿੱਲੀ, 2016 ਪੇਪਰ ਬੈਂਕ
6. ਸਿੰਘ ਸਰਬਜਿੰਦਰ, ਡਾ. (ਸੰਪਾ.), 'ਵਿਸ਼ਵ ਧਰਮ ਬਾਨੀ ਵਿਸ਼ੇਸ਼ ਅੰਕ', ਪਬਲੀਕੇਸ਼ਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, ਨਾਨਕ ਪ੍ਰਕਾਸ਼ ਪਤ੍ਰਿਕਾ।
7. ਸਿਨਹਾ, ਹਰੇਂਦ੍ਰ ਪ੍ਰਸਾਦ (ਡਾ.), *ਧਰਮ ਧਰਸ਼ਨ ਕੀ ਰੂਪ ਰੇਖਾ*, ਮੋਤੀਲਾਲ ਬਨਾਰਸੀ ਦਾਸ, ਦਿੱਲੀ, 1985.
8. ਦੱਤਾ ਅਤੇ ਚੈਟਰਜੀ, ਭਾਰਤੀ ਦਰਸ਼ਨ (ਹਿੰਦੀ), ਪਬਲੀਕੇਸ਼ਨ ਹਾਊਸ, ਦਿੱਲੀ, 1973
9. ਨਾਨਕ ਪ੍ਰਕਾਸ਼ ਪੱਤ੍ਰਿਕਾ: 'ਧਰਮ ਸੰਪ੍ਰਦਾਇ ਵਿਸ਼ੇਸ਼ ਅੰਕ', ਦਸੰਬਰ 2005-ਅੰਕ ਦੂਜਾ ਪਬਲੀਕੇਸ਼ਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2005
10. ਨਿਰਾਕਾਰੀ, ਆਰ. ਡੀ. ਭਾਰਤੀ ਦਰਸ਼, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1994
11. ਪੰਨੂੰ, ਹਰਪਾਲ ਸਿੰਘ (ਡਾ.), ਭਾਰਤ ਦੇ ਪੁਰਾਤਨ ਧਰਮ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2000
12. ਮਿਸ਼ਰ, ਉਮੇਸ਼ (ਡਾ.), ਭਾਰਤੀ ਦਰਸ਼, ਉਤਰ ਪ੍ਰਦੇਸ਼, ਹਿੰਦੀ ਸੰਸਥਾਨ, ਲਖਨਊ, 2003

**Further readings:**

- Grewal, J.S., *Religious Movements and Institutions in Medieval India*, PHISPC, New Delhi: Oxford University Press, 2006.

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COMPARATIVE STUDY OF RELIGION

SEMESTER- II

PAPER-II

NEW FAITHS AND SAINTS

Theory: 80 percent  
Internal Assessment: 20 percent

DSC -2	:04 credits
MDC-2	:04credits
VAC-2	:02 credits
SEC-2	:03 credits
MDSC-2	:03 credits

**Objectives:**

The course is designed for the students who want to pursue semester based graduate degree programme with Comparative Study of Religion as subject. It is open to any student drawn from multiple disciplinary backgrounds after completion of 10+2 course. As one of the elective subject at the graduate level curriculum, it purports to develop a broad understanding of Indian Religions and awareness about the origin, features and purpose of different religions.

**Pedagogy:**

The Pedagogy of the course involves classroom lectures, assignments, discussions, special lectures. Field trip and feedback from the students.

**INSTRUCTIONS FOR PAPER-SETTER AND CANDIDATES:**

Note: (i) For written paper, the students will be required to attempt five questions in all. Question No. I will be compulsory comprising of 12 short answer type questions of 2 marks each and will cover the entire syllabus. The students are required to attempt nine answer type questions out of twelve. Question No. I would carry 18 marks (9X2).

In addition to it, Questions No. II to IX will consist of eight long answer (Essay Type) questions which will be further divided into four units with each Unit having two questions to ensure internal choice to the candidate. The students are required to attempt any four out of these eight essay type questions selecting one question from each Unit. In all, each question in this section shall carry 18 marks and this section shall carry 72 marks (4X18).

Course	Contents	Credits
DSE-2	Jainism: Life and Teachings of Mahavira; origin and development of Jainism-	- 04 Credits
MDC-2	Buddhism: Life and Teachings of Lord Buddha; origin and development of Buddhism	- 04 Credits
VAC-2	Indian Knowledge and Religious Tradition: Its spirit & Interpretation	- 02 Credits
SEC-2	Dances, meditation and religious tradition of India	- 03 Credits
MDSC-2	Sant Kabir : Life, Teachings and Literature, Sant Ravidas Life : Life, Teachings and Literature	- 03 Credits

**Essential Readings:**

1. Chatterjee, Asim Kumar, *A Comprehensive History of Jainism*, Delhi: Munshilal Manoharlal Publishers, 2000.
2. Dutt R.C., *Buddhism & Buddhist Civilization in India*, Seema Publication, Delhi, 1983.
3. Goyal, S.R., *A History of Indian Buddhism*, Kusumanjali Prakashan, Meerut, 1987.
4. Vandeville, Charlotte, *A Weaver Named Kabir*, Oxford: India Paperbacks, 1997.
5. ਸਰਬਜਿੰਦਰ ਸਿੰਘ, ਡਾ. (ਸੰਪਾ.), 'ਵਿਸ਼ਵ ਧਰਮ ਬਾਨੀ ਗ੍ਰੰਥ', ਸੰਪ੍ਰਦਾਇ ਅਤੇ ਚਿੰਤਕ' ਭਾਗ ਤੀਜਾ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2009
6. ਸਿੰਗਲ, ਧਰਮ ਪਾਲ ਡਾ., ਗੁਰੂ ਰਵਿਦਾਸ, ਜੀਵਨ ਤੇ ਵਿਚਾਰ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਸਰਹਿੰਦ, 2001
7. ਸਰਾਓ, ਕਰਮਤੇਜ ਸਿੰਘ, ਪ੍ਰਾਚੀਨ ਭਾਰਤੀ ਬੁੱਧ ਧਰਮ: ਉਦਭਵ, ਵਿਕਾਸ ਤੇ ਪਤਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2007
8. ਕੁਮਾਰ ਲਾਲ ਬਸੰਤ, 'ਸਮਕਾਲੀ ਭਾਰਤੀ ਦਰਸ਼ਨ', ਮੋਤੀ ਲਾਲ ਬਨਾਰਸੀ ਦਾਸ, ਦਿੱਲੀ, 2006 (ਹਿੰਦੀ)
9. ਜੋਸ਼ੀ, ਐਲ.ਐਮ., (ਸੰਪਾ.), ਧੱਮਪੱਦ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1990
10. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਸੰਤ ਕਬੀਰ, ਜੀਵਨ ਦਰਸ਼ਨ ਅਤੇ ਬਾਣੀ, ਵਾਰਿਸ਼ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ, 2002
11. ਨਾਨਕ ਪ੍ਰਕਾਸ਼ ਪੱਤ੍ਰਿਕਾ : 'ਧਰਮ ਸੰਪ੍ਰਦਾਇ ਵਿਸ਼ੇਸ਼ ਅੰਕ', ਦਸੰਬਰ 2005- ਅੰਕ ਦੂਜਾ ਪਬਲੀਕੇਸ਼ਨ ਬਿਓਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 2001

**Further readings:**

1. Grewal, J.S., *Religious Movements and Institutions in Medieval India*, PHISPC, New Delhi: Oxford University Press, 2006.
2. Lopez, Jr., Donald S. (Ed.) *Buddhism in Practice*, New Delhi, 1998.
3. Vandeville, Charlotte, *Myths, Saints and Legends in Medieval India*, Delhi: Oxford University Press, 1999.



22/8/21 RM  
16/6/23

-281-

Appendix to Item No XX

PANJAB UNIVERSITY, CHANDIGARH

The recommendations of the **Committee to discharge the functions of Board of Studies in Women's Studies** (dated 24.4.2023) that the students admitted in Postgraduate Diploma in Women Studies shall be made eligible for Lateral Entry in M.A. 3<sup>rd</sup> Semester in Women's Studies as the admission criteria for both the courses is same, i.e. Graduation in any discipline and the following addition in Regulation 7 at page 91 of P.U. Calendar, Volume II, 2007 be made with effect from the academic session 2023-24:

Present Regulations	Proposed Regulations
<p>7. To qualify for the grant of credits for a particular course, a candidate must get at least the pass marks. If he fails in the course, he will not get credit for it. He may repeat the course as a regular student in which he has failed when it is offered next. He may also be allowed to take the examination for such a course without attending the classes.</p> <p>" If at the end of the second semester he successfully completed courses remain less than 16 credits, he will not be allowed to join the third semester. At the end of the third semester he must have successfully completed 24 credits to enable him to join fourth semester"</p>	<p>7. No change</p> <p>Students admitted in Postgraduate Diploma shall be eligible for Lateral Entry in M.A. in Women's Studies 3<sup>rd</sup> Semester.</p> <p>05 additional seats be created in M.A. in Women's Studies 3<sup>rd</sup> Semester for lateral entry.</p> <p>Admission be made on the basis of merit in Postgraduate Diploma as per Panjab University Rules and Regulations.</p> <p>The students opting for admission to M.A. in Women Studies 3<sup>rd</sup> Semester through Lateral Entry shall not get the certificate for Postgraduate Diploma, but he/she shall get the degree of M.A. at the end of 4<sup>th</sup> Semester.</p> <p>The student getting admission to M.A. 3<sup>rd</sup> Semester through Lateral Entry shall pay the same fee as prescribed for the students enrolled in M.A. in Women's Studies.</p>

In view of the above, the Dean, Faculty of Arts is requested to approve the recommendation of the Board of Studies, mentioned above, as per authorization given by the Faculty of Arts at its meeting dated 26.03.2023 so that the same could be placed before the Academic Council for consideration and its approval.

16.06.2023

O.S.M.  
A.R.G.  
D.R.G. (for leave)  
Prof. Anju Suri  
(Dean, Faculty of Arts)  
Deptt. of History

16/6/23  
16/6/23  
16/6/23

